

BA Sport Performance 10**District Name:** *Kamloops / Thompson***District Number:** #73**Developed by:** *Corey Yamaoka and Wai Ma***Date Developed:** *March 2, 2005***School Name:** *South Kamloops Secondary***Principal's Name:** *Vic Bifano***Board/Authority Approval Date:** *2005/05/30***Board/Authority Signature:****Course Name:** *Sport Performance***Grade Level of Course:** *Grade 10***Number of Course Credits:** *4***Number of Hours of Instruction:** *120***Prerequisite(s):** *PE 9, and currently participating or within the last year, in a club, house, rep, or school team***Special Training, Facilities, or Equipment Required:**

Weight and aerobics room, Swedish and medicine balls, weights (free and universal), computer, nutritional resources, plyometric equipment, classroom, speed and agility specific equipment, access to multimedia equipment. The teacher of this course will have a physical education degree and human performance experience.

Course Synopsis:

This course will expose students to training methods used by elite athletes. Students will learn to enhance their physical performance in the areas of strength, power, speed, agility, and conditioning. They will also develop their knowledge in the area of sport psychology and healthy living. This course intended for athletes, regardless of the type of sport, who want to improve their performance and whose goals are to participate in higher level competition.

Rationale:

The traditional methods of training for competitive athletes have evolved beyond repetitions of technical skills at practices and the execution of skills at competitions. An emphasis has been placed on individual performance and the progression of the skill development. The focus has shifted towards the development of physical and mental skills of the individual in the months prior to and after the regular season. It is necessary for elite athletes to achieve peak performance by training out of season. With training being a yearlong process and commitment, elite athletes benefit from programs that target specific physical and mental skills that are both attainable and measurable.

Organizational Structure:

<i>UNIT/TOPI C</i>	<i>TITLE</i>	<i>TIME</i>
Unit #1	Course Introduction	5
Unit #2	Power and Strength	60
Unit #3	Speed and Agility	25
Unit #4	Conditioning	10
Unit #5	Sport Psychology	10
Unit #6	Healthy Living	10
	Total Hours	120

Unit/Topic/Module Descriptions:

Unit 1: Course Introduction

Time: 5 hours

Students will be introduced the topic of elite athletics. Students will learn about proper warm-up and cool-down techniques. Students will develop an individualized training program based on their needs as an athlete. Students will incorporate all the information in the units to create an effective, exercise program meeting their needs. Students will carry out their program and monitor their progress through testing and data collection. Research the various sport bodies in Canada that help support athletes.

Curriculum Organizers

It is expected that students will:

- Be introduced to different components of a good warm-up and proper warm up strategies
- Be introduced to different components of a cool-down and proper cool-down strategies
- Utilize an exercise program specific to their needs
- Evaluate, monitor and adapt the program through testing and data collection
- Be introduced to and research the various sport bodies that support athletes

Unit 2: Power and Strength

Time: 60 hours

This unit will focus on preparing for more intensive muscular workouts. The students will build muscular strength in each of their “large” muscle groups (abdominals, upper and lower back, legs, and arms).

Curriculum Organizers – Phase I – Preparation

The primary objective of this phase is to build lean muscle mass and improve work capacity.

It is expected that students will:

- Be introduced to the importance of developing core muscles, techniques, and exercises that develop the “core” muscles.
- Be introduced to appropriate weight room etiquette and proper safety procedures.
- Be introduced to plyometric exercises (sit-ups & push-ups, etc.)
- Begin development of muscular endurance
- Be introduced to major weight lifting exercises (form)
- Break down the explosive lifts into different steps

Curriculum Organizers – Phase II – Increasing Power and Strength

The primary objective of this phase is to build on Phase I of the Power and Strength Unit. Students will participate in various exercises designed to increase explosive power. Students will continue to study muscle composition with the emphasis placed on fast-twitch muscle enhancement.

It is expected that students will:

- Continue developing a proficiency in body weight exercises (sit-ups and push-ups)
- Expand development of skill component of major weight lifting exercises (very light weights)
- Develop sub-maximal strength gains
- Demonstrate the explosive lifts to improve power are the major focus of the strength program.
- Apply understanding of body mechanics (force and levers) to increase performance in the area of speed
- Demonstrate an understanding of the composition of fast-twitch muscles and effective exercises to increase their performance

Unit 3: Speed and Agility

Time: 25 hours

This unit will focus on using the gains from power and strength training to improve speed. Students will be introduced to the principles of speed training. The student will improve on accelerating to full speed quickly and improving reaction time. The student will have an understanding of sprint fatigue.

Curriculum Organizer –Muscle Endurance / Speed and Agility

It is expected that students will:

- Continue developing a proficiency in body weight exercises (sit-ups & push-ups)
- Continue weight lifting with an emphasis on development of muscular stamina
- Broaden development of skill component of major weight lifting exercises (light weights)
- Understand the requirements for developing athletic agility and explosive power
- Learn components and begin to develop athletic agility.
- Participate in exercises designed to increase speed

Unit 4: Conditioning

Time: 10 hours

Students will learn the principles of aerobic conditioning. Students will participate and apply various exercises that are designed to increase aerobic capacity. Students will learn the safe progression of aerobic exercises for individuals starting an exercise program.

Curriculum Organizers

It is expected that students will:

- Demonstrate an understanding of how basic exercises affects physical performance
- Improve their personal fitness levels
- Participate in exercises that are designed to increase aerobic capacity
- Demonstrate and understand the safe progression of aerobic exercises

Unit 5: Sports Psychology**Time: 10 hours**

Students will learn mental training techniques for peak performance. Mental training will involve relaxation and breathing techniques for high-stress situations. The course will help to develop strategies for positive mental rehearsal and imagery.

Curriculum Organizer

It is expected that students will:

- Demonstrate an understanding of mental training skills for peak performance (mental rehearsal, imagery and self-concept)
- Understand the value of setting and modifying goals to develop personal fitness and physical abilities.
- Describe and perform appropriate activities for personal stress management and relaxation

Unit 6: Healthy Living**Time: 10 hours**

Students will learn the impact of nutrition, diet supplements, recreational drugs and performance enhancing drugs. Students will learn proactive methods to injury prevention and management. The students will also be able to evaluate external variables (i.e. facilities, equipment and practice routines) and their role in injury prevention.

Curriculum Organizer – Nutrition

It is expected that students will:

- Identify the different nutrients required for optimal performance
- Differentiate the net energy output of fats, carbohydrates and proteins
- Explain the importance of pre and post activity meals
- Analyze the effect of poor nutrition on athletic performance
- Identify the effects of diet supplements
- Identify the effects of recreational and performance-enhancing drugs
- Design and analyze a personal nutritional plan

Curriculum Organizer – Injury Prevention

It is expected that students will:

- Analyze the correlation between poor physical conditioning and the frequency of injuries
- Identify and incorporate various injury prevention strategies (warm-up, cool-down, stretching)
- Analyze different sporting equipment to ensure that they meet safety standards
- Evaluate the effectiveness of different protective equipment used in a variety of team/individual sports.

Instructional Component:

- Direct Instruction
- Indirect Instruction
- Personal Assessments of development
- Modeling
- Analysis of articles

- Daily Nutrition Log
- Daily Training Log
- Interactive Instruction
- Individual Instruction
- Group Work
- Student Presentations
- Essays

Assessment Component:

Performance Testing Pre / Post Bigger Faster Stronger (BFS) Testing

Type of Assessment	Category	Details	Weight
Formative	Daily Evaluation	Evidence of daily training <ul style="list-style-type: none"> ▪ schedule and log ▪ journal (nutrition and mental preparedness) 	70%
Summative	Evaluation and Assessment	Testing knowledge of Sport Psychology and Healthy Living <ul style="list-style-type: none"> ▪ Multiple Choice Tests 	10%
Summative	Checklist	Techniques and Performance Gains	20%

Learning Resources:

University of Nebraska (2004) – Huskerpower Website and CD-Rom
 Bigger, Stronger, Faster – Periodical and computer program
 Sports Medicine – Periodical
 NBA Power and Conditioning (1997)- Resource
 Canadian Weightlifting Federation (1993) –Resource

Additional Information:

This course will also utilize the principles found in many sports bodies within Canada. Many of the sports bodies offer opportunities for athletes to be supported in their endeavours. As well, they may offer various forms of funding.

- Pacific Sport

Their Mission is: To create a dynamic environment for sport performance at all levels by integrating world-class Athlete Services, Coaching Excellence and long-term Sport Development initiatives.

The athlete services curriculum is the cornerstone of our Athlete Services. It is a menu of programs and services aimed at athletes that covers aspects of life both inside and outside sport, ensuring holistic development. The curriculum is

Life categorized into three streams: Performance Services, Support Services, and Services.

The coach services curriculum is the cornerstone of our Coaching Excellence. It is a menu of programs and services aimed at coaches that covers aspects of life both inside and outside sport, ensuring holistic development. The curriculum is categorized into three streams: Professional and Educational Services, Funding Services, and Resource Services.

- Canadian Centre for Ethics in Sport

The mission of the Canadian Centre for Ethics in Sport is to promote ethical conduct in all aspects of sport in Canada.

- Sport Canada

Sport Canada is a branch of the International and Intergovernmental Affairs Sector within the federal Department of Canadian Heritage. The Department is dedicated to valuing and strengthening the Canada experience. Sport Canada has three divisions: Sport Programs, Sport Policy, and Major Games and Hosting. Sport Canada is an all-encompassing resource that will help support athletes in finding resources.

All of these resources may be found on the Web and in many local communities. There are many other valuable resources available in many places: YMCA, YWCA, local gym facilities, trainers, physicians, therapists, and experts. Additional resources should be compiled and utilized in this course.