

Junior Athlete Education programme

Success in sport – performance planning

To help talented young athletes plan to achieve sporting success whilst maintaining a balanced lifestyle



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This pack is for use only by those who have undergone specific training with the Youth Sport Trust for this Junior Athlete Education (JAE) programme.

This workshop is the third in a series of three aimed at young athletes. It could be adapted to work with athletes plus their coaches and/or parents. It offers a two-hour delivery framework with supporting overhead projector slides. However, it can be extended and additional tasks are offered in certain places in *italics*.

The precise way you deliver it will be partly dependent on the size and level or experience of the group and you will find some suggestions to help you. However, remember that your role is to facilitate and guide the athletes to find their own solutions and actions.

The Young Athlete's Handbook (ISBN 0-7360-3712-8) is highly recommended as a supporting text for you and for the athlete (coach or parent), parts of chapters one and two are particularly relevant to this workshop.

In preparation:

- you will need to print out A4 sheets of overheads 4, 7, 8, 13, and 14 (print instruction: one slide per page)
- the remainder you may wish to provide as handouts (print instruction: handouts, 3 or 6 to a page). There is no need for the handouts to be in colour.

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YST-JAE-10



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Competence/outcome

Athletes should be able to:

- review the previous workshops and learn how this one will help them.

Key points

- The way you set the climate is crucial – it needs to be highly supportive and sensitive.
- Think very carefully about the room, the room layout and the way you welcome and start the session.
- Workshop outcomes.
- Review of previous workshops.

Supporting resources

- Overheads 1 to 3.
- Flip chart paper and marker pens.

Delivery

- Introduce yourself and deal with any domestics (toilets, fire exits, refreshments).
- Individually, ask athletes to jot down all the things they have changed since the last workshop (e.g. in *Team You*, in reviewing their priorities for improvements, in balancing their lifestyles).
- Share with the group:
 - one positive thing that each has done as a result of the last two workshops
 - one thing they would like to do to make things better still
 - one aspect of their life that is particularly important or demanding at present (e.g. training, school, family).
- Mark up a flip chart in to three sections:
 - label each of the three sections as either *done*, *to do*, or *important*
 - if possible, use these to remind the group what they have covered to date (overhead 2) and lead this into the workshop aims (overhead 3).
- Check if they have brought with them their completed annual planners and questionnaires.

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Competence/outcome

Athletes should be able to:

- recall what is important in life (10 minutes).

Key points

- The importance of balance in life: individuals rarely achieve their potential if balance is disturbed continuously.

Supporting resources

- Overhead 4.

Delivery

- Either look at the 'important' list produced above (or ask the group as a whole) to suggest the important areas of their life:
 - add any additional ones to those on overhead 4 (green starfish is the athlete with many demands protected by *Team You*, the blue shell around it with outside pressures trying to break through at the cracks).
- Remind them of the need for balance:
 - what happens if things get out of balance?
 - ask for examples, e.g. important things get squeezed out/given up, stress builds.

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Competence/outcome

Athletes should be able to:

- plan all aspects of their life
- identify hot spots in advance
- manage their sport involvement to avoid overload and maintain a balanced lifestyle (45 minutes).

Key points

- The importance of lifestyle planning not just sport planning.

Supporting resources

- Overheads 5 to 11.
- *Young Athlete's Handbook* pages 25 and 26.

Delivery

- Highlight the importance of advance planning to help keep their life in balance and to avoid hot spots.
- Show overheads 5 and 6 as an example of how Sophie's annual planner might look:
 - ask them where the hot spots are
 - point out June and December.
- In pairs (or on their own) ask the group to look at their completed planners (if not completed, allow time using overheads 7 and 8), mapping out important dates for each aspect (sport, family, friends, school). Did they use *Team You* to help?
- *If working with more experienced athletes, you may want to encourage them to identify their training phases (see task 3 on page 9 of the Young Athlete's Handbook.)*
- Ask each athlete to identify their potential hot spots and mark these onto their example planners.
- Select some of the hot spots and work through them, asking the group for possible solutions. Then in pairs work to resolve both of their hot spots (overhead 10).
- Draw up a list of possible strategies, ensure that advanced planning and communicating with *Team You* are listed:
 - use overhead 11
 - mention making good use of 'dead time' (e.g. stretching in the shower/bath/ while waiting for food to cook/kettle to boil)
 - see also page 51 of the *Young Athlete's Handbook*.
- *You might also like to use task 8 on page 25 of the Young Athlete's Handbook as a model for important weekly planning.*

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Competence/outcome

Athletes should be able to:

- plan to keep their lifestyle in balance (40 minutes).

Key points

- Planning tips.

Supporting resources

- Overheads 12 to 14.

Delivery

- It may be helpful here to look at what and when to plan to achieve success and maintain life balance:
 - start by working through overhead 12
 - emphasise that the long-term planning needs to be done with *Team You* – the goals will determine what goes into the plan and the priorities, deadlines and immovables
 - they may be able to go back to the big plan and put in more detail at this point and/or make a list of things to check with members of *Team You*.
- In pairs, spend time on identifying where time is lost and/or where time might be better used
 - be careful here because it's important not to see rest or all personal time as wasted time
 - there may be priorities to handle, e.g. how much personal time will you make a day and how do you want to spend this time?
 - things like television and soaps may become areas they want to sacrifice for other things like time with friends or hobbies
 - use overheads 13 to 14.
- If you have time, you may also want to check if they use a logbook or diary and spend a little time explaining its value (chapter 19 in the Young Athlete's Handbook).

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Competence/outcome

Athletes should be able to:

- use *Team You* to help you plan and review your progress (5 minutes).

Key points

- The importance of *Team You*.

Supporting resources

- Overhead 15.

Delivery

- Remind them about the purpose of:
 - *Team You*
 - their annual planner
 - the action plans they put in place to avoid hot spots
 - keeping their life in balance and bringing about sporting improvement are not just their plans, they are central to *Team You*.

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Competence/outcome

Athletes should be able to:

- check whether or not they can do all the workshop outcomes (5 minutes).

Key points

- Bring the workshop to an end.

Supporting resources

- Overhead 2.
- Overheads 16 to 17.

Delivery

- Show overhead 2 again (workshop outcomes and check how well they feel they can now do these things):
 - invite questions.
- Recommend that they purchase and use the Young Athlete's Handbook as a guide on their pathway to sporting success.
- Wish them all the best:
 - re-emphasising the importance of *Team You* and what they should be taking away from the three workshops (overhead 16).
- Finish with overhead 17.