

MATILDA

SPORT

AND

RECREATION

QCE
UNITS
1 & 2

GLENN AMEZDROZ | KIRSTEN VEEREN | ROWAN JOHNSON | DAMIEN TOBIN | BRAD WEAVER





Matilda Sport and Recreation

Glenn Amezdroz, Kirsten Veeren, Rowan Johnson, Damien Tobin, Brad Weaver
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DISCLAIMER

Any outdoor adventure activities can be dangerous. Participating in activities that are beyond your capabilities or when you do not have adequate experience, skill, regard to safety, or suitable equipment can result in serious injury or death. This workbook aims to provide you with information that can assist you to investigate, plan, perform and evaluate activities – as a student of Sport and Recreation – so you can undertake activities safely and with enhanced enjoyment.

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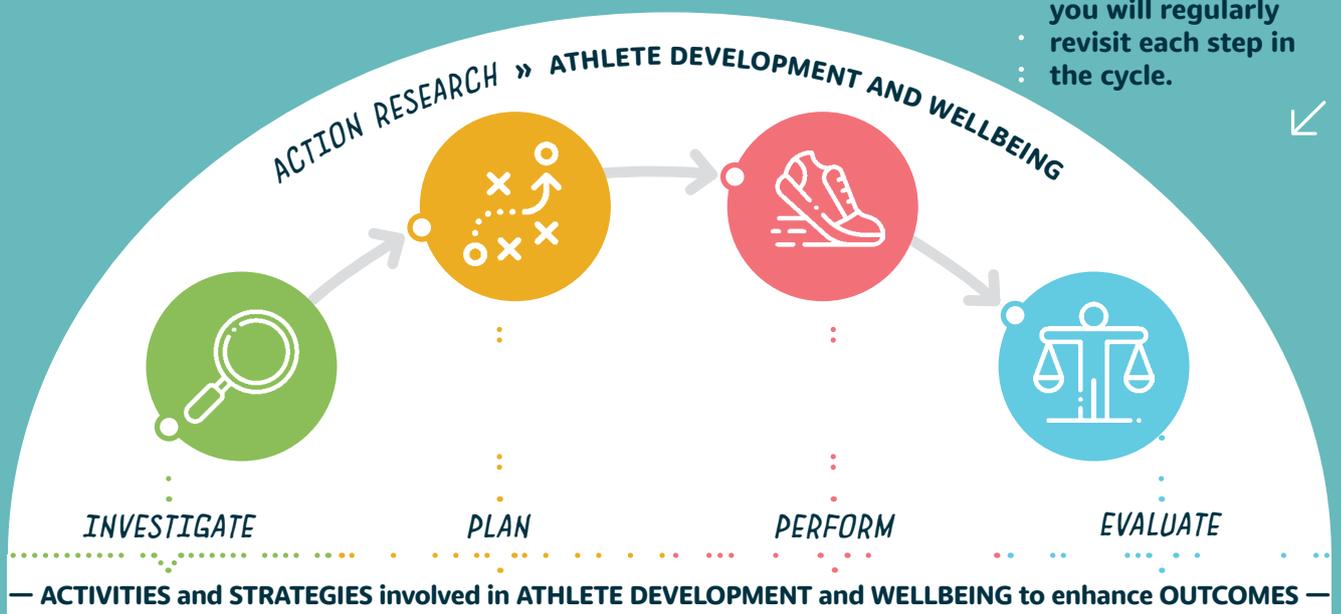
ATHLETE DEVELOPMENT AND WELLBEING

UNIT **B**

Athlete development aims to improve health, fitness and performance, catering to both recreational and elite athletes. Australian athletes benefit from long-term development and wellbeing programs to excel in high-level competitions. This unit explores holistic athlete development and wellbeing by analysing contextual factors, planning and implementing strategies, and evaluating their effectiveness.

In this unit, you will focus on the objectives and subject matter outlined in the diagram below.

The process you are following is called 'action research'. It means you are learning by doing. Action research is a cycle, not a one-way street. Using this unit, you will regularly revisit each step in the cycle.



- ☑ **Learn by doing:** Actively participate in talent identification and fitness testing, and holistic approaches to wellbeing.
- ☑ **Document your findings:** Ask questions, search for evidence and make observations.
- ☑ **Be curious:** Trial a variety of strategies and observe others.

- ☑ **Outline details:** What, who, when, where and how?
- ☑ **Build a framework:** Use your investigations to inform your plan.
- ☑ **Test your plan:** Change your plan according to your findings.

- ☑ **Participate:** Bring to life the activities and strategies you have investigated and planned.
- ☑ **Review:** Be prepared to adjust your plan and test your performance again.
- ☑ **Be flexible:** Performance is developmental and needs to be built over time.

- ☑ **Analyse:** Assess the strengths and limitations of your investigations, plans and performances.
- ☑ **Interpret:** Draw together these assessments to form a summary or an outcome.
- ☑ **Reflect:** Reflect to come to new understandings.

ASSESSMENT LOG



When you see this icon, it is a reminder to turn to the Assessment Log at the end of the relevant module to document your learning. By filling in the Assessment Log as you go, you are continually building towards the assessment. You can update your Assessment Log at any time as your understanding grows.

FOLIO OF WORK FOR MODULE 1: *IDENTIFYING TALENT AND DEVELOPING ATHLETES*

Topics	Tasks	Activities and strategies	Completed (✓)
1 Introduction to identifying talent and developing athletes	1.1: An overview of talent identification and athlete development	1.1: Investigate the 'You for 2032' talent-identification program	<input type="checkbox"/>
	1.2: The components of fitness	1.2: Explore the components of fitness	<input type="checkbox"/>
2 Testing and evaluating athletes' abilities	2.1: Norm-based fitness testing	2.1: Investigate norm-based fitness testing	<input type="checkbox"/>
	2.2: Fitness tests as indicators of athletic performance	2.2: Investigate the link between fitness tests and athletic performance	<input type="checkbox"/>
	2.3: Athlete testing suites	2.3: Evaluate the NFL Combine testing suite	<input type="checkbox"/>
3 Endurance, strength and agility tests	3.1: The Cooper 12-minute run test	3.1: Investigate the Cooper 12-minute run test	<input type="checkbox"/>
	3.2: A push-ups test	3.2: Investigate a push-ups test	<input type="checkbox"/>
	3.3: The Illinois agility test	3.3: Investigate the Illinois agility test	<input type="checkbox"/>
4 Explosive strength and speed tests	4.1: The standing broad jump test	4.1: Investigate the standing broad jump test	<input type="checkbox"/>
	4.2: The 40-metre sprint test	4.2: Investigate the 40-metre sprint test	<input type="checkbox"/>
5 Other tests used to assess athletes	5.1: Psychological tests for athletes	5.1A: Investigate the Sport Anxiety Scale	<input type="checkbox"/>
		5.1B: Investigate a confidence test	<input type="checkbox"/>
	5.2: Sport-specific tests	5.2: Investigate sport-specific tests	<input type="checkbox"/>
6 Athlete development and wellbeing programs	6.1: The Gold Medal Ready program	6.1: Investigate the Gold Medal Ready program	<input type="checkbox"/>
	6.2: The Sport 2030 plan	6.2: Investigate the Sport 2030 plan	<input type="checkbox"/>
 Assessment	Assessment Log 1: Performance	 Step 1: Investigation Log	<input type="checkbox"/>
		 Step 2: Planning Log	<input type="checkbox"/>
		 Step 3: Performance Log	<input type="checkbox"/>
		 Step 4: Evaluation Log	<input type="checkbox"/>

FOLIO OF WORK FOR MODULE 2: *ATHLETE WELLBEING*

Topics	Tasks	Activities and strategies	Completed (✓)
7 Wellbeing	7.1: Understanding wellbeing	7.1: Investigate wellbeing	<input type="checkbox"/>
	7.2: Components of wellbeing	7.2: Investigate the components of wellbeing	<input type="checkbox"/>
	7.3: Resilience	7.3: Identify coping skills	<input type="checkbox"/>
8 Thriving	8.1: Flow	8.1: Investigate flow	<input type="checkbox"/>
	8.2: Motivation	8.2: Investigate motivation	<input type="checkbox"/>
	8.3: In the zone	8.3: Identify strategies to 'get in the zone'	<input type="checkbox"/>
9 Community engagement	9.1: Community ties	9.1: Investigate community links	<input type="checkbox"/>
	9.2: Role models	9.2: Develop yourself as a role model	<input type="checkbox"/>
	9.3: Paying forward, giving back	9.3: Contribute to your community	<input type="checkbox"/>
10 Personal growth	10.1: Finding your why	10.1: Identify why, how and what	<input type="checkbox"/>
	10.2: The growth mindset	10.2: Investigate the growth mindset	<input type="checkbox"/>
	10.3: Mindfulness	10.3: Practise being mindful	<input type="checkbox"/>
11 Personal branding	11.1: Representing yourself	11.1: Identify your personal qualities	<input type="checkbox"/>
	11.2: Interacting with others	11.2: First impressions count	<input type="checkbox"/>
	11.3: Managing your time	11.3: A balancing act	<input type="checkbox"/>
12 Where to from here?	12.1: Job opportunities	12.1: Investigate job opportunities	<input type="checkbox"/>
	12.2: Vocational pathways	12.2: Purposeful career planning	<input type="checkbox"/>
	12.3: Achieving your career goals	12.3: Identify SMART goals	<input type="checkbox"/>
Assessment	Assessment Log 2: Project	 Step 1: Investigation Log	<input type="checkbox"/>
		 Step 2: Planning Log	<input type="checkbox"/>
		 Step 3: Performance Log	<input type="checkbox"/>
		 Step 4: Evaluation Log	<input type="checkbox"/>

IDENTIFYING TALENT AND DEVELOPING ATHLETES

One of the goals of athlete development is to foster elite performance in sport. Identifying talent is an important part of this process.

In this module, you will look at different ways to identify athletic talent and how to evaluate sporting potential and ability. This can involve conducting a range of physical and psychological tests.

PIRFAM FOR TALENT IDENTIFICATION

To evaluate activities and strategies related to identifying talent, you will use the PIRFAM framework. In this module, the PIRFAM acronym stands for:

- **P**lanning
- **I**nstructions
- **R**elevance
- **F**eedback
- **A**justments
- **M**otivation.

A good analysis of a talent-identification activity or strategy identifies the strengths and limitations of the activity or strategy according to each factor of the PIRFAM framework. You can also use the framework to improve your own activities and strategies relating to identifying talent. See Table 2 for an example of a completed PIRFAM evaluation of a talent-identification activity.

TABLE 1 > PIRFAM factors for talent-identification activities and strategies

PIRFAM factor	Examples of evaluation criteria
P Planning	<ul style="list-style-type: none"> » Were the goal/s of the activity or strategy clearly explained? » Was the activity organised and well planned? » Was all the equipment set up before the activity started?
I Instructions	<ul style="list-style-type: none"> » Were the instructions clear? Were the instructions easy to hear and understand? » Was the information sufficiently detailed so the participants knew how to complete the activity properly? » Did the person running the activity explain and demonstrate the exercises to be completed?
R Relevance	<ul style="list-style-type: none"> » Was the activity or strategy relevant to the target individual or group (the participants)? For example, did the fitness test target a component of fitness that is relevant to the athlete's specialisation?

PIRFAM factor	Examples of evaluation criteria
F Feedback	<ul style="list-style-type: none"> » Did the person running the activity provide positive and constructive feedback during the session to all the participants? (For example, did the person conducting the fitness test give the participants feedback on their performance in the test?) » If any participants were not doing a component of the activity correctly, did the person running the activity give them tips on how to improve and otherwise help them to perform the movements correctly?
A Adjustments	<ul style="list-style-type: none"> » When a part of the activity or strategy did not work, did the person running the session make adjustments? » Did the person conducting the fitness test adjust the test to better suit the individuals being tested?
M Motivation	<ul style="list-style-type: none"> » Was the communication positive from the person running the activity? » Were participants encouraged during the activity? » What motivational strategies did the person running the activity use to encourage the participants to work at the required intensity? » Did anything have a negative impact on the participants' motivation to participate in the activity?

TABLE 2 > A sample PIRFAM evaluation of a talent-identification activity (running a fitness test for a group of soccer players)

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Planning	<ul style="list-style-type: none"> » All the equipment needed for the test was set up before the participants arrived. 	<ul style="list-style-type: none"> » The purpose of the test was not explained (which component of fitness was being tested and why).
Instructions	<ul style="list-style-type: none"> » The verbal instructions given by the person conducting the fitness test were clear. » The tester's verbal instructions explained every aspect of the fitness test and all the participants knew what to do. 	<ul style="list-style-type: none"> » The tester's instructions did not include a demonstration of how to complete the test.
Relevance	<ul style="list-style-type: none"> » The fitness test targeted aerobic endurance fitness, which is relevant to soccer players. 	<ul style="list-style-type: none"> » The fitness test was too easy for the participants.
Feedback	<ul style="list-style-type: none"> » The person conducting the test encouraged the participants and gave positive feedback about the effort they were putting in. 	<ul style="list-style-type: none"> » The person running the test told the participants when they were not doing a component of the test correctly but did not give them any tips or demonstrate how to complete the test correctly.

	Strengths	Limitations
Adjustments		» All the participants easily completed the fitness test; the tester did not increase the intensity of the test to measure how aerobically fit they actually are.
Motivation	<ul style="list-style-type: none"> » The tester used the motivation strategy of playing pump-up music, which helped the participants to 'get into the zone' needed to perform the test. » The person conducting the testing was very encouraging throughout the test, which helped the participants to stay motivated. 	» The fitness test was too easy for the participants, which had a negative affect on some of the participants' motivation.

Outcome
(an evaluation of the overall success of the activity or strategy, drawing on the strengths and limitations listed above)

The fitness testing session had several strengths: the tester was organised, they gave clear verbal instructions, the test targeted a relevant component of fitness, and the tester was very encouraging and gave positive feedback during the testing, which helped the participants to stay motivated. However, overall, the fitness testing session was not successful as the test was too easy for the soccer players, so it did not adequately measure the extent of their aerobic endurance fitness.

TOPIC 1 > INTRODUCTION TO IDENTIFYING TALENT AND DEVELOPING ATHLETES

One of the goals of athlete development is to nurture athletes who have the potential to successfully perform at the elite level of sport. The first step in this process of elite athlete development is to identify these talented athletes. This is often achieved by assessing athletes using various tests.

In this topic, you will investigate a Queensland talent-identification program and revise your understanding of the components of fitness, which are at the heart of many athletic tests.

1.1 » An overview of talent identification and athlete development

Learning goal: To be able to explain why talent identification is important in athlete development



The purpose of talent identification is to identify individuals who possess exceptional potential and abilities in specific sports. The goal is to identify these talented individuals when they are young and provide them with the necessary resources, training and support to maximise their development.

The process of identifying and developing talented athletes usually follows these steps:

- **Assessment:** Athletes are assessed using various tests, including performance, fitness, physiological and psychological tests. This helps determine the athlete's potential in a specific sport.

- **Long-term development:** Appropriate training, coaching and support is provided to nurture talented athletes and ensure their athletic abilities continue to develop.
- **Monitoring:** Talented individuals are closely monitored, and their progress is regularly evaluated. This allows for identification of areas for improvement and adjustments in training programs to optimise their potential.
- **Talent pathways and development opportunities:** Identified individuals are provided with access to specialised training, development programs and opportunities to compete at high levels.

Investigate the 'You for 2032' talent-identification program

'You for 2032' is a multi-sport talent-identification program run by the Queensland Academy of Sport. The aim of the program is to find the next generation of Queensland champions in preparation for the 2032 Brisbane Olympic and Paralympic Games. Information about the program can be found on the 'You for 2032' website (https://mea.digital/UB_M1_5tr).

Investigate the program and then answer the questions below.

1 The 'You for 2032' talent search is testing individuals within a particular age range.

a What is this age range for Olympic sports? _____

b What is this age range for Paralympic sports? _____

c Why do you think the age range is different for Olympic and Paralympic sports?

2 The 'You for 2032' program is looking for young people with athletic talent to succeed in certain target sports.

a Identify five target Olympic sports.

b Identify five target Paralympic sports.

1.1

ACTIVITY AND STRATEGY



- 3 a The 'You for 2032' program has a 'Daredevils' section. Which three sports are included in this part of the program?

- b Why is the testing age lower for the Daredevil sports?

- 4 What happens at a Talent Search Testing Day?

- 5 Explain why 'You for 2032' is an important program in the lead up to the 2032 Brisbane Olympic and Paralympic Games.

- 6 A **barrier** is a factor that limits a person's ability to participate in an activity. Which barriers are the 'You for 2032' program overcoming? (Why might this program be the only opportunity for some athletes to train for the Olympic or Paralympic Games?)

1.2 » The components of fitness

Learning goal: To understand that fitness is multi-dimensional and to be able to identify the main components of fitness



The process of identifying and developing talented athletes usually involves testing the components of fitness. There are 11 components of fitness; each component is related to either health or skill (see Table 3 below). Athletes of different sports rely on different components of fitness to optimise their performance. For example, a tennis player needs agility to move around the court and aerobic fitness to play many games, whereas a weightlifter needs muscular strength, muscular endurance and balance to raise and hold heavy weights.

TABLE 3 > The components of fitness

Component of fitness	Health related or skill related	Definition
Body composition	Health related	The percentages of bone, muscle and fat in the body
Cardiorespiratory (aerobic) endurance	Health related	How well a body can use oxygen during prolonged exercise
Flexibility	Health related	The range of motion of the body's joints
Muscular endurance	Health related	The ability of a muscle to perform repetitive work over a prolonged period
Muscular strength	Health related	The capacity to apply force against resistance
Agility	Skill related	Being able to move your body quickly and easily while changing directions
Balance	Skill related	The ability to stay in control of the body's position
Coordination	Skill related	The ability to use the right muscle at the right time with proper intensity to achieve the required action
Power	Skill related	The ability to use strength in rapid, explosive muscle contractions
Reaction time	Skill related	The time it takes to start an action or movement in response to a stimulus
Speed	Skill related	How quickly you can move your body in one direction

Explore the components of fitness

PART A: MATCH THE COMPONENTS OF FITNESS

- 1
 - a For each component of fitness listed in the table on the next page, identify a sport that uses that component. Try not to use the same sport more than once.
 - b Provide an example of how each component of fitness is used in the sport you picked. Some answers have been provided to help you.

1.2



COMPONENTS OF FITNESS

Component of fitness	Sport or physical recreation activity	Example
Body composition		<hr/> <hr/> <hr/>
Cardiorespiratory (aerobic) endurance		<hr/> <hr/> <hr/>
Flexibility		<hr/> <hr/> <hr/>
Muscular endurance		<hr/> <hr/> <hr/>
Muscular strength		<hr/> <hr/> <hr/>
Agility		<hr/> <hr/> <hr/>
Balance		<hr/> <hr/> <hr/>
Coordination		<hr/> <hr/> <hr/>



Component of fitness	Sport or physical recreation activity	Example
Power		<i>Being able to jump high to take a catch, or intercept the ball</i>
Reaction time	<i>Soccer</i>	
Speed		

PART B: REFLECT ON THE COMPONENTS OF FITNESS

2 Why are five fitness components related to health?

3 Can fitness components developed for one sport transfer to another? Explain your answer.



Now that you have finished Topic 1 (Introduction to identifying talent and developing athletes), turn to Assessment Log 1 at the end of this module. Start in Step 1 (Investigation Log). Fill in Section 1 (The components of fitness). You can update your Assessment Log at any time as your understanding grows.

TOPIC 2 > TESTING AND EVALUATING ATHLETES' ABILITIES

An important part of the process of developing athletes is assessing and evaluating their abilities. Athletes' performances, fitness, physiological and psychological elements can all be tested. The results of these tests can identify raw athletic talent and inform the development program for emerging athletes by showing their strengths and the areas that need to be developed.

2.1 » Norm-based fitness testing

Learning goal: To be able to identify an appropriate norm-based test for a fitness component



To evaluate an athlete's performance in a test that assesses a component of fitness, the results are compared to established norms or standards, which are based on long-term data analysis of the abilities of specific populations; for example, men, women and teenagers.

Each fitness test includes instructions on how to perform it correctly, with ratings (the norms or standards for the test, usually divided by gender and age) that can be used to compare the abilities of individuals to specific populations (see Table 4). It is essential that you follow instructions precisely; otherwise, the ratings will not be relevant to the test conducted.

TABLE 4 > The handgrip dynamometer test is used to test grip strength

Instructions

- » Using an electronic handgrip dynamometer, hold the arm outstretched and squeeze the handle as hard as possible.
- » The test may be attempted three times to get a maximum score.

Male ratings

Age	Weak	Normal	Strong
14–15	<28.5	28.5–44.3	>44.3
16–17	<32.6	32.6–52.4	>52.4
18–19	<35.7	35.7–55.5	>55.5

Female ratings

Age	Weak	Normal	Strong
14–15	<15.5	15.5–27.3	>27.3
16–17	<17.2	17.2–29.0	>29.0
18–19	<19.2	19.2–31.0	>31.0

Investigate norm-based fitness testing

In this activity, you will select and perform a norm-based fitness test that assesses a component of fitness that is important to a sport you play.

2.1

ACTIVITY AND STRATEGY

PART A: IDENTIFY RELEVANT COMPONENTS OF FITNESS

- 1 Identify two components of fitness that are important to a sport you play. Consider the type of movements that are frequently performed in the sport. Look back to Table 3 to help you complete this task.

My sport	<hr/> <hr/>
Two important components of fitness	<hr/> <hr/>

PART B: RESEARCH RELEVANT FITNESS TESTS

- 2 Conduct research to find two tests that assess the components of fitness you identified in Question 1. Write the names of the tests in the table below.

Component of fitness	Fitness test name
<hr/> <hr/>	<hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/>

- 3 Write your answers to the following questions in the table below.
 - a Select one of the fitness tests from Question 2. Select a test that is possible to conduct within one lesson.
 - b Write instructions for how to perform the fitness test and include the ratings for the particular test. Look back to Table 4 to help you complete this task.
 - c Identify the ratings for the test. Include the male and female ratings and the ratings for different age groups. Make sure you include the ratings for your age group.

TEST NAME:

TARGET COMPONENT OF FITNESS:

Instructions



Male ratings

Handwritten notes for Male ratings.

Female ratings

Handwritten notes for Female ratings.

PART C: PERFORM YOUR TEST

Trial the test you selected in Question 3 by taking a group of your classmates through the test.

- 4 After either participating in a test or implementing your own, evaluate the planning, instructions and relevance of the test.
 - a **Planning:** Was the test well planned? Was everything set up correctly?
 - b **Instructions:** Did the person running the test give clear instructions that covered key information?
 - c **Relevance:** Did the test appropriately target the selected fitness component?

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Planning	Handwritten notes for Strengths under Planning.	Handwritten notes for Limitations under Planning.
Instructions	Handwritten notes for Strengths under Instructions.	Handwritten notes for Limitations under Instructions.

	Strengths	Limitations
Relevance		

2.2 » Fitness tests as indicators of athletic performance

Learning goal: To investigate whether there is a link between the results of fitness tests and athletic performance

The results of norm-based fitness tests are often used to inform the selection of athletes (who will be asked to join a team and who will be selected to play games) and to rank athletes within a team. While testing can be useful for these purposes, the results of fitness tests are not always accurate indicators of how an athlete will perform in game situations.

Investigate the link between fitness tests and athletic performance

In this activity, everyone in the class will participate in a fitness test. The members of your class will then be ranked according to their test results. Next, you will play a game of a sport selected by your teacher. After the game, you will rank your performance in the game. Finally, you will compare your classmates' test results and performances.

PART A: SIT-AND-REACH TEST FOR MEASURING FLEXIBILITY

- For this test, you will need a sit-and-reach box. If you do not have one, you can select another test from https://mea.digital/UB_M1_aet.

INSTRUCTIONS

» Sit on the ground with your feet inside the sit-and-reach box and the back of your knees touching the ground. Stretch as far as you can with both hands together. Record the distance you reached.

Very poor	Poor	Fair	Average	Good	Excellent	Super
< -20 cm	-20 to -9 cm	-8 to -1 cm	0 to 5 cm	6 to 16 cm	17 to 27 cm	>27 cm

FEMALE RATINGS

Very poor	Poor	Fair	Average	Good	Excellent	Super
< -15 cm	-15 to -8 cm	-7 to 0 cm	1 to 10 cm	11 to 20 cm	21 to 30 cm	>30 cm

PART B: PARTICIPATE IN A GAME AND RATE YOUR PERFORMANCE

3 As a class, participate in a game of a sport selected by your teacher.

4 a After the game, rate your personal performance out of five using the scale in the table below.

My rating: _____

RATINGS	
1	I did not make any contributions to the game.
2	I was an active participant in the game.
3	I made a few positive contributions to the game.
4	I made frequent positive contributions to the game.
5	I consistently had a positive impact on my team's performance in the game.

b Share your rating with the class. As your classmates share their ratings, finish filling in the table in Question 2.

PART C: EVALUATE AND REFLECT

Use the questions below to help you evaluate the **relevance** of the fitness test you completed in Part A.

5 Which component of fitness did the test target?

6 Which three components of fitness are important for the sport your class played?

7 Did the students who scored the highest in the test perform the best in the game? Use the evidence you have collected to support your answer.

- 8 Explain whether or not you think the test was relevant to the sport you played. In your response, mention the components of fitness and whether the test accurately predicted performance.

2.3 » Athlete testing suites

Learning goal: To be able to determine the goals of a testing suite



Athlete testing suites include multiple tests that assess the performance factors that are most relevant to a physical activity. For example, high jump athletes require high levels of power and speed, as well as the ability to remain calm and focused in stressful competition environments. For these reasons, a testing suite for high jump athletes might include a vertical jump test, a sprint test, a sport anxiety assessment, and a review of an athlete's coping skills.

Athlete testing suite case study: The American National Football League Combine

Few testing suites are as publicised as the National Football League (NFL) Combine, the purpose of which is to assess the physical and mental abilities of college football players who are eligible for the NFL draft. Draftees complete the NFL Combine so NFL clubs can compare potential players. NFL clubs use the data collected during the Combine to determine which draftees they will select.

The Combine consists of the following phases:

- **Invitations:** The NFL invites a select group of college football players who are eligible for the upcoming NFL draft to participate in the Combine. These invitations are typically extended to players who have shown exceptional skills and performance during their college football careers.
- **Medical examinations:** Before the on-field activities begin, players undergo comprehensive medical examinations. Team doctors and medical personnel evaluate the players' overall health, injury history and any potential medical concerns.
- **Measurements:** Players' physical measurements are taken, including height, weight, arm length, hand size and body fat percentage. These measurements help assess players' physical attributes and determine which football positions they are suited to.
- **Interviews:** Representatives from the NFL clubs interview players individually or in groups. These representatives ask questions to evaluate players' football knowledge, mental preparedness and character. This part of the evaluation process assesses whether a player will fit within a team.
- **Psychological testing:** Players undergo a series of psychological tests to evaluate their mental aptitude, problem-solving skills, decision-making abilities and overall mental toughness. These tests help to assess players' capacity to handle the pressure and demands of playing in the NFL.

- **On-field drills:** On-field drills assess players' athletic abilities, agility, speed and positional skills. These drills include:
 - **40-yard dash:** measures players' acceleration and speed over a short distance
 - **bench press:** assesses upper body strength as players perform repetitions of lifting a set weight
 - **vertical jump:** measures players' explosive power and lower body strength
 - **broad jump:** assesses players' lower body explosiveness and overall athleticism
 - **three-cone drill:** evaluates agility, change of direction and quickness
 - **shuttle run (20-yard shuttle):** tests lateral quickness and acceleration.
- **Position-specific drills:** Players also participate in position-specific drills designed to assess their skills and technique for their respective positions. For example, quarterbacks throw passes, wide receivers run routes and catch passes, and defensive backs showcase their coverage skills.
- **Wrap-up and evaluation:** After the Combine concludes, teams compile the data, observations and interviews to evaluate each player's performance and potential fit within their organisation. This evaluation process heavily influences teams' decisions during the NFL draft.

Evaluate the NFL Combine testing suite

Answer the following questions about the NFL Combine to build your understanding of athlete testing suites.

- 1** Explain the purpose of the NFL Combine.

- 2** Why does the NFL Combine test more than players' fitness?

- 3** Select four of the on-field drills players complete in the NFL Combine. For each drill, identify which component of fitness is being tested.

2.3

ACTIVITY AND STRATEGY



TOPIC 3 > ENDURANCE, STRENGTH AND AGILITY TESTS

In this topic, you will participate in and evaluate three tests that assess three different components of fitness: endurance, strength and agility.

3.1 » The Cooper 12-minute run test

Learning goal: To be able to evaluate and reflect on the Cooper 12-minute run test

Investigate the Cooper 12-minute run test

PART A: COMPLETE THE TEST

- 1 Follow the instructions in the table below to complete the Cooper 12-minute run test.

INSTRUCTIONS

- » Run as far as you can in 12 minutes.
- » Ensure you are running around a course of a set distance or have the ability to track how far you have run, as you will need to know the distance run in metres to receive your rating.
- » For more information about the Cooper 12-minute run test, visit the Topend Sports website: https://mea.digital/UB_M1_2mo.

MALE RATINGS

Poor	Below average	Average	Above average	Excellent
<1600 m	1600–2199 m	2200–2399 m	2400–2800 m	>2800 m

FEMALE RATINGS

Poor	Below average	Average	Above average	Excellent
<1500 m	1500–1799 m	1800–2199 m	2200–2700 m	>2700 m

PART B: REFLECT ON THE TEST

Answer the questions below to reflect on the Cooper 12-minute run test.

- 2 Which component of fitness is tested by the Cooper 12-minute run test?

3.1

ACTIVITY AND STRATEGY

PART C: EVALUATE THE TEST

7 Evaluate how effectively the Cooper 12-minute run test was implemented using all the factors of the PIRFAM framework. Write your evaluation in the table below. Look back to Table 1 at the start of this unit to help you complete this task.

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Planning	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Instructions	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Relevance	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Feedback	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



3.1 ACTIVITY AND STRATEGY		Strengths	Limitations
	Adjustments		
	Motivation		

3.2 » A push-ups test
Learning goal: To be able to evaluate and reflect on a push-ups test

Investigate a push-ups test

3.2 ACTIVITY AND STRATEGY	PART A: COMPLETE THE TEST						
	1 Follow the instructions in the table below to complete a push-ups test.						
	INSTRUCTIONS						
	» Complete as many push-ups as you can without stopping. The correct push-up technique is shown in this video: https://mea.digital/UB_M1_dbi						
	» Ensure your chest almost reaches the floor on each repetition.						
	» For more information about a push-ups test, visit the Topend Sports website: https://mea.digital/UB_M1_qjx .						
	MALE RATINGS						
	Very poor	Poor	Below average	Average	Above average	Good	Excellent
	<4	4-10	11-18	19-34	35-46	47-56	>56

FEMALE RATINGS

Very poor	Poor	Below average	Average	Above average	Good	Excellent
0	1-3	4-6	7-10	11-21	22-30	>30

PART B: REFLECT ON THE TEST

Answer the questions below to reflect on the push-ups test.

- 2** Identify one component of fitness that is assessed by this test.

- 3** Which sports and physical recreational activities are relevant to this test?

- 4** Is your sport specialisation relevant to this test? Explain your answer.

- 5** What was your score? Was your performance above or below your expectations?

- 6** Considering your sport specialisation and rating in the test, suggest a course of action you would take as a result of this information; for example, starting a new training program for this fitness component, maintaining current levels of fitness or no course of action if the component is not relevant to your sport.

PART C: EVALUATE THE TEST

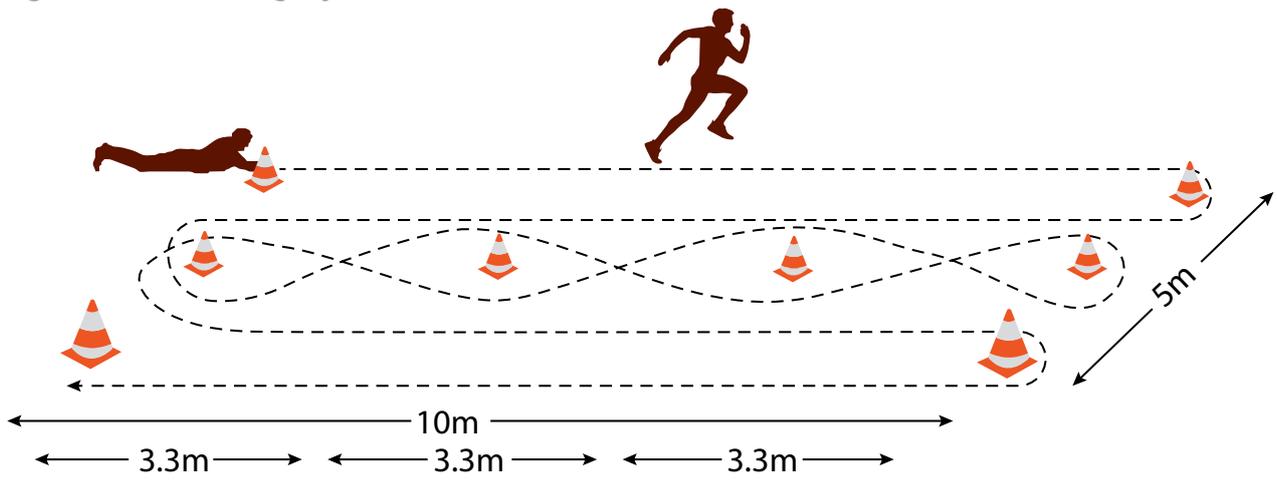
7 Evaluate how effectively the push-ups test was implemented using all the factors of the PIRFAM framework. Write your evaluation in the table below. Look back to Table 1 at the start of this unit to help you complete this task.

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Planning	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Instructions	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Relevance	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Feedback	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

	Strengths	Limitations
Adjustments		
Motivation		

3.3 » The Illinois agility test
Learning goal: To be able to evaluate and reflect on the Illinois agility test

Figure 1: The Illinois agility test



Source: Adapted from Getchell, B. (1979). *Physical fitness: A way of life* (2nd edn). New York, NY: John Wiley and Sons, Inc.

Investigate the Illinois agility test

3.3

ACTIVITY AND STRATEGY

PART A: COMPLETE THE TEST

- 1 Follow the instructions in the table below and refer to Figure 1 on the previous page to complete the Illinois agility test.

INSTRUCTIONS

- » Lie on your front with your head at the start line and your hands by your shoulders.
- » On the 'go' command, the stopwatch starts: get up as quickly as possible and sprint the course illustrated in Figure 1 as quickly as you can.
- » Timing stops when you reach the last cone.
- » For more information about the Illinois agility test, visit the Topend Sports website: https://mea.digital/UB_M1_7b1.

MALE RATINGS (IN SECONDS)

Poor	Below average	Average	Above average	Excellent
>19.3	18.2–19.3	16.2–18.1	15.2–16.1	<15.2

FEMALE RATINGS (IN SECONDS)

Poor	Below average	Average	Above average	Excellent
>23.0	21.8–23.0	18.0–21.7	17.0–17.9	<17.0

PART B: REFLECT ON THE TEST

Answer the questions below to reflect on the Illinois agility test.

- 2 Identify one component of fitness that is assessed by this test.

- 3 Which sports and physical recreational activities are relevant to this test?

- 4 Is your sport specialisation relevant to this test? Explain your answer.

- 5 What was your score? Was your performance above or below your expectations?

3.3

ACTIVITY AND STRATEGY

	Strengths	Limitations
Relevance		
Feedback		
Adjustments		
Motivation		

ASSESSMENT LOG



Now that you have finished Topic 3 (Endurance, strength and agility tests), turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). Continue to fill in Section 2 (Testing and evaluating athletes' abilities). You can update your Assessment Log at any time as your understanding grows.

TOPIC 4 > EXPLOSIVE STRENGTH AND SPEED TESTS

In this topic, you will participate in and evaluate two tests that assess two different components of fitness: explosive strength and speed.

4.1 » The standing broad jump test

Learning goal: To be able to evaluate and reflect on the standing broad jump test ↙

Investigate the standing broad jump test

PART A: COMPLETE THE TEST

- 1 Follow the instructions in the table below to complete the standing broad jump test.

INSTRUCTIONS

- » Stand with your feet parallel and shoulder-width apart. Your toes should be touching the starting line marked on the ground.
- » Use a two-foot take-off and landing. You can swing your arms and bend your knees.
- » Jump as far as possible, landing on both feet without falling backwards.
- » You must jump from a standing start.
- » The distance of how far you have jumped is taken from the back of the heels. Your score is the best of three jumps.
- » For more information about the standing broad jump test, visit the Topend Sports website: https://mea.digital/UH_M1_oju.

MALE RATINGS

Very poor	Poor	Below average	Average	Above average	Very good	Excellent
<191 cm	191–210 cm	211–220 cm	221–230 cm	231–240 cm	241–250 cm	>250 cm

FEMALE RATINGS

Very poor	Poor	Below average	Average	Above average	Very good	Excellent
<141 cm	141–160 cm	161–170 cm	171–180 cm	181–190 cm	191–200 cm	>200 cm

PART B: REFLECT ON THE TEST

Answer the questions below to reflect on the standing broad jump test.

- 2 Identify one component of fitness that is assessed by this test.

4.1

ACTIVITY AND STRATEGY

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Planning		
Instructions		
Relevance		
Feedback		
Adjustments		



4.1
ACTIVITY AND STRATEGY

	Strengths	Limitations
Motivation		

4.2 » **The 40-metre sprint test**
Learning goal: To be able to evaluate and reflect on a 40-metre sprint test

Investigate the 40-metre sprint test

4.2
ACTIVITY AND STRATEGY

PART A: COMPLETE THE TEST

1 Follow the instructions in the table below to complete a 40-metre sprint test.

INSTRUCTIONS

- » Sprint 40 metres as fast as you can.
- » Your score is the best of three attempts.
- » For more information about the 40-metre sprint test, visit the Topend Sports website: https://mea.digital/UB_M1_wry.

MALE RATINGS (IN SECONDS)

Poor	Below average	Average	Above average	Excellent
>7	6.9–6.5	6.4–5.9	5.8–5.6	<5.6

FEMALE RATINGS (IN SECONDS)

Poor	Below average	Average	Above average	Excellent
>7.7	7.6–7.2	7.1–6.5	6.4–6.1	<6.1

PART B: REFLECT ON THE TEST

Answer the questions below to reflect on the 40-metre sprint test.

2 Identify one component of fitness that is assessed by this test.

4.2

ACTIVITY AND STRATEGY

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Planning	<hr/>	<hr/>
Instructions	<hr/>	<hr/>
Relevance	<hr/>	<hr/>
Feedback	<hr/>	<hr/>
Adjustments	<hr/>	<hr/>



	Strengths	Limitations
Motivation		

4.2

ACTIVITY AND STRATEGY

ASSESSMENT LOG



Now that you have finished Topic 4 (Explosive strength and speed tests), turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). Continue to fill in Section 2 (Testing and evaluating athletes' abilities). You can update your Assessment Log at any time as your understanding grows.

TOPIC 5 > OTHER TESTS USED TO ASSESS ATHLETES

In this topic, you will participate in and evaluate two tests that athletes commonly undergo: a psychological test and a sport-specific test.

5.1 » Psychological tests for athletes

Learning goal: To be able to identify, implement and evaluate psychological tests suitable for athletes



Psychological testing is often part of the process of identifying and developing athletic talent. The purpose of psychological testing for athletes is to assess various psychological factors that can influence athletic performance, and to determine an athlete's suitability to a sport or environment. Psychological testing provides valuable insights into an athlete's cognitive abilities, personality traits, emotional functioning, motivation and other psychological factors that can impact athletic performance. Similar to fitness tests, psychological tests should not be used on their own, but should be part of a suite of tests that are used to assess an athlete. Different types of psychological tests are used depending on the type of sport being played. For example, in a team sport, it may be more important to measure team dynamics than response to stress.

Investigate the Sport Anxiety Scale

5.1A

ACTIVITY AND STRATEGY

PART A: COMPLETE A PSYCHOLOGICAL TEST

The Sport Anxiety Scale (SAS) measures the level of anxiety experienced by athletes in sport-specific situations. Elite athletes aim to have low to moderate anxiety in most situations. To assess where athletes are positioned on the Sport Anxiety Scale, they are asked 21 questions. The results of the questionnaire are divided into three scores:

- **Worry score:** The worry score indicates how much an athlete thinks and worries about doing well in their sport. If an athlete's worry score is high, it means they are thinking a lot of negative thoughts and are very worried about how they will perform. This can make it hard for the athlete to perform at their best.
- **Concentration disruption score:** The concentration disruption score shows the degree to which anxiety affects an athlete's ability to stay focused during athletic performances. When this score is high, it means anxiety makes it difficult for the athlete to pay attention and ignore distractions. This can make it hard for the athlete to perform well in games.
- **Somatic trait anxiety score:** The somatic trait anxiety score indicates how anxiety affects an athlete's body during athletic performances. It shows if they have physical symptoms when they feel anxious such as a faster heartbeat, sweating, trembling or tense muscles. When the score is high, it means the athlete is more likely to have these physical symptoms when they play sports.

- 1 Go to https://mea.digital/UB_M1_ex8 and complete the SAS psychological test to get the data for Question 2.
- 2 After completing the psychological test, write your scores in the table on the opposite page.



SAS PSYCHOLOGICAL TEST RESULTS

Factor	Numerical score	Low, medium or high
Worry score		
Concentration disruption score		
Somatic trait anxiety score		

PART B: PARTICIPATE IN A GAME

- As a class, participate in a game of a sport of your teacher's choice.
- After the game, rate your personal performance out of five using the scale below.

My rating: _____

RATINGS

1	I did not make any contributions to the game.
2	I was an active participant in the game.
3	I made a few positive contributions to the game.
4	I made frequent positive contributions to the game.
5	I consistently had a positive impact on my team's performance in the game.

PART C: EVALUATE AND REFLECT

- Compare your scores in the psychological test to your performance in the game. Was the test a good indicator of how you performed in the game? For example, if you had high scores for anxiety, did you have low performance rating?

5.1A

ACTIVITY AND STRATEGY

6 Consider the psychological test scores you received before the game. Is there anything you could have done, before starting the game, to improve your state of readiness for the game?

Investigate a confidence test

5.1B

ACTIVITY AND STRATEGY

PART A: RESEARCH PSYCHOLOGICAL TESTS

- 1 a** Complete research to find a psychological test measuring confidence. Try to find one that uses a sport or athletic context as that will make the test more relevant. Ensure the test has instructions and that a rating can be given at the end of the test.
- b** Describe the test and explain what the test measures and how it does this.

PART B: IMPLEMENT A PSYCHOLOGICAL TEST

- 2** Complete the test.
- 3** Answer the following questions about the score you received in the confidence test.
 - a** What was your score? Did you expect this score? Explain your answer.



- b** Do you think your confidence level may affect your performance in a game today?

You will now participate in a game of a sport of your teacher's choice. The purpose of this is to determine whether your score in the confidence test was an indicator of how well you would perform.

PART C: REFLECT ON THE PSYCHOLOGICAL TEST

- 4** How would you rate your overall confidence levels during the game?

- 5** What specific moments or situations in the game made you feel confident?

- 6** What specific moments or situations in the game made you doubt yourself?

- 7** Did your confidence level change throughout the game? If so, why do you think that happened?

- 8** How did your confidence impact your performance? Did it help you take risks or hinder your decision making?



PART D: EVALUATE THE PSYCHOLOGICAL TEST

9 Use your reflection to help you evaluate how effective the psychological test was at measuring your confidence in relation to physical activity. Use the following factors of the PIRFAM framework:

- a Instructions:** Were the written instructions clear? Were the instructions easy to understand and follow?
- b Relevance:** Did the test appropriately measure your confidence in your chosen sport?
- c Feedback:** Did the test provide you with feedback about your confidence before the game?

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Instructions	<hr/>	<hr/>
Relevance	<hr/>	<hr/>
Feedback	<hr/>	<hr/>

5.2 » Sport-specific tests

Learning goal: To be able to identify, implement and evaluate a sport-specific test



Sport-specific testing involves testing athletes in situations that are specific to the sport that the athlete specialises in. The focus of these tests is to measure the athlete's technical skills and game-specific abilities. Sport-specific testing can vary greatly depending on the sport in question, and it is common for coaches to create their own tests to measure athletes against each other. Sport-specific testing is often used in combination with other tests such as fitness testing and psychological testing to form a testing suite.

The key principles of sport-specific tests are:

- they can be used to measure athletes and compare them to others
- they are repeatable and reliable (the test can be completed multiple times in the same way without it changing)
- they test specific skills within the sport.

Examples of sport-specific tests include:

- **shotput:** measuring the distance thrown
- **basketball:** number of three pointers scored out of 20 shots
- **soccer:** timed dribbling through an obstacle course
- **tennis:** measuring the speed of a serve using a radar speed gun.

Investigate sport-specific tests

In this activity, you will research, use and evaluate a sport-specific test for your sport specialisation.

PART A: RESEARCH SPORT-SPECIFIC TESTS

- 1 Complete research to find a sport-specific test for your sport.
 - a You can use a test you find in your research or you can create your own test that focuses on a specific skill in your sport.
 - b Ensure the test has instructions and that a score can be given at the end of the test.
 - c You might find a rating system in your research or you may need to create one based on the results that you expect people to achieve. An example of a rating system is included below for a 20-shot basketball three-point test:

Poor	Below average	Average	Above average	Excellent
<3	3–6	7–10	11–14	15–20

- d Write the name of the test, the instructions for it and the rating system below.

5.2

ACTIVITY AND STRATEGY



PART B: IMPLEMENT A SPORT-SPECIFIC TEST

- 2** You will now complete your sport-specific test. You should aim to complete your own test, and the tests of four other students, so that every student is able to see how the results of different athletes compare. Record the result and rating of each student who completes your test to see how they compare.

Student name	Result (for example, five three pointers)	Rating (for example, below average)

PART C: REFLECT ON YOUR SPORT-SPECIFIC TEST

After finalising your test, answer the reflection questions below to determine how effective it was at measuring performance.

- 3** How well do you think the test reflected the specific skills required in your sport?

- 4** Did the test allow you to determine strengths and limitations in the athletes' performance?

- 5** Was the test challenging enough to accurately evaluate your abilities?



6 Did the test allow you to accurately compare the abilities of different athletes?

PART D: EVALUATE YOUR SPORT-SPECIFIC TEST

7 Use your reflection above to help you evaluate how effective the sport-specific test was at measuring your ability in your chosen sport. Use all the factors of the PIRFAM framework.

- a **Planning:** Was the test well planned? Was all equipment set out appropriately before starting?
- b **Instructions:** Were the written instructions clear? Were the instructions easy to understand and follow?
- c **Relevance:** Did the test appropriately measure ability in the chosen sport?
- d **Feedback:** Did the test provide athletes with feedback about their ability in the chosen sport?
- e **Adjustments:** Can the test be adjusted for athletes of different abilities?
- f **Motivation:** Were athletes motivated to complete the test?

	Strengths (things that worked)	Limitations Strengths(things that did not work or were missing)
Planning	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Instructions	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Relevance	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

	Strengths	Limitations
Feedback		
Adjustments		
Motivation		

5.2

ACTIVITY AND STRATEGY

ASSESSMENT LOG



Now that you have finished Topic 5 (Other tests used to assess athletes), turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 3 (Psychological tests for athletes) and Section 4 (Sport-specific tests). You can update your Assessment Log at any time as your understanding grows.

TOPIC 6 > ATHLETE DEVELOPMENT AND WELLBEING PROGRAMS

In this topic, you will investigate two programs in the sporting sector. The first, the Gold Medal Ready program, is targeted at Australian athletes and aims to assist them to prepare for elite-level competition. The second program, Sport 2030, is a national plan to make Australia the most active and healthy sporting nation in the world.

6.1 » The Gold Medal Ready program

Learning goal: To be able to explain the Gold Medal Ready program

The Australian Institute of Sport (AIS), in partnership with the Australian Army, runs the Gold Medal Ready program, which helps Australian athletes to deliver their best performances under pressure at the elite level of competition, specifically, at the Olympic Games. Information about this program is available on the AIS’s website.

Investigate the Gold Medal Ready program

6.1 ACTIVITY AND STRATEGY

1 Investigate the Gold Medal Ready program and then answer the following questions.

a Identify three members of the Gold Medal Ready Alumni.

b Explain how members of the Gold Medal Ready Alumni help the athletes in the program to prepare for elite-level competition.

c What role does the Australian Army play in the program?

d What are the **outcomes** of athletes participating in this program? (What do they get out of it?) Tick the relevant boxes below.

- | | |
|---|--|
| <input type="checkbox"/> Improved sport-related skills | <input type="checkbox"/> Improved understanding of how to plan a career in sport |
| <input type="checkbox"/> Improved ability to self-regulate emotions | <input type="checkbox"/> Improved knowledge of strategies to improve and maintain good mental health |
| <input type="checkbox"/> Improved ability to prepare psychologically for high-pressure elite competitions | <input type="checkbox"/> Improved physical health |
| <input type="checkbox"/> Improved time-management skills | <input type="checkbox"/> Improved understanding of nutrition |

6.2 » The Sport 2030 plan

Learning goal: To be able to explain the Sport 2030 plan



‘Sport 2030’ is the Australian Government’s plan for how to make Australia the world’s most active and healthy sporting nation, which is known internationally for its integrity and sporting success. Information about Sport 2030 is available on the Australian Sports Commission’s website (https://mea.digital/UB_M1_2bc).

Investigate the Sport 2030 plan

PART A: INVESTIGATE THE PLAN

1 Investigate the Sport 2030 plan and then answer the following question.

What are the four focus areas (called ‘strategic priorities’) of the plan? Identify and explain each priority in the table below

SPORT 2030	
Strategic priority	Explanation



Strategic priority	Explanation
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

PART B: COMPARE TWO INITIATIVES

2 Compare the Gold Medal Ready program and the Sport 2030 plan by answering the following questions. Write your responses in the table below.

- a Sector:** Is each initiative related to the school, sport, fitness or physical recreation sector? (An initiative can be linked to more than one sector.)
- b Target group:** Which group (or groups) of people are targeted by the initiative? (Who participates in the program? Who is involved in the plan?)
- c Goals:** What are the goals of each initiative? (What does the program and plan to do and achieve?)
- d Areas of development:** Which areas of development does each initiative focus on? (For example, a person’s physical, psychological, psychosocial, technical or tactical abilities?)

	Gold Medal Ready program	Sport 2030 plan
Sector	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Target group	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

	Gold Medal Ready program	Sport 2030 plan
Goals		
Areas of development		



Now that you have finished Topic 6 (Athlete development and wellbeing programs), turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 5 (Programs for athletes). You can update your Assessment Log at any time as your understanding grows.

ASSESSMENT LOG 1: PERFORMANCE



The first assessment of this unit is a performance. For this assessment, you will plan and perform (implement) an activity or a strategy to enhance outcomes in athlete development and wellbeing. You will then evaluate the success of your activity or strategy.

Steps	Requirements
Steps 1 and 2: Investigate and plan	Investigate and plan an activity or a strategy to enhance outcomes in athlete development by: <ul style="list-style-type: none">» determining needs in your sport specialisation» identifying tests that can be used to target the area of need» explaining how the tests will target this area and inform athlete development and wellbeing practices.
Step 3: Perform	Perform (implement) your planned activity or strategy to enhance outcomes in athlete development by: <ul style="list-style-type: none">» organising equipment and resources and preparing the space» delivering the plan.
Step 4: Evaluate	Evaluate your implemented activity or strategy by: <ul style="list-style-type: none">» evaluating your personal performance» evaluating your success in achieving your purpose» evaluating the strategies used to enhance outcomes in athlete development and wellbeing» evaluating the effectiveness of the tests at targeting the area of need» making recommendations about how to enhance outcomes.

Note that a filled-in Assessment Log does not meet the QCAA's assessment specifications for direct assessment evidence. An Assessment Log may provide indirect assessment evidence only.

For this performance task, you are not required to submit evidence of your investigation work. However, you will need to research and investigate your assessment topic to complete the planning phase of the task. The Investigation Log is included to assist you fill in the Planning Log.



STEP 1: INVESTIGATION LOG

- Your Investigation Log is a record of all the evidence you have gathered in Module 1: Identifying talent and developing athletes.
- Look back at the activity and strategy tasks in this module to determine how best to perform your athlete development and wellbeing activity or strategy.
- All the information in this module can be used in your Investigation Log.
- The relevant activity and strategy tasks are indicated in each section of the following table.
- You should also find other relevant information to support your choices; for example, do some research and draw from your own previous experiences of community recreation activities.

Section 1: The components of fitness

Relevant activities from this module

Activity and strategy 1.2

Which components of fitness are relevant to your chosen sport? Provide an example of how each component of fitness is used in the sport.

Section 2: Testing and evaluating athletes' abilities

Relevant activities from this module

Activity and strategy 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1 and 4.2

What are the names of the fitness tests that assess the components of fitness you listed in Section 1 of this table?

Section 3: Psychological tests for athletes

Relevant activities from this module

Activity and strategy 5.1A and 5.1B

Which psychological factors are relevant to your chosen sport?

Section 3: Psychological tests for athletes (continued)

What are the names of the psychological tests that assess the psychological factors you listed in the row above?

Section 4: Sport-specific tests

Relevant activities from this module

Activity and strategy 5.2

Which skills are relevant to your chosen sport?

What are the names of the tests that assess the skills you listed in the row above?

Section 5: Programs for athletes

Relevant activities from this module

Activity and strategy 6.1 and 6.2

How does the Gold Medal Ready program help athletes to develop?

How does the Sport 2030 help athletes to develop?



STEP 2: PLANNING LOG

- Your Planning Log is a place to develop a draft of your assessment plan. Use your Investigation Log to help you complete your Planning Log.
- For this assessment, you are creating a testing suite that is specific to your sport. Later, you will perform this testing suite. Ensure that the tests selected are specific to the targets you identify.
- You should aim to include four tests in the suite to measure what you believe is most important. You may not test for fitness components, psychological factors and skills, but may instead choose to focus on one or two of these areas.

Target fitness components	Target psychological factors	Target skills

Plan

Your plan should include detailed instructions about how to perform each of your tests, and it should also include a rating system.

	Strengths	Limitations
Instructions	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Relevance	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Feedback	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Adjustments	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Motivation	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

ATHLETE WELLBEING

In this module, you will investigate the components of wellbeing, including resilience, mindfulness and developing a growth mindset. You will also look at extending an athlete’s abilities through concepts such as motivation and flow.

You will then extend this learning to take athletes into real-world situations such as career planning and time-management.

PIRFAM FOR ATHLETE WELLBEING

To evaluate activities and strategies in this module, you will use the PIRFAM framework. In this module, the PIRFAM acronym stands for:

- **P**lanning
- **I**nstructions
- **R**elevance
- **F**eedback
- **A**justments
- **M**otivation.

A good analysis of an athlete wellbeing activity or strategy identifies the strengths and limitations of the activity or strategy according to each factor of the PIRFAM framework. You can also use the framework to improve your own activities and strategies relating to athlete wellbeing. See Table 6 for an example of a completed PIRFAM evaluation of an athlete wellbeing strategy.

TABLE 5 > PIRFAM factors for athlete wellbeing activities and strategies

PIRFAM factor	Examples of evaluation criteria
P Planning	<ul style="list-style-type: none"> » Were the goal/s of the activity or strategy clearly explained? » Was the activity organised and well planned? » Was all the equipment set up before the activity started?
I Instructions	<ul style="list-style-type: none"> » Were the instructions clear? Were the instructions easy to hear and understand? » Was the information sufficiently detailed so the participants knew how to complete the activity properly? » Did the person running the activity explain and demonstrate the exercises to be completed?
R Relevance	<ul style="list-style-type: none"> » Was the activity or strategy relevant to the target individual or group (the participants)?
F Feedback	<ul style="list-style-type: none"> » Did the person running the activity provide positive and constructive feedback during the session to all the participants? » If any participants were not doing component of the activity correctly, did the person running the activity give them tips on how to improve?

PIRFAM factor	Examples of evaluation criteria
A Adjustments	<ul style="list-style-type: none"> » When a part of the activity or strategy did not work, did the person running the session make adjustments? » Did the person running the activity adjust the session to better suit the participants?
M Motivation	<ul style="list-style-type: none"> » Was the communication positive from the person running the activity? » Were participants encouraged during the activity? » What motivational strategies did the person running the activity use to encourage the participants? » Did anything have a negative impact on the participants' motivation to participate in the activity?

TABLE 6 > A sample PIRFAM evaluation of developing a personal schedule for an athlete

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Planning	» The development of a personal schedule assisted the athlete to meet all their commitments.	» The personal schedule took a long time to set up.
Instructions	» The person who set up the athlete's schedule clearly explained all the aspects of the planner.	
Relevance	» The electronic version of the calendar suited the needs of the athlete.	» The athlete needed to consult the calendar regularly.
Feedback	» The athlete's support network provided positive feedback about the schedule.	» Some support network members were still critical of the athlete's organisation skills.
Adjustments	» The schedule was refined to further meet the athlete's needs.	» The refinement required was time consuming.
Motivation	» The schedule assisted with motivation to attend regular commitments, including training.	» Some days when the athlete was busy, they struggled with the motivation to train effectively.

Outcome
(an evaluation of the overall success of strategy, drawing on the strengths and limitations listed above)

The development of a calendar-based schedule was successful in providing a daily program for the athlete to follow. This assisted motivation and reduced the athlete's anxiety that they were not meeting all their commitments in a timely manner. The schedule was converted to electronic form from hard copy, and this was able to be shared across the athlete's devices. Although the schedule did not have some appointments entered, the coach reminded the athlete to attend. After considerable refinement, the athlete continued to use the calendar to meet commitments, which helped with organisation and time management.

TOPIC 7 > WELLBEING

Talented and high-performance athletes face numerous demands and stresses at various stages in their schooling, their consequent careers and their lives generally. These demands and stresses can affect on-field performance and off-field life. Young athletes are surrounded by teachers, coaches and mentors as well as other support networks to help them achieve their best. However, there is now recognition that students' off-field lives can greatly influence their on-field performance. Athlete wellbeing is a complex and multidimensional concept that is best understood through an all-inclusive approach across their lifespan. Wellbeing requires us to think 'big picture' and collectively when describing what makes life good for us.

7.1 » Understanding wellbeing

Learning goal: To understand the concept of wellbeing



There is an increasing recognition that wellbeing is a personal asset. It provides a sense of purpose, and it is central to achieving greater productivity, performance success and improved health. Wellbeing can also contribute to a more fulfilled existence, resilience, personal growth and quality of life. It is important to note that wellbeing is not a static concept. It exists along a continuum where each of our starting points differ and movement along the continuum is part of a dynamic process. It should be remembered that there is no single agreed upon definition of wellbeing. Instead, many different components make up an individual's wellbeing.

Investigate wellbeing

PART A: IDENTIFY THE FACTORS THAT IMPACT WELLBEING

- 1 Consider what is important for your wellbeing. With the class, brainstorm any aspect of your life that may impact on your wellbeing. Don't forget to think 'big picture'.

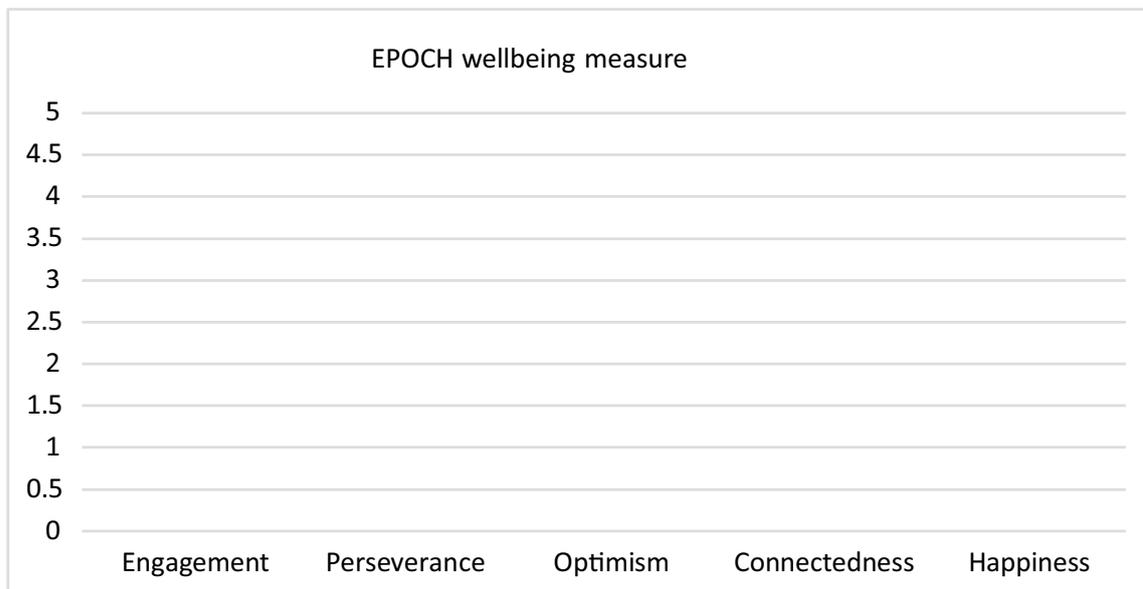
7.1

ACTIVITY AND STRATEGY



Investigate the components of wellbeing

- 1 Access this survey at the following link: https://mea.digital/UB_M2_sxd. The survey examines each of the five components of wellbeing, derived from Kern's research.
- 2 Complete and score the survey, then record your results as a bar graph on the grid below.
- 3 Discuss the results with your teacher. Record your discussion below.



7.2

ACTIVITY AND STRATEGY

7.3 » Resilience

Learning goal: To be able to identify characteristics of resilience



Resilience is the ability to cope with and recover from setbacks. A resilient person is someone who has developed strong coping skills and is able to gather their available resources, ask for help when needed and find ways to manage the situation they are facing. People with resilience use their skills and strengths to respond to different challenges, including setbacks such as illness and injury, selection disappointments and frustrating performance results.

The term 'coping' describes any behaviour that is designed to manage the stresses and overwhelming feelings that come when you are confronted with tough situations. By learning and developing these positive coping skills, you can build resilience and wellbeing and be set up with an important skill for life.

Psychologists have identified some of the factors that make a person resilient. These include having a positive attitude, being optimistic, having the ability to regulate your emotions and seeing failure as a form of helpful feedback.

Identify coping skills

7.3

ACTIVITY AND STRATEGY

- Some of the factors that make a person resilient are listed in the table below. Think of strategies you can use when faced with challenging situations. In the table below, record a coping strategy related to each factor. Examples have been provided to help you.

Resilience factor	Possible coping strategy
Having a positive attitude	For example, remaining enthusiastic and confident with teammates
Being optimistic	For example, thinking about the best possible outcome and how you might achieve it
Regulating your emotions	For example, staying calm and focused on the task you are completing
Learning from failure	For example, adopting a different game strategy in defence

ASSESSMENT LOG



Now that you have finished Topic 7 (Wellbeing), turn to Assessment Log 2 at the end of this module. Start in Step 1 (Investigation Log). Fill in Section 1 (Wellbeing). You can update your Assessment Log at any time as your understanding grows.

TOPIC 8 > THRIVING

Thriving can be described as growing, developing and being successful. As an emerging athlete, your aim is to strive to be your best. You should aim to thrive, not to just persist as you juggle the commitments of school, training, competition and the other demands of your life. This topic investigates the concept of thriving and provides some insight into how you might consider your growth and development as you strive for success.

8.1 » Flow

Learning goal: To be able to recognise the characteristics of flow in performance ↙

You might have experienced a state of flow in an activity before. Flow can be described as a state of ease between your mind and body, where you become totally focused on completing a task, unable to be distracted. It is almost as if time has slowed down as you go about completing the task in an effortless way. This is described as the 'flow state'. Engagement and concentration are essential in achieving the 'flow state'.

In his 1990 book, *Flow: The Psychology of Optimal Experience*, the psychologist, Mihaly Csikszentmihalyi describes eight characteristics of flow. He suggests that when you are in a flow state, the following features are evident:

- You are completely focused on the task.
- Your goals and rewards are clear, and you receive immediate feedback as you perform the task.
- Your perception of time transforms (time seems to either speed up or slow down).
- You find the experience to be intrinsically rewarding (that is, you find the task itself satisfying, rather than performing it to receive an external reward).
- Your performance is effortless and you complete it with ease.
- You can balance the level of challenge with your skills.
- Your actions and awareness seem merged, and you do not have self-conscious thoughts.
- You have a feeling of control over the task.

Investigate flow

- 1 Think about each of the eight characteristics of flow described by Csikszentmihalyi. Discuss each characteristic as a class and share situations where you have experienced a state of flow.
- 2 How might you best achieve a 'flow state'?
- 3 Record your findings in the table below.

Complete concentration on the task	<hr/> <hr/> <hr/> <hr/>
------------------------------------	-------------------------

8.1

ACTIVITY AND STRATEGY



8.1
ACTIVITY AND STRATEGY

Goals are clear	<hr/> <hr/> <hr/> <hr/>
Transformation of time	<hr/> <hr/> <hr/> <hr/>
Rewarding experience	<hr/> <hr/> <hr/> <hr/>
Effortless performance	<hr/> <hr/> <hr/> <hr/>
Balance between challenge and skill	<hr/> <hr/> <hr/> <hr/>
Merged action and awareness	<hr/> <hr/> <hr/> <hr/>
Control over the task	<hr/> <hr/> <hr/> <hr/>

8.2 » Motivation

Learning goal: To understand individual motivation



Motivation is linked to the flow state. For the flow state to be achieved, you need to be effectively engaged in a task and concentrating on completing that task. Both these determinants require motivation. Motivation is an energy force that determines all aspects of our behaviour. It also impacts on how you think, feel and interact with others.

Investigate motivation

What motivates you as an athlete? Does your motivation come from within? This is known as intrinsic motivation. Or does your motivation occur through external factors? This is known as extrinsic motivation.

- 1 Psychologists have investigated the different forms of motivation and devised a survey to help determine what motivates you. This survey is available at: https://mea.digital/UB_M2_y57.

Complete the survey and enter your scores in the table below. Your teacher will help you interpret your results.

SCORES	
Intrinsic motivation – to know (to explore, be curious, to learn, to develop learning goals)	
Intrinsic motivation – to accomplish (to develop competence, mastery)	
Intrinsic motivation – to experience stimulation (to seek pleasure, fun, excitement)	
Extrinsic motivation – identified (to participate because activity is part of growth and development)	
Extrinsic motivation – introjected (because of feelings of guilt and anxiety)	
Extrinsic motivation – external regulation (to seek praise from coach, family, obtain rewards)	
Amotivation (lack of motivation, feelings of incompetence and lack of control)	

8.2

ACTIVITY AND STRATEGY

8.3 » In the zone

Learning goal: To be able to identify strategies to get you ‘in the zone’



Research has indicated that for an athlete to attain a state of flow, also known as being ‘in the zone’, several factors are required:

- **Focused concentration** requires you to be able to make the task your centre of attention without getting distracted. This leads to an increased output of higher quality work.
- You also require a **clear purpose** to enable your body and mind to know what needs to be done without having to think about it.
- You need to **remove obstacles or barriers** to your performance, so that thoughts and feelings, such as stress, worry and self-doubt are sidelined.
- You need to be having a **highly positive experience**. This is related to the pleasure associated with being ‘in the moment’ and doing something you are passionate about.

Being in a flow state develops **happiness**, stemming from a general sense of wellbeing and fulfilment.

Identify strategies to ‘get in the zone’

8.3
ACTIVITY AND STRATEGY

- 1 Come up with some strategies to help you get in the zone. Record your strategies in the table below. Once you have documented your strategies, share them with a partner and then with the rest of the class.

Flow factor	Potential strategies
Focused concentration	For example, give attention to the moment
Clear purpose	For example, know the goal of the activity
Remove obstacles and barriers	For example, use positive self-talk to eliminate negative thoughts



Flow factor	Potential strategies
Positive experience	For example, enjoy your time on the field, when you are training and when you are competing <hr/> <hr/> <hr/>
Happiness	For example, feel satisfied with your efforts <hr/> <hr/> <hr/>

2 Try out your strategies. Did you successfully get in the zone? Explain your findings.



Now that you have finished Topic 8 (Thriving), turn to Assessment Log 2 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 2 (Thriving). You can update your Assessment Log at any time as your understanding grows.

TOPIC 9 > COMMUNITY ENGAGEMENT

One of the key pillars of athlete wellbeing is engaging with the local community. This includes identifying opportunities to work in grassroots sport and physical recreation, and to assist as a coach, official or to volunteer.

9.1 » Community ties

Learning goal: To be able to identify opportunities to link with community organisations



As a talented athlete, your community has contributed to your development. It is timely to acknowledge your links to grassroots sport and identify opportunities to provide assistance at this level. These opportunities can give you the satisfaction of assisting and serving others, as well as the experience of actively developing positive relationships with people in your own community.

Investigate community links

ACTIVITY AND STRATEGY 9.1

- 1 Use any resources available to you to identify potential organisations within your local community where you might be able to apply your knowledge and expertise to enhance grassroots sport. Complete a list of community sports clubs below. Share your findings with the class. Add to your list during the discussion.

9.2 » Role models

Learning goal: To be able to identify the characteristics of quality role models in sport



Talented athletes in high-performance sport have long been considered role models in the community. These athletes help to motivate and inspire young performers of the future, through their exploits and behaviours. What characteristics do successful role models exhibit?

9.3 » Paying forward, giving back

Learning goal: To be able to identify opportunities to contribute to community sport



Think about the personal qualities you identified in Activity and strategy 9.2. How might you use these to give back to your community? What can you contribute? Which sporting club helped you to get to this point in your sporting career? How might you involve yourself with that organisation? Can you offer your services as a coach, official or volunteer in another way?

Contribute to your community

9.3

ACTIVITY AND STRATEGY

- 1 Make an appointment with a club official to discuss opportunities for you to contribute. What services can you offer? Write a list below.



Now that you have finished Topic 9 (Community engagement), turn to Assessment Log 2 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 3 (Community engagement). You can update your Assessment Log at any time as your understanding grows.

TOPIC 10 > PERSONAL GROWTH

Personal growth requires inward reflection to focus on ways to better yourself. Personal growth increases your self-awareness and self-esteem, increases your skills and fulfills your aspirations.

Personal growth is a lifelong process. It is a way for people to evaluate their skills and qualities, consider their aims in life and set goals to realise and maximise their potential.

10.1 » Finding your why

Learning goal: To be able to identify your purpose (about why you do what you do) ↙

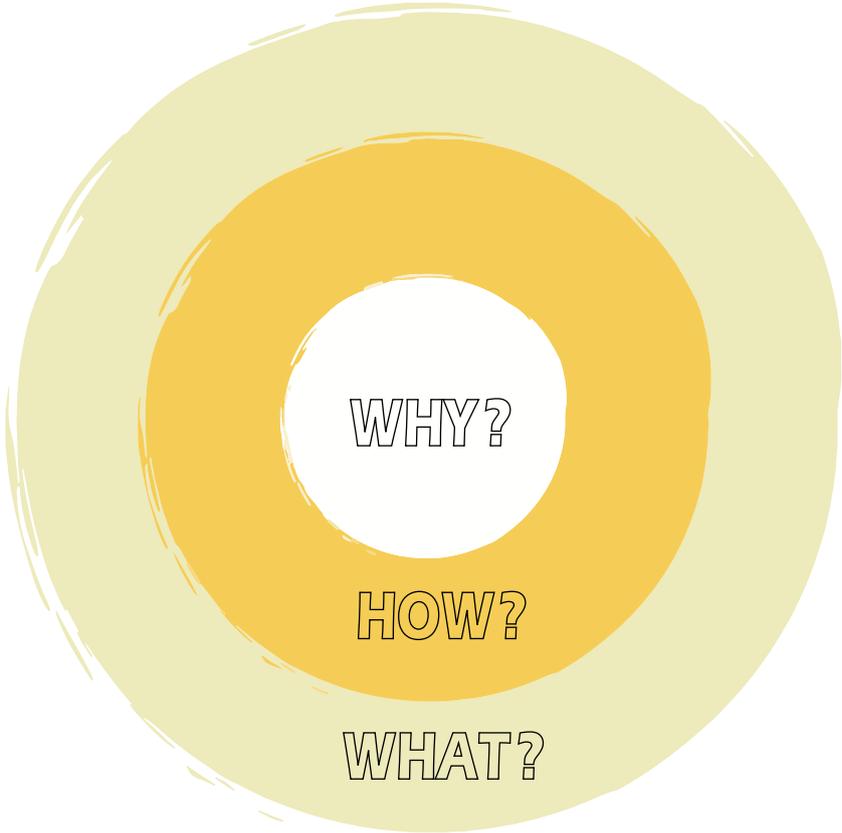
According to Simon Sinek, a well-known author and social commentator, knowing your ‘why’ is an important first step to any activity in which you participate.

In the case of your wellbeing, if you know *why* you do what you do and *why* you want something, you are more likely to feel positive and figure out how you can overcome any setbacks and move towards achieving your goals. Once you know *why* you want to do something, the next question is ‘how’ do you do it? Your *how* is embedded within your actions.

‘What’ you do is relatively easy to understand. It is usually a description of what you do when realising your *why*.

Sinek devised a ‘golden circle’ (see Figure 2 below) to represent *why*, *how* and *what*.

Figure 2: Sinek’s golden circle



Source: Adapted from Simon Sinek, 2023

Identify why, how and what

10.1

ACTIVITY AND STRATEGY

- 1 Start at the centre of the golden circle. Write down *why* you do what you do. Your *why* is your purpose, your cause or your belief; for example, why do you want to become an elite athlete?

- 2 Next write your *how*. This describes the actions you take when you are at your personal best and are living out your *why*. It is *how* you bring your *why* to life that makes you unique.

- 3 Your last task describes *what* you do. You should be able to easily describe your role or your job function that you have within that system (that is, your team or sporting club). It is a bit like your job description.

10.2 » The growth mindset

Learning goal: To understand a growth mindset



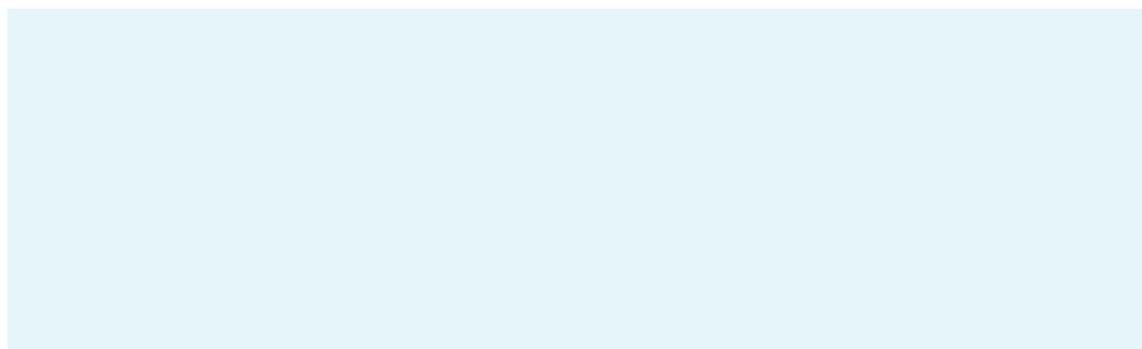
Having a 'growth mindset' describes a way of viewing challenges and setbacks. People who have a growth mindset believe that even if they struggle with certain skills, their abilities are not set in stone. They believe they can improve their skill over time. If you can embrace change, thrive on being challenged and believe in your own strengths, you have a growth mindset.

Investigate the growth mindset

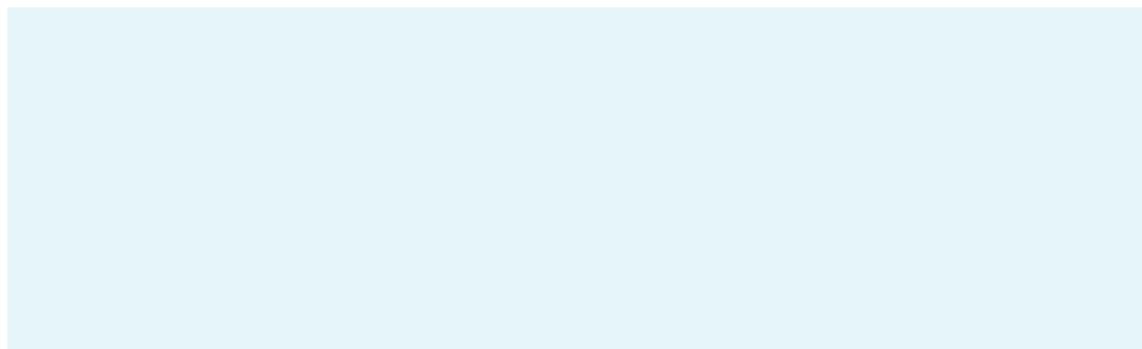
- 1** With the whole class, brainstorm some words that might reflect a **fixed** mindset in sport and physical activity.

- 2** Again, as a whole class, brainstorm some words that might reflect a **growth** mindset in sport and physical activity.

- 3** Draw an image, based on the words from the brainstorm, to display a **fixed** mindset. Note that your image might take the form of a word cloud, mind map, photograph or drawing.



- 4** Draw an image, based on the words from the brainstorm, to display a **growth** mindset. Note that your image might take the form of a word cloud, mind map, photograph or drawing.



10.2

ACTIVITY AND STRATEGY



10.2

ACTIVITY AND STRATEGY

- 5 Share, describe and explain each of your images to the class. Write some brief notes below to guide your discussion as you share the images.

10.3 » Mindfulness

Learning goal: To be able to demonstrate mindfulness practices



Research has indicated that mindfulness has a very strong and positive effect on your mental wellbeing. By directing your attention to what is happening in the situation in front of you (the present), you are less likely to worry about distractions from the past or barriers that might happen in the future. You can practise mindfulness anywhere by inhaling a deep breath, then focusing solely on what is happening in that precise moment, both in the world around you and in your mind.

Practise being mindful

10.3

ACTIVITY AND STRATEGY

PART A: FOCUS ON THE MOMENT

- 1 Imagine you are competing with others in your favourite sport. Take notice of your surroundings in the present.
- a Write down five things you can see.

- b Write down five things you can hear.



c Write down five things you can feel.

d Share your responses with a partner.

e Identify some similarities and differences in your lists. Record these in the table below.

Similarities	Differences

f Think about how you might use mindfulness and ‘focusing on the moment’ in your chosen physical activity. Discuss with your partner and note your responses.



10.3

ACTIVITY AND STRATEGY

PART B: MEDITATE FOR 10 MINUTES

Meditation is another mindfulness technique that may enhance your wellbeing. Research has indicated that meditation can calm your mind, relax your body, and improve your focus and the clarity of your thinking.

Be aware that you will not automatically feel more relaxed or focused as soon as you start or finish this guided meditation. Our minds are so accustomed to being stimulated that relaxation can sometimes be a struggle. We need to train our minds. You may feel restless during the 10-minute guided session, which is completely normal. However, the more you can meditate, the calmer your mind can become. It becomes easier to focus on the world around us.

- 2 Follow this link to a 10-minute guided meditation session: https://mea.digital/UB_M2_z1b
- 3 After the session, reflect on your meditation experience. What affect did meditating have on your mind and on your body?

ASSESSMENT LOG



Now that you have finished Topic 10 (Personal growth), turn to Assessment Log 2 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 4 (Personal growth). You can update your Assessment Log at any time as your understanding grows.

TOPIC 11 > PERSONAL BRANDING

Personal branding is about creating an identity for yourself as you would for any commercial product. It is how you represent yourself and it indicates your core values, beliefs, ideals, work and personality to your community. Your personal branding aims to help your target audience identify you and understand your values.

11.1 » Representing yourself

Learning goal: To be able to recognise your personal qualities



Strengths are ways of thinking, feeling and behaving that come naturally to us. Being able to identify these individual strengths, our *signature strengths*, can assist us to understand ourselves better and apply these strengths in our everyday lives.

Identify your personal qualities

PART A: IDENTIFY YOUR VALUES

What are your values as a talented athlete? Values refer to your principles, and they affect your standards and behaviour. We often judge a person by their character, the standards they set themselves and their consequent behaviour. Some examples of values are trust, integrity, loyalty and respect.

- 1 Identify the values that are important to you as an athlete. These are sometimes referred to as your 'moral compass'. Write these values in the table below.

- 2 How might these values be promoted in your personal branding?

11.1

ACTIVITY AND STRATEGY



PART B: INVESTIGATE YOUR CHARACTER STRENGTHS BASED ON YOUR VALUES

Strengths are ways of thinking, feeling and behaving that come naturally to us. Character strengths are based on our values. These strengths enable us to perform at our best. They may change or be affected by circumstances or situations, which require different behaviours. The character strengths survey nominates a list of 24 different assets you possess and use in different degrees. However, these are not 'fixed', and they can change over time. Your character strengths will reflect what values you rely on in specific circumstances.

- 3 Complete the survey and identify your top five strengths. This survey will take about 20 minutes to complete. Your teacher will guide you through the registration process to complete the questionnaire: https://mea.digital/UB_M2_681
- 4 The survey calculates your top-five character strengths based on how you answered each question. These are known as your *signature strengths*. Once you have completed your survey, click on the report tab to download all 24 of your different strengths. List your top five below.

PART C: ASSESS YOUR SIGNATURE STRENGTHS

- 5 What was your reaction to your signature strengths? Reflect on why you reacted this way. Did any results surprise you? Explain your response.

- 6 Choose one of your signature strengths. How might this strength be meaningful and important as an athlete to develop your personal brand?

7 What are some ways, as an athlete, you might use your signature strengths?

8 Which strengths would you like to use more often in your work as an athlete?

9 Think of new ways to use your strengths as an athlete. How might these strengths contribute to your personal brand?

11.2 » Interacting with others

Learning goal: To be able to present yourself as your personal best



First impressions last. Any information about you, including your non-verbal behaviours and verbal communication, can influence someone's impression and judgments about you. These are known as traits.

First impressions count

11.2

ACTIVITY AND STRATEGY

- 1 a Think about how you can make a positive first impression. For example, if you are at a job interview, attempting to negotiate a sponsorship deal, or being interviewed by the media.
- b Which traits are important to create a positive first impression?

11.3 » Managing your time

Learning goal: To be able to develop time-management strategies



Time management is increasingly challenging for athletes who juggle priorities such as training and competition, travel, academic studies, work and family. Time management plays an important role for athletes because the ability to prioritise tasks and commitments is key to maintaining your wellbeing. Effective time management brings multiple benefits that will make things easier for you, your peers, teammates, coaches and family.

A balancing act

11.3

ACTIVITY AND STRATEGY

- 1 Each of us has the same 24 hours allocated to work, rest and play. Some of us manage to balance all these demands on our lives, while others struggle to meet deadlines and plan their time effectively. As a class, brainstorm some time management strategies you have used to support this component of your wellbeing.



2 Investigate a specific time-management strategy that suits your requirements. Make brief notes on the strategy below.



Now that you have finished Topic 11 (Personal branding), turn to Assessment Log 2 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 5 (Personal branding). You can update your Assessment Log at any time as your understanding grows.

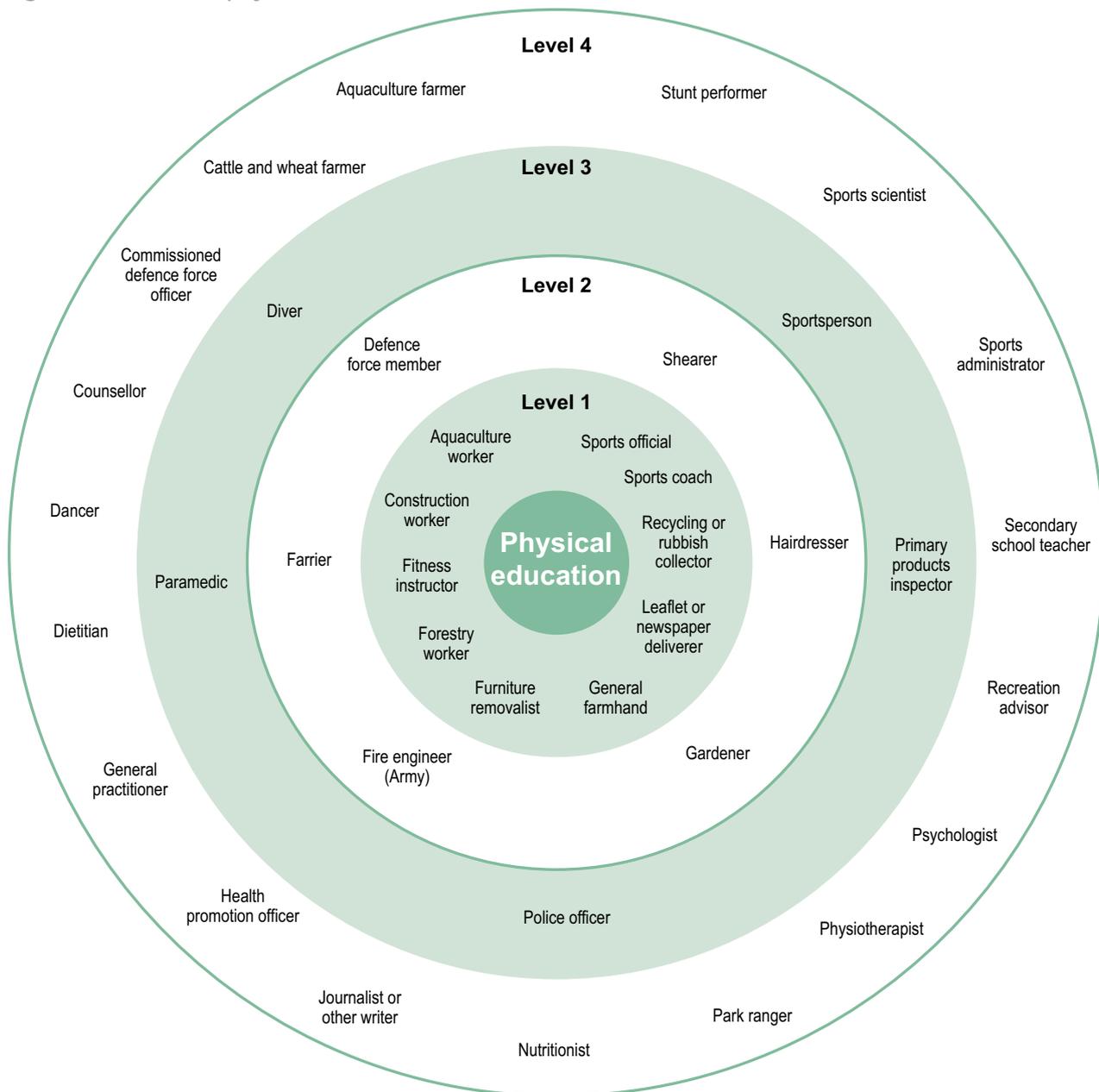
TOPIC 12 > WHERE TO FROM HERE?

The athlete development and wellbeing skills and strategies in this unit are in high demand in sport and recreation industries throughout Australia. Much research is being conducted to better understand talent identification, long-term athlete development and the links between wellbeing and performance in athletes. These skills provide many job-related and vocational opportunities in the field. The skills developed in this unit could be oriented toward leadership roles in sport as coaches and administrators or in general community recreation contexts.

12.1 » Job opportunities
Learning goal: To identify job opportunities in the area of athlete development and wellbeing

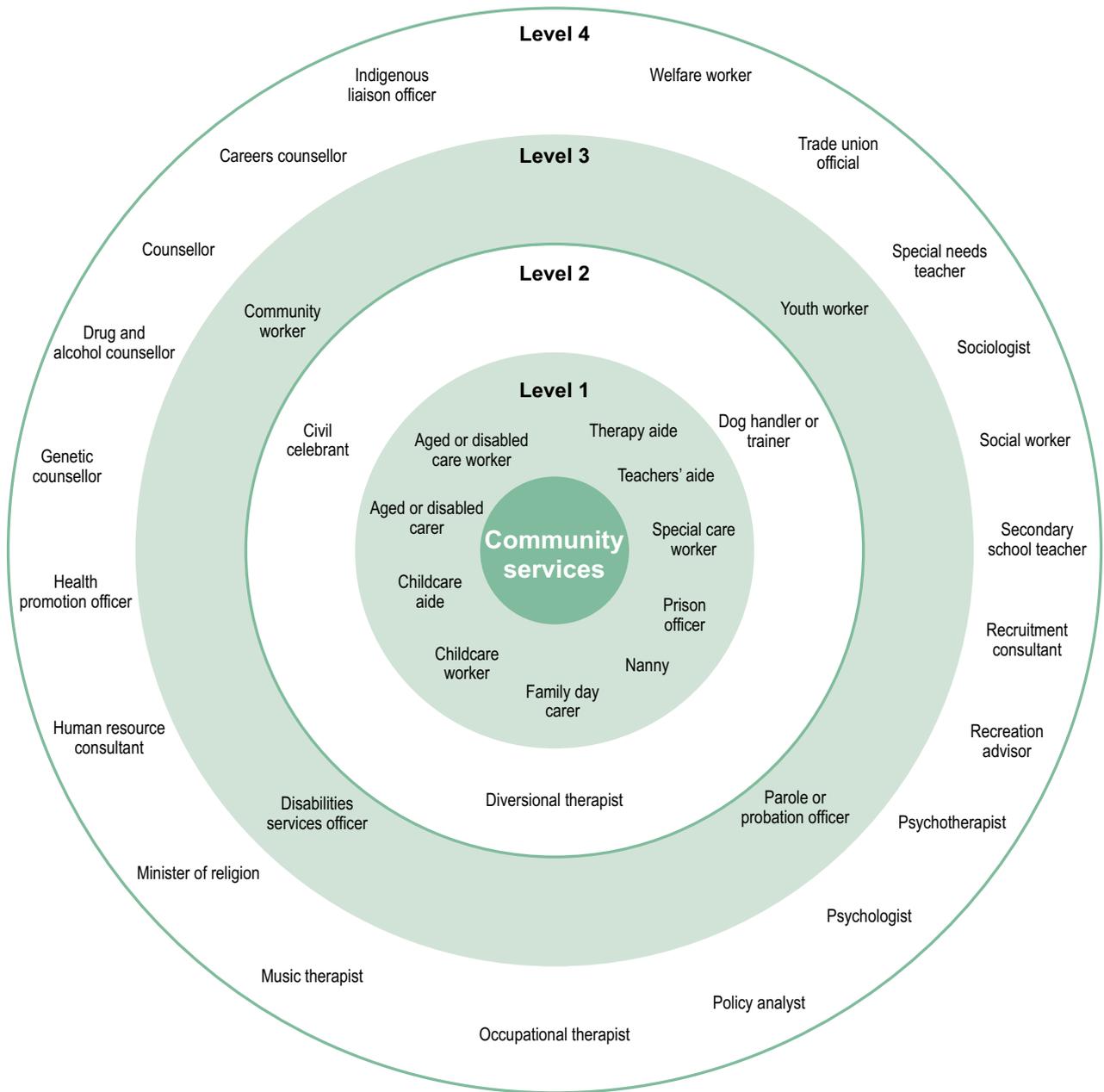
Figures 3 and 4 show the many different jobs in the physical education and community services sectors; many of these positions use the knowledge and skills you have developed in this unit.

Figure 3: Jobs in the physical education sector



Source: Adapted from <https://myfuture.edu.au>; © Education Services Australia Ltd

Figure 4: Jobs in the community services sector



Source: Adapted from <https://myfuture.edu.au/>; © Education Services Australia Ltd

Investigate job opportunities

1 In the table below, identify the jobs that interest you from Figures 3 and 4. Select positions from each level in the bullseyes.

Level	Jobs
One	_____

12.1 ACTIVITY AND STRATEGY

Level	Jobs
Two	
Three	
Four	

12.2 » Vocational pathways

Learning goal: To be able to monitor your development and progress towards completing the Queensland Certificate of Education



It is timely to monitor your progress towards achieving the Queensland Certificate of Education (QCE). You will recall that you completed a QCE planner prior to selecting your subjects for Year 11 and Year 12. If you have not completed this task or you can't recall what you entered, your teacher will be able to direct you to the QCAA website so you can check and review your planning.

Purposeful career planning

- 1 Review your progress in your Learning Account in the QCAA student portal. You can also review your QCE planner. Note down any actions that are required to bring your learning account up to date.

My Learning Account review	Tick
Have your career goals changed? Do you need to refresh them? Action required?	
Have your study goals changed? Do you need to refresh them? Action required?	
Have any prerequisites for further study or employment changed? Action required?	
Have you changed any subjects? Action required?	
Will you still achieve the 20 credit points required to receive your QCE? Action required?	

12.3 » Achieving your career goals

Learning goal: To be able to establish and achieve SMART goals



There are many considerations when planning your career pathway. You will have your own personal goals and objectives to complete.

The SMART goals framework is an excellent tool to establish what you want to achieve. SMART is an acronym:

- **SPECIFIC**
- **MEASURABLE**
- **ACHIEVABLE**
- **RELEVANT**
- **TIME-BOUND.**

Identify SMART goals

- 1 Use the table below to complete the goal(s) for your career planning. Use the prompts to develop your goals.

SMART GOALS	
SPECIFIC What, how and why?	For example, what exactly do I want to accomplish? <hr/> <hr/> <hr/>
MEASURABLE Set criteria – measure progress	For example, how will I know when I have reached this goal? <hr/> <hr/> <hr/>
ACHIEVABLE Set criteria – appropriate challenge	For example, is achieving this goal realistic with effort and commitment? Do I have the resources to achieve this goal? If not, how will I get them? <hr/> <hr/> <hr/>
RELEVANT Plan – inform my future	For example, why is this goal important to me? <hr/> <hr/> <hr/>

12.3

ACTIVITY AND STRATEGY



12.3

ACTIVITY AND STRATEGY

TIME-BOUND
Clear target with an endpoint

For example, when will this goal be achieved?

ASSESSMENT LOG 2: PROJECT



The second assessment of this unit is a project. For this assessment, you will investigate, plan and perform (implement) an activity or a strategy to enhance outcomes in athlete development and wellbeing. You will then evaluate the success of your activity or strategy.

Steps	Requirements
Steps 1 and 2: Investigate and plan	Investigate and plan an activity or a strategy to enhance outcomes in athlete wellbeing by: <ul style="list-style-type: none">» determining your wellbeing needs as an athlete» identifying a component of wellbeing that can be used to target the area of need» sequencing activities within the strategy to support athlete wellbeing» explaining how the specific strategy will target the area of need and inform athlete wellbeing practices.
Step 3: Perform	Perform (implement) your planned activity or strategy to enhance outcomes in athlete wellbeing by: <ul style="list-style-type: none">» organising the resources and equipment and preparing the space» delivering the plan.
Step 4: Evaluate	Evaluate your implemented activity or strategy by: <ul style="list-style-type: none">» evaluating the effectiveness of the strategy that targets the area of need» making recommendations related to enhancing outcomes in athlete wellbeing.

Note that a filled-in Assessment Log does not meet the QCAA's assessment specifications for direct assessment evidence. An Assessment Log may provide indirect assessment evidence only.



STEP 1: INVESTIGATION LOG

- Your Investigation Log is a record of all the evidence you have gathered in Module 2: Athlete wellbeing.
- Look back at the activity and strategy tasks in this module to determine how to best design your wellbeing activity or strategy.
- All the information in this module can be used in your Investigation Log.
- The relevant activity and strategy tasks are indicated in each section of the following table.
- You should also find other relevant information to support your choices; for example, do some research and draw from your own previous experiences.

Section 1: Wellbeing

Relevant activities from this module

Activity and strategy 7.1, 7.2 and 7.3

What are the five components of wellbeing, according to the EPOCH model?

What are some factors that help to make a person resilient?

Section 2: Thriving

Relevant activities from this module

Activity and strategy 8.1, 8.2 and 8.3

What is a state of flow in an athletic performance?

What motivates you as an athlete? Are your motivators intrinsic or extrinsic?

Section 2: Thriving (continued)

Which factors are required for an athlete to 'get in the zone'?

Section 3: Community engagement

Relevant activities from this module

Activity and strategy 9.1, 9.2 and 9.3

How can you get involved in sport at a community level?

What are the characteristics of role models? Provide an example of an athlete who you admire.

Section 4: Personal growth

Relevant activities from this module

Activity and strategy 10.1, 10.2 and 10.3

Why do you participate in sport or physical recreation activities?

Section 4: Personal growth (continued)

What is mindfulness? How can being mindful help athletic performance?

Section 5: Personal branding

Relevant activities from this module

Activity and strategy 11.1, 11.2 and 11.3

What are your signature strengths?

How do your signature strengths make you a better athlete?



STEP 3: PERFORMANCE LOG

In this step, you will implement your plan and deliver your activity or strategy!

Notes and reminders:

What do you need to remember to be successful in your performance of the strategy?



STEP 4: EVALUATION LOG

After delivering your activity or strategy, use the PIRFAM template below to evaluate the success of your session.

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Planning	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

	Strengths	Limitations
Instructions	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Relevance	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Feedback	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Adjustments	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Motivation	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

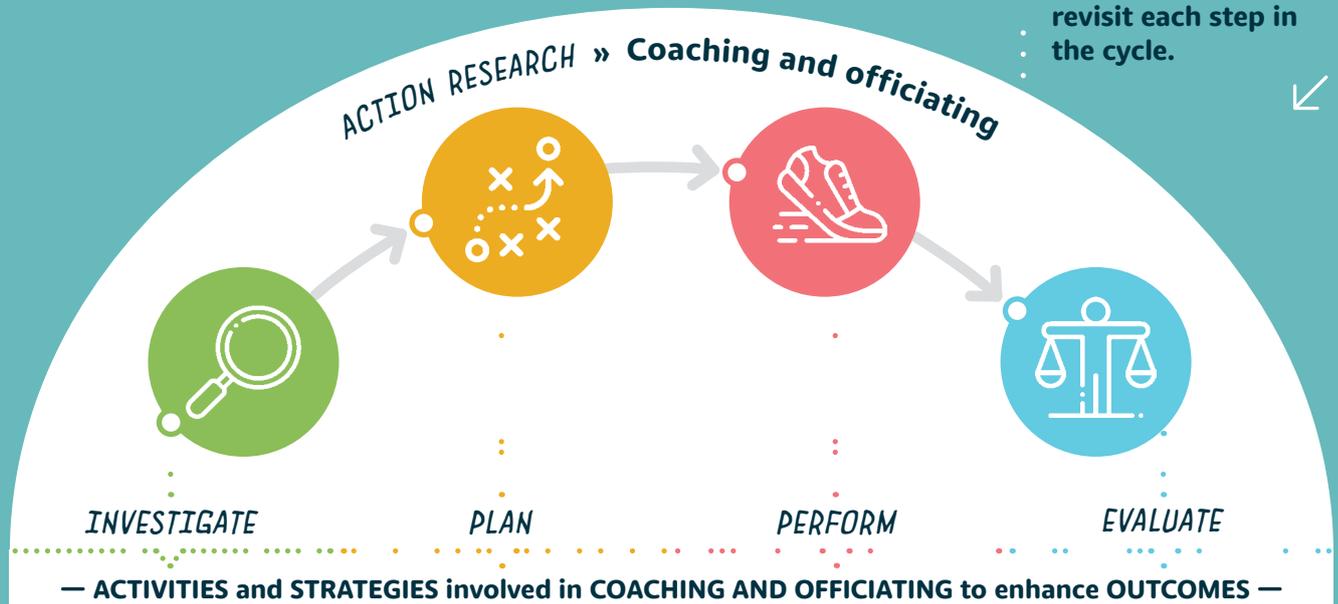
COACHING AND OFFICIATING

UNIT **D**

Coaches and officials are the backbone of Australian sport: they ensure that the sports we engage in are safe, fun and inclusive. They motivate and they encourage, and they enforce fair play at all levels of sport.

In this unit, you will focus on the objectives and subject matter outlined in the diagram below.

- The process you are following is called 'action research'.
- It means you are learning by doing.
- Action research is a cycle, not a one-way street. Using this unit, you will regularly revisit each step in the cycle.



- ✓ **Learn by doing:** Actively participate in coaching sessions.
- ✓ **Document your findings:** Ask questions, search for evidence, and make observations.
- ✓ **Be curious:** Interview a coach or an official.

- ✓ **Outline details:** What, who, when, where and how?
- ✓ **Build a framework:** Use your investigations to inform your plan.
- ✓ **Test your plan:** Change your plan according to your findings.

- ✓ **Participate:** Bring to life the strategies you have investigated and planned.
- ✓ **Review:** Be prepared to adjust your plan and test your performance again.
- ✓ **Be flexible:** Performance is developmental and needs to be built over time.

- ✓ **Analyse:** Assess the strengths and limitations of your investigations, plans and performances.
- ✓ **Interpret:** Draw together these assessments to form a summary or an outcome.
- ✓ **Reflect:** Come to new understandings.

ASSESSMENT LOG



When you see this icon, it is a reminder to turn to the Assessment Log at the end of the relevant module to document your learning. By filling in the Assessment Log as you go, you are continually building towards the assessment. You can update your Assessment Log at any time as your understanding grows.

FOLIO OF WORK FOR MODULE 1: *COACHING*

Topics	Tasks	Activities and strategies	Completed (✓)
1 The role of a coach	1.1: Introduction to coaching	1.1: Introduction to coaching	<input type="checkbox"/>
	1.2: Investigating the role of a coach – Part A	1.2: Investigating the role of a coach – Part A	<input type="checkbox"/>
	1.3: Investigating the role of a coach – Part B	1.3: Investigating the role of a coach – Part B	<input type="checkbox"/>
2 Different styles of coaching	2.1: The purpose of a coach	2.1: The purpose of a coach	<input type="checkbox"/>
	2.2: Authoritarian coaching	2.2: Authoritarian coaching	<input type="checkbox"/>
	2.3: Diplomatic coaching	2.3: Diplomatic coaching	<input type="checkbox"/>
3 Planning and delivering coaching sessions	3.1: Planning a coaching session	3.1: Planning a coaching session	<input type="checkbox"/>
	3.2: Delivering a coaching session	3.2: Delivering a coaching session	<input type="checkbox"/>
4 Evaluating performance	4.1: Evaluating personal skills and performance	4.1: Evaluating personal skills and performance	<input type="checkbox"/>
	4.2: Evaluating team skills and performance	4.2: Evaluating team skills	<input type="checkbox"/>
	4.3: Evaluating team dynamics	4.3: Evaluating team dynamics	<input type="checkbox"/>
5 Types of feedback and inclusion	5.1: Investigating types of feedback	5.1: Giving feedback on the performance of a skill	<input type="checkbox"/>
	5.2: Implementing types of feedback	5.2: Implementing types of feedback	<input type="checkbox"/>
	5.3: Including everyone	5.3: Including everyone	<input type="checkbox"/>
6 Adapting, giving instructions and motivating athletes	6.1: Adjusting a coaching session	6.1: Adjusting a coaching session	<input type="checkbox"/>
	6.2: Giving instructions and attention signalling	6.2: Giving instructions and attention signalling	<input type="checkbox"/>
	6.3: Motivating your team	6.3: Motivating your team	<input type="checkbox"/>
 Assessment	Assessment Log 1: Project	 Step 1: Investigation Log	<input type="checkbox"/>
		 Step 2: Planning Log	<input type="checkbox"/>
		 Step 3: Performance Log	<input type="checkbox"/>
		 Step 4: Evaluation Log	<input type="checkbox"/>

FOLIO OF WORK FOR MODULE 2: OFFICIATING

Topics	Tasks	Activities and strategies	Completed (✓)
7 Rules of the game	7.1: Exploring the rules	7.1: Determining the relevant rules for a specific game context	<input type="checkbox"/>
	7.2: Equipment and signals used by officials	7.2: Identifying the officiating equipment and signals used for a particular sport	<input type="checkbox"/>
	7.3: Controlling the game	7.3: Evaluating an official's control of the game	<input type="checkbox"/>
8 Getting ready: Set-up, equipment, health and safety	8.1: Equipment and set-up	8.1: Creating a plan to set-up your game	<input type="checkbox"/>
	8.2: Health and safety	8.2: Health and safety	<input type="checkbox"/>
	8.3: First aid	8.3: First aid for your chosen sport	<input type="checkbox"/>
9 Officials' roles and responsibilities	9.1: Officials' roles, responsibilities and teamwork	9.1: Officiating roles, responsibilities and teamwork for your chosen sport	<input type="checkbox"/>
	9.2: Evaluating officials' performances: Written reports	9.2: Write an evaluation report of officials' performances in your chosen sport	<input type="checkbox"/>
	9.3: Scoresheets	9.3: Create a scoresheet for your chosen sport	<input type="checkbox"/>
10 Being fair and ethical	10.1: Fair play	10.1: Evaluating fair play in games played with and without officials	<input type="checkbox"/>
	10.2: Ethical responsibilities	10.2: Officiating junior players	<input type="checkbox"/>
	10.3: Conflict resolution	10.3: Managing conflict in your chosen sport	<input type="checkbox"/>
11 Staying healthy as an official	11.1: Psychological preparation	11.1: Evaluating psychological preparation strategies	<input type="checkbox"/>
	11.2: Physical health: Fitness	11.2: Fitness requirements for officials in your chosen sport	<input type="checkbox"/>
12 Game flow	12.1: Officiating for game flow	12.1: Evaluating game flow approaches	<input type="checkbox"/>
 Assessment	Assessment Log 2: Performance	 Step 1: Investigation Log	<input type="checkbox"/>
		 Step 2: Planning Log	<input type="checkbox"/>
		 Step 3: Performance Log	<input type="checkbox"/>
		 Step 4: Evaluation Log	<input type="checkbox"/>

COACHING

In this module, you will investigate different approaches to coaching. As you experience different approaches, you will evaluate their strengths and limitations to inform your personal approach. You will use what you learn throughout this module to plan, perform and evaluate your own coaching session.

PIRFAM FOR COACHING

To evaluate coaching sessions in this module, you will use the PIRFAM framework. In this module, the PIRFAM acronym stands for the following factors:

- **P**lanning
- **I**nstructions
- **R**elevance
- **F**eedback
- **A**ddjustments
- **M**otivation.

Good coaches can strongly deliver every element of the PIRFAM framework and use the framework to improve the performance of their client. See Table 2 for an example of a completed PIRFAM evaluation.

TABLE 1 > PIRFAM factors for coaching

PIRFAM factor	Examples of evaluation criteria
P Planning	<ul style="list-style-type: none"> » Were the activities in the session well planned? » Were all the necessary pieces of equipment provided for the session? » Was the session set-up in advance?
I Instructions	<ul style="list-style-type: none"> » Were the instructions delivered clearly? (That is, were the instructions easy to hear and understand?) » Were all the necessary details included in the instructions? Identify any gaps in the information. » Did the coach have the client's/clients' attention?
R Relevance	Did the session target a skill that the client/s needed to improve?
F Feedback	Did the coach provide positive and constructive feedback regularly to all the clients?
A Adjustments	When something did not work, did the coach adjust and adapt the session?
M Motivation	Was the coach's communication positive and did they try to engage each client in the session?

TABLE 2 > An example of a completed PIRFAM evaluation of a coaching session that focuses on the skill of passing

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Planning	<ul style="list-style-type: none"> » The activities were well planned. » The equipment for the warm-up and the main activities was set-up before the start of the session. 	<ul style="list-style-type: none"> » No warm-down was planned.

	Strengths	Limitations
Instructions	<ul style="list-style-type: none"> » The coach provided clear instructions in the warm-up and the main session. » All the participants knew what to do. 	<ul style="list-style-type: none"> » No instructions were provided for the warm-down.
Relevance	<ul style="list-style-type: none"> » The session focused on passing, which is a skill that the participants needed to improve. 	<ul style="list-style-type: none"> » The distances for the passes were too long. » The coach should have focused on shorter passes before progressing to longer passes.
Feedback	<ul style="list-style-type: none"> » The coach provided lots of feedback in the warm-up about how hard the participants were working. 	<ul style="list-style-type: none"> » The coach did not provide much feedback on how the participants could improve their passes. » The coach only commented when a pass wasn't good; they did not provide feedback on how the participants could improve their passes.
Adjustments	<ul style="list-style-type: none"> » In the warm-up, the participants were not trying, so the coach added consequences for standing still to increase their motivation. 	<ul style="list-style-type: none"> » The passing activity did not work because the participants couldn't pass across the allocated distance. » No changes were made to this activity (for example, reducing the passing distance) to make it more successful.
Motivation	<ul style="list-style-type: none"> » The coach tried to motivate the participants by being strict and enforcing consequences. 	<ul style="list-style-type: none"> » The participants were not motivated in the session because the coach only provided negative feedback.

Outcome/s (an evaluation of the overall effectiveness of the session; that is, to what extent the session achieved its goal)

Overall, the coaching session was not effective because the participants did not improve the skill of passing, which was the aim of the session.

The main **strengths** of the session were:

- » the activities focused on passing
- » the session was well planned
- » the coach successfully engaged all the participants in the warm-up.

The main **limitations** of the session were:

- » the session did not improve the participants' passing skills because the participants were not able to pass the ball across the allocated distance
- » the coach did not provide constructive feedback to help the participants improve their passing skills
- » the coach did not change the session when it wasn't working
- » the participants were not motivated.

TOPIC 1 > THE ROLE OF A COACH

A coach is someone who works with an individual or a team over a period of time to improve their performance. Coaches exist in a range of industries; for example, there are sports coaches, business coaches and life coaches. All coaches have the same goal: to maximise the performance of their client by helping them reach their full potential. A successful coach is someone who can adapt their approach to an individual or a team to unlock the potential of their client.

In this topic, you will investigate the role of the coach within a team environment, and participate in coaching sessions run by your teacher to determine how they were effective, and how they could be improved.

1.1 » Introduction to coaching

Learning goal: To be able to demonstrate why planning and instructions are important to successfully coach an individual or a team

Introduction to coaching

PART A: DRAW A SECRET IMAGE

In this investigation activity, you will focus on the first two PIRFAM factors: *planning* and *instructions*. You will work with a partner: one of you will be the drawer, the other will be the coach. Your teacher will give the coach three pictures – make sure the drawer does not see these secret images! The drawer will draw the three pictures using only the coach's words to guide them. The goal is for the drawings to match the three secret images. The coach will also have three 'drawing scenarios' to guide their instructions.

Instructions for student A: The drawer	Instructions for student B: The coach
» Collect scrap paper to draw on.	» Your teacher will give you three secret images. Make sure the drawer does not see them.
» Do not view the secret images until the end of the investigation.	» Tell the drawer how to draw each secret image.
» Follow the coach's instructions to draw each picture.	» For each secret image, you will use a different 'drawing scenario' that your teacher will give you.
» For each picture, the instructions you receive from the coach will be different.	» For each picture, you have two minutes to coach the drawer.
» You have two minutes to draw each picture.	

- Evaluate how effective the *planning* and *instructions* were in each drawing scenario using the following framework:
 - **strengths** are things that worked
 - **limitations** are things that did not work or were missing
 - the **outcome** is to what extent you achieved your goal (for example, how similar are the drawer's pictures to the secret images?).

Write your evaluation of the three drawing scenarios in the table below.

SCENARIO 1: THE COACH DOES NOT PROVIDE DETAILED INSTRUCTIONS		
	Strengths	Limitations
Planning	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Instructions	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Outcome		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

SCENARIO 2: THE COACH PROVIDES DETAILED INSTRUCTIONS BUT HAS NO TIME TO PLAN THESE INSTRUCTIONS		
	Strengths	Limitations
Planning	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>



ACTIVITY AND STRATEGY



	Strengths	Limitations
Instructions	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

Outcome

SCENARIO 3: THE COACH PROVIDES DETAILED INSTRUCTIONS AND HAS TIME TO PLAN THESE INSTRUCTIONS

	Strengths	Limitations
Planning	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

Instructions	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
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Outcome

Outcome

PART B: REFLECT

Use your evaluation from Part A of the strengths, limitations and outcome of the planning and instructions of each drawing scenario to answer the following questions.

2 Which drawing scenario has the most strengths?

3 Which drawing scenario has the most limitations?

4 Which drawing scenario resulted in the best outcome? (Which picture was the closest match to the secret image?)

5 Overall, which drawing scenario provided the best example of effective coaching? (Effective coaching has many strengths, few limitations, and allows the client (the drawer) to meet the goal.)

6 Describe why planning and instructions are important when coaching a specific sport or recreation activity.

1.2 » Investigating the role of a coach – Part A

Learning goal: To be able to evaluate the effectiveness of planning and instructions in a coaching session



Investigating the role of a coach – Part A

ACTIVITY AND STRATEGY 1.2

In this activity, you will participate in a coaching session run by your teacher.

- 1 Complete the table below – which shows the *planning* and *instructions* sections of the PIRFAM framework – to evaluate the effectiveness of your teacher’s coaching in the session.

You may use information from this evaluation to inform the planning of your assessment later in the term.

GOAL OF THE COACHING SESSION:		
	Strengths	Limitations
Planning	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Instructions	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Outcome		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		



1.3 » Investigating the role of a coach – Part B

Learning goal: To be able to evaluate the effectiveness of planning and instructions in a coaching session



Investigating the role of a coach – Part B

PART A: EVALUATE

In this activity, you will participate in a coaching session run by your teacher that is different to the session you completed in Activity and strategy 1.2.

- 1 Complete the table below – which shows the *planning* and *instructions* sections of the PIRFAM framework – to evaluate the effectiveness of your teacher’s coaching in the session.

GOAL OF THE COACHING SESSION:		
	Strengths	Limitations
Planning	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Instructions	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Outcome		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

1.3

ACTIVITY AND STRATEGY



- 2 Compare the two coaching sessions in Activity and strategy 1.2 and 1.3 and determine which session was more effective overall. You may use information from this evaluation to inform the planning of your assessment later in the term.

PART B: REFLECT

Use your evaluation of the outcomes and the strengths and limitations of the planning and instructions from the two coaching sessions (Activity and strategy 1.2 and 1.3) to answer the following questions.

- 3 Which coaching session had the best planning?

- 4 Were the coach’s instructions easier to follow in the first or second session? Why do you think the instructions were better in this session?

- 5 Which coaching session had the best outcome? (Which session best achieved its goal?)

- 6 Overall, which coaching session provided the best example of the planning and instructions factors of effective coaching?

- 7 Describe how the planning or instructions could be improved in the coaching session that was the least effective (i.e. the session that had the poorest outcome).



Now that you have finished Topic 1 (Investigating the role of a coach), turn to Assessment Log 1 at the end of this module. Start in Step 1 (Investigation Log). Fill in Section 3 (Planning) and Section 4 (Instructions) to document the strengths you would like to incorporate in your project. Add the limitations you would like to avoid in your project. You can update your Assessment Log at any time as your understanding grows

TOPIC 2 > DIFFERENT STYLES OF COACHING

Historically, the purpose of a coach in sport has been to optimise the performance of a team or an athlete by any means necessary. In recent times, the focus of coaching has shifted towards athletes' wellbeing and enhancing the participation and inclusion in sport of a variety of people.

In this topic, you will participate in sessions run by your teacher using different coaching styles. You will then evaluate the sessions to determine which style was more effective at meeting the session goals.

2.1 » The purpose of a coach

Learning goal: To be able to justify the purpose of a coach



The purpose of a coach

PART A: HOLD A CLASS DEBATE

In this activity, you will prepare for and participate in a class debate. You will be arguing either for (affirmative) or against (negative) the following topic:

'Youth sport coaches should focus entirely on creating an inclusive environment in their sessions, rather than focusing on improving the physical capabilities of young athletes.'

After you have finished your preparation, the debate will occur in the following order:

- The affirmative team presents their case for two minutes.
- The negative team presents their case for two minutes.
- Both teams receive two minutes to prepare a rebuttal (a counter argument).
- The negative team presents their rebuttal for two minutes.
- The affirmative team presents their rebuttal for two minutes.

This debating cycle can be repeated, depending on the size of your class. At the end of the debate, your teacher will decide which team won based on the strength of the team's arguments.

- 1 To prepare your arguments, complete the table on the next page.

2.1

ACTIVITY AND STRATEGY



2.1

ACTIVITY AND STRATEGY

Topic: ‘Youth sport coaches should focus entirely on creating an inclusive environment in their sessions, rather than focusing on improving the physical capabilities of young athletes.’

	Your side (circle)	Affirmative	Negative	
		Main points and details	Research, data and evidence	Presenter's initials
Argument 1				
Argument 2				
Argument 3				
Argument 4				

PART B: REFLECT

2 At the end of the debate, write a paragraph that explains your personal ideas about the purpose of a coach.

2.2 » Authoritarian coaching

Learning goal: To be able to evaluate the effectiveness of the authoritarian style of coaching



'Authoritarian' means having the commanding style of a person who is the boss. Authoritarian coaching is a traditional style of coaching that involves the coach giving orders and the athletes following these instructions without debate. Authoritarian coaches often use a fear-based approach and punishments (for example, running extra laps) to make sure the athletes obey the coach's directives.

The main goal of authoritarian coaches is to optimise the performance of their team or athlete, so in coaching sessions, authoritarian coaches focus on the skills that athletes need to improve. An effective coach who uses the authoritarian style of coaching plans detailed and specific coaching sessions.

The key features of the authoritarian style of coaching include:

- **Planning:** the coach's sessions are well planned and have a clear structure
- **Instructions:** the coach's instructions are clear and firm
- **Relevance:** the coach selects a skill that needs improving and targets this skill in their coaching sessions
- **Feedback:** the coach's feedback is often negative and focuses on what the athletes need to improve on
- **Adjustments:** the coach rarely adjusts their coaching sessions to suit the athletes' needs
- **Motivation:** the coach uses punishments and consequences (for example, running extra laps) to keep athletes on task.

Authoritarian coaching

In this activity, your teacher will act as an authoritarian coach.

- 1 At the end of the session, complete the table below – which shows the *feedback*, *adjustments* and *motivation* sections of the PIRFAM framework – to evaluate the effectiveness of the authoritarian coaching session. You may use information from this evaluation to inform the planning of your assessment later in the term.

GOAL OF THE COACHING SESSION:	
Strengths	Limitations
Feedback	

2.2

ACTIVITY AND STRATEGY



2.2
 ACTIVITY AND STRATEGY

	Strengths	Limitations
Adjustments	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Motivation	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Outcome		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

2.3 » Diplomatic coaching

Learning goal: To be able to evaluate the effectiveness of the diplomatic style of coaching



Being ‘diplomatic’ means being considerate, listening to different views and ideas, and being skilled in managing relationships. Diplomatic coaching is a more modern style of coaching than authoritarian coaching. Diplomatic coaches focus on building positive relationships with their athletes, they prioritise athlete wellbeing, and they work hard to ensure their coaching practices are inclusive; for example, diplomatic coaches encourage those with lower engagement than other athletes.

Diplomatic coaches take on board feedback and suggestions from their athletes, and they adapt sessions and goals to suit the needs of the team. As diplomatic coaching sessions need to be easy to adapt, it may seem that these sessions are not as structured or as well planned as those of an authoritarian coach. The key features of the diplomatic style of coaching include:

- **Planning:** the coach’s sessions may not appear to be structured or well-planned as the sessions need to be adaptable to meet the team’s needs
- **Instructions:** the coach’s instructions are clear, and questions and feedback from the team are welcome

- **Relevance:** the coach’s sessions often don’t focus on specific skills; instead, they focus on aspects such as team dynamics
- **Feedback:** the coach’s feedback is usually positive or constructive
- **Adjustments:** the coach often adjusts their coaching sessions to suit the team’s needs
- **Motivation:** the coach uses positive encouragement to motivate the team.

Diplomatic coaching

PART A: EVALUATE

In this activity, your teacher will act as a diplomatic coach.

- 1 At the end of the session, complete the table below – which shows the *feedback*, *adjustments* and *motivation* sections of the PIRFAM framework – to evaluate the effectiveness of the diplomatic coaching session.

GOAL OF THE COACHING SESSION:		
	Strengths	Limitations
Feedback	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Adjustments	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Motivation	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____



Outcome

2 After you have filled in the table, compare the diplomatic and authoritarian coaching sessions and determine which session was more effective overall. Explain your answer.

You may use information from this evaluation to inform the planning of your assessment later in the term.

PART B: REFLECT

Use your evaluation of the strengths, limitations and outcomes of the authoritarian and diplomatic coaching sessions (Activity and strategy 2.2 and 2.3) to answer the following questions.

3 Which style of coaching do you think provides the most effective type of feedback to help athletes improve their performance?

4 Which style of coaching resulted in the highest level of motivation to participate in the session?

5 Which style of coaching do you think helps the most to improve the performance of a skill?



- 6** Which style of coaching had the best outcome? (Which session more closely achieved its goal?)

- 7** Overall, which session was the best example of effective coaching in the feedback, adjustments and motivation factors? Explain your answer.

- 8** Describe how feedback, adjustments or motivation could be improved in the session that was the least effective (i.e. the session that had the most limitations, fewest strengths, and poorest overall outcome).



Now that you have finished Topic 2 (Investigating different styles of coaching), turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 1 (Style of coaching), Section 7 (Feedback type) and Section 8 (Motivation strategies). You can update your Assessment Log at any time as your understanding grows.

TOPIC 3 > PLANNING AND DELIVERING COACHING SESSIONS

In this topic, you will work in small groups to plan and deliver a 15-minute coaching session. You will use your experiences in the module so far to help you plan the session. After your coaching session has been performed, you will evaluate the session using PIRFAM.

3.1 » Planning a coaching session

Learning goal: To be able to plan a 15-minute coaching session using my preferred coaching style

Planning a coaching session

3.1 ACTIVITY AND STRATEGY

PART A: INVESTIGATE COACHING

Look back over the previous lessons in this module to help you make decisions about the different elements of your coaching session, including:

- the goal of your session (What is the purpose of your session? Are you focusing on a particular skill? What is the target of your session?)
- the strengths you would like your session to have
- the limitations you want to avoid in your session
- the style of coaching you want to use (for example, authoritarian or diplomatic or a mix)
- what planning you need to do before the session (for example, plan your instructions, draw a diagram of the activity, make a list of the equipment you will need, write down ideas for feedback, and decide how you will motivate the participants).

PART B: PLAN A SESSION

1 Once you have investigated the different elements of your coaching session, fill in the table below.

THE GOAL OF THE COACHING SESSION:

What strengths would you like to incorporate?	What limitations would you like to avoid?	What style of coaching will you use? Why?
<hr/>	<hr/>	<hr/>

Instructions (explanation of the activity)

Diagram of the activity



Equipment required

Examples of feedback you may give to the participants

How do you plan to motivate the participants?

3.2 » Delivering a coaching session

Learning goal: To be able to deliver and evaluate a 15-minute coaching session



Delivering a coaching session

3.2

ACTIVITY AND STRATEGY

PART A: DELIVER AND EVALUATE

- 1 Deliver your coaching session.
- 2 After you have delivered your coaching session, complete the PIRFAM evaluation below.

THE GOAL OF THE COACHING SESSION:

	Strengths	Limitations
Planning	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Instructions	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Relevance	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Feedback	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Adjustments	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

	Strengths	Limitations
Motivation	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
	Outcome	
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

PART B: REFLECT

- 3 a** Identify one change you could make to your coaching plan.

b How could this change enhance your coaching?

- 4 a** Identify one change you could make to how you delivered the coaching session.

b How could this change enhance your coaching?



Now that you have finished Topic 3: Planning and delivering coaching sessions, turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). You can update your Assessment Log at any time as your understanding grows.

TOPIC 4 > EVALUATING PERFORMANCE

Part of planning an effective coaching session is to ensure the session targets a particular skill or area that an individual or a team needs to improve. To select an appropriate area for development, an evaluation of an individual's or a team's performance needs to be completed.

In this topic, you will compete in teams in a tournament of your chosen sport. In each game of the tournament, you will collect and analyse data about your own and a team's performance.

4.1 » Evaluating personal skills and performance

Learning goal: To be able to identify how effectively I use different skills in games

Evaluating personal skills and performance

ACTIVITY AND STRATEGY 4.1

PART A: DEFINE THE SKILLS

- 1 As a class, determine the five most important skills that are used in your sport and add them to the table below.

PART B: EVALUATE YOUR SKILLS

- 2 During your rests or after each game of the tournament, add notes (positive and negative) in the table below about your performance of each skill. Then give yourself an overall rating (use the rating system on the opposite page).

SPORT: _____

Most important skills	Positive notes about my performance	Negative notes about my performance	Rating (circle)
1	_____ _____ _____	_____ _____ _____	1 - 2 - 3 - 4 - 5
2	_____ _____ _____	_____ _____ _____	1 - 2 - 3 - 4 - 5
3	_____ _____ _____	_____ _____ _____	1 - 2 - 3 - 4 - 5

Most important skills	Positive notes about my performance	Negative notes about my performance	Rating (circle)
	<hr/> <hr/>	<hr/> <hr/>	
4	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	1 - 2 - 3 - 4 - 5
5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	1 - 2 - 3 - 4 - 5

RATING SYSTEM

1	2	3	4	5
I cannot use the skill in games.	I make mistakes when using this skill in games.	I can use the skill in games.	I can use the skill to help my team.	I frequently use the skill to help my team.

PART C: APPLY YOUR EVALUATION TO COACHING

3 Which skill did you rate the highest?

4 Which two skills did you rate the lowest?

5 Which skill should you target in a coaching program? How will targeting this skill optimise your performance and the team's performance?

4.2 » Evaluating team skills and performance

Learning goal: To be able to determine how effectively a team uses different skills in games



Evaluating team skills

ACTIVITY AND STRATEGY

4.2

In this activity, you will work together to evaluate the skills performed by a team.

PART A: EVALUATE TEAM SKILLS

- 1 In the class tournament, while your team is not playing, watch another team. As you observe the play, use the table below to tally how often each skill is performed successfully and unsuccessfully. Use the same five skills from Activity and strategy 4.1.
- 2 Look at the data you collected in the table and rate each skill from not successfully performed (1) to very successfully performed (5). For example, someone who has performed a skill 10 times successfully may be rated a 5, whereas someone who has performed a skill 5 times successfully, and 4 times unsuccessfully may be rated a 3.

SPORT: _____

Skill	Successfully performed	Unsuccessfully performed	Rating (circle)
1	_____ _____ _____	_____ _____ _____	1 - 2 - 3 - 4 - 5
2	_____ _____ _____	_____ _____ _____	1 - 2 - 3 - 4 - 5
3	_____ _____ _____	_____ _____ _____	1 - 2 - 3 - 4 - 5
4	_____ _____ _____	_____ _____ _____	1 - 2 - 3 - 4 - 5



Skill	Successfully performed	Unsuccessfully performed	Rating (circle)
5	_____ _____ _____	_____ _____ _____	1 - 2 - 3 - 4 - 5

PART B: APPLY YOUR EVALUATION TO COACHING

Compare the data from Activity and strategy 4.1 (evaluation of your skills) to the data from Activity and strategy 4.2 (evaluation of a team's skills).

3 Look at the ratings of the skills. Which skill is rated higher for you than for the team?

4 Which skill is rated higher for the team than for you?

5 Based on the team data, which skill should you target in a coaching program for the class? How will targeting this skill optimise the class's performance?

4.3 » Evaluating team dynamics

Learning goal: To be able to describe how team dynamics impact team performance



'Team dynamics' refers to how the behaviour of individuals within a team can impact the actions of others. A team with good team dynamics is cohesive and works together to achieve its goals. The members of the team respect each other and communicate with each other positively. Also, all team members are included in decisions and games.

Evaluating team dynamics

4.3
ACTIVITY AND STRATEGY

In this activity, you will evaluate a team’s dynamics and consider the impact of these dynamics on the team’s performance.

- 1 Complete the survey in the table below about the dynamics of a team you are a part of; you can use the team from the class tournament or another team you have played with in the past.

MY TEAM:	
Elements of team dynamics	Rating (circle)
All members of the team work towards the same goal	Never – Rarely – Sometimes – Often – Always
Each member of the team treats others with respect	Never – Rarely – Sometimes – Often – Always
Each member of the team contributes to group discussions	Never – Rarely – Sometimes – Often – Always
When our team is doing well, we praise each other	Never – Rarely – Sometimes – Often – Always
When our team is doing poorly, we encourage each other	Never – Rarely – Sometimes – Often – Always
Each member of the team tries their hardest in the games	Never – Rarely – Sometimes – Often – Always
Each member of the team contributes to our team performance	Never – Rarely – Sometimes – Often – Always
Each member of the team includes others in the games	Never – Rarely – Sometimes – Often – Always
Each member of the team has fun	Never – Rarely – Sometimes – Often – Always

- 2 What is the greatest strength of your team dynamics?

3 What is the greatest limitation of your team dynamics?

4 Overall, how well does your team work together in games?

5 How does team dynamics impact your team's performance?

6 Overall, what do you think could have a greater impact on optimising a team's performance: improving a skill or improving team dynamics? Why?



Now that you have finished Topic 4 (Evaluating performance), turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 6 (Relevant skills). You can update your Assessment Log at any time as your understanding grows.

TOPIC 5 > TYPES OF FEEDBACK AND INCLUSION

Feedback is any information an individual receives about their performance of a skill. Feedback is essential in coaching because it helps athletes to understand how to improve. There are three main types of feedback: negative, positive and constructive (see Table 3 below). Feedback can also be given in different ways; it can be spoken, written and delivered via body language.

In this topic, you will give and receive feedback using different styles, and investigate how a variety of individuals can be included in sport.

5.1 » Investigating types of feedback

Learning goal: To be able to identify and describe different types of feedback

TABLE 3 > The three main types of feedback

Type of feedback	Explanation	Example
Negative feedback	Negative feedback focuses on what was done incorrectly and does not indicate how to improve.	‘Don’t kick the ball out!’
Positive feedback	Positive feedback focuses on what was done well.	‘Great work keeping the ball in!’
Constructive feedback	Constructive feedback indicates how to improve. Constructive feedback is given in a positive way.	‘Great work trying to keep the ball in. Next time, try to read the play earlier to keep it further away from the sideline.’

Giving feedback on the performance of a skill

5.1 ACTIVITY AND STRATEGY

PART A: JUGGLING

- 1 Research how to correctly perform the skill of juggling three balls.
- 2 In the table below, create a list of steps/cues for how to juggle the balls.
- 3 Think of feedback that could be given to someone who is trying to learn the skill of juggling. Write an example of each type of feedback in the table: negative, positive and constructive.

SKILL: JUGGLING	
Steps/cues for juggling	Examples of feedback
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Negative feedback

Steps/cues for juggling	Examples of feedback	
		Positive feedback
		Constructive feedback

- 4** Learn the skill.
- a** Find a partner. One of you is the juggler, and one is the coach.
 - b** Your teacher will assign you one type of feedback: negative, positive or constructive.
 - c** The coach has five minutes to teach the juggler how to juggle using only the type of feedback your team has been assigned.
 - d** Each juggler is to juggle for as long as they can before dropping the balls. Record the time in the outcome column of the table below.
 - e** Reflect on the success of your team's allocated type of feedback and write this in the outcome column. Share your reflection with other teams and complete the table.

SKILL: JUGGLING

	Strengths of the feedback	Limitations of the feedback	Outcome
Negative feedback			Time:
Positive feedback			Time:
Constructive feedback			Time:



PART B: APPLY TO YOUR SPORT

- 5 Research how to correctly perform a skill that is used in the sport you are studying.
- 6 In the table below, create a list of steps/cues for how to perform that skill.
- 7 Think of feedback that could be given to someone who is trying to learn the skill. Write an example of each type of feedback in the table below.

SKILL: _____

Steps/cues	Examples of feedback	
_____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____	Negative feedback
		Positive feedback
		Constructive feedback

- 8 Learn the skill.
 - a Find a partner. One of you is the learner, and one is the coach.
 - b Select a type of feedback and write this in the table below.
 - c The coach has five minutes to teach the learner the skill using only the type of feedback you have selected.
 - d Reflect on the strengths and limitations of the feedback and write these below.
 - e In the outcome section of the table, discuss if the feedback provided allowed the learner to successfully improve their performance of the skill.

Feedback type: _____

Strengths of the feedback	Limitations of the feedback
_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

Outcome

5.2 » Implementing types of feedback

Learning goal: To be able to apply a type of feedback to optimise my team's performance



In this lesson, you will compete in a team 'Cross the river' challenge. At the end of the lesson, you will evaluate the strengths and limitations of your coaching performance, and those of one other coach, to determine who provided the most successful feedback to your team during the challenge.

Circle the type of feedback you will provide: Negative Positive Constructive

Implementing types of feedback

PART A: PLAY 'CROSS THE RIVER'

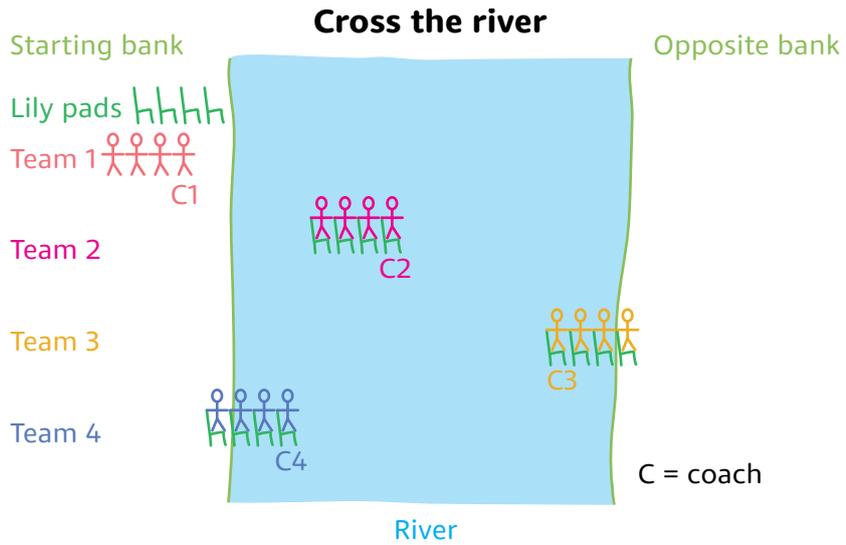
Instructions for how to play 'Cross the river':

- The aim of 'Cross the river' is to get every team member and all the team's lily pads from the starting bank to the opposite bank. The first team to do this wins the challenge.
- The 'lily pads' can be chairs or other suitable objects.
- Split the class into teams of five people: four members and a coach. Mark out an area of the floor or ground that will be your 'river'.
- The first round starts with the same number of lily pads as members, so four lily pads.
- The team members need to cross the river using their lily pads, while also remaining connected to each other by holding hands. They need to balance, climb and cooperate to make it across.
- If the connection of hands is broken, the whole team and their lily pads must go back to the start.
- If a team member falls into or touches the river (for example, by putting their foot on the ground or falling off their lily pad), the entire team and their lily pads must go back to the start.
- In each round of the game, a different team member will be nominated as the coach. The coach will not participate in the challenge but will provide feedback throughout the game to try to improve the performance of the team. The coach is permitted to walk in the river to provide feedback. Each member of your team should have a turn being the coach.
- To make each round more difficult, remove one lily pad.



5.2

ACTIVITY AND STRATEGY



PART B: EVALUATE THE FEEDBACK

- 1 Fill in the table below to evaluate the feedback you provided when you were the coach in the 'Cross the river' challenge. The outcome includes factors such as your team's placing and how well your team worked together.

EVALUATION OF MY FEEDBACK

Feedback type:

Strengths of my feedback	Limitations of my feedback
<hr/>	<hr/>

Outcome

- 2** Fill in the table below to evaluate the feedback another teammate provided when they were the coach in the 'Cross the river' challenge.

The outcome includes factors such as your team's placing and how well your team worked together.

EVALUATION OF A TEAMMATE'S FEEDBACK

Feedback type: _____

Strengths of their feedback

Limitations of their feedback

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Outcome

PART C: REFLECT ON THE FEEDBACK

Use your evaluation of strengths, limitations and outcomes of the feedback provided by the two coaches to answer the following questions.

- 3** Which type of feedback did each coach use?

- 4** Which coach had the best outcome?

5.2

ACTIVITY AND STRATEGY

5 Did either coach make their team’s performance worse? How?

6 Did either coach make their team’s performance better? How?

7 Which coach was more successful in motivating the team?

8 Describe how each coach’s feedback could be improved to increase the team’s outcomes.

5.3 » Including everyone

Learning goal: To be able to apply and evaluate methods of inclusion



Participation in sport or physical activity is important for all people, across all stages of life. It is part of a coach’s role to create a safe, inclusive environment (that is, an environment that does not exclude anyone from participating in the sport) where everyone has the opportunity to participate, regardless of their gender, ability or any other factor.

Including everyone

5.3

ACTIVITY AND STRATEGY

PART A: BRAINSTORM BARRIERS

A barrier is a factor that limits a person being able to participate in physical activity. For example, the barrier of height may prevent someone playing volleyball.

- 1 Brainstorm other barriers that can limit people's access to physical activity.

A coach is responsible for the culture within their team, as well as the activities the team completes in training sessions, and the team's performance on game day.

- 2 Brainstorm ways that a coach can remove barriers so no-one is excluded from playing.

PART B: TRIAL METHODS OF INCLUSION

There are many different ways a coach can create an inclusive environment. Four examples of methods that coaches may apply are provided in the table below.

Method of inclusion	Explanation	Example
Change the rules for individuals	The rules of a game/activity can be changed for individuals to increase a specific group's participation in that game/activity.	In a volleyball game, allow beginner players to stand closer to the net when they serve.

Method of inclusion	Explanation	Example
Change the rules for a whole group	The rules of a game/activity can be changed for a whole group to ensure all players participate equally in that game/activity.	In a volleyball game, all participants play while seated.
Provide different activities	Provide different activities so participants with different abilities complete different activities.	Provide 'Activity A' for beginners and 'Activity B' for intermediate and advanced players.
Provide positive motivation	Rather than modifying the activities, the coach focuses on encouraging and motivating the players, and creating a positive environment within the team.	Use phrases such as 'Well done!' 'Keep it up!' Ensure all team members are respectful towards other.

3 Break up into small groups. As a group, select one of the methods of inclusion from the table above. Create an activity for your class to complete that applies this method of inclusion. You can design an activity that relates to the sport you are studying. Provide all the information about your activity in the table below.

Method of inclusion	Purpose of the activity (skill or target)
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

Activity diagram



Activity explanation (instructions)

Equipment required

Examples of feedback you may give to the participants

How do you plan to motivate the participants?

- 4 As a class, complete at least two of the activities created by the groups.

PART C: EVALUATE SUCCESS

- 5 Consider the two activities completed by the class. Evaluate one of the activities by filling in the table on the next page. Decide if the activity was inclusive, fun and safe, and write this evaluation in the 'Outcome' section of the table.

5.3

ACTIVITY AND STRATEGY

Name of activity:

Method of inclusion:

Strengths

Limitations

Planning

<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
-------------------------------	-------------------------------

Feedback

<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
-------------------------------	-------------------------------

Motivation

<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
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Outcome

ASSESSMENT LOG



Now that you have finished Topic 5 (Investigating and implementing types of feedback and inclusion), turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). Start to fill in Section 2 (Inclusion) and continue to fill in Section 3 (Planning), Section 7 (Feedback type) and Section 8 (Motivation strategies). You can update your Assessment Log at any time as your understanding grows.

TOPIC 6 > ADAPTING, GIVING INSTRUCTIONS AND MOTIVATING ATHLETES

Despite the amount of time that can go into planning a coaching session, even the most experienced coaches can deliver sessions that do not achieve their purpose or that do not run as well as they could. Good coaches quickly recognise when a session is not achieving the required outcome, or where one of the elements – instructions, relevance, feedback, motivation – is not working and adjust or adapt the session to address the issue.

In this topic, you will identify problems in sessions, learn how to gather the attention of a team, and learn strategies to keep a team motivated.

6.1 » Adjusting a coaching session

Learning goal: To be able to adjust a coaching session to increase its effectiveness

There are many factors that can cause a well-planned coaching session to be ineffective (that is, it does not achieve the purpose of the session, or one of the elements of the session does not work). Some of these factors include:

- the participants may be tired and lethargic (sluggish, drowsy)
- the participants may be better or worse at the targeted skill than expected
- the weather may cause a venue change
- some people may be injured or unwell, which results in fewer participants than expected
- a group or an individual within the team may be struggling more than others.

Adjustments can be made to any part of a coaching session. Possible adjustments include:

- **planning:** changing the rules or size of the activity
- **instructions:** changing the type of instructions given or how the participants' attention is captured
- **relevant skill:** changing the targeted skill or modifying the activity to better target the skill
- **feedback:** changing the type or amount of feedback to better suit the participants
- **motivation:** changing the type of motivation to better suit the participants.

Adjusting a coaching session

PART A: ADJUST A COACHING SESSION

During this lesson, your teacher will coach your class in multiple activities. During each activity, you will be asked to identify an element of the session that is ineffective and suggest a modification that your teacher will then implement. As adjustments need to occur on the spot, while the session is happening, you will not complete any written evaluations during the lesson.

An example of how this lesson could run is outlined below:

- The teacher coaches the class through a defending activity.
- The teacher has split the class in half, resulting in 10 people in each group. You notice that the students are waiting a long time for their turn.

6.1

ACTIVITY AND STRATEGY

- You raise your hand and inform the teacher of the problem and your solution:
 - problem:** long wait times are causing the students to become disengaged in the activity
 - solution:** split the class into smaller groups so the students do not have to wait as long.
- Your teacher implements the change.
- Your class moves on to the next activity and you repeat the process above.

PART B: REFLECT

1 Reflect on the adaptations made by your class and complete the table below.

	Problem	Solution	To what extent did the solution solve the problem?
Adaption 1			
Adaption 2			
Adaption 3			

6.2 » Giving instructions and attention signalling

Learning goal: To be able to evaluate the success of instructions in order to recommend adjustments

We have investigated the importance of *how* instructions are given. However, before instructions can be given, it is essential that the coach has the attention of everyone in the team. Without everyone’s attention, time will be wasted repeating instructions to those who are not listening.

Some ways for a coach to gain and keep the attention of their team members are listed in the table on the opposite page. You may choose to use all or some of these methods in your assessment.

TABLE 4 > Attention signalling strategies

Attention signalling strategy	Explanation	Example
Whistle signals	Use a whistle to signal what the team is meant to do	One whistle to start, two whistles to stop, three whistles to come to the coach
Short and simple instructions	Ensure your explanation of the activity is short and simple and does not add unnecessary detail	'Hit the ball into the field and then run to first base'
Demonstrations	Include a demonstration of the activity to engage the team	Have the activity ready to go and show the team how to do the activity as you explain it
Attention cues	Use an attention cue to signal when the team needs to be silent and watch the coach	'Eyes and ears', 'Three-two-one eyes on me'
Minimise distractions	When delivering instructions, ensure the team is not facing a background distraction	Make sure the team is not looking at another class or looking into the sun
Questions	After giving the instructions, ask members of the team questions to see if they understood	'Alex, where will team one move?' 'Stacy, what is the goal of the throwers?'
Set expectations at the start of the session	At the start of the session, tell the team your expectations	All the players are to sit when instructions are being given and are to be silent when the coach is speaking

Giving instructions and attention signalling

PART A: EVALUATE INSTRUCTIONS

In this lesson, your teacher will act as a coach and lead the class through a session. They will use some or all of the attention signalling strategies outlined in Table 4 above.

- 1** After the session, evaluate the coach's instructions and write your evaluation in the table on the next page.
 - a** In the strengths and limitations sections, make sure you evaluate the attention signalling strategies used by the coach (for example, which strategies were successful? Why did or didn't the strategies work?).
 - b** In the outcome section, include information about whether the coach had everyone's attention, and whether everyone knew what to do after receiving the instructions.

6.2

ACTIVITY AND STRATEGY



6.2

ACTIVITY AND STRATEGY

Strengths of the coach's instructions	Limitations of the coach's instructions

Outcome

PART B: REFLECT

Use your evaluation in the table above to answer the following questions.

2 Which strategies for gathering attention were successful? Why do you think these strategies worked?

3 Which strategies for gathering attention were not successful? Why do you think these strategies did not work?



4 Did everyone know what to do all of the time? Why was this?

5 Did the coach have everyone's attention when giving instructions? Why?

6 Overall, how effective were the coach's instructions during the session? When answering this question, consider the coach's strengths and limitations and your answers to the questions above.

7 Suggest a modification to the coach's instructions that would increase the attention of the team in a future session.

6.3 » Motivating your team

Learning goal: To be able to use a type of motivation to motivate my teammates



Extrinsic motivation

Traditionally in sport, coaches motivated their teams by using extrinsic motivation. Extrinsic motivation is encouragement or inspiration that comes from an external source, such as a coach.

There are many different ways to extrinsically motivate someone, but three common types used in coaching are punishment, reward and verbal encouragement.

TABLE 5 > Common types of extrinsic motivation used by coaches in sport

Type of extrinsic motivation	Example
Punishment	A player has to do 10 push-ups every time they drop the ball.
Reward	A player receives \$50 for each goal they score.
Verbal encouragement	A coach encourages a player after they make a mistake.

Intrinsic motivation

Research now shows that although extrinsic motivation can be effective, it does not work as well as intrinsic motivation. Intrinsic motivation comes from within an individual and is associated with finding joy in an activity.

TABLE 6 > Common types of intrinsic motivation used by coaches in sport

Type of intrinsic motivation	Example
Goal setting	Each team member sets an individual goal.
Agreed values	The team agrees on one or two key values that are important and every team member strives to show these values.
Positive self-talk	Words of encouragement said to oneself; for example, 'Great shot!'.

Motivating your team

6.3

ACTIVITY AND STRATEGY

In this activity, your class will play a round robin tournament in your chosen sport. Each team will be assigned a different type of motivation to use during the tournament.

PART A: PLAY A TOURNAMENT

- Once you have been assigned your team and motivation type, and before you start the tournament, complete the table below.

Assigned motivation type (circle)	How will you apply this type of motivation in the tournament?
Punishment	
Reward	
Verbal encouragement	
Goal setting	
Agreed values	
Positive self-talk	

PART B: EVALUATE SUCCESS

- 2** 6 the following tasks by filling in the tables below.
- a** Evaluate the success of the type of motivation you used during the tournament.
 - b** Evaluate the success of the type of motivation used by another team.
 - c** In the outcome sections, make sure you mention the team’s performance, and whether the tournament was inclusive and fun.

YOUR TEAM:

Assigned motivation type:

Strengths of the motivation type	Limitations of the motivation type
_____	_____
_____	_____
_____	_____
_____	_____

Outcome

ANOTHER TEAM:

Assigned motivation type:

Strengths of the motivation type	Limitations of the motivation type
_____	_____
_____	_____
_____	_____
_____	_____

6.3

ACTIVITY AND STRATEGY

Outcome

3 Use your evaluations of the strengths, limitations and outcomes from Question 2 to answer the following questions.

a Which type of motivation was the most successful at improving the team’s performance?

b Which type of motivation was the most successful at improving the inclusiveness of the team?

c Which type of motivation was the most successful overall? Explain your answer.

d Which type of motivation would you use if you were coaching a session? Explain why.

ASSESSMENT LOG



Now that you have finished Topic 6 (Adapting, giving instructions and motivating athletes), turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). Begin to fill in Section 5 (Attention strategies) and continue to fill in Section 2 (Inclusion) and Section 8 (Motivation strategies). You can update your Assessment Log at any time as your understanding grows.

ASSESSMENT LOG 1: PROJECT



For this assessment, you will investigate, plan and perform (implement) a coaching session for a chosen sport. You will then evaluate the success of the session.

Steps	Requirements
Steps 1 and 2: Investigate and plan	Investigate and plan activities and strategies that enhance coaching practices by: <ul style="list-style-type: none">» devising a coaching plan» identifying the segment to be delivered and developing a detailed outline» identifying and explaining the purpose of the session.
Step 3: Perform	Perform (implement) planned activities and strategies to enhance coaching practices by: <ul style="list-style-type: none">» organising equipment and preparing the space» delivering the plan.
Step 4: Evaluate	Evaluate implemented activities, strategies and outcomes related to coaching practices by: <ul style="list-style-type: none">» evaluating personal performance and success in achieving a determined purpose» evaluating strategies used to enhance outcomes in coaching practices» evaluating the observed outcomes related to coaching practices.

Note that a filled-in Assessment Log does not meet the QCAA's assessment specifications for direct assessment evidence. An Assessment Log may provide indirect assessment evidence only.



STEP 1: INVESTIGATION LOG

- Your Investigation Log is a record of all the evidence you have gathered in Module 1: Coaching.
- Look back at the activity and strategy tasks in this module to determine how you would like to plan and perform your own coaching session.
- All the information in this module can be used in your Investigation Log.
- The relevant activity and strategy tasks are indicated in each section of the following table.
- You should also find other relevant information to support your choices; for example, do some research and draw from your own previous experiences of sport and coaching.

Section 1: Style of coaching

Relevant activities from this module

Activity and strategy 2.1, 2.2, 2.3

My selected coaching style

Evidence for this selection

Folio activities

Other information

I selected this coaching style because ...

My previous experiences have shown that ...

Section 2: Inclusion

Relevant activities from this module

Activity and strategy 5.3, 6.1

My selected inclusion method/s

Evidence for this selection

Folio activities

Other information

I selected this inclusion style because ...

My previous experiences have shown that ...

Section 3: Planning

Relevant activities from this module

Activity and strategy 1.1, 1.2, 1.3, 5.3

What strengths would you like to incorporate?

What limitations would you like to avoid?

Section 4: Instruction

Relevant activities from this module

Activity and strategy 1.1, 1.2, 1.3, 6.2

What strengths would you like to incorporate?

What limitations would you like to avoid?

Section 5: Attention strategies

Relevant activities from this module

Activity and strategy 6.2

Selected attention strategy/s

Evidence for this selection

Folio activities

Other information

I selected this attention strategy because ...

My previous experiences have shown that ...

Section 6: Relevant skills

Relevant activities from this module

Activity and strategy 4.1, 4.2, 4.3

Targeted skill/s

Evidence for this selection

Folio activities

Other information

I selected these skills because ...

My previous experiences have shown that ...

Section 7: Feedback type

Relevant activities from this module

Activity and strategy 2.2, 2.3, 5.1, 5.2, 5.3

Selected type of feedback

Evidence for this selection

Folio activities

Other information

I selected this feedback style because ...

My previous experiences have shown that ...

Section 8: Motivation strategies

Relevant activities from this module

Activity and strategy 2.2, 2.3, 5.3, 6.3

Selected motivation strategy/s

Evidence for this selection

Folio activities

Other information

I selected this motivation strategy because ...

My previous experiences have shown that ...

Attention signalling strategies

Examples of feedback you may give to the students

How do you plan to motivate the students?

Remember you may need to adapt your session on the day if it is not effective. Review the adjustment strategies in Lesson 6.1 if needed.



STEP 3: PERFORMANCE LOG

In this step, you will implement your planned activities and strategies and deliver your planned coaching session.

Notes and reminders:

What do you need to remember to be successful in your performance?



STEP 4: EVALUATION LOG

After performing your coaching session, use the PIRFAM template below to evaluate the success of your coaching session.

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Planning	<hr/> <hr/>	<hr/> <hr/>
Instructions	<hr/> <hr/>	<hr/> <hr/>
Relevance	<hr/> <hr/>	<hr/> <hr/>
Feedback	<hr/> <hr/>	<hr/> <hr/>
Adjustments	<hr/> <hr/>	<hr/> <hr/>
Motivation	<hr/> <hr/>	<hr/> <hr/>

Outcome
(an evaluation of the overall success of your coaching session,
drawing on the strengths and limitations listed above)

OFFICIATING

In this module, you will investigate officiating practices and you will plan, perform and evaluate officiating activities and strategies. This evaluation will lead to you coming up with recommendations for how to improve officiating practices.

Officials are essential to ensuring fair and honest play in all competitive sports. Their main role is to control the play and administer the rules of the game. The roles and responsibilities of officials, and the number of officials overseeing a game, varies between sports.

PIRFAM FOR OFFICIATING

To evaluate officials in this module, you will use the PIRFAM framework. In this module, the PIRFAM acronym stands for the following factors:

- **P**lanning
- **I**nstructions
- **R**elevance
- **F**eedback
- **A**ddjustments
- **M**otivation.

Successful officials can use each element of the PIRFAM framework to effectively control a game. See Table 8 for an example of a completed PIRFAM evaluation.

TABLE 7 > PIRFAM factors for officiating

PIRFAM factor	Examples of evaluation criteria for the performance of officials
P Planning	<ul style="list-style-type: none"> » Did the official/s correctly set-up all the equipment and the playing area before the game? » Did the official/s follow health and safety procedures? » Was each member of the officiating team allocated a particular role and given particular responsibilities before the game?
I Instructions	<ul style="list-style-type: none"> » When the officials enforced the rules of the game, did they do so clearly? » If the official/s used hand signals, were these signals clear? » Did the members of the officiating team communicate with each other effectively? (That is, were the officials aware of each other's roles? Did the officials check for signals that other officials may be using to communicate?)
R Relevance	<ul style="list-style-type: none"> » Did the officials accurately apply the rules, and in the relevant contexts? » Did they use the correct signals? » Did the officials follow relevant first aid procedures?
F Feedback	<ul style="list-style-type: none"> » Did the officials complete the scoresheet and other game reflections?
A Adjustments	<ul style="list-style-type: none"> » When the game was not in the control of the official/s, did they take action to restore game flow or resolve conflict?
M Motivation	<ul style="list-style-type: none"> » Was the communication between the officials positive? » Did the members of the officiating team support each other? (For example, did each official respect the decisions made by other officials and act appropriately to support them? Did the officials encourage each other if they made a mistake?)

TABLE 8 > An example of a completed PIRFAM evaluation of an officiating team for a game of netball

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Planning	<ul style="list-style-type: none"> » The officials checked that the post pads were on the netball posts before the game. » The officials checked the playing area for any safety issues before the game. » Each official was aware of their role. 	<ul style="list-style-type: none"> » The netball was not pumped to the correct pressure before the game started.
Instructions	<ul style="list-style-type: none"> » The officials used the correct hand signals and called contact infringements regularly. 	<ul style="list-style-type: none"> » The officials did not call infringements for stepping. » The officials did not know how to signal for a held ball or when the ball went out of play. » Although the officials communicated with each other, they were not always aware that the other official had made a call.
Relevance	<ul style="list-style-type: none"> » The officials accurately called contact infringements. 	<ul style="list-style-type: none"> » The officials did not call stepping infringements. » They used the wrong signals when the ball went out.
Feedback	<ul style="list-style-type: none"> » The officials completed the scoresheet correctly. » All the officials completed a match reflection and identified some of their limitations. 	
Adjustments	<ul style="list-style-type: none"> » A player swore near the end of the game and was sent off. 	<ul style="list-style-type: none"> » Because the officials did not call stepping infringements, the players became frustrated with the officials. Nothing was done to resolve the conflict between the players and the officials and to restore game flow.
Motivation	<ul style="list-style-type: none"> » The officials supported each other when they made a mistake. 	<ul style="list-style-type: none"> » The officials did not encourage each other when they did something well.

Outcome (an evaluation of the overall effectiveness of the official/s)

Overall, the officials were not effective because they lost control of the game and did not regain control.

The main **strengths** of the officials were:

- » The officials checked the playing area before the game started.
- » The officials accurately signalled contact infringements.
- » The officials accurately completed the scoresheet and match reflections.

The main **limitations** of the officials were:

- » The officials did not call or signal stepping infringements.
- » The officials lost control of the game and did not manage to regain control.
- » The officials did not encourage each other when they did something well.

PART B: IDENTIFY THE RELEVANT RULES

2 Identify the context in which you will be officiating.

3 Consider the rules you listed above. Decide whether each rule is relevant or irrelevant to the context in which you will be officiating. Write the rules in the table below.

Relevant rules	Irrelevant rules
<hr/>	<hr/>

PART C: JUSTIFY YOUR CHOICES

4 Now that you have identified which rules are relevant to the context in which you will be officiating, work as a whole class to:

- a** Determine which rules you will be implementing when you officiate the game.
- b** Justify why each rule is important in the context in which you will be officiating.

Write your responses in the table below.

SELECTED RULES		
Rule number	Rule	Justification
1	<hr/> <hr/>	<hr/> <hr/>
2	<hr/> <hr/>	<hr/> <hr/>

Rule number	Rule	Justification
3		
4		
5		
6		
7		
8		
9		
10		

7.2 » Equipment and signals used by officials

Learning goal: To be able to identify the officiating equipment, and understand and use the officiating signals, for my chosen sport



In different sports, officials use different pieces of equipment and signals to control the game. The officiating equipment used also depends on the level of the match being officiated. Each different role within the officiating team may also use different equipment to enforce the rules.

Identifying the officiating equipment and signals used for a particular sport

7.2
ACTIVITY AND STRATEGY

PART A: IDENTIFY THE OFFICIATING EQUIPMENT AND SIGNALS USED IN YOUR CHOSEN SPORT

- In the table below, circle the officiating equipment and signals used in your chosen sport. Add any missing equipment or signals to the table.

SPORT: _____

Whistle	Flags	Hand signals	Arm signals	Scoreboards
Platform	Cards (for example, yellow, red)	Measuring tools (for example, tape measure)	Timers	Scoresheets
Personal protection equipment				

PART B: DESCRIBE THE OFFICIATING SIGNALS FOR YOUR CHOSEN SPORT

In Part C of Activity and strategy 7.1, you selected a set of rules that you will implement when you officiate a game of your chosen sport.

- For each rule in the 'Selected rules' table in Activity and strategy 7.1, explain or draw in the table below the correct signal that an official needs to use when enforcing this rule.
For example, to start a soccer game, the referee puts up one hand and blows the whistle once. To pull up a player for stepping in netball, the umpire blows the whistle once and holds their palms facing the ground and moves their hands up and down.

SPORT: _____

Rule number	Rule	Explanation or drawing of the signal used to enforce the rule
1	_____	
2	_____	
3	_____	
4	_____	

SPORT: _____		
Rule number	Rule	Explanation or drawing of the signal used to enforce the rule
5	_____	
6	_____	
7	_____	
8	_____	
9	_____	
10	_____	

PART C: EVALUATE THE PERFORMANCE OF OFFICIALS FOR YOUR CHOSEN SPORT

For the remainder of this lesson, three students will officiate a game of your chosen sport.

- 3 After each student has officiated, use the instructions and relevance PIRFAM factors to evaluate the strengths and limitations of their performance.
 - a **Instructions:** Did the official/s explain the rules clearly to the players? If the official/s used hand signals, were they delivered clearly? Was the communication within the officiating team effective? (That is, were the officials aware of each other's roles? Did the officials check for signals that other officials may be using to communicate?)
 - b **Relevance:** Did the official/s accurately apply the rules and signals in the relevant contexts?

Write your evaluations in the table on the next page.

7.2		Strengths	Limitations
Official 1			
Official 2			
Official 3			

7.3 » Controlling the game

Learning goal: To be able to evaluate an official’s performance to determine how well they controlled a game

One of the key roles of an official is to control the game. Once control is lost, officials find it difficult to manage conflict and enforce the rules. Sometimes, in games where the official loses control, the players act without integrity and the overall result of the game is not fair.

Game control is relevant to the instructions, relevance, adjustments and motivation PIRFAM factors. Table 9 lists some behaviours and actions that can help officials control a game.

TABLE 9 > Controlling the game: PIRFAM officiating behaviours and actions

PIRFAM factor		Officials' behaviour and actions
I	Instructions	<ul style="list-style-type: none"> » The official's verbal communication is clear and confident. » The official's signals are clear. » All the officials communicate effectively with each other.
R	Relevance	<ul style="list-style-type: none"> » The official applies the relevant rule at the appropriate time. » The official uses correct signals. » The official deals with clear infringements appropriately. » The official allows play to continue after debatable infringements if the game is in control.
A	Adjustments	<ul style="list-style-type: none"> » When starting to lose control, the official takes swift action to restore game flow. » The official swiftly resolves conflict. » The official uses measures such as calling fouls and sending players off the playing area.
M	Motivation	<ul style="list-style-type: none"> » The official's communication remains positive throughout the game. » All the officials support each other. » The official frequently communicates (verbally and/or non-verbally) with the players. » The official focuses on allowing the players to play the game and does not over-manage the game.

Evaluating an official's control of the game

In today's lesson, your teacher will provide students with opportunities to officiate games.

- 1** At the end of the lesson, evaluate an officiating performance; specifically, how well the officials controlled the game. Assess the strengths and limitations of their officiating behaviour and actions (refer to Table 9). In the outcome section, explain the overall effectiveness of the officials based on the strengths and limitations you identify. Write your evaluation in the table below.

	Strengths	Limitations
Instructions	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

7.3

ACTIVITY AND STRATEGY



73

ACTIVITY AND STRATEGY

Relevance

Motivation

Strengths

Limitations

Outcome

ASSESSMENT LOG

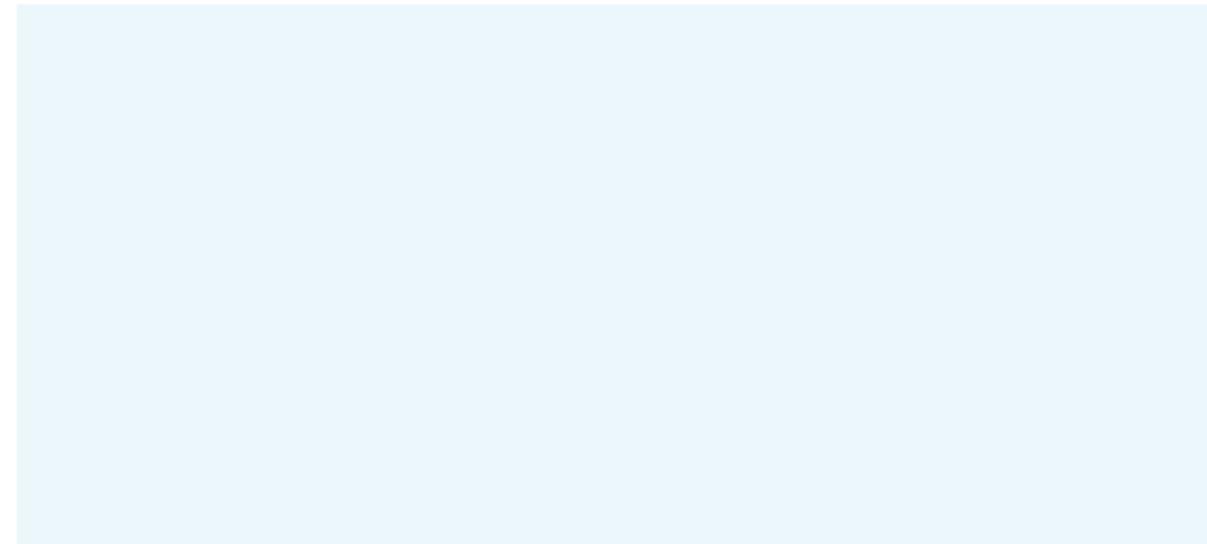


Now that you have finished Topic 7 (Rules of the game), turn to Assessment Log 2 at the end of this module. Start in Step 1 (Investigation Log). Fill in Section 1 (Controlling the game) to document the strengths you would like to incorporate – and the limitations you would like to avoid – in your performance. You can update your Assessment Log at any time as your understanding grows.

PART B: DRAW AN EQUIPMENT MAP

- 2 Now that you know what equipment is needed, draw a map that shows where each piece of equipment needs to be located in the playing area.

AN EQUIPMENT MAP FOR MY CHOSEN SPORT OF:

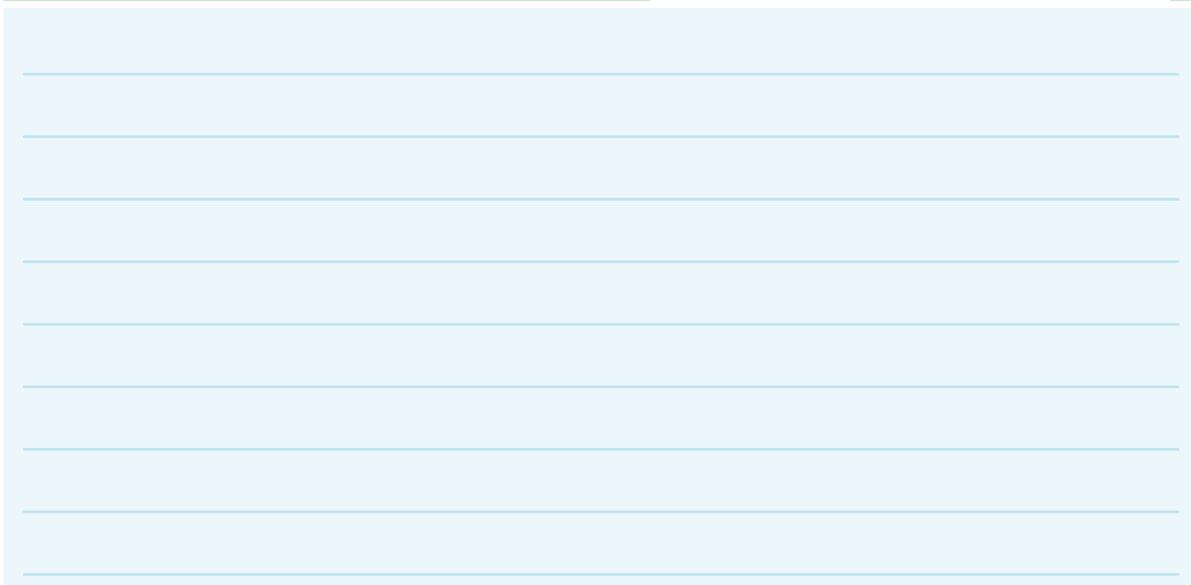
**PART C: CREATE A SET-UP CHECKLIST**

- 3 Write a checklist of all the tasks you need to complete to set-up the playing area for a game of your chosen sport. Write the tasks in the order in which they need to be completed.

For example, the set-up checklist for a game of volleyball would include steps such as:

- attach the volleyball net to the post and then wind the net until it is tight
- collect the scoresheet and place it on the scorer's desk.

A SET-UP CHECKLIST FOR MY CHOSEN SPORT OF:



A SET-UP CHECKLIST FOR MY CHOSEN SPORT OF:

PART D: TEST AND EVALUATE YOUR PLANNING

- 4 Use your set-up planning (your equipment list, equipment map and set-up checklist) to set-up for a game of your chosen sport.
- 5 After you have completed your set-up, evaluate the strengths and limitations of your set-up planning. Write your evaluation in the table below.

MY SET-UP PLANNING FOR MY CHOSEN SPORT OF:

	Strengths	Limitations
Planning (equipment list, equipment map and set-up checklist)	<hr/>	<hr/>
	<hr/>	<hr/>

- 6 After identifying the strengths and limitations of your set-up planning, make any necessary changes to your equipment list, equipment map, and set-up checklist.
 - a Was any equipment missing? If so, add it to your equipment list.
 - b Did you need to change the location of any equipment? If so, modify your diagram.
 - c Did you set-up quickly and efficiently? If not, can you change any steps in your checklist to improve your efficiency?
 - d Were there any steps missing from your checklist? If so, add the steps to the checklist.

8.2 » Health and safety

Learning goal: To be able to identify hazards to players' health and safety and know how to manage them appropriately



Officials are also responsible for identifying potential hazards to players' health and safety and managing these hazards by limiting the danger or harm the hazards could cause the players. Each sport has different potential hazards, although there are common hazards that occur in many sports; these are listed in Table 10 below.

TABLE 10 > The management of common hazards in sport

Potential hazard	How officials can manage the hazard
The playing surface could be damaged, or there could be an object on the playing area	The officials inspect the playing surface before the game. They remove any unwanted objects from the playing area. If the playing surface is damaged, the officials may be able to relocate the game to a different playing area, or they could mark a section of the playing area as being 'out of bounds'.
The players could be injured by members of the opposing team	<ul style="list-style-type: none"> » The officials make sure that all the players are wearing personal protective equipment to protect them from being injured. » The officials control the game, so injuries are avoided.
The weather conditions could be hazardous	<ul style="list-style-type: none"> » The officials make sure that all the players are wearing sunscreen, have drink breaks, and stay in the shade or under shelter when they can. » The officials can decide to abandon the game if the weather conditions are too hazardous.
The players could collide with the equipment	The officials minimise the injuries equipment can cause players if they collide with it; for example, by using post pads.
The equipment could be faulty	The officials inspect the equipment before the game.

Health and safety hazards

8.2

ACTIVITY AND STRATEGY

PART A: IDENTIFY AND PLAN HOW TO MANAGE HAZARDS

- 1
 - a List the potential hazards for your chosen sport in the table on the opposite page.
 - b Decide how you will appropriately manage these hazards when officiating a game of your chosen sport. Write these strategies in the table on the opposite page.



PART D: EVALUATE OFFICIALS' MID-GAME ADJUSTMENTS

As well as identifying and managing potential hazards to players' health and safety before a game, officials also need to monitor the playing conditions to ensure the safety of all players is maintained throughout the game. Playing conditions can change and, when they do, the officials may need to adjust elements of the game to protect the players from harm. Common conditions that may change throughout a game are:

- **weather conditions** – for example, extreme heat, lighting, hail
- **the behaviour of players** – for example, players become aggressive towards each other.

In both these situations, the officials need to quickly adjust the playing conditions to ensure the safety of all individuals. For example, the officials may:

- pause the game until the extreme weather passes
- postpone the game
- send a player off the field or court
- call more fouls and warn the players about their behaviour.

5 Evaluate the adjustments made by the officials in today's game that were related to health and safety. Write your evaluation in the table below.

THE OFFICIALS' ADJUSTMENTS IN A GAME OF:		
	Strengths	Limitations
Adjustments		
Outcome		

8.2

ACTIVITY AND STRATEGY

6 Overall, did the officials effectively plan to manage hazards? Why or why didn't they succeed?

7 Did the officials make effective adjustments to ensure everyone was safe? Why or why didn't they succeed?

8 Recommend one adjustment that would have improved the health and safety of the players in today's game.

8.3 » First aid

Learning goal: To be able to identify the relevant first aid procedure for common sports injuries



While officials generally do not administer first aid, it is important that they can identify the appropriate first aid procedure to ensure that the players are safe.

Sports injuries can be divided into three levels (see Table 11 below). The level of injury indicates whether a player can return to the field to play, and what first aid/medical treatment they may need.

TABLE 11 > The three levels of sports injuries and their first aid procedures

	Level 1	Level 2	Level 3
First aid procedure	<ul style="list-style-type: none"> » The injury is minimal. » The player may need time out from the game but they may return to the field. » The player may need basic first aid (for example, a band aid). 	<ul style="list-style-type: none"> » The injury is moderate. » The player will not return to the field. » The player needs first aid and may need to visit a medical professional (for example, a physiotherapist). » All head injuries are Level 2 or above. 	<ul style="list-style-type: none"> » The injury is significant. » The player will not return to the field. » The player needs urgent medical attention.

First aid for your chosen sport

8.3

ACTIVITY AND STRATEGY

PART A: FIRST AID EQUIPMENT AND PROCEDURES

Answer the following questions and update the equipment list and equipment map that you developed in Activity and strategy 8.1 and 8.2.

- 1 Make sure a first aid kit is included in your equipment list.
- 2 Where is the first aid kit located? Is it in an easily accessible position? Mark the location of the first aid kit on your equipment map.

- 3 Where do injured athletes go to receive treatment?

- 4 How will emergency services be contacted if necessary?

PART B: IDENTIFY COMMON INJURIES

- 5 Write your answers to these questions in the table below.
 - a Identify the injuries that commonly occur in your chosen sport.
 - b Determine the level of each injury using Table 11 on the opposite page.
 - c Outline a procedure to manage each injury.

For example, in rugby league, a dislocated shoulder is a Level 3 injury. The procedure for managing a dislocated shoulder is to call an ambulance and to follow the directions given by the paramedic over the phone.

COMMON INJURIES IN MY CHOSEN SPORT OF:

Injury	Level 1, 2 or 3	Procedure
<hr/> <hr/>		<hr/> <hr/>
<hr/> <hr/>		<hr/> <hr/>
<hr/> <hr/>		<hr/> <hr/>



Injury	Level 1, 2 or 3	Procedure
<hr/> <hr/>		<hr/> <hr/>

PART C: OFFICIATING ROLE PLAY

6 Your teacher will divide the class into three teams. As a class, you will play a game of your chosen sport and the teams will take turns to officiate the game. Your teacher will ask individual students to pretend to have an injury during the game. When you are officiating, your group will assess each injured player and decide what action needs to be taken:

a What level is the injury?

b Should first aid be administered?

c Can the player return to the field?

d Do emergency services need to be contacted?

After the role play is finished, reflect on your team's performance. Record your team's responses to the above questions. For each question, explain why that decision was made.

- 7** After the role play game, evaluate how well each officiating team managed the injured players:
- a** Do you think the team selected the correct level for each injury? If they did, this is a strength. If they did not, this is a limitation.
 - b** Did the team select the relevant first aid procedure for each injury? If they did, this is a strength. If they did not, this is a limitation.
 - c** Overall, did the officiating team effectively manage the injury? This is the outcome.
- Write your evaluation of each the three officiating teams in the table below.

	Strengths	Limitations	Outcome
Officiating team 1	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Officiating team 2	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Officiating team 3	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

- 8** Which officiating team best managed the injured players? Explain your answer.
-
-
-



8.3

ACTIVITY AND STRATEGY

9 Which officiating team had the most limitations in their management of injured players? Explain your answer.

10 For the team you identified in Question 9, recommend how they could improve their future management of injured players.

ASSESSMENT LOG



Now that you have finished Topic 8 (Getting ready: Equipment, set-up, health and safety), turn to Assessment Log 2 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 2 (First aid) to document the strengths you would like to incorporate and the limitations you would like to avoid – in your performance. You can update your Assessment Log at any time as your understanding grows.

TOPIC 9 > OFFICIALS' ROLES AND RESPONSIBILITIES

The roles and responsibilities of the officials within an officiating team vary between different sports. For example, a team of football (soccer) officials includes a referee, two linesmen and, in professional matches, a fourth official. An AFL officiating team includes three field umpires, two goal umpires, four boundary umpires, and sometimes an emergency umpire and interchange stewards.

Each official within an officiating team has different responsibilities. For example, in football (soccer), all four officials are responsible for pre-game checks including checking the playing area is safe, checking the goals are secure and the corner posts are in place, and checking the players' equipment is within regulations. During the game itself, the linesmen are only responsible for signalling to the referee when the ball goes out, when a player is offside, or they witness a foul. The referee is responsible for enforcing all the rules during a game and is the only official who can stop a game (using their whistle) for an infringement. This means that they sometimes over-rule the other officials and decide not to whistle for an infringement noticed by the linesmen.

In this topic, you will determine the roles and responsibilities of officials in your chosen sport. You will practise officiating games and you will complete scoresheets and written reports to evaluate the performance of officials.

9.1 » Officials' roles, responsibilities and teamwork

Learning goal: To be able to fulfil my role as an official and work with my officiating team

Officiating roles, responsibilities and teamwork for your chosen sport

PART A: CREATE PROFILE SHEETS FOR DIFFERENT OFFICIATING ROLES

- 1 List the different officiating roles in your chosen sport.

- 2 For each of the officiating roles you identified in Question 1, create an officiating role profile sheet. You can use the template below. Each profile sheet outlines the location of the official on the court or field, the equipment they use, their responsibilities, the rules they apply, and the signals they use to enforce those rules.

For your assessment, you may be required to perform different officiating roles, so it is important you understand each role for your chosen sport.

9.1

ACTIVITY AND STRATEGY

OFFICIATING ROLE PROFILE SHEET

Official: _____

Location of the official on the court or field

Equipment the official uses

The official's responsibilities

RULES THE OFFICIAL APPLIES

Rule number	Rule description	Explanation or drawing of the signal the official uses to enforce the rule
1	_____ _____ _____	
2	_____ _____ _____	
3	_____ _____ _____	

Rule number	Rule description	Explanation or drawing of the signal the official uses to enforce the rule
4	<hr/> <hr/> <hr/>	
5	<hr/> <hr/> <hr/>	
6	<hr/> <hr/> <hr/>	
7	<hr/> <hr/> <hr/>	
8	<hr/> <hr/> <hr/>	
9	<hr/> <hr/> <hr/>	
10	<hr/> <hr/> <hr/>	
11	<hr/> <hr/> <hr/>	



Rule number	Rule description	Explanation or drawing of the signal the official uses to enforce the rule
12	_____	

PART B: WORK AS A TEAM

It is essential that the members of an officiating team work together to manage a game. In any good, successful team, each member plays their particular role, fulfills their responsibilities, and motivates other team members when necessary. Teamwork can be evaluated using two PIRFAM factors: relevance and motivation.

3 As a class, you will play a game of your chosen sport. Your teacher will select students to be members of the officiating team and will allocate different officiating roles to those students.

After the game, evaluate the performance of two of the officials who had different officiating roles. In your evaluation, consider these aspects of each official's performance:

- a Relevance:** Did the official apply the relevant rules to the game? Did they use the correct hand signals? If they did, this is a strength; if they did not, this is a limitation.
- b Motivation:** Did the official motivate the other officials in their team? If they did, this is a strength; if they did not, this is a limitation. For example, after a linesman signals the ball has gone out, the referee might give them a thumbs up to indicate they have done well.
- c Outcome:** The outcome refers to how the strengths and limitations of the official's performance impacted the game. For example, if the official did not apply the relevant rules, players may have become agitated and started to play unfairly on purpose. The behaviour of the players would be the outcome of this official's performance.

Write your evaluation in the table below.

	OFFICIAL 1: _____	ROLE: _____
	Strengths	Limitations
Relevance	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Motivation

Strengths	Limitations

Outcome

Outcome section with five horizontal lines for text entry.

OFFICIAL 2:

ROLE:

Relevance

Strengths	Limitations

Motivation



Outcome

4 Which official was the best at applying the relevant rules and using the correct signals?

5 Which official was the best at motivating the officiating team? What did they do to motivate the other officials?

6 Which official was the most effective overall (that is, who was the best at applying the rules, using the correct signals, motivating the other officials, and managing the game)?

7 Give one recommendation to the least effective official.

9.2 » Evaluating officials' performances: Written reports

Learning goal: To be able to write a report that evaluates officials' performances to provide feedback for myself and other officials



At the end of a game, each official writes a report of that game in which they evaluate their performance, and the performances of the other officials.

For your officiating assessment, you will be required to complete a written report as part of your performance. In this report, you will evaluate an official or an officiating team using the PIRFAM framework to guide you (see Table 7 earlier in this module).

Write an evaluation report of officials' performances in your chosen sport

In this activity, you will write an evaluation of the performance of an officiating team you are part of using the PIRFAM framework to guide you.

- 1** As a class, you will play a game of your chosen sport. You teacher will divide the class into 'officiating teams', which will be rotated throughout the game so everyone can practise officiating.
 - a** The first officiating team sets up the playing field for the game. Everyone in the class evaluates this team's performance and writes their evaluation in the planning row of the 'Evaluation of the performance of officials' table below.
 - b** After your team has completed its officiating duty, evaluate the performance of your officiating team. Fill in the instructions, relevance, feedback, adjustments and motivation rows in the table below.
 - c** In the outcomes section of the table, refer to how well the game flowed as a result of your officiating team's performance. Ideally, each team will act with integrity, there will be limited fouls, and respect will be shown to all players and officials.
 - d** Finally, turn your notes in the table into a written report.

EVALUATION OF THE PERFORMANCE OF OFFICIALS IN MY CHOSEN SPORT OF:

	Strengths	Limitations
Planning	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Instructions	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

9.2

ACTIVITY AND STRATEGY



	Strengths	Limitations
Relevance	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Feedback	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Adjustments	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Motivation	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Outcome

9.3 » Scoresheets

Learning goal: To be able to correctly complete scoresheets for my chosen sport

One of an official's responsibilities is to accurately complete a scoresheet for each game they officiate. Most scoresheets include the score and other information such as substitutions, infringements and warnings.

In some sports like volleyball, there is a designated scorer who completes a complicated scoresheet. In other sports like football (soccer), the centre or lead referee writes notes in a notebook throughout the game to keep track of important events.

Create a scoresheet for your chosen sport

PART A: CREATE A SCORESHEET TEMPLATE

- 1 Find examples of different scoresheets (for example, scoresheets with different layouts, with spaces for different information). Select a scoresheet model that suits your chosen sport. Copy the scoresheet template into the space below.
- 2
 - a Determine if the scoresheet will be completed by a designated scorer or the lead official. Indicate this decision in the scoresheet template below.
 - b If you have selected to have a **designated scorer**, consider if you need to add a table for the scorer to the equipment list, equipment map and set-up checklist you developed in Activity and strategy 8.1. Also, revisit the officiating role profile sheets you created in Activity and strategy 9.1: Do you need to add 'designated scorer' to one of the official's roles?
 - c If you have selected the **lead official**, add 'completing the scoresheet' to the official's responsibilities in the officiating role profile sheet for the lead official that you created in Activity and strategy 9.1.

9.3

ACTIVITY AND STRATEGY

MY SCORESHEET TEMPLATE FOR MY CHOSEN SPORT OF:

Scoresheet to be completed by (circle): Designated scorer

Lead official

PART B: TEST AND REVISE YOUR SCORESHEET

- 3 Watch a professional game of your chosen sport.
- 4 While watching the game, fill in the scoresheet template you drew in the box above.
- 5 After watching the game, compare your scoresheet to the scoresheets of other students in your class. Answer the questions below:

a How are the scoresheets different?

b Why are the scoresheets different? Or why are the scoresheets the same?

c Which scoresheet was the best? Why?

d Suggest how two of your classmates could improve their scoresheets.

e Revise your scoresheet to incorporate positives you noticed in your classmates' scoresheets.



Now that you have finished Topic 9 (Roles, responsibilities and teamwork), turn to Assessment Log 2 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 3 (Roles and teamwork) to document the strengths you would like to incorporate – and the limitations you would like to avoid – in your performance. You can update your Assessment Log at any time as your understanding grows.

TOPIC 10 > BEING FAIR AND ETHICAL

All sports have rules about how the game is played, the number of players allowed on the playing field, and the equipment that can be used. The aim of these rules is to produce a fair and even contest. However, the idea of 'fair play' means more than just following the rules, it also involves making sure the game is a worthwhile activity for everyone involved.

In this topic, you will learn how to identify fair play and ethics in games, and develop your conflict management skills so you can make sure that fair play is upheld while you are officiating.

10.1 » Fair play

Learning goal: To be able to promote fair play in a game

The International Fair Play Committee recognises and promotes eight key aspects of fair play:

- **respect:** showing respect for the sport, the players, the 'spirit' of the game and yourself
- **team spirit:** seeking victory for the entire group, not just one player
- **equality:** competing on equal terms
- **integrity:** playing within a sound ethical framework
- **solidarity:** supporting teammates
- **tolerance:** accepting others and accepting decisions
- **excellence:** striving to be the best you can be
- **enjoyment:** playing sport because you enjoy it.

Evaluating fair play in games played with and without officials

10.1

ACTIVITY AND STRATEGY

PART A: A GAME WITHOUT OFFICIALS

- 1
 - a As a class, play a game of your chosen sport *without* any officials.
 - b After the game, fill in the 'Game without officials' column in the 'Fair play survey' on the opposite page to determine the level of fair play shown in the game by the members of your team.

The levels in the survey mean the following:

- **Level 1:** Shown by no players or some players
- **Level 2:** Shown by most players
- **Level 3:** Shown by all players.

FAIR PLAY SURVEY

Aspect of fair play	Description	Level (circle)					
		Game without officials			Game with officials		
Respect	Respecting the sport, other players and themselves	1	2	3	1	2	3
Team spirit	Seeking victory for the entire group, not just one player	1	2	3	1	2	3
Equality	Competing on equal terms, passing to all players, and including all players	1	2	3	1	2	3
Integrity	Playing by the rules, playing to win, and playing with honesty	1	2	3	1	2	3
Solidarity	Supporting teammates	1	2	3	1	2	3
Tolerance	Accepting others and accepting decisions	1	2	3	1	2	3
Excellence	Striving to be the best you can be	1	2	3	1	2	3
Enjoyment	Playing for enjoyment	1	2	3	1	2	3

PART B: A GAME WITH OFFICIALS

- 2 a** As a class, play a game of your chosen sport *with* officials.
- b** After the game, fill in the 'Game with officials' column in the 'Fair play survey' above to determine the level of fair play shown in the game by the members of your team.

PART C: OFFICIALS' IMPACT ON FAIR PLAY

Answer the questions below to determine how the officials impacted the level of fair play in the games.

- 3** In which game did your team have the highest level of fair play?

- 4** In which game did the class have the highest level of fair play?

- 5** On which aspects of fair play did the officials have a positive impact? (For example, did integrity increase in the second game?)

10.1

ACTIVITY AND STRATEGY

6 On which aspects of fair play did the officials have a negative impact?

7 Explain how the officials impacted the level of fair play in the second game. In your response, refer to the data in the 'Fair play survey'.

10.2 » Ethical responsibilities

Learning goal: To be able to modify the way I officiate to make sure I am meeting my ethical responsibilities



Officials also have broad ethical responsibilities, which means they must:

- be honest and trustworthy, and have integrity (for example, always be impartial)
- treat everyone with respect and empathy, regardless of their gender, race, disability or age
- contribute to an inclusive sporting environment, and be aware of the different needs of various groups (for example, junior athletes, Indigenous athletes, and those who have a disability)
- make sure that a competition is fair and safe
- have a positive manner and be able to successfully self-manage their behaviour.

Officials should be aware that their approach to officiating can influence participants' experiences and enjoyment of the sport.

Officiating junior players

10.2

ACTIVITY AND STRATEGY

Your class has had many opportunities to officiate players of the same age. In today's lesson, you will officiate players who are younger than you. You will need to modify the way you officiate to ensure you meet your ethical responsibilities. In addition to the behaviour described in the bullet points above, when officiating junior players, you also need to:

- focus on the players having fun and developing their skills (rather than focusing on winning)
- provide guidance to the players (for example, you may need to explain the rules or demonstrate certain skills)
- use a calm tone of voice.



1 After officiating the game of the junior players, ask them the questions below to determine how effective your class was at officiating this cohort and whether your officiating team fulfilled its ethical responsibilities.

Question	Answer (circle)
Did you have fun?	Never – Sometimes – Always
Did you understand the rules of the game?	Never – Sometimes – Always
Did you understand why players committed fouls?	Never – Sometimes – Always
Did the officials help you stay positive while playing?	Never – Sometimes – Always
Do you think the officials' decisions were fair?	Never – Sometimes – Always

2 Use the junior players' answers to respond to the question below:
 How effectively did you adjust your instructions, feedback and motivation to officiate a game played by a younger group of players, and to fulfill your ethical responsibilities?
 Write your answers in the table below.

	Strengths	Limitations
Instructions	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Feedback	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>



10.2
ACTIVITY AND STRATEGY

	Strengths	Limitations
Motivation		

10.3 » Conflict resolution

Learning goal: To be able to manage conflict if it occurs in a game



Officials are also responsible for managing conflict between players. Good officials manage conflict with a positive and professional attitude. Managing conflict is part of the adjustments PIRFAM factor. For information about how to manage conflict (including tips for preventing and resolving conflict), visit mea.digital/UD_M2_10_3.

Managing conflict in your chosen sport

10.3
ACTIVITY AND STRATEGY

- As a class, you will play a game of your chosen sport. You teacher will divide the class into 'officiating teams', which will be rotated throughout the game so everyone can practise officiating. The officials will focus on managing conflict when it occurs.
- Reflect on what you observed in today's game and complete the table below.
 - Identify four conflicts that arose in the game.
 - Identify the strategy the officials used to address each conflict.
 - Determine the effectiveness of each strategy by identifying its strengths and limitations.

An example has been provided to get you started.

↙

Conflict	Strategy	Strengths	Limitations
<p><i>Sledging between players</i></p>	<p><i>The official quickly stepped in and firmly reminded the players of the expected standards of behaviour. The official was calm, polite and assertive.</i></p>	<p><i>The official's manner took the heat out of the conflict.</i></p>	<p><i>The official could have used the players' names when reprimanding them.</i></p>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



TOPIC 11 > STAYING HEALTHY AS AN OFFICIAL

Officials need to be prepared both psychologically and physically for game day.

In this topic, you will explore how officials prepare themselves using psychological strategies. You will also determine the fitness requirements for an official in your chosen sport and create a short training session to improve your fitness.

11.1 » Psychological preparation

Learning goal: To be able to prepare psychologically for game day as an official

Officials working in the top levels of sport need to ensure they are mentally prepared for their officiating duties. Part of this preparation may include de-stressing, focusing their attention, increasing their motivation ('getting hyped-up') and managing their emotions. There are common strategies that officials use to ensure they are mentally prepared for game day. Some of these strategies are described in Table 13 below.

TABLE 13 > Examples of strategies used by officials to mentally prepare for game day

De-stressing	Focusing their attention	Increasing their motivation	Managing their emotions
<p>Meditating: Meditating can decrease stress</p>	<p>Having a pre-game routine: Having a set pre-game routine can help prepare the mind</p>	<p>Listening to pump-up music before the game: Listening to pump-up music can increase motivation</p>	<p>Practising positive self-talk: Repeating positive phrases to yourself can reduce feelings of anxiety and stress</p>

Evaluating psychological preparation strategies

- Brainstorm what could happen if officials are not mentally prepared for a game; for example, if they have a short attention span or low motivation.

- As a class, you will play a game of your chosen sport. You teacher will divide the class into four 'officiating teams', which will be rotated throughout the game so everyone can practise officiating. Each officiating team will use one of the psychological preparation strategies in Table 13 above.
- After each team has officiated, complete the table on the following pages to evaluate the effectiveness of the psychological preparation strategies.

11.1

ACTIVITY AND STRATEGY

11.1

ACTIVITY AND STRATEGY

STRATEGY 1: MEDITATING

How did the officials use this strategy?

Strengths

Limitations

Instructions

Adjustments

Motivation



STRATEGY 2: HAVING A PRE-GAME ROUTINE

How did the officials use this strategy?

Strengths

Limitations

	Strengths	Limitations
Instructions	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Adjustments	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Motivation	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



11.1

ACTIVITY AND STRATEGY

STRATEGY 3: LISTENING TO PUMP-UP MUSIC BEFORE THE GAME

How did the officials use this strategy?

Strengths

Limitations

Instructions

Adjustments

Motivation



STRATEGY 4: PRACTISING POSITIVE SELF-TALK

How did the officials use this strategy?

Handwritten notes area with three horizontal lines.

	Strengths	Limitations
Instructions	Handwritten notes area with six horizontal lines.	Handwritten notes area with six horizontal lines.
Adjustments	Handwritten notes area with six horizontal lines.	Handwritten notes area with six horizontal lines.
Motivation	Handwritten notes area with six horizontal lines.	Handwritten notes area with six horizontal lines.

4 Using your evaluations in the tables above, determine which psychological preparation strategy was the most effective. Give reasons for your selection, using your notes about the instructions, adjustments and motivation PIRFAM factors.

11.2 » Physical health: Fitness

Learning goal: To understand the fitness requirements of officials in my chosen sport, and how to improve these areas of fitness

Just like athletes, officials of high-level games need to maintain their fitness to be effective in their roles. As with most aspects of officiating, the level and type of fitness required depends on the sport and the role of the official. For example, a football (soccer) referee is required to run for 90 minutes; therefore, they need a high level of cardiovascular endurance; whereas, a netball referee covers a 25-metre section of court for 15 minutes at a time; therefore, they require a high level of speed.

Fitness requirements for officials in your chosen sport

11.2

ACTIVITY AND STRATEGY

PART A: DETERMINE THE FITNESS REQUIREMENTS

- 1 Determine what level (low, medium or high) of cardiovascular endurance and speed are required by officials in your chosen sport. Circle these levels in the table below.
- 2 Why do you think officials in your chosen sport need to have these levels of fitness? Write your reasons in the table below.

FITNESS REQUIREMENTS FOR OFFICIALS IN MY CHOSEN SPORT OF:

Fitness component	Level (circle)	Reasons why officials need to have the level of fitness
Cardiovascular endurance	Low Medium High	
Speed	Low Medium High	

PART B: IMPROVE SPECIFIC FITNESS COMPONENTS

- 3
 - a Create a 30–45-minute training session to improve either cardiovascular endurance or speed. Circle your chosen fitness component in the table on the next page.
 - b In your session, try to mimic the movements an official would complete in a game. For example, the distances they cover and the length of time they spend moving. Describe your training session in the table on the next page.
 - c Your 30–45-minute training session should include a warm-up and a cool-down. Describe these parts of your session in the table on the opposite page.

To complete this activity, you may need to research how to effectively train for cardiovascular endurance and speed.

A TRAINING SESSION FOR OFFICIALS IN MY CHOSEN SPORT OF:

Selected fitness component (circle)	Cardiovascular endurance	Speed
-------------------------------------	--------------------------	-------

Description of training session

Description of warm-up

Description of cool-down



Now that you have finished Topic 11 (Staying healthy as an official), turn to Assessment Log 2 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 6 (Psychological preparation) to document the strengths you would like to incorporate – and the limitations you would like to avoid – in your performance. You can update your Assessment Log at any time as your understanding grows.

TOPIC 12 > GAME FLOW

Good game flow is where a game is not being stopped so often by the officials that the players are frustrated, yet the game is being stopped enough to make sure the players are abiding by the rules and everyone is safe.

In this topic, you will experience how officials can impact game flow to gain a better understanding of how to enforce the rules when you are officiating.

12.1 » Officiating for game flow

Learning goal: To be able to prioritise game flow when making decisions as an official

Officials determine how well a game flows by how they apply the rules of the game:

- **Strict application of the rules:** In a game where the officials apply the rules very strictly, fewer players may attempt to play outside of the rules. However, strictly applying the rules may result in play being constantly stopped, which can negatively affect players' enjoyment of the game, their performance, and their opportunity to build momentum.
- **Loose application of the rules:** In a game where the officials apply the rules loosely, the game flow is likely to be better, but more players may attempt to play outside of the rules, which can result in players being injured.

Officials need to decide what is appropriate when applying the rules based on the actions of the players. The priority should be game flow but not at the risk of players being injured or decreasing fair play:

- An official might call more fouls or infringements when a game is getting out of hand and players are blatantly playing outside of the rules.
- An official might call less fouls or infringements when a game is flowing well, and the players are playing within the rules of the game.

Evaluating game flow approaches

12.1

ACTIVITY AND STRATEGY

PART A: TRIAL DIFFERENT APPROACHES

- 1 As a class, you will play a game of your chosen sport. Your teacher will divide the class into two officiating teams, which will be swapped throughout the game. The two officiating teams will trial two different approaches to game flow:
 - **Approach 1:** The officials will tightly control the game, calling all possible infringements as quickly as possible, and not letting the game play-on.
 - **Approach 2:** The officials will loosely control the game, not calling minor fouls or infringements, and letting the game play-on as much as possible.

PART B: EVALUATE THE DIFFERENT APPROACHES

- 2 After each team has officiated, complete the table on the opposite page to evaluate the game flow approaches.

APPROACH 1

	Strengths	Limitations
Relevance		
Adjustments		

APPROACH 2

	Strengths	Limitations
Relevance		
Adjustments		

3 a Describe the game flow when the first officiating team was on duty. How did the officials contribute to this game flow?



12.1

ACTIVITY AND STRATEGY

b Describe the game flow when the second officiating team was on duty. How did the officials contribute to this game flow?

4 Determine which game had a better game flow. To help you answer this, use the notes you made in the strengths and limitations columns in the table above.

ASSESSMENT LOG



Now that you have finished Topic 12 (Officiating for game flow), turn to Assessment Log 2 at the end of this module. Continue to fill in in Step 1 (Investigation Log). Fill in Section 7 (Game flow) to document the strengths you would like to incorporate – and the limitations you would like to avoid – in your performance. You can update your Assessment Log at any time as your understanding grows.

ASSESSMENT LOG 2: PERFORMANCE



For this assessment, you will plan and perform (officiate) a game of a chosen sport. You will then evaluate the officiating performance.

Steps	Requirements
Steps 1 and 2: Investigate and plan	Investigate and plan activities and strategies that enhance officiating practices by: <ul style="list-style-type: none"> » determining the rules and signals that will be used » creating a set-up checklist and equipment map » completing a risk assessment » preparing a scoresheet.
Step 3: Perform	Perform (implement) planned activities and strategies to enhance officiating practices by: <ul style="list-style-type: none"> » using the set-up checklist and equipment map to prepare the playing area » working with your official team to officiate matches.
Step 4: Evaluate	Evaluate implemented activities, strategies and outcomes related to officiating practices by: <ul style="list-style-type: none"> » evaluating your personal performance as an official » evaluating the performance of the officiating team » evaluating the observed outcomes related to officiating practices.

Note that a filled-in Assessment Log does not meet the QCAA's assessment specifications for direct assessment evidence. An Assessment Log may provide indirect assessment evidence only.

For this performance task, you are not required to submit evidence of your investigation work. However, you will need to research your assessment topic to complete the planning phase of the task. The Investigation Log is included to assist you to fill in the Planning Log.



STEP 1: INVESTIGATION LOG

- Look back on previous lessons to determine your plan (your pre-game checklist, risk assessment, scoresheets and the rules you will apply) for performing as an official.
- All the information in your workbook can be used as part of your investigation.
- You should also find additional secondary data (research) to support your choices.

Section 1: Controlling the game

Relevant activities from this module

Activity and strategy 7.1, 7.2, 7.3

What strengths would you like to incorporate?

What limitations would you like to avoid?

Section 2: First aid

Relevant activities from this module

Activity and strategy 8.3

What strengths would you like to incorporate?

What limitations would you like to avoid?

Section 3: Roles and teamwork

Relevant activities from this module

Activity and strategy 9.1

Preferred officiating role

What strengths would you like to incorporate?

What limitations would you like to avoid?

Section 4: Ethical responsibilities

Relevant activities from this module

Activity and strategy 10.2

What strengths would you like to incorporate?

What limitations would you like to avoid?

Section 5: Conflict resolution

Relevant activities from this module

Activity and strategy 10.3

What strengths would you like to incorporate?

What limitations would you like to avoid?

Section 6: Psychological preparation

Relevant activities from this module

Activity and strategy 11.1

Selected strategy

Reasons for selection

Workbook investigation

Secondary data

Section 7: Game flow

Relevant activities from this module

Activity and strategy 12.1

What strengths would you like to incorporate?

What limitations would you like to avoid?



STEP 2: PLANNING LOG

Your Planning Log is a place to develop a draft of your assessment plan. Use your Investigation Log to help you complete your Planning Log.

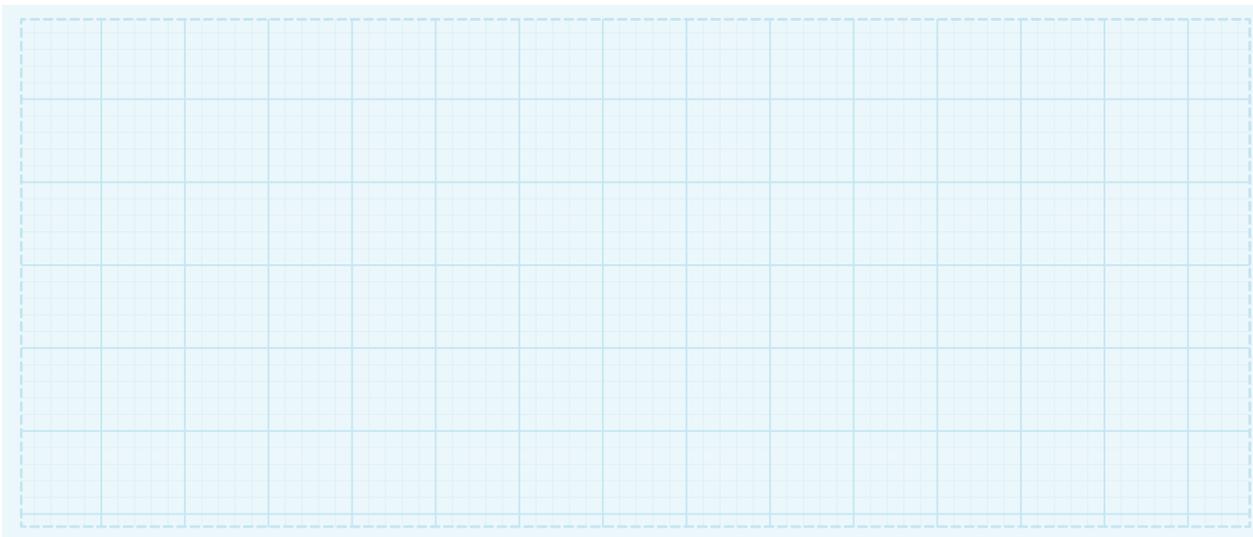
RELEVANT RULES AND SIGNALS

Rule number	Rule	Signals
1		
2		
3		
4		
5		
6		
7		
8		
9		

Rule number	Rule	Signals
10		
11		
12		
13		
14		
15		
16		

SET-UP CHECKLIST AND MAP

Map of the playing area with the location of equipment marked



RISK ASSESSMENT

Potential hazard	Managed by
<hr/> <hr/>	<hr/> <hr/>



STEP 3: PERFORMANCE LOG

In this step, you will implement your plan and deliver your officiating performance!

Notes and reminders:

What do you need to remember to be successful in your performance?



STEP 4: EVALUATION LOG

After delivering your officiating performance, use the PIRFAM template below to evaluate the success of your performance. Make sure the outcome includes game control, safety, fair play and game flow.

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Planning	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Instructions	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

	Strengths	Limitations
Relevance		
Feedback		
Adjustments		
Motivation		

Outcome
 (an evaluation of the overall success of your officiating performance,
 drawing on the strengths and limitations listed above)
