HUMAN PERFORMANCE 10/11 (FOOTBALL) FRAMEWORK

Developed by: Cory Bymoen

Date Developed: April. 2010

School Name: Valleyview Secondary

Principal's Name: Mr. Bill Hamblett

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Human Performance 10/11 (Football)

Grade Level of Course: 10 /11

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): Successful completion of P.E. 9

Special Training, Facilities or Equipment Required: Olympic Weight Room Apparatus, Gymnasium, Cones, Timing Equipment, Vertec Device, Skip Ropes, Plyometric Boxes, Classroom complete with overhead projector, TV and VCR are recommended.

Course Synopsis: Human Performance (Football) is a course that will prepare students physically and mentally to be at their best as athletes in regards to playing football. As an athlete, they will participate in a performance training regime that includes free-weight olympic lifts, flexibility training, speed training and agility training. This training will be broken into 4-week Base, Development and Peak performance cycles across the school year. Testing will occur every eight weeks to monitor the development of each student's explosive capacity, change of direction, acceleration and flat-out speed. Students will be familiarized with the theory behind their performance training as the year unfolds.

Rationale: This course has been developed as an opportunity to develop their skills in football. It also helps students understand and apply the psychological, mechanical, and nutritional principles that lead to performance; develop their flexibility, speed, agility and explosive strength to their maximum potential as their bodies mature. In addition, the course is structured to challenge students in an escalating degree of load/intensity and complexity of curriculum/practical experience as students mature. As the course progresses the same fundamentals are applied over and over again and are bundled in ever more challenging combinations as the fundamentals are mastered. The end-goal is to build a pool of highly trained young people in our local football community.

Organizational Structure:

Unit/Topic	Title	Time (Hours)
Unit 1	Performance Pyramid	4
Unit 2	Game Analysis	4
Unit 3	Getting Started	4
Unit 4	Strength Exercises	50
Unit 5	Flexibility, Speed and Agility Program	50
Unit 6	Sport and Position Profiles	4
Unit 7	Nutrition	4
	Total Hours	120

Unit/Topic/Module Descriptions:

Unit 1: Performance Pyramid **Time: 4 Hours**

Development of the performance pyramid was inspired by John Wooden's "Pyramid of Success". John Wooden was one of the most successful coaches in the history of sports. He believed success is not how much money, power or prestige that a person can attain, but knowing within yourself you have done everything possible to be the best person you're capable of becoming. Students will become familiar with the principles, sub-components and structure of the Performance Pyramid in order to maximize their theoretical and practical class experience.

Curriculum Organizer-Performance Pyramid

It is expected that students will:

- Identify/Practically Apply "Character" and its sub-components: Belief, Resolve, Discipline, Courage, Perseverance and Unity.
- Identify/Practically apply "Conditioning" and its sub-components: Lifting, Running, Stretching, Nutrition and Rest.
- Identify and understand the idea that athletes play with controlled speed, where acceleration, agility and power are main factors. Students will gain and understanding that "Athletic Ability" is broken into four sub-components: Speed, Agility, Power and Endurance.
- Understand the relationship between "Game Performance" and "Practice". Students will understand the three sub-components of practice as they fit into the Performance Pyramid: Mental Aspects, Techniques and Strategies.
- Gain an understanding of what Game is and how factors such as skill and effort that cannot be objectively measured with a stopwatch or tape measure separate who plays well in a game and who does not.
- Understand that the apex of athletic performance is the ability to make a play. That it is the culmination of an athletes character, conditioning, athletic ability, practice habits, skill level and effort.

Unit 2: Game Analysis **Time: 4 Hours**

Students will become familiar with idea that athletic endeavor involves periods of acceleration, power, agility and endurance. All of these components can be specifically trained for.

Curriculum Organizer-Training for Sport
It is expected that students will:

- Become familiar with the primary principal of any training program, the SAID Principle (Specific Adaptation to the Imposed Demand). This is a basic biological law meaning that the body specifically adapts to the demand that is placed on it with the idea being that adaptation is the ability of the body to change to its environment. The following are three conditions of the SAID principle that are important in setting up a strength and conditioning program: specificity, overload and variation. Students familiarizing themselves with these conditions and applying them to the physical training throughout the course will bring meaning to this theory on an group and individual basis.
- Identify the role of power in sport, how it translates into performance and how it can be measured. Students will isolate and employ specific exercises to develop power.
- Identify the role of agility in sport, how it translates into performance and how it can be measured. Students will isolate and employ specific exercises to develop agility.
- Identify the role of endurance in sport, how it translates into performance and how it can be measured. Students will isolate and employ specific exercises to develop endurance.
- Students will become familiar with the primary principal of any training program, the SAID Principle (Specific Adaptation to the Imposed Demand). This is a basic biological law meaning that the body specifically adapts to the demand that is placed on it with the idea being that adaptation is the ability of the body to change to its environment. The following are three conditions of the SAID principle that are important in setting up a strength and conditioning program: specificity, overload and variation. Students familiarizing themselves with these conditions and applying them to the physical training throughout the course will bring meaning to this theory on an group and individual basis.

Unit 3: Getting Started **Time: 4 Hours**

Students will familiarize themselves with the components of a year-round conditioning program. Students will become familiar with the concept that in order to have a complete conditioning program, they must include the following: lifting, running, stretching, proper nutrition and ample rest. The students will understand that the proper application of specific exercises, loads and drills are crucial to maximizing the effectiveness of a year round, periodized conditioning program.

Curriculum Organizer: Program Identification and Implementation
It is expected that students will:

- Understand how to calculate the proper poundage to be used in their individual training program.
- Understand how to use a poundage chart to safely calculate personal 1 rep max lifts and how to apply proper loads in their workouts.
- Become familiar with a Base Program and practically apply it to their training plan.
- Become familiar with a Development Program and practically apply it to their training plan.
- Become familiar with a Development Program and practically apply it to their training plan.
- Gain an understanding of the Complete Conditioning Program and how its separate components support one another.

Unit 4: Strength Exercises **Time: 50 Hours**

Students will learn and employ warm-up exercises and the strength exercises according to the principles of the "hard-easy" system of explosive ballistic lifts on Monday/Thursdays and the absolute strength lifts of Tuesdays/Fridays within the weekly lifting program.

Curriculum Organizer- Training Lifts
It is expected that students will:

- Understand and employ a lifting warm-up.
- Understand and employ the Monday/Thursday explosive lifting exercises.
- Understand and employ the Tuesday/Friday absolute strength lifting exercises.

Unit 5: Flexibility, Speed and Agility Program **Time: 50 Hours**

Students will learn and employ a complete Speed and Agility Program. This will take place throughout the course and will involve testing to measure acceleration, terminal speed, change of direction and the ability to apply force against the ground through the triple extension (vertical jump).

Curriculum Organizer-Speed and Agility Drills
It is expected that students will:

- Understand and employ a running program.
- Be exposed to a variety of speed and agility drills.
- Gain an understanding of sport/position specific drills.
- Understand and employ a warm-up drill routine.
- Understand and employ a partner stretch routine
- Apply a specific and evolving set of speed drills to their overall conditioning program.
- Apply a specific and evolving set of agility drills to their overall program

Unit 6: Sport and Position Profiles **Time: 4 Hours**

Understanding the differing demands of various sports and player positions within individual sports is the key to designing a training regime that is most efficient and specific to a given sport/role within it. Students will need to be able identify the differing and common demands on the athlete in a sport such as Football. Students will also compare the differing and common demands on the athlete by position within the sport.

Curriculum Organizer-Sport and Position Specific Training
It is expected that the students will:

- Gather and interpret performance data for one or more sports/positions within a single sport.
- Compare the common/differing demands of two or more sports/positions within a single sport.

Unit 7: Nutrition **Time: 4 Hours**

Proper nutrition becomes important for an athlete in training because the body requires six separate types of nutrients in order to function properly. They are carbohydrates, fats, proteins, vitamins, minerals and water. The various foods contain assorted proportions of these six nutrients. A correct balance between different types of food must be consumed to supply the necessary nutrients. An imbalance of these nutrients may cause undesirable adaptations, such as an excessive increase of body fat. There are three steps to ensure the proper balance of nutrients to increase lean muscle mass, limit fat storage and improve performance.

Curriculum Organizer-The Role of Nutrition in Performance Training
It is expected that the students will:

- Build a three step shopping list that contains: Best Choice, Second Choice and Third Choice sources for all of the nutrients that the body requires.
- Learn to incorporate Fruits, Vegetables, Seeds and Nuts with their meals. Learn how these nutrients are metabolized by the body.
- Learn to alter Carbohydrate intakes relative to individual activity levels. Learn how these nutrients are metabolized by the body.
- Learn to select lean sources of protein. Learn how these nutrients are metabolized by the body.
- Understand the role of fluids in the diet and which are the best ways of acquiring them.

Curriculum
Instructional Components:

- Direct instruction
- Indirect instruction
- Group Work
- Pair/share
- Modeling
- Independent instruction-computer exploration
- Interactive Instruction

Assessment Components:

Each term will be assessed in the same manner. The final grade will be determined by averaging the grades for the two terms.

- Eighty percent (80%) of the grade will be based on evaluations conducted throughout each term. This will reflect the student's most consistent level of achievement throughout the course.

- Students will be given opportunities to make up for missed training sessions at the end of each term and at other times as seen fit by instructor.

Type of Assessment	Category	Details	Weighting (%)
Formative	Weekly Assignments and Daily Training	Performance Training In-class Theory In-class discussion, reflection and assignment materials.	60%
	Physical Testing	Monthly Testing/Self Evaluation of 10, 40, Pro-I and Vertical Jump	20%
Summative	Personal Log	Notebook Portfolio/Reflective Journal	20%
		Total:	100%

Learning Resources(Recommended):

Timing Devices
Personal Log Book/Journal
8 Trapezoid Step-Over Bags
20 Agility Cones
Plyometric Box Set
Olympic Weight Room
Gymnasium with drill and testing lines, dots, etc painted in.
Television, Video Player, Overhead Projector