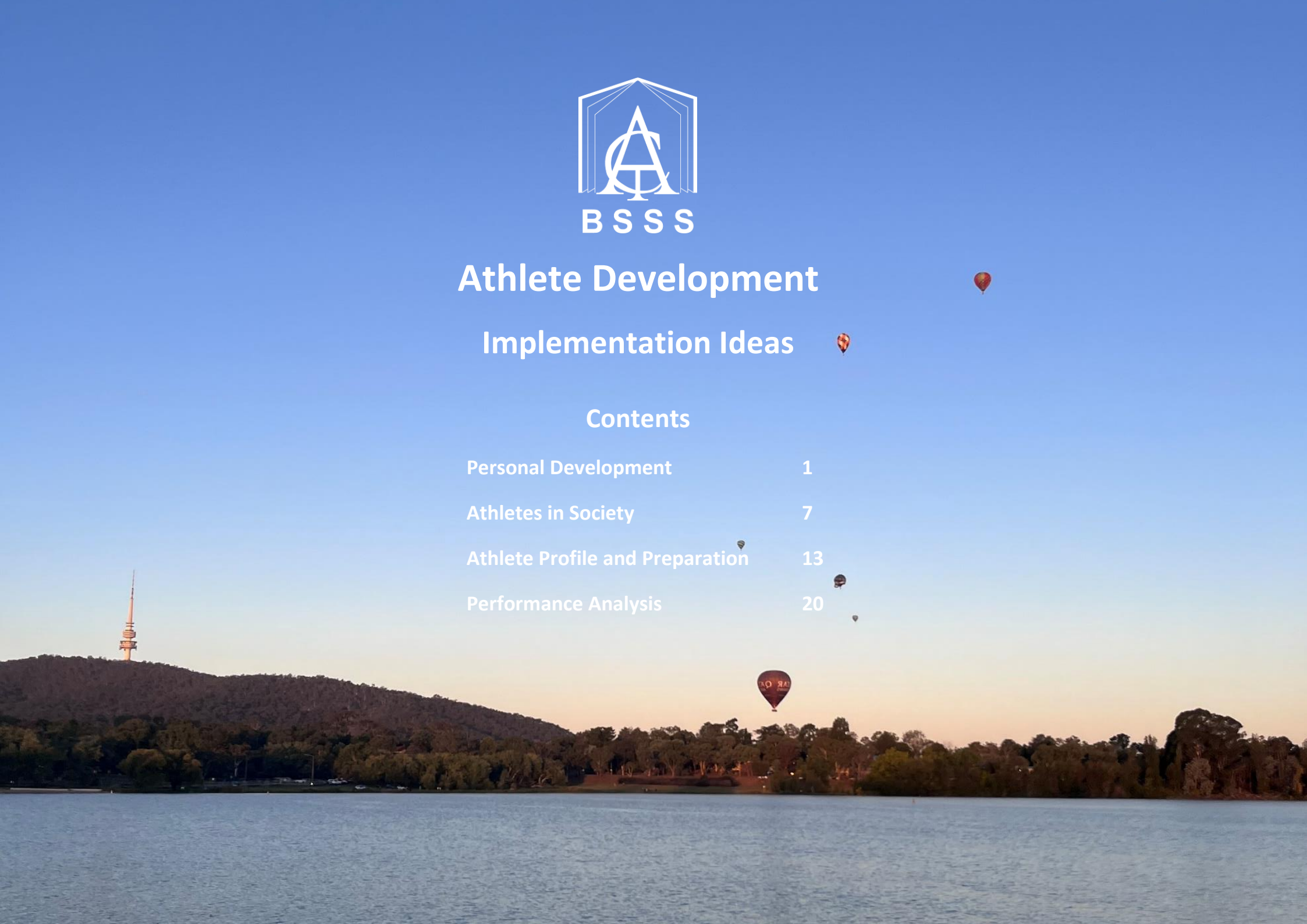


BSSS

Athlete Development

Implementation Ideas

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Implementation Ideas

Preface

The ideas for the implementation of the course were developed by the course writers and BSSS officers to support teachers in their thinking about the breadth of possibilities for the delivery of the course.

There are multiple options provided for at each stage of the unit. Teachers may select from the options, apply their own knowledge and experience, or use a combination of the two in the development of a program of learning.

The possible themes, topics, and resources are not mandated but are there to support and stimulate thinking about the design of the programs of learning suitable for particular school contexts. It is expected that teachers will support the content descriptions with aligned case studies and materials to develop the focus of the unit.

Teachers may also use the elaborations contained in the implementation ideas either as they are or as a starting point for developing thinking and formulating pedagogical approaches around the content descriptions.

The resources suggested were accurate and links current at the time of production in 2025. There are resources provided at a range of levels from journal articles to general media resources. Some of the scientific journal articles have been provided for the benefit of teachers with the expectation these would be used for professional learning, for the development of teachers' presentations, or the research data for case studies in classwork or tests.

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Personal Development

Knowledge and Understanding

Content Description	Elaborations
Critically analyse **principles, strategies and methodologies** related to personal development and **evaluate the limitations and assumptions** of knowledge and processes	Clarify the knowledge of the group with discussion of elements of personal development, testing retention of relevant knowledge of F-10, other senior HPE courses, and from sporting contexts out of school. Students examine a range of texts on a chosen topic to determine their own views on the topic based on an assessment of the different ideas presented. **Principles** • Principles of nutrition- The key text for this is the Australian Guide to Healthy Eating, this might also include examining for consistency the CSIRO Total Wellbeing Diet • Compare and contrast to other national guidelines e.g. USADA Food Pyramid • Principles of holistic development **Strategies and Methodologies** Using these strategies in a practical manner to help promote their own or others' holistic development as an athlete. • Time management- Time blocking, Eisenhower, Eat the Frog, Pickle Jar • Feedback- Critiques of Poo Sandwich Feedback, P.E.E.R. Feedback Model, G.R.O.W. Feedback • Self-awareness- Growth Mindset, Self-reflection/ Self Examination, SWOT analysis, Positive Psychology surveys and self-tests- Myer-Brigs and critiques of such testing, Visualisation, Imposter Syndrome • Goal setting- SMARTER Goals, Short-term and long-term goals, Achievement Goal Theory **Limitations and Assumptions** **Evaluate** *limitations and assumptions* by considering the axioms, evidence-base, the validity of theories/models underpinning the principles, strategies and methodologies and whether concepts have been used accurately and effectively in arguments.

critically analyses **theories, concepts, and models** of personal development to draw informed and insightful conclusions about their effectiveness in enhancing holistic development	Research or present selected two or three key theories that attempt to explain holistic personal development and then determine comparative validity by considering factors such as evidence base, logic, plausibility and correlation to lived experience. Theories might be accessed through academic texts or general HOPE textbooks written for senior secondary or junior college settings. • Stages of Development- Psychological theories • Social Cognitive Learning Theory • Achievement Goal Theory • Theories of Motivation- Self-determination Theory, Intrinsic versus Extrinsic Motivation • Theories of Habit formation • Theories of Happiness • Maslow's Hierarchy of Needs Research and engage with debates over the meaning, significance and examples of use in regard to key **concepts and models** in Personal development. Discuss how different **theories** use **concepts** differently in explaining health outcomes and place different emphases on the same concepts. As models are complex and time consuming to investigate, it would be best to focus on one model. Concepts and Models for investigation may include: • Career • Happiness • Neuroplasticity • Metrics of success • Healthy Habits • Post-career planning • Growth Mindset • Sportsmanship • Coachability- Athletic Coachability Scale • Seven Dimensions of Holistic Wellbeing • Healthy Mind Platter • Positive Self-Talk **Resources** VCE and QCE HOPE and Psychology Textbooks on wellbeing and personal development Here's how sports psychology can help boost your career | World Economic Forum Athletic Career Transition Model - an overview | ScienceDirect Topics Athlete Development Model- Special Olympics Time Management- 9 Popular Time Management Techniques and Tools | USAHS

critically analyse **programs, problems or questions** regarding holistic development, and use the principles of **ethics to evaluate solutions**	Examine one or more program, problem or questions regarding holistic development that follow on from the theories/strategies studied in the CDs above and critically analyse it by considering different ethical critiques of the program, solutions to the problem, so students can draw their own conclusions about the value and effectiveness of the topic studied. Choose a problem, program or question that relates to the topics of study in the previous two CDs to ensure there is time to complete the unit. Some ideas for consideration include: **Topics** • Roles of managers • Signing contracts • Sportsmanship • Ethics of personal v team goals • Psychological Profiling • Qualitative and Quantitative • Human based Research Ethics • BSSS Ethical Research Principles • Data privacy **Resources** 4 activist athletes helping to change the world | World Economic Forum Ethics, Integrity and Well-Being in Elite Sport: A Systematic Review – The Sport Journal Sport values, personal values and antisocial behaviour in sport - ScienceDirect Ethics of Sports: Do Sports Morally Matter? | HamiltonX on edX | Course About Video
evaluates a range of **resources and technologies** intended to enhance theirs and others' personal development	Students examine at least one resource and one technology to evaluate their efficacy in enhancing the intended outcomes. The examination might be as a part of an empirical investigation or via a literature review. Students may also consider the ethics, assumptions, models and theories that underlie the technology or resource that may determine the output of the technology. It is a good idea to link this to the topics studied above so that the learning follows on and uses the prior learning. **Resources** • Career planning tools • CV's • Mindfulness- Smiling Mind • Headspace • Black Dog Institute **Technologies** • Apps for personal growth, time management, motivation, stress/heart rate • AI use

	Resources *Planning life beyond the podium: 5 career tips for QAS-supported athletes during National Careers Week | Queensland Academy of Sport* *CAREER_PATHWAY_PLANNING.pdf International Olympic Committee* *engagement-in-sport-career-transition-planning-enhances-performance-eng.pdf 2019* *Athletic Career Transition Model - an overview | ScienceDirect Topics*
Skills	
Content description	**Elaborations**
create **evidence-informed, targeted, and high-quality plans** to achieve desired outcomes in own and others personal development, balanced living, sustainable training, and lifelong wellbeing	Drawing on learning from the Knowledge and Understanding strand topics, students demonstrate understanding of concepts and a chosen problem by creating plans to address them or uses them. Students conduct research and look at examples of plans and develop their own plans that consider their own goals and needs. **Examples of plans** • creating a weekly or term plan for holistic wellbeing • developing a nutrition plan for holistic wellbeing • training schedule for the term/semester • analysing own rest or sleep and then developing a plan • wellbeing strategy for coaches and support staff Formative activities might include reviewing or improving an existing plan in preparation for creating their own.
synthesise **knowledge, understanding, and skills** to enhance personal development, including managing a balanced life, understanding training load and rest, promoting wellbeing and lifelong habits for an active lifestyle	Students bring together knowledge to conduct an investigation into a problem in Personal Development. This can be linked to the topics outlined in the Knowledge and understanding CDs or a new topics could be introduced. This could be a foundational learning process or a capstone project for learning across the semester. However, as the CD calls for dealing with Unfamiliar Contexts, in any investigation there must be content or problems not covered in class but extends form or is related to the studied content, so the students' abilities to transfer their learning to the unfamiliar can be tested. This could be a comparative study of something new with something closely examined in class. **Including** managing a balanced life, understanding training load and rest, promoting wellbeing and lifelong habits for an active lifestyle This might include activities such as: • tracking rest or sleep and then response and recommendations • comprehensive review of the term/semesters' training and competition • review of plans and recommendations for improvement • SMARTER Goals, habit formation strategies

plans and undertakes independent enquiries and critically analyses relevant data and information based on critical evaluation of **valid and reliable** sources	The main subject of inquiry in this course will be themselves. They will inquire into a chosen aspect of holistic well-being drawing on the learning undertaken in class in response to the CDs above, they would transfer learning to new contexts. **OR** use an inquiry process to learn about foundational concepts/theories/models raised in earlier CDs above. They will develop information literacy skills by selecting and critiquing information in the chosen topic area, particularly in critiquing and rejecting pseudoscience and social media misinformation. • Investigations into own sleep patterns, • Analysis of data on own diet in comparison to Australian Guide to Healthy Eating, • Investigate the evidence base and applications of- Physical Activity and Exercise guidelines for All Australians • Analysis of data on own wellbeing or screen time in comparison to populations averages and recommendations • Quantitative or qualitative research process, self-reporting study.
communicates effectively using a range of modes, mediums and technique for a variety of purposes, adhering to the principles of academic integrity	This will be measured as students complete tasks indicated in other CDs. Communication modes are ideally from the discipline and authentically represent communication in Athlete Development. Care should also be taken to keep in mind vulnerability to AI cheating, or AI be harnessed in the generation of texts. This range also includes written and spoken exams. Note that exams can contain a variety of written formats or genres such as letters, essays, plans, notes. Only three to five tasks are permitted in a 1.0 unit. **Examples of texts students can create** • Numerical comparisons and analysis of size and measurements • Interpreting and using graphs, tables and diagrams/ data • Presentation/conference poster for expert audience • Interview with Teacher • Research report • Experimental Report • Essay • Stimulus Response- essay, short responses, multiple choice, health related plan • Seminar • Scientific reports • Oral presentations • Peer reviews or training plans

applies **interpersonal, intrapersonal, and leadership skills** with integrity and understanding of differences to personal development problems and research methods	Students may show these people skills within the contexts of tasks. This will involve group tasks in which students demonstrate effective inter/intrapersonal skills, and leadership skills. Teachers will need to set up rubrics or observations opportunities that isolate the personal skills to make them assessable. Teachers will need to explicitly teach positive interaction/ leadership/ intrapersonal strategies and practices. Intrapersonal skills may need to be measured in combination with the reflection activities. **Examples of Tasks** • Group tasks and allocated roles • Team sport • Leadership workshops • Evaluating leadership styles or exploring leadership through/in sport • Students lead mini-seminars/lessons on topics and take questions • Jigsaw activities joint research processes • Conducting an experimental study as a group/team • Fishbowl Activity • Involvement in Team Activities
Reflects using evidence on knowledge, understanding and/or skill acquisition to make **targeted and justified proposals for improvement**	Either orally or in writing, as part of an investigation, experiment, or summative exam, or as a stand-alone summative task (e.g. journaling), students are required to **reflect** on planning, time management, and use of appropriate independent and collaborative work strategies and/or skill acquisition. This can be clustered with other CDs to give content or experiences to reflect on. Some suggested methods for reflection include: • Yarning circles • Kolb's learning cycle • Rolfe's framework of reflective practice • Gibb's reflective cycle • Group/team reflection • Other methods for reflection • Journaling • Using apps to track nutrition, sleep, exercise or screen time Students need explicit teaching on how to reflect and opportunities to practice and receive feedback prior to assessment of this skills.

Athletes in Society

Knowledge and Understanding

Content Description	Elaborations
critically analyse **principles, strategies and methodologies** used in sport industry settings and **evaluates limitations and assumptions** of knowledge and processes	Clarify the knowledge of the group with discussion of elements of athletes in society, testing retention of relevant knowledge of F-10, other senior HPE courses, and from sporting contexts out of school. Students examine a range of texts on a chosen topic to determine their own views on the topic based on an assessment of the different ideas presented. **Principles** • Principles of supplementation • Fairness in sport • Legal principles and obligations • Economic and business principles- market saturation, pricing, wages, demand and supply- e.g. Tasmanian AFL team deal • Commercialisation of sport **Strategies and Methodologies** • Harm reduction strategies • Court of Arbitration for Sport • Marketing strategies- mascots, viral marketing, guerilla marketing, grass roots **Limitations and Assumptions** **Evaluate** *limitations and assumptions* by considering the axioms, evidence-base, the validity of theories/models underpinning the principles, strategies and methodologies and whether concepts have been used accurately and effectively in arguments. • Quantitative data analysis • Causation versus correlation **Resources** FIFA World Cup: winning countries also win big pay | World Economic Forum Does hosting a World Cup make economic sense? | World Economic Forum

critically analyse **theories, concepts and models** to draw informed and insightful conclusions about the role of athletes in society	Research or present selected two or three key theories that attempt to explain holistic personal development and then determine comparative validity by considering factors such as evidence base, logic, plausibility and correlation to lived experience. Theories might be accessed through academic texts or general HOPE textbooks written for senior secondary or junior college settings. **Theories** for investigation may include: • theories of marketing and promotion • media and communications theories • group identity theory • sociology of sport • sport as a social change agent Research and engage with debates over the meaning, significance and examples of use in regard to key **Concepts and models** in Personal development. Discuss how different **theories** use **concepts** differently in explaining health outcomes and place different emphases on the same concepts. As models are complex and time consuming to investigate, it would be best to focus on one model. **Concepts and Models** for investigation may include: • sports administration models such as the IOC and Sports Integrity Australia • athlete activism model • athletes as role models • sportspeople as spokespeople for issues • sports as social change agents • life lessons from sports **Resources** VCE and QCE HOPE and Psychology Textbooks on athletes in society Sports Marketing: An Australian Perspective - Open Textbook Library How sports and the media influence our beliefs | Jason Peterson | TEDxYouth@Columbia Sports can start meaningful conversations | Andy Billings | TEDxBirmingham Sports journalists stereotype athletes by race -- and we do too | Pat Ferrucci | TEDxMileHigh The real importance of sports | Sean Adams | TEDxACU Youth Sports: The Good, Bad, and Ugly | Harlan Banks & Anay Nagarajan | TEDxSaintFrancisHS Sport for Social Change: Bridging the Theory–Practice Divide in: Journal of Sport Management Volume 33 Issue 5 (2019) Using sport as a global change agent: The United Nations model of sport for development Sport and Refugees: Learning Lessons and Practical Takeaways from Four European Cases of Good Practice GoodPracticeGuide.pdf Sports Inclusion Mentoring Guidelines IO4_Mentoring_Guidelines_Final.pdf

critically analyse **programs, problems or questions** about the role of sport in society using the principles of **ethics or sustainability** to evaluate solutions	Examine one or more program, problem or questions regarding athletes in society that follow on from the theories/strategies studied in the CDs above, and critically analyse it by considering different ethical critiques of the program, solutions to the problem, so students can draw their own conclusions about the value and effectiveness of the topic studied. Choose a problem, program or question that relates to the topics of study in the previous two CDs to ensure there is time to complete the unit. Some ideas for consideration include: • diversity and inclusion • gender pay gap • gender inequality in sports participation • societal expectations around athletes as role models • the Enhanced Games • promoting mega sporting events e.g. Olympic games **Resources** Can sport empower us to be more sustainable? | World Economic Forum The Environmental Impact of the Sports Industry | Earth.Org The impacts of sport emissions on climate: Measurement, mitigation, and making a difference - Wilby - 2023 - Annals of the New York Academy of Sciences - Wiley Online Library GREENING THE GAME_Sports for Climate Action_e-course Paris Olympics promote sustainability for good reason: Climate change is putting athletes and their sports at risk Australia's professional athletes tackle gender pay gap Closing the pay gap in sports: Q&A with Elizabeth Broderick AO | UnCover - The University of Canberra Gender pay gap in sports is huge and it's not about to close | World Economic Forum 3 reasons why businesses should invest in women's sports now | World Economic Forum Olympics, soccer - sport and racism | World Economic Forum What's the economic impact of doping in sport? | World Economic Forum
evaluate a range of **resources and technologies** intended to enhance their own and others' perception of sport in society	Students examine at least one resource and one technology to evaluate their efficacy in enhancing the intended outcomes. The examination might be as a part of an empirical investigation or via a literature review. Students may also consider the ethics, assumptions, models and theories that underlie the technology or resource that may determine the output of the technology. It is a good idea to link this to the topics studied above so that the learning follows on and uses the prior learning. **Topics to consider** • The role of traditional and social media • Social media campaigns • Media documentaries and films • Sports gambling • Enhanced viewership technologies

	Resources Not Just A Game: Online Sports Betting And The Rise Of Corrosive Technology A Review of Sports Wagering: Prevalence, Characteristics of Sports Bettors, and Association with Problem Gambling Gambling participation, experience of harm and community views | Australian Institute of Family Studies Gambling participation in Australia 2024: Trends over time, and profiles associated with online gambling | ANU Centre for Social Research & Methods "How Online Sports Betting Is Changing The Game", Bloomberg**,** https://www.youtube.com/watch?v=70Eiwq9O8zA How Technology is Transforming Sports: 9 Ways Its Changing Sports How to deal with online abuse in sport | eSafety Commissioner Sports stars suffer impact of online abuse in real world - Ofcom Online abuse in sport: why athletes are targeted and how they can end up winning Aussie female sport stars targeted by online trolls at alarming rate | Deakin eSafety and Online Harm | Australian Athletics Australia: Poll reveals alarming impact of online abuse against women - Amnesty International Australia
Skills	
Content description	**Elaboration**
synthesise physical education **knowledge, understanding, and skills** to enhance own and others career planning and thoughtful engagement with sporting organisations	Students bring together knowledge to conduct an investigation into a problem in Personal Development. This can be linked to the topics outlined in the Knowledge and understanding CDs or a new topics could be introduced. This could be a foundational learning process or a capstone project for learning across the semester. However, as the CD calls for dealing with Unfamiliar Contexts, in any investigation there must be content or problems not covered in class but extends form or is related to the studied content, so the students' abilities to transfer their learning to the unfamiliar can be tested. This could be a comparative study of something new with something closely examined in class. This might include activities such as: • navigating scholarships and transfers • developing a professional image • planning for rights and responsibilities • career planning through coaching accreditation • review of plans and recommendations for improvement • SMARTER Goals • habit formation strategies

create **evidence-informed, targeted, and high-quality plans** to achieve desired outcomes for self and others within the sports industry	Drawing on learning from the Knowledge and Understanding strands topics, students demonstrate understanding of concepts and a chosen problem by creating plans to address them or uses them. Students conduct research and look at examples of plans and develop their own plans that take into account their own goals and needs. • mapping pathways from community sport to elite sport • simulated or personal planning • role modelling planning • cultivating media image • career pathway plan Formative activities might include reviewing or improving an existing plan in preparation for creating their own.
plan and undertake independent enquiries and critically analyse relevant data and information based on critical evaluation of valid and reliable sources	The main subject of inquiry in this course will be themselves. They will inquire into a chosen aspect of sport in society drawing on the learning undertaken in class in response to the CDs above, they would transfer learning to new contexts. **OR** use an inquiry process to learn about foundational concepts/theories/models raised in earlier CDs above. They will develop information literacy skills by selecting and critiquing information in the chosen topic area, particularly in critiquing and rejecting pseudoscience and social media misinformation. **Topics to consider** • investigating ethical case studies: issues of discrimination or abuse • the impact of performance enhancing drugs • the role of WADA/ASADA • open-source media analysis • media and communications critique • critique of advertising and marketing
communicate effectively using a range of modes, mediums and technique for a variety of purposes, adhering to the principles of **academic integrity**	This will be measured as students complete tasks indicated in other CDs. Communication modes are ideally from the discipline and authentically represent communication in Athlete Development. Care should also be taken to keep in mind vulnerability to AI cheating, or AI be harnessed in the generation of texts. This range also includes written and spoken exams. Note that exams can contain a variety of written formats or genres such as letters, essays, plans, notes. Only three to five tasks are permitted in a 1.0 unit. **Examples of texts students can create** • Numerical comparisons and analysis of size and measurements • Interpreting and using graphs, tables and diagrams/ data • Presentation/conference poster for expert audience • Interview with Teacher • Research report • Experimental Report

	• Essay • Stimulus Response- essay, short responses, multiple choice, health related plan • Seminar • Scientific reports • Oral presentations
apply **interpersonal, intrapersonal, and leadership skills** with **integrity** and understanding of differences to athlete development problems and research methods	Students may show these people skills within the contexts of tasks. This will involve group tasks in which students demonstrate effective inter/intrapersonal skills, and leadership skills. Teachers will need to set up rubrics or observations opportunities that isolate the personal skills to make them assessable. Teachers will need to explicitly teach positive interaction/ leadership/ intrapersonal strategies and practices. Intrapersonal skills may need to be measured in combination with the reflection activities. • Lead a debate or discussion • simulated or personal situations/ scenarios • Group tasks and allocated roles • Team sport • Leadership workshops • Evaluating leadership styles or exploring leadership through/in sport • Students lead mini-seminars/lessons on topics and take questions • Jigsaw activities joint research processes • Conducting an experimental study as a group/team • Fishbowl Activity • Involvement in Team Activities
reflect using evidence on knowledge, understanding and/or skill acquisition to make **targeted and justified proposals** for improvement	Either orally or in writing, as part of an investigation, experiment, or summative exam, or as a stand-alone summative task (e.g. journaling), students are required to **reflect** on planning, time management, and use of appropriate independent and collaborative work strategies and/or skill acquisition. This can be clustered with other CDs to give content or experiences to reflect on. Some suggested methods for reflection include: • Yarning circles • Kolb's learning cycle • Rolfe's framework of reflective practice • Gibb's reflective cycle • Group/team reflection • Other methods for reflection • e.g. journaling • using apps to track nutrition, sleep, exercise or screen time Students need explicit teaching on how to reflect and opportunities to practice and receive feedback prior to assessment of this skills.

Athlete Profile and Preparation

Knowledge and Understanding

Content Description	Elaborations
critically analyse **principles, strategies and methodologies** of athlete preparation and profiling, and **evaluates limitations and assumptions** of knowledge and processes	Clarify the knowledge of the group with discussion of elements of Athlete Profile and Preparation, testing retention of relevant knowledge of F-10, other senior HPE courses, and from sporting contexts out of school. Students examine a range of texts on a chosen topic to determine their own views on the topic based on an assessment of the different ideas presented. **Principles** • principles of training – overload, specificity, reversibility, variety, training thresholds, warm up and cool down • recovery and regeneration • individual differences **Strategies and Methodologies** • talent identification methodologies • anxiety and arousal management strategies • integrated support team **Limitations and Assumptions** **Evaluate** *limitations and assumptions* by considering the axioms, evidence-base, the validity of theories/models underpinning the principles, strategies and methodologies and whether concepts have been used accurately and effectively in arguments. • Quantitative data analysis • Causation versus correlation • Value of anecdotal evidence **Resources** National Protocols for the Assessment of Strength and Power | Australian Institute of Sport AIS FTEM Framework- Talent | Australian Institute of Sport Methodological Approaches to Talent Identification in Team Sports: A Narrative Review Editorial: Talent Identification and Development in Sports Performance - PMC Athlete Pathways and Development | Clearinghouse for Sport- Links to further resources tab_a_-_how_to_handle_anxiety_and_pressure_in_sport_final.pdf NSW Office for Sport Arousal In Sport – What Does The Research Suggest? – Sport Science Insider Sport-related performance anxiety in young athletes: a clinical practice review - PMC Breathing control and self talk - Mental preparation - AQA - GCSE Physical Education Revision - AQA - BBC Bitesize

critically analyse **theories, concepts, and models** of athlete preparation to **draw informed and insightful conclusions** about how they enhance theirs and others' performance	Establish student knowledge about the determinants of individual health from F-10 studies. Research or present selected two or three key theories that attempt to explain Athlete Profile and Preparation and then determine comparative validity by considering factors such as evidence base, logic, plausibility and correlation to lived experience. Theories might be accessed through academic texts or general HOPE textbooks written for senior secondary or junior college settings. **Theories** • strength and conditioning theories such as supercompensation theory, motor learning theory • Deliberate practice theory Research and engage with debates over the meaning, significance and examples of use in regard to key **Concepts and models** in Personal development. Discuss how different **theories** use **concepts** differently in explaining health outcomes and place different emphases on the same concepts. As models are complex and time consuming to investigate, it would be best to focus on one model. **Concepts and Models** for investigation may include: • periodisation models • recovery techniques • Youth Athlete Development Model • Long-term Athlete Development Model • GRIP Model **Resources** VCE and QCE HOPE and Psychology Textbooks on Athlete Profile and Preparation Periodization Theory: Confronting an Inconvenient Truth - PMC section-2-the-scientific-basis-of-strength-and-conditioning-637952035376224069.pdf CURRENT CONCEPTS IN PERIODIZATION OF STRENGTH AND CONDITIONING FOR THE SPORTS PHYSICAL THERAPIST - PMC Strength and Conditioning - Physiopedia Get FASTER: New Training Theory for Runners | Strength Running Training load in relation to loading and unloading phases of training | Australian Institute of Sport Periodization and Programming in Sports - PMC Reverse Periodization for Improving Sports Performance: A Systematic Review | Sports Medicine - Open Periodisation – TREK Effect of sports massage on performance and recovery: a systematic review and meta-analysis | BMJ Open Sport & Exercise Medicine Recovery | Australian Institute of Sport Cold-water immersion (cryotherapy) for preventing and treating muscle soreness after exercise - Bleakley, C - 2012 | Cochrane Library Theory to Practice: Performance Preparation Models in Contemporary High-Level Sport Guided by an Ecological Dynamics Framework | Sports Medicine - Open | Full Text Cold Water Immersion Meta Analysis-Higgins et al The Journal of Strength & Conditioning Research Designing Recovery Strategies for Sports Performance | Physiotutors Podcast Ep. 033 | Yann Le Meur Effectiveness of Recovery Strategies After Training and Competition in Endurance Athletes: An Umbrella Review The Long-Term Athletic Development (LTAD) Model – Sport Science Insider

	A Guide to the Long-Term Athletic Development Model | Australian Institute of Fitness Sport Pre-Season Preparation using the GRIP Model | Athlete Assessments Youth Athlete Development Models: A Narrative Review - PMC
critically analyse athlete preparation research methods and knowledge using the principles of **ethics** to evaluate solutions	Examine one or more program, problem or questions regarding Athlete Profile and Preparation that follow on from the theories/strategies studied in the CDs above, and critically analyse it by considering different ethical critiques of the program, solutions to the problem, so students can draw their own conclusions about the value and effectiveness of the topic studied. Choose a problem, program or question that relates to the topics of study in the previous two CDs to ensure there is time to complete the unit. Some ideas for consideration include: • age and development appropriate programs • ethical management of data • ethical supplementation • ethics around new training methods or recovery strategies • ethics of observational studies in training environments **Resources** The-FIT-Model-Overview-of-Stages-of-Development.pdf NYSHSI-LTAD1-Understanding-Ages-and-Stages-Youth-Sports-PDF.pdf Canadian Sports for Life Program LTAD-2.1-EN_web.pdf Long Term Athlete Development- Cycling Canada -CC_LTAD_Vol1_EN-2014.pdf Supplement use in sport: is there a potentially dangerous incongruence between rationale and practice? - PMC Prevalence of Dietary Supplement Use among Athletes Worldwide: A Scoping Review - PMC Youth athletes' framing of nutritional supplements: Performance enhancement and food - Anette Skilbred, Åse Strandbu, Sigmund Loland, 2025 Dietary Supplements for Exercise and Athletic Performance - Health Professional Fact Sheet Supplements | Australian Institute of Sport
evaluates a range of **resources and technologies** intended to enhance theirs and others' athlete preparation	Students examine at least one resource and one technology to evaluate their efficacy in enhancing the intended outcomes. The examination might be as a part of an empirical investigation or via a literature review. Students may also consider the ethics, assumptions, models and theories that underlie the technology or resource that may determine the output of the technology. It is a good idea to link this to the topics studied above so that the learning follows on and uses the prior learning. **Resources** • recovery tools e.g. massage guns • strength equipment with feedback systems (VBT devices) • environmental simulation tools such as altitude chambers

	Technologies • tracking apps • video analysis of movement patterns • personal smart devices • online training platforms **Resources** Fitness-and-Activity-Trackers-Guidelines-on-Safe-Use.pdf Privacy Data Ethics of Wearable Digital Health Technology | Center for Digital Health | Engineering | Brown University Open-Source Remote Gait Analysis: A Post-Surgery Patient Monitoring Application | Scientific Reports The biggest risks of using fitness trackers to monitor health How to Lock Down Your Health and Fitness Data | WIRED Putting Our Bodies Online: The Privacy Risks of Tech Wearables - Centre for International Governance Innovation The opportunities, challenges and obligations of Fitness Data Analytics - ScienceDirect Ethical Decision Making in Sport - Play by the Rules - Making Sport inclusive, safe and fair
Skills	
Content Description	**Elaborations**
synthesise physical education **knowledge, understanding, and skills** to enhance data-informed athlete preparation	Students bring together knowledge to conduct an investigation into a problem in Athlete Profile and Preparation. This can be linked to the topics outlined in the Knowledge and understanding CDs or a new topics could be introduced. This could be a foundational learning process or a capstone project for learning across the semester. However, as the CD calls for dealing with Unfamiliar Contexts, in any investigation there must be content or problems not covered in class but extends form or is related to the studied content, so the students' abilities to transfer their learning to the unfamiliar can be tested. This could be a comparative study of something new with something closely examined in class. This might include activities such as: • motor skill competencies • fitness testing • video analysis • performance analysis • athlete profiling

create **evidence-informed, targeted, and high-quality plans** to achieve desired outcomes in athlete preparation for self and others	Drawing on learning from the Knowledge and Understanding strands topics, students demonstrate understanding of concepts and a chosen problem by creating plans to address them or uses them. Students conduct research and look at examples of plans and develop their own plans that take into account their own goals and needs. • program design • macro and micro planners • periodisation plan • strength and conditioning plan for a purpose • recovery plan • fitness plan based on fitness testing • preseason plan using game data • plan for off season maintenance Formative activities might include reviewing or improving an existing plan in preparation for creating their own.
plan and undertake independent enquiries and critically analyse relevant data and information based on critical evaluation of **valid and reliable sources**	The main subject of inquiry in this course will be themselves. They will inquire into a chosen aspect of athlete profile and preparation drawing on the learning undertaken in class in response to the CDs above, they would transfer learning to new contexts. **OR** use an inquiry process to learn about foundational concepts/theories/models raised in earlier CDs above. They will develop information literacy skills by selecting and critiquing information in the chosen topic area, particularly in critiquing and rejecting pseudoscience and social media misinformation. • investigating ethical case studies • open source media analysis • media and communications critique • critique of advertising and marketing • analyse their own • club or team preparation data • own v elite data

communicate effectively using a range of modes, mediums and technique for a variety of purposes, adhering to the principles of academic integrity	This will be measured as students complete tasks indicated in other CDs. Communication modes are ideally from the discipline and authentically represent communication in Athlete Development. Care should also be taken to keep in mind vulnerability to AI cheating, or AI be harnessed in the generation of texts. This range also includes written and spoken exams. Note that exams can contain a variety of written formats or genres such as letters, essays, plans, notes. Only three to five tasks are permitted in a 1.0 unit. Through social science reports, oral presentations, peer reviews or club/industry plans, e.g. debates, oral presentations, multimodal presentations. **Possibilities** • Multimodal texts • Training journal • Post-game/training debrief • Numerical comparisons and analysis of size and measurements • Interpreting and using graphs, tables and diagrams/ data • Presentation/conference poster for expert audience • Interview with Teacher • Research report • Experimental Report • Essay • Stimulus Response- essay, short responses, multiple choice, health related plan • Seminar • Scientific reports • Oral presentations
apply **interpersonal, intrapersonal, and leadership skills** with integrity and understanding of differences to athlete development problems and research methods	Students may show these people skills within the contexts of tasks. This will involve group tasks in which students demonstrate effective inter/intrapersonal skills, and leadership skills. Teachers will need to set up rubrics or observations opportunities that isolate the personal skills to make them assessable. Teachers will need to explicitly teach positive interaction/ leadership/ intrapersonal strategies and practices. Intrapersonal skills may need to be measured in combination with the reflection activities. **Possibilities** • peer assessment • peer critique • peer coach • lead a debate or discussion • simulated or personal situations/ scenarios

reflect using evidence on knowledge, understanding and/or skill acquisition to make **targeted and justified proposals for improvement**	Either orally or in writing, as part of an investigation, experiment, or summative exam, or as a stand-alone summative task (e.g. journaling), students are required to **reflect** on planning, time management, and use of appropriate independent and collaborative work strategies and/or skill acquisition. This can be clustered with other CDs to give content or experiences to reflect on. Some suggested methods for reflection include: • Yarning circles • Kolb's learning cycle • Rolfe's framework of reflective practice • Gibb's reflective cycle • Group/team reflection • Other methods for reflection • e.g. journaling • using apps to track nutrition, sleep, exercise or screen time Students need explicit teaching on how to reflect and opportunities to practice and receive feedback prior to assessment of this skills.

Performance Analysis

Knowledge and Understanding

Content Description	Elaborations
critically analyse **principles, strategies and methodologies** related to performance analysis and evaluates limitations and assumptions of knowledge and processes	Clarify the knowledge of the group with discussion of elements of Athlete Profile and Preparation, testing retention of relevant knowledge of F-10, other senior HPE courses, and from sporting contexts out of school. Students examine a range of texts on a chosen topic to determine their own views on the topic based on an assessment of the different ideas presented. **Principles** • Injury prevention • Biomechanical principles **Strategies and Methodologies** • Statistical analysis of strategies in sport (mean, median, mode, frequency) • Video analysis for skill technique • Athlete monitoring systems • Video feedback v live coaching • Use of set plays • Managing player rotation in tournament settings **Limitations and Assumptions** **Evaluate** *limitations and assumptions* by considering the axioms, evidence-base, the validity of theories/models underpinning the principles, strategies and methodologies and whether concepts have been used accurately and effectively in arguments. • Quantitative data analysis • Causation versus correlation • Value of anecdotal evidence **Resources** Methods of Biomechanical Performance Analyses in Sport: Systematic Review A day in the life of a Performance Analyst - NSWIS What is Performance Analysis? - Water Polo- Australian Sports Commission AIS Performance Analysis - Innovation in Netball- Australian Sports Commission Sport Performance Assessment – Quantitative Analysis in Exercise and Sport Science- Textbook Chapter Performance Analysis in Sport | video performance analysis lab | Faculty of Kinesiology | University of Calgary Field hockey from the performance analyst's perspective: A systematic review | Request PDF Experts in Sport: E27 - The power of performance analysis- Loughborough University Podcast

critically analyse **theories, concepts, and models** of performance analysis to draw informed and insightful **conclusions about enhancing performance**	Establish student knowledge about the determinants of individual health from F-10 studies. Research or present selected two or three key theories that attempt to explain Performance Analysis and then determine comparative validity by considering factors such as evidence base, logic, plausibility and correlation to lived experience. Theories might be accessed through academic texts or general HOPE textbooks written for senior secondary or junior college settings. **Theories** • Nature versus Nurture • Dynamic Systems Theory • Socio Economic Causes of Performance • Impact of Sporting Cultures • Systems theory in team sports • Marginal gains theory Research and engage with debates over the meaning, significance and examples of use in regard to key **Concepts and models** in Personal development. Discuss how different **theories** use **concepts** differently in explaining health outcomes and place different emphases on the same concepts. As models are complex and time consuming to investigate, it would be best to focus on one model. **Concepts and Models** for investigation may include: • skill acquisition • technique appraisal/ correction • feedback cycle • GROW coaching model • Feedback loop model **Resources** VCE and QCE HOPE and Psychology Textbooks on Performance Analysis Sports performance and systems theories | Encyclopedia MDPI Sport psychology - inside the mind of champion athletes: Martin Hagger at TEDxPerth What gives Elite Athletes the Edge? | Janne Mortensen | TEDxOdense Implicit Theories about Athletic Ability Modulate the Effects of If-Then Planning on Performance in a Standardized Endurance Task - PMC Fitts & Posner's Stages of Learning – Cognitive, Associative & Autonomous – Sport Science Insider Skill Acquisition & Sports Psychology - TeachPE.com Perceptual-Motor and Perceptual-Cognitive Skill Acquisition in Soccer: A Systematic Review on the Influence of Practice Design and Coaching Behavior - PMC Skill Acquisition- Science for Sport.com Skills and strategies for soccer: Level 5: Health and Physical Education (1999) sourcebook modules Developing skill within the context of a Game-Based Approach - Luke Barrett, Paul Kinnerk, Philip E. Kearney, 2025

critically analyse performance analysis research methods and knowledge using the principles of **ethics or sustainability** to evaluate solutions	Examine one or more program, problem or questions regarding Performance Analysis that follow on from the theories/strategies studied in the CDs above, and critically analyse it by considering different ethical critiques of the program, solutions to the problem, so students can draw their own conclusions about the value and effectiveness of the topic studied. Choose a problem, program or question that relates to the topics of study in the previous two CDs to ensure there is time to complete the unit. Some ideas for consideration include: • performance data • ethical management of video analysis • Long-term tracking of injury rates and training loads. • Lab-based motion capture vs in-game video analysis • Predictive modelling using large athlete datasets **Resources** Ethical Considerations Revolving around Sports Analytics – Datathlete Professional Practice in Sport Performance Analysis | Andrew Butterworth Developing a framework for professional practice in applied performance analysis: International Journal of Performance Analysis in Sport: Vol 21 , No 6 - Get Access
evaluate a range of **resources and technologies** intended to enhance team and/or individual performance	Students examine at least one resource and one technology to evaluate their efficacy in enhancing the intended outcomes. The examination might be as a part of an empirical investigation or via a literature review. Students may also consider the ethics, assumptions, models and theories that underlie the technology or resource that may determine the output of the technology. It is a good idea to link this to the topics studied above so that the learning follows on and uses the prior learning. **Topics** • video analysis • performance tracking apps • GPS trackers • personal smart devices • recovery tools • online coaching platforms • videography technology • sport association websites – Netball Australia **Resources** Application of Artificial Intelligence in Sports Analytics: Analysing the Ethical and Legal Perspectives | SpringerLink Application of Smart Wearable Devices in Sports Performance... [Retracted] Wearable Product Design for Intelligent Monitoring of Basketball Training Posture Based on Image Processing - Zhang - 2021 - Journal of Sensors - Wiley Online Library

	Smart goggles and electric jumpsuits: the future of wearables | CNN Smart Wearables for Enhanced Sports Performance Evolution_of_smart_devices_and_human.pdf Wearable tech at the Olympics: How athletes are using it to train to win- The Conversation, 2021
Skills	
Content Description	**Elaboration**
synthesise physical education **knowledge, understanding, and skills** to enhance development of plans, tactics and strategies and their implementation by individuals and/or teams	Students bring together knowledge to conduct an investigation into a problem in Performance Analysis. This can be linked to the topics outlined in the Knowledge and understanding CDs or a new topics could be introduced. This could be a foundational learning process or a capstone project for learning across the semester. However, as the CD calls for dealing with Unfamiliar Contexts, in any investigation there must be content or problems not covered in class but extends form or is related to the studied content, so the students' abilities to transfer their learning to the unfamiliar can be tested. This could be a comparative study of something new with something closely examined in class. **Topics** • SWOT analysis of opponents/competition • use data to create a strategy • application to own current sporting contexts
create **evidence-informed, targeted, and high-quality plans** to achieve desired outcomes for individual and/or team performance analysis	Drawing on learning from the Knowledge and Understanding strands topics, students demonstrate understanding of concepts and a chosen problem by creating plans to address them or uses them. Students conduct research and look at examples of plans and develop their own plans that take into account their own goals and needs. • technique correction of skill • return to play protocols • injury prevention plan • tactical game plan • team communications strategy for on-field Formative activities might include reviewing or improving an existing plan in preparation for creating their own. **Resources** RFL Headcase Graduated Return To Play 2018.pdf 2024 AFL Concussion Protocols: Community football to adopt minimum 21 day return to play protocols Returning to Sports | HEADS UP | CDC Skill-coaching-tip-sheet.pdf When and How to Provide Feedback and Instructions to Athletes?—How Sport Psychology and Pedagogy Insights Can Improve Coaching Interventions to Enhance Self-Regulation in Training - PMC Strength & Conditioning Journal - A process for error correction for strength and conditioning coaches, 2017 Injury Prevention in Sport - Physiopedia

plan and undertake independent enquiries and critically analyse relevant data and information based on critical evaluation of valid and reliable sources	The main subject of inquiry in this course will be themselves. They will inquire into a chosen aspect of athlete profile and preparation drawing on the learning undertaken in class in response to the CDs above, they would transfer learning to new contexts. **OR** use an inquiry process to learn about foundational concepts/theories/models raised in earlier CDs above. They will develop information literacy skills by selecting and critiquing information in the chosen topic area, particularly in critiquing and rejecting pseudoscience and social media misinformation. • open source media/advice analysis • club or team preparation data • own v elite data • analysing individual and/or team performance • data driven feedback • technology in sport-testing machines
communicate effectively using a range of modes, mediums and technique for a variety of purposes, adhering to the principles of academic integrity	This will be measured as students complete tasks indicated in other CDs. Communication modes are ideally from the discipline and authentically represent communication in Athlete Development. Care should also be taken to keep in mind vulnerability to AI cheating, or AI be harnessed in the generation of texts. This range also includes written and spoken exams. Note that exams can contain a variety of written formats or genres such as letters, essays, plans, notes. Only three to five tasks are permitted in a 1.0 unit. Through social science reports, oral presentations, peer reviews or club/industry plans, e.g. debates, oral presentations, multimodal presentations. **Possibilities** • game driving- simulated or actual communication samples • game decision making- simulated or actual communication samples • variety of exam question types
apply **interpersonal, intrapersonal, and leadership skills** with integrity and understanding of differences to athlete development problems and research methods	Students may show these people skills within the contexts of tasks. This will involve group tasks in which students demonstrate effective inter/intrapersonal skills, and leadership skills. Teachers will need to set up rubrics or observations opportunities that isolate the personal skills to make them assessable. Teachers will need to explicitly teach positive interaction/ leadership/ intrapersonal strategies and practices. Intrapersonal skills may need to be measured in combination with the reflection activities. **Possibilities** • peer assessment • peer critique • peer coach • lead a debate or discussion • simulated or personal situations/ scenarios

reflect using evidence on knowledge, understanding and/or skill acquisition to make **targeted and justified proposals for improvement**	Either orally or in writing, as part of an investigation, experiment, or summative exam, or as a stand-alone summative task (e.g. journaling), students are required to **reflect** on planning, time management, and use of appropriate independent and collaborative work strategies and/or skill acquisition. This can be clustered with other CDs to give content or experiences to reflect on. Some suggested methods for reflection include: • Yarning circles • Kolb's learning cycle • Rolfe's framework of reflective practice • Gibb's reflective cycle • Group/team reflection • Other methods for reflection • e.g. journaling • using apps to track nutrition, sleep, exercise or screen time Students need explicit teaching on how to reflect and opportunities to practice and receive feedback prior to assessment of this skills.


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