

Training, nutrition and psychology

Description of teaching strategy

In this activity, students investigate a range of factors that affect athletes' performances, including training principles, body's response to training, nutrition and psychology. The online resource includes four case studies: Harry Cool (soccer player); Roger Hewitt (tennis player); Gerri Hatrick (cricketer) and Tonya Hardly (triathlete). Each of the case studies includes sample training programs, nutritional plans and psychological strategies that the athlete uses to manage anxiety and maintain motivation. Each section of the four case studies includes a student activity.

What do we want students to learn?

Understand how a variety of training approaches enhance performance in a range of sports.

Critique and design training plans that are based on the principles of training and are designed to enhance performance.

Design psychological strategies to maintain or improve motivation and manage anxiety effectively.

Identify factors that influence motivation and anxiety and propose strategies for managing these factors to enhance performance.

Activity

Access to computers is necessary for this activity. Up to four students can work on a single computer.

1. Divide students into small groups up to four.
2. Allocate each group to one of the four case studies.
3. Each group works through the training program section for their allocated case study completing each of the student activities.
4. Groups report back to whole class on their findings in relation to training plans.
5. Two groups now join together and compare training plans to analyse differences and determine how the principles of training relate to each plan.
6. In original groups, students now work through the body's response section of their allocated case study, completing the student activity.
7. Share findings with a different group and compare findings across the two sports.
8. Students, as individuals or in groups, work through the student activities in the nutrition and psychology sections of each case study.
9. Students select one of the athletes and design a pre-event and recovery diet plan. Present these to the class and discuss similarities and differences between the four athletes.
10. Students identify one of the athletes and propose strategies that the athlete could use to manage anxiety, arousal and motivational levels.

RESOURCES:

http://www.curriculumsupport.education.nsw.gov.au/secondary/pdhpe/new_ideas/c2_act2.html

Checking for learning

- How have each of the principles of training been applied to the training plans for the four athletes?
- What are the major similarities and differences between each of the four training programs?
- What are the immediate responses to exercise that the body undergoes?
- How do the immediate responses differ for each of the four athletes?
- What long term physical adaptations would you expect each of the four athletes to experience as a result of implementing their training plans?
- What is the nature of each athlete's motivation?
- How can each athlete's arousal levels be managed in order to prevent over-arousal leading to poor performance?
- What are the major considerations that need to be taken into account when designing pre-event and recovery diets for each of the four athletes?