

The Bio-Dash Facilitator's Guide



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Welcome to Bio-Dash, an optimal performance and wellbeing program that makes learning about wellbeing fun and engaging.

Bio-Dash is a teacher facilitated program, consisting of online video modules presented to students in a group format. It is not designed to be self-paced or individually accessed by students.

Bio-Dash is unique in that it combines teaching science-backed wellbeing strategies with teacher facilitated activities that demonstrate the mind-body connection.

Importantly, you do not require specialised wellbeing knowledge to oversee the program. The online videos provide the scientific content while this facilitator's guide shows you through the program structure, activities and discussion points.

How to use the facilitator's manual

The facilitator's guide provides information to all aspects of the program. Here you will find key information about each module including:

- estimated completion time,
- equipment required,
- a guide to the module activities and videos
- research and mind-body avatar content
- suggestions for further discussion or reflection prompts, and
- references for scientific content.

We recommend familiarising yourself with the module content and the accompanying section of the facilitator's guide prior to class delivery. Remember to also check in advance the equipment needed for your next module. On occasion you may be required to organise particular items or students may need to bring a personal smart device to complete some of the module activities.

We recommend that staff have at least 2 weeks preparation prior to delivering Bio-Dash program for the first time. Adequate time is necessary to plan delivery, review the content, and test that the Bio-Dash video modules are working within the school IT system.

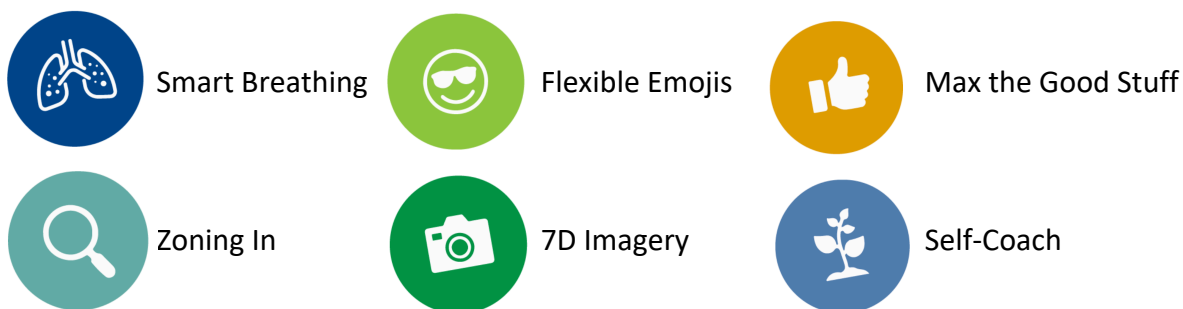
How do I access the Bio-Dash Program?

The Bio-Dash Program is accessed via the Bio-Dash website. Click on the Bio-Dash Program tab. Enter the log-in details you have been provided. The list of modules and options will then be available.

We recommend that before starting the Program with your class, watch the [Bio-Dash Facilitators Program Guide](#) to familiarise yourself with what to expect. This short video module that will take you through the main aspects of the program.

The Bio-Dash Program Structure

There are six **Bio-Dash themes**.



Each theme consists of sequenced bite-sized modules which can be delivered as stand-alone modules or can be combined depending upon the time available. This flexible delivery allows you to deliver the content in a way that suits you and your school.

The **Bio-Dash Modules** have been pedagogically sequenced to gradually build skills and knowledge and maximise engagement and knowledge from earlier modules in the sequence will be assumed.

Once logged on, the learning management system provides access to all modules. The Recommended Module Order for the entire Bio-Dash Program is as follows:

The Bio-Dash Program- By Sequence

Module Number	Theme	Name	Code
0.		Bio-Dash Facilitators Program Guide	T1
1.	Introduction*	DVB Welcome	IN1
2.	Introduction*	Content and Processes	IN2
3.	Introduction*	Mind-Body 1	IN3
4.	Introduction*	Mind-Body 2	IN4
5.	Smart Breathing	Breathing Basics	SB1
6.	Flexible Emojis	Channelling Your Emotions	FE1
7.	Max the Good Stuff	Max the Good Stuff	MGS1
8.	Zoning In	Getting Centered with Your Senses	ZI1
9.	Self-Coach	Self-Talk	SC1
10.	Flexible Emojis	Strategies for Flexible Emojis	FE2
11.	Smart Breathing	Box Breathing	SB2
12.	Smart Breathing	Breathing to Energise	SB3
13.	Zoning In	Train Your Olympic State of Mind	ZI2
14.	Flexible Emojis	Nature and Flexible Emojis	FE3
15.	Zoning In	Mindfulness	ZI3
16.	7D Imagery	The Power of Mental Imagery	7DI1
17.	Zoning In	Progressive Muscle Relaxation	ZI4
18.	Self-Coach	Destructive Thinking	SC2

19.	Max the Good Stuff	Max the Small Stuff	MGS2
20.	7D Imagery	Creating a Mental Imagery Blueprint	7DI2
21.	Smart Breathing	4-7-8 Breathing	SB4
22.	Flexible Emojis	Music and Flexible Emojis	FE4
23.	Self-Coach	Self-Talk Hacks	SC3
24.	Self-Coach	Becoming a Self-Coach	SC4
25.	Max the Good Stuff	Max Out the Good Stuff	MGS3
26.	7D Imagery	Mental Imagery Ability	7DI3
27.	Flexible Emojis	Humour and Flexible Emojis	FE5
28.	Self-Coach	Self-Coach Guide	SC5
29.	Zoning In	Catch and Refocus	ZI5
30.	7D Imagery	Creating Your Chill Zone	7DI4
31.	Self-Coach	Be Good to Yourself	SC6
32.	Zoning In	Advanced Body Scanning	ZI6
33.	7D Imagery	Creating a 'Just Before' Script	7DI5
34.	Self-Coach	Affirmations	SC7
35.	7D Imagery	Creating an 'In Action' Script	7DI6

If you are not using the entire Bio-Dash program in sequence, we recommend that the module sequence is followed within the theme (See below). For example, if your class/school is only using the Smart Breathing and Self-Coach themes you would complete SB1-SB4 and SC1-SC7 in order. However you decide to sequence the program it is recommended that the 4 introductory modules* are always completed first to provide students with the foundational knowledge to complete the program. Please note if you are not completing the program in the recommended sequence some modules may refer to strategies and information contained in other modules that students have not completed.

The Bio-Dash Program- By Theme

Theme	Name	Code
Smart Breathing	Breathing Basics	SB1
	Box Breathing	SB2
	Breathing to Energise	SB3
	4-7-8 Breathing	SB4

Theme	Name	Code
Flexible Emojis (Emotion Regulation)	Channelling Your Emotions	FE1
	Strategies for Flexible Emojis	FE2
	Nature and Flexible Emojis	FE3
	Music and Flexible Emojis	FE4
	Humour and Flexible Emojis	FE5

Theme	Name	Code
Max the Good Stuff (Savouring and Gratitude)	Max the Good Stuff	MGS1
	Max the Small Stuff	MGS2
	Max Out the Good Stuff	MGS3

Theme	Name	Code
Zoning In	Getting Centered with Your Senses	ZI1
(Mindfulness and Focus)	Train Your Olympic State of Mind	ZI2
	Mindfulness	ZI3
	Progressive Muscle Relaxation	ZI4
	Catch and Refocus	ZI5
	Advanced Body Scanning	ZI6

Theme	Name	Code
Self-Coach	Self-Talk	SC1
(Self-Talk & Compassion)	Destructive Thinking	SC2
	Self-Talk Hacks	SC3
	Becoming a Self-Coach	SC4
	Self-Coach Guide	SC5
	Be Good to Yourself	SC6
	Affirmations	SC7

Theme	Name	Code
7D Imagery	The Power of Mental Imagery	7DI1
(Mental Imagery)	Creating a Mental Imagery Blueprint	7DI2
	Mental Imagery Ability	7DI3
	Creating Your Chill Zone	7DI4
	Creating a 'Just Before' Script	7DI5
	Creating an 'In Action' Script	7DI6

What to expect in the modules

Each online module typically includes:

- A short instructional video
- Group and self-reflective activities
- Relatable real-world examples
- Resources that encourage skill development and embedding of strategies, and
- Research hotspots that provide fun facts, interesting research evidence and, information about the mind-body connection

Throughout the Bio-Dash modules there are Icons and Avatars to flag actions or provide extra information.



Clicking on the Activity Icon will pause the video so you can complete an activity related to the current topic. This might include group discussions or individual reflection. During these activities you might see a Lightbulb Icon which will provide further prompts and information around the activity.





Avatars

There are also two avatars that present some interesting facts. The Research Avatar provides scientific research findings related to the topic. The Mind-Body Avatar presents information about the interaction between our brain and physiology.



Video Icon

Clicking on the Video Icon will link you to an interesting video to watch outside of the Bio-Dash program. The content will relate to the current topic.

Next Steps slides

At the completion of each Bio-Dash module there are a series of Next Steps for students to follow. These have been designed to enhance skill development, embed strategies into personally meaningful activities within and outside of school, reinforce their learnings and foster good strategy practise habits. Please guide students through these activities to ensure that they fully understand what is expected.

Students do not need to copy down these next steps because an overview of the Next Steps for every module is provided to students at the beginning of the program as part of their program kit.

What resources should be provided to the students prior to the commencement of the Bio-Dash Program?

Students should be provided with an electronic **Bio-Dash program kit** to facilitate their learning.

The Bio-Dash Program kit contains:

- *The Bio-Dash Roadmap.*
 - This interactive document is a fun way for students to track progress throughout the program. It provides the recommended sequence for the completion of the Bio-Dash modules in a fun, interactive, and visually appealing way.
 - Encourages students to explore their current module road sign where they will have the option of a clicking on a 3D animated video tour complete with sounds!!
- *The Bio-Dash toolkit*
 - An interactive document that provides an overview of all of the strategies contained within the program with links to other resources such as guided visuals.
- *The Bio-Dash dashboard*
 - This interactive document enables participants to set and refine goals and personalize the use of Bio-Dash strategies to their important activities or performances. It is important for them to regularly update the journal as they cover new strategies. Please remind them to save this document when they finish updating it so it can be regularly refined.

- *The Bio-Dash Journal*
 - This word document contains templates and worksheets for monitoring progress, and a Next Steps overview. The students will be prompted to access this journal at various points throughout the Bio-Dash modules so they can use the appropriate template. Once again, it is important to remind students to save this document so they can continue to refine what they have added. The Bio-Dash Journal contains the following documents:
 1. Focus and Relaxation Table
 2. 7D Mental Imagery Journal
 3. Chill Zone Script
 4. Writing a Performance Script
 - a. Moments prior to performance/event script
 - b. During performance/event script
 5. My Self-Coach Guide, and
 6. Next steps summary for each module

We recommend that you familiarise yourself with the Bio-Dash kit components prior to facilitating the program.

IMPORTANT

- Please ensure that all students have the free version of “Adobe Reader” on their school tablet/computer because the interactive Bio-Dash Program Kit components such as the Toolkit and the Roadmap will require this program. Instruct student to right click on their interactive file and select ‘Open With Adobe Reader’.
- There are also copies of non-interactive Bio-Dash kit components which are to be used if students are having difficulties using the interactive versions. These are simpler documents that should easily work with less sophisticated programs/computers/smart-devices. These files will be labelled with -basic at the end of the file name.

Biofeedback

Students can receive personal biodata through biodots. These are a simple measure of body temperature. The colour of the biodot changes depending on the temperature of the skin. Biodots can provide real time data on personal levels of activation or focus as our skin temperature reflects variations in stress and relaxation.

Students are introduced to the biodots at the beginning of the program. Each student should be provided with 5 biodots to use with the accompanying Biodot activities and throughout the program. Additional biodots can be purchased separately through <https://stresstop.com> .

To allow students time to explore the biodots it is recommended that the introduction to biodots (“Biodot Introduction” PowerPoint) occurs after viewing the introductory modules and at least a couple of days prior to completing the first program module ‘Breathing Basics’ (or your chosen starting module). This will enable them to explore the biodots and develop self-awareness of patterns that may occur in response to different situations and challenges they may encounter in their daily lives both within and outside school. You may wish to have a follow-up discussion about the patterns that they have noticed outside of class. This could

be completed before the beginning of your next Bio-Dash module. These are some questions you might like to ask:

What did you observe with your biodot colors? Discuss.

What patterns in colours/tension level did you notice?

- Was there consistency between color and activity?
- Was there a consistency between color and thoughts?

In what circumstances did you notice a relaxed state?

In what circumstances did you notice a tense state?

What colour was your Biodot during times of anxiety/stress or challenge?

Students may wish to wear a Biodot during some of the Bio-Dash modules. Just ensure that they have one left for the follow up activity toward the end of the program.

The follow-up Biodot Activity (“Biodot Follow-Up Activity” PowerPoint) should be completed toward the end of the program.

Please note that teacher instructions for the Biodot activities are in the presenters notes section of the PowerPoint slides.

Other Useful Bio-Dash Hints and Recommendations

- All Bio-Dash module pages on our platform contain two videos (except the Introductory modules).
 - The first is an interactive Roadmap of the Bio-Dash program. This video is only relevant if your school or class is doing the entire program in the recommended order. As described above, the Roadmap is a fun way for students to track progress throughout the program. It provides the recommended sequence for the completion of the Bio-Dash modules in a fun, interactive, and visually appealing way.
 - Scroll down to access the second video which is the Bio-Dash content module.
- Most of the Bio-Dash content and accompanying activities is presented in our online video modules. You are encouraged to pause the modules at any point to highlight an interesting fact, stimulate class discussion, or check students’ understanding, particularly of more complex material.
- The modules will automatically pause for activities. Please guide your students through the activity as it is presented onscreen and be sure to check your facilitator’s guide for further hints and information. Try to generate discussions from information on the Activity slides.
- The videos will also pause to highlight fun facts, interesting research evidence, and information about the mind body connection. Much of the content at these points is provided as onscreen text. Not only does this cater for different learning modes

(visual versus auditory) but the material is often more complex to absorb, allowing students time to process the information.

- Research has demonstrated that providing pauses can support learning by preventing cognitive overload, particularly when the content becomes more difficult. Pausing can also be used to provide reflection prompts and enhance understanding, for example, through group discussion and comprehension questions. These techniques foster a more active processing of the video content and are an example of how Bio-Dash provides videos that are tailored to enhance learning and meet learners needs.
- Whenever these automatic pauses occur, we encourage you to paraphrase the information and be sure to check the facilitator’s manual for relevant comprehension questions, discussion ideas and reflection points.
- Sometimes discussions around the information presented may stimulate questions that we have not yet anticipated. Please email the Bio-Dash team (bio-dash@unimelb.edu.au) for further clarification if the answer is unclear.
- Guided visuals have been provided for several modules. These are important learning tools for breathing strategies because they allow practice without the need for counting. Please encourage the students to use these outside of class. They can access them via their Bio-Dash Toolkit.

Other Issues

- We assume that students will have access to their school computer or tablet. The use of Personal smart devices is recommended at various times throughout the program. If the school policy prevents students from using their smart devices then we will provide an alternative solution that will be conducted by the facilitator.

Finally the “Bio-Dash Resources” will contain a range of resources used throughout the program.

Thank you for starting your Bio-Dash journey. We hope you enjoy the program.

Module 1: Introduction to Bio-Dash

Welcome (IN1)

This video module is a welcome message for students from the Bio-Dash Founder, Professor Dianne Vella-Brodrick.

Estimated Module Length: 2 mins 56 sec.

Video length: 2 mins 55 sec.

Equipment

- Nil

Module Runsheet

- Introduction and welcome to the Bio-Dash Program
- The importance of understanding the mind-body connection
- Wellbeing strategies can;
 - o help everyday 'performances'
 - o help manage stress
 - o improve focus and relaxation
 - o help people to perform at their best

Activities

- Nil

Module 2: Introduction to Bio-Dash ***Content and Processes (IN2)***

This video module introduces the structure and important features of the Bio-Dash program.

Estimated Module Length: ~15-20 mins

Video length: 3 mins 54 sec.

Video example: 21 sec.

Activity 1: ~10 mins.

Video 1: 1 min 23 sec.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to Bio-Dash themes and module sequencing map
- Activity and Lightbulb Icons
- Research and Mind-Body Avatars
- Video Icon (with short video example)
- Focus and Relaxation Icon
- The Bio-Dash Dashboard
- Activity 1: Filling in the Bio-Dash Dashboard
- Using the Toolkit to identify strategies
- External Video 1: Tom Daley Explains How He Got Into Meditation

Activities

Activity 1: Filling in the Bio-Dash Dashboard (~10 mins)

This activity should be a gentle introduction to using the Bio-Dash Dashboard. Students will be asked to go to their 'Program Kit' and open up their Dashboard. They will need to open the document (2_Bio_Dash Dashboard) via Adobe Reader for the interactivity to function. If students are having difficulty with this document please ask them to open the Bio-Dash Dashboard Basic version (4_Bio_Dash Dashboard Basic). This version has no interactivity and should work on all devices when opened with Adobe Reader.

Have the students identify several areas in which they would like to improve their performance (e.g., academics, sport, or music) and then think of specific goals they want to work toward. Ask them to enter the information into their Dashboard under the Target Area and Goal columns.

Please note: Don't worry about the Strategies or Purpose columns, and the last 4 columns (Performance Stages) at this point, these will be addressed later on in the Program.

Please request students save the document because they will be updating their Dashboard regularly throughout the Program.

Videos

External Video 1: Tom Daley Explains How He Got Into Meditation (1 min 23 sec.)

<https://www.youtube.com/watch?v=O6gEVb1yvDA>

This provides a good example of the benefits of a wellbeing strategy from a well-known sports person.

Module 3: Introduction

Mind-Body 1 (IN3)

This video module introduces students to the mind-body connection.

Estimated Module Length: ~14-20 mins.

Video length: 3 mins 21 sec.

Activity 1: ~5-10 min.

Avatars: ~5 mins

Equipment

- Nil

Module Runsheet

- Introduction to mind-body connection
- Mind-Body Avatar 1
- Mind-Body Avatar 2
- The placebo effect
- Mind-Body Avatar 3
- Activity 1: Examples of the mind-body connection

Activities

Activity 1: Examples of the Mind-Body Connection (~5-10 mins)

Can you think of any other examples of the mind-body-connection?

- Have the students come with other examples of the mind-body connection.
- After the students have come up with some examples click on the Lightbulb Icon to reveal additional examples of mind-body connection.

Avatars

Mind-Body Avatar 1 (MB1): Your Facial Muscles and Happiness

- The facial muscles that are activated during a smile can stimulate 'feel good' neurotransmitters (dopamine and serotonin), fooling the brain into thinking that you are happy.
- Injecting Botox into the forehead to smooth wrinkles can improve mood and happiness. Most likely because it paralyses the muscles reducing the ability to frown.
- Moral of the story: Smile more frown less and let the body believe you are happy?

Mind-Body Avatar 2 (MB2): Stress Can Ward Off Illness

- When we are stressed, our sympathetic nervous system can, for a certain period of time, provide energy and protection against illness as we cope with the stressor but...
- When this energy is depleted, we have less resistance to illness.

Mind-Body Avatar 3 (MB3): The Placebo Effect

- Did you know that one of the main ingredients in a placebo pill is sugar? That is why placebo medication is often referred to as 'sugar pills.'
- Generally, the placebo effect is higher for:
 - o Injections and capsules compared with tablets
 - o A higher number of tablets
 - o Larger capsules compared with smaller capsules
- Even the colour of the pill can produce different effects.

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Module 4: Introduction to Bio-Dash ***Mind-Body 2 (IN4)***

This video module expands further on the mind-body connection, particularly in relation to stress.

Estimated Module Length: ~7-12 mins.

Video length: 3 mins 06 sec.

Avatars: ~5 mins

Equipment

- Nil

Module Runsheet

- Introduction to the stress response
- The sympathetic nervous system
- Research Avatar 1

Activities

- Nil

Avatars

Research Avatar 1 (RES1): Changing the Way You Look at Stress

- Three groups of participants were asked to do several stressful tasks, including a presentation and a test.
 - o Group 1 were instructed to ignore the source of their stress;
 - o Group 2 were given no instructions;
 - o Group 3 were taught to see their stress symptoms as functional and adaptive.
- The group that viewed stress as beneficial has physiological and cognitive benefits. They were rated as more confident, managed their stress better, and performed better in their stressful tasks.
- Viewing stress as helpful when facing challenging situations can actually help you to perform better!

References

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National Institute of Mental Health

<https://www.nimh.nih.gov/sites/default/files/documents/health/publications/stress/19-mh-8109-5-things-stress.pdf>

The New York Times

<https://www.nytimes.com/guides/well/how-to-deal-with-stress>



Module 5: Breathing Basics (SB1)

This video module introduces students to some of the benefits of strategic breathing, and the 4-4 and 4-8 breathing styles.

Estimated Module Length: ~22-32 mins.

Video length: 7 mins 09 sec.

Activity 1: ~5 mins.

Activity 2: 1 min (completed in real time within the module).

Activity 3: ~5 mins.

Avatars: ~3mins.

External video: 5mins.

Next Steps: ~ 2 mins.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to breathing basics
- Activity 1: Breathing observation
- Research Avatar 1
- Breathing and wellbeing
- Belly breathing
- Activity 2: 4-4 breathing
- Video on "tactical breathing" (play first 5 minutes only)
- Activity 3: Tactical breathing discussion
- Including the strategies on personal dashboard
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Breathing Observation (to determine natural breathing rate) (~5 mins)

- Set a timer for one minute. Ask students to breathe normally to determine their normal breathing rate – the number of breaths they take per minute. This will involve counting every out breath over a period of one minute. Let students know when the timer has stopped and to record their breathing rate.
- Returning to their normal breathing, ask students to take a couple of minutes to notice the different aspects of their breath such as the rhythm, tempo, how they breathe (nose/mouth), length of their in and out breath, where they feel their breath in their bodies, and the consistency of their breathing.

Activity 2: 4-4 Breathing (1 min)

- Students to follow along with the 4-4 breathing visual.

- Students will rate their levels of focus and relaxation after finishing the activity. They can access the focus and relaxation template in their Bio-Dash Program Kit.

Activity 3: Tactical Breathing Discussion (~5 mins)

- As a group, discuss situations where tactical breathing could be used.

Avatars

Research Avatar 1: Interesting Facts About Breathing

- Over the last day you have taken around 22,000 breaths.
- Our lungs would cover the surface area of a tennis court if laid out flat.
- The total length of the airways (bronchi/bronchioles) running through your lungs is around 2,400 kilometres.
- Most free divers can hold their breath for around 10 minutes. The record is 24.5 minutes!
- Breathing can influence our emotions and vice versa.

Videos

Video 1: Tactical Breathing with Mark Devine - 4-8 pattern (5 mins)

- Click on the video icon and watch the first five minutes of the tactical breathing video.

Next Steps

Students are asked to aim for 5-10 minutes of daily deep breathing practise. Please remind them to;

- rate their level of focus and relaxation during their practice, and
- access the Bio-Dash 4-4 and 4-8 breathing visuals via links in their toolkits,
- or set the 4-4 or 4-8 pattern on a free breathing app.

References

American Lung Association

<https://www.lung.org/blog/how-your-lungs-work>

Guinness World Records, 2021

<https://www.guinnessworldrecords.com/news/2021/5/freediver-holds-breath-for-almost-25-minutes-breaking-record-660285>

Lung Foundation Australia

<https://lungfoundation.com.au/lung-health/protecting-your-lungs/how-your-lungs-work/>

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Module 6: Flexible Emojis ***Channelling Your Emotions (FE1)***

This video module provides students with an introduction to emotional regulation.

Estimated Module Length: ~25-30 mins

Video length: 5 mins 39 sec.

Activity 1 length: ~10 mins.

Activity 2 length: ~5-10 mins

Avatars: ~3 mins.

Next Steps: ~2 mins.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to emotional regulation
- The Amygdala Hijack
- Activity 1: Managing emotions discussion
- Activity 2: Observing emotions
- Research Avatar 1
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Managing Emotions Discussion (~10 mins)

- Have the students discuss some of the ways that people could manage their emotions for the following situations:
 - o Being very angry because you've been given too much work to do
 - o Disappointment at not making your sports team
 - o Excitement about someone you like messaging you a nice message
 - o Prolonged sadness over a relationship break-up
 - o Feeling hurt by not being invited to a social event
 - o Showing aggression to another student who's been giving you a hard time
 - o Being bored in class or at work

Activity 2: Observing Emotions (~5-10 mins)

- Invite the students to observe the emotions they are currently feeling.
- Use the following prompts to help students to deepen their awareness of their emotions:
 - o Label them (e.g. happy, sad)
 - o Do you feel them in a certain part of the body (e.g. sick in the stomach)?
 - o Do they have a particular texture, colour, or shape?

- Invite the students to try directing their breath to these areas and sensations they discovered.
 - o What do they notice?
 - o Does it help increase their awareness of what they are feeling?
 - o Using breathing in this way can help people gain some space from strong unwanted emotions allowing some time to consider how they want to react to a situation.

Avatars

Research Avatar 1 (RES1): Labelling Emotions and the Brain

- Labelling thoughts and emotions that arise literally allows the brain to respond differently.
- Brain imaging studies show that labelling emotions is associated with:
 - o 'Less activity in the amygdala, which is responsible for the fight-or-flight and anxiety responses' (Khazin, 2013, p.18); and
 - o More activity in the prefrontal cortex, which is responsible for rational thought processes such as planning, problem solving, and regulating emotions.

Next Steps

Students are asked to choose 3 specific activities where they might experience strong emotions and label them, and notice where they feel them. Please remind them to update their Bio-Dash Dashboard.

References

Creswell, J. D., Way, B. M., Eisenberger, N. I., & Lieberman, M. D. (2007). Neural correlates of dispositional mindfulness during affect labeling. *Psychosomatic Medicine*, 69(6), 560-565. <https://doi.org/10.1097/PSY.0b013e3180f6171f>

Khazan, I. Z. (2013). *The clinical handbook of biofeedback: A step-by-step guide for training and practice with mindfulness*. John Wiley & Sons.

Morris, S., Cranney, J., Baldwin, P., Mellish, L., & Krochmalik, A. (2018). *The rubber brain: A toolkit for optimising your study, work, and life!* Australian Academic Press.

Nummenmaa, L., Glerean, E., Hari, R., & Hietanen, J. K. (2014). Bodily maps of emotions. *PNAS*, 111(2), 646-651. <https://doi.org/10.1073/pnas.1321664111>



Module 7: Max the Good Stuff ***Max the Good Stuff (MGS1)***

This video module introduces the importance of maximising good feelings, thoughts, and emotions.

Estimated Module Length: ~20-30 mins

Video length: 5 mins 16 sec.

Activity 1: ~5-10 mins.

Activity 2: ~5-10 mins.

Avatars: ~5 mins.

Next Steps: ~2 mins.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introducing 'max the good stuff'
- Research Avatar 1
- Negativity bias
- Research Avatar 2
- Research Avatar 3
- Max the good stuff
- Activity 1: Imagining your favourite food
- Activity 2: Prolonging enjoyment
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Imagining Your Favourite Food Discussion (~5-10 min)

- After the students have taken some time to reflect on the specifics of their favourite food – the smell, taste, texture, flavour, and temperature – invite them to share their experiences by using the following questions as starting prompts:
 - o What did you notice as you imagined your favourite food?
 - o What feelings and emotions did you feel?
 - o How did your body feel?
 - o How well could you see, taste, feel, hear, and smell your favourite food?
 - o What was the strongest sense or senses?

Activity 2: Prolonging the Enjoyment (~5-10 mins)

- Have the students identify three things that they could do to prolong and intensify the enjoyment and pleasure they experience from eating their favourite dessert.

- Click on the lightbulb icon for strategies to prolong enjoyment such as mindfulness, deeply engaging with each sense, slowing down, and closing your eyes.

Avatars

Research Avatar 1 (RES1): The Amygdala

- The amygdala, which is responsible for our emotions and memory, is more sensitive to bad news. And because of this sensitivity, negative information tends to be stored in your memory more easily and quickly than positive information.

Research Avatar 2 (RES2): Negative and Positive Information and the Brain

- Using electroencephalography (EEG), researchers compared peoples' brain activity in response to positive, negative, or neutral images. Negative images results in the strongest surge in electrical activity in a key information processing region of the brain.

Research Avatar 3 (RES3): How Do You See the Glass?

- When our minds get stuck in the negative, it can be really difficult to change those feelings, and it can tend to linger longer than positive sentiment.
- An example might be remembering the one mean comment about you rather than all the positive ones you've heard.
- Social Psychologist Alison Ledgerwood suggests a way to help this tendency is to think about things as 'glass half full' rather than 'glass half empty.'

Next Steps

Students will be asked to use at least one of these techniques (mindfulness, engaging, slow down, closing eyes) over the next few days, when they eat a favourite food. Please remind them to update their Bio-Dash Dashboard.

References

TEDx: Alison Ledgerwood

https://www.ted.com/talks/alison_ledgerwood_a_simple_trick_to_improve_positive_thinking/

Ito, T. A., Larsen, J. T., Smith, N. K., & Cacioppo, J. T. (1998). Negative information weighs more heavily on the brain: The negativity bias in evaluative categorizations. *Journal of Personality and Social Psychology*, 75(4), 887-900. <https://doi.org/10.1037/0022-3514.75.4.887>

Ledgerwood, A., & Boydstun, A. E. (2014). Sticky prospects: loss frames are cognitively stickier than gain frames. *Journal of Experimental Psychology: General*, 143(1), 376. doi: 10.1037/a0032310

Rick Hanson, Neuropsychologist

<https://archive.attn.com/stories/2587/what-negative-thinking-does-your-brain>

<https://www.rickhanson.net/how-your-brain-makes-you-easily-intimidated/>

The Negativity Bias
<https://miuc.org/brain-love-negativity-negativity-bias/>



Module 8: Zoning In ***Getting Centred with Your Senses (ZI1)***

This video module provides an introduction to using the senses strategically.

Estimated Module Length: ~12-20 minutes.

Video length: 5 mins 13 sec.

Activity 1: ~3 mins 45 sec (completed in real time within the module).

Activity 2: (~5-10 mins)

Next Steps: ~2mins.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to tuning in to all your senses
- Activity 1: Getting Centred With Your Senses
- Activity 2: Class discussion around using their senses to re-set in different settings
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Getting Centred With Your Senses (~3 min 45 sec.)

- Students to follow along with verbal cues in this video as they practice being mindful using all of their senses. They will be invited to recognise:
 - o 5 things they can see
 - o 4 things they can hear
 - o 3 things they can feel
 - o 2 things they can smell
 - o 1 thing they can taste
- Remind students to rate their levels of focus and relaxation after this activity

Activity 2: Multi-Sense Mindfulness Discussion (~ 5-10 min.)

- Have the students discuss and identify the ways that they can use their senses to practice mindfulness in different settings, such as on the sporting field, at school, on public transport, in social situations, or during an exam.
- This activity is great to do outside with the class where they can see the sky or trees, hear birds, or feel the breeze.

Next Steps

Students will be asked to identify 2 events/activities where they could use “getting centered with their senses”, and then practice the strategy during these activities. Please remind students to update their Bio-Dash Dashboards!!



Module 9: Self Coach ***Self-Talk (SC1)***

This module provides an introduction to self-talk.

Estimated Module Length: ~35-45 mins

Video length: 6 mins 08 sec.

Activity 1 length: ~10-15 mins.

Activity 2 length: ~10-15 mins.

Avatars: ~4 mins.

Next Steps ~4 mins.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to self-talk
- Research Avatar 1
- Negative self-talk
- Research Avatar 2
- The impact of negative self-talk
- Red, orange, and green light self-talk
- Activity 1: Categorising self-talk
- Criteria for determining negative self-talk
- Activity 2: Identifying personal self-talk
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Categorising Self-Talk (~10-15 mins)

- Have the students discuss whether the statements on the screen are examples of red, orange, or green self-talk.
- Some of the answers are designed to really get the students thinking about the imagery or tone used when using these statements.
- Click on the lightbulb icon for an explanation of why statements are red or green light statements.

Activity 2: Identifying Personal Self-Talk (~10-15 mins)

- Have the students write down some of the typical things that they might think or say to themselves during an activity which is challenging or in which they would like to improve their performance.

- Once a list has been created, invite the students to determine whether they are red or green statements, assess how these statements make them feel, and determine what the consequences of these feelings might be.

Avatars

Research Avatar 1 (RES1): What Self-Talk Can Influence

- Did you know that self-talk can influence our thoughts and feelings? It can even effect our attention and ability to acquire or learn new skills. So it's not surprising that self-talk can play a critical role in how we perform. For instance, it has been found to influence accuracy, strength, power, and even endurance in sports.

Research Avatar 2 (RES2): Talking in Your Head is Much Faster Than Talking Out Loud

- Inner speech can flow much faster than when we talk aloud. This is because we don't have to use full sentences or operate our tongue, lips, and voice box when we talk to ourselves in our head.
- In fact, it has been suggested that inner speech can run up to 4,000 words per minute! That's 10 times faster than verbal speech.

Next Steps

Students are asked to;

- Track their internal dialogue in real time – to spend 5 minutes tuning in to their self-talk during a challenging activity e.g., studying, music practise or sports training.
- To write down everything they are saying to themselves as they complete this activity and then categorise each statement as red, orange or green light.
- Think about the potential outcomes for using these different self-talk statements while considering feelings and consequences.

References

Fernyhough, C. (2016). *The voices within: The history and science of how we talk to ourselves*. Basic Books.

Tod, D., Edwards, C., McGuigan, M., & Lovell, G. (2015). A systematic review of the effect of cognitive strategies on strength performance. *Sports Medicine*, 45(11), 1589-1602. <https://doi.org/10.1007/s40279-015-0356-1>

Tod, D., Hardy, J., & Oliver, E. (2011). Effects of self-talk: A systematic review. *Journal of Sport and Exercise Psychology*, 33(5), 666-687. <https://doi.org/10.1123/jsep.33.5.666>

Tseng, J., & Poppenk, J. (2020). Brain meta-state transitions demarcate thoughts across task contexts exposing the mental noise of trait neuroticism. *Nature Communications*, 11, Article 3480. <https://doi.org/10.1038/s41467-020-17255-9>

Williams, J. M., Zinsser, N., & Bunker, L. (2015). Cognitive techniques for building confidence and enhancing performance. In J. M. Williams & V. Krane (Eds.), *Applied sport psychology: Personal growth to peak performance* (pp.274-303). McGraw Hill.



Module 10: Flexible Emojis ***Strategies for Flexible Emojis (FE2)***

This video module introduces some of the helpful and unhelpful strategies students might use to influence their emotions.

Estimated Module Length: ~20-30 mins

Video length: 4 mins 32 sec.

Activity 1 length: ~5-10 mins.

Activity 2 length: ~5-10 mins

Avatars: ~5 mins.

Next Steps: ~2 mins.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction
- Unhelpful strategies (rumination, excessive worry, avoidance)
- Helpful strategies
 - o Distraction
- Activity 1: Distraction discussion
- Helpful Strategies (cont.)
 - o Distancing
 - o Reappraisal
- Research Avatar 1
- Activity 2: Reappraising unhelpful statements
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Distraction Discussion (~5-10 mins)

- Have the students discuss the things that people might do to distract themselves when they are feeling bad or upset.

Activity 2: Reappraising Unhelpful Statements (~5-10 mins)

- In small groups, have the students reappraise some unhelpful or negative statements that people might often use. Provide each small group with one of the following statements to reappraise, and then share with class;
 - o I'm not good at learning new things.
 - o Trying new things is very risky.

- I'm not very good at talking to people.
- I'm feeling stressed....

Avatars

Research Avatar 1 (RES1): How you Think About Stress and Anxiety Matters

- Simply reappraising anxiety as excitement ("I am feeling excited" rather than "I am feeling nervous") has been found to improve maths performance, public speaking (more confidence, persistent, and longer speeches) and singing performance.
- When you see the upside of stress you can change your body's response to stress.
- coping well aim to view it as your body's way of getting energised, preparing you for action and helping you to meet the challenge so that you can perform better.
- Re-appraising stress in this way can actually reduce stress, and anxiety, increase confidence and improve performance. It can even modify your physiological response by preventing your blood vessels from constricting – a response usually associated with joy and courage.

Videos

- Nil

Next Steps

Students will be asked to identify useful strategies that that could use to help manage emotions and then think about where they would fit into their Dashboards.

Please remind them to;

- Think about how they could change the way they view stress, and
- To keep refining their Dashboard goals.

References

Brooks, A. W. (2014). Get excited: Reappraising pre-performance anxiety as excitement. *Journal of Experimental Psychology: General*, 143(3), 1144-1158.

<https://doi.org/10.1037/a0035325>

Jamieson, P., Nock, N., & Mendes, W. (2012). Mind over matter: Reappraising arousal improves cardiovascular and cognitive responses to stress. *Journal of Experimental Psychology: General*, 141(3), 417-422. <https://doi.org/10.1037/a0025719>

McGonigal, K. (2016). *The upside of stress: Why stress is good for you, and how to get good at it*. Penguin.

TED Radio Hour: Kelly McGonigal

<https://www.npr.org/transcripts/747384008>



Module 11: Box Breathing (SB2)

This video focuses on the importance of carbon dioxide in breathing and how our body responds to different types of breathing, including overbreathing and box breathing.

Estimated Module Length: ~15-22 mins

Video length: 6 mins 35 sec.

Activity 1: ~5 mins.

Activity 2: ~1 min (completed in real time within the module).

Avatars: ~5mins.

Next Steps: ~ 2 mins.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to breathing and carbon dioxide
- Research Avatar 1
- The physiology of breathing
- Overbreathing
- Mind-Body Avatar 1
- Activity 1: Overbreathing
- Research Avatar 2
- Activity 2: Box breathing
- Research Avatar 3
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Overbreathing (~5 mins)

- Students to practice overbreathing for 30 seconds by increasing their breathing speed. Set a timer for 30 seconds and instruct your students when to begin and end. Students are to return to normal breathing after 30 seconds.
- Ensure that all students are sitting. Inform students that they can opt-out of the overbreathing if they are not comfortable completing this activity.
- Please remind students to be mindful of any adverse reactions that may occur due to overbreathing, such as dizziness, and if they feel strong discomfort at any point they should return to normal breathing immediately.

- Have the students discuss their experiences of overbreathing using the slide prompts as a guide.

Activity 2: Box Breathing (~1 min)

- Students to follow along with the guided visual for one minute to practice the box breathing technique (breathing in for 4, holding for 4, breathing out for 4, holding for 4).
- Encourage students to rate their level of focus and relaxation after finishing the activity.

Avatars

Research Avatar 1 (RES1): Carbon Dioxide and Breathing

- Carbon Dioxide (CO₂) is a waste gas produced by our body.
- CO₂ accounts for 70% of the body's waste products and is eliminated through the lungs when we breathe.

Mind-Body Avatar 1 (MB1): Overbreathing

- Moderate overbreathing reduces oxygen delivery to the brain by 30-40%.
- With severe overbreathing the reduction can be as much as 60%!

Research Avatar 2 (RES2): Signs of Overbreathing

- Physiologically, hyperventilation and overbreathing are the same thing BUT overbreathing is subtle and harder to notice.
- Signs of overbreathing include:
 - o Mouth breathing
 - o Frequent yawning or sighing
 - o Breath holding
 - o Rushing to inhale
 - o Fast/shallow breathing
 - o Deep/fast breathing

Research Avatar 3 (RES3): Benefits of Nose Breathing

- Nose breathing delivers nitrous oxide which aids in the delivery of oxygen by causing the blood vessels to dilate or expand. This allows more oxygen to be delivered to our cells and tissues.
- Breathing in through the nose and out through the mouth focuses attention as this is not how we normally breathe.
- The hair in our nose filters air by trapping large particles like dust, pollen, bacteria and viruses, preventing them from entering our lungs.

Next Steps

Students are to find an activity to which they can apply box breathing. They are asked to practise this breathing pattern everyday, during and outside their chosen activity, building up to 5 minute sessions.

Please remind them to;

- rate their level of focus and relaxation during their practice, and

- access the Bio-Dash breathing visuals via links in their toolkits.
- or set the 4-4-4-4 pattern on a free breathing app.

References

Eccles, R. (2009). The nose and control of nasal airflow. In N. F. Adkinson, B. S. Bochner, A. W. Burks, W. W. Busse, S. T. Holgate, R. F. Lemanske & R. E. O’Hehir (Eds.). *Middleton’s Allergy: Principles and Practice* (8th ed.). Academic Press.

Khazan, I. Z. (2013). *The clinical handbook of biofeedback: A step-by-step guide for training and practice with mindfulness* (1st ed.). John Wiley & Sons, Ltd.

Khazan, I. (2019). *Biofeedback and mindfulness in everyday life: Practical solutions for improving your health and performance*. WW Norton & Company.

Ozturk, A. B., Damadoglu, E., Karakaya, G. & Kalyoncu, A. F. (2011). Does nasal hair (vibrissae) density affect the risk of developing asthma in patients with seasonal rhinitis? *International Archives of Allergy and Immunology* 156(1), 75-80. <https://doi.org/10.1159/000321912>



Module 12: Breathing to Energise (SB3)

This video module introduces controlled overbreathing as a method to increase energy levels.

Estimated Module Length: ~10-17 mins

Video length: 3.43 mins.

Activity 1: ~1 min (completed in real time within the module).

External Video: 1 min 48 sec.

Avatars: ~5mins.

Next Steps: ~ 2 mins.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to breathing to energise
- Mind-Body Avatar 1
- Activity 1: Energising breathing
- Research Avatar 1
- The Ice Man
- Video on The Ice Man: (Scroll down to 'Television & Video' and select *BBC: Inside the Human Body*)
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Energising Breathing (~1 min.)

- Encourage students to follow along with the guided visual for one minute to practice the energising breathing technique (breathing in for 7, breathing out for 2).

Avatars

Mind-Body Avatar 1 (MB1): Energising Breathing

- Scientists have revealed that controlled hyperventilation can produce as much adrenaline as a first-time bungee jump.

Research Avatar 1 (RES1): Energising Breathing and Stress

- The energising breath can help you cope with stress. By intensifying your breathing and increasing your adrenaline, you're stimulating what happens when your fight or flight response is activated. But...
- Because it's deliberate, you're doing this when your mind is calm rather than anxious or stressed. This means that you can learn to be more comfortable when your body is in an activated and energised state.
- Under these conditions, you can build your tolerance to stress and will be less likely to be overwhelmed by daily or unexpected stressors.

Videos

Video 1: Ice Man Video (1 min 48 secs)

- Click on the video icon (<https://www.wimhofmethod.com/media>) and scroll down to "Television & Video" and select "BBC: Inside the Human Body".

Next Steps

Students are asked to use the breathing visual in their toolbox to practice energising breathing, and to think about when they could use this strategy (which could be updated in their Dashboard). Please remind them to rate their level of focus and relaxation during their practice.

References

Kox, M., van Eijk, L. T., Zwaag, J., van den Wildenberg, J., Sweep, F. C., van der Hoeven, J. G., & Pickkers, P. (2014). Voluntary activation of the sympathetic nervous system and attenuation of the innate immune response in humans. *Proceedings of the National Academy of Sciences*, 111(20), 7379-7384. <https://doi.org/10.1186/2197-425X-2-S1-O2>

Lewis Howes School of Greatness Podcast

Episode 1016: The Science of a Success Mindset with Neuroscientist Andrew

Huberman (<https://lewishowes.com/podcast/the-science-of-a-success-mindset-with-neuroscientist-andrew-huberman/>) 37:00 – 39:00.



Module 13: Zoning In ***Train Your Olympic State of Mind (Z12)***

This video module provides an introduction for using the senses as a grounding tool during times of stress or overwhelm.

Estimated Module Length: ~28 – 40 mins

Video length: 3 mins 32 sec.

Focus Grid Activity length: ~15 - 20 mins

Activity 1 length: ~ 5 - 10 mins

Avatars: ~3 mins.

Next Steps: ~2 mins.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to 'focus'
- Research Avatar 1
- Recap of previously covered breathing patterns
- Focus Grid Number Sequence Activity
- Activity 2: Class discussion around Olympic Mind activity
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Focus Grid Number Sequence (~20 mins)

- Students to complete the Focus Grid activity using their smart device or computer. This can be found at www.tryconcentrationgrid.com/menu.html.
- This is an example of how Olympic athletes train their focus. The goal of the exercise is to highlight the correct sequence of numbers in a grid starting from the lowest through to the highest. Once they finish they will get a time for how long it took them to complete the exercise.
 - o Click on Grid
 - o Click on Generate Grid
 - o Click on the numbers in sequence as fast as they can from 1-36

- Students to record their time.
- The video will automatically pause to allow students to do this activity. Click on resume when all students have their time recorded.
- Now the students will do the same activity while they do a 4:4 breathing pattern to see if it influences their completion time – in other words, does the breathing pattern help them to focus on completing the number sequence task in a shorter time?
 - Click on the left arrow at the bottom of their completion screen.
 - Click on Generate Grid
 - Click on the numbers in sequence as fast as they can from 1-36 while they do a 4:4 breathing pattern (breathe in for 4 seconds, breathe out for 4 seconds)
 - Students to record their time.
 - The video will automatically pause to allow students to do this activity. Click on resume when all students have their time recorded.

Activity 1: Focus Grid Number Sequence Discussion (~10 mins)

- Have the students discuss their experiences with the Focus Grid activity.
- Use the following prompts as a guide:
 - Did your time improve with the breathing?
 - Did breathing help block out distractions?
 - Was it hard to think about deep breathing and complete the activity?
- *Click on the Lightbulb Icon for a tip to improve focus.*

Avatars

Research Avatar 1 (RES1): Attention Spans

- Using electroencephalograms (EEGs), Microsoft Corp studied the brain activity of 2,000 people and found that since the year 2000, our average attention span has dropped from 12 to eight seconds!
- This may be due to the increased use of mobile phones and being distracted by multiple media streams.

Next Steps

Students will be asked to practice deep breathing patterns so they can be used when needed to help block out unhelpful distractions.

Please remind them to keep practising their strategic breathing patterns.

References

<https://time.com/3858309/attention-spans-goldfish/>



Module 14: Flexible Emojis ***Nature and Flexible Emojis (FE3)***

This video module explains how nature can improve wellbeing.

Estimated Module Length: ~ 15-20 mins

Video length: 3 mins 17 sec.

External video length: 46 sec.

Activity 1 length: ~5-10 mins.

Avatars: ~3 mins.

Next Steps: ~2 mins.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to biophilia
- Research Avatar 1
- Video - "How to Boost Concentration in 40 Seconds"
- Incorporating nature into your day
- Activity 1: Ways to incorporate nature discussion
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Ways to Incorporate Nature Discussion (~5-10 mins)

- As a group, have the students discuss;
 - o The ways that they could incorporate real or virtual nature into their lives to improve their mood. (e.g., using indoor plants in a room without windows).
 - o The sounds from nature that would help them feel relaxed, energised or positive (e.g., ocean waves, rain, bird calls).

Avatars

Research Avatar 1: The Benefits of Being in Nature

- Exposure to nature can affect our autonomic nervous system. A recent review of the research stated that:
 - o “Natural environments promote greater parasympathetic nerve activity (contentment) and lower sympathetic nerve activity (drive) than urban environments.” Richardson et al., 2016, p 313.
- This review also suggested that exposure to natural environments may also be associated with lower anxiety.

Videos

Video 1: How to Boost Concentration in 40 Seconds

- Play the first video on the following website.

<https://www.smh.com.au/technology/seeing-green-boosts-your-concentration-research-shows-20150525-gh8udh.html>

Next Steps

Students will be asked to identify one nature scene that they could use to improve the way they are feeling (e.g., YouTube videos, screen savers, nature sounds or photos). Please remind them to update their Bio-Dash Dashboard.

References

Richardson, M., McEwan, K., Maratos, F., & Sheffield, D. (2016). Joy and calm: How an evolutionary functional model of affect regulation informs positive emotions in nature. *Evolutionary Psychological Science*, 2, 308-320. <https://doi.org/10.1007/s40806-016-0065-5>



Module 15: Zoning In ***Mindfulness (Z13)***

This video introduces mindfulness and the body scan as wellbeing strategies.

Estimated Module Length: ~14-20 minutes.

Video length: 4 min 39 sec.

Activity 1: ~2 min 40 sec (completed in real time within the module)

Activity 2: ~5-10 mins

External video 1: 2mins 21sec

Next Steps: ~2mins

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to mindfulness
- Video 1 (watch until 2 minutes 21 seconds)
- Introduction to body-scanning
- Activity 1: Body scan
- Activity 2: Body scan discussion
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Body Scan (~2min 40 sec)

- Students to follow along with the guided body scan activity. They will be invited to bring awareness to different parts of their body.
- Please remind the students to rate their level of focus and relaxation.

Activity 2: Body Scan Discussion (~5-10 min)

- Have the students discuss their experience of the body scan exercise.
- Use the suggested prompts below as a guide:
 - o Did you discover any unexpected areas of tension?
 - o What parts of your body do you tense when under pressure?
 - o What sort of things distracted you during the exercise?

- Was it something external in the environment (noise, other students) or was it something internal (worrying thought, wondering what's for dinner tonight etc.)?

Video

Video 1: Everyday Mindfulness (watch until 2min 21sec)

<https://www.youtube.com/watch?v=QTsUEOUaWpY>

Next Steps

Students will be asked to think about what muscles tighten up in various high pressure situations (e.g., sports game, music performance, exam, or feeling angry or upset), and to identify 2 key areas that tense up for them under pressure. Encourage them to create their own 'muscle tension map' over the next few weeks.

Please remind them to update their Bio-Dash Dashboard.



Module 16: 7D Imagery ***The Power of Mental Imagery (7DI1)***

This video module provides an introduction to how mental imagery can help students to prepare for a performance or event.

Estimated Module Length: ~45-55 mins

Video length: 4min 39sec

External video 1 length: 14 sec

Activity 1 length: ~5-7 mins

External video 2 length: 2 mins 30 sec

Activity 2 length: ~10-15 mins

External video 3 length: 1 min 11 sec

Activity 3 length: ~10-15 mins

Activity 4 length: ~10 mins

Next Steps: 1 min

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to mental imagery
- Video 1: This Day in History: Michael Jordan Eyes Closed Free Throw
- Activity 1: Using imagery in daily life
- Video 2: The Best Way to Visualise (Luke Vercollone)
- Activity 2: Polysensory imagery
- Video 3: Olympics 2012: Michael Phelps Has Mastered the Psychology of Speed
- Activity 3: Performance challenges
- Activity 4: Personal performance challenges
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Using Imagery in Daily Life (~5-7 mins)

- Have the students identify 5 examples of how people might use imagery in everyday life.
- *Click on the Lightbulb Icon for examples (mentally retracing steps when you have lost something, daydreaming, worrying about the future, reminiscing about past events, making plans for the future, rehearsing what you will say to someone)*

Activity 2: Polysensory Imagery (~10-15 mins)

- Have students come up with their definitions for polysensory imagery.
- What is the best type of imagery?
 - o *Lightbulb*
 - *Polysensory imagery*
 - *Can you define the meaning of the term?*
 - *It's more than mind and pictures. It's using all the senses (sight, sound, touch, taste, smell, emotions and proprioception)*
 - *Proprioception is our sense of:*
 - o *Self movement*
 - o *Where we are in space*
 - o *Location of objects or people around us*
- What can enhance the power of imagery?
 - o *Lightbulb*
 - *Make it as real as possible, for example:*
 - *Visualise while physically in the performing space or environment and in the same clothing*
 - *Picture the different scenarios or situations that could occur*
 - *Perform physical actions while visualising them mentally*
- When is the best time to visualise
 - o *Lightbulb*
 - *During training/rehearsal/practice – rehearse scenarios that are likely to occur in the actual event. See yourself performing at your best and coping with whatever challenges arise*
 - *Directly before the event – gets mind ready to perform*
 - *Directly after the event has occurred. This is when the sensations and images are easiest to replicate because they are fresh*
- *Click on the Lightbulb Icons for answers.*

Activity 3: Performance Challenges (10-15 mins)

- In small groups, have the students think about situations where people need to perform well such as an exam, presentation, sports match, or concert.
- With each group selecting a different scenario, get them to list the challenges that might arise and coping responses that might help.
- Each group can then share their answers with the class.
- Alternatively, conduct the activity as a large group.
- *Click on the Lightbulb Icon for examples of challenges and responses.*

Activity 4: Personal Performance Challenges (~10 mins)

- Individually, have students consider their ideal response to different scenarios in an upcoming performance.

- Instruct students to open the Mental Imagery Journal template which is in their Bio-Dash Journal. Ask them to enter their own ideal response to their chosen scenarios in an upcoming performance or event. Please instruct them to save the document because they will continue to refine the content as they work through the 7D Imagery theme modules.

Videos

Video 1: This Day in History: Michael Jordan Eyes Closed Free Throw

<https://www.nba.com/watch/video/this-day-in-history-michael-jordan-eyes-closed-free-throw>

Video 2: The Best Way to Visualise (Luke Vercollone)

<https://www.youtube.com/watch?v=hjCrnwbkx-A>

Video 3: Olympics 2012: Michael Phelps Has Mastered the Psychology of Speed

<https://www.youtube.com/watch?v=Htw780vHH0o> (watch from 1:05 – 2:16)

Next Steps

Students will be asked to practice their imagery of their upcoming performance including their ideal response/s they have identified and documented in their Bio-Dash Journal.

References

Alyssa Camplin quote.

The Herald Sun, May 17, 2020



Module 17: Zoning In ***Progressive Muscle Relaxation (ZI4)***

This video introduces progressive muscle relaxation as a tool to help manage stress and tension in the body.

Estimated Module Length: ~9-12 minutes.

Video length: 6 min 51 sec.

Activity 1: ~5 min 50 secs (completed in real time within the module).

Next Steps: 2 min.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to progressive muscle relaxation
- Activity 1: Progressive muscle relaxation
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Progressive Muscle Relaxation (~ 5 min 50 sec)

- Students to follow along with the guided progressive muscle relaxation activity. They will be invited to tense and relax different parts of their body.
- Is there a good time each week for the whole class to practice progressive muscle relaxation together?

Next Steps

Students will be asked to plan a time when they can do progressive muscle relaxation at home. Decide when you can do this activity as a class at least once a week.

Please remind them to:

- Update their Bio-Dash Dashboard, and
- Access the progressive muscle relaxation guided visual in their Bio-Dash Toolkit.



Module 18: Self Coach ***Destructive Thinking (SC2)***

This module introduces students to the concept of destructive thinking and provides ways to challenge unhelpful thoughts.

Estimated Module Length: ~25 min

Video length: 4 mins 16 sec

Activity 1 length: ~10 mins

Activity 2 length: ~10 mins

Next Steps: 2 mins

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to destructive thinking
- Activity 1: Identifying unhelpful thinking categories
- Replacing strong words
- Activity 2: Challenging unhelpful statements
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Identifying Unhelpful Thinking Categories (~10 mins)

- Have the students identify at least three unhelpful thinking categories from the list that they might regularly use. Encourage them to write down personal examples of each.
- Categories with some examples:
 - o Overgeneralise ...
 - I can't do anything right
 - o Jump to conclusions ...
 - She didn't say hello to me...nobody likes me
 - o Mind read ...
 - That was such a stupid comment I made...She must think I'm hopeless

- Disqualify the positive ...
 - I got lucky, I don't deserve it
- Expect the worst ...
 - I'm going to forget everything, what if I can't remember a single word
- Exaggerate ...
 - That was horrible, awful, a disaster...
- All or nothing ...
 - If I don't get this goal, I won't be selected for the team

Activity 2: Challenging Unhelpful Statements (~10 mins)

- Have the students challenge the unhelpful statements that they identified in Activity 1. They can consider the following questions to help them:
 1. They can consider the following questions to help them:
 - Is it true?
 - What's the evidence?
 - Is it based on fact or opinion?
 - Is there a different way of thinking about this?
 - Is it an over-exaggeration?
 - Will this even matter in 6 months' time?
 - If a small child said this, how would you respond or reassure them?

Next Steps

Continue to identify and challenge destructive statements you might be saying to yourself.

Remember to consider these questions for each statement.

Is it true?

What's the evidence?

Is it based on fact or opinion?

Is there a different way of thinking about this?

Is it an over exaggeration?

Will this even matter in 6 months' time?



Module 19: Max the Good Stuff ***Max the Small Stuff (MGS2)***

This video module introduces ways to savour simple pleasures.

Estimated Module Length: ~15-25 mins

Video length: 3 mins 48 sec.

Activity 1: ~10-15 mins.

Next Steps: ~2 mins.

Equipment

- Student computer/tablet/smart device
- Students will each need a treat such as small piece of chocolate or a safe alternative. At the beginning of the module place the treat in front of each student and inform them not to eat it yet! Please note that the treat will be eaten during the module so please ensure safe alternatives for each student.

Module Runsheet

- Introduction to maxing the small stuff
- Activity 1: 20 everyday moments to be savoured
- Treat anticipation exercise
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: 20 Everyday Moments to be Savoured (~ 10-15 min)

- Invite students to create a list of 20 everyday moments that could be savoured.
- If working in small groups, have each group focus on a specific theme (e.g. food, places, connections, moments) and identify five everyday moments which they can then share with the whole group.
- Click on the lightbulb for examples of everyday moments.

Next Steps

Students will be asked to list 3 moments from their past (reminiscing), 3 upcoming events (anticipating) and 3 daily present activities that they could use to max the good stuff. They

should aim to max the good stuff over the next week. Please remind them to update their Bio-Dash Dashboard.



Module 20: 7D Imagery ***Creating a Mental Imagery Blueprint (7DI2)***

This video module gives students the opportunity to use polysensory imagery to assist with their own personal performance challenges.

Estimated Module Length: ~40 mins

Video length: 5 mins 17 sec

Activity 1 length: ~10 mins

External video length: 2 mins 52 sec

Activity 2 length: ~5 mins

Activity 3 length: ~10 mins

Avatars: ~3 mins

Next Steps: ~2 ins

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to creating a mental blueprint
- Research Avatar 1
- Imagery perspectives
- Activity 1: First- and third-person imagery
- Why Use Mental imagery?
- Research Avatar 2
- Video 1: How Alex Deibold Prepares for a Snowboard Race
- Activity 2: Polysensory imagery
- Activity 3: Adding imagery to personal performance challenges
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: First- and Third-Person Imagery (~10 mins)

- Have the students imagine a personally relevant scenario such as improving a skill, giving a presentation, or having a conversation from first- and third-person perspectives for one minute per perspective.
- Facilitate a class discussion around which perspective the students preferred, and why.

Activity 2: Polysensory Imagery (~5 mins)

- As a group, have the students discuss some of the sensory experiences that Alex used to create his mental imagery.
- Have students identify proprioceptive and emotional examples.
- *Click on the Lightbulb Icon for imagery examples discussed by Alex in the video.*

Activity 3: Adding Imagery to Personal Performance Challenges (~10 mins)

- Ask students to open their 7D Mental Imagery Journal in their Bio-Dash Journal that they have previously saved in an earlier module. Using the previously identified personal challenges that are recorded in this document, have students identify at least five extra sensory details that they could add to their performance imagery.
- Then have students imagine their ideal response to five different scenarios in an upcoming performance.
- Have students share their experiences with the rest of the class.

Avatars

Research Avatar 1 (RES1): The Size of the Weight Makes a Difference

- Yes it does! When a nerve stimulates a muscle to contract, it produces electrical activity which is measured by electromyography (EMG). Research shows that EMG increases in proportion to the amount of imagined effort.
- Thus, imagining lifting heavier weights (9kg) results in more EMG activity than imaginary lifting of lighter weights (4.5kg).

Research Avatar 2 (RES2): Combining Imagery With Physical Practice

- When you are practicing, rehearsing, or training, aim to alternate between mentally imagining a skill and then physically executing it as this combination provides the most training benefit.

Videos

Video 1: How Alex Deibold Prepares for a Snowboard Race

<https://www.youtube.com/watch?v=9ebzllKomoA>

Next Steps

Students will be asked to practice daily imaging of their upcoming performance or event and their ideal responses to their scenarios. Please remind them to update their Bio-Dash Dashboards.

References

Bakker, F. C., Boscher, M. S. J., & Chung, T. (1996). Changes in muscular activity while imagining weight lifting using stimulus or response propositions. *Journal of Sport and Exercise Psychology*, 18(3), 313-324. <https://doi.org/10.1123/jsep.18.3.313>.

Ranganathan, V. K., Siemionow, V., Liu, J. Z., Sahgal, V., & Yue, G.H. (2004). From mental power to muscle power--gaining strength by using the mind. *Neuropsychologia*, 42(7), 944-56. <https://doi.org/10.1016/j.neuropsychologia.2003.11.018>

Saimpont, A., Lafleur, M. F., Malouin, F., Richards, C. L., Doyon, J., & Jackson, P. L. (2013). The comparison between motor imagery and verbal rehearsal on the learning of sequential movements. *Frontiers in Human Neuroscience*, 7, Article 773. <https://doi.org/10.3389/fnhum.2013.00773>

Yue, G., & Cole, K. J. (1992). Strength increases from the motor program: Comparison of training with maximal voluntary and imagined muscle contractions. *Journal of Neurophysiology*, 67(5), 1114-1123. <https://doi.org/10.1152/jn.1992.67.5.1114>



Module 21: 4-7-8 Breathing (SB4)

This video module introduces the 4-7-8 breathing pattern as a technique to help getting to sleep and managing stress and emotions.

Estimated Module Length: ~7-14 mins

Video length: 3 mins 32 sec.

Activity 1: ~1 min 30 sec (completed in real time within the module).

Avatars: ~3 mins.

Next Steps: ~ 2 mins.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to sleep and wellbeing
- Research Avatar 1
- Introduction to 4-7-8 breathing
- Activity 1: 4-7-8 breathing
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: 4-7-8 Breathing (~1 min 30 secs)

- Encourage the students to follow along with the guided visual for around 90 seconds to practice the 4-7-8 breathing technique (breathing in for 4, holding for 7, breathing out for 8).

Avatars

Research Avatar 1 (RES1): Lack of Sleep and Performance

- Moderate fatigue impacts performance to the same extent or more than what is currently acceptable for alcohol intoxication.
- After 17 hours awake, performance impairment is equivalent to 0.05% blood alcohol concentration.
- After 24 hours awake, performance deficit is equivalent to that observed at 0.10% blood alcohol concentration.

Next Steps

Students are asked to use the breathing visual in their toolbox to practice 4-7-8 breathing, and to think about other situations (apart from going to sleep at night) that they could use this strategy (which could be updated in their Dashboard). Please remind them to rate their level of focus and relaxation during their practice.

References

Dawson, D., & Reid, K. (1997). Fatigue, alcohol and performance impairment. *Nature*, 388, 235. <https://doi.org/10.1038/40775>.



Module 22: Flexible Emojis ***Music and Flexible Emojis (FE4)***

This video module focuses on the way that music can be used to reflect or change emotions.

Estimated Module Length: ~15-30 mins

Video length: 3 mins 54 sec.

Activity 1 length: ~5-10 mins

Avatars: ~8-12 mins.

Next Steps: ~2 mins.

Equipment

- Student computer/tablet/smart device
- Student personal devices (e.g., phone, tablet, computer) & headphones could be used to create playlists for Activity 1. If this is not possible, then please compile the group playlist in an appropriate format, e.g., written on whiteboard.

Module Runsheet

- Introduction to music and emotions
- Research Avatar 1
- The ways that music can be used to reflect or change emotions
- Mind-Body Avatar 1
- Activity 1: Create a group playlist
- Mind-Body Avatar 2 - missing
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Creating a playlist (~5-10 mins)

- Have students identify songs that would fit with the feelings of focused, happy, pumped, and relaxed.
- Create a class playlist for each feeling using the students' suggestions.

Avatars

Research Avatar 1 (RES1): Music Can Affect the Way We Feel and Learn

- Fast-paced, upbeat music brings on pleasant, positive emotions such as happiness, excitement, delight, and liveliness. Slow-paced music brings on negative emotions such as sadness and gravity.
- Music can aid attention, learning and memory because it improves mood, promotes relaxation, and eases stress BUT...
- Type of music does matter. Fast & loud background music or music with vocals is distracting if you're reading or writing as these compete with your attention.
- When studying classical or instrumental music is best. Avoid anything loud & fast.

Mind-Body Avatar 1 (MB1): Listening to Music Can Affect Your Physiology

- Listening to music can lower blood pressure, alter our heart rate and brain waves and activate our sympathetic nervous system.
- Type of music matters. Classical music lowers blood pressure more than jazz or pop music. Rock music is associated with higher increases in heart rate. Faster paced music is associated with greater sympathetic activation than slower paced music.
- Tips: Listen to faster and louder music when you're tired or in need of a motivation boost. Aim for slow and calm music to aid sleep and relaxation.

Mind-Body Avatar 2: Be Mindful of What You're Doing When You Listen

- You're more likely to drive dangerously while listening to fast-paced tunes.
- Uptempo music increases your change of breaking the speed limit. Drivers listening to faster tempo music believe they are driving slower than they actually are, take more risks, and are more likely to have accidents or run a red light.

Next Steps

Students will be asked to create a personal playlist of their favourite songs for the following categories: focussed, happy, pumped, and relaxed.

Please remind them to update their Bio-Dash Dashboard.

References

Balkwill, L. L., & Thompson, W. F. (1999). A cross-cultural investigation of the perception of emotion in music: Psychophysical and cultural cues. *Music Perception*, 17(1), 43–64.

<https://doi.org/10.2307/40285811>

Brodsky W., & Kizner M. (2012). Exploring an alternative in-car music background designed for driver safety. *Transportation Research Part F: Psychology & Behaviour*, 15(2), 162-173.

<https://doi.org/10.1016/j.trf.2011.12.001>

Carpentier, F. R. D., & Potter, R. F. (2007). Effects of music on physiological arousal: Explorations into tempo and genre. *Media Psychology*, 10(3), 339-

363. <https://doi.org/10.1080/15213260701533045>

Chafin, S., Roy, M., Gerin, W., & Christenfeld, N. (2004). Music can facilitate blood pressure recovery from stress. *British Journal of Health Psychology*, 9(3), 393-403.

<https://doi.org/10.1359107041557020>

Juslin, P. N. (2013). From everyday emotions to aesthetic emotions: Towards a unified theory of musical emotions. *Physics of Life Review*, 10(3), 235-266.
<https://doi.org/10.1016/j.plrev.2013.05.008>

Dosseville, F., Laborde, S. J. P., & Scelles, N. (2012). Music during lectures: Will students learn better? *Learning and Individual Differences*, 22(2), 258-262.
<https://doi.org/10.1016/j.lindif.2011.10.004>

Li, R., Chen, Y. V., & Zhang, L. (2019). Effect of music tempo on long-distance driving: Which tempo is the most effective at reducing fatigue? *i-Perception*, 10(4), 1-19.
<https://doi.org/10.1177/2041669519861982>

Liu, Y., Liu, G., Wei, D., Li, Q., Yuan, G., Wu, S., Wang, G., & Zhao, X. (2018). Effects of musical tempo on musicians' and non-musicians' emotional experience when listening to music. *Frontiers in Psychology*, 9, Article 2118. <https://doi.org/10.3389/fpsyg.2018.02118>

Thompson, W.F., Schellenberg, E.G., & Letnic, A.K. (2012). Fast and loud background music disrupts reading comprehension. *Psychology of Music*, 40(6), 700-708.
<https://doi.org/10.1177/0305735611400173>



Module 23: Self Coach ***Self-Talk Hacks (SC3)***

This module outlines ways that students can change their self-talk when they're feeling stuck in a negative mindset.

Estimated Module Length: ~10 mins

Video length: 3 mins 24 sec

Avatars: ~5 mins.

Next Steps ~2 mins.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to interpreting self-talk
- Body language and self-talk
- Mind-Body Avatar 1
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

- Nil

Avatars

Mind-Body Avatar 1: What Your Body Language Tells You About Mindset

- One of the most important elements of body language is the power pose. A pose in which a person is opened up is known as a high-power pose. When people are in positions of power or are feeling powerful, they expand, strength out, or take up space.
- A pose in which a person closes up is known as a low-power pose. When people feel powerless or helpless, they close up, wrap themselves up, or make themselves small.
- These different power poses can influence confidence, assertiveness, and the ability to handle pressure. The way you sit or stand can actually make you feel more or less confident.

- So, how are you sitting right now? Are you in a high- or low-power pose? Think about how you typically sit or stand before a performance or important event. What sort of pose are you holding?

Next Steps

When could you apply:

- Agreeing or disagreeing with your self-talk
- Firing up rather than giving up
- Changing your posture or body language

To improve your mindset and confidence?

Where could you fit these strategies in your Dashboard?

References

Carney, D.R., Cuddy, A. J., & Yap, A. J. (2010). Power posing: Brief nonverbal displays affect neuroendocrine levels and risk tolerance. *Psychological Science, 21*(10), 1363-1368. <https://doi.org/10.1177/0956797610383437>

Horcajo, J., Paredes, B., Higuero, G., Briñol, P., & Petty, R. E. (2019). The effects of overt head movements on physical performance after positive versus negative self-talk. *Journal of Sport and Exercise Psychology, 41*(1), 26-34. <https://doi.org/10.1123/jsep.2018.0208>



Module 24: Self Coach ***Becoming a Self-Coach (SC4)***

This module steps students through strategies to rephrase their unhelpful self-talk.

Estimated Module Length: ~25 mins

Video length: 5 mins 41 sec

Activity 1 length: ~15 mins

Avatars: ~3 mins.

Next Steps ~2 mins.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to self-coaching
- Research Avatar 1
- Changing language
- Activity 1: Rephrasing negative statements
- Giving your negative voice a character
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Rephrasing Negative Statements (~15 mins)

- In small groups, have the students work on rephrasing the following negative statements:
 - o I'm hopeless at learning anything new.
 - o Practicing is a waste of time, I'm not improving.
 - o I'm so nervous, I'm never going to be able to do this.
 - o If I can't remember my lines, how can I possibly do this?
 - o Everyone around me will think that I'm hopeless.
 - o If I miss this shot, I've let the whole team down.
 - o I know that they don't really believe the nice things they're saying about me.

- Lightbulb icon and other rephrasing examples
 - o “I’m hopeless at learning anything new” rephrased to “Learning new things is challenging for everyone, but it will get easier with time”
 - o “Practicing is a waste of time, I’m not improving” rephrased to “Regular practice will help me nail it when it counts”
 - o “I’m so nervous, I’m never going to be able to do this” rephrased to “It’s normal to be nervous, so just concentrate on breathing to relax”
 - o “If I can’t remember my lines how can I possibly do this?” rephrased to “I’ve practiced this regularly and this performance should be no different”
 - o “Everyone around me will think I’m hopeless” rephrased to “People around me are here to support me and want me to do well”
 - o “It will be disastrous if I miss this shot” rephrased to “Just focus on using mental imagery to picture a successful shot, and forget about the outcome”
 - o “I know that they don’t really believe the nice things they’re saying about me” rephrased to “People are being supportive when they say nice things about me and the majority are genuine”
- Bring the students back together to discuss the different ways that each group rephrased the statements.

Avatars

Research Avatar 1: The Benefits of Changing Language

- Using your name or a second person pronoun (‘you’ rather than ‘I’) can help you perform better under pressure and control your emotions.
- For example, making this simple language change has been found to improve confidence, calmness, and performance for public speaking.
- It can also improve physical performance in sport, for example, endurance, speed, and power for athletes. Surprisingly, these benefits occurred without the athletes feeling like they were using more effort to achieve these improved results.
- It’s simple, easy and it can be done in real-time. Why not give it a try!

Next Steps

Set a goal to take notice of your self-talk immediately after your next sports match, concert, or important performance event and rephrase any negative comments.

Choose an activity that is challenging you. Monitor your self-talk during this activity, write it down and rephrase any negative comments OR if you’re alone, verbalise your thoughts out loud and immediately rephrase any negative comments.

Remember to update your Bio-Dash Dashboard!

References

Hardy, J., Thomas, A. V., & Blanchfield, A. W. (2019). To me, to you: How you say things matters for endurance performance. *Journal of Sports Science*, 37(18), 2122-2130. <https://doi.org/10.1080/02640414.2019.1622240>

Kross, E., Bruehlman-Senecal, E., Park, J., Burson, A., Dougherty, A., Shablack, H., Bremner, R., Moser, J., & Ayduk, O. (2014). Self-talk as a regulatory mechanism: How you do it matters.



Module 25: Max the Good Stuff ***Max Out the Good Stuff (MGS3)***

This video module provides ways to extend the positive effects of experiences and situations.

Estimated Module Length: ~25-35 mins

Video length: 5 min 06 sec.

Activity 1: ~10 mins.

Activity 2: ~10 mins.

Avatars: ~2 mins.

Next Steps: ~5 min

Equipment

- Student computer/tablet/smart device
- Paper and pen/pencil (for Activity 1)
- Personal smart device – if downloading the free 1-sec day app.

Module Runsheet

- Introduction to maxing out the good stuff
- Ways to maximise good moments
- Activity 1: Plan your fun event day
- Research Avatar 1
- Activity 2: Creating a gratitude video
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Plan Your Fun Event Day (~10 min)

- As individuals, have the students describe or draw their ideal day. The following prompts can be used as a starting point:
 - o What will you do?
 - o Who will be with you?
- Encourage students to be imaginative and to enjoy planning a great day!

Activity 2: Creating a Gratitude Video (~10 min)

- As a group, get the students to discuss how they will create their gratitude videos. (1 second a day daily video app or another method)
- Click the lightbulb icon for ideas around how you might create a gratitude video.

Avatars

Research Avatar 1 (RES1): Simple Way to Boost Happiness

- Research has indicated that writing down three good things that have happened each day for a week, and the reason why they happened, can help improve happiness and reduce depression for up to 6 months.

Next Steps

Students will be asked to organise a date for their fun day and to anticipate prior to the event, and reminisce after the event.

Gratitude video

- Download the 1-sec day app
- Record 1-second gratitude snippet for 7 days
- Create a 7-day gratitude video

References

Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *The American Psychologist*, 60(5), 410-21.
<https://doi.org/10.1037/0003-066X.60.5.410>



Module 26: 7D Imagery ***Mental Imagery Ability (7DI3)***

This video module furthers understanding of mental imagery ability.

Estimated Module Length: ~30-40 mins

Video length: 7 mins 28 sec

Activity 1 length: ~5-10 mins

Activity 2 length: ~5 mins

Activity 3 length: ~5 mins

Activity 4 length: ~5-10 mins

Next Steps: ~1 mins

Equipment

- Student computer/tablet/smart device
- Pen and paper

Module Runsheet

- Introduction to mental imagery ability
- Activity 1: Shape rotation
- Basketball visualisation
- Activity 2: Basketball visualisation discussion
- Activity 3: Visualising a familiar object
- Activity 4: Visualising a performance object
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Shape Rotation (~5-10 mins)

- Following the pictures on the screen, students will use imagery to explore whether the image on the right matches the image on the left but in rotated form.

Activity 2: Basketball Visualisation Discussion (~5 mins)

- Have the students discuss their experiences of the basketball visualisation exercise.

- Use the below questions as starting prompts:
 - o What was their experiences when transforming the basketball into a tennis ball?
 - o Was it easy or hard?
 - o Were their images clear?
- *Click on the Lightbulb Icon for images of a basketball and tennis ball for student to compare their imagery to.*

Activity 3: Visualising a Familiar Object (~5 mins)

- Using a pen and paper, have the students think of an object that they would see several times per day such as a watch, phone screen, or ring.
- Without taking a sneak peek at this object, invite them to draw a detailed picture of this object.

Activity 4: Visualising a Performance Object (~5-10 mins)

- Have the students spend a few minutes imagining an object they might use when performing (e.g. tennis racquet, violin, golf club).
- Invite students to share their imagery experiences.
 - o How easily were they able to picture the object?
 - o What could you do to improve your ability to vividly imagine this object?
- *Click on the Lightbulb Icon for tips on how to imagine the object clearly.*

Next Steps

Students will be asked to practice visualising an object they would use in a performance or event until they can clearly see it and feel it. Please remind students to update their Bio-Dash Dashboards.



Module 27: Flexible Emojis ***Humour and Flexible Emojis (FE5)***

This video module showcases how humour can be used to improve wellbeing and gives students an insight into their own humour style.

Estimated Module Length: ~40-50 mins

Video length: 6 mins 54 sec.

External video 1 length: 1 mins 43 sec

External video 2 length: 35 sec

External video 3 length: 21 sec

Activity 1 length: ~5 mins

Activity 2 length: ~15-20 mins

Avatars: ~10-16 mins.

Next Steps: ~2 mins.

Equipment

- Student computer/tablet/smart device
- Student personal devices (e.g., phone, tablet, computer) can be used to complete the Humour Styles Questionnaire. If this is not possible, please complete the activity as a group so that students can see examples of the different humour styles.

Module Runsheet

- Introduction to humour
- Research Avatar 1
- Video 1: Baby Laughing Hysterically at Ripping Paper
- Video 2: Baby Laughing and Chuckling
- Advantages of laughter
- Research Avatar 2
- Activity 1: Identifying different styles of humour
- Activity 2: Humour styles questionnaire
- Four main categories of humour
- Research Avatar 3
- Getting more of the good humour into your life
- Video 3: Crowing Rooster
- Research Avatar 4
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Identifying Different Styles of Humour (5 mins)

- Have the students come up with examples of different types of humour.
- *Click on the Lightbulb Icon for examples of different humour styles e.g., witty, quirky, wordplay, sarcastic, and dark humour.*

Activity 2: Humour Styles Questionnaire (~15-20mins)

- Have the students complete the humour styles questionnaire either independently using their personal devices, or as a group so that they can see examples of the different humour styles.
- The questionnaire can be accessed via: <https://humorstyles.com>
- If completed as a group, encourage the students to complete the questionnaire independently in their own time to allow them to discover their own personal humour style.

Avatars

Research Avatar 1 (RES1): Laughter Facts

- The physiological study of laughter is known as gelotology.
- We can't tickle ourselves in the same way others can tickle us into hysteria because the brain requires the elements of the unexpected and tension.

Research Avatar 2 (RES2): Dr Patch Adams

- Dr Patch Adams believes that humour and laughter can have medical benefits. He started dressing as a clown in his hospital work and focused on spreading humour, laughter, and love in medical facilities. He believes this approach greatly benefited both medical staff and patients.

Research Avatar 3 (RES3): Hearing Laughter Can Make You Think Something is Funny

- Laughter is contagious. Since 1950, TV has exploited this by adding 'laugh tracks' to sitcoms. People laugh more readily upon hearing others laugh. When you hear others laugh, you actually think the TV show is more humorous.
- Ask the students what tv shows they watch where laugh tracks are added.

Research Avatar 4 (RES4): Jokes and Humour

- Paul McGhee, the pioneer of humour research, encourages playing with language to enhance verbal humour. One way to do this is to fill in the missing parts of jokes.
- Q: When do doctors get most annoyed? A: When they run out of _____? (Clue: Whom do doctors treat?)
- His book, *Small Medium at Large*, has hundreds of different types of jokes to develop the ability to play with language.

Videos

Video 1: Baby Laughing Hysterically at Ripping Paper (1 min 43 sec)

<https://www.youtube.com/watch?v=RP4abiHdQpc>

Video 2: Baby Laughing and Chuckling (35 sec)

<https://www.youtube.com/watch?v=Xn3f7YlivYo>

Video 3: Crowing Rooster (21 sec)

<https://www.youtube.com/watch?v=l8SbUmm10m0>

Next Steps

Students will be asked to think about some of the humour advancing strategies to help achieve some of their Dashboard goals (e.g., like watching a rooster crow video when they

need a study break or feeling like a mood boost). What specific strategies could they include in their Bio-Dash Dashboards?

References

Adams P. Humour and love: the origination of clown therapy. *Postgraduate Medical Journal* 2002; 78:447-448. <https://pmj.bmj.com/content/78/922/447.full>

Goldstein, J., & Ruch, W. (2018). Paul McGhee and humor research. *Humour*, 31(2), 169-181. <https://doi.org/10.1515/humor-2018-0031>

How Stuff Works

<https://science.howstuffworks.com/life/inside-the-mind/emotions/laughter3.htm>

<https://science.howstuffworks.com/life/inside-the-mind/emotions/laughter5.htm>

Martin, R. A., Puhlik-Doris, P., Larsen, G., Gray, J., & Weir, K. (2003). Individual differences in uses of humor and their relation to psychological well-being: Development of the Humor Styles Questionnaire. *Journal of Research in Personality*, 37(1), 48-75. [https://doi.org/10.1016/S0092-6566\(02\)00534-2](https://doi.org/10.1016/S0092-6566(02)00534-2)

McGhee, P. E. (2003). *Small medium at large: How to develop a powerful verbal sense of humor*. AuthorHouse.

The Gesundheit Institute

<https://www.patchadams.org/patch-adams/>

The Science of Laughter

<http://faculty.washington.edu/chudler/scilaugh.html>



Module 28: Self Coach ***Self-Coach Guide (SC5)***

This video module helps students to develop their own Self-Coach Guide to help them to identify and rephrase negative self-talk statements that are likely to occur before, during, and after events.

Estimated Module Length: ~ 20-25 mins

Video length: 2 mins 34 sec

Activity 1 length: ~15 mins

Next Steps: ~5mins

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to the Self-Coach Guide
- Activity 1: Rephrasing self-talk for different performance stages
- Building your list of positive statements
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Rephrasing Self-Talk for Different Performance Stages (~15 mins)

- In small groups, have the students choose a performance situations or event (e.g. sports game, music performance, exam/test, presentation, or social situation).
- Allocate one stage of the following stages to each group:
 - o Preparation or lead up
 - o Moments immediately prior
 - o During the performance/event
 - o After the event
- Each group should aim to identify four typical unhelpful thoughts that may occur during the stage they have been allocated.
- Students can then work on rephrasing these to positive, encouraging statements.
- Invite each group to share their ideas with the class.
- Lightbulb icon
 - o Preparation or lead-up
 - “I’m hopeless at learning anything new” rephrased to “Learning new things is challenging for everyone, but it will get easier with time”
 - o Moments immediately prior
 - “I’m so nervous, I’m never going to be able to do this” rephrased to “It’s normal to be nervous, so just concentrate on breathing to relax”
 - o During the performance/event
 - “It will be disastrous if I miss this shot” rephrased to “Just focus on using mental imagery to picture a successful shot”

- After the performance/event
 - “I know that they don’t really believe the nice things they’re saying about me” rephrased to “People are being supportive when they say nice things about me and the majority are genuine”

Next Steps

Think about a performance or event where you could use a self-coach guide.

Open the Self-Coach Guide template in your Bio-Dash Journal and add this activity to the document.

Aim to add at least 2 supportive statements for each stage of the performance process.

Keep adding to your guide over time to create a supportive and encouraging list of positive statements.

Remember to save your Self-Coach Guide!



Module 29: Zoning In **Catch and Refocus (Z15)**

This video module introduces 'catch and refocus' as a way to improve focus.

Estimated Module Length: ~35 mins

Video length: 6 mins 37 sec

Activity 1 length: ~5 mins

Activity 2 length: ~5 mins

Activity 3 length: ~5 mins

Activity 4 length: ~10 mins

Next Steps: 2 min.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to catching the moment
- Catch the moment guided exercise
- Activity 1: Catch the moment discussion
- Catch the moment guided exercise (using leaf/cloud imagery)
- Activity 2: Catch the moment (using leaf/cloud imagery) discussion
- Refocusing using sensory processes
- Activity 3: Refocusing discussion
- Activity 4: Advanced Bio-Dash Dashboard
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Catch the Moment Discussion (~5 mins)

- Have the students discuss their experience of the catch the moment guided exercise.
- Use the prompts below as a guide:
 - o What was your percentage focus?
 - o How many times did your mind wander?
 - o What distracted you?
 - o Were the distractions external (e.g. sudden noise) or internal (e.g. worrying thought)?

Activity 2: Catch the Moment Using Leaf/Cloud Imagery Discussion (~5 mins)

- Have the students discuss their experience of the catch the moment guided exercise (using leaf/cloud imagery).
- Use the prompts below as a guide:
 - o Were you able to get rid of the distracting thought using this strategy?
 - o Was it an easy thing to do?
 - o What else could you try?

- Is there different imagery that might work for you (e.g. throwing it in the bin)?

Activity 3: Refocusing Discussion (~5 mins)

- Use the prompts below as a guide:
 - What are some situations in which you need to refocus quickly?
 - What techniques could you use to refocus quickly?
- Click on the Lightbulb Icon for ways to refocus.
 - *To refocus quickly bring your attention to sensory processes (e.g., how things feel or sound).*
 - *To refocus quickly 'be more mindful'. Be aware of where you are and what you are doing moment-to moment in the present, right here, right now*

Activity 4: Advanced Bio-Dash Dashboard (~10 mins)

Get the students to open up their Bio-Dash Dashboard and note the 4 columns that they haven't used on the right-hand side of the table,

- Prep (Preparation or Learning Phase)
- Moments Prior (to performance)
- During (performance)
- After (performance)
- The students are to tick in the appropriate column (of the 4 above) where they can apply the strategies they have chosen in their dashboards
- Remember some strategies may be applied to multiple stages of the performance, others may only be applicable to one (e.g., self-talk statement specific to a stage of the performance or event).
- Please remind students to save the Bio-Dash Dashboard after they finish.

Next Steps

Students will be asked to choose and practise a strategy that they can use to re-focus quickly. Please remind students to update their Bio-Dash Dashboard.



Module 30: 7D Imagery *Creating Your Chill Zone (7DI4)*

This video module guides students to create and visualise a chill zone that they can go to when they need to reduce their feelings of stress and anxiety.

Estimated Module Length: ~25 mins

Video length: 3 mins 16 sec

Activity 1 length: ~15 mins

Activity 2 length: ~2 mins

Avatars: ~2 mins

Next Steps: ~1 min

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to creating a chill zone
- Activity 1: Creating a chill zone
- Activity 2: Visualising your chill zone
- Mind-Body Avatar 1
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Creating a Chill Zone (~15 mins)

- Invite the students to create a written description of their chill zone. This can be done in a word document, or using the Chill Zone Script template in their Bio-Dash Journal.
- Remind them to describe:
 - o What their place looks like (place, location)?
 - o And what will they be:
 - Doing
 - Seeing
 - Feeling
 - Hearing
 - Smelling
- Please remind students to save their Chill Zone Script
- *Click on the Lightbulb Icon for an example chill zone script.*

Activity 2: Visualising Your Chill Zone (2 mins)

- Have the students close their eyes and spend a few minutes visualising their chill zone using all of their senses.

Avatars

Mind-Body Avatar 1 (MB1): Spending Time in Your Chill Zone

- Once you are really good at going to your chill zone, remember that you don't have to be there for long periods of time. With practice, you can achieve an automatic 'chill' response so that even short bursts (5-10 seconds) can also be very effective and are perfect for times when you are under pressure or performing.

Next Steps

Students will be asked to try this activity again using some of the stress reduction techniques they have already learned (e.g. a breathing pattern).



Module 31: Self Coach ***Be Good to Yourself (SC6)***

This video module introduces students to self-compassion.

Estimated Module Length: ~35-45 mins

Video length: 7 mins 13 sec

Activity 1 length: ~10 mins

Activity 2 length: ~5-10 mins

External video length: 4 mins 42 sec

Activity 3 length: ~5-10 mins

Avatars: ~3 mins.

Next Steps: ~1 min

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to self-criticism
- Mind-Body Avatar 1
- Activity 1: Online self-compassion test
- Self-compassion
- Research Avatar 1
- Activity 2: Self-criticism reflection
- Comforting physical gestures
- External video: The School of Life
- Activity 3: Identifying calming activities
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Online Self-Compassion Test (~10 mins)

- Using their school tablet or computer, or their own personal devices, ask students to complete the online self-compassion test found here: <https://self-compassion.org/self-compassion-test/>
- If students can't use their own devices to complete the survey in class then complete the self-compassion survey as a group. If students are interested in their own outcomes they can then complete the survey in their own time.
- Once students have their scores, aim for a general discussion of their **overall scores only**.
- Average overall self-compassion scores tend to be around 3.0 on the 1 to 5 scale. As a rough guide:
 - o Low self-compassion: 1.0 – 2.5
 - o Moderate self-compassion: 2.5 – 3.5
 - o High self-compassion: 2.5 – 5.0

- If students are interested in their score breakdown, below is a brief overview of the three elements of self-compassion. Students can find out more here: <https://self-compassion.org/the-three-elements-of-self-compassion>
 - o Self-kindness: feelings of warmth and understanding towards yourself in the face of failure, suffering, or feelings of inadequacy.
 - o Self-judgement: ignoring pain and self-criticising when confronted with difficult or painful experiences.
 - o Common humanity: Recognising that suffering and failure is a shared human experience.
 - o Isolation: Feelings of being alone in your mistakes and suffering; that no one else is feeling the same way or has shared similar experiences.
 - o Mindfulness: The willingness to observe your negative thoughts and emotions without judgement.
 - o Over-identification: Allowing negative experiences, feelings, and thoughts to take control of your emotions and behaviours.

Activity 2: Self-Criticism Reflection (~5-10 mins)

- Have students identify an issue or situation where they tend to criticise themselves. Ask them to describe the situation in a few written sentences and include the typical things that they say to themselves.
- Ask the students to then imagine that a good friend is in the same position and have them write down what they would say to them.
- Once the self-reflection activity has been completed, facilitate a class discussion around self-criticism using the following prompts as a starting point:
 - o Do you talk differently to yourself than to your friends?
 - o What does this tell you about the helpfulness of self-criticism?

Activity 3: Identifying Calming Activities (~5-10 mins)

- As a class, ask the students to create a list of calming activities that they could try when feeling self-critical.
- *Click on the Lightbulb Icon for examples of calming activities.*
 - o *Have a walk in nature*
 - o *Make your favourite snack*
 - o *Look at the stars on a dark night*
 - o *Do something creative*
 - o *Have a long soak in the bath*
 - o *Listen to your favourite music*
 - o *Have a drink or something to eat at your favourite café*
 - o *Sleep in on a day off*
 - o *Watch a movie that you love*

Avatars

Mind-Body Avatar 1 (MB1): Self-Compassion Can Change Body Chemistry

- Generating feelings of self-compassion actually decreases our cortisol levels.
- Research also suggests self-compassion may be a powerful trigger for the release of oxytocin which is associated with increased feelings of trust, calm, safety, generosity, and connectedness.

Research Avatar 1 (RES1): Making Mistakes

- Most people worry about or fear making mistakes. Did you know that if you are self-compassionate and accepting of your mistakes, you are more likely to be motivated to improve than you would be if you beat yourself up over the mistake.

Videos

Video 1: The School of Life (4 mins 42 sec)

<https://www.youtube.com/watch?v=-kfUE41-JFw&t=282s>

Next Steps

Focus on being self-compassionate.

Identify three things you will do this week to be kinder to yourself.

Remember to update your Bio-Dash Dashboard!

References

Breines, J. G., & Chen, S. (2012). Self-compassion increases self-improvement motivation. *Personality and Social Psychology Bulletin*, 38(9), 1133-1143. <https://doi.org/10.1177/0146167212445599>

Centre for Clinical Interventions

<https://www.cci.health.wa.gov.au/Resources/Looking-After-Yourself/Self-Compassion>

Dr Kristin Neff

<https://self-compassion.org/the-physiology-of-self-compassion/>

Leary, M. R., Tate, E. B., Adams, C. E., Batts Allen, A., & Hancock, J. (2007). Self-compassion and reactions to unpleasant self-relevant events: The implications of treating oneself kindly. *Journal of Personality and Social Psychology*, 92(5), 887-904. <https://doi.org/10.1037/0022-3514.92.5.887>



Module 32: Zoning In **Advanced Body Scanning (Z16)**

This video module introduces an advanced version of the body scan, where students are invited to notice all of the different sensations they experience throughout their bodies.

Estimated Module Length: ~7 minutes.

Video: 4 min 33 sec.

Activity 1: guided visual of ~3 min 40 sec (completed in real time within the module).

Next Steps: ~1 min.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to the advanced body scan
- Activity 1: Advanced body scan
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Advanced Body Scan (~ 3 min 30 sec)

- Please ask students to follow along with the guided body scan activity. They will be invited to bring awareness to all of the sensations they might experience in different parts of their body.

Next Steps

Students will be asked to think about when they could use advanced body scanning (e.g. before going to sleep).

Please remind them to update their Bio-Dash Dashboard.



Module 33: 7D Imagery

Writing a Performance Script: Moments Prior to Performing (Creating a 'Just Before' Script) (7DI5)

This video module helps students to create an imagery pre-performance script to help them imagine a successful performance. Please note.

Estimated Module Length: ~20 mins

Video length: 4 mins 24 sec

Activity 1 length: ~10 mins

Activity 2 length: ~5 mins

Next Steps: ~1 min

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to writing a pre-performance script
- Pre-performance triggers and ideal responses
- Activity 1: Creating a 'Moments Prior' script
- Activity 2: Visualising your 'Moments Prior' script
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Creating a 'Moments Prior' Script (~10 mins)

- Instruct students to open their Bio-Dash Journal and proceed to the template for 'Moments Prior to Performance/Event Script' section. There is an example pre-performance script in this template to assist them.
- Invite the students to create their own 'moments prior' script for a personally important upcoming performance or event.
- Encourage them to include some of the triggers they are likely to experience.
- Please remind them to save the document.

Activity 2: Visualising Your 'Moments Prior' Script (~5 mins)

- Have the students close their eyes and spend a few minutes visualising their 'moments prior' script and ideal responses.

Next Steps

Students will be asked to practice mental imagery for 10-15 minutes daily and to continue to mentally image the moments prior to an upcoming performance or event. Please remind them to update their Bio-Dash Dashboard.

References



Alyssa Camplin quote, The Herald Sun, May 17, 2020

Module 34: Self Coach

Affirmations (SC7)

This video module introduces students to affirmation and helps them to create an affirmation list.

Estimated Module Length: ~17 mins

Video length: 3 mins 43 sec

Activity 1 length: ~10 mins

Next Steps ~3 mins.

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to affirmations
- Activity 1: Creating an affirmation list
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Creating an Affirmation List (X mins)

- As a class, create a list of affirmations that people might use for social and academic situations.
- Aim for at least 10 affirmations and remember they need to be believable.

Next Steps

Now have a go at creating your own list of affirmations relating to your Dashboard goals, keeping in mind they need to be believable. Before you finish this session create at least 3 affirmations you would use.

What would remind you to say them every day?

For example:

- Post-it note on your mirror
- App
- Reminder on your phone
- Etc.



Module 35: 7D Imagery

Writing a Performance Script: During a Performance (Creating an 'In Action' Script) (7DI6)

This video module helps students to create an imagery during-performance script to help them imagine a successful performance.

Estimated Module Length: ~45-50 mins

Video length: 4 mins 56 sec

External video length: 2 mins 08 sec

Activity 1 length: ~5-10 mins

Activity 2 length: ~10 mins

Activity 3 length: ~15 mins

Activity 4 length: ~5 mins

Next Steps: ~2 mins

Equipment

- Student computer/tablet/smart device

Module Runsheet

- Introduction to writing a “during-performance” script
- Video: Leigh Halfpenny: Place Kick Training (example of performance script)
- Activity 1: Leigh Halfpenny imagery discussion
- Activity 2: Ideal responses
- Example training script for an exam performance
- Activity 3: Creating a ‘during performance (start-middle-end)’ script
- Activity 4: Visualising your ‘during performance (start-middle-end)’ script
- Next Steps: Use the prompts to facilitate use of strategies outside of class

Activities

Activity 1: Leigh Halfpenny Imagery Discussion (~5-10 mins)

- Invite the students to discuss how Leigh used imagery as part of his pre-performance routine.
- What were some other steps in his pre-performance routine?
- *Click on the Lightbulb Icon to see examples of Leigh’s pre-performance routine.*
- Students are asked if they could use their chill zone in a similar fashion.

Activity 2: Ideal Responses (~10 mins)

- As a group, invite the students to think about times when people need to perform well. What challenges or difficulties might arise? What would be an ideal response to these situations?

- Have students choose a personally important upcoming performance and spend a few minutes imagining different scenarios and their ideal responses to these. Encourage the students to see themselves mastering challenges and unexpected events.

Activity 3: Creating a 'During Performance (Start-Middle-End)' Script (~15 mins)

- Instruct students to open up their Bio-Dash Journal and proceed to the template for 'During Performance/Event Script'. There is an performance script in this template to assist them.
- Invite the students to create their own 'during performance' script for a personally important upcoming performance or event.
- Encourage them to include some of the triggers they are likely to experience.
- Please remind students to save the document.

Activity 4: Visualising Your 'During Performance (Start-Middle-End)' Script (~5 mins)

- Have the students close their eyes and spend a few minutes visualising their 'during performance' script and ideal responses.

Videos

Video 1 : Leigh Halfpenny: Place Kick Training (2 mins 08 sec) – Example of a performance script.

https://www.youtube.com/watch?v=yPlzQ8_eiYE

Next Steps

Students will be asked to practice mental imagery for 10-15 minutes daily and to continue to include different scenarios, their ideal responses and key moments that occur during their performance or event. Please remind them to update their Bio-Dash Dashboard.

References

Orlick, T., & Partington, J. (1988). Mental links to excellence. *The Sports Psychologist*, 2(2), 105-130. <https://doi.org/10.1123.tsp.2.2.105>