**9.6 HSC Option 4: Improving Performance**

# *This module should occupy approximately 20% of total course time*

### Module Description

In this module, students investigate approaches to the physiological preparation and skill development of athletes. Students will experience and analyse a variety of training methods and look at the application of these methods to improving performance. The effects of planning on performance and ethical considerations relating to improving athletes’ performance are also examined.

In this module, students investigate the following critical questions:

* How do athletes train for improved performance?
* What are the planning considerations for improving performance?
* What ethical issues are related to improving performance?

This module provides students with knowledge and skills necessary to improve their performance as well as enabling them to apply the concepts to various coaching contexts.

### Outcomes

### A student:

H7 explains the relationship between physiology and movement potential

H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity

H9 explains how movement skill is acquired and appraised

H10 designs and implements training plans to improve performance

H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts

H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

|  |  |  |
| --- | --- | --- |
| **CQ1: How do athletes train for improved performance?** | | |
| Students learn about:   * strength training * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, eg \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, eg \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * aerobic training * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * anaerobic training (power and speed) * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_      * flexibility training * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * skill training * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ eg, ­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | Students learn to:   * analyse TWO of the training types by drawing on current and reliable sources of information to: * examine the types of training methods and how they best suit specific performance requirements * design a training program * describe how training adaptations can be measured and monitored * identify safe and potentially harmful training procedures. | |
| **CQ2: What are the planning considerations for improving performance?** | | |
| Students learn about:   * initial planning considerations * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Students learn to:   * describe the specific considerations of planning for performance in events/competitions. How would this planning differ for elite athletes and recreational/amateur participants? |
| * planning a training year (periodisation) * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | * develop and justify a periodisation chart of the fitness and skill-specific requirements of a particular sport. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * elements to be considered when designing a training session * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | * examine different methods of structuring training sessions * design and implement a training session for a specific event. Evaluate the session by considering questions such as: * did the activities match the abilities of the group? * what was the reaction of the group? * how could the session be modified? | |
| * planning to avoid overtraining * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, eg \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, eg \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | * analyse overtraining by considering questions such as: * how much training is too much? * how do you identify an overtrained athlete? * what do you do if you identify an overtrained athlete? * how can overtraining be avoided? | |
| **CQ3: What ethical issues are related to improving performance?** | | | | |
| Students learn about:   * use of drugs * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Students learn to:   * justify the reasons drugs are considered to be unethical and carry a range of risks for the athlete * argue issues related to drug testing such as: * at what level of competition should drug testing be introduced? * which drugs should be tested for? * what are the pros and cons of drug testing? * what should be the consequences of drug use? | | |
|  | **Teacher Note:** Students need only a general understanding of the performance-related effects of, and the harm associated with, using drugs. Ethical considerations – such as fair play versus cheating, whether the drug use is for personal success or because sport is ‘big business’ – need to be explored. | | |  |
| * use of technology * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, eg \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, eg \_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_ | | * describe how technology has been used to improve performance      * argue ethical issues related to technology use in sport such as: * has technology gone too far? * has access to technology created unfair competition? | | |