



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

THE ATHLETE'S LIFESTYLE

A/502/5790

LEVEL 3 UNIT 21

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



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LEVEL 3

AIM OF THE UNIT

As a successful athlete there are a number of considerations that include both the physical and psychological aspects of sports performance as well as the pressure of being a role model to others and acting professionally at all times. Choices regarding behaviour both on and off the field of play contribute significantly to an athlete's reputation; from effective communication with coaches and officials to use of leisure time and relationships with the media. The unit looks in detail at the lifestyles that elite athletes should be following and considers both the athletes role within sport and competition but also additional responsibilities they may have from being in the public eye. How effectively athlete's deal with media organisations is important in terms of reputation but also from the perspective of possible sponsorship deals that can improve an athlete's income. The unit looks to consider the varying factors that can affect the lifestyle of elite athletes including lifestyle factors, media pressure and the need to plan for a career outside professional sport.

PURPOSE OF THE UNIT

The unit is beneficial for learners who are elite athletes themselves or have ambitions of working with elite athletes in the future in either a coaching or management capacity. The unit provides an insight into the factors that influence elite performers and the considerations of their lifestyle on sporting success. The unit looks at factors within a sports context but also external factors such as peer pressure and financial constraints. The unit aims to widen learners knowledge of the factors that should be considered when working with elite athletes and the behaviours that are to be expected from athletes who serve as role models to others and ambassadors for their sport. In identifying the factors that can influence the lifestyle of athletes the unit also looks to explore the strategies that can be used to cope with additional pressures as well as guidance and training on dealing effectively with the media. Finally the unit aids learners in understanding the need for elite and professional athletes to consider careers after competitive sport through injury or retirement to ensure there are options for athletes when they stop competing at an elite level.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass The assessment criteria are the pass requirements for this unit. The learner will:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
	The learner can:		
1 Know how lifestyle can affect athletes	P1 describe five different lifestyle factors that can affect athletes		
2 Know the importance of appropriate behaviour for athletes	P2 describe the importance of appropriate behaviour for athletes	M1 give examples of the affect that appropriate and inappropriate behaviour has had on an athlete's career	
	P3 describe strategies that can be used by athletes to help deal with three different situations that could influence their behaviour		
3 Know how to communicate effectively with the media and significant others	P4 describe the factors to be considered when giving two different types of media interview	M2 identify effective communication skills within a media interview	D1 describe the impact that effective communication with media and significant others can have in sport
	P5 describe the factors to be considered when communicating with significant others		
4 Be able to produce a career plan	P6 produce a career plan covering an individual's career as an athlete and their career outside competitive sport	M3 explain why it is important for athletes to plan for a career outside competitive sport	D2 create own plan for a career within sport

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1 Know how lifestyle can affect athletes

Lifestyle factors: i.e. leisure time, appropriate rest periods, diet, inappropriate activities (e.g. alcohol, gambling, smoking, recreational drugs, performance enhancing drugs, inappropriate behaviour), pressures (e.g. peer group, social groups, media, coaches, living arrangements, training schedule, competition, education), financial (e.g. costs, sponsorship, tax, insurance).

LO2 Know the importance of appropriate behaviour for athletes

Behaviour: i.e. conduct; within training, competitions, leisure time (e.g. rules, sportsmanship, appropriate attire), sports role models (e.g. professional sport, sport ambassadors, celebrities), inspiring young people, increasing participation, increasing awareness of sport.

Management strategies: (e.g. mentoring, life coaching, elite athlete support, group discussions, change of lifestyle, change of routines, managing education commitments).

Situations: i.e. in sports arena (e.g. competition, opponents, fans, during training, teammates, officials), outside of sports arena (e.g. employers, tutors, media, managers, sponsors, social groups).

LO3 Know how to communicate effectively with the media and significant others

Factors: i.e. clarity, accuracy of information, planning and preparation (e.g. purpose of communication, required content, prompts, research), delivery skills (e.g. eye contact, body language, intonation, pace, accent, language), considerations of different media (e.g. appearance, timing, pre-recorded or live).

Types of media interview: i.e. online (e.g. social media, YouTube, websites), television (e.g. local, regional, national), radio (e.g. local, regional, national), print media (e.g. local newspapers, national newspapers, magazines).

Effective communication: i.e. delivering messages, opportunities, role models, working with others.

Significant others: (e.g. peers, teammates, coaches, managers, agent, officials, employers).

LO4 Be able to produce a career plan

Career plan: i.e. use of goal setting; SMART, short, medium and long term; needs analysis (e.g. SWOT, career goals, technical development, tactical development), career planning (e.g. athletic expectations, review periods, transition periods, (e.g. change of level, coach or club), athletic and second career planning, career after professional sport (e.g. education and qualifications, additional experience, coaching badges) or during periods away from professional sport (e.g. illness and temporary/permanent injury), career options outside of professional sport (e.g. coach, manager, sports therapy, physiotherapist, sport science).

DELIVERY GUIDANCE

LO1 & LO2 The unit is designed to provide more in depth knowledge of the factors that can affect elite athletes and the strategies and coping mechanisms that can be utilised in helping athletes deal with the additional pressures whilst also performing effectively within their sport. The unit provides the structure of theoretical concepts but these are best applied and discussed when accompanied by current, vocational examples. Athletes (e.g. Freddie Flintoff, Mario Balotelli and Mike Tindall) have all displayed behaviours that have been picked up by the media and deemed inappropriate for professional sportsmen. Current, topical issues at the time of delivery should be used to facilitate discussion but the additional use of articles, press releases and interviews should be utilised in contextualising the factors being discussed. Learners should also highlight athletes that they perceive as role models and identify what it is about their lifestyle choices that they admire comparing them to athletes that they feel do not behave appropriately. Looking specifically at young elite athletes and the additional pressures of family members, clubs, and education providers can allow learners to reflect on personal experience or relate to some of the pressures identified. Although lifestyle factors can include common issues such as alcohol, gambling and recreational drug use, care should be taken to ensure the focus remains on the impact these factors can have in the lifestyle and sporting performance of elite athletes rather than the more generic implications of such lifestyle choices. The link between appropriate lifestyle and athletic performance needs to remain the focus of discussion and application of knowledge. Guest speakers are of particular value within this unit as they provide personal experiences and additional context as well as greater understanding regarding the strategies that can be used to deal with difficult situations.

LO3 Communicating effectively, particularly with media organisations again allows tutors to use resources from the internet that show athletes in different media scenarios and communicating with significant others. Role play is used within the summative assessment and provides learners with an opportunity to develop transferable skills whilst widening their knowledge on the different considerations of different types of media interview and the varying considerations of communicating effectively with those they encounter on a day to day basis. Scenarios can be facilitated by the tutor and examples of good and bad media interviews can be used to

aid learners in describing the different factors that contribute to effective communication and successful interviews.

Regarding the communication with significant others there should again be a focus on current communication trends, for example the use of social media, particularly Twitter by elite sports men and women to communicate with fans, teammates and sponsors.

LO4 The final part of the unit allows learners to demonstrate knowledge through application within a career plan. Where possible this can be for the individuals themselves but may be more likely to relate to someone they know either personally or through media avenues. Learners should consider both the development of a sporting career and the broader options once an athlete has finished competing. Again guest speakers and examples of athletes that have successfully moved into other career avenues once they have stopped competing would be particularly helpful in aiding learners to develop career plans.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

The table below shows suggested scenarios that cover the pass, merit and distinction criteria in the assessment and grading grid.

Criteria	Assignment title	Scenario	Assessment
P1, P2, P3 and M1	Lifestyle factors and appropriate behaviour	Learners are working with young elite athletes and are required to produce a presentation informing them of the lifestyle factors they should consider and the behaviour athletes are expected to display.	Groups discussion and a witness statement Poster presentation
P4, P5, M2 and D1	Communicating effectively	Learners are training young elite athletes on how to communicate effectively and work with media organisations. They are to create a role play to demonstrate how to communicate in different interview scenarios.	Information booklet and role play Written review
P6, M3 and D2	Career planning	Learners are aiding young athletes with career planning and have been asked to create a career plan for a specific individual.	Written career plan

RESOURCES

Books

Elicksen D – *Positive Sports: Professional Athletes and Mentoring Youth* (Freelance Communications, 2003) ISBN 9780973023732

Mottram, D R – *Drugs in Sport* (Routledge, 2005) ISBN 9780415375641

Journals

Athletics Weekly

Cycling Weekly

Peak Performance

Websites

BBC Sport <http://www.bbc.co.uk/sport/0/>

UK sport www.uk sport.gov.uk

Livestrong www.livestrong.com

UK Anti-Doping in Sport www.ukad.org.uk/athletes/100percentmee

UK Sport www.uk sport.gov.uk/pages/performance-lifestyle

MAPPING WITHIN THE QUALIFICATION TO OTHER UNITS

Unit 3: Current Issues in Sport

Unit 8: Sport as a Business



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

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