**VCE Physical Education Unit Outline**

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| **UNIT TITLE:** Performance Enhancement and Recovery Practices. | **BAND/YEAR:**Year 12 |
| **Area of Study (AOS):**Unit 4, Area of Study 2, Outcome 2. | **SEQUENCE & LENGTH:**This unit consists of 15 lessons of teaching including the lesson allocated for the SAC to take place, this unit runs over 5 weeks and holds 3 allocated face-to-face classes per week. (2x double periods [100mins] and 1x single periods [50mins] per week) There are 250 minutes of teaching allocated in the timetable for VCE physical education per week. |
| AoS Description:“This area of study explores nutritional, physiological and psychological strategies used to enhanceperformance. Students examine legal and illegal substances and methods of performance enhancementand develop an understanding of different anti-doping codes. Students consider strategies used topromote recovery, including nutritional, physiological and psychological practices”. “On completion of this unit the student should be able to analyse and evaluate strategies designed to enhance performance or promote recovery” (VCAA, 2011) | **WEEK/DATE/TERM:**Term 3, Weeks 4-8. |
| Key Knowledge/s:* Nutritional strategies used to enhance performance and improve recovery, including carbohydrate loading, application of the glycemic index, carbohydrate gels, protein supplementation and caffeine supplementation
* Hydration techniques to enhance performance and recovery, including water, hypertonic, hypotonic and isotonic drinks and the use of intravenous drips in rehydration
* Physiological strategies to enhance recovery including heat, ice, compression, hyperbaric chambers, massage and sleep
* Psychological strategies used to enhance performance and aid recovery, including sleep, meditation, motivational techniques, optimal arousal, mental imagery and concentration
* Perceived benefits and potential harms to the athlete of legal and illegal substances and methods that enhance performance, including altitude training, creatine supplementation, enhancement of oxygen transfer, gene doping, hormones (including steroids, erythropoietin and growth hormones), diuretics and masking agents, stimulants and beta blockers
* The rationale for anti-doping codes used by the World Anti-Doping Agency (WADA) and the Australian Sports Anti-Doping Authority (ASADA), including health, safety, fairness, role modelling for children and the maintenance of the spirit of sport.
 | Key Skills:* Compare and contrast practices designed to enhance performance and/or speed up recovery.
* Analyse and evaluate nutritional and hydration procedures used to enhance individual performance and recovery
* Identify and explain psychological factors which impact on performance and recovery
* Evaluate anti-doping codes used to govern sport, including the World Anti-Doping Agency (WADA) and the Australian Sports Anti-Doping Authority (ASADA)
* Participate in and evaluate a range of nutritional, physiological or psychological strategies that potentially enhance performance and aid recovery.
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| Teaching Approaches:The 15 lessons will contain a number of different teaching approaches, including the following:* Inovated learning
* Group work
* Individual Study
* Class discussions
* Teacher directed
 | Assessment ideas:The main assessment task for this unit of work will be in two parts that will be undertaken in the same lesson (lesson 15). Part A will be a case study, which will relate to illegal and legal substances. Students will be required to identify the supplement use by the athlete in this case, and identify if the substance/method considered legal or illegal? Students will be expected to discuss the perceived benefits of using the substance/method and discuss the potential harm of using this substance/method. Finally they will have to identify and explain the antidoping rules and regulations that have been broken in the sport (WADA/ASADA code), (if applicable to the case study). The second part to the assessment is a written test, whith a number of questions that will address all key knowledge from Unit 4, Area of Study 2, Outcome2. |

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| **Week****Lesson****Date** | **Links to:*** **Area Of Study**
* **Outcome**
* **Key Knowledge**
* **Key skills**
 | **Text** **Chapter & page no.****Other resources to be used.** | **Topic & Content to be covered** | **Teaching and Learning Activities** |
| Week 4: |
| Lesson 1 (Double) | Unit 4, Area of Study 2, Outcome 2.Key Knowledge* Nutritional strategies used to enhance performance and improve recovery, including carbohydrate loading, application of the glycemic index, carbohydrate gels, protein supplementation and caffeine supplementation

Key Skills* Compare and contrast practices designed to enhance performance and/or speed up recovery.
* Analyse and evaluate nutritional and hydration procedures used to enhance individual performance and recovery
* Participate in and evaluate a range of nutritional, physiological or psychological strategies that potentially enhance performance and aid recovery.
 | Nelson Physical Education VCE Units 3-4, 5th Ed. Chapter 12, Pg. 318-324.PowerPoint SlidesFood Bag | * Introducing performance enhancement from a dietary perspective
* Pre-performance
* During performance
* Post-performance
* Using diet to enhance performance (Pre – exercise)
* 7 days
* 2-3 days
* 12-24 hours
* 1-2 hours
* Just prior to start
* During event
* Carbohydrate loading
* Food and taper
* Benefits
* Side effects (negative and positive)
* Problems athletes experience
* Carbohydrate for recovery
* Factors which enhance the rate of recovery
* Factors which slow the rate of recovery
* Refuelling after a event (Immediately, 1-2 hours, 12-24 hours, 2-3 days)
 | PowerPoint presentation to display the key content. Students to take notes and highlight key information on slides or handouts.Food Bag* Teacher to bring in a number of different food items. Students are to work out what foods would be ideal to eat at what time before during or after an event.
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| Lesson 2(Single) | Unit 4, Area of Study 2, Outcome 2.Key Knowledge* Nutritional strategies used to enhance performance and improve recovery, including carbohydrate loading, application of the glycemic index, carbohydrate gels, protein supplementation and caffeine supplementation
* Hydration techniques to enhance performance and recovery, including water, hypertonic, hypotonic and isotonic drinks and the use of intravenous drips in rehydration

Key Skills* Compare and contrast practices designed to enhance performance and/or speed up recovery.
* Analyse and evaluate nutritional and hydration procedures used to enhance individual performance and recovery
* Participate in and evaluate a range of nutritional, physiological or psychological strategies that potentially enhance performance and aid recovery.
 | Nelson Physical Education VCE Units 3-4, 5th Ed. Chapter 12, Pg. 324-334.PowerPoint SlidesFood BagDrinks/GelsYoutube Videos:<https://www.youtube.com/watch?v=3c4sA8udEfE><https://www.youtube.com/watch?v=mve0mVu5y5A> | * Glycaemic Index
* High GI
* Medium GI
* Low GI
* Common food examples
* Hydration
* Promoting rehydration
* Speed of rehydration
* Avoiding dehydration
* Sports drinks
* Hypotonic drinks
* Isotonic drinks
* Hypertonic drinks
* Carbohydrate gels
* Oral or intravenous ingestion of fluids
 | PowerPoint presentation to display the key content. Students to take notes and highlight key information on slides or handouts.Food Bag* Similar to the previous lesson the teacher is to bring in a number of different food items. Students are to work out what foods are Low, medium and high GI.

Teacher to brink to class, water, carbohydrate gels and sports drinks to class to help assist students learning when teaching about hydration. |
| Lesson 3(Double) | Unit 4, Area of Study 2, Outcome 2.Key Knowledge* Nutritional strategies used to enhance performance and improve recovery, including carbohydrate loading, application of the glycemic index, carbohydrate gels, protein supplementation and caffeine supplementation

Key Skills* Compare and contrast practices designed to enhance performance and/or speed up recovery.
* Analyse and evaluate nutritional and hydration procedures used to enhance individual performance and recovery
* Participate in and evaluate a range of nutritional, physiological or psychological strategies that potentially enhance performance and aid recovery.
 | Nelson Physical Education VCE Units 3-4, 5th Ed. Chapter 12, Pg. 335-340.Prezi Slides | * Supplements
* The AIS Supplement Program
* Caffeine supplements
* Creatine supplementation and loading
* Protein supplements
* Bicarbonate and citrate
 | Before teaching the students about legal supplements see what students already know by have a class discussion, see if they know any supplements, their uses and possible side effects/benefits.Prezi presentation to display the key content. Students to take notes and highlight key information on slides or handouts. |
| Week 5: |
| Lesson 4(Double) | Unit 4, Area of Study 2, Outcome 2.Key Knowledge* Nutritional strategies used to enhance performance and improve recovery, including carbohydrate loading, application of the glycemic index, carbohydrate gels, protein supplementation and caffeine supplementation
* Hydration techniques to enhance performance and recovery, including water, hypertonic, hypotonic and isotonic drinks and the use of intravenous drips in rehydration

Key Skills* Compare and contrast practices designed to enhance performance and/or speed up recovery.
* Analyse and evaluate nutritional and hydration procedures used to enhance individual performance and recovery
* Participate in and evaluate a range of nutritional, physiological or psychological strategies that potentially enhance performance and aid recovery.
 | Nelson Physical Education VCE Units 3-4, 5th Ed. Chapter 12, Pg. 340-349.Podcast location Wikispace:[https://lynclarkson.wikispaces.com/VCE+Physical+Education+Unit+4](https://lynclarkson.wikispaces.com/VCE%2BPhysical%2BEducation%2BUnit%2B4) | * Applying to sport examples to content
* AFL
* Swimming
* Athletics
* Recap over topic
* Teacher to tell students to watch podcast as study before next class. Advice students to take notes.
 | Students to first work through pg. 340-349 in their textbook and read the sporting examples, then in small groups students must pick two sports or events and apply the theory learnt in regards to dietry and hydration recovery and benefits. Students must be prepared to share their work with the class as some students will be picked to explain their examples they have currently been working on.Teacher to show students where to locate podcast. |
| Lesson 5(Single) | Unit 4, Area of Study 2, Outcome 2.Key Knowledge* Physiological strategies to enhance recovery including heat, ice, compression, hyperbaric chambers, massage and sleep

Key Skills* Compare and contrast practices designed to enhance performance and/or speed up recovery.
* Participate in and evaluate a range of nutritional, physiological or psychological strategies that potentially enhance performance and aid recovery.
 | Nelson Physical Education VCE Units 3-4, 5th Ed. Chapter 13, Pg. 350-361.Ice Bath (wheely bin with cold water and ice)PostersHandouts | * Introduce physiological recovery strategies
* Hydrotherapy (Recap as students should have watched podcast and should have an understanding already)
* Contrast water therapy
* Cryotherapy
* Thermotherapy
* Pool or beach sessions
* Other recovery strategies
* Sleep or rest
* Massage
* Compression garments
* Hyperbaric chambers
* Active recovery (chapter 6 revisit)
 | Teacher to recap on hydrotherapy topic. Ask students how they found the podcast, did they like it, did they find it beneficial. Cryotherapy/Ice bath demonstration. Prior to this class teacher should have organised with a willing student who is happy to bring bathers to class and demonstrate the ice bath.Posters to display the key content. Students to take notes and highlight key information on handouts. |
| Lesson 6(Double) | Unit 4, Area of Study 2, Outcome 2.Key Knowledge* Psychological strategies used to enhance performance and aid recovery, including sleep, meditation, motivational techniques, optimal arousal, mental imagery and concentration

Key Skills* Compare and contrast practices designed to enhance performance and/or speed up recovery.
* Identify and explain psychological factors which impact on performance and recovery
* Participate in and evaluate a range of nutritional, physiological or psychological strategies that potentially enhance performance and aid recovery.
 | Nelson Physical Education VCE Units 3-4, 5th Ed. Chapter 14, Pg. 362-367.PowerPoint SlidesPrize | * Psychological skills training (PST)
* The educational phrase
* The acquisition phase
* The practical phase
* Motivations
* Player motivation
* Extrinsic and intrinsic motivators
* Forms of motivation (Positive and negative)
* Goal setting
* Types of goals (outcome goals, performance goals, process goals)
* Short term and long term goals
* Goal setting guidelines - SMARTER (Specific, Measureable, Accepted, Realistic, Time Phased, Exciting, Recorded)
 | PowerPoint presentation to display the key content. Students to take notes and highlight key information on slides or handouts.Group discussion and teacher lead conversation about the PST. While teaching about the three phases, praise a number of students for their answers. If a student is distracted or interrupts, get them to do 3 push ups. Play a small game of Simon says, give a prize, and then play a second small game of human knot.Use these games and teaching components to lead into teaching the topic; motivation. Use the games as well as the praise and push ups to explain intrinsic, extrinsic, positive and negative motivators. Teach students about goal setting and the different types of goals involved. Also teach about the guideline SMARTER. Students should use table 14.2 on page 367 to assist them in creating their own example of the a SMARTER set of goals specific to a chosen sport/event. |
| Week 6: |
| Lesson 7(Double) | Unit 4, Area of Study 2, Outcome 2.Key Knowledge* Psychological strategies used to enhance performance and aid recovery, including sleep, meditation, motivational techniques, optimal arousal, mental imagery and concentration

Key Skills* Compare and contrast practices designed to enhance performance and/or speed up recovery.
* Identify and explain psychological factors which impact on performance and recovery
* Participate in and evaluate a range of nutritional, physiological or psychological strategies that potentially enhance performance and aid recovery.
 | Nelson Physical Education VCE Units 3-4, 5th Ed. Chapter 14, Pg. 368-376.HandoutsYoutube vdeo students can use for revision:<https://www.youtube.com/watch?v=HfQpFhG9nfM><https://www.youtube.com/watch?v=FEQJrCm1XV4> | * Confidence building
* The inverted-U hypothesis that demonstrates; optimal confidence, under confident and over confident.
* Improving confidence
* Travis Cloke
* Arousal
* The inverted-U hypothesis that demonstrates; optimal arousal, low arousal and high arousal.
* Feelings and signs of low and high arousal
* Getting into the ‘zone’
* Arousal reduction techniques
* Progressive muscle relaxation (PMR)
* Breath control
* Biofeedback
* Stress-inoculation training (SIT)
* Sleep and performance
* Meditation
* Arousal promotion techniques
* Elevated breathing rate
* Act energetic
* Positive talk and sounds “Talk it up”
* Listening to up beat/up tempo music
* Energising Imagery
* Pre competition work out/pre match routine
 | Teacher to write some of the notes on confidence building this lesson on board and students to copy and highlight. Students to take highlight key information on handouts.Get students are to work in pairs; students will be assigned a specific aspect of arousal by the teacher. Students are to work on their dot point and each group will present their content to the class. As each group is peer teaching the students are to take notes to form an understanding of arousal, how to promote it and how to reduce it. |
| Lesson 8(Single) | Unit 4, Area of Study 2, Outcome 2.Key Knowledge* Psychological strategies used to enhance performance and aid recovery, including sleep, meditation, motivational techniques, optimal arousal, mental imagery and concentration

Key Skills* Compare and contrast practices designed to enhance performance and/or speed up recovery.
* Identify and explain psychological factors which impact on performance and recovery
* Participate in and evaluate a range of nutritional, physiological or psychological strategies that potentially enhance performance and aid recovery.
 | Nelson Physical Education VCE Units 3-4, 5th Ed. Chapter 14, Pg. 376-387.Videos:<https://www.youtube.com/watch?v=h7TSf1kHRf4><https://www.youtube.com/watch?v=SyevDGOHW5M><https://www.youtube.com/watch?v=AdFQp0TnDFs> | * Imagery, mental rehearsal and simulation
* Involvement of senses
* Simulation
* Visuo-motor behaviour rehearsal (VMBR)
* Concentration
* Focusing on relevant environmental cues
* Maintaining attention focus over time
* Having realistic awareness of the situation
* Attention mode (Broad external focus, Broad internal focus, Narrow external focus, Narrow internal focus)
* Improving concentraion
* Chocking
* Conditions leading to chocking
* Attention changes
* Performance impairment
* Physical changes
 | PowerPoint presentation to display the key content. Students to take notes and highlight key information on slides or handouts.Teacher to use a number of videos to help explain these concepts. Hold a group discussion to discuss real examples of these forms of psychological enhancements. These examples can be personal stories or examples of sport stars or athletes. |
| Lesson 9(Double) | Unit 4, Area of Study 2, Outcome 2.Key Knowledge* Perceived benefits and potential harms to the athlete of legal and illegal substances and methods that enhance performance, including altitude training, creatine supplementation, enhancement of oxygen transfer, gene doping, hormones (including steroids, erythropoietin and growth hormones), diuretics and masking agents, stimulants and beta blockers
* The rationale for anti-doping codes used by the World Anti-Doping Agency (WADA) and the Australian Sports Anti-Doping Authority (ASADA), including health, safety, fairness, role modelling for children and the maintenance of the spirit of sport.

Key Skills* Compare and contrast practices designed to enhance performance and/or speed up recovery.
* Evaluate anti-doping codes used to govern sport, including the World Anti-Doping Agency (WADA) and the Australian Sports Anti-Doping Authority (ASADA)
 | Nelson Physical Education VCE Units 3-4, 5th Ed. Chapter 15, Pg. 388-393.PowerPoint Slides | * Introduction to WADA

- Criteria for being on the prohibited list* Anabolic Agents
* Reason for use
* Side effects
* Hormones and related substances
* Reason for use
* Side effects
 | PowerPoint presentation to display the key content. Students to take notes and highlight key information on slides or handouts. |
| Week 7: |
| Lesson 10(Double) | Unit 4, Area of Study 2, Outcome 2.Key Knowledge* Perceived benefits and potential harms to the athlete of legal and illegal substances and methods that enhance performance, including altitude training, creatine supplementation, enhancement of oxygen transfer, gene doping, hormones (including steroids, erythropoietin and growth hormones), diuretics and masking agents, stimulants and beta blockers

Key Skills* Compare and contrast practices designed to enhance performance and/or speed up recovery.
* Evaluate anti-doping codes used to govern sport, including the World Anti-Doping Agency (WADA) and the Australian Sports Anti-Doping Authority (ASADA)
 | Nelson Physical Education VCE Units 3-4, 5th Ed. Chapter 15, Pg. 394-400.PowerPoint Slides | * Other growth hormones
* Reason for use
* Side effects
* Diuretics and other masking agents
* Reason for use
* Side effects
* Erythropoietin (EPO) or Hormonal Blood Boosting
* Reason for use
* Side effects
* Blood Doping
* Reason for use
* Side effects
* Stimulants
* Reason for use
* Side effects
* Beta Blockers
* Reason for use
* Side effects
* Gene doping
* Reason for use
* Side effects
 | PowerPoint presentation to display the key content. Students to take notes and highlight key information on slides or handouts.Students are work individually and select one illegal or legal performance enhancer. They are to understand that method in depth, well enough to teach it to someone; the reason for use, the side effects, the benefits. Each student is then to select a video, article or podcast that they can share with the information they have researched. This information will be used in the following lesson. |
| Lesson 11(Single) | Unit 4, Area of Study 2, Outcome 2.Key Knowledge* Perceived benefits and potential harms to the athlete of legal and illegal substances and methods that enhance performance, including altitude training, creatine supplementation, enhancement of oxygen transfer, gene doping, hormones (including steroids, erythropoietin and growth hormones), diuretics and masking agents, stimulants and beta blockers

Key Skills* Compare and contrast practices designed to enhance performance and/or speed up recovery.
* Evaluate anti-doping codes used to govern sport, including the World Anti-Doping Agency (WADA) and the Australian Sports Anti-Doping Authority (ASADA)
 | Nelson Physical Education VCE Units 3-4, 5th Ed. Chapter 15, Pg. 401-405.Prezi PresentationTable | * Legal performance enhancers
* High altitude training
* Reason for use
* Side effects
* Live High, Train Low
* Other legal methods revisited (Carbohydrate loading, creatine supplementation, fluid replacement, caffeine ingestion, protein supplementation)
 | Prezi presentation to display the key content. Students to take notes and highlight key information on slides or handouts.Students will present their finding from the previous lesson to a small group of about 4. Each student will take turns to present their information, and share their video/podcast or article. Students are required to take notes on each others finding. From this activity student should have built up a resource bank with a number of performance enhancers to assist with their exams.Teacher to hand out a semi blank table of all illegal and legal substances. Students should use this as a revision resource and fill out the table. The remainder of this class time can be used to start completing the table. |
| Lesson 12(Double) | Unit 4, Area of Study 2, Outcome 2.Key Knowledge* Perceived benefits and potential harms to the athlete of legal and illegal substances and methods that enhance performance, including altitude training, creatine supplementation, enhancement of oxygen transfer, gene doping, hormones (including steroids, erythropoietin and growth hormones), diuretics and masking agents, stimulants and beta blockers
* The rationale for anti-doping codes used by the World Anti-Doping Agency (WADA) and the Australian Sports Anti-Doping Authority (ASADA), including health, safety, fairness, role modelling for children and the maintenance of the spirit of sport.

Key Skills* Compare and contrast practices designed to enhance performance and/or speed up recovery.
* Evaluate anti-doping codes used to govern sport, including the World Anti-Doping Agency (WADA) and the Australian Sports Anti-Doping Authority (ASADA)
 | Nelson Physical Education VCE Units 3-4, 5th Ed. Chapter 16, Pg. 406-413.PowerPoint Slides | * Table of all Illegal and Legal Substances
* Introduction to WADA and ASADA
* The rationale for anti doping codes
* WADA history
* The roles of WADA
* Aims of WADA and world anti doping codes
* Roles and responsibilities
* Sanctions
 | Students are to use the start of class time allocated to finish filling out the table given in the pervious class.PowerPoint presentation to display the key content. Students to take notes and highlight key information on slides or handouts. |
| Week 8: |
| Lesson 13(Double) | Unit 4, Area of Study 2, Outcome 2.Key Knowledge* The rationale for anti-doping codes used by the World Anti-Doping Agency (WADA) and the Australian Sports Anti-Doping Authority (ASADA), including health, safety, fairness, role modelling for children and the maintenance of the spirit of sport.

Key Skills* Compare and contrast practices designed to enhance performance and/or speed up recovery.
* Evaluate anti-doping codes used to govern sport, including the World Anti-Doping Agency (WADA) and the Australian Sports Anti-Doping Authority (ASADA)
 | Nelson Physical Education VCE Units 3-4, 5th Ed. Chapter 16, Pg. 414-420.Nelson Physical Education VCE Units 3-4, 5th Ed. Chapter 12, 13, 14, 15 &16, Pg. 318-420. | * Introduction to WADA and ASADA
* The rationale for anti doping codes
* ASADA tasks
* The ASADA aims
* Collecting samples
* Teacher to link all Unit 4, Area of Study 2, Outcome 2 knowledge together, and help students apply it. Quiz students and give possible exam questions, answer questions as a class.
 | PowerPoint presentation to display the key content. Students to take notes and highlight key information on slides or handouts. |
| Lesson 14(Single) | Unit 4, Area of Study 2, Outcome 2.Key Knowledge* Nutritional strategies used to enhance performance and improve recovery, including carbohydrate loading, application of the glycemic index, carbohydrate gels, protein supplementation and caffeine supplementation
* Hydration techniques to enhance performance and recovery, including water, hypertonic, hypotonic and isotonic drinks and the use of intravenous drips in rehydration
* Physiological strategies to enhance recovery including heat, ice, compression, hyperbaric chambers, massage and sleep
* Psychological strategies used to enhance performance and aid recovery, including sleep, meditation, motivational techniques, optimal arousal, mental imagery and concentration
* Perceived benefits and potential harms to the athlete of legal and illegal substances and methods that enhance performance, including altitude training, creatine supplementation, enhancement of oxygen transfer, gene doping, hormones (including steroids, erythropoietin and growth hormones), diuretics and masking agents, stimulants and beta blockers
* The rationale for anti-doping codes used by the World Anti-Doping Agency (WADA) and the Australian Sports Anti-Doping Authority (ASADA), including health, safety, fairness, role modelling for children and the maintenance of the spirit of sport.

Key Skills* Compare and contrast practices designed to enhance performance and/or speed up recovery.
* Analyse and evaluate nutritional and hydration procedures used to enhance individual performance and recovery
* Identify and explain psychological factors which impact on performance and recovery
* Evaluate anti-doping codes used to govern sport, including the World Anti-Doping Agency (WADA) and the Australian Sports Anti-Doping Authority (ASADA)
* Participate in and evaluate a range of nutritional, physiological or psychological strategies that potentially enhance performance and aid recovery.
 | Nelson Physical Education VCE Units 3-4, 5th Ed. Chapter 12, 13, 14, 15 &16, Pg. 318-420. | * Teacher to assess what students appear clear and unclear on in regards to the content. Use this lesson as a review/revision lesson prior to the SAC that will commence in the next lesson (lesson 15). Students can use this time to study and ask the teacher questions.
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| Lesson 15(Double) | Unit 4, Area of Study 2, Outcome 2.Key Knowledge* Nutritional strategies used to enhance performance and improve recovery, including carbohydrate loading, application of the glycemic index, carbohydrate gels, protein supplementation and caffeine supplementation
* Hydration techniques to enhance performance and recovery, including water, hypertonic, hypotonic and isotonic drinks and the use of intravenous drips in rehydration
* Physiological strategies to enhance recovery including heat, ice, compression, hyperbaric chambers, massage and sleep
* Psychological strategies used to enhance performance and aid recovery, including sleep, meditation, motivational techniques, optimal arousal, mental imagery and concentration
* Perceived benefits and potential harms to the athlete of legal and illegal substances and methods that enhance performance, including altitude training, creatine supplementation, enhancement of oxygen transfer, gene doping, hormones (including steroids, erythropoietin and growth hormones), diuretics and masking agents, stimulants and beta blockers
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Key Skills* Compare and contrast practices designed to enhance performance and/or speed up recovery.
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* Identify and explain psychological factors which impact on performance and recovery
* Evaluate anti-doping codes used to govern sport, including the World Anti-Doping Agency (WADA) and the Australian Sports Anti-Doping Authority (ASADA)
* Participate in and evaluate a range of nutritional, physiological or psychological strategies that potentially enhance performance and aid recovery.
 |  | * SAC to be undertaken in allocated classroom time.
 | Refer to assessment information in table above. |