DISCIPLINE: PRACTICE, TRAINING AND DEVELOPMENT

LESSON OBJECTIVE – To help the group understand how, with persistent effort, disciplined practice, dedication, focus and self-control can be channeled into the continual development of personal game skills and improving team cohesion/performance.

LESSON OUTCOMES – For participants to be able to assess their own abilities, identify areas of improvement and structure ongoing practice/learning, and to be able to recognise emotional triggers and provide examples of how to mitigate or avoid unnecessary conflict.

REQUIREMENTS FOR LESSON:

TIME	30-45 mins
MATERIALS	Pens and paper.
SLIDES	(Provided)
SLIDE ONE	TRAINING AND DEVELOPMENT
SLIDE TWO	SELF-CONTROL AND FOCUS
SLIDE THREE	STATEMENTS

LESSON GUIDE

STEP 1: INTRODUCTION

Introduce the group to the title and the outcomes and objectives. Start the lesson by asking the group to discuss how professionals apply themselves in training, what aspects/skills they share, how these skills are practiced in different ways and what types of training regimes each sport requires to remain competitive at the top level.

You can use these examples to prompt the group:

- **Boxing**
  - Endurance/fitness, skills/technique, strategy/sparring, mental strength, self-control, focusing under pressure.
- **Tennis**
  - Hand-eye coordination, mental focus and control, technique, endurance/fitness, consistency.
- **Soccer Team**
  - Sticking to the team-plan/strategy, fitness/endurance, technique/skills, drilled group practice, focusing on individual role/position, emotional control when provoked or in heated situations.
- **Long distance runner**
  - High-level fitness/endurance, mental strength and focus, dedication to training, self-motivation/consistency.
- **LoL Pro Player**
  - Mechanics, game knowledge, team-plan/strategy, focusing under pressure.

Ask the group to consider how dedicated professionals discipline themselves to train hard regardless of whether they win, lose or achieve greatness in their sport.

Finally, ask the group to share their definitions of ‘discipline’ and to provide examples of when they’ve seen or exercised discipline in their lives. Was it hard? Why? (These could be sports related or simply examples of how someone generally gets better at something).

STEP 2: TRAINING AND DEVELOPMENT
Show Slide 1 to group.

- Ask the group to each write down what they think is the strongest aspect of their game and which aspect they think needs most improvement.
- Impress upon the group that honest self-evaluation is key to identifying areas of improvement and not to confuse aspects of the game that they enjoy the most, or like the least, with skill/performance levels.
- Ask group members to read out the aspects that they feel less confident about and why, keeping a note of the aspects and points raised.
- Then ask the group to consider each aspect and to discuss ways in which players can train/practice in order to improve their performance, skill levels. (See notes)
- For each aspect discussed, ask the group to consider what tools/resources are available to help players practice and how these can be used, as individuals and as a team. (Non-ranked matches and custom games?)
- Then ask the group to create some training/practice tips for each aspect. Ask them to develop these as a guide for new players as well as players who want to improve in specific areas.

NOTES:

Teammates can provide insights and perspectives that can help identify individual training/practice needs if done constructively. Remind the group that this process needs to be objective and non-judgemental or players could be put off sharing openly with the group. Respect, empathy and thinking of others' perspectives are crucial if this process is to be productive and beneficial to the team.

EVALUATION:

Ask each group member to write down three things they can do to improve on the aspect of their game they feel least confident about. They should customise these by ranking them from 1 to 3, with 1 being the most important aspect they feel they should focus on. Encourage the group to take ownership of their own ongoing development plans, adding additional goals as they continue to identify areas of improvement.

STEP 3: DISCIPLINE – SELF-CONTROL AND FOCUS
Show slide 2 to group.

- Ask the group to discuss situations when they, or other players, have lost control. Was it because of anger or frustration? Or were you angry and frustrated because you lost control? (Write down some examples)
- Discuss the triggers that may cause players to lose control, such as trash talk/flaming, gloating, being disrespected, poor performance (your own or a teammate's), or just having a bad game.
- Remind the group that anger and frustration are perfectly normal human reactions and do represent any kind of failure. It is how we manage our reactions to stress and anger that can help to reduce its effects on ourselves, and potentially others as well.
- Discuss the examples and ask the group to think about times they have lost control of a situation and how, through recognition and self-awareness, they can improve their handling of the situation.

Show Slide 3 to group.

- Ask the group to look at the statements (below) and discuss them one at a time.
- Prompt the group to consider the following questions in their discussions:

    1. Do you think this offers a perspective that could help you to keep a cool head in heated situations? If so, how would you apply it?
    2. Which of the statements resonates with you the most and why?
    3. Which of these would have helped in any way to deal with the examples the group identified at the beginning of step 3?

SLIDE 3

“Getting angry in-game does not help at all, in fact it is a hindrance. When you get angry, for any reason, you start to play worse. It’s a pretty vicious downward spiral and a whole practice session can be ruined, just because a teammate couldn’t hold their temper.”

“If you respond to anger with anger, you are allowing the other person to control you. Don’t let someone hijack your game with their anger, separate yourself from it and re-focus on your game.”

“Recognising your own emotional responses and being aware of when you are getting carried away with them is crucial. Get out of a situation if you think you are going to lose your cool, it’s just not worth it.”

“Anger has no use in gaming, it’s just pointless. If someone wants to play the angry game I re-adjust my focus and make sure I don’t get drawn into it.”

EVALUATION

Ask each group member to identify three emotional triggers, and how they could respond without losing control. When they have done this ask them to rank them 1 to 3 with 1 being the most important.