

ADVERSE CHILDHOOD EXPERIENCES
1 in 3 Australian adolescents report ≥1 ACE Research indicates a high prevalence of adverse childhood experiences (ACEs) among Australian children, with an estimated 72% exposed to at least one form of ACE and 1 in 5 Australian children experience ≥ 3”

ATHLETE PRESSURE & BURNOUT
 Research in sports psychiatry shows that elite youth athletes experience additional stress compared with non-athlete peers due to performance expectations, injury risk, and competitive pressure (Gerber et al., 2018; Henderson et al., 2023)

EXPERIENCED A MENTAL DISORDER
38.8% of Australian youth experience a diagnosable disorder
 38.8% of Australians aged 16-24 years experienced a mental disorder within a 12-month period according to the most recent National Study of Mental Health and Wellbeing (2020-2022).

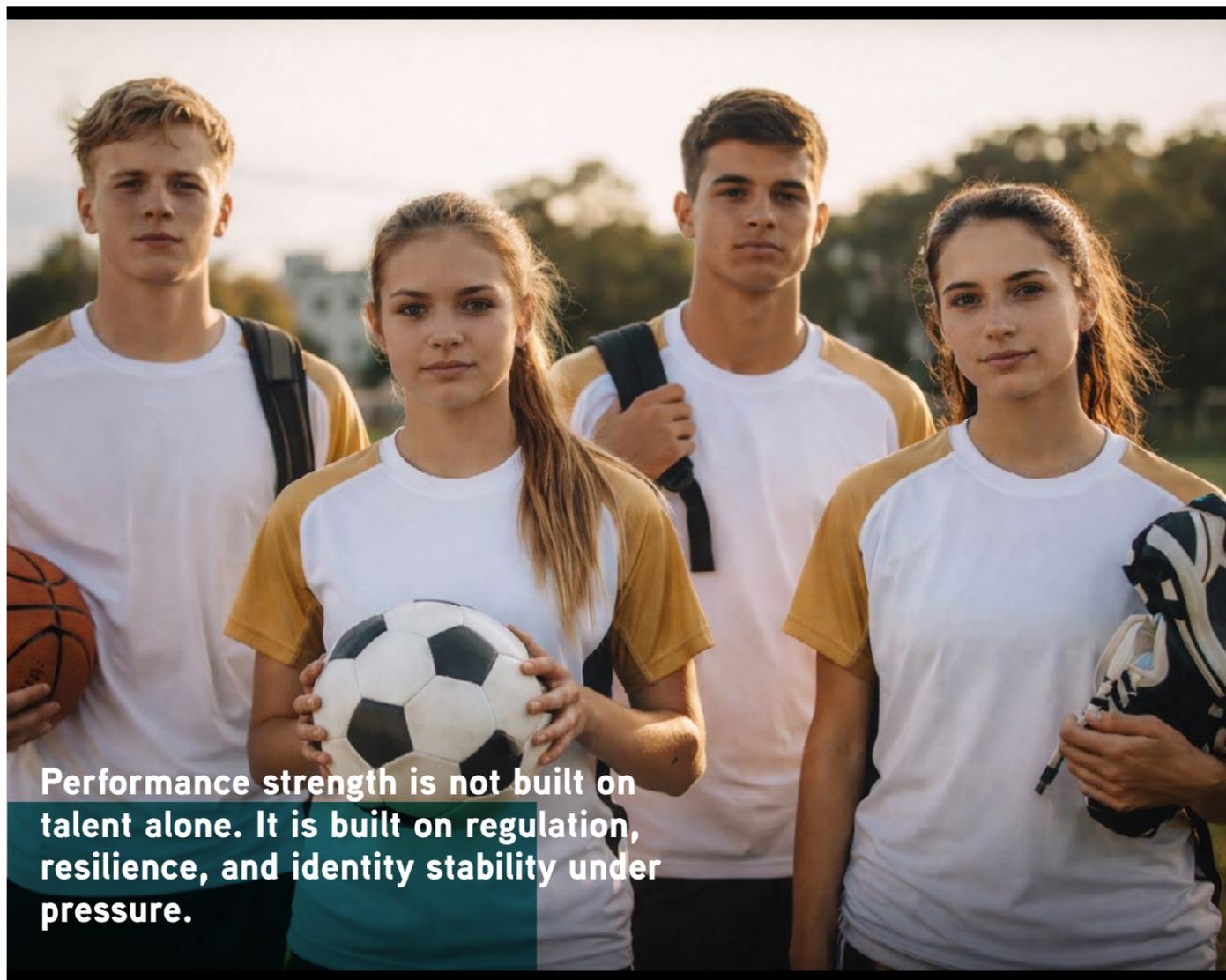
RELIGION & SPIRITUALITY IN SPORT
 Research suggests that religion and spirituality can provide psychological support that helps athletes cope with stress, anxiety, and the intense pressures of elite sport (Watson & Nesti, 2005; Park, 2000).

IN MY KINGDOM®

STUDENT-ATHLETE CHARACTER & FORMATION PILOT

SCRIPTURE BASED, TRAUMA-INFORMED PERFORMANCE DEVELOPMENT FOR SECONDARY SCHOOL SPORT

TERM-BASED | 6 WEEKS | MEASURABLE OUTCOMES



Performance strength is not built on talent alone. It is built on regulation, resilience, and identity stability under pressure.

Building Resilient, Regulated, High-Performing Student-Athletes

THE CURRENT LANDSCAPE

Adolescent athletes are navigating increasing pressure from competition, academic expectations, identity formation, and social exposure.

Schools are reporting:

- Performance anxiety
- Emotional dysregulation
- Burnout
- Drop in engagement
- Identity instability after injury or selection loss

While sport psychology and wellbeing education both exist within schools, there is often no structured bridge between the two.

This 6-week pilot was developed to sit precisely at that intersection – strengthening emotional regulation while enhancing performance mindset.

THE 6-10 WEEK STRUCTURE

Each week includes a 45-60 minute structured session delivered onsite.
Week 1 - Identity & Pressure Mapping
Week 2 - Emotional Regulation Under Load
Week 3 - Nervous System Awareness & Reset
Week 4 - Performance Mindset & Self-Talk
Week 5 - Resilience After Setbacks
Week 6 - Competitive Composure & Future Planning
Week 7+ - The Science of Character; 21 Divine Attributes That Shaped Civilisation

Cohort Size: 12-30+ athletes/class
Age Group: Secondary students
Delivery: Term-integrated
Safeguarding: School-aligned and compliant

The program is trauma-informed, strengths-based, and developmentally appropriate.

WHAT IS MEASURED

Participants complete short pre- and post-program assessments measuring:

- Emotional regulation
- Resilience indicators
- Performance confidence
- Goal-directed behaviour
- Athlete engagement markers

Schools receive a concise impact summary outlining:
 Aggregate data trends
 Observed behavioural shifts
 Engagement levels
 Recommendations

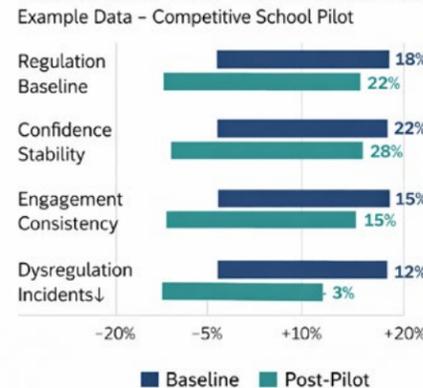
This allows leadership to make evidence-informed decisions regarding continuation or expansion.

01 Deliverables

- Structured 6-10 week delivery
- Pre- and post-assessment tools
- End-of-pilot impact report
- Leadership summary document
- Option to extend to 10 or 40-week pathway

Low disruption. High structure. Clear outcomes.

Baseline vs. Post-Pilot Outcomes



02 “Designed for competitive school programs seeking to strengthen both performance psychology and character formation.”

03 Explore a Pilot for Your School

This program is offered as a limited-term pilot to selected schools.
 To discuss suitability and cohort selection:
 Book a 15-minute exploratory call.
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TRAUMA-INFORMED

National research suggests ~62% of young Australians aged 16+ have experienced at least one ACE, and ~39% have experienced multiple ACEs.

STRENGTH BASED

A strength-based approach recognises capability before deficit. Rather than focusing solely on risk or behavioural concern, we identify protective factors, existing skills, cultural identity, and personal agency.

DEVELOPMENTALLY APPROPRIATE

Behaviour must be understood in the context of neurological development. Trauma can disrupt executive functioning, emotional regulation, and impulse control. We tailor expectations,