

Unit 28: The Athlete's Lifestyle

Unit code:	A/502/5790
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is for learners to develop an understanding of the lifestyle factors that can affect athletic performance.

● Unit introduction

Being successful in sport is not just about physical conditioning, technical, tactical and mental skills. Success brings with it a responsibility to be professional in all aspects of life. How athletes spend their leisure time, communicate with the media and others and plan a career after sport, all influence the reputation and eventual success of those athletes. This unit examines aspects of the athletes' lifestyle, as well as duties that they will have to undertake as part of their professional role in sport, for example, public appearances and media interviews.

Successful athletes are in the limelight and all aspects of their lives are subject to media scrutiny. This unit aims to develop knowledge and understanding of lifestyle and public image and should be considered core in developing learners' knowledge of the holistic nature of performance and excellence.

This unit is aimed at athletes who have the realistic potential to achieve excellence in their sport or individuals who want to work with elite athletes, for example in a coaching role.

The unit explores a range of lifestyle factors that can affect an athlete both within and outside the sport, including leisure time, peer group and other pressures and financial issues. It examines what would be considered appropriate behaviour for an athlete in both sporting and non-sporting situations. Management and coping strategies are examined, and communication with both the media and significant others explored.

The unit is aimed at enabling learners to produce a career plan for themselves or an athlete to maximise the chances of success both during and after a competitive athletic career.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know how lifestyle can affect athletes
- 2 Know the importance of appropriate behaviour for athletes
- 3 Know how to communicate effectively with the media and significant others
- 4 Be able to produce a career plan.

Unit content

1 Know how lifestyle can affect athletes

Lifestyle factors: leisure time (appropriate activities eg rest, relaxing, inappropriate activities eg alcohol, drugs, gambling, smoking, unruly behaviour); pressures eg peers, social life, club, living away from home, training, competition; financial eg spending, saving, investing, sponsorship, tax, insurance

2 Know the importance of appropriate behaviour for athletes

Behaviour: conduct during competition and training eg adherence to rules, respect for peers and others, appropriate clothing; equal opportunities; appropriate role models eg sports ambassadors, celebrities; enhancing the status of sport; encouragement of young performers to reach excellence; increasing participation for all

Coping and management strategies: eg mentoring and coaching, group and one-to-one discussions, change of lifestyle, change of routines

Situations: on and off the sports pitch or area eg during competitions, during training, travel to and from sports pitch or area; dealing with the media eg television, radio, press; dealing with the public eg disruptive and aggressive fans; dealing with others eg employers, match officials, club/regional/national coaches, agents, managers, sponsors, other team colleagues

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

Factors: eg communicating accurately and clearly, preparation for communication (purpose and content, audience, rehearsals, scripts and prompt sheets, research, resources and information gathering), personal delivery (communication styles and body language, language, speech, use of technical vocabulary, pace, intonation, clarity), appearance, timing, requirements of different media types

Types of media interview: eg television (local and national), radio (local and national), print media (local newspapers, national newspapers, specialist magazines, club magazines)

Significant others: eg employers, match officials, club/regional/national coaches, agent, manager, sponsors, other team colleagues

4 Be able to produce a career plan

Career plan: goal setting (short-term, medium-term, long-term); self and needs analysis eg SWOT analysis, short and long-term career goals, technical and practical skills, key and basic skills; athletic career planning eg current expectations as an athlete, key review dates, transitions (change of coach, change of club, achieving national and international status), contingencies (illness, accident, permanent injury); second career planning eg qualifications and experience, career options outside professional sport eg coach, teacher, media, sports development, physiotherapist, sports science support

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe five different lifestyle factors that can affect athletes	M1 explain five different lifestyle factors that can affect athletes	D1 analyse five different lifestyle factors that can affect athletes
P2 describe the importance of appropriate behaviour for athletes	M2 explain the importance of appropriate behaviour for athletes	D2 justify the importance of appropriate behaviour for athletes.
P3 describe strategies that can be used by athletes to help deal with three different situations that could influence their behaviour		
P4 describe the factors to be considered when giving two different types of media interview		
P5 describe the factors to be considered when communicating with significant others		
P6 produce a career plan covering an individual's career as an athlete and their career outside competitive sport. [CT1, CT3]	M3 explain factors involved in career planning for an athlete.	

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit is designed to help young athletes deal with a variety of situations encountered in their daily working environment. Successful delivery of the unit requires putting the content into context. Creative and imaginative links to supplementary material should be made in order to provide a broader view. Supplementary material can be found in a range of media sources, including press clippings, interviews, biographies and the internet.

Learners need to understand the link between appropriate leisure and lifestyle activities and athletic performance. Appropriate and inappropriate leisure activities should be discussed. Tutors could get learners to reflect on their own lifestyles and to predict future consequences on their performance. The pressures that athletes face should also be discussed. This includes pressures from team mates, pressures from family members, from clubs and pressures resulting from living away from home. Again, tutors could get learners to reflect on their own experiences. Case-study material, guest speakers and those who provide support in lifestyle management schemes would put things into context for learners. Delivery methods should include, where possible, group discussion and role play, where the subject content is discussed and implementation strategies for dealing with pressure are practised.

Learners need to understand the financial issues relevant to athletes. A guest speaker could provide useful input on this topic. Appropriate behaviour for athletes can be covered by discussion and use of real-life case studies. Role play could be used effectively to develop skills in managing different situations that could influence behaviour.

In delivering the content about communicating with the media and significant others, case-study material from lifestyle factors and behaviour, with specific analysis of how the message was presented and communicated to the public and others could be used. Through role play, learners can develop their knowledge of factors to consider when dealing with the media and significant others. Imaginative scenarios using practical sessions from other units can add a vocational relevance, perhaps by having the media interviews take place immediately after competition or training. A broader view should be taken with communication to significant others, where reflection on the influence of current communication can be made.

The final aspect of the unit is designed to help learners plan the career of an athlete. Ideally, this should be their own career. Self-analysis can be supported by reflections from previous activities in the lifestyle factors and behaviour content. The athletic career planning must be contextualised for the learner's own sport and career aspirations. The second career planning allows exploration of a broad range of careers.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduces the unit and overview of unit assessment
Lifestyle factors that can affect athletes – tutor introduces topic and facilitates class discussion. Learners evaluate own lifestyle and discuss with a partner. Includes individual study time
Appropriate behaviour for athletes – tutor introduces topic and facilitates group discussion. Learners work in small groups to examine the behaviour of athletes using real-life case studies provided. Feedback to class.
Appropriate behaviour for athletes – role play appropriate behaviour for different situations
Assignment 1: Athlete Lifestyle and Sports Performance (P1, M1, D1, P2, M2, D2, P3). Tutor introduces the assignment brief. Includes individual study time
Communication skills – tutor introduces topic. Learners evaluate the communication skills of athletes taking part in discussions and being interviewed and feedback to class
Communicating with the media and significant others – tutor introduces the requirements of different media types. Learners prepare item of choice individually and role play in pairs with one the interviewer and one the interviewee. Includes work completed in own time
Assignment 2: Communicating with the Media and Significant Others (P4, P5). Tutor introduces the assignment brief. Includes individual study time
Goal setting – tutor introduces topic. Paired learner activity setting goals for each other
Self- and needs analysis – tutor introduces topic. Individual activity to assess personal needs. Includes work completed in own time
Athletic career planning – tutor introduces topic and facilitates group discussion with examples of careers of successful athletes including setbacks and transitions.
Second career planning – group research. Learners research career options in small groups and feedback to class. Includes work completed in learner's own time
Assignment 3: Career Planning (P6, M3). Tutor introduces the assignment brief. Includes individual study time
Review of unit and assessment

Assessment

For P1, learners need to describe five different lifestyle factors that can affect athletes. For P2, learners need to describe the importance of appropriate behaviour for athletes and for P3, describe strategies that can be used by athletes to help deal with three different situations that could influence their behaviour. Criteria P1, P2 and P3 can be combined to make a coherent assessment. Although criterion P1 requires five different lifestyle factors, criterion P2 can be generic, with links made to the lifestyle factors highlighted. The three different situations for P3 should be contrasting enough to ensure strategies described are varied and cover a breadth of content. A visual display or guidance information produced for athletes would provide suitable evidence for P1, P2 and P3. For P3, describing suitable case studies with learners' recommendations for an appropriate coping strategy would be a suitable source of evidence. A more creative approach would be to encourage learners to develop their own scenarios and then description and application can be included easily in the brief.

For P4 and P5, learners could give a presentation aimed at athletes on factors to consider when communicating with the media and significant others. They need to select two different media types. For P6, learners need to produce a career plan covering an individual's career as an athlete and their career outside competitive sport. Ideally, learners should produce the career plan for themselves but if this is not possible they should use somebody they know who competes at a high level. A description of athletes who have successfully planned their career and the results of that planning would be a useful starting point for assessment of this criterion.

For M1 and M2, learners need to explain the descriptions made in P1 and P2. More detail is required, with learners providing examples where appropriate. This evidence does not have to be written; the use of vivas and other media, such as discussion forums, are suitable. Tutors must ensure that witness statements are clearly mapped to the assessment and grading criteria. For M3, learners need to explain factors involved in career planning for an athlete. These include goal setting, self- and needs analysis, athletic career planning and second career planning.

For D1, learners need to analyse how the five lifestyle factors described in P1, and explained in M1, can affect athletes. In doing this, they should explain how the factors are related and the ways in which and extent to which they can affect performance. Learners also need to justify the importance of appropriate behaviour for athletes (D2). The athletes can be from any sport but the situations should be varied and cover a breadth of content. Learners will need to provide specific examples, reasons or evidence to support their justification for D2.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1, M2, D1, D2	Athlete Lifestyle and Sports Performance	As an assistant sports coach, produce guidance for athletes covering lifestyle factors and appropriate behaviour.	Written guidance for athletes
P4, P5	Communicating with the Media and Significant Others	You are to help prepare the athletes for a media interview. Prepare a presentation to give to the team covering what an athlete needs to consider when communicating with the media and significant others.	Presentation Witness statement
P6, M3	Career Planning	As an elite athlete, you are considering your career choices.	Career plan

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Fitness Testing and Training	Fitness Testing for Sport and Exercise	Fitness Testing for Sport and Exercise
Lifestyle and the Sports Performer	Fitness Training and Programming	Fitness Training and Programming
Nutrition for Sports Performance	Work Experience in Sport	Work Experience in Sport
Work experience in the Sports Industry	Sports Nutrition	Sports Nutrition
Development of Personal Fitness	Psychology for Sports Performance	Sport and Exercise Psychology
Psychology for Sports Performance	Technical and Tactical Skills in Sport	
Technical Skills and Tactical Awareness for Sport		

This unit links with the National Occupational Standards (NOS) for:

- Achieving Excellence in Sports Performance at Level 3
- Coaching, Teaching and Instructing at Level 3.

Essential resources

This unit is largely theoretical, and thus the resource requirements will reflect that. Learners will need access to information regarding athletes and their lifestyles, for example from newspapers and magazines as well as research facilities.

Employer engagement and vocational contexts

This unit will give learners the background knowledge and skills needed to work in elite sport. Centres are encouraged to develop links with sports clubs, elite athletes and National Governing Bodies. This could be via talks, demonstrations, workshops or visits.

Indicative reading for learners

Textbooks

Adams M et al – *BTEC Level 3 National Sport (Performance and Excellence) Student Book* (Pearson, 2010)
ISBN 9781846906510

Adams M et al – *BTEC Level 3 National Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906541

Dixon B – *Careers uncovered: Sport, Exercise and Fitness* (Trotman, 2007) ISBN 9781844551217

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

Hoeger W W K, Turner LW – *Wellness: Guidelines for a Healthy Lifestyle* (Thomson Brooks/Cole, 2006)
ISBN 9780495111184

O'Brien E, Moore R – *Healthy Lifestyles* (Gill and Macmillan, 2007) ISBN 9780717142460

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

Journals

Athletics Weekly

Cycling Weekly

Peak Performance

Push Magazine

Rugby League Express

Runners World

Swimming Times

Wisden Cricketer

Websites

BBC Sport

<http://news.bbc.co.uk/sport>

The British Olympic Association

www.olympics.org.uk

Sports Headlines

www.sport.co.uk

UK Sport

www.uk sport.gov.uk

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Creative thinkers	producing a career plan covering an individual's career as an athlete and their career outside competitive sport.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	researching lifestyle factors that can affect athletes researching appropriate behaviour and how to deal with different situations.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	describing lifestyle factors that can affect sports performance and appropriate behaviour producing a career plan
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	describing lifestyle factors that can affect sports performance and appropriate behaviour
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	describing lifestyle factors that can affect sports performance and appropriate behaviour
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	describing lifestyle factors that can affect sports performance and appropriate behaviour producing a career plan
Bring together information to suit content and purpose	describing lifestyle factors that can affect sports performance and appropriate behaviour producing a career plan
Present information in ways that are fit for purpose and audience	describing lifestyle factors that can affect sports performance and appropriate behaviour producing a career plan
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	giving a presentation on factors to consider when dealing with the media and significant others
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	describing lifestyle factors that can affect sports performance and appropriate behaviour
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	describing lifestyle factors that can affect sports performance and appropriate behaviour producing a career plan.