



Athlete Development

TEACHING & LEARNING SUPPLEMENT

Teaching and Learning Supplement

Athlete Development (ATH215118)

ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

COURSE SPECIFIC ADVICE

This Teaching and Learning Supplement for *Athlete Development* Level 2 must be read in conjunction with the *Athlete Development* Level 2 course document. It contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers new to or returning to teaching this course.

HEALTH AND PHYSICAL EDUCATION SUITE				
Level	Sport Group	Recreation Group	Health Group	Outdoor Group
3	Sport Science 15		Health Studies 15	Outdoor Leadership 15
2	Sport Science-Foundation 15 Athlete Development 15 Community Sport and Recreation 15		Personal Health and Wellbeing 15	Outdoor Education 15
1	Fitness Experiences 5 Sport and Recreation Experiences 10		Personal Care 10	Outdoor Experiences 5
Pre	Sport and Recreation for Life 10			

Athlete Development is a course designed primarily for learners aiming to develop their personal attributes as an athlete and who are willing to apply themselves to reach their full sporting potential. It also builds experiences and understanding of the demands and practices of the high performance sport environment and the surrounding culture, mindset and work ethic required for success. The course explores current approaches and gives learners opportunities to apply theory and concepts aligned to high performance sport to their own context.

It requires significant individual effort, commitment and application from learners as they engage in various sessions focussed on critical elements leading to improvement in their chosen sport. *Athlete Development* supports and monitors the overall personal program for each athlete, including emphasising and monitoring the balance between technical development, physical preparation and sports specific knowledge.

This course provides learners with an athlete development program based around individual need and ability. The course requires high levels of motivation and a full commitment to a personalised training and competition program which is adapted to the learner's preferred sport and personal circumstances.

As well as developing club and regional level athletes, the course adequately prepares those learners who enter with high level attributes, potential and aspirations for professional or elite pathway options including possible scholarship entry into the Tasmanian Institute of Sport and the Australian Institute of Sport.

Learners will be given ongoing opportunities to prepare and test their progress and gather feedback from several sources as they work to improve their overall athletic performance.

Course content and work requirements are designed to help support learners to plan, participate in and regularly evaluate and refine their own annual training and competition program. The teacher and specialist coaches work in partnership and share regular communication with each other to help monitor learner progress throughout the training year.

The athlete utilises their personal testing and profiling data, training and competition journal and results, to regulate and adjust their training load and focus. This is done through integrating their experiences with a range of contemporary training, conditioning, and sport science practices shared during the theory component of the course.

Athlete Development consists of three modules which are generally delivered concurrently and, where possible, at times which best reflect the training and competition phases for the individual athlete.

Module 1 – Specialist and Technical Coaching/Training (suggested 50 hours duration)

Module 2 – Physical Preparation and Performance Measurement (suggested 50 hours duration)

Module 3 – Athlete Education (suggested 50 hours duration)

All content in Modules 1 and 2 is compulsory.

Module 3 contains five (5) compulsory units, and one (1) elective unit chosen from a range of three.

Learners must show evidence of participation in:

- at least 50 hours of recorded structured and sequenced specialist sessions and technical training that reflect their personal goals and annual training plan (These sessions must be run by suitably qualified and endorsed coaches and address Module 1 content.)
- at least 50 hours of recorded teacher-led conditioning and testing sessions to meet the requirements of Module 2 content
- approximately 50 hours of Module 3 sessions addressing a total of 6 units (5 compulsory + 1 elective)

It is a requirement that learners maintain a suitable *Athlete Training Journal*. This is a critical tool for sharing communication, recording and evaluating performance and managing training and competition loads and priorities. In order to facilitate safe storage and easy access together with shared ownership of the relevant sections, time efficiency and to reflect practice in national high performance programs, an electronic journal format is recommended. This tool is also a key source for evidence of assessment as it is the central information source that drives and records athletes' work across the year.

For Modules 1 and 2, learners will need to regularly use their *Athlete Training Journal* as a primary source of recording evidence of their progress and workload. If using a suitable online tool designed with shared access features, this could also serve to facilitate and record communication between athletes, parents, teachers and coaches. It will also be the vehicle for parents and specialist coaches to share and store periodic progress reports, athlete evaluations and feedback.

For details of the *Athlete Training Journal* requirements see Appendix 1.

All learners must:

- undertake a minimum of three (3) appropriate fitness tests during their program of study at appropriate points of the competition calendar including pre-, mid- and late-season. If this does not coincide, additional, tests at the beginning and towards the end of the course should also be completed
- regularly meet and with their teacher and their specialist coach(es) to review progress and gather feedback
- maintain a comprehensive (refer Appendix 1) that integrates and includes testing records, training comments, competition notes and reviews, coach feedback, personal planning, calendar, meeting and communication notes, etc... (Course providers may consider identifying and using a suitable web based option to facilitate access, storage and sharing of information between the learner and their support team.)

All coaches must:

- collaborate with the teacher and athlete as part of this course
- be suitably qualified in the learner's sport
- hold current Working with Vulnerable People registration
- be endorsed by the sport's peak body as suitable for the role and competition level.

SEQUENCE OF CONTENT

Athlete Development consists of three modules which are generally delivered concurrently and, where possible, at times which best reflect the training and competition phases for the individual athlete.

The content is delivered across three (3) modules of study.

- Module 1 – Specialist and Technical Coaching/Training (suggested 50 hours duration)
- Module 2 – Physical Preparation and Performance Measurement (suggested 50 hours duration)
- Module 3 – Athlete Education (suggested 50 hours duration)

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coaches. It will also be the vehicle for parents and specialist coaches to share and store periodic progress reports, athlete evaluations and feedback.

For details of the *Athlete Training Journal* requirements see Appendix I of the Course Document.

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- regularly meet and with their teacher and their specialist coach(es) to review progress and gather feedback
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- hold current Working with Vulnerable People registration
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Athlete Development provides sufficient flexibility in time and focus to address individual competition seasons and planned variations of training load. Intensity and focus within the regular cyclic nature of conditioning and technical training, education sessions, performance reviews and fitness assessment, must reflect the learners periodised year as closely as possible. Study of this course is to be undertaken in wide social context requiring recognition and balancing of competing commitments (other studies, out-of-school training, part-time work, etc...), and with consideration of its place in the longer term development of the athlete learner

eg Year Overview - Winter Team Sports

Term 1 (preseason phase)	Term 2 (early season phase)	Term 3 (competition phase)	Term 3 (transition - early preseason phase)
Specialist & technical Coach directed – skill, sport specific conditioning and tactical sessions Review coach feedback Physical Prep and Performance Measurement Module 2: Preseason testing Implement specific and complementary aerobic/interval, flexibility, speed/agility, strength and conditioning program Establish support team	Specialist & technical Coach directed – skill, sport specific conditioning, post competition feedback and tactical sessions Review coach feedback Physical Prep and Performance Measurement Module 2: End of preseason testing Implement specific recovery, flexibility, aerobic, speed/agility, strength and conditioning program	Specialist & technical Coach directed – skill, sport specific conditioning management, post competition feedback and tactical sessions Review coach feedback Physical Prep and Performance Measurement Module 2: Competition phase testing Implement specific recovery, flexibility, aerobic, speed/agility,	Specialist & technical Season Review - Feedback Coach directed – skill sessions Review coach feedback Physical Prep and Performance Measurement Module 2: Transition/baseline testing Season Review – Data and Journal Implement rest/recovery, begin cross training and general aerobic/strength &

Review progress reports <i>Athlete Education</i> Module 3: Unit 1 and 2	Review progress reports <i>Athlete Education</i> Module 3: Units 3 and 4	strength and conditioning program Review progress reports <i>Athlete Education</i> Module 3: Units 4 and 5	conditioning program Review end season feedback <i>Athlete Education</i> Module 3: Season Review – Actions Unit 6 Elective
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TEACHING AND LEARNING

Module 1 **Specialist and Technical Coaching/Training** (suggested 50 hours)

Learners must be undertaking a recognised sporting competition accredited by a national sporting body in the calendar year the module is undertaken. The learner will work with a qualified coach (endorsed by the sport's peak body) who will communicate regularly with the teacher. The teacher will oversee, mentor and help manage the overall program including all required activities in the nominated sport.

The learner will develop knowledge, skills and experience to improve their performance. In this module the athlete will undertake the practical elements of training. It is mandatory to maintain records of sessions and competitions related to this module in the *Athlete Training Journal*.

The coach will be required to provide regular and formal feedback to inform teachers' assessment of the specialist and competition components of the learner's program. While the coach may also use information from the *Athlete Training Journal* as partial evidence for assessment, the teacher will be responsible for: designing assessment methodologies and collating judgements; interpreting and aligning feedback to the course criteria; and making and recording all aspects of overall student assessment. (refer Course Document: Appendix 2 for role of Coach in assessment.)

Teachers should consider ways that allow for efficient and open professional conversations with coaches, parents/guardians, and athlete support personnel. Email lists and electronic tools and solutions such as OneDrive or Dropbox, OneNote, Team App, google forms, formstack etc. should be explored. Processes for gathering and maintaining contact details, including phone/mobile numbers and email need to be considered along with making clear the ways that the teacher intends or prefers to communicate.

Suggested resources:

Australian Institute of Sport – Coaching and Officiating Development
<https://www.ausport.gov.au/participating/coachofficial>

Australian Institute of Sport – Centre for Performance Coaching and Leadership
https://www.ausport.gov.au/ais/centre_for_performance_coaching_and_leadership

Tasmanian Institute of Sport
<http://www.tis.tas.gov.au/>

National Sporting Bodies

Resources:

Article: How Technology is Changing the Way Athletes Train

<http://www.smithsonianmag.com/innovation/how-technology-is-changing-the-way-athletes-train-180949633/>

Article: 7 ways Technology has changed sports for coaches, fans and athletes
<https://www.linkedin.com/pulse/7-ways-technology-has-changed-sports-coaches-fans-athletes-devitt>

From the Canvas VLE:

- [Coach Feedback and Reporting](#)
- [Communication Guidelines \(Teacher, Specialist Coaches, Parent/Guardians & Athlete Support Team\)](#)
- [Keeping an Athlete Journal/Diary](#)

Examples of learning activities

Learners:

- take part in a coach planned and lead training session (e.g. club training)
- engage in game simulations or situations whilst in a team sport (eg transitioning the ball safely along the sideline, switching plays to break opposition defensive lines, etc.)
- discuss and rehearse team roles and tactics, defensive and offensive setups and responses to a range of likely competition scenarios (eg pursuit cycle team dropping into line, swim relay changes, forwards using the pendulum in football, defending and rebounding from a corner in soccer, etc.)
- practise particular skills or tactics in preparation for /response to a particular opponent or event (e.g. countering taller or faster teams, grading in martial arts, deep serve to backhand in tennis)
- engage in a regular coach/athlete progress meeting to review the journal, track progress towards set targets and set new goals

Weekly/post event/Competition feedback review

- periodic, major event reports
- personalised template - post competition journal entries
- video footage
- identify, learn and practice a new skill (e.g. float serve in volleyball, reverse sweep in cricket, etc.)
- spend time in a one-one session with a coach to rectify or improve a specific skill issue (e.g. foot position on take-off in diving, slicing in golf, fading in basketball jump shot, flat bag timing in gymnastics, etc.)
- Train with the squad in a preseason strength and conditioning workout followed by a water based recovery session
- Recording and athlete self, athlete/coach, or athlete/teacher review of specialist training sessions

Module 2 Physical Preparation and Performance Measurement (suggested 50 hours)

Learners work closely with their mentor teacher to manage their overall program and integrate a complementary physical preparation and technical training program to support development of personal attributes and assist athlete competition performance.

There will be a focus on preparing and implementing an appropriate program based on:

- the components of fitness and appropriate testing regimes
- a range of contemporary strength, conditioning and recovery methods
- planning a program utilising periodization as a basis for long-term goal achievement.

Learners must undertake appropriate fitness tests during their program of study. These will be at the beginning and towards the end of the course.

Learners will gain knowledge and understanding of:

- fitness testing and measurement protocols
- how testing is conducted
- why testing is conducted
- how to read/interpret test result
- how results can be used in the process of :
 - setting of personal performance goals
 - developing, modifying, and adapting the physical preparation and technical training program.

The Athlete Journal will be used as a record where learners: outline personal goals; record communications regarding fitness tests and their results; and their physical preparation and technical training program.

Learners will work towards achieving incremental improvements during each phase of their training program. Learners may use an appropriate electronic journal tool in line with contemporary high performance sport programs.

The teacher will work with the athlete and specialist coach to develop and monitor an appropriately designed program and testing regime in keeping with the competition program, workload and personal goals and performance indicators.

Suggested Resources:

Trainingpeaks - Macrocyces, Mesocycles and Microcycles

<https://www.trainingpeaks.com/blog/macrocycles-mesocycles-and-microcycles-understanding-the-3-cycles-of-periodization/>

ProTour Golf College – How to Design Your Annual Golf Training and Performance Success Plan

<http://www.proourgolfcollege.com/news-blog/how-to-design-your-annual-golf-training-and-performance-success-plan-part-2>

Rugby Science – Year Round Strength & Conditioning for Rugby Union

<https://rugbyscientists.com/2013/11/01/year-round-strength-conditioning-for-rugby-union/>

PTontheNet – Periodized Programs Part I

<https://www.ptonthenet.com/content/articleprint.aspx?p=1&ArticleID=MjQ5MyBpaUNvWWVhsNF5MTJ4RD5S0xaMIp3PT0=>

Sport Fitness Advisor – Fitness Tests

<https://www.sport-fitness-advisor.com/fitness-tests-section.html>

topend sports - testing

<http://www.topendsports.com/testing/tests.htm>

Examples of learning activities:

Learners:

- work individually to conduct a web search for information related to sport science testing for their chosen sport. Challenge learners to find commonly used tests, protocols and norms
- view the AIS Performance support page([AIS Performance Support](#)) and explore the various support staff high performance athletes can access there. Afterwards, post a comment on the class page about local support options available and suited to current competition level.
- work in a small group collaborate to map out a year overview for their chosen sport showing the main phases of the season and typical training activities. Discuss and share the logical times to schedule testing sessions and suitable times for coach meetings and reviews.
- brainstorm typical focus areas and match them to season phases for common team sports. Discuss how individual athletes in endurance or power sports would be similar/different.
- have a class discussion around the most important attributes to measure for different sports or positions/roles. Wind up the session by setting some personal targets and goals.
- debate the return for effort relationship in regard to the concept of [diminishing returns](#) and its implications for where athletes should focus their personal training.
- interview a high performance coach (or panel) and find out how much emphasis they place on regular testing, their expectations on athletes managing their own general conditioning, and what they use to rank or select athletes
- explore the phrase “Speed kills, size matters” by reading [this article](#) and talking with a partner about the key takeaways before making a personal journal reflection about the implications for them and your training
- work in small groups to discuss and share a response to the trigger question “why is athlete data like the profiles gathered at the **AFL draft combine** useful”?

Module 3 Sports Knowledge Tutorials (suggested 50 hours)

In this module learners will complete 6 units of work designed to develop an understanding of the critical elements that impact on sports performance.

Learners will complete five (5) compulsory units and one (1) elective unit.

The emerging trend of using Science, Technology, Engineering and Mathematics (STEM) approaches to examining a range of concepts in education highlights the long term connections between use of technology to enhance performance in sport - the articles provided may assist in highlighting the close links that Athlete Development has to the application of Sport Science and other connected discipline areas.

In an age when athletes have access to more advanced training techniques than ever before, the landscape of sports is entering a new realm. Today, it is not enough for an athlete to simply possess superior strength or talent. To rise above the competition, the modern athlete must train intelligently and use the most innovative techniques to outfox opponents. And technology can help with that."

Article:" Human athletes using training technology from the future to become more like robots
<https://qz.com/749746/human-athletes-are-using-training-technology-from-the-future-to-become-more-like-robots/>

Article:" The potential of Sports analytics to revolutionize STEM education
<https://medium.com/education-reform/the-potential-of-sports-analytics-to-revolutionize-stem-education-97e595c9d0a>

Suggested resource:

Active – Athletes Guide to Setting Goals

<http://www.active.com/health/articles/athlete-s-guide-to-setting-goals>

Association for Applied Sport Psychology == Principles of Effective Goal Setting

<http://www.appliedsportpsych.org/resources/resources-for-athletes/principles-of-effective-goal-setting/>

4 Corners: After the Game – thinking about time after sport

<http://www.abc.net.au/4corners/stories/2017/05/01/4659870.htm>

Tasmanian Institute of Sport: World Anti-Doping Agency Resources

http://www.tis.tas.gov.au/anti-doping/wada_2017_summary_of_changes

From the Canvas VLE:

- <https://youtu.be/g3eCOlabzDM>
- <https://youtu.be/VcUkpf10J0A>
- https://youtu.be/CDgNxRr_5sA
- https://youtu.be/hUli8zzbZ_8
- [SMART Goals.](#)
- [Short, Medium and Long Term Goals.](#)
- [Process and Outcome Goals.](#)
- [BrianMac - Goal Setting.](#)
- [Goal Setting Helps Athletes Perform.](#)
- [Goal Setting Task.](#)

Topic 1 Measuring Performance

- [Why Fitness Test?](#)
- [Components of Fitness](#)

Topic 2 Monthly/Block and Seasonal Reviews

- [Complete your Own Review](#)

Topic 3 Sponsorship and Marketing

- [Sport Sponsorship](#)

Topic 4 Conditioning

- [The Role of Conditioning for the Athlete](#)
- [Managing Recovery](#)
- [Gym Fundamentals](#)

Topic 5 Sport Psychology

- [Introduction to Sport Psychology](#)
- [Arousal and Performance](#)
- [Mental Preparation](#)
- [Motivation](#)

Examples of learning activities:

Learners:

- read the article - The Conversation – Technology in Sport: <http://theconversation.com/why-technology-in-sport-poses-a-threat-to-keeping-the-game-fair-safe-and-affordable-44475>. Afterwards work in small groups to share the key points and discuss opinions. This may lead to learners selecting a position to justify and comment on via an online forum, discussion group, debate, poll or vote.
- view the TED Talk – What Sports Look Like in the Future <http://ideas.ted.com/what-will-sports-look-like-in-the-future-three-ted-experts-discuss/> and work with a partner to summarise some predictions and impacts in their chosen sport(s).
- consider their current personal training regime in comparison with the American Heart Association – Cardiovascular Activity Recommendations https://www.heart.org/idc/groups/heart_public/@wcm/@fc/documents/downloadable/ucm_454349.pdf and
- research and read reviews before identifying, choosing and justifying a recommendation for a suitable wearable device (heart rate, GPS, etc.) product for their needs.
- research online to find video of high performance role models from their sport during competition. Learners use the footage to identify athletes with similar attributes and roles and use specific sections to analyse and discuss their decision making and movement in competition and compare it to their own.
- work with a partner to get video footage of themselves performing a particular skill from their sport. Learners work in pairs to do some basic video skill analysis and summarize the

key points for each of them. Pairs join to form small groups and share the areas they have identified that each need to address and discuss with their coach.

- contribute to a series of class discussions as and when topical or appropriate. Following reflection, learners add key points to their Journal following discussions. Teachers or learners may generate a discussion on a range of sports performance topics - some examples may include:
 - How to manage time and priorities as a student athlete: time management challenges for athletes and useful life hacks/strategies to manage a busy load
 - What are the typical pathways to elite level in your sport
 - How much training should you do on your own/ with the squad/with the coach?
 - What is your pre-competition preparation routine
 - What are your sleep patterns like and should; you have a sleep schedule?
 - Are dietary supplements necessary?
 - How important is it to have a good training group/ partner? What does a great training partner do?
 - How do you approach and build a sponsor relationship?
 - What does "humble in victory, gracious in defeat" mean? Look and sound like?
 - Is sledging OK?
- Learners read the following two articles:
Athletes of Influence? The role model refrain in sport
<https://theconversation.com/athletes-of-influence-the-role-model-refrain-in-sport-52569>
Psychology Today – Are Athletes Good Role Models?
<https://www.psychologytoday.com/blog/coaching-and-parenting-young-athletes/201504/are-athletes-good-role-models> then discuss in small groups before holding a whole group discussion about the responsibilities they have as athletes and the way that athletes need to conduct themselves to best represent the sport they love.
- engage in a whole class online forum discussion on a) the importance of and b) examples of leaders practicing and modelling professional and ethical behaviour
- work in small groups to hold a series of 10 minute conversations on the use of technology in sport before holding a whole group share. Conversations typically would cover topics such as:
 - How are wearables useful in your sport - tracking Heart Rate and training intensity, distance covered, how else?
 - GPS – uses for time/motion analysis and distance tracking
 - Video – using a drone or distance camera – tracking of skill execution, player movement and/or decision making
 - How could you best utilise Video footage – game analysis, skill performance analysis, skill development record over time, during training/competition feedback?
 - As a class, squad or training group what are some of the best ways you could utilise electronic communication tools – online conferencing, learning communities, resources, advice?
 - Reviewing the effectiveness of digital journal recording and dialogue tools – Are they easy to use and accessible? How well do Coach, athlete, teacher, and parents use a shared space? Are there ways we could improve this?
- use a pyramid diagram or similar to illustrate the organisational and competition structures and pathways in your chosen sport
- write a 1 page statement outlining their life goals for the next decade, under 3 categories – sport, study/employment, sport. Learners then create a table or graphic backward mapping their sport goals and targets to hit at age 25, 20, 18... this year.
- use their Journal to:
 - record Year, term and 4 week block goals

- review and comment on attainment of Weekly milestones/markers
 - maintain a checklist of progress and regularly review, revise, and reset targets
- work individually to reflect on their current status and then create a list of aspirational SMART goals for:
 - this next 4 week block of training/competition,
 - fitness testing profiles
 - sport specific skill testing
- engage in spontaneous 10 minute role plays designed to practice and improve their capacity for public speaking as an athlete. Learners work in pairs and small groups top role play then give and receive feedback and evaluation as they work through a range of scenarios for public speaking and/or media interviews. Examples would include - a victory speech, team loss, announcing new sponsors, marketing an upcoming event, post event interview, experienced a recent selection disappointment or injury, etc. As learners develop proficiency they may wish to evolve their own interview technique and video record the interviews for self-evaluation. Follow up discussions could focus on comments and key messages, approach, way presented, image, language, professionalism, humility, maturity, marketability, etc.
- design a 24/7 Life Timetable scheduling categories and commitments - (start with 10 hours of fun things per week)
- have a small or whole group brainstorm and discussion – “Ways to use 20 minutes wisely”
- create a Personal Priorities Plan in response to or conjunction with their 24/7 timetable. Activities and responsibilities could be categorised as – “must do”, “should do”, “like to”
- take part in a forum (either live or online) involving a guest speaker athlete panel of past Athlete Development students sharing their life experience as an athlete at work/university, transitioning from 16-20 y.o. , offering tips and advice and answering questions form current student athletes.

SUPPORTING STUDENT RESPONSES AND ELABORATIONS

Through undertaking this course learners will be given ongoing opportunities to

- provide learners with insight into contemporary approaches in training and recovery management and impacts on exercise performance that will enable them to apply sport science principles to refine their practice
- develop learners' capacity to recognise how the healthy human body works during exercise and apply exercise physiology principles to evaluate and manage their own programs
- enable highly motivated and committed student athletes to develop skills in time and workload management through annual training program design, implementation, evaluation and refinement
- provide a broad general understanding of the specialised skills, standards, practices, expectations and pathways available for future work or study in professional fields and discipline areas related to HPE
- help learners develop an awareness of the core disciplines of sport sciences; bio mechanics, skill acquisition, sport psychology and exercise physiology
- help learners to build a range of appropriate skills in preparation for competition, employment or volunteer roles in the high performance sport environment
- develop learners' general knowledge of key concepts, language, conventions, ethos, and context of study specific to this field.

Teachers should continually reinforce the significance of work ethic in high performance sport and support learners to explore approaches and strategies to monitor progress and gather feedback from several sources as they work with a focus on continually refining and improving their overall athletic performance.

The teacher fills a vital mentor role in bringing together the program for each student and connecting with specialist coaches to work in partnership and share regular communication with each other to help monitor learner progress throughout the training year.

WORK REQUIREMENTS

The work requirements outlined in the course document should form the minimum assessment tasks for each of the units. Teachers will need to acknowledge these requirements when designing their scope and sequence however, additional assessment (particularly of a formative nature) may be included to support and enhance the learning program. The learning activities, described in the preceding section, may support, facilitate and enrich learners' understandings in preparation for completion of the following work requirements.

The *Athlete Training Journal* must contain records of the elements as outlined in Appendix 1 of the Course Document.

Processes and expectations surrounding the nature of communication between the athlete, specialist coach, teacher and support team are outlined in the *Communication Guidelines* in Appendix 2.

Summary of Minimum Work Requirements

Module	Task	Criteria
1	Annual Training Plan – Specialist and Technical	2, 4
1	Annual Competition Plan	2, 4
1	Competition Reviews	1, 2, 3, 5
1	Training Journal	1, 2, 3, 5
1	Coach Feedback – Athlete Reflection and Plan	1, 2, 3, 5
1	Season Review	3, 4, 5
2	Research Task – Sport Specific Norms and Targets	1, 3, 4, 5
2	Summary of Test Protocols	1, 4, 5
2	Interpreting Test Data	1, 3, 4, 5
2	Review and Goal Setting	1, 4, 5
3	Personal Time Management Chart	2, 4
3	Goal Setting	2, 3, 4, 5
3	System Integration Assignment	1, 2, 3, 4, 5
3	Nutrition	2, 4, 5
3	Injury and Recovery Management	2, 4, 5
3	Competition Plan	1, 2, 3, 4, 5

All URLs (website addresses) cited were accessed and checked for accuracy and appropriateness of content on 28 February 2018. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be guaranteed.



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State of Tasmania (Department of Education) 2016