

A project of the Caribbean Association of National Olympic Committees



Updated and Revised: 2012

# Caribbean Coaching Certification Programme

# Introduction to Coaching



Second Edition, 2012

**Better Coaches - Better Athletes**

This document was updated and revised by Dr. Colin Higgs, and was produced with financial assistance from Commonwealth Games Canada, and with technical help from the Caribbean Association of National Olympic Committees, and many dedicated Caribbean Coaches.

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## Welcome!

Welcome to the Coaching Theory Course (CTC) of the Caribbean Coaching Certification Programme (CCCP). This course is designed with Caribbean Coaches, Sport Leaders and all people who are interested in coaching, in mind.

### Some important things to note:

The course is for you. It will help you to understand the importance of coaching and how to be a better coach.

The course has ten modules:

- ⊕ Introduction - Understanding yourself and the athlete
- ⊕ Module 1 - Role of the Coach
- ⊕ Module 2 - The Coach as a Leader
- ⊕ Module 3 - Developing Sport Skills
- ⊕ Module 4 - Developing Fitness
- ⊕ Module 5 - Nutrition, Rest and Regeneration
- ⊕ Module 6 - Safety, Injury and Recovery
- ⊕ Module 7 - Event Planning
- ⊕ Module 8 - Sport Not Drugs
- ⊕ Module 9 - Sport for Persons with a Disabilities
- ⊕ Module 10 - Planning Training Sessions & Programmes (Optional)

## Introduction

You may already be helping athletes in sport. This course in coaching theory will therefore help you better understand why you coach, and what you do. It will also help you to improve your coaching skills and techniques.

The first section of the course introduces you to the basic principles of coaching. It will help you to improve your coaching by better understanding:

- ⊕ Yourself
- ⊕ The Athlete
- ⊕ The Sport Environment

The modules that follow take you on an exciting journey as you examine your role as coach and leader. You will learn how to develop the physical, technical, and social skills of your athletes while also helping them to become fit, build character, eat healthy, and prevent and/or take care of their injuries. On this journey, you also learn new (or sharpen old) skills of planning training sessions, programmes and events, and managing these after they have been planned.

The journey ends as you focus on ways and means of helping your athletes to stay away from drugs as well as understanding the special needs of elite female athletes and athletes with a disability.

### How the Course is organized

This course is competency-based and is designed as an introduction to the Caribbean Coaching Certification Programme.

The Course provides:

- ⊕ General information about coaching
- ⊕ Activities to assist coaches to apply the information
- ⊕ Exercises to help coaches understand the information better
- ⊕ Opportunities to help coaches check what they do
- ⊕ Suggested reading and resources



## Duration

The course can be completed in approximately 16 hours and may be run over a two to three day period, or delivered over a number of evenings. However, if the evening delivery method is used, it is recommended that the course be completed within six to eight weeks.

The course is based on the theory of coaching. It outlines the basic principles of coaching that apply to any situation in which coaches are helping athletes to grow and develop.

As coaches work through the course, there are activities and exercises which will help them to apply the material and demonstrate their understanding. The activities may be completed in writing, or participants may use another method of demonstrating their competence that is acceptable to the instructor (for example audio or video recording).

There is no examination at the end. Instead, as participants work through the course, they will complete the competency tasks in the **Coach Work Book** under the supervision of the course conductors, or on their own, as necessary. When all tasks in the Coach Work Book have been completed they are evaluated by the Course Conductor who will determine if participants are deemed “competent” or “not yet competent” in each of the competency tasks.

In the event that a coach is deemed “not yet competent” on any particular task or tasks, he/she is encouraged to make changes and re-submit the work. Re-submission must be completed within three months of the last day of the course.

## Welcome to the course

Start now on the **Caribbean Coaching Certification Programme**, and keep on learning more about coaching for a lifetime.

- ⊕ Here is a way for you to improve your coaching. All it takes is 16 hours of your time.
- ⊕ You can do each unit by yourself or with others
- ⊕ You can do it on weekends or weekdays

**THE CHOICE IS YOURS, JUST GET STARTED!**



## Getting Started

### What is coaching?

*“The term coaching is often used to cover a wide range of activities, usually to help someone prepare for something. Coaching in athletics has been described as the organized provision of assistance to an individual or group of athletes in order to help them develop and improve.”*

*Introduction to Coaching Theory - IAAF*

### Who is a Coach?

A coach is someone who plays a number of roles in order to help an athlete or a group of athletes to develop and improve as people, as well as athletes.

By the end of this session you should be able to:

- ⊕ State why you coach
- ⊕ Have a better understanding of why people participate in sport
- ⊕ Identify where to get further help

### Who becomes a coach?

With adequate training anyone who is interested in sport can become a coach. Persons who become coaches should be good communicators and motivators and have the ability, the desire, and skill to bring out the best in people. Often teachers, parents, and community and church leaders tend to make good coaches but many others can as well. It is not necessary to be a high-level sport participant to be a coach. All that is needed is a desire to learn how to coach and some time to spend applying what you have learned.

### So You Want to Coach?

First of all, it is important to understand why people participate in sport.

- ⊕ Why do coaches coach?
- ⊕ Why do athletes take part in sport?

## ◀ PRELIMINARY COACH ACTIVITY ▶

### Understanding why you coach and why athletes participate

Reasons you Coach	Reasons athletes take part



## Why do people participate in sporting activities?

Generally people (coaches and athletes) participate in an activity because they get something of value from it.

As coaches we do what is good for the athlete because what is good for the athlete will benefit the athlete. When we do this, it also benefits our programmes, because athletes and their parents want to know that the coach has the athletes' best interests in mind at all times. This is what being **athlete-centred** means.

### People Participate In Sport for Different Reasons:

In general, there are four major reasons why people participate in sport. They are:

#### 1. Achievement

Participants want to see improvement in what they are doing. In a sport context, they want to learn something new, then practice and perfect it. Whether it is to increase the number of good first-serves in tennis, increase running speed in sprinting, or improve passing accuracy in football, they want to get better. Some people work very hard to see results and therefore gain great satisfaction from this improvement.

#### 2. Belonging

Many people participate in sport because they enjoy being involved in an activity with other people. Humans are very social and it only makes sense that some people participate because they want to belong to a group that likes to do what they like to do and shares similar goals. Sport programmes that help participants to feel they are part of a group, and that they belong, fulfil the needs and interests of these people.

#### 3. Sensation

Physical activity requires participants to get involved, and this involvement creates a variety of sensations for the participant. Different sports create different sensations: the feeling of freedom while running or sailing, the pleasant cool feeling of water flowing over the body in swimming, the exhilaration of crossing a finish line first or hearing a crowd cheer; and all are important to different athletes.

Sport is sensational and some people participate just because it feels good! Sport programmes that offer activities that heighten the senses are often very popular.

#### 4. Self-Direction

Everyone likes to feel that they are in control of themselves, and sport offers this opportunity. Sport allows people to find a level of participation where they can work on their personal interests. That is why there are leagues and various levels of participation from recreational to the Olympics.

Sport participants like to be able to choose what they play, how often they participate and with whom they participate. Sport programmes that are well designed allow this choice and give the participant a feeling of self-control or self-direction. Participants appreciate the opportunity to be expressive and to be responsible for their progress.

### Making Sports Appealing to Different Athletes

The challenge for coaches is to provide stimulating programmes to attract and hold the participant in the programme. To do this, the coach must appeal as much as possible to the reasons people participate in sport by providing programmes that meet their needs for achievement, sensation, belonging and/or self-direction.

#### 1. To promote achievements:

- Reward individuals for their improvement. Provide specific praise and acknowledge performance that meets or exceeds expectations
- Record progress on charts, in diaries and logs
- Meet with athletes regularly and discuss improvements
- Build success into your programme by selecting suitable competitions.

#### 2. To promote a sense of belonging and acceptance:

- Encourage partner working practice (e.g. stretching, drills)
- Schedule informal team talks
- Encourage positive talk amongst the athletes



Schedule team parties and outings

Provide uniforms, crests, sweaters, jackets and other types of banners whenever possible.

### 3. To promote sensation:

Arrange practices in pleasant surroundings where possible

Use music during warm-ups

Keep practices different - change routines often

Include fun or novelty games and activities during practice but ensure that they meet your goals.

### 4. To promote self-direction:

Let athletes set their own personal and team goals

Let athletes make up their own moves, techniques and plays

Invite athletes to lead warm-ups and drills

Give athletes the chance to make decisions (e.g. What serve to make, what pitch, what throw).

### A balanced approach

Athletes often do not perform well or drop out because the programme is not meeting their needs. Too much emphasis on winning (or not enough), too little fun, too few games, too much criticism, too few chances to play are all common reasons. Coaches need to understand why their athletes are participating so they can provide the balanced approach that will lead to a successful programme. The right emphasis on achievement, social activities, fun, sensation and self-direction meets the needs of the participants.

Over-emphasis on any one approach can lead to dissatisfaction by the participant. Sometimes athletes may need to go to another programme where the emphasis is more fun and less competition or vice versa. It is as frustrating for an athlete to be in a programme that does not meet his or her own needs, as it is for a coach who has an athlete who does not appear motivated or satisfied. Most disciplinary problems occur when athletes and coaches disagree on the focus of the programme.

## COACH ACTIVITY

### Coach Questionnaire

It is important for you to know why you coach or want to coach. This questionnaire may help.

1. Which sport do you coach (or want to coach)? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

2. What age group/s do you coach (or want to coach)? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. How important is winning to you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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4. How important is it that your athletes have fun? \_\_\_\_\_

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5. List four things you like best about coaching. \_\_\_\_\_

6. List two things you do **not** like about coaching:  
 (i) \_\_\_\_\_  
 (ii) \_\_\_\_\_

Complete this sentence: "My best moments in sport are when:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. Identify three things about your personal coaching style that you think your athletes like about you:  
 (i) \_\_\_\_\_  
 (ii) \_\_\_\_\_  
 (iii) \_\_\_\_\_

If there is time - discuss your answers with other coaches, but remember, there are no WRONG answers.

## ◀ COACH ACTIVITY 2 ▶

### Your Orientation to Coaching - Check it out

For each statement below, circle the letter that best describes your feeling about the statement using the following scale.

SA= Strongly Agree, A=Agree, D=Disagree, DS=Disagree Strongly

#	Statement	SA	A	D	DS
1	Participants can be creative if they are properly motivated				
2	Participant are motivated mainly by medals and awards				
3	Participants accept coaches' authority at all times				
4	Each participant is special in his or her own way				
5	Only practice and hard work make perfect				
6	Participants must respect the spirit and letter of the game				
7	Participants are unable to accept responsibility for themselves and must often be forced into action				
8	Participants should be treated with respect and dignity				
9	Aggressiveness and competitive spirit are required for success in sport				
10	Participating and doing your best are more important than winning				
11	Participants can make decisions in sport for themselves				
12	Participants have little ability to be creative and to solve problems:				
Total					





## Scoring of orientation questionnaire

This coach orientation questionnaire measures how strongly you are oriented towards getting tasks done (task orientation) or to the social aspects of sport and coaching (social orientation).

Score four points for each SA, three points for each A, two points for each D and one point for each DS. **Score yourself on two scales.**

**Scale 1** is a measure of your **task** orientation and is made up of Questions 2, 3, 5, 7, 9, and 12.

Your task orientation score: \_\_\_\_\_

**Scale 2** is a measure of your orientation to the more **social** aspects of coaching and is made up of Questions 1, 4, 6, 8, 10 and 11

Your social orientation score: \_\_\_\_\_

## Understanding your score:

For **each** scale your point totals mean that the orientation is:

Score	How important	Task	Social
24	Very Important		
18-23	Important		
12-17	Slightly important		
11 and under	Not Important		

## Summary

This course is about coaching theory, and the things you can do to get better results, and a more rewarding coaching experience, regardless of the age of your athletes or the sport you coach. You should also:

- ⊕ Understand why you coach
- ⊕ Understand why athletes take part in sport

One of the main jobs of a coach is to provide the opportunity for athletes to become both better athletes and better persons. Coaches should

therefore be **athlete-centred**, and all decisions should be made with the best interest of the athletes in mind.

A space for personal notes



Coach Notes

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Updated and Revised: 2012



Module 1

# Role of the Coach



**Better Coaches - Better Athletes**

# Module 1

## The Role of the Coach

### Module Introduction

The Module introduces you to the concept of Fair Play. Fair Play is closely related to your own personal philosophy of coaching. It is important that you understand yourself as a coach and are able to identify what is important to both you and the athletes you coach.

Some things you need to know

You learned in the *Introduction* that coaches should be athlete-centred. With this in mind therefore, one of the most important roles that you play as a coach is to help to develop athletes physically, emotionally and technically. As a coach, you need to be someone who:

- ⊕ Knows much more than just the sport and its rules
- ⊕ Enjoys working with athletes
- ⊕ Has patience and is a good communicator
- ⊕ Is able to motivate the athlete
- ⊕ Is able to provide appropriate discipline and direction.

A coach therefore has many roles to play, among them teacher, friend, counsellor and guide to the athlete. A coach also needs to be able to motivate the athletes and parents, and to be able to communicate effectively with officials, the media, sponsors and parents.

One of the most important roles for the coach is to make sure that sport is played in the way it was meant to be played, and we call this the Fair Play philosophy.

### The Module is organized into two units:

Unit 1: Get it and never lose it (Professionalism in coaching)

Unit 2: Doing things right (A coaching Code of Conduct)

This module helps you to understand:

- ⊕ Your own philosophy and role as a coach
- ⊕ How to develop a code of coaching conduct
- ⊕ How to develop better programmes and better athletes
- ⊕ How a better knowledge of the rules of your sport can help you in your coaching

- ⊕ How to help your athletes to follow the rules of their sport and Fair Play

### Unit 1: Get it and never Lose it

#### Introduction

The 'it' in this unit is **professional behaviour in coaching**. The message is "get professional and stay that way!"

By the end of this unit, you should be able to:

- ⊕ Identify the principles of professional behaviour and the major principle of professionalism in coaching
- ⊕ Find ways to maintain and demand professional behaviour
- ⊕ Identify at least three sets of people with whom a coach should demonstrate Fair Play at all times

#### What is Fair Play?

**Fair Play** is a principle of coaching that guides a coach's behaviour.

**Fair Play** puts the quality of the sport experience before winning.

**Fair Play** applies to everyone in the sport, in the same way.

**Fair Play** allows the athlete, others in the sport environment, parents, and all concerned, to be treated respectfully and according to their own needs and interest.

#### The Fair Play Philosophy

Fair Play puts the needs and safety of the athletes first.

Fair Play is based on the following principles:

- ⊕ Respecting the rules of the game
- ⊕ Respecting officials and accepting their decisions
- ⊕ Respecting opponents
- ⊕ Providing all participants with appropriate opportunities
- ⊕ Maintaining dignity under all circumstances

These principles apply in all circumstances and they apply to everyone in sport: participants, officials, parents, sponsors...

(Coaching Theory Level 1, Coaching Association of Canada)



## How should a coach behave?

Read this case study, which is about Coach Caliban. What do you think about Cariban's Conduct?

*Cariban the coach has been coaching for a number of years and has a fair idea of the rules of the sport. Cariban enters competitions regularly and very often his athletes emerge winners. The athletes who win regard Cariban as rough and tough. (Some dislike it but their parents tell them it is for their own good.)*

*Other parents however, consider him abusive and, have threatened to remove their children from the programme. WHEN HIS ATHLETES LOSE, Cariban quarrels and says that the opponents either cheated or the officials do not know the rules. Cariban believes however, that parents are important, and visits the homes of the athletes in order to either explain his reasons for being tough, or get to know the family better.*

*Some people in the community think that Cariban is really an opportunist looking for advancement. Others feel that Cariban is sincere since many of the athletes do well. Yet rumors has it that some athletes leave the coaching programme because of sexual pressures placed on them by Cariban. He is being encouraged by friends to do a coaching course and to keep up with change in the sport. Cariban boasts however, that such a course is not needed as his athletes win anyway.*

*Cariban's friends further point out that it is good keep up with what is going on, get to know the new rules and things like that. Cariban's response to that is "I don't care about any new rules. New rules are always stupid and cause so much confusion, why should I change!"*

### ◀ FOR DISCUSSION ▶

1. In what ways does Cariban violate the Principles of Fair Play?
2. Who is affected by Cariban's behaviour?
3. Identify conduct that does not support Fair Play.

## 4. How does the Fair Play philosophy apply to:

*Coach Zee who likes alcoholic beverages before and after practice?*

*Coach Wye who sometimes puffs "herbs" and says coaching is only a part of his life*

*Coach Zed who consistently "bends the rule" to gain advantage for his team*

*Coach Tee who teaches her athletes how to intimidate their opponents*

*Coach Jay who shows his athletes how to foul their opponents*

## 5. Look at these situations and apply the rules of Fair Play.

(a) Identify three situations where a coach whom you know violated the principles of Fair Play (but don't use names).

(b) How would you apply the Fair Play principle, in each situation identified in (a) above?

## Points to Remember

A coach whose philosophy is based on Fair Play should:

- ⊕ Know and understand the rules of the game
- ⊕ Respect the rules of the game and the officials who make decisions based on them
- ⊕ Respect opponents who are needed in order to have a competition
- ⊕ Provide all athletes in the programme with the same opportunities
- ⊕ Keep a dignified manner despite the circumstances

## Unit 2 Doing things rights

In this unit, you will work on developing a coaching codes of conduct for yourself.

By the end of this unit you should be able to:

- ⊕ Create a list of your values
- ⊕ Develop your code of conduct based on the three Rs -Respect, Rights and Responsibility.



In order to be able to carry out the roles of the coach, you need to be guided by personal values which address why and how you do what you do.

## Values

Values are what we believe in. They are the very core of what we hold to be true. Our values are what drive us to be who we are. All our behaviour begins with our values.

There are two types of values in sport:

Social values (what is expected of us by others) and

Moral values (what we believe to be right or wrong)

**Social values:** In sport certain characteristics are valued, for example teamwork, perseverance, loyalty and sacrifice, and these are what athletes, parents and other people involved in sport expect of us.

Our **Moral values** are internal. For example, if we believe in honesty, we will act fairly and encourage honesty, not just in our work, business and personal relationships but also on the playing field as well. As a coach, it is important for you to think about your values.

Your values must guide your behaviour, and you will be judged on how you act, not what you say you will do.

## A Code of Ethics

A coach is guided by a set of principles - principles that set standards for behaviour in coaching and the conduct of the coach. These principles form what is called the "Code of Ethics". The code of ethics of coaching is shaped by the Fair Play philosophy.

## A Code of Conduct

The philosophy and ethics of Fair Play results in coaching conduct. Conduct therefore is observable; we see it each time the coach speaks to athletes, other coaches, parents, officials, spectators and the media. It is wise then for coaches to develop a "Code of Conduct" based on his or her values. This then sets guidelines for how a coach should behave.

## Building a Code of Conduct:

Ethics are the moral principles by which you live, and your ethics and values guide your conduct or behaviour. A Code is a set of rules to guide behaviour. Therefore, a code of conduct for the coach is a set of rules (based on the philosophy and values of the coach) that guides the coach's behaviour.

The code of conduct observes the three Rs:

### Respect

### Rights

### Responsibility

Use the guide questions below, as you think about the code of conduct in your sport.

◀ FOR DISCUSSION ▶

## Respect

- ⊕ Who respects whom?
- ⊕ Who respects what?
- ⊕ How is respect given?
- ⊕ How is respect shown?
- ⊕ How is respect earned?

## Rights

- ⊕ Whose rights?
- ⊕ What rights?

## Responsibility

- ⊕ Whose responsibility?
- ⊕ What responsibility?



## Sport Coaching is a deliberately undertaken responsibility

**Coaching Code of Conduct:** Coaches must respect the rights, dignity and worth of every human being with whom they come into contact in sport.

Specifically, coaches must treat everyone equally, regardless of sex, sexual orientation, ethnic origin, religion and political persuasion.

Sport Coaches should refrain from public criticism of fellow coaches, players or officials.

Sport Coaches have a responsibility to ensure the safety of the performers with whom they work.

Coach and performer must reach agreement as to what is to be regarded as confidential information and coaches must keep such information confidential and safe-guard it from being accidentally released.

Coaches must ensure that they do not in any way misrepresent their qualifications, affiliations, or professional competence to any client, or prospective client or in any publication, broadcast, lecture or seminar. Misrepresentation will be regarded as a serious breach of this code.

( Adapted from The National Coaching Foundation in the UK)

## ◀ COACH ACTIVITY 3 ▶

### Things to do:

1. List your values,

(a) List four personal values:

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(b) List four coaching values:

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

3. Give your views on the extract from the Code of Conduct of the National Coaching Foundation of the UK and add your own clauses to the list.

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## Its all about Attitude

There are five attitudes that are important in coaching.

### 1. Personal attitudes

The coach's personal attitude shape his or her behaviour and conduct. The coach has the responsibility for helping others to grow and develop in the sport. The coach's attitude should demonstrate:

Liking people, and having enthusiasm for their sport

A desire to continue learning about the sport

A desire for continuous personal growth and development

### 2. Attitude towards the athlete

The coach's main objective is to take care of athletes' needs and help in developing their sport performance, self-confidence, self-control,



commitment to the sport, and fulfilment. In order to do this, the coach needs to:

- ⊕ Effectively teach the skills, tactics and strategies of the sport, as well as social skills
- ⊕ Identify strengths and weaknesses in the athlete
- ⊕ Design and deliver activities to correct weaknesses and build on strengths
- ⊕ Communicate effectively with the athlete
- ⊕ Motivate the athlete
- ⊕ Put the long-term development of the athlete ahead of winning

### 3. Attitude to the sport

You need to love your sport, and coaching is a great way to stay in touch with your sport even after you stop playing or actively competing in it.

### 4. Attitude to competition

Competition is important and useful, both for the coach and the athlete. Well-planned competition:

- ⊕ Encourages the athletes to practice sport skills
- ⊕ Provides the opportunity for the coach and athlete to assess the athlete's strengths and weaknesses
- ⊕ Helps coach and athlete gauge performance and set targets for further training and development
- ⊕ Facilitates experiencing the joy of winning, and learning how to handle losing
- ⊕ Builds confidence
- ⊕ Assists athletes in learning that the quality of the competition is more important than winning or losing.

### 5. Attitude to parents, officials and the community

These all support your coaching activity. However each kind of support is different. The most important thing to remember when dealing with this group is quality contact. Keep quality contact with parents, officials and the community. Their support will help you in your work with the athletes. Remember that the rules of Fair Play and therefore

your coaching conduct extend to all people involved in sport. You must conduct yourself with dignity and respect towards other coaches, parents, officials, spectators, the media and all others with whom you come in contact.

### Developing your own Code of Conduct

The five attitudes and the three Rs described earlier will help you to develop your own personal code of conduct.

You may wish to begin your code of conduct like this:

“As a coach I must ensure Fair Play at all times and under all circumstances...”

## ◀ COACH ACTIVITY 4 ▶

Develop and write out your personal Coaching Code of Conduct

NB: Start each answer with: “I” e.g. I will treat each athlete with respect and dignity regardless of gender, class, etc, at all times

### My Coaching Code of Conduct

1. I will \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. I will \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. I will \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. I will \_\_\_\_\_  
\_\_\_\_\_





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5. I will \_\_\_\_\_

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### REMEMBER:

As a coach you ARE a role model, and therefore how you behave is extremely important. To be a good role model, you need to demonstrate professional behaviour by setting an example through the way you speak, the way you dress, and the way you conduct yourself.

You also need to be enthusiastic about the sport you are coaching, have the necessary coaching skills and know the technical and strategic aspects of the sport. Above all you should be fair, open minded and sensitive to the athletes' needs and interests in order to apply different approaches to different situations. As a coach and role model, you need to be aware that your behaviour affects the athlete, their parents and the community.

### Summary:

The ethics of coaching is Fair Play. Ethics form the basis of conduct. Fair Play should be reflected in your coaching - in all that you say and do, i.e. Fair Play should be the basis of your code of conduct and behaviour.

Remember a code of conduct is made up of a list of rules. Rules guide behaviour at all times. The code of conduct is built on the values, ethics or philosophy by which you live.

The coach, as a role model and leader, sets the example.

The Fair Play principle helps coaches form a code of conduct which guides the coach in ethical behaviour at all times.

Ongoing training helps a coach to develop and maintain a professional attitude.

### A coach who practises Fair Play:

- ⊕ Respects the rules of the game
- ⊕ Respects officials and accepts their decisions
- ⊕ Respects the opponents
- ⊕ Provides participants with equal opportunities
- ⊕ Maintains dignity under all circumstances to all sport participants.
- ⊕ Puts the athlete first
- ⊕ Provides activities suited to individual needs
- ⊕ Has a Code of Contact and lives by that Code
- ⊕ Is constantly seeking ways to improve his or her coaching

### Coaching for Character

Sport both builds and reveals the true character of coaches and athletes, but it is what you DO, and how you ACT that has the greatest impact on your players - not what you say or tell them to do.

Using sport to build character does not just "happen" - it has to be planned and taught.

There are three steps in coaching for character) see diagram on next page):

#### 1. Identify and demonstrate the principles of character:

- ⊕ Respect
- ⊕ Responsibility
- ⊕ Caring
- ⊕ Honesty
- ⊕ Fairness
- ⊕ Good citizenship

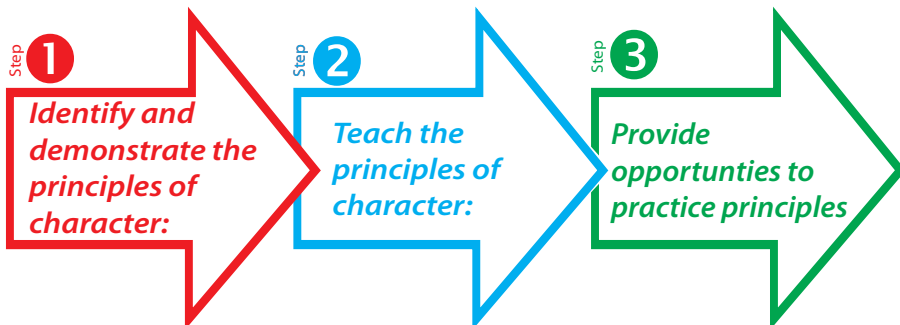
#### 2. Teach the principles of character,

#### 3. Provide your athletes with opportunities to practice the principles of character.



## Coaching for Character

Respect \* Responsibility \* Caring \* Honesty \* Fairness \* Good Citizenship



Most athletes learn about character from the ACTIONS of their coach, not what the coach SAYS.

Much of what athletes learn about character development they will learn from what you do - your personal actions and how you respond to the actions of others.

We have all seen coaches who tell their athletes to respect the decisions of referees, and then go "ballistic" when a call goes against them. What do you think the athletes remember - what they were told or what they saw?

When players on your team behave in ways that are not consistent with your expectations is CRITICAL that you take action - that you don't ignore inappropriate language, or actions. Your athletes need to know that you will act every time - regardless of whether it is your star player or a reserve, and whether it is a local friendly event or the most important championship of your life.

Work with players to develop and live by the Athlete's Code - and example of which is shown here.

Building Character

## The Athletes' Code: In Sport and in Life

Principle	In the Community	In Sport
<b>Respect</b>	Respect other people Respect other's property Respect the environment Respect yourself	Respect the sport, its rules and traditions Respect your opponents - in victory and defeat Respect your coach and officials Respect spectators
<b>Responsibility</b>	Do what you say you will do Meet your obligations Remain in control of behaviour Follow through	Take responsibility for your own training Be on-time, and ready for practice and games Maintain control and discipline at all times Work with teammates for common good
<b>Caring</b>	Be compassionate Forgive others Be kind and generous Prevent bullying	Help team mates and opponents Support teammates in trouble Praise good play - teammates or opponents Share what you have
<b>Honesty</b>	Do the right thing Show integrity Demonstrate trustworthiness Tell the truth	Own up to mistakes or rule infringements Play by the rules - written and unwritten No doping - ever
<b>Fairness</b>	Share with those less fortunate Treat others equally Do not take advantage of others Celebrate diversity	Play to win - within the rules Treat opponents as you wish to be treated Treat teammates as you wish to be treated Do not be selfish - share with others
<b>Good Citizenship</b>	Be a good role model Stay well informed Work to improve your community Protect yourself and others	Be a good role model in sport Strive to always be your best Work to improve your sport Help teammates to do what is right

**Character is learned from others: As Coach you have a responsibility to act with character at all times**



Updated and Revised: 2012



Module 2

# The Coach as Leader



**Better Coaches - Better Athletes**

## Module 2

# The Coach as Leader

### Introduction to Module 2

This module is about understanding your athletes and leading your coaching programme.

In order to coach effectively, you must know:

- ⊕ How to 'Make' the athlete
- ⊕ The age and stage of development of the athlete you coach
- ⊕ What programmes will benefit the athletes
- ⊕ How to set goals effectively
- ⊕ How to communicate with athletes as well as other important sport participants
- ⊕ How to give effective feedback

The Module is divided into six units:

- Unit 1: **Making the Athlete:** A positive sport environment
- Unit 2: **On the Ball:** Age/stage appropriate activities
- Unit 3: **Blow the Whistle:** Communication skills
- Unit 4: **Give and Take:** Changing athlete behaviour
- Unit 5: **Spread the Net:** Working with others

## Unit 1: Making the Athlete

As a coach, you will teach, train, motivate, discipline, counsel, support, be willing to learn from, and to work with others, in order to play your part in making the athlete. However, your most important task is to create a positive sport environment in which the athlete feels safe, welcome, and able to excel.

For some youth, particularly those from a disadvantaged background, the coach can be the most important person in the athlete's life.

The coach needs to make athletes feel good about themselves. In addition the coach needs to make athletes feel they are accepted and valued as individuals regardless of their sport performance.

Successful coaches know how to match the needs of the athletes and the objectives of their sport programme. In so doing, the athlete participates fully and develops his or her skills. All of this together is called **positive coaching**.

### Positive Coaching: Caring about the athlete

In order to guide the development of the athlete, the coach must be prepared to listen to and to observe the athlete. To listen to the athlete without passing judgment is a skill that the coach can develop with practise.

Being encouraging rather than discouraging is an important aspect of positive coaching. Athletes have more fun and perform better when they are encouraged. They have less fun and perform less well when they are criticized and discouraged.

### Positive Coaching: Behaviour

You must also show exemplary behaviour at all times because, as a role model, your athletes will mimic what you **DO**, not what you say. It is not enough to talk about your beliefs; you must act on them.

Here are some tips to help you:

- ⊕ Encourage the athlete to talk with you
- ⊕ Be a good listener - show genuine interest



- ⊕ Maintain trust at all times
- ⊕ Eliminate abuse or abusive language
- ⊕ Eliminate any behaviour that could be considered sexual or racial harassment
- ⊕ Keep confidential information about athletes private
- ⊕ Demand and model fairness, equality, inclusion and non-discrimination

You will be better able to guide, train and help the athlete improve, as trust between coach and athlete develops.

### **Positive Coaching: Equality**

Equality in sport implies that everyone in sport, irrespective of gender, race, ethnic background, sexual orientation or religion, should have an equal opportunity to participate, compete, coach, officiate and administer sport.

This does not necessarily mean that women want to participate in the same activities as men, or that all athletes with a disability want to compete. It means that activities of their choice should be available to them and administered in a fair and unbiased way. No one should be forced into a pre-determined role. Coaches need to be sensitive to the power of words in supporting equality, for words tend to be a sign of values and can influence the participants.

### **With regard to gender and disability equity, coaches should:**

- ⊕ Become more aware of their own use of language and recognize, for example, the word 'women' is overwhelmingly preferred to girls or ladies
- ⊕ Avoid sexist comments and gestures, derogatory language that draws attention to women's bodies and comments about body size, shape and appearance
- ⊕ Use language that recognizes and values women's participation and achievements
- ⊕ Both sexual and racial harassment can discourage young women and young men from taking part in sport. Male coaches, in particular, have power over young female athletes

through their status, gender and age. This power can be abused resulting in either sexual harassment or abuse (sexual, emotional or physical)

- ⊕ Female participation in the traditionally male domain of sport can give rise to allegations of lesbianism, which may deter women from involvement in sport. It can also result in women feeling they must respond to sexual advances in order to confirm that they are heterosexual

To encourage female participation coaches should:

- ⊕ Take steps to ensure facilities are safe for women and girls (lighting, broken windows, transportation)
- ⊕ Monitor the behaviour of others (athletes, parents, spectators, other coaches, officials and administrators) and report any concerns
- ⊕ Remove offensive pictures or graffiti
- ⊕ Be careful when there is a need to touch the body of the athlete (e.g. to support or guide), and follow their own sport guidelines
- ⊕ Prevent intimate relationships developing with their athletes

To encourage participation of athletes with a disability coaches should:

- ⊕ Use respectful language when working with persons with a disability, and avoid words such as "cripple", or "handicapped". Whenever possible use the internationally accepted "person first" language. This means saying, for example, "athlete with a disability" not "disabled athlete". For more examples see "Words with Dignity" on page 137 of this manual. In general, all coaches should treat every athlete with dignity and respect, and ensure each one is afforded opportunities to participate and develop her or his sporting interest and potential.

### **Positive Coaching: Know Your Athlete**

Developing the skill of the athlete requires the coach to put the athlete first. Coaching and training decisions must always be made in the best interest of the athlete - for example a young child should use "child sized" equipment, the height of a equipment might be adjusted, or the weight of a racquet reduced in order to help the child learn the skill correctly, at the right pace and without incurring physical damage.



## Developing appropriate programme goals

Appropriate program goals cannot be developed if coaches do not have good knowledge of the athletes with whom they are working. Coaches need to know why their athletes are participating, and must recognize and respect the athlete's reason(s) for being in the sport. If the coach is to be fair to the athletes, the coach must be prepared to do things differently for different athletes in different situations. The coach therefore needs to learn about the athlete and the best way is to collect information from:

- ⊕ The athlete
- ⊕ The athlete's parents
- ⊕ Teachers and previous coaches, and friends of the athlete.

## The Athlete profile

The information collected in doing an athlete profile can be placed on cards or in a logbook. This information will begin to help you to develop an understanding of the athlete's:

- ⊕ Reason for participating
- ⊕ Present skill and fitness levels
- ⊕ Special medical needs
- ⊕ Family circumstances
- ⊕ Specific nutritional needs

## ◀ COACH ACTIVITY 5 ▶

### Develop an Athlete Profile

**Situation:** You have just moved into a new town and because of your previous coaching efforts, you are asked to take over a new team. You don't know any of the players or their families.

In the space provided, make a list of information you feel you need about the athletes to know them better and to meet their needs.

Your answer:

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## Positive Coaching: Responsible coaching behaviour

The coach needs to:

- ⊕ Behave in an exemplary manner at all times (including punctuality, dress, professionalism at all times - both when coaching and whenever in the public domain)
- ⊕ Give special consideration to the safety of the athlete at all times
- ⊕ Develop athletes' sport skills
- ⊕ Develop programmes that meet the needs of the participants
- ⊕ Respect the game, the officials and the other competitors
- ⊕ Understand that working hard and making an effort - doing one's best - is more important than winning.
- ⊕ Respect the dignity of all participants; and



- ⊕ Respect the rules of the game.

### Positive Coaching: Playing by the Rules

Rules exist for a number of reasons - for example to:

- ⊕ Safeguard the unique nature of the game or sport, ensuring that it can be played by different nations in the same way
- ⊕ Safeguard the athletes - many rules protect athletes from injury
- ⊕ Ensure Fair Play - so that everyone can compete fairly and the enjoyment of the sport is protected

Can you imagine a sport without rules? - There is no question that the rules of any competition are important and it is also very important that the coach is aware of all the rules, both written and unwritten, of his or her sport.

## ◀ COACH ACTIVITY 6 ▶

1. Identify one rule of your sport and explain what would happen to the contest if that rule was not followed:

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2. Are there any rules in your sport that are different from one country to another?

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3. How would any rule differences affect the way you coach?

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### Positive Coaching: The Rules and Fair Play

As a coach you need to be aware that the rules of the game are not only rules the athletes must observe. There are other rules in sport - for example rules about:

- ⊕ Equipment
- ⊕ The use of facilities
- ⊕ Relationships and conduct with other players and officials
- ⊕ A coach's conduct

## ◀ COACH ACTIVITY 7 ▶

Create a list of four unwritten rules that your athletes should observe - rules that do not appear in your sport's rule book.

Beside each rule, identify the reason for the rule. Why it exists.

	Rule not in rule book	Why rule exists
1		
2		
3		



	Rule not in rule book	Why rule exists
4		

### A rule is a tool

The coach needs tools in the same way a craftsman needs and uses tools to do the job. With tools the craftsman is able to do the job in any place. Rules are important for a competition because it means that when ever and where ever the competition is held, the rules are constant and are understood by players, officials, coaches and spectators.

### The rules of the game make up the language of the game

Rules make it easy for persons anywhere who knows and enjoys a game to follow or participate in that game either as players or as spectators. For example, rules make it possible for athletes from the English-speaking Caribbean to compete with the French, Dutch and Spanish speaking countries; and indeed to compete with other athletes anywhere in the world. Rules however sometimes change and coaches need to be able to interpret the rules properly and fairly. Rules need to be recognized by all who participate in the sport.

The coach as a leader is responsible for obtaining and sharing official regional, national and international rules.

### ACTIVITY - ON YOUR OWN

1. Get a book of rules for your sport. Check the library or the national sport organization for your sport in your country
2. Review the Rule Book
3. Identify others who need to know the Rules. Contact those who may be affected by the rules (such as parents, officials, sport leaders and other coaches), and keep them informed

### Positive Coaching: Finding meaning as a coach

As a coach you have the opportunity to influence many lives positively. Your position as a role model requires that you set an example for those persons with whom you interact.

Athletes need to have confidence that you are there for them no matter what. Your good behaviour as the coach positively influences your athletes as well as their parents.

Your conduct can also be an inspirational to other athletes and their coaches. The conduct of the coach also influences the officials in the sport, as well as the spectators and members of the sporting community. As a coach you are a leader and a teacher.

### ◀ COACH ACTIVITY 8 ▶

Here is a short questionnaire to help you better understand your coaching role. Using the following scale below, "tick" the answer that best describes your behaviour as a coach,

Very Well= VW, Well=W, Poorly =P, Very Poorly=VP

#### How well do I:

	Statement	VW	W	P	VP
1	Encourage the athletes I coach?				
2	Make the sporting experience enjoyable?				
3	Challenge without overworking my athletes?				
4	Help my athletes to grow by better understanding themselves as persons?				
5	Greet them when they come to practice?				
6	Give each athlete personal attention?				





	Statement	VW	W	P	VP
7	Show interest in their other interests? (e.g. families, friends, school, hobbies)				
8	Avoid taking advantage of my athletes in any way?				
9	Show that I care?				
10	Provide a good role model in the conduct of my personal life and in sport?				

**Based on your self-assessment of how you coach, decide on one thing that you commit to doing better in the future.**

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### More things to think about

Since you lead and teach many different types of people, here are some questions you need to ask yourself (circle your answers):

Am I fair in what I do?

*Always*      *Sometimes*      *Rarely*      *Never*

Am I fair in the way I treat others?

*Always*      *Sometimes*      *Rarely*      *Never*

Am I fair in what I say about others?

*Always*      *Sometimes*      *Rarely*      *Never*

Am I fair to the athletes in terms of the safety conditions to which I expose them in training?

*Always*      *Sometimes*      *Rarely*      *Never*

### Positive Coaching: A good coach puts the needs and safety of athletes first by:

- ⊕ Helping athletes to achieve their potential
- ⊕ Understanding their individual needs as they grow and develop
- ⊕ Guiding all their skill development
- ⊕ Making every effort to bring out the best in them
- ⊕ Being enthusiastic and knowledgeable
- ⊕ Being fair and open minded at all times

## ◀ COACH ACTIVITY 9 ▶

Make a list of some of the people you have the opportunity to influence:

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**Summary:**

A coach is a very important person in the life of an athlete. His/her main responsibility is to make the athlete a better person and a better athlete.

In order to do this you have to know your athlete.

The making of an athlete requires you to remember that:

- ⊕ For the athlete, the coach is often the most important person in the sport
- ⊕ Each athlete is different
- ⊕ Each athlete is in the sport for a different reason
- ⊕ Athletes should be good winners as well as good losers
- ⊕ The rules of the game are there to ensure fair play in sport

Finding meaning as a coach:

- ⊕ You have a chance to influence many people positively
- ⊕ Do what you can, and do it the best way you can
- ⊕ Understanding why you do what you do will help you to be a better coach

Personal Notes

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## Unit 2: On the Ball - Long-Term Athlete Development

To create appropriate programmes, the coach has to be **“on the ball”**, and alert to the needs of the athletes at every age and stage of his/her development.

Designing programs and activities that are most beneficial at each stage of his or her development is called Long-Term Athlete Development, and this process is being used by most leading sport nations.

### By the end of this Unit, you should be able to:

Name the stages of Long-Term Athlete Development

Determine which stage(s) of Long-Term Athlete Development your athletes are in

### Same person - different ages

There are two important ages that have to be considered when coaching. They are the athletes' chronological age, and their developmental age.

1. **Chronological age:** This is the athletes' age measured in years according to birthdays.

2. **Developmental age:** This is the age measured according to the athlete's physical, mental and emotional development. It can vary by as much as two years (above or below) from chronological age. For example, a 12 year-old (chronological age) could have a developmental age of anything between 10-14 years. The athlete might be physically very mature for his age and therefore have an estimated physical developmental age of 14 (i.e. he is the same as the average fourteen year old in terms of physical development). Another athlete, aged 14, might be physically like a 14 year old (i.e. physical developmental age matches chronological age) but emotionally and perhaps mentally, she might be more like a twelve year old.

**Good coaching is based on the developmental age of the athlete, not their chronological age**

**One more age to consider:** In addition to developmental age, coaches should take **Training age** into account. Training age refers to the number of years the athlete has been training seriously in the sport. In general, athletes of the same developmental age who have been in the sport for different amounts of time will have different training needs - with those more recently entering the sport often unable to do the same amount or intensity of training as those who have been in the sport longer.

### Long-Term Athlete Development: Athletes' Ages and Stage

Coaches are generally very knowledgeable about their sport, but often far less knowledgeable about the changes that are taking place in their athletes as they grow and develop. Recent advances in coaching have demonstrated that in order for athletes to reach their full potential it is important that they do the right kind of training as they mature. Training children as though they were miniature adults is a sure way to turn them off sport, and may lead to injuries.

There are many long-term athlete development models that all share much in common while having minor differences. The model presented here (with permission) is the Canadian Long-Term Athlete Development (LTAD) Model. Additional information on LTAD can be found at:

[www.canadiansportforlife.ca](http://www.canadiansportforlife.ca)

where a large number of sport-specific long-term athlete development models can also be found along with a great deal of additional information - all available for free.

### The stages of LTAD

**Active Start: (0-6 years for both boys and girls)** This is the first six years of life; a time when the brain is developing its connections to the muscles of the body. It is a time when children need to play and explore their environment. They need to master basic human movements, and develop habits of being active.

**FUNDamentals: (6-8 for girls, 6-9 for boys)** This is the time when children need to master a wide range of fundamental movement skills - including learning to run, jump, catch, throw, and kick

Continued on page 29



## Stages of Long-Term Athlete Development\*



\* Based on: Balyi, Way, Cardinal, Norris and Higgs. (2005) *Canadian Sport for Life*. Canadian Sport Centre Vancouver. Used with permission.

### Long-Term Athlete Development (LTAD)

LTAD is an internationally recognized process for the effective development of athletes - both for high performance, elite, competition and for life-long recreational engagement in sport.

LTAD is based on the well known changes that every human goes through as they mature from infant to adult, and makes sure that at each stage of development coaches do the right kind of training to give the athlete the best possible chance of becoming an elite player, or if they do not have the skill, aptitude and desire to reach the top - to be competent recreational players who enjoy the sport for its health and social benefits.

#### Key LTAD Ideas:

- Coach for long-term development not immediate success

- Develop the child as an all-round athlete first - and then as a player in a specific sport

- Ensure that players learn fundamental skills (such as running, jumping, catching, hitting and throwing) before they focus on learning sport specific skills

- Take full advantage of windows of opportunity for developing specific physical capabilities

- Base coaching on the **DEVELOPMENTAL** age of the child, not their chronological age

- Make sure that club, school and other teams for which an athlete plays coordinate the athlete's training

- Have appropriate training-to-competition ratios, and use competition appropriately

well. Where possible, children should be exposed to land based and water based sports - and if they live in a Northern climate to ice and snow sports as well. This stage is too early for children to specialize in only one sport.

**Learn to Train: (8-11 for girls, 9-12 for boys)** During this stage children need to learn all of the foundation sports skills, from all the major sports. Children this age should be engaged in multiple sports to develop all round sport skill. It is too early for anyone to predict who will be a good batsman or the fastest sprinter - so children should play in multiple sports and within a sport everyone should play all positions, and try every event. This is the "Golden Age" for skill development, and a time to work on flexibility. This stage ends when the athlete starts his or her adolescent growth.

**Train to Train: (11-15 females, 12-16 males)** This is the time to develop physical capacities of strength, speed and endurance (see the diagram on sensitive periods) and to develop greater specialization as an athlete - but it is still too early to know who will ultimately be the best athlete in any sport, or what position/role/event the athlete is best suited to. The athlete's brain is now sufficiently developed to fully understand strategy and tactics.

**Train to Compete: (15-18 females, 16-19 males)** This is the time to specialize in a particular sport, position or event, and to refine skills with the now adult-sized body. Also a time to focus on further developing individual skills, strength and endurance.

**Train to Win: (Usually 23+ for males 21+ for females - varies by sport)** This is the stage at which athletes are competing with some degree of success on the world stage - Olympics, World Championships, and the highest levels of professional leagues. Few athletes reach this stage. It is the time to focus on peaking and preparing for podium performance in critical competitions.

**Active for Life:** Any age after the onset of adolescence, when players take part in sport for enjoyment, health and social engagement.

## The importance of coaching based on developmental age.

**Stage Appropriate Coaching:** To best improve athlete performance, the coach must match his or her coaching to the stage of development of the athlete. A summary of what this means can be found in the table at the end of this section, on page 34.

One important change in coaching as athletes pass through each stage of development is the **Training to Competition Ratio**. In the earlier stages of development athletes should train a great deal more than they compete. Training includes everything the coach would normally think of as training, as well as all minor competitions that are used to develop skills, try out new tactics or strategies, or use specific skills under competition conditions. In the **Training to Competition Ratio** - Competition means only those important competitions where athletes or teams are focussed on the performance/outcome/results.

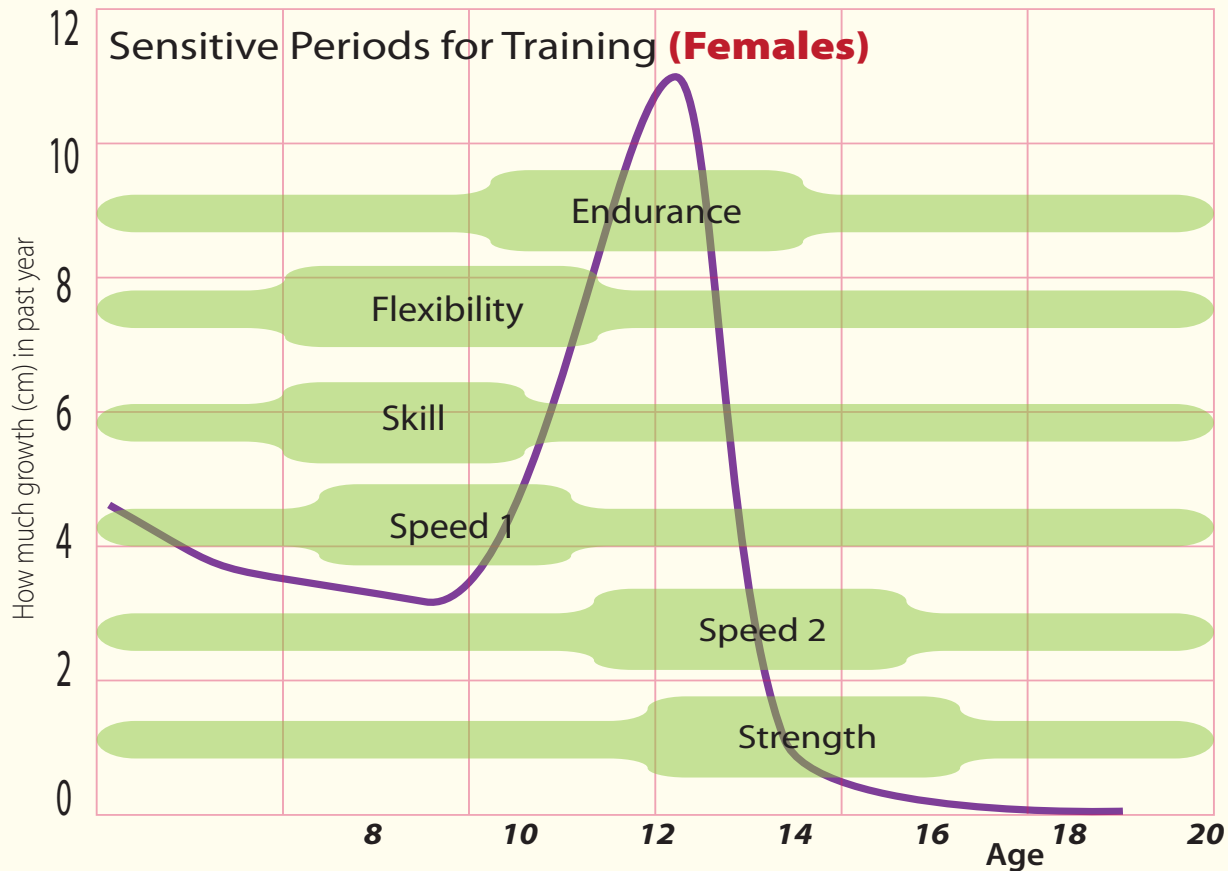
**Sensitive Periods:** As an athlete develops they pass through a number of sensitive periods. A sensitive period is a time when a particular sport capacity can BEST be developed, and when training should focus on that capacity. There are optimum times when the athlete should be training their skill, speed, strength, flexibility, and endurance.

Some of these sensitive periods (those before adolescence) are based on chronological age, while other sensitive periods are based on whether the athlete is at the start, in the middle, or towards the end of their adolescent growth spurt. This is why it is **so important** to base training on the athlete's developmental age - to take advantage of these sensitive periods. If the athlete does not fully develop their capacities during these sensitive periods they will never reach their full adult potential.

Details of the different sensitive periods for females and males are shown on the next two pages.

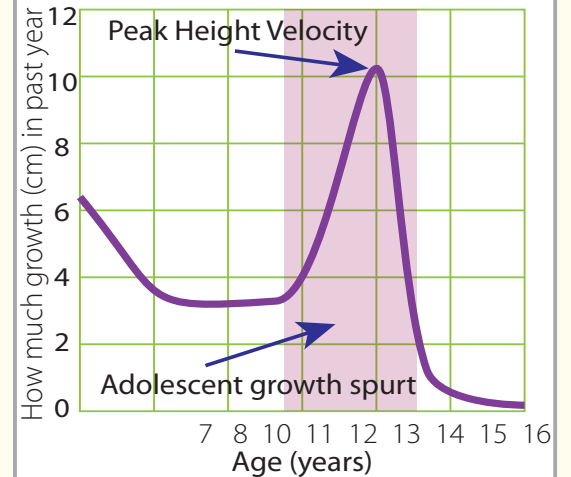


## Sensitive Training Periods - Females



**Sensitive Periods:** Are times in the life the player when training certain capacities is most effective. Remember - every system can be trained at all times, but these are the best times!

Note: Some sensitive periods (Flexibility, Skill and Speed 1) occur before adolescence, and are based on chronological age. Endurance, Speed 2 and Strength occur during and after the adolescent growth spurt, and training should be designed based whether a player is an early, average or late developer. Speed 1 means limb speed, while speed 2 means whole body running and turning speed.

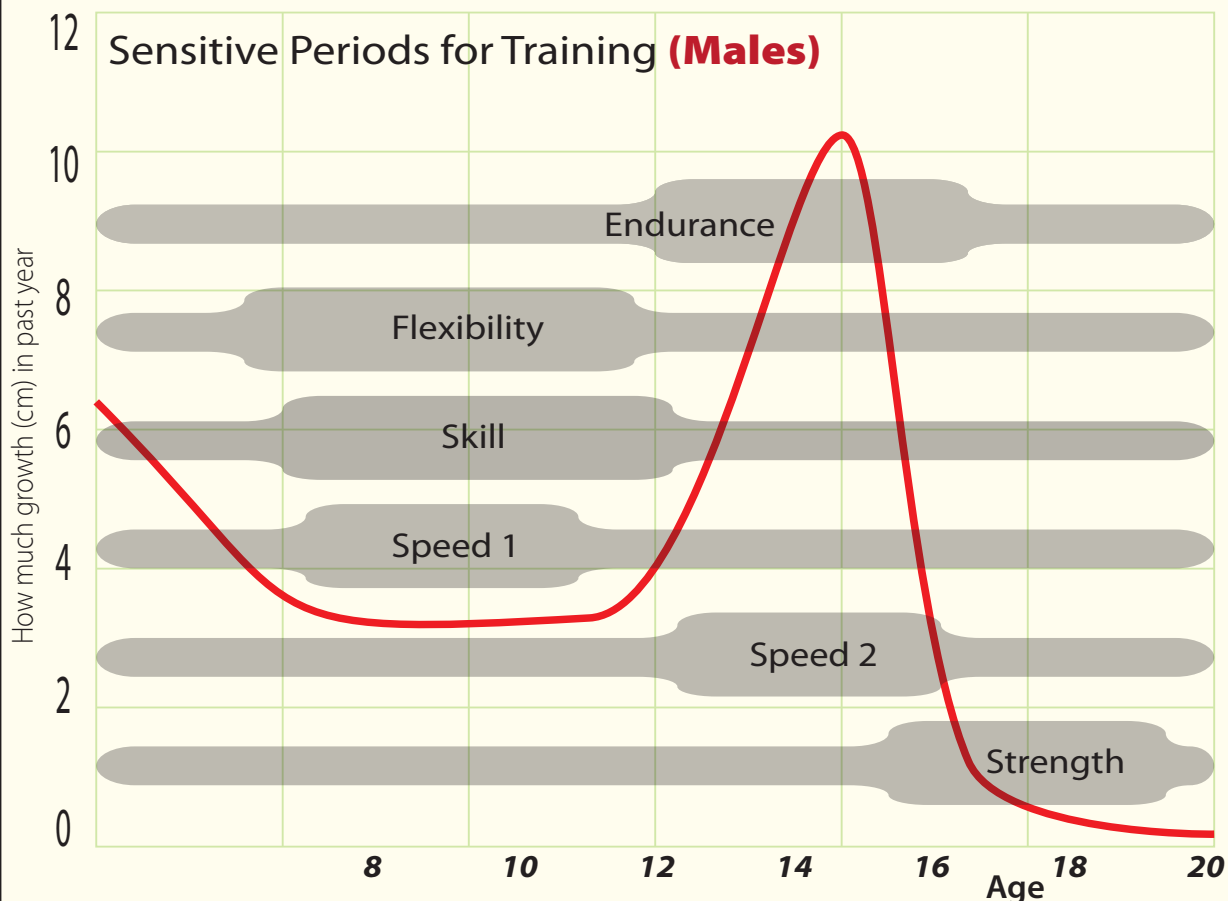


### Adolescent growth Spurt

Children do not grow at a constant rate. During late childhood they grow about 6 cm every year (2-3 inches). As they reach puberty, they grow much faster, and then the growth slows down again, until at around 18-20 years of age growth stops and the person has reached their full adult height. This period of rapid growth is called the adolescent growth spurt.

On average the adolescent growth spurt reaches its peak at age 14 in boys and **age 12 in girls** - but it can be up to 2-3 years earlier or later depending on whether the youth is an early or late developer.

## Sensitive Training Periods - Males



**Sensitive Periods:** Are times in the life the player when training certain capacities is most effective. Remember - every system can be trained at all times, but these are the best times!

Note: Some sensitive periods (Flexibility, Skill and Speed 1) occur before adolescence, and are based on chronological age. Endurance, Speed 2 and Strength occur during and after the adolescent growth spurt, and training should be designed based whether a player is an early, average or late developer. Speed 1 means limb speed, while speed 2 means whole body running and turning speed.

### Adolescent growth Spurt

Since training should be based on the Developmental Age of the athlete, not their Chronological Age it is important for coaches to keep a close eye on athletes to know when they are starting their adolescent growth spurt.

To track the growth of athletes coaches need to measure them in a systematic way. Full details of what to measure and how to use those measurements can be found in the document, "The Role of Monitoring Growth in LTAD" available as a free download from:

[www.canadiansportforlife.ca](http://www.canadiansportforlife.ca)

where it can be found in the "resources" section of the website.

Informal observation of athletes can also provide good clues to when they are starting their growth spurt, and some coaches report that athletes rapidly growing out of their shoes is a pretty accurate indicator that they are entering adolescence.

**Remember:** To take advantage of sensitive periods of training you MUST know whether your athlete has not started, is going through, or has completed their growth spurt.

## Keep 'em or lose 'em

The stages of LTAD are basic guidelines about the ways young athletes develop. Individual variations occur, for example, an athlete can be advanced physically or improve skill dramatically, yet lag behind in their social or emotional development. When coaches understand the stages of athlete development, and observe their athletes carefully, they are able to adjust their coaching strategies and act in the best interest of each athlete. When coaches do this, athletes tend to be more satisfied with their training, and are more likely to remain in sport.

If, however, the type of training the coach provides does not match the stage of development of the athlete, then athletes will lose interest and drop out. This is also true if the level and type of competition is not appropriate - because the programme is either too competitive or not competitive enough.

## Gender Differences

The coach also needs to be aware of gender differences. Boys and girls do not progress through the stages at a similar rate. On average, girls mature faster than boys and pass through each stage of LTAD more rapidly.

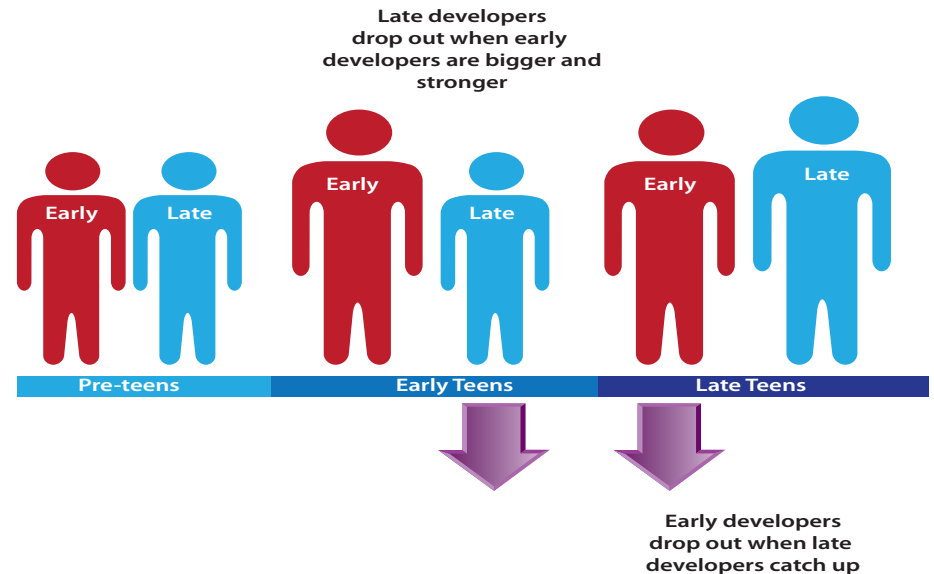
Social pressures also exist that cause additional pressures. For example, as girls grow older, they may believe they should leave the rough and tumble of sport to the boys.

Some parents may not feel comfortable with their growing daughters participating in sports involving physical contact or having a male coach. Parents of boys may have similar concerns about their sons playing with larger boys of the same age in sports where there is possibility of injury.

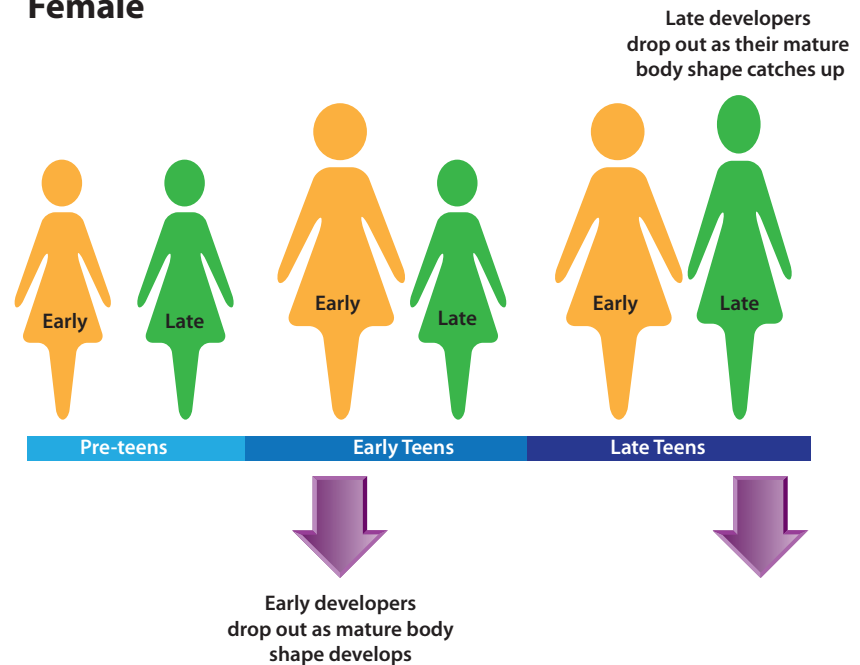
## Early, average and late developers

In many sport, boys who develop earlier (enter puberty earlier) generally have an advantage. They tend to be bigger, stronger and faster than average or late developers. Unfortunately coaches often mistake the early strength and speed associated with early development for greater sporting talent. When coaches give preference to early developers because they believe they are more talented, and when late developers have little success against the bigger athletes of the same age, the late developers tend to drop out of sport. This is a huge waste of potential talent.

## Males



## Female





As those late developers who do remain in sport catch up in their development with those who entered puberty early, they tend to overtake them in terms of sport performance. At this point the early developers who had early success now find themselves being beaten and tend to get discouraged and drop out. Unless coaches work hard to make sport enjoyable for youth regardless of whether they are early or late developers we have a system where late developers drop out early in the teen years, and early developers drop out late in the teen years.

For girls the opposite is true. The physical changes of puberty for females - the development of wider hips, breasts and greater body fat - frequently give late developing girls a sporting advantage early in the teen years (with early developers dropping out) and then, later, when they too start to develop mature female characteristics they are at a disadvantage and tend to drop out.

## ◀ COACH ACTIVITY 10 ▶

### 1. Review of the athlete profile

Review the athlete profile you developed earlier, and add the chronological, developmental and training age for the athlete.

### 2. Case study of Coach Blue: BeBe, Middy and Teeny

**You are Coach Blue.** You are well known in the community. You coach all ages—very young athletes like BeBe who is 9 years old and wants to be like Hooper when he grows up, Middy who is in Common Entrance class and hopes to be like Merlene Ottey one day and Teeny (Aged 14) who is already aiming to play professional basketball.

Create an athlete profile for each of these athletes:

Describe your training considerations for each of these athletes with respect to their ages and stages of development:

Middy has just won her first big race and her father now wants her to enter every competition of the season. What would you say to her parent? Give reasons for your decision.

Teeny's developmental age is at least fourteen months below his chronological age. He wants to practice a skill that is way beyond his

reach. As his coach, what do you tell him?

#### Tips to guide you:

- ⊕ Athletes develop at different rates and go through the stages of development at different times
- ⊕ Very young children learn a lot through play, so provide lots of opportunities for guided play
- ⊕ Catch them doing things right - and praise them for it
- ⊕ Make training fun for the athletes
- ⊕ Have patience - it takes time to refine and use new skills

Telling the athlete what he or she is doing wrong may reinforce the error they are making. Provide them with instructions on what they should do improve the skill. You need to:

- ⊕ Encourage
- ⊕ Support
- ⊕ Be positive
- ⊕ Be sensitive
- ⊕ Remember they are beginning to be independent.

Teenagers are struggling with changes in their bodies, their emotions, and their identity. They need plenty of support and encouragement.

#### In addition:

- ⊕ Reward efforts more than immediate results
- ⊕ Set appropriate rules, and set a good example
- ⊕ Keep the rules, be consistent and fair, and let the athletes know what behaviour is acceptable and what is NOT
- ⊕ Set reasonable challenges
- ⊕ Let athletes work independently
- ⊕ Be prepared to deal with undesirable behaviour, deal with wrong doing and then let it go.



## Programme characteristics for each stage of LTAD

Stage	Focus	Strategy	Game/Modification	Competition	Other activities
<b>Active Start</b>	Mastering basic human movements, putting movements together in play.	Allow children to explore their physical space. Provide different equipment and toys for them to play with. Encourage unstructured free play.	Short simple games as children reach the end of this stage. 1-2 children per side. Do not over-organize games, and play for short periods. Parents play with children.	Generally little/no competition. <b>No competition.</b>	Encourage daily physical activity for at least 60 minutes a day - in lots of short activities. Avoid screen time as much as possible.
<b>FUNdamentals</b>	Learning a wide range of fundamental movement skills and use them in mini-games. Avoid full adult versions of sports.	Provide many opportunities for practice - if a child is failing to learn a skill provide instruction and positive feedback.	Focus on having fun. Mini-games (2-3 players per side), simple rules, small playing area and child sized equipment.	Play short games, and mix up sides, do not keep game statistics. Umpires /referees teach the rules during games. <b>All activities FUN based.</b>	Play lots of different games and if possible learn fundamental movement skills on all playing surfaces, in the air, and in the water.
<b>Learn to Train</b>	Learning foundation sport skills in multiple sports. This is the "Golden age" for skill development. Don't specialize.	Teach basics skills of all sports including individual and team sports. Players play all positions and try all events - no specialization. Take advantage of sensitive periods.	Practice skills in mini-games of 2-4 per side and begin to play the adult version of the game. Use smaller playing areas and appropriate sized equipment.	Learn to take part in competition - local competitions most appropriate. <b>70% training 30% competition.</b>	Play a minimum of three sports throughout the year.
<b>Train to Train</b>	Building the physical capacity of the athlete, refining sport skills and increased specialization in sport, position or event.	Refine sport skills, periodize physical training, teach tactics and strategy, and transition to specialization. Support the athlete with sport psychology, strength and conditioning, nutrition etc.	Adult version of games. In training set up mini-games where players solve problems individually and as a team.	Focus on some competitions where specific techniques are tried under pressure, and others for results. <b>60% training 40% competition and competition specific training.</b>	Focus on one main sport with a complementary "off season" activity to maintain fitness, and prevent burn-out.
<b>Train to Compete</b>	Learning to compete at high level. Focus on preparation for competition, and refinement of fitness and skills. High specialization.	Build on physical capacities developed in T2T stage. Good periodization to peak for specific events, and strong ancillary support. Learn to travel and balance sport with other life goals.	Full international game/rules. Use some events to hone competition skills and in others strive for high level results. Have a multi-year competition and training plan.	National and international level competitions - maintain appropriate training to competition ratio. <b>40% training 60% competition and competition specific training.</b>	Year round training - but with periods of rest and regeneration. Completion of education or employment training. Development of appropriate personal relationships.
<b>Train to Win</b>	Winning at the highest international level.	Everything is focussed on podium performance. Athlete is well funded and supported by a performance enhancement team. Towards end of career prepare for post-athletic employment.	No modifications to sport. Works with performance enhancement team to gain maximum legal advantage under current rules of the sport.	Competes in highest level international competition and/or highest professional leagues. <b>25% training 75% competition and competition specific training.</b>	Education, career training, financial planning, career transition, family responsibilities.
<b>Active for Life</b>	Enjoyment of the sport, maintaining a level of physical activity for health, and social engagement.	Appropriate level of competition and training, development of long-term competition and training opportunities, good social interaction of athletes.	Modifications to reduce risk of injury to older players (non-contact versions of sports, shorter duration of events, more forgiving equipment).	Masters Level competition and recreational leagues. <b>Competition based on individual's desire.</b>	Engage ex-competitors as coaches, officials, organizers and volunteers.

Adapted from Canadian Sport for Life  
www.canadiansportforlife.ca

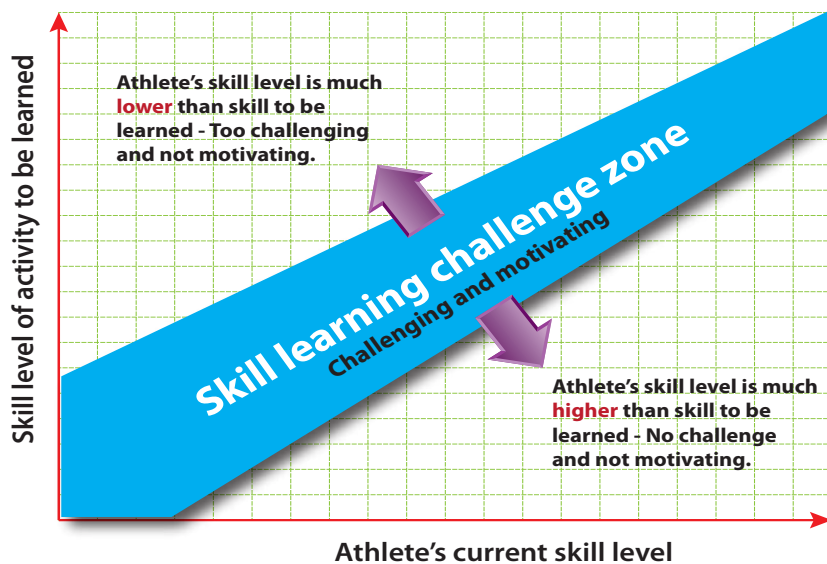
## Setting the right challenge

When teaching athletes a new skill, it is important to consider their current skill level and the difficulty of the skill you want to teach.

If the new skill is too easy, athletes will get bored quickly, and lose interest.

If the skill is too hard, then the athletes will become frustrated with their lack of success.

The coach needs to constantly monitor the athletes to make sure that they stay within the “skill learning challenge zone.”



## Differences in Coaching males and females

Male and female athletes often approach sport differently. It has been said that when coaching males you coach the sport, and when coaching females you coach the person. What does this mean?

Male athletes tend to be more task oriented, and the coach can concentrate on coaching the technical aspects of the sport, and on physical training.

While female athletes very much concentrate on physical training and technical competence, they also bring a much more social dimension to training - and the development of friendships, and time to socialize with each other (in training and competition) is much more important than it is for males. Coaches who think that this social “chit-chat” is unimportant, and who try to coach female athletes in the same way they coach their male athletes, are likely to be unsuccessful.

## Some important aspects of growth

**Physical development:** the growth of the systems of the body, muscles, bones and energy systems

**Emotional development:** the development of the self-concept “Who am I”?

**Social development:** the development of relationships with peers and adults.

The coach should encourage, support and praise athletes at every age and stage

A coach must therefore:

- ⊕ Develop the skill of finding out what activities are best suited to the athlete's stage of development
- ⊕ Observe how the athlete responds to the activities
- ⊕ Judge whether the activities help the athlete to develop and improve

## Summary:

The needs of athletes vary according to their age and stage of Long-Term Athlete Development.

Remember athletes have three ages:

- ⊕ Their chronological age,
- ⊕ Their developmental age and
- ⊕ Their training age.

Each stage of development has its own characteristics (see page 34) and good coaching takes these characteristics into account. Remember, children are **not** just miniature adults.

Fair Play requires the coach to be on the ball in developing strategies and activities to suit the developmental needs of **EACH** athletes.



## Unit 3: What is Your Game Plan?

### Introduction

As a leader, the coach needs a plan, and in order to plan a programme, the coach must know the needs and interests of his or her athletes. As leader the coach has three main tasks:

1. To run a quality program and meet goals (the task)
2. Bring the group of athletes closer together so that they trust and rely on each other (improved team/group dynamics)
3. Help each individual athlete improve their performance and feel part of the group (individual growth)

### By the end of this unit you should be able to:

- ⊕ Develop an athlete-centred coaching programme
- ⊕ Set different types of goals with your athletes
- ⊕ Decide how you are going to take charge of your coaching programme
- ⊕ Determine your game plan
- ⊕ Decide how you are going to take the lead
- ⊕ Determine how you are going to empower your athletes and help them to set effective individual goals

As a leader, the coach is responsible for the entire training and competitive programme. It is a large task that begins with understanding why athletes have been attracted to your programme,

### Goal-setting

Once you have begun to get to know your athletes and their reasons for taking part in your sport (Review pages xx-xx if needed), you can begin to set goals together. Goal setting is a very simple technique, which you can use in many aspects of your coaching.

### Why goal setting?

For example, you can use it to:

- ⊕ Plan what you need to do and set priorities
- ⊕ Provide a focus and an objective for each coaching session and

the whole programme

- ⊕ Help your athletes plan steps to achieve whatever they want from sport
- ⊕ Enhance motivation
- ⊕ Introduce mental skills training to your athletes

Goal setting will not be new to you. You probably already set goals when you plan a holiday, save up for something, make a journey or plan a series of coaching sessions. You decide what you want to do in the future (a long term goal) and how you will get there, (a number of shorter-term steps or goals). However, you may not do it in a systematic way, so it may not always be effective.

### How?

Many coaches and athletes have learned that to reach a **long-term** goal such as winning a medal or national championship it is necessary to break it down into a number of **short-term** goals.

In coaching there are three different types of goals:

- 1. Performance goals:** These are absolute benchmarks (e.g. a specific time, distance, or score) and are not affected by other people's performances
- 2. Process goals:** Process goals usually refer to an element of performance (e.g. the number of successful attempts at a particular technique or tactic, number of unforced errors)
- 3. Outcome goals** - These are goals such as winning a championship, making a final, or being selected for a team. These are generally good long-term goals, but poor short term goals

As a team you may wish to set some long-term outcome goals (e.g. winning, making a final, gaining selection). However, for the short-term, it is usually better to set performance or process goals.

The rule in setting goals is to set goals WITH individual athletes or teams in a collaborative process and not, as coach, to set goals FOR the athlete or team. There is strong evidence that being part of the goal setting creates "buy-in" from the athletes and this leads to greater commitment to achieving those goals.

In setting effective goals (whether performance, process or outcome) it may help you to remember to make your goals **SMARTER**.



## SMARTER Goals

Each letter in SMARTER stands for an important part of the goal.

**S - specific:** with your athletes develop goals that are as specific as possible (e.g. to improve is too vague a goal)

*Example: To improve performance in the 100 m sprint by 0.3 of a second, not just to "run the 100 m faster".*

**M - measurable:** set goals in a way in which you can measure progress

*Example: To reduce the number of fouls committed by the team.*

**A - agreed/accepted:** ensure any goals set are agreed to and accepted by everyone

*Example: Set goals with the team/athlete, not for them.*

**R - realistic and relevant:** too difficult a goal may prove demotivating, make it challenging but possible and achievable. Set goals that are directly relevant to what you want to achieve

*Example: To have the under 16 sprinters in the club run the 100 m in 13.7 seconds*

**T - time framed:** always set a time by which you want to achieve the goal, good intentions will always be postponed

*Example: By December 31 of this year raise \$1000 US for next year's Caribbean Championships.*

**E - exciting:** goals need to be exciting, but not too easy or there will be no sense of accomplishment

*Example: Qualify for the Caribbean Championship.*

**R - recorded:** write down your goals. It increases commitment and serves as a record.

*Example: Print out team goals and post them prominently in the changing room - refer to them often.*

## When and what?

Now you know why and how to set goals, you need to think about when and what goals to set. You should set goals with your athletes on:

What is to be achieved in the longer term - the season or even a life time achievement

What is to be achieved in the shorter-term - in the next training session, next week, next month, next competition.

Goals can be directed at any part of the training (physical, technical, tactical, mental) or competitive performance. They should be reviewed regularly, amended as necessary or new ones set.

## ◀ COACH ACTIVITY 11 ▶

Complete the following:

1. Who should be involved in goal-setting? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Write down one outcome goal you might set with your athlete:

S - \_\_\_\_\_

\_\_\_\_\_

M - \_\_\_\_\_

\_\_\_\_\_

A - \_\_\_\_\_

\_\_\_\_\_

R - \_\_\_\_\_

\_\_\_\_\_



T - \_\_\_\_\_  
 \_\_\_\_\_  
 E - \_\_\_\_\_  
 \_\_\_\_\_  
 R - \_\_\_\_\_  
 \_\_\_\_\_

On a separate sheet of paper write out a SMARTER *performance* goal and *process* goal.

### Goals must meet athlete and coach needs

Both you as coach, and your athletes will have a more productive and enjoyable time if you are all in sport for the same reason. When you are there for different reasons the experience will not likely be good. So you need to really understand your own approach to coaching, and the reasons athletes take part in sport.

It is a good idea to better understand your approach to coaching. Research has shown there are two distinct types of coaching approaches. One is a task-centred approach and the other a social-centred approach. The activity you completed in the introductory section was a start at trying to understand your personal approach to coaching. Review the results of the survey again (see pages 8-9) and use those, along with the following, to gain more understanding about your approach to coaching.

#### Task-centred vs. social-centred approach to coaching

Coaches who focus mainly on achieving goals which include physical fitness, sport techniques, strategies and tactics and are directed by a need to improve and win are using a task-centred approach.

Coaches who develop programmes that are concerned with having fun, forming friendships and working cooperatively are using a social-centred approach.

Few coaches use completely one approach or another. Often the age and developmental level of the athlete, the level of competition and the goals of the sport programme cause successful coaches to use both approaches - each at different times according to the situation.

A mixed approach is often the best one because it means the athletes have most of their needs satisfied by developing:

- ⊕ A sense of control
- ⊕ Commitment to the team and the programme
- ⊕ Confidence in their abilities to contribute
- ⊕ Improvement in skill and physical fitness

### Finding out what athletes want from a programme

#### Ask your athlete!

Does the athlete want to improve in the sport?

Are there new skills the athlete wishes to learn?

Is the athlete interested in excelling in the sport?

Is competing and/or winning important to the athlete?

If **"YES"** is the answer to all or any, the athlete's desire is for achievement

*Strategy: In order to keep such an athlete motivated, use a check-list system so that they can see their improvement.*

#### Ask your athlete!

Does the athlete want to meet people?

Is the athlete looking for positive relations with others?

Does the athlete want to make friends?

If **"YES"** is the answer to all or any, then the athlete's desire is for belonging

*Strategy: Uniforms, team outings, eating together and other group activities*

#### Ask your athlete!

Does the athlete yearn for excitement?

Does the athlete want to experience the sights and of the sport?

Is the athlete turned on by the physical feeling of the sport?

If **"YES"** is the answer to all or any, then the athlete's desire is for sensation.

*Strategy: Use imagery and visualization, heighten feelings of participation, enjoy conditions of play (e.g. a muddy field, sunny days).*



## Ask your athlete!

Does the athlete want to feel a sense of control?

Does the athlete want to be in charge?

If **"YES"** is the answer to all or any, then the athlete's desire is for self direction

*Strategy: Give the athlete opportunities to set goals, make decisions, lead warm-ups and drills.*

## Parting Company

In setting goals it is important to understand why athletes are in the sport. When athletes and coaches have different reasons for being in sport, it is difficult for them to reach agreement on goals. When agreement cannot be reached it may be time for the coach and athlete to go their separate ways. The coach, however, has a responsibility not to just "drop" the athlete but to work with him or her to help them find a place in sport where their goals match those of the coach/programme.

## ◀ COACH ACTIVITY 12 ▶

1. Read the following scenarios, describe the athlete's needs and identify ways in which these needs could be met.

A. Coach arrives at any time, having told the athletes they should start training with or without him. When the coach arrives, he works with some athletes and not others and lets most athletes continue to work on their own.

B. Coach starts the coaching session at 1400hrs/2.00 p.m. every Saturday afternoon for all the neighborhood children. Coach insists they complete every training drill before they leave. It is often nightfall before the drills are complete. Coach hardly talks to them except to give direction and the coach never listens to what they may wish to say. Athletes are dismissed without participating in any game.

C. Coach talks to each athlete and together they make a training plan. Coach encourages the athletes and praises their efforts throughout the training sessions. Coach also makes a point to involve parents and asks for their support in ensuring the athletes eat correctly and balance training with rest.

## Summary

Athletes may engage in sport because of the desire for:

Achievement  
Belonging  
Sensation, and/or  
Self-direction

The coach's most important responsibility is to work with the athletes to develop mutually agreed goals for the programme.

If the coach and athletes cannot agree on goals then the coach must decide how to proceed:

(a) Hand over the team/athlete(s) to a coach who is better able to meet the athletes needs.

(b) Talk with athletes about the goals of their programme, and if the athlete does not want to pursue those goals, work with the athlete to find another place in the sport with which they are a better fit.



## Unit 4: Blow Your Whistle

### Introduction

As a coach you may sometimes blow your whistle to send a message to the athletes. Has it ever occurred to you that you are sending messages all the time, by the way you speak (verbal), or dress, act or walk (non-verbal)?

So blow the whistle and get alert!

### In this unit you will learn about communication skills

- ⊕ Coach to athlete
- ⊕ Athlete to coach
- ⊕ Coach to parents, officials, the media, the community

### By the end of this unit, you will be able to:

- ⊕ Identify the principles on which good verbal communication is based
- ⊕ Identify the principles on which good written communication is based
- ⊕ Explain the importance of good communication skills

### What is Communication?

Communication is an important skill, which involves sending and receiving messages/information. Exchanging information appears to be a simple two-way process in which there is a sender of the message and a receiver of the message. As simple as this process seems, it can result in a lot of confusion if the message that is sent is not correctly received.

### Remember Say-Say?

*Miss Mary say dat de neighbour say that Mr. Harry say what teacher say, but teacher say she didn't say what Miss Mary say that de neighbour say dat Mr. Harry say de teacher say.*

### What is the Communication process?

The communication process includes

- ⊕ A sender of the message
- ⊕ A receiver of the message
- ⊕ The message
- ⊕ The means through which the message is sent

### The sender of the message

The sender of the message has a thought or idea to communicate. The message might be:

- ⊕ A point of view
- ⊕ An instruction
- ⊕ Information

The sender's feelings are always in the message. Feelings show in the:

- ⊕ Tone of voice
- ⊕ The words
- ⊕ The body language of the sender
- ⊕ Emotional attitude of the sender

Even when the sender is not face-to-face with the receiver, feelings can show. Think how well you can pick up the emotions of someone even when you are speaking on the telephone.

### The receiver of the message

Listeners usually hear what they expect or want to hear and not always what is actually being said. The way the receiver receives the message depends on the:

- ⊕ Emotional state of the receiver
- ⊕ Receiver's understanding of the message
- ⊕ Receiver's understanding of the sender
- ⊕ Receiver's beliefs in relation to the subject matter

### The message

The message may be verbal or non-verbal. A verbal message is easy to identify because it is spoken. When sending verbal messages;





- ⊕ Keep the message to the point
- ⊕ Be specific
- ⊕ Avoid jargon
- ⊕ Explain technical terms before using them
- ⊕ Use language that is simple
- ⊕ Think before you speak

A non-verbal message is a sign or gesture. It is more difficult to understand because it could be easily misinterpreted. Sometimes the non-verbal message comes across more strongly than the verbal information. Often the sender is unaware of the non-verbal message being sent.

Be aware of non-verbal messages you send through:

- ⊕ Facial expressions
- ⊕ Gestures
- ⊕ Posture

The coach has the responsibility to manage the communication process, especially the messages that are sent as well as the messages that are received.

### Communications break down

Communication can break down if the:

- ⊕ Message is not clear
- ⊕ Sender is not effective.
- ⊕ Receiver allows thoughts to affect the message, positively as well as negatively.

Here are some tips to help you to avoid communication breakdown.

- ⊕ Ask questions if the message is not clear.
- ⊕ Repeat the message in a different way, simplify it.
- ⊕ Check from the receiver, whether or not the message was understood

## ◀ COACH ACTIVITY 13 ▶

### 1. Verbal communication

Imagine a coach gives an instruction, without a demonstration, to an athlete (e.g. to lift the left leg perpendicular to the body). The athlete lifts the leg and sticks it out. The coach shouts ***that's not what I said to do!***

*Discuss what might have gone wrong in the communication.*

### 2. Means of Communication

A message can be sent in a number of ways:

- ⊕ Speech
- ⊕ Tone of voice
- ⊕ Pace of speech
- ⊕ Loudness
- ⊕ Dress
- ⊕ Appearance
- ⊕ Posture
- ⊕ Facial Expressions
- ⊕ In writing
- ⊕ In pictures
- ⊕ Hand signals
- ⊕ Use of head
- ⊕ Use of whistle
- ⊕ Hand clapping

Choose **three** of the above and give examples of messages that may be sent through those means.

*Are there better ways to send the same message? What are they? Remember the means used for communication depend on the situation, the message itself and the purpose.*

3. From your experience, give an example of communication breakdown between a coach and an:

Athlete:

Official

Parent



*In each case, identify what caused it, and suggest ways in which it might have been prevented.*

## Coach-Athlete communication

It is important to get the attention of the athlete if the message the coach wishes to send is to get through. The coach also needs to be aware of the age group being coached and send messages with the appropriate language.

Both coach and athlete constantly send verbal and non-verbal messages to each other as they interact. Here are a few things the coach needs to keep in mind in order to give the appropriate guidance and training to the athlete:

- ⊕ Listen to the verbal message sent by the athlete
- ⊕ Observe the non-verbal messages the athlete is sending
- ⊕ Develop a crisp, clear speaking tone of voice
- ⊕ Encourage the athlete to ask you questions
- ⊕ Develop positive body posture
- ⊕ Be sincere and honest
- ⊕ Show that you care

Learning to use your voice is an art. You can, however, practise to:

- ⊕ Adjust the volume (sometimes loud, sometimes soft)
- ⊕ Vary the tone (some times deeper, some times smoother)
- ⊕ Develop an interesting and arresting rhythm of speech
- ⊕ Vary the pace of your speech
- ⊕ Use pause sometimes for effect

## ◀ COACH ACTIVITY 14 ▶

*Your athlete is about to face some stiff competition. Prepare a communication plan in order to deliver a 30 second motivational message before the game. Include in your plan all details of the message.*



## Developing effective and positive non-verbal skills

There is much non-verbal communication between coach and athlete.

The coach therefore needs to be aware of the message being sent either when the athlete may be practicing alone, in competition or any other situation when the coach may not be in a position to interact verbally.

At such times, the coach should:

- ⊕ Maintain a calm presence
- ⊕ Use positive gestures
- ⊕ Look pleasant
- ⊕ Look relaxed

## ◀ COACH ACTIVITY 15 ▶

*Role –play the following situation.*

*An athlete repeatedly comes late to practice, often without an excuse. Having given several warning, you decide to exclude the athlete from the competition. List the types of verbal and non-verbal message you can anticipate?*



## Developing active listening skills

The coach needs to develop the ability to listen well. Active listening skills require a genuine interest in what is being said. To listen with genuine interest, the coach needs to:

- ⊕ Listen attentively (making and maintaining eye contact is useful)
- ⊕ Allow the athlete time to talk without butting-in or prompting
- ⊕ Use non-verbal bridging gestures to show that you are following (e.g. nodding)
- ⊕ Use verbal bridging gestures to show understanding and to encourage the athlete (e.g. uh huh, yes, I see)
- ⊕ Use questions to check information and encourage the athlete to open up (e.g. are you saying that...)
- ⊕ Restate information exactly as given to encourage more description (e.g. so you don't like to do push ups?)
- ⊕ Talk only when necessary and when you do, let the response be appropriate.



Remember, active listening is a technique that helps you to get more information. You can't be listening if you are doing all the talking!

### Helping the athlete to believe in you

In you want your athletes to believe in your coaching, you should:

- ⊕ Be organized
- ⊕ Demonstrate knowledge of the sport
- ⊕ Answer the athletes' questions and concerns about the sport
- ⊕ Express ideas simply and clearly
- ⊕ Be fair and consistent in dealing with all athletes
- ⊕ Be dressed and groomed in a manner that makes athletes proud to say, 'That's my coach!'
- ⊕ Communicate effectively

Your attitude both on and off the sporting scene should convey the message that you can be trusted.

### Coach-parent communication

The coach needs to develop and maintain good working relationships with parents, especially parents of young children.

The coach should communicate to the parent:

- ⊕ Information on the coaching programme
- ⊕ Ways in which the home can support the activities of the coach (e.g. ensuring the nutritional intake of the athlete, ensuring the athlete gets sufficient rest)
- ⊕ Information on the progress of the athlete
- ⊕ The importance of fun and enjoyment as programme goals
- ⊕ The need for the athlete to be mentally and emotionally ready

### ◀ COACH ACTIVITY 16 ▶

*A parent of one of your 11 year old athletes suggests that heavy resistance weight training would benefit her son. A friend suggested it from an article she read on sport performance.*

*Create a response to the parent that you think is appropriate.*

### Coach communication with officials, media and the community

When communicating with officials, the media and/or the community, the coach needs to be clear on the purpose of the communication. The purpose of the communication is usually for:

- ⊕ Sharing
- ⊕ Explaining
- ⊕ Clarifying
- ⊕ Requesting

Understanding the purpose of the communication will guide the coach in determining:

- ⊕ How much information to communicate
- ⊕ What kind of information should be given
- ⊕ How you respond to questions
- ⊕ The quality of the communication

### ◀ COACH ACTIVITY 17 ▶

1. Role play the following. Keep the language simple and specific:

*(a) You want to take your athletes overseas to participate in a sporting activity. You have scheduled a meeting with some individuals in the business community of the neighborhood in order to gain financial support for the athletes.*

*Prepare a communication plan for sharing information with this group*

*(b) You return home with your athletes who have participated in a sporting event and lost, although they had a very good chance of winning. You know the media will be at the airport when you arrive.*

*Plan a communication strategy for your arrival*

*(c) You want to improve your coaching skills and knowledge of the sport. You have arranged for a meeting with the sport administrator to discuss your needs.*

*Plan your communication strategy for this meeting*



## Written Communication

It is necessary sometimes to send written communication to parents, officials, the media or persons in the community whom you may wish to invite to a function, or whose support you would like to enlist.

Writing letters can be simplified if you think of the letter as another way of speaking directly to the persons. Here are some formats to help you.

Simple letter heading and ending to parent or any other individual.

*Your address goes here*  
10 Hibiscus Drive,  
Guava Alley  
Palm tree Town

*Date goes here* December 25, 2011

*Address of person you are writing to goes here*

Dear *[Put the name of the person here]*,  
I am at present coaching with the Heliconia Club .... (this is where you talk on paper to the person, saying what you are doing and what you want)...

Thank you for your kind cooperation in this matter.

Yours sincerely,  
*signature goes here*  
Coach Windsurf

Letter heading and ending for a government official.

*Your address goes here*  
10 Hibiscus Drive,  
Guava Alley  
Palm tree Town

*Date goes here* December 25, 2011

*Minister of Sport*  
*The Honorable*  
*Mr. (Dr. or other title) John Plum*  
*Ministry of Sport*  
*Sports Building*  
*Palm Tree Town*

Dear Mr. (Dr.) Plum,  
I am at present coaching with the Heliconia Club ...  
.....(this is where you talk on paper to the person, saying what you are doing and what you want.  
You may also make reference to a government policy that supports your request).....  
Thank you for your kind cooperation in this matter.

Yours truly,  
*signature goes here*  
Coach Windsurf



Letter heading and ending for letter to an organization/company.

*Your address goes here*

10 Hibiscus Drive,  
Guava Alley  
Palm tree Town

*Date goes here* December 25, 2011

*Ms. Aqua Green  
The Managing Director  
Palm Fisheries  
Palm Tree Town*

*Dear Ms. Green,  
I am at present coaching with the Heliconia Club ...  
.....( this is where you talk on paper to the person,  
saying what you are doing and what you want)....  
Thank you for your kind cooperation in this matter.*

*Yours truly,  
signature goes here  
Coach Windsurf*

## Summary:

Taking the lead requires the coach to develop skills of leadership.

Some important fundamental principles of leadership for a coach are:

- ⊕ A coach should know the characteristics of the athletes (Why they join or drop out of a coaching programme)
- ⊕ A coach should know how to communicate effectively (orally and in writing)

Communication is important to the work of a coach. The coach needs to communicate first and foremost with the athlete. The coach also needs to communicate with the athletes' parents, officials, the media and persons in the community.

In order to communicate effectively, the coach needs to understand the communication process, how it works, and possible reasons for its breakdown. The communication process includes the:

- ⊕ Sender of the message
- ⊕ Receiver of the message
- ⊕ The message
- ⊕ The means through which the message is sent

## Remember

Communication may be verbal but will **always** have a non-verbal element

Good communication also involves active listening



## Team Building

Team building strategies are pivotal to the development of the athlete. A team that has a common purpose, mutual feelings of trust, and a sense of safety and security, is likely to be a strong and successful team.

### What is a team?

A team is a group of people with common goals. A team works well together and members enjoy being part of the group. The goals are known and shared by all and there is commitment by all to achieving them. However not every

### Developing Team Feeling

There should be:

- ⊕ Open and honest communication between members especially in difficult or conflict situations
- ⊕ Mutual trust, respect and tolerance
- ⊕ Support for each other. Members should draw strength from one another and be sensitive to each other's needs and concerns
- ⊕ Pride in being part of the group and a desire to perform and behave in a manner that does not give the group a bad name
- ⊕ A feeling of responsibility to the ideals and goals of the group.

### Coach's role in team building

As a coach and leader, you have a responsibility to contribute to developing the team feeling by making use of team building strategies such as meetings, group goal setting, positive self-talk and social activity. You should also be alert to gender issues as well as concerns for athletes with a disability who are part of the group.

**Meetings:** A team doesn't happen. A team develops. Meetings are important as the group forms and works out how it will operate. At meetings people discover each other's values, attitudes and ambitions. Meetings serve to induct new members into the group as well as create an opportunity to set goals for the group.

**Group goal setting:** Team building strategies are pivotal to the development of the athlete. A team that has a common purpose, mutual feelings of trust and a sense of safety and security, is likely to be a strong and successful team. We learned in Module 1, that people participate in sport for different reasons. It is important for

the group, together, to commit to common goals. The coach, as guide and counsellor should ensure that individual goals and needs line up with the common purpose so the athlete feels a part of a group that is supportive. Write down goals that are agreed upon.

**Positive self talk:** Most people want to identify with success. The coach needs to encourage members to develop positive attitudes to self as well as to the group.

**Social activities:** These enhance a group's chances of team spirit. Outings help. They may or may not be sport related. In settings away from the regular meeting place, members get a chance to relax and unwind. In so doing sharing is usually easier and any lurking tensions can be handled. Social activities also create a chance to celebrate other successes in the personal lives of members, which further strengthen bonds.



## Unit 5: Give and Take

### Introduction

Feedback is important to both the coach and the athlete. Feedback is information that helps learning. Feedback is an important part of the communication process. The coach needs to be able to give and take (receive) feedback.

By the end of this unit, you should be able to:

- Recognise four different types of feedback
- Distinguish between positive and negative feedback

### When feedback is most effective

Feedback is most effective when it is given immediately, since the information is more likely to be remembered and acted upon.

Feedback to the **coach** comes from different sources - the athlete, parents, others in the sport, officials as well as members of the community. However, the most important feedback for the coach is feedback from the athlete.

Feedback for the **athlete** comes from two sources:

- ⊕ Within the athlete
- ⊕ Outside the athlete

### Feedback from within the athlete

As the athlete performs, messages are received by the athlete's brain through the:

- ⊕ Eyes (visual)
- ⊕ Ears (auditory and feedback on balance)
- ⊕ Skin, muscles and tendons (kinesthetic)

## ◀ COACH ACTIVITY 18 ▶

1. Identify one aspect of your sport in which important messages are received from:

- ⊕ Seeing (visual)
- ⊕ Hearing (auditory)
- ⊕ Feeling (kinesthetic)

2. As a group identify a situation in your sport which requires the athlete to detect performance by:

- ⊕ Seeing
- ⊕ Hearing
- ⊕ Feeling



### Learning styles (different ways athletes learn)

The coach needs to develop different ways of giving feedback to athlete because different people learn best in different ways.

**Visual learners:** Learn best by watching demonstrations, video, or photos of a skill.

**Auditory learners:** Learn best by listening to instructions

**Kinesthetic learners:** Learn best by paying attention to the way their body feels when they are physically guided through the skill.

Many young athletes are not aware of how they learn best, and in fact most athletes learn best through a mix of styles.

This means that when teaching a new skill or tactic the coach should present it visually (a demonstration), while describing the skill (verbal instructions) and by having the athlete "feel" how the performance should occur (guiding the athlete, practice and imagery).

Athletes need to be helped to interpret feedback from their muscles and all the senses. For this to occur, the coach must encourage athletes to focus on the internal feedback (the feeling of the movement) that is always available to them. Coaches should also provide additional feedback.

From the time the athlete begins to learn a skill, the coach must observe, make corrections, continue to monitor, question and guide the athlete. The athlete will learn faster and perform better if she or he understands what is happening to the body when they perform the skill.

### Questions a coach can ask

The coach can ask questions as the athlete is learning a skill. These questions can help the athlete to recognise and use feedback coming from within the athlete's body, for example:



How did that feel?

When you made that move do you remember what you felt?

Repeat the movement, let's check the feeling again. Does it feel the same?

If you should feel that way in competition, the best thing to do is....

By questioning and communicating with the athlete in this way, the coach begins to create an information flow that becomes vital to the athlete's performance. The athlete begins to understand what is happening to the body as the skill is executed.

Understanding feedback from within is even more useful to the athlete if the coach explains the reason for what the athlete feels when performing the skill. This becomes useful information to the athlete especially when the athlete is in competition and cannot receive information or instructions from a coach. The athlete becomes sensitive to the capabilities of the body when feedback is used in this way.

### Feedback from outside the athlete

The feedback the athlete gets from within either contradicts or confirms the feedback the athlete gets from outside. For example, if the athlete recognizes that a certain feeling of the body doing a skill has a successful external outcome, the athlete connects success with that feeling.

Feedback from the outside is best if it is **immediate, positive and constructive**.

### Giving positive and constructive feedback -

The coach needs to develop a positive and constructive vocabulary, and tell the athlete what they must DO, rather than what is wrong. Focussing on what the athlete does wrong reinforces the incorrect action!

Example: A basketball player is taking a free throw and misses the basket. Coach Wrong might say, "You let go of the ball too low" (negative - focus on what the player did wrong), while Coach Right might say, "You had good follow-through, and next time release the ball from as high as you can reach." (Reinforced what the athlete did right, and told her what to do to improve next time.)

## ◀ COACH ACTIVITY 19 ▶

1. Write 4 negative statements commonly used in your sport:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

2. Rewrite each in a positive way:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



### Checking

An important aspect of feedback is checking. When you make a statement or ask a question, find out from the athlete if what you said or asked is understood. Continue to give feedback. When the athlete demonstrates understanding, the coach can simply say 'Correct, that's exactly what I meant!'

OR

If it is clear the athlete did not understand, you could:

- ⊕ Repeat the statement or question
- ⊕ Restate it in a simpler form
- ⊕ Ask if the instruction was clear

Don't criticize the athlete if they don't understand. Check your instructions. Were they clear and simple? Or were there too many things for the athlete to remember?





## Changing Athlete Behaviour

Feedback is an information exchange. The coach receives information usually by observing the athlete perform. The coach then interprets that information and feeds corrective action back to the athlete.

Feedback is therefore aimed at changing behaviour. As a result it is best when it is given as soon as possible (but allow athletes to recover from activity enough to really pay attention to what you are saying)

For positive results to occur, the coach needs to keep the following in mind:

- ⊕ An athlete can only act on one instruction at a time
- ⊕ Observe the athlete carefully and take note of what is correct and what is incorrect
- ⊕ Correct one fault at a time
- ⊕ Be specific
- ⊕ Clearly state what you would like the athlete to do
- ⊕ Be patient
- ⊕ Reinforce correct performance with praise
- ⊕ Give positive suggestions for improvement

## Types of feedback

There are different types of feedback that serve different purposes. For example feedback may be:

**General** - a comment that recognizes an action or provides encouragement (that's the idea! You got it)

**Specific** - a comment that gives information on the skill performance (Great, you are getting the timing right. Keep at it)

**Informative** - a comment that indicates how the athlete can improve performance (next time remember to turn your shoulder to the net as you get ready to hit the ball)

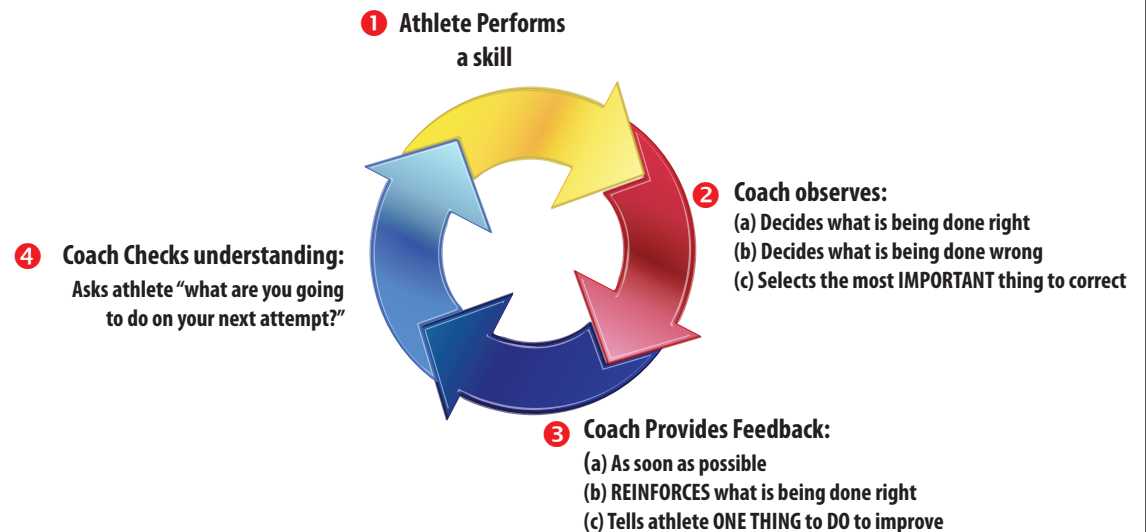
**Evaluative** - a comment that passes judgment on a performance (e.g. relax, we know that you did not do as well as expected but that's because you need to concentrate harder. Now focus on the ball).

## Summary:

Feedback can come from within the athlete (internal) or from the outside (external).

Positive, specific, and constructive feedback is most effective in changing behaviour.

## Giving Effective Feedback



## Unit 6: Spread the Net

### Introduction

To be an effective coach, you often need to be able to mobilize support. In addition, in order to continue to lead others, you need to continue to grow personally.

By the end of this unit, you should be able to:

- ⊕ Communicate effectively with parents, the media, other coaches and officials
- ⊕ Communicate effectively in interviews and conferences

### ◀ COACH ACTIVITY 20 ▶

Start by reading the following case study. Here is the case of Coach Frazzle. Read and be prepared to discuss.

*Coach Frazzle is getting athletes ready for an upcoming competition. There are coaching sessions and practice sessions. The club has few funds and the athlete's resources are slim. Coach Frazzle hustles to work, and in between, is raising funds for uniforms, transportation and equipment. Efforts to get help from the Ministry of Sport, put extra pressure on Coach Frazzle as the officers in the ministry are not always available when Coach Frazzle visits. Coach Frazzle then makes several return trips.*

*Finally the athletes are ready. The athletes take part and are successful. Everyone sings the praises of Coach Frazzle. The media features Coach Frazzle on the front page with the athletes and all their trophies. Frazzle tells the press that he "did it all out of love".*

*The following week, a weekly newspaper does a story suggesting that Coach Frazzle was having an affair with one of the athletes hence the 'love' bit. Officials are calling for an investigation. Frazzle is dismayed and finds that there is no one to support him.*

Should Coach Frazzle be surprised?

1. Identify behaviour patterns of Coach Frazzle that need to be changed.
2. List five groups of persons with whom Coach Frazzle should have

interacted. Suggest possible reasons for Coach Frazzle's approach in relation to:

- a. Lack of self confidence
- b. Weak interpersonal skills
- c. Narrow knowledge base

3. Can you rewrite the story of Coach Frazzle to the success story of Coach Dazzle.



### Networking

Successful networking requires the application of skills of:

- ⊕ Interpersonal relations (communication and cooperation)
- ⊕ Motivation
- ⊕ Organization and leadership.
- ⊕ Interpersonal skills

### Interpersonal relations

Good interpersonal skills develop when you feel good about yourself and see others as OK too. Then it is easier to communicate and cooperate. One of the most significant benefits of improving your communication skills is that it can lead to the improvement of your relationship not only with the athletes but with parents, officials, the media and the sport community. As the communication between you and these groups improves, so too will your confidence in them and them in you.

Remember, you communicate verbally and non-verbally. To be believed the verbal should match the non-verbal.

Here are some tips on effective communication:

- ⊕ Get to know parents, other coaches and people in the sport; use every opportunity to communicate effectively with them
- ⊕ Identify places or occasions when you can meet them formally or informally
- ⊕ Keep them informed about what you do in as many ways as possible.

The coach needs to cooperate with other groups in the interest of the athlete (e.g. parents, teachers, church leaders, community leaders, the



media, businessmen and officials). Genuine cooperation requires that the coach involve these groups in decision-making. For example:

- ⊕ Parents should be involved in decisions regarding participation in the programme, so they can take an interest in the athlete's participation
- ⊕ Community leaders should know about what the coach is doing to be able to assist with resources and tangible support
- ⊕ Officials should know so they can suggest opportunities for the further development of the coach and athlete.

### Motivation

People are more likely to be motivated to support if they feel connected to the programme. It is the coach's responsibility to include people and to help develop their sense of ownership in the programme.

## ◀ COACH ACTIVITY 21 ▶

1. As the coach, you planned and implemented a special sporting event (e.g. tournament, meet) with the help of parents and other volunteers. After the event has been completed, you want to recognize the parents and volunteers for their efforts. Suggest four different ways you could recognize the parents and volunteers.

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_

2. Why is this show of appreciation necessary? \_\_\_\_\_  
\_\_\_\_\_

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3. State four beneficial outcomes of the show of appreciation:

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_



### Organization and leadership

An effective coach is able to organize and mobilize support from a variety of sources. An effective leader allows individuals space and opportunity to function, while monitoring the situation and giving effective feedback. In order to mobilize support the coach should:

- ⊕ Prepare letters of invitation to an introductory meeting
- ⊕ Hold the introductory meeting
- ⊕ Discuss expectations
- ⊕ Determine frequency of meetings
- ⊕ Discuss ways of communicating in emergency situations
- ⊕ Involve people in fund raising
- ⊕ Develop an on-going relationship with the media

Remember effective leadership requires observing trends, interpreting the social and economic environment, putting thoughts effectively into words and ensuring that the message is communicated, and action implemented.



## ◀ COACH ACTIVITY 22 ▶

Think of a situation from your own experience in which you effectively cooperated with other groups. What networking skills were used?

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### Media, interviews and conferences

The coach should approach participation in media events, interviews and conferences with confidence.

You gain confidence when;

- ⊕ Proper preparation is done
- ⊕ The facts are correct
- ⊕ The tone of the message is positive
- ⊕ Emotion is under control and relaxed
- ⊕ Speech and diction is clear and crisp (keep the language simple).

Dealing with the media is most difficult when things have not gone well. When dealing with anything negative (for example your highly rated team is knocked out in the first round of competition) media professionals recommend using the E-F-A response; where E stands for acknowledging emotions, F stands for stating the facts, and A stands for the actions you are going to take. An on-air statement to the media might look like this:

**Emotions:** "I know that you are all disappointed that we were knocked out in the first round, and all of our athletes, coaches and officials are disappointed too."

**Facts:** "We did not play as well as we can, and in that first game came up against a very determined team, who played well above their usual standard. We know we were well prepared physically, and I think it was our mental approach to the game that was not as good as it should have been."

**Action:** "The coaching staff have met and discussed the situation and starting next practice we are going to increase the amount of time spent working on our mental game, and to help us we are bringing in a sport psychologist."

Confidence in dealing with the media increases with good preparation, having an E-F-A response ready, and with practice.

### Travel within the Caribbean

Travel goes more smoothly, and there are fewer problems when:

- ⊕ Parents are informed and assist in arrangements
- ⊕ Travel professionals are consulted
- ⊕ Tickets, hotel and transportation reservations are confirmed in writing
- ⊕ Passports are secured and confirmed up-to-date.
- ⊕ Visas are secured (if necessary).
- ⊕ Athletes are prepared for the cultural differences that exist from islands to island
- ⊕ Meals are planned

## ◀ COACH ACTIVITY 23 ▶

You are traveling to another country within the region that has a much different diet. Plan the discussion with your athletes and include all the key points you want them to hear:

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The coach builds self-confidence when professional conduct is displayed at all times

The coach gains self-confidence through on-going professional development

The coach's confidence in networking is strengthened when the networking works

**Remember:**

The coach's responsibility is not just to the athlete

The same communication and feedback techniques of sensing, checking and using positive and constructive language should be used when dealing with parents, officials, the media and other persons in the sport community



**Summary:**

In order to spread the net, the coach must effectively network with:

- ⊕ Parents
- ⊕ Teachers
- ⊕ Other coaches
- ⊕ Media
- ⊕ Community leaders
- ⊕ Officials in sport

Effective networking requires practice of certain basic skills:

- ⊕ Interpersonal skills of communication and cooperation
- ⊕ Motivational skills
- ⊕ Skills of organization and leadership

Preparation and practice is useful in handling media events, interviews and conferences



Updated and Revised: 2012



Module 3

# Developing Sport Skills



**Better Coaches - Better Athletes**

## Module 3: Developing Sport Skill

### Module Introduction

As a coach you have a great deal of information and experience to share with your athletes. The way in which you do this (i.e. the methodology) determines your success in developing your athletes' skills.

Since one important aspect of sport performance is sports skill, the coach must acquire the ability to observe sport skill correctly so he or she can detect improper technique.

There are two units in this module:

**Unit 1 - Show Me Your Motion** is about developing these observation skills. After sport skill errors have been detected, the coach must then know how to improve sport performance by understanding how athletes learn.

**Unit 2 - Imparting Skills** helps the coach understand how athletes develop skills through learning and practice.

### Unit 1: Show me your motion

#### Introduction

As a coach you are a teacher, and your goal is to help your athletes improve through:

- ⊕ Technical and tactical preparation
- ⊕ Developing their ability to execute sport skills and participate in competitions
- ⊕ Physical preparation - developing physical fitness for the sport
- ⊕ Mental preparation - developing their ability to set goals, work hard and be in control of their performance.

The focus of this unit is on technical preparation, and in order to teach skills, the coach has to be able to:

- ⊕ Observe the athlete
- ⊕ Select an approach for teaching the skills (e.g. demonstration, lecture, video)
- ⊕ Give instruction to the athlete

- ⊕ Give feedback to the athlete
- ⊕ Allow the athlete to practice

Observation is one of the most important parts of coaching, and is a skill, which requires practice on the part of the coach.

As athletes '**show their motions**', the coach must be able to observe, interpret and assess things like fitness and skill and build an appropriate training programme for the athlete.

By the end of this unit, you should be able to:

Identify the stages in observation

Break a skill into phases for the purpose of observation.

### Skills Analysis

In order to develop effective methods of teaching skills, a coach needs to understand and observe movement. In observing movement, the coach must be systematic. Movement often occurs very quickly and occurs in many different directions at the same time. A skilled approach is needed to be able to detect the movement which is in need of correction.

### The phases of a skill

What do I want to observe?

Skills may be broken into a number of phases. The Coaching Association of Canada suggests five parts but it is important to adapt this to the type of skill you wish to analyze. The important thing is to break the skill down into clear phases to facilitate observation.

Use the following five-phase approach as an example.

**1. Preliminary movements** - movements made when getting ready to perform a skill

**Observe:** *footwork, body positioning, movement*

**2. Back swing** - movements made just before performing a force producing action.

**Observe:** *for example, the back swing in tennis shots, wind-ups.*

**3. Force producing movements** - movements that produce the desired action of the skill.



**Observe:** the position and speed of specific body parts used in the movement and get a sense of the direction of force and timing of the force application

**4. The critical instant** - the take off point, release of the ball, moment of contact. This is the point where the most important part of the skill occurs, it often passes very quickly. It is the sum of all preliminary movement and is the outcome of the force producing movement.

**Observe:** different angles and positions. Use video and photographs if you can to slow or stop the action.

**5. The follow through** - movements produced after the critical instant when the body or body parts slow down.

**Observe:** look for direction of body part movement rate of speed reduction undesired or harmful body positions.

### Developing an observation Plan

The coach needs to break observation down into two stages:

**1. The pre-observation phase:** A stage before the athlete performs.

This is where the coach:

- ⊕ Identifies the purpose of the skill (e.g. hitting a target, scoring goals)
- ⊕ Breaks the skill into its phases
- ⊕ Selects the important elements of the skill to observe

When you know the reason for observing the skill, you have decided which phase of the skill needs to be closely observed and what key movement you wish to observe, your pre-observation plan is complete.

**2. The observation Phase:** A well-designed observation plan outlines:

- ⊕ Which part of the skill to observe
- ⊕ Which way to observe the skill (e.g. 1 or more body parts)
- ⊕ From which position (or number of positions) to observe
- ⊕ The number of observations needed of the same skill and in how many positions it will be observed.

The observation stage requires the coach to carry out the pre-observation and observation plans. To do this, the coach should:

- ⊕ Know the various phases of the skill to be observed (is all the skill to be observed or just one part)
- ⊕ Select the best position from which to observe the phase of the skill of importance.

This of course depends on what you wish to observe. It is important that the coach:

- ⊕ Moves around - different positions tell you different things
- ⊕ Changes the distance - some movements are easier seen up close; others from a distance
- ⊕ Choose an environment with few distractions, such as fast moving objects, this allows proper attention and focus.

## ◀ COACH ACTIVITY 23 ▶

Develop a pre-observation and observation plan for a sport skill with which you are familiar.

The skill: \_\_\_\_\_

\_\_\_\_\_

Purpose of the skill: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phases of the skill:

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_





Elements of the skill to focus on:

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### Summary:

Observing skills requires a coach to know precisely what to observe and how to observe.

There are two stages in observing skills:

**1. The pre-observation stage** - in which the coach prepares a pre-observation followed by an observation plan that identifies the reason for observing the skill in order to know which aspect of it to observe and develop an appropriate observation plan.

Example of the breakdown of a skill in a five phases

1. Preliminary movements
2. Back swing or recovery movements
3. Force producing movements
4. The critical instant
5. The follow through

**2. The observation stage** - where the coach actually carries out the observation

## Unit 2: Imparting Skills

### Introduction:

In this unit, we put together some of the main elements of coaching theory in order to understand how a coach should impart skills.

So far we have learnt that:

- ⊕ Each athlete is different, learns differently, has different reasons for being in the sport
- ⊕ A coach's conduct is guided by principles of fair play
- ⊕ The coach fulfils many roles in the athlete's best interest
- ⊕ Confidential information on the athlete is treated with confidentiality
- ⊕ As a leader, the coach should develop the ability to communicate (feedback included) effectively with athletes, parents, officials and the wider community
- ⊕ A coach is responsible for the physical and mental training and development of the athlete.

By the end of this unit, you should be able to

- ⊕ Explain the learning process and its relevance to the coach
- ⊕ Identify four strategies for imparting skills

### Practice and Learning

Learning sport skills requires practice, and practice requires repetition. It is also known that proper practice produces proper performance. It is, therefore, the coach's job to ensure that proper practice occurs and that athletes are given adequate opportunities to practice sport skills.

***Coaches must avoid spending coaching sessions just demonstrating, talking, and not giving the athletes time to practice their skills.***

### The learning process

The athlete is the learner. Learning is a process of gathering and making use of information. Some athletes gather information by hearing, others by seeing, or feeling and doing.

In learning the physical skills of a sport, the athlete must:

- ⊕ Understand the nature of the skill
- ⊕ Make decisions about how to perform the skill
- ⊕ Actually perform the skill



- ⊕ Think back on the performance and try to improve on it
- ⊕ Practice, rest, relax and practice again.

### The six question approach to teaching and training

There are six questions that coaches need to ask themselves when they set out to design a training session:

- 1. Who?** Who is learning the skill? Who is teaching it?
- 2. What?** What skills are being taught?
- 3. Why?** Why are those skills being taught?
- 4. When?** When are they best taught?
- 5. Where?** Where do the athletes practise?
- 6. How?** How are the skills taught and practiced?

### Stages of learning

It is generally accepted that learners pass through three stages or phases as they learn, develop and refine a skill. Coaches need to adapt the way they coach to suit the learning stage of **each** athlete:

#### Stage 1 (Cognitive Stage)

At this first stage, athletes are trying to understand the nature of the technique. They have to process a lot of information consciously for they may have little if any experience on which to draw. They may therefore often talk themselves through the action (e.g. learning a new dance step).

Movements are often jerky and fragmented. Learning can be very rapid. To help athletes at this learning stage, coaches need to:

- ⊕ Explain the purpose of the action simply and put it in context (e.g. the hit in field hockey is used to pass the ball quickly over long distances)
- ⊕ Use simple instructions to explain what the athletes need to do and provide a demonstration (live, video) for them to copy
- ⊕ Keep practice time short - but use the time well
- ⊕ Emphasize the correct action rather than the result of the action

- ⊕ Break down (or slow down) more complex skills into simpler parts
- ⊕ Praise correct actions
- ⊕ Provide plenty of rest and recovery time
- ⊕ Revisit the skill on several training sessions over several weeks

#### Stage 2 (Associative Stage)

By now, the athletes know what to do and start to focus on how to do it. Some athletes may never pass beyond this stage. The movements start to become smoother and more refined; the errors reduce as consistency, anticipation and timing improve. Athletes are able to handle more specific and detailed information and begin to recognize and correct their own errors.

They can begin to use the feedback available via the sense organs (eyes, ears) and the muscles and joints (kinesthetic feedback about the position of the limbs or trunk, the state of contraction of the muscle, the overall feeling of the movement).

They can make good use of external feedback from coaches, other athletes, video and analysis systems (e.g. match statistics).

To help athletes at this stage, coaches should:

- ⊕ Encourage practice at the right speed and in the real situation (e.g. under pressure of opponent)
- ⊕ Encourage athletes to focus on all the feedback available (within as well as from outside) before providing more comprehensive external feedback.
- ⊕ Structure practice to ensure athletes practice the techniques in a variety of ways and circumstances.

In both the Cognitive and Associative stages there is a VERY strong relationship between the number of times an athlete practices a skill and their level of performance. How much time they spend practicing (time on task) is MUCH more important than how much time they spend listening to the coach talk.

#### Stage 3 (Autonomous Stage)

Athletes who reach this stage execute the techniques skillfully and largely automatically - they have no need to monitor techniques



consciously or talk themselves through the execution. They are therefore able to focus on other information (e.g. the movements of the opposition, decision-making, the weather conditions, more complex tactics).

They are able to detect and correct their own errors. Coaches should therefore:

- ⊕ Only intervene when necessary
- ⊕ Help athletes to set challenging goals
- ⊕ Encourage practice to maintain and refine skills (not assume that learning has stopped)

## ◀ COACH ACTIVITY 24 ▶

2. The learning process for skill development has three stages. Name each of these stages and give an example of a situation for each where an athlete has made an error in the stage.

Stage 1: \_\_\_\_\_

Example of error: \_\_\_\_\_

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Stage 2: \_\_\_\_\_

Example of error: \_\_\_\_\_

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Stage 3: \_\_\_\_\_

Example of error \_\_\_\_\_

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3. How would you make sure that your teaching is effective for athletes who have different learning styles (visual, auditory or kinesthetic learners)?

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### More on learning

Learning is not only about gathering information and performing but also about certain processes that take place before the information can be converted into a performance. One-way to understand the learning process is to think of it in three stages:

- ⊕ Perception
- ⊕ Decision makings
- ⊕ The response

### Perception:

The athlete has first to use the senses (sight, sound, feeling) to get information from the external environment and then send these messages to the brain in order to understand what's to be done. This is the first stage in the learning cycle. This is perception.



**Example:** Preparing to receive a serve in lawn tennis, the player gets cues from the action of the server - information from the position and height of the ball toss, the movement of the racket, the way the racket head strikes the ball. All these provide information about the speed, trajectory and direction of the ball.

### Decision-making

Once the information is received by the external senses, the brain organizes the information based on previous knowledge and experiences and then acts upon the new information. If the former information or experience resulted in a positive outcome and the athlete remembers it, the athlete will attempt to duplicate it. If the former information or experience resulted in a negative outcome and the athlete remember this, the athlete may choose to change it in some way.

**Example:** Remember to move forward to play the ball close to the top of the bounce. If the player has experienced success in doing this, he or she is more likely to make the decision again to move forward and play the ball earlier, so producing a better shot.

If the athlete has little or no former knowledge, then decision-making might be based on the demands of the situation.

**Example:** If the player is new to lawn tennis, he or she may choose to run around the ball played to the backhand side and return it with a forehand shot.

## ◀ COACH ACTIVITY 25 ▶

1. Think of a similar situation in your sport and write down the cues that are available. How should the athlete make use of these cues (perception):

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2. Write down a situation in your sport where the athlete has to make a skill decision:

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3. Identify ways in which you can help an athlete to decide on the right execution of the skill:

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4. Identify a situation in your sport where the athlete has little prior knowledge and therefore makes consistently poor decisions:

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5. Explain how you would help the athlete to overcome this poor decision making error:

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## The Response

The action the athlete executes

After the athlete has taken in and used the information to make a decision, he or she must organize and then execute the response. Sometimes this has to be done very swiftly and with skilled athletes, can become automatic.

**Example:** *In lawn tennis a player perceives the ball coming from the far corner and drives the ball hard down the near liner to score a point.*

## The Cycle Continues

The cycle continues after each execution of a skill, whether or not it is during a practice, new information is stored in the athlete's memory. The more times a skill is executed effectively with successful results, the more chance that it will be recalled and duplicated in competition.

However, if athletes are constantly allowed to repeat (practice) poor techniques or tactics, they will constantly duplicate this as well.

It is important that athletes are exposed to proper practices so that they can attend to and interpret (perception) all the relevant information, make good decisions and execute the sport skill successfully. It is the job of the coach to ensure that this happens.

## Monitoring Progress

The coach needs baseline information on the athlete's ability, and this is best obtained by evaluating the athlete using sport-specific physical and technical tests.

## Athlete Evaluation

The coach can also conduct a number of tests to measure the athlete's technical skill level to determine which skills need to be improved. In general this is done:

By having athletes perform specific important sport-specific skills in a controlled practice environment:

*Examples:*

*Number of successful basketball free throws in 20 trials*

*Number of left-foot and number of right-foot 25 metre football passes within 2 m of a target*

*Number of successful serves to each side of the court in 20 trials*

## Keeping track of athlete performance

The coach can add the information from the tests to the athlete's profile and begin to develop a training file with a progress card for the athlete. Many training logs are complicated and detailed but some are simple to use and easy to complete. The complexity of the athlete's training is dependent upon the need to monitor training to show improvement.

Example of a simple athlete progress card

**Simple Athlete progress card (Football)**

Name of athlete: \_\_\_\_\_

	September	October	November	December	January	February
Right foot 20 m instep pass accurate within 1m (20 trials)	12	13	11	14	16	16
Left foot 20 m instep pass accurate within 1m (20 trials)	8	9	9	9	10	9
Right foot 50 m pass accurate within 2m (20 trials)	12	10	11	12	13	15
Left foot 50 m pass accurate within 2m (20 trials)	4	5	4	5	5	6
15 m throw-in (20 trials)	18	20	20	20	20	20
Additional Important skills						

Testing of specific skills should be done regularly (perhaps once a month)



## Strategies for Imparting Skills

Teaching and learning skills in sport should be enjoyable and fun. When teaching skills, the following strategies are useful:

**1. Simple to complex.** Begin teaching a simple skill (i.e. one which uses one or a few body parts or a single simple skill), then move on to more complex skills which require more than one body part or motor skill to complete (e.g. one that requires the coordination of several body parts at once).

**2. Known to the unknown.** Draw on skills the athlete already knows and then build on them in teaching other skills (e.g. an over arm throwing action may be a well learnt skill that can be used to teach the similar serving action in tennis),

**3. One skill at a time.** Show the individual parts and build to the whole. Help the athlete to concentrate. Be selective. Too many things to do at the same time makes it difficult for the athlete to focus. Break each skill down, teach each part separately, and then build it back in sequence.

**4. Moderation - adaptation - progression.** This requires the coach increase the speed or complexity of the skill as the athlete gains confidence and proficiency. Allow time for the athlete to adapt to the new performance level before further increasing the complexity or speed of the skill.

**5. Realistic situations.** As athletes gain skill and confidence, practice should be in increasingly complex and real life situation (e.g. full speed, under pressure, with opposition).

Teaching skills also means having safe spaces for the athletes to practice.

### Practice

Teaching would make little sense if the athlete were not encouraged to practice. Remember:

- ⊕ Practice may require a common meeting place
- ⊕ Practice and rest periods must be closely monitored to ensure proper amounts of each
- ⊕ The practice space is important - how much space will

determine the use to which it can SAFELY be put

- ⊕ The safety of the practice space is important and the level of distraction should be minimal
- ⊕ Practice may require some form of equipment. You may need to improvise if it is not available
- ⊕ Maximize resources and activities (i.e. ensure each athlete has as many opportunities to practice as possible, so keep groups small so everyone has as many turns as possible).
- ⊕ The coach should organize practice time so athletes are always busy and there is little waiting time.

Let the athlete practice!

### Suggestions for making practice effective:

- ⊕ Instructions should be simple, clearly stated and precise.
- ⊕ 20-30 seconds of instruction is maximum, followed by checking that athletes understand what they are to do, and then practice.
- ⊕ Encourage repetition, move quickly, check that athletes understand the drill first, and then work on technique individually.
- ⊕ The coach should plan the drill, demonstration or activity before the practice.
- ⊕ Shadowing the activity can be done in part without the actual equipment if it is unavailable.

### Summary:

The coach needs to recognize that athletes learn in different ways by:

Seeing (visual learners)

Hearing (auditory learners)

Doing or feeling (kinaesthetic/sensory learners)

A combination of the above

In order to help the athlete improve in the sport, the coach must be able to provide opportunities for the athlete to learn through a variety of visual, auditory and kinaesthetic/sensory methods.

Learning is gathering information, deciding what is to be done and then performing skillfully. It is sometimes helpful to break down the



execution of a skill into three parts in order to identify how to accelerate the learning process:

- ⊕ Perception
- ⊕ Decision-making
- ⊕ The response

Since athletes learn in different ways, the coach must use a variety of strategies to teach. Demonstrations are useful. The coach does not have to do them all. Other skilled individuals can demonstrate. Pictures and videos are also useful for demonstrating. Athletes can only fully develop their skills if the coach:

- ⊕ Understands how learning takes place
- ⊕ Can teach effectively
- ⊕ Allows athletes to practice - let them do it. Makes coaching session fun.

**Strategies for imparting skills**

Four strategies a coach can use for imparting skills are:

1. Simple to complex
2. Known to Unknown
3. Teach one skill at a time
4. Moderation - adaptation - progression

**Personal Notes**

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**Coach Notes**

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Updated and Revised: 2012



Module 4

# Developing Fitness



**Better Coaches - Better Athletes**

## Module 4: Developing Fitness

### Module Introduction

This module provides you with information on the human body, its potential for development and performance, as well as some of its limitations. The body is an amazing and complex machine. It is made up of many systems which together function to produce precise and coordinated actions.

The coach must have an understanding of how the body works and how it responds to training programmes and training methods used.

#### There are three units:

**Unit 1: How the Body Works.** This unit describes the anatomical and energy systems of the body. It provides information on how they work together to produce movement, and provide fitness for sport activity.

**Unit 2: Strong or Weak.** This unit deals with how to identify and evaluate athlete's physical performance factors.

**Unit 3: NEST is Best.** This unit helps the coach develop strategies to improve the physical fitness of athletes.

#### By the end of this module you should be able to:

- ⊕ Describe the 5 body systems that are most involved in sport performance, and know something about the other 6 systems that work together to maintain homeostasis
- ⊕ Explain the effect of fitness training on these systems
- ⊕ Determine the physical demands of your sport
- ⊕ Identify tests to assess the physical condition of your athlete
- ⊕ Develop strategies to improve the physical fitness of your athlete

#### Unit 1: How the Body Works

The first unit in this module deals with the structure of the human body, and about how the body works. The different systems of the body, and the role and function of each, are explained.

By the end of this unit you should be able to:

- ⊕ Identify the human functional anatomy that produces and

- maintains the athlete's physical performance
- ⊕ Identify important adaptations that occur with training these systems
- ⊕ Evaluate the energy system demands on the body

#### Important Systems of the Body

It is important for the coach to be aware of the anatomical systems of the body as well as the energy systems that support physical activity:

The **cardio-respiratory** system including the heart, lungs, blood vessels and blood. These are sometimes considered separately as the circulatory, and respiratory systems

The **skeletal** system including the bones and joints

The **muscular** system including types of muscles and contractions

The **nervous** system including central nervous system (the brain and spinal cord) and the peripheral nervous system (a network of nerves carrying neural messages to and from the central nervous system)

The **Digestive** system extracts nutrients from our food for use in physical activity

The **Urinary** system controls the fluid balance in our body in order to continue to exercise efficiently

The **Integumentary** system (skin) protects the body from infection and helps to maintain the optimum temperature for exercise

The **endocrine** system produces hormones that control sexual development of athletes and help them adapt to exercise

The **Immune** system helps protect the body against infectious diseases

The **reproductive** system is important in sexual activity and the creation of new life

While not technically a body system, understanding the way the body produces and uses energy is important in training athletes.

**Energy** production includes the anaerobic alactic, lactic and aerobic systems



## The Cardio-respiratory System

The cardio-respiratory system consists of the :

- ⊕ Heart
- ⊕ Lungs
- ⊕ Blood and blood vessels

The cardio-respiratory system brings fuel, oxygen and nutrients to working muscles. It also takes away waste products from the muscles.

### Some facts about the heart

The heart is a muscular pump that sends blood around the body. As the athlete exercises, the muscles demand more oxygen so the heart beats faster sending blood rich in oxygen to the muscles.

The contraction of the heart is called a heartbeat. The number of beats per minute varies from person to person. While an athlete's maximal heart rate is influenced only by age (it declines with age), the exercise heart rate is lowered with training. Training increases the size, thickness and strength of the heart muscle. The athlete's heart develops in order to pump more blood with every beat, especially during exercise.

### Some facts about the lungs

Air taken in through the mouth and nose goes into the lungs

Oxygen in the air is absorbed into the blood stream

A person at rest breathes about 10 litres of air per minute.

A person in training may need as much as 120 - 150 litres per minute.

Training also increases the capacity of the lungs by improving the ability of the muscles controlling the lungs to ventilate the lungs better and faster.

### Some facts about the blood and blood vessels

The blood, through a system of vessels, performs these functions:

It transports oxygen and nutrients to the body cells, from the heart, through the arteries.

It carries carbon dioxide away from the body cells through the veins to the lungs where it is exhaled.

It carries waste products from the body cells to the kidneys where they are excreted.

A network of smaller vessels called capillaries found between the arteries and the veins allow body cells to receive nutrients from the cardio-vascular system.

### Points to remember

When the body is properly trained:

The cardio-respiratory system (heart, lungs, blood vessels) works better

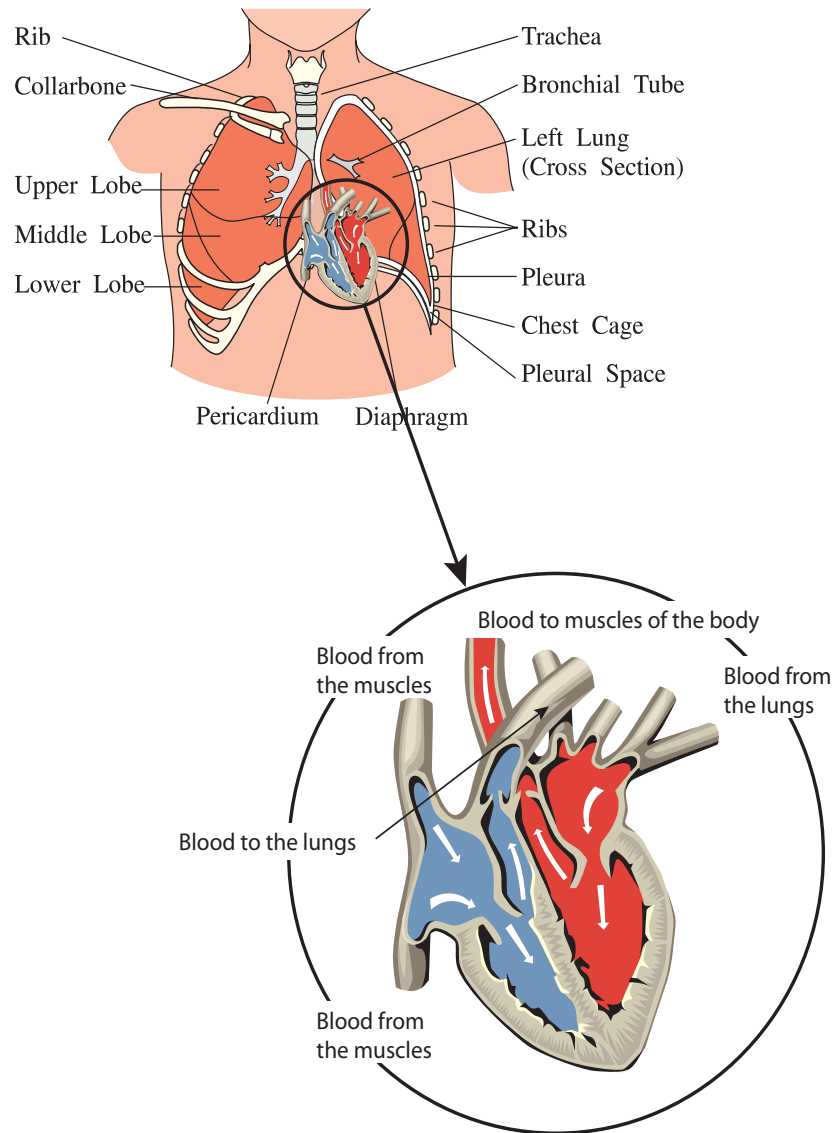
More oxygen is available for use

The heart muscles gets thicker and stronger

More capillaries are formed for a better transportation system for the blood (with an improved system, the athlete performs better)



## The Cardio Respiratory System



## The Skeletal System

The human skeleton is the bony framework inside of the human body. In an adult, it consists of 206 separate bones. Bones are connected at locations call joints and held tighter by ligaments.

### Some facts about the skeleton

The skeleton performs these functions:

**Support:** Without the skeleton we would have no shape or frame. The skeleton acts to provide strong structural support.

**Protection:** The bony frame protects the organs.

For example, the skull protects the brain and the rib cage protects the heart.

**Movement :** The skeleton provides attachments for muscles and the muscles cross over joints. Without this we would be unable to walk, lift or perform any movement.

**Storage:** The bones store minerals such as calcium. They are like bank accounts. You put in minerals by activity and proper nutrition, and then you draw out as needed.

**Manufacturing:** Blood cells are made in the bone marrow. Red blood cells are particularly important because they carry oxygen to various parts of the body.

Joints are connections between the bones in the body, so, wherever bones come together, there is a joint.

### Some facts about ligaments

Ligaments are connective tissues, which link bone to bone.

Ligaments stabilize the joints and direct skeletal movement.

Ligaments define movement planes. The way ligaments bind bones to bones determines how the bones will move against each other.

Ligaments are very important for the stability of the joints.

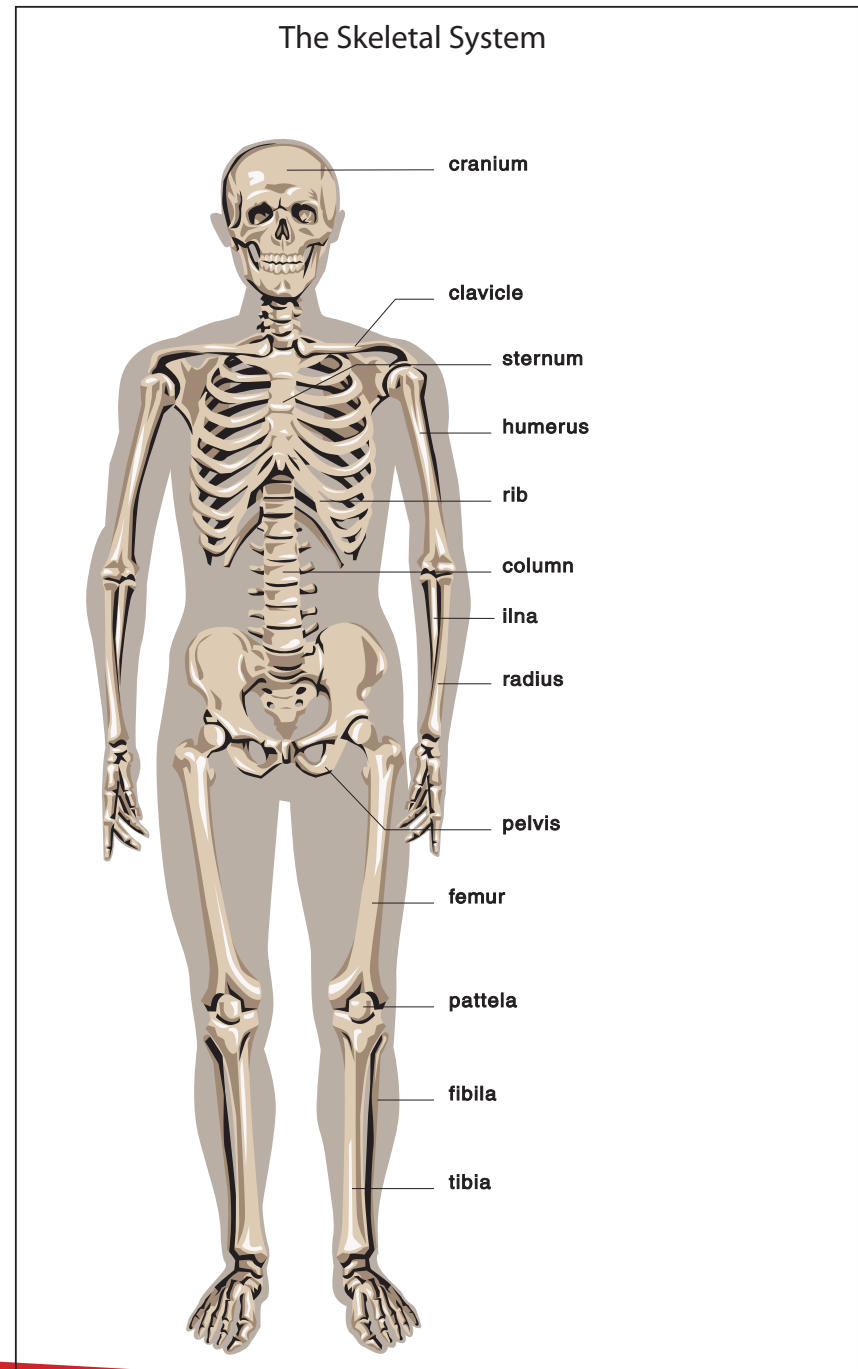
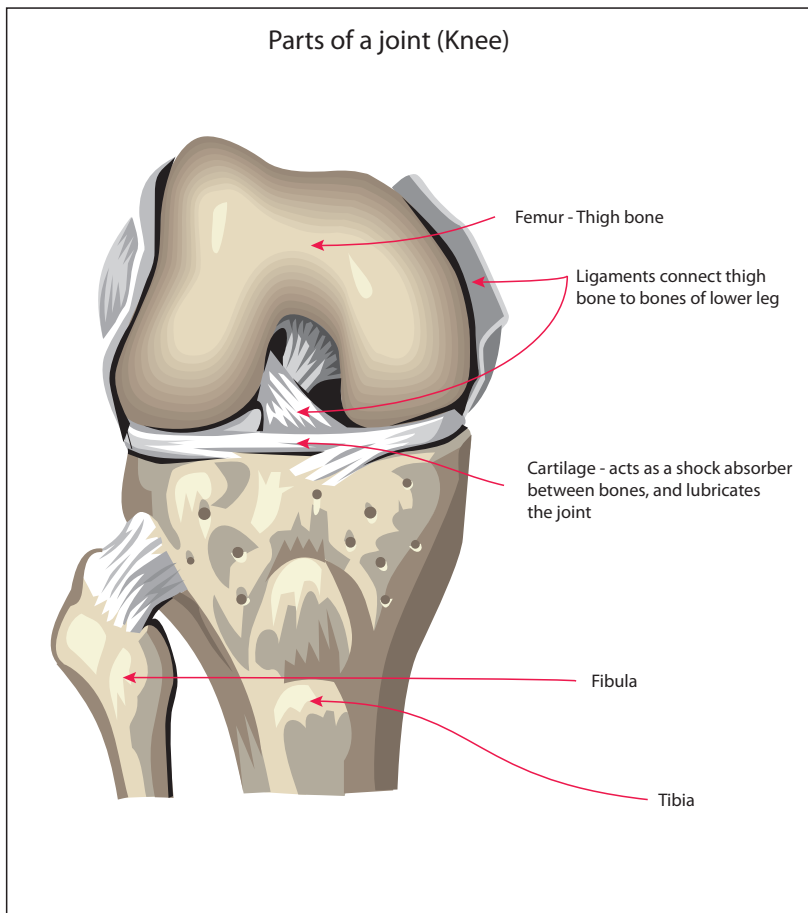
It is important that they are not stretched or torn by poor exercise technique or dangerous play causing injury because, if they are damaged, the joint does not work properly and may be prone to further injury.



In all areas of sport, special care and attention should be paid to the skeletal system.

The coach should help athletes and their parents to understand what needs to be done to ensure proper growth, development and protection of the skeletal system. Bones, joints and connective tissue grow and develop efficiently when attention is paid to:

- ⊕ Proper nutrition
- ⊕ Proper posture
- ⊕ Safe environment
- ⊕ Properly fitted protective equipment
- ⊕ Safe play.



## The muscular system

### Some facts about the muscular system

The muscular system consists of about 600 muscles which account for 40% of the body's weight

Each muscle consists of several bundles of long muscle fibre.

Each bundle of muscle fibres is held tighter by a tough sheath of tissue. All the bundles of muscle fibres are held tighter by an outer sheath.

There are three main types of muscle fibres:

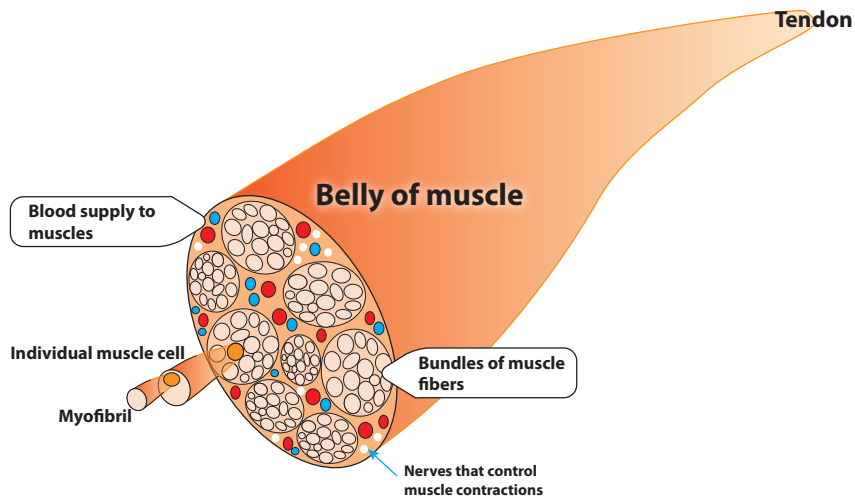
**Fast twitch fibres:** Great for sprinting and other fast activities

**Slow twitch fibres:** Great for long-slow activities like running a marathon

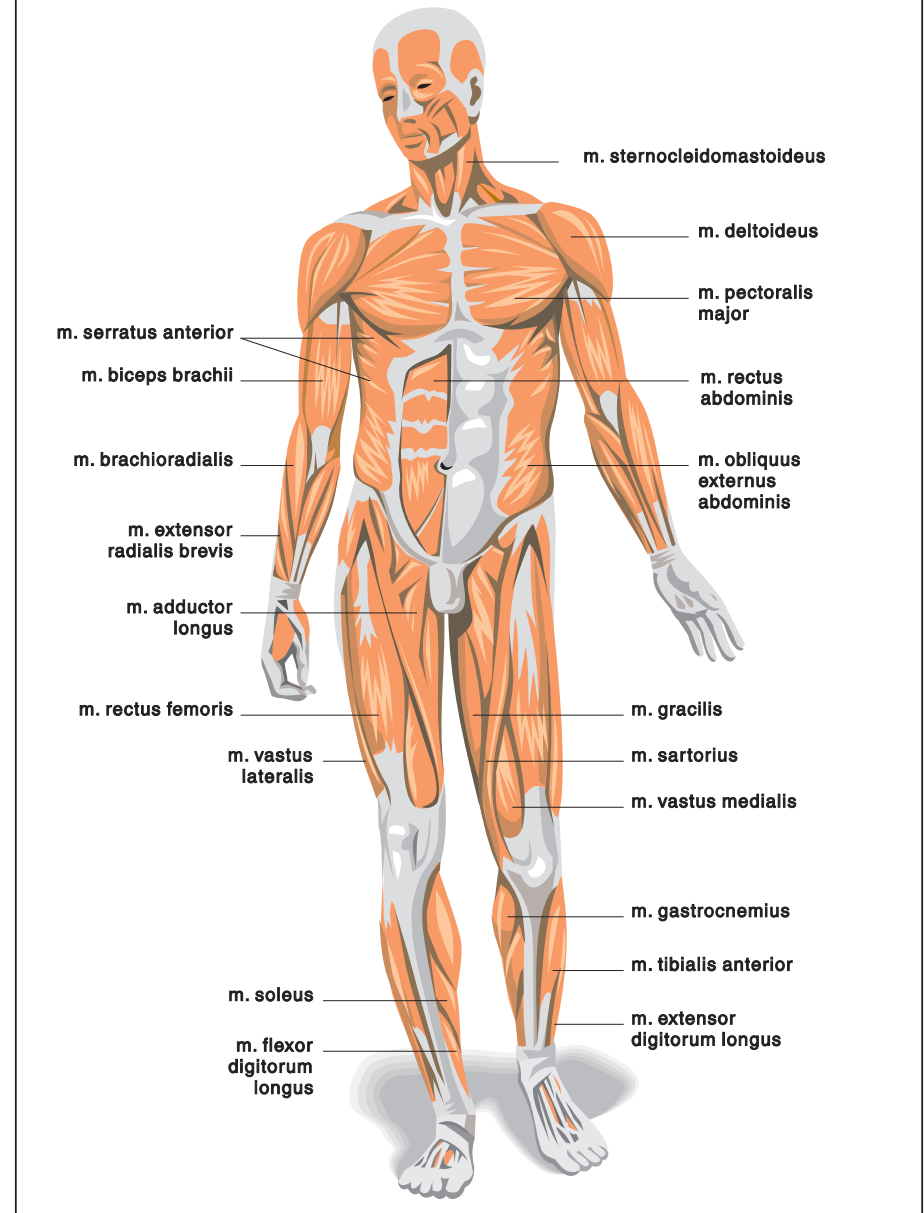
**Intermediate fibres:** Best for mixed activities

Muscles can only contract (pull the two ends of the muscle closer together), and cannot "push" bones.

### Structure of a muscle



## The Muscular System



Slow twitch fibres (red fibres) produce less power and speed, but can sustain work for a longer period without fatigue. The body easily disposes of the waste product produced by these muscles.

Intermediate fibres have characteristics of both fast twitch or slow twitch fibres. Depending on the training programme, these fibres can be developed to make sprinters faster or to give long distances athletes more endurance.

NB: The athlete with a high percentage of the fast twitch fibres in the body, may be expected to perform better at sprinting than the athlete with more slow twitch fibres. The latter, however should excel at endurance sports. No person is all one or another type of fibre. Humans have varying amounts of all of the fibres types.

### Some facts about movement

At joints in the body, muscle sheaths join to form the tendons, which cross the joints and anchor the muscle to the bone.

The tendon is non-contracting connective tissue, and bones are moved when the muscles contracts and shorten.

Muscles are arranged in pairs and work together to produce movement. As one muscle contracts, the other relaxes. The elbow is a good example of the action of opposing muscle groups. When the biceps contract (in lifting), the triceps relax and lengthen to help control movement.

When muscles are relaxed, they are soft, but when you want movement, the muscle shortens or contracts.

### There are two types of contractions:

#### Dynamic contractions

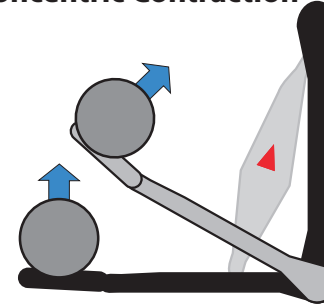
Made up of **isokinetic** (same speed) or **isotonic** (same tension) contractions, each of which can either be concentric (contraction that is greater than the external force that causes shortening of the muscle) or eccentric (contraction that is less than the external force that causes lengthening of the muscle)

#### Static or isometric contraction

This occurs when opposing muscles tense to stabilize a joint (e.g. when you attempt to move an unusually heavy object or attempt to hold a body position).

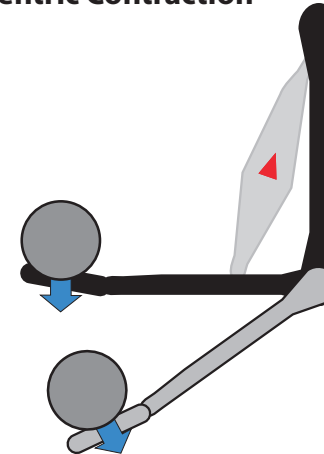
The coach who understands the muscular system will be better able to shape the athlete's performance.

### Concentric Contraction



Is when the muscle contracts and the contraction is **stronger** than the weight being lifted - the ends of the muscle move closer together (muscle gets shorter).

### Eccentric Contraction



Is when the muscle contracts and the contraction is **weaker** than the weight being moved- the ends of the muscle move further apart (muscle gets longer).



## The central nervous system

Strength would be of little use if it were not controlled and coordinated by the nervous system.

The nervous system consists of:

The brain, and spinal cord (the central nervous system)

A network of nerves connecting the central nervous system to the rest of the body (the peripheral nervous system)

The brain controls the body by sending messages through nerves that 'tell' the body what to do (motor nerves).

The brain also receives messages from the body and change actions based on the information received (sensory nerves).

**Responses of the central nervous system.** There are two types of responses of the nervous system:

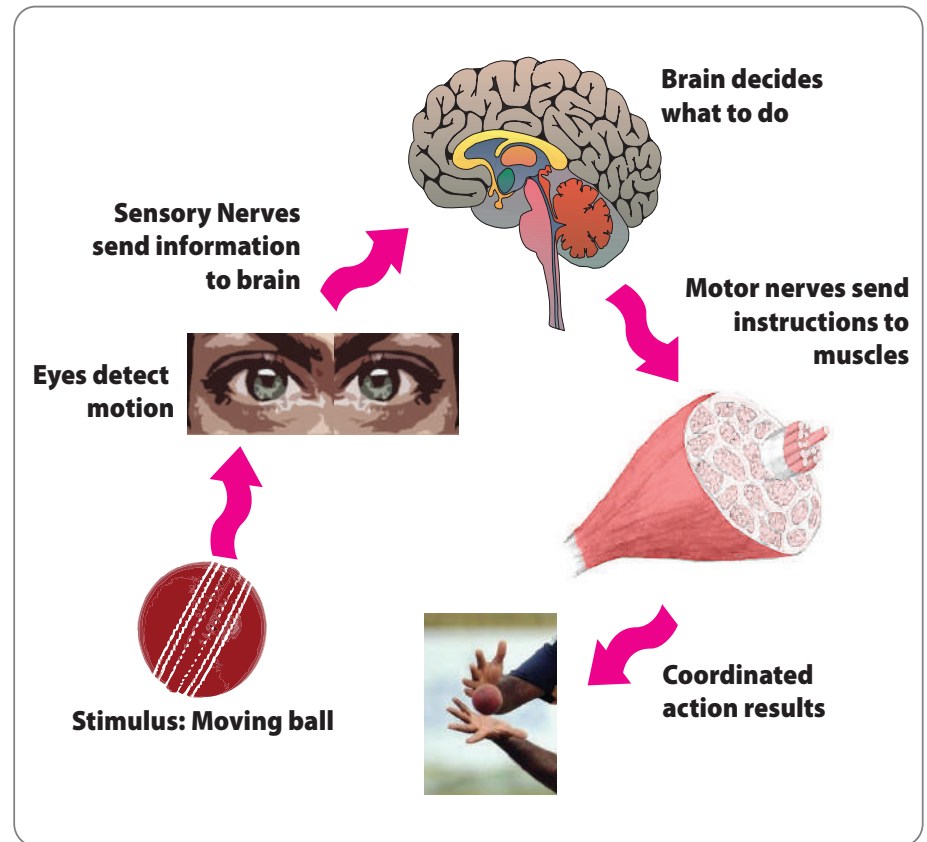
**Involuntary response:** The simplest response of the nervous system to a stimulus is a reflex action (e.g. the knee jerk). This is an involuntary response. Involuntary responses happen automatically without the knowledge or control of the athlete.

Maintaining balance or posture requires coordination and integration by the nervous system, and for walking and standing this process is so automated that it is an involuntary response.

**Voluntary response:** Complex skills (e.g. catching or throwing a ball) are acquired through the conscious use of the brain (voluntary responses). Because such actions are under voluntary control, they can be improved and refined by practice and training.

### Some facts about nerves:

Nerves carry messages to and from the central nervous system (brain and spinal cord). For example, an athlete seeing an approaching ball causes a message to be received by sensory nerves in the eye, the nerve sends the message to the brain and the brain then relays a return message to the muscle via another motor nerve. The appropriate action is then performed by the athlete (e.g. catching or kicking a ball).



**A word on practice:** Practice leads to the development of appropriate nervous control of movement, which improves performance. However, young athletes are often at different stages of nervous system development and the coach must be aware that athletes have different levels of ability because of this. The coaching programme should be developed in a manner that allows the coach to train each athlete according to ability.

Through practice the nervous system can be trained to:

- ⊕ Shorten reaction time
- ⊕ Improve speed and quickness
- ⊕ Improve coordination
- ⊕ Improve rhythm





## The energy systems

Muscles need energy to contract and they therefore need energy for ANY sport activity to take place. To keep the muscles supplied with energy under different circumstances, there are three energy systems that provide energy when the body has to work at different levels of intensity:

**The anaerobic alactic system:** This system does not require oxygen. It uses energy stored in muscle cells. It does not produce lactic acid (a waste product). It produces energy for short, explosive bursts of high speed or for high resistance activity lasting up to **10 seconds**. After this type of explosive workout, the athlete should be allowed to rest for 1½ - 3 minutes to allow energy to build up again.

**The anaerobic lactic system:** This system requires no oxygen. It uses up carbohydrates stored in the muscles for fuel. It produces energy for repeated, explosive, high intensity activities lasting between 10 seconds and about 2 minutes. This system produces lactic acid, which builds up in the muscles causing fatigue and reducing performance. After fatiguing activity, the athlete should perform active cool-down activities (walking, jogging, stretching) and then rest for at least 3-10 minutes. If athletes are worked at too great an intensity for too long a time in this system, they will be unable to continue to perform skills with speed and accuracy because of the build up of lactic acid. Athletes are also more prone to injury when they are in extreme fatigue.

**The aerobic system:** This system needs oxygen and uses mainly carbohydrates stored in the muscle for fuel. It does not produce lactic acid. It is the main source of energy for activities (netball, soccer, basketball) lasting more than two minutes and up to several hours. If the exercise lasts longer than about 2 hours, the body starts to burn fat. Aerobic activities are usually repetitive and of moderate or low intensity using 50% or more of the total body musculature

Training the aerobic system will improve the energy production ability of the muscles and develop the ability of the heart, lungs and blood system to deliver fuels and oxygen.

Different sports make demands on different energy systems at different times. The athlete may use one or more systems in any activity. For example, in football or netball, the athlete will use the anaerobic systems for short bursts of energy and the aerobic system for endurance.

### Energy systems and various sports:

The chart below sets out the energy systems as they relate to various sports.

System	Work time	Sport	Intensity	Pause/Recovery
Anaerobic Alactic	0-10 seconds	Shot put, 60 m sprint	95 - 100%	1½ - 3 minutes
Anaerobic Lactic	10 seconds - 2 minutes	400 m run, 200 m swim, long-rally in tennis	85 - 95%	3-10 minutes
Aerobic	2 minutes - several hours	Soccer match, rugby, marathon	Less than 85%	15 minutes to several hours

Depending on the work time and work intensity of an athlete's sporting event, the coach can estimate which energy system to focus on in training. Accurately estimating the relative contribution of each energy system to the sport is an important step in designing sport specific training programmes for the athlete.

### Points to Remember

The coach should remember the importance of the five body systems:

**The cardio-respiratory system:** If this is well-developed, the body can supply enough oxygen to working muscles, which has a positive influence on performance.

**The skeletal system:** Good nutrition, care, and training will ensure that the development of strong bones, joints and ligaments support good performance.

**The muscular system:** Training ensures strong and well-developed muscles and tendons, which produce high intensity explosive power for good performance.



**The central nervous system:** Sufficient and proper practice increases speed and improves reaction time, coordination, agility and rhythm.

**The energy systems:** Knowledge of these systems helps the coach to develop the training programmes that best develops the explosive power or endurance required in the sport.

## ◀ COACH ACTIVITY 26 ▶

(A). Test what you know.

Select the answer that best fits the blank spaces.

1. During the first 10 seconds of activity, the ..... provides most of the energy needed.

- a. cardio respiratory system
- b. anaerobic a lactic system
- c. anaerobic lactic system
- d. aerobic system

2. The ..... carries oxygen and nutrients to the muscles

- a. skeletal system
- b. central nervous system
- c. cardio respiratory system
- d. anaerobic system

3. The ..... supports the body as a framework.

- a. skeletal system
- b. central nervous system
- c. muscular system
- d. cardio respiratory system

4. Bones are held together by .....

- a. joints
- b. muscles

c. muscle fibre

d. ligaments

5. Through practice, the ..... may be trained to improve speed and shorten reaction time.

- a. skeletal system
- b. central nervous system
- c. energy system

(B). Match the following physical factors listed in column A to the tests listed in column B. Place the number of the test in Column B that matches the fitness component listed in column A.

	Column A		Column B
<b>A</b>	Absolute strength	<b>i</b>	Sit-ups
<b>B</b>	Anaerobic Lactic	<b>ii</b>	Sit and Reach
<b>C</b>	Aerobic Capacity	<b>iii</b>	800 m Sprint
<b>D</b>	Flexibility	<b>iv</b>	12 Minute Run
<b>E</b>	Explosive Strength	<b>v</b>	Softball Throw
<b>F</b>	Muscular Endurance	<b>vi</b>	Maximal weight lifting

(C). Indicate whether each statement below is True or False

	Are the following statements True or False?	Circle answer
<b>a</b>	Athletes with slow twitch muscle fibres are well suited for endurance activities.	True or False
<b>b</b>	A person at rest breathes 120-150 litres of air per minute.	True or False
<b>c</b>	Blood cells are made in the muscles.	True or False
<b>d</b>	A dynamic contraction occurs when opposing muscles tense to stabilize a joint.	True or False



	Are the following statements True or False?	Circle answer
e	The knee jerk is an example of an involuntary response.	True or False
f	Posture and balance cannot be improved with training.	True or False
g	A Marathon runner depends on the aerobic system for energy.	True or False
h	Both anaerobic systems produce lactic acid.	True or False
i	The veins transport oxygen and nutrients to the cells of the body.	True or False
j	Capillaries are a network of small blood vessels.	True or False
k	The skeleton is connected by joints and held together by ligaments,	True or False
l	Athletes with a high percentage of slow twitch muscle fibres are usually good at endurance sports.	True or False
m	The aerobic system produces energy for short, explosive bursts of high speed.	True or False
m	Each muscle consists of several bundles of long muscle fibres.	True or False

(D) . Match the following five body systems (a-e) to their description (i-v). Place the number of the description beside the appropriate system.

### The body systems

- a. The cardio-respiratory system
- b. The skeletal system
- c. The muscular system

- d. The central nervous system
- e. The energy system

### The body system descriptions

- i. Adequate practice improves the speed, coordination rhythm and reaction time of this system
- ii. This system is actually three different systems
- iii. Training this system helps to produce high explosive power for good performance
- iv. If this system is well developed, the muscles will have a good supply of oxygen and nutrients
- v. Training this system results in improved strength and resistance to injury

(E). Consider your sport:

Which energy system is most important? \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

Which energy system is least important? \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

### Summary

The performance of the body systems will determine the performance of the athlete. Five systems through which the body works are:

1. The cardio-respiratory system: This consists of the heart, lungs,



blood and blood vessels

2. The skeletal system: This consists of 206 separate bones connected by joints and held together by ligaments.

3. The muscular system: This consists of about 600 muscles. There are three types of muscles fibres:

- ⊕ Fast twitch fibres
- ⊕ Slow twitch fibres
- ⊕ Intermediate fibres

4. The nervous system: The central nervous system consists of the brain and spinal cord. It has a network of nerves connecting it to the rest of the body (the peripheral nervous system).

5. The energy systems: There are three energy systems, which provide muscles with energy to sustain or repeat intense effort:

- ⊕ The anaerobic alactic system
- ⊕ The anaerobic lactic system
- ⊕ The aerobic system

When these systems perform well, the athlete is able to improve performance. The coach who is aware of the structure, function and how to develop desired adaptations in the system, is better able to guide the athlete's development.

## Unit 2: Strong or Weak

### Introduction

One of the tasks that a coach must perform in order to develop better training for the athletes is to be able to identify the strengths and weaknesses of the athlete.

In order to do this, the coach must consider the:

- ⊕ Overall condition of the athlete
- ⊕ Conditions which may change and those which cannot be changed
- ⊕ Specific demands of the particular sport

By the end of this unit you should be able to:

- ⊕ Distinguish between conditions of the athletes which can be changed, and conditions which cannot be changed
- ⊕ Evaluate through tests, various strengths and weaknesses of athletes
- ⊕ Develop sports specific tests to evaluate the strengths and weaknesses

### The overall condition of the athlete

Each athlete has limits to performance. These may be physical, psychological and/or nutritional causes. The coach can assess each athlete through the use of the athlete's profile and general or specific observation. Athletes should be medically fit for participation in sport.

There are some conditions that can, and other conditions that cannot, be changed.

Athletes have a number of conditions which cannot and should not be changed by the coach. Bow-leggedness, hyper-extended elbows and knees and other genetic orthopaedic conditions may make Olympic success impossible, but do not necessarily keep athletes from participating in sport.

There are many physical changes, however, that can be made through training such as increased strength, flexibility and endurance. Psychological and nutritional changes may also be made over a period of time, and it is often useful to seek expert help in these areas.

A number of field tests can be used by the coach to measure the performance of the athlete. The coach can use the results of these tests



to plan training. Many tests can be devised by the coach to show skill or physical development for a particular sport.

Well known field tests can be used to measure components of fitness, and are described below:

The Test	Factor Measured
<b>The 12-minute run</b> , performed on an indoor or outdoor track with markers every 1/8 mile. Coach records distance covered in 12 minutes and compares to norm data.	Aerobic fitness
<b>Softball throw</b> for distance (without moving feet).	Explosive strength
<b>Maximum weight</b> (bench press). Estimate maximum strength and warm up with 50% of that weight. Increase weight gradually, and determine the highest weight athlete can press. Permit recovery between trials.	Absolute strength
<b>Sit-up</b> (bent legs) test. Performed with athlete lying on back, knees bent, heels on floor. Fingers interlaced and placed behind head. Done with a partner holding feet on floor	Dynamic strength/Muscular endurance
<b>600 m Sprint</b> . Athlete covers 600 m as quickly as possible. Time recorded and compared to norms.	Anaerobic Lactic capacity
<b>Push-up test</b> . Athlete lies on floor face down, with hands shoulder width apart. Elbows are straight back, and fully bent. Keeping back and legs straight, arms are extended raising the body off the floor. Count number of complete push ups that can be done with good form.	Dynamic strength local muscular endurance
Sit and Reach test. The athlete sits on the floor with feet together and extended. The athlete reaches forward with arms extended. Coach measures distance Between fingers and toes.	Forward flexibility

### The specific demands of the particular sport.

Although general training will strengthen the athlete, many sports require sport specific training to reduce weaknesses and build particular strengths. To do this the coach requires sport specific field tests. Most sports have their own tests and coaches are encouraged to learn about them from sport-specific coaching manuals and other coaches.

Examples of sport specific tests might be:

Sport	Sport Specific Test
<b>Football</b>	Time to run between goal line and centre line
<b>Softball</b>	Softball throw for distance - using a two-step run.
<b>Cricket</b>	Time to run between wicket - in helmet, gloves and pads, carrying the bat.
<b>Cycling</b>	Time to ride a 10K time-trial

### Points to remember:

- ⊕ Keep individual records of the performance of the athlete in these tests.
- ⊕ Test regularly to show progress, direct training and motivate the athlete.
- ⊕ Use the results as a ready reference on the strengths and weaknesses of the athlete
- ⊕ Note any particular capacity (strength, endurance, speed, etc.) the athlete needs to develop or improve.
- ⊕ Develop sport specific tests to assess your athletes.

## ◀ COACH ACTIVITY 27 ▶

1. Design a sport specific test battery (a group of tests) for your athletes:

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2. Identify when you would test your athletes:

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3. Describe how you would use these test results:

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**Summary:**

Each athlete has limits to performance. Performance may be limited by the following factors:

- ⊕ Physical
- ⊕ Psychological
- ⊕ Nutritional

In order to assess the weakness and strengths of athletes effectively, the coach needs to keep two different types of records

- ⊕ Medical information related to limitations in performance and other “need to know” information (is athlete diabetic, epileptic, have joint problems, etc.?)
- ⊕ Performance scores on performance tests.

Use different tests in order to evaluate the athlete and identify any corrective approaches.

N.B Also observe athlete before, during and after performance since general observation may help in your assessment of the athlete.



## Unit 3: Developing Physical Performance Factors

### Exercise and Training

There are five physical performance factors that affect performance in all sports. If these five factors are part of all training and practice, the athlete will improve performance in all areas of sport. The five factors are:

**Endurance:** The ability to sustain or repeat intense effort

**Strength:** Strength refers to the ability to apply great force

**Power:** The ability to produce explosive force over distance in a short time

**Speed:** The ability to move the body rapidly

**Flexibility:** This refers to the range of motion of body parts, different parts require different types of flexibility

There are two types of flexibility:

**Passive:** When the range of motion is increased by an external force (e.g. a partner).

**Active:** when the athletes achieve the range of motion by themselves.

### Endurance

There are two types of endurance that are important for athlete performance:

**Cardio-vascular endurance:** Often known as aerobic fitness, cardio-vascular endurance is developed through raising the heart rate for extended periods of time. This is often done with activities such as running, cycling and swimming for periods of at least 20 minutes.

When athletes start this kind of training it is recommended that they first work to **increase the time** they can keep going, and only increase the intensity of exercise (speed) when they can exercise non-stop for 20-minutes without too much fatigue.

To develop aerobic fitness athletes need to get their heart rate up to at least 120 beats/minute for at least 30 minutes at least 3 times per

week. Aerobic fitness training is recommended for all athletes since it helps athletes recover quickly from all other types of training, and is important for the long-term health of the athlete.

**Muscular endurance:** This is developed through resistance training (weight training) using light weights and many repetitions. Muscular endurance is specific to the muscles being used.

*See page 30-31 for sensitive periods for endurance development*

### Strength

Strength is increased by making muscles move heavier weight than they have moved before (called the overload principle). Strength training is generally done through systematic resistance training using:

- ⊕ The athlete's own body weight
- ⊕ Strength training equipment (fixed weights)
- ⊕ Free weights

Strength training is recommended for all athletes regardless of age - but care must be taken with young athletes. Young athletes should use only low weights, and should be supervised by a knowledgeable adult who can ensure that they are using good technique. Done properly, strength training for children can:

- ⊕ Increase the child's muscle strength and endurance
- ⊕ Help protect the child's muscles and joints from injury
- ⊕ Improve the child's performance in nearly any sport
- ⊕ Strengthen the child's bones
- ⊕ Help promote healthy blood pressure and cholesterol levels
- ⊕ Boost the child's metabolism
- ⊕ Help the child maintain a healthy weight
- ⊕ Improve the child's self-esteem

*See page 30-31 for sensitive periods for strength development*

### Power

Power is about combining strength and speed, and is important in any sport where explosive movements occur - such as sprinting, jumping, or throwing activities in any sport.

Power is developed by increasing strength through resistance training,



and using that strength in high-speed movements. Because power activities use full strength at full speed care needs to be taken to prevent injuries - through proper warm-up, and doing power activities when the athlete is fresh and rested.

### Speed

Speed is the most difficult physical capacity to develop. It requires much practice, and occurs mostly in the nervous system through better

coordination of muscle actions.

*See page 30-31 for sensitive periods for speed development*

### Flexibility

Flexibility is the range of movement that an athlete has in different joints. While some athletes are more flexible than others, flexibility is very specific to individual joints. A person can be very flexible in one joint, and not very flexible in others.

Flexibility is limited by:

- ⊕ **Bones:** How far you can extend your elbow is determined by your bone structure. When bone limits flexibility there is little that training can do to increase the range of motion.
- ⊕ **Ligaments:** In joints such as the ankle the range of motion is limited by the length of the ligaments that connect the bones. Flexibility can be increased when it is limited by ligaments, but the process is very gradual.
- ⊕ **Muscle:** Hip and shoulder flexibility is often limited by the length of the muscles that pass across the joint. When flexibility is limited by muscles rapid improvement is often possible using stretching techniques.

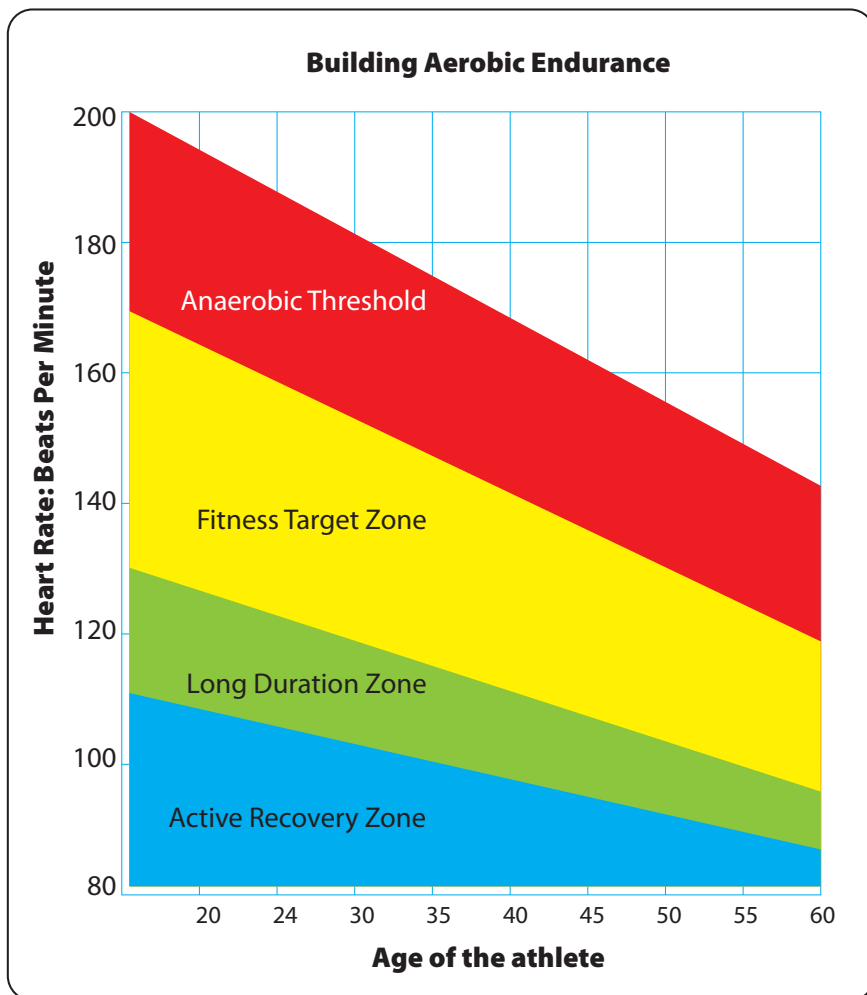
Flexibility can be active or passive:

**Active stretching** refers to holding the muscle or muscle group at its full length for a minimum of 15-20 seconds by using the athlete's own muscle forces. This can be done slowly (static) or quickly (dynamic). Static stretches should precede dynamic stretches.

**Passive stretching** refers to stretching with the aid of a partner or some other external force such as a wall. The muscle is held at its maximal length for an extended period of time in order to achieve the desired stretch.

#### **Examples of passive stretching**

1. Sit upright on the floor with both legs extended. Your partner assumes the identical position. Brace your feet against each other, lean forward and interlock hands. If you cannot lock hands, use a towel to connect to your partner. Exhale, keeping your legs straight, extend your upper back, lean forward at the waist and lower trunk towards the floor as your partner leans backward and pulls on your





hands. Hold the stretch and relax..

*Caution: Communicate and use with great care*

2. Lie flat on your back with your body straight. Inhale, raise one leg and keep your hips square. Your partner will anchor your lower leg and grasp your raised leg. Exhale and slowly your partner will raise your leg (both legs must remain straight and your hips kept squared). Hold the stretch and relax.

*Caution: Communicate and use with great care.*

3. Sit upright on the floor with both legs straight. Flex one heel and slide the other toward your buttocks. Your partner is positioned standing behind you, with one hand on the central portion of your upper back and the other hand on the central portion of your lower back. Exhale, keeping your forward leg straight, extend your upper back, bend forward at the waist and allow your partner to assist in pushing you upper torso onto your thigh. Hold the stretch and relax.

*Caution: Communicate and use with great care.*

### **Example of static stretching**

1. Calf and lower leg:

Starting position: Stand close to a solid support and lean against it, supporting your weight on your arms. Bend one leg and place the foot in front of you, keeping the other leg straight behind.

Movement:

(a) slowly move your hip forward, keeping your back flat. Keep the heel of the straight leg firmly on the ground with the toes pointing straight ahead. Hold for 15 seconds. Repeat with the other leg.

(b) To stretch the lower calf, lower your hips by slightly bending your knee. Again keep your heel on the ground. Hold for 15 seconds. Repeat with other leg.

2. Quadriceps and hip

Starting position: Place your right foot flat in front of you. Move it

forward until your right knee is directly above the ankle and the left knee is touching the floor behind you. Point your left foot.

Movement:

(a) Bring your hips downward, keeping them straight. Use your hands for balance. Check that both feet are in line and not turned out.

Note: to increase the stretch straighten the rear leg and gently push your arms by placing your hands on the bent knee.

3. Arms and shoulders:

Starting position: Sit or stand with your legs apart. With your arms behind your head, hold the elbow of one arm with the free hand of the other arm.

Movement:

Gently pull the elbow across behind your head.

4. Upper front thigh (quadriceps) and ankle:

Starting position: Lie on your left side, resting your head in the palm of your left hand.

Movement:

Gently pull the ankle of your right leg toward your right hip until slight discomfort is felt. Hold for 15 seconds. Slowly return to the starting position. Repeat and stretch. Turn onto your right side and do the same for the left leg.

Variation: Similar to the main exercise but standing against a wall for support. However, for attaining a position of controlled stretch, the main exercise is recommended because the body is better balanced.

Note: People with knee problems should take extra care when using this sequence of stretches

**At the first sign of pain, stop!**

### **Warm-up and Cool-down**

Warm-up and cool-down techniques should be a routine part of the any programme of exercise and training in order to:

⊕ Prepare the body for training or competition,



- ⊕ Reduce the chance of injury and
- ⊕ Restore the body after exercise

Here are some warm-up and cool-down tips:

### Warm-ups

There are three components of a warm up:

**Progressive vigorous exercise:** There are rhythmic large muscle activities such as jogging, skipping, swimming or callisthenics that are used to heat the body and get the energy systems ready to work. Athletes should start slowly and steadily increase pace until a light sweat breaks out. This should continue for 4-5 minutes.

**Stretching exercise:** These exercises stretch muscles, tendons and muscle sheaths. Emphasis should be on those used in training. Start with large muscles, then move to smaller muscles. Start with small ranges of motion, then move to larger ranges. Start with low intensity, then move to high intensity.

Athletes warming up for maximal strength or speed activities (weight lifting, sprinting) should not **over** stretch muscles during warm up as it reduces performance.

**Simulation exercise:** These dynamic active exercises prepare the athlete both physically and mentally for training or competition, by simulating the action they are expected to perform. Swinging the arms rapidly on the starting blocks prior to starting a swimming event is a good example.

### Cool-downs

There are two components to a cool down:

**Progressively less vigorous exercises.** These rhythmic large muscle activities are progressively lessened in intensity over 4-5 minutes. They speed up recovery after activity and help to bring the body back to normality. For example, activity is reduced from running, to jogging, then to walking. A swimmer will progressively reduce speed from fast to slow.

**Stretching exercises.** The athlete should stretch muscles that have been used in practice. This is a particularly good time to do flexibility training as the muscles are very warm and have been pre-stretched by the previous exercise training. Both active and passive

stretching techniques are useful and result in a dramatic increase in range of motion.

NB: Note the difference between stretching as a part of warm-up to prepare the muscles for action and stretching to improve flexibility.

Some of the benefits of proper warm up and cool down include:

- ⊕ Increased flexibility (NB above)
- ⊕ Rapid recovery
- ⊕ Relaxation
- ⊕ Reduced likelihood of injury

## ◀ COACH ACTIVITY 28 ▶

1 Design an effective pre-training warm-up for your sport. Include all activities you would use to prepare your athletes for training

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2. Describe your cool-down strategies for your athletes:

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**Coach Notes**

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Updated and Revised: 2012



Module 5

# Nutrition, Rest & Regeneration



**Better Coaches - Better Athletes**

# Module 5

## Nutrition

### Module Introduction

You've heard it said that *'you are what you eat'*. This is so true in the case of the athlete. This module is on nutrition and "eating smart" and will provide you with the information necessary to develop and implement a nutritional plan suited to the needs of your athletes and sport. It also gives some basic information on the issues of nutritional supplements and eating disorders.

The three units in this module will provide the coach with the following information:

**Unit 1: Caribbean food groups**, which gives basic information on nutrition

**Unit 2: Knowing the nutrients**, which provides information to help you determine nutritional goals for athletes.

**Unit 3: Diet and disorders**, which provides basic information on nutritional supplements and eating disorders.

### Good nutrition

Eating a good balanced diet is the best way to ensure that the athlete has adequate nutrition. When athletes train hard they burn lots of energy and this energy has to be replaced by eating more food.

There are many complicated ways to calculate just how much food an athlete requires, but a good simple way is to keep track of changes in body weight.

If an adult athlete is putting on weight then they should cut down on food intake, and if they are losing weight they should seek a medical opinion to make sure there is nothing wrong with them - and if there is not, increase their food intake.

Body weight changes by the hour and by the day, so it is LONG-TERM changes in average body weight that are important. It should be noted that females have regular variations in body weight during their menstrual cycle that is caused by the retention of body fluids.

## Unit 1: Caribbean Food Groups

### Introduction

There are no "magic" foods that will improve athletic performance, but poor nutrition can definitely lead to poor performances.

Proper nutrition is also important to general health and well being. Without proper nutrition, the athlete's potential may be limited.

By the end of this unit, you should be able to:

Provide basic nutritional information (using Caribbean foods) to athletes and parents, and plan a variety of well balanced Caribbean meals.

In the Caribbean, the six food groups are:

1. Staple Foods
2. Legumes
3. Dark leafy or yellow Vegetables
4. Fruits
5. Fats and Substitutes
6. Food from Animals and Fish

Following are examples of the 6 Caribbean food groups.

### Staple Foods



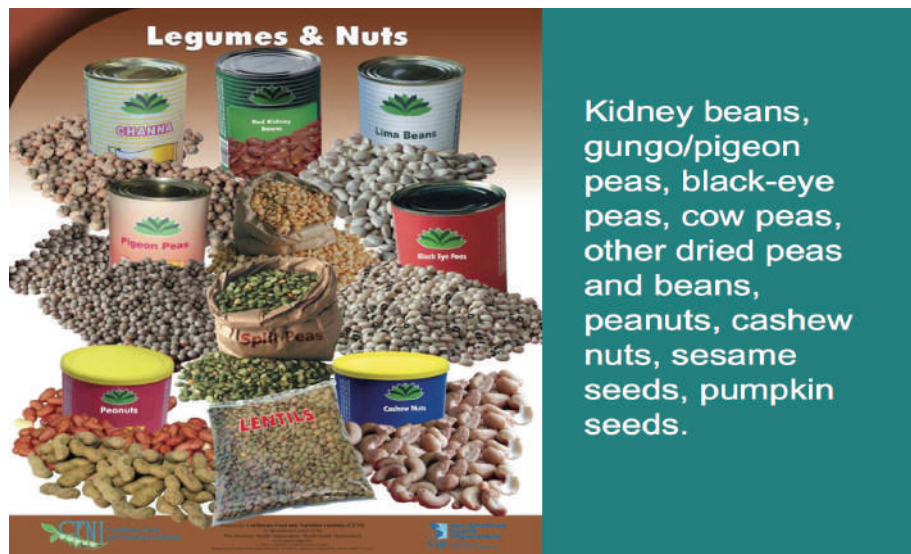
#### Cereals:

Bread (from whole grain or enriched flour), wheat flour, corn (maize), corn-meal, dried cereals, macaroni, spaghetti, rice, cereal porridges.

**Starchy fruits, roots, tubers/ground provisions:** Banana, plantain, breadfruit, yam, potato, dasheen, coco/ eddoe, cassava.



## Legumes



## Fruits

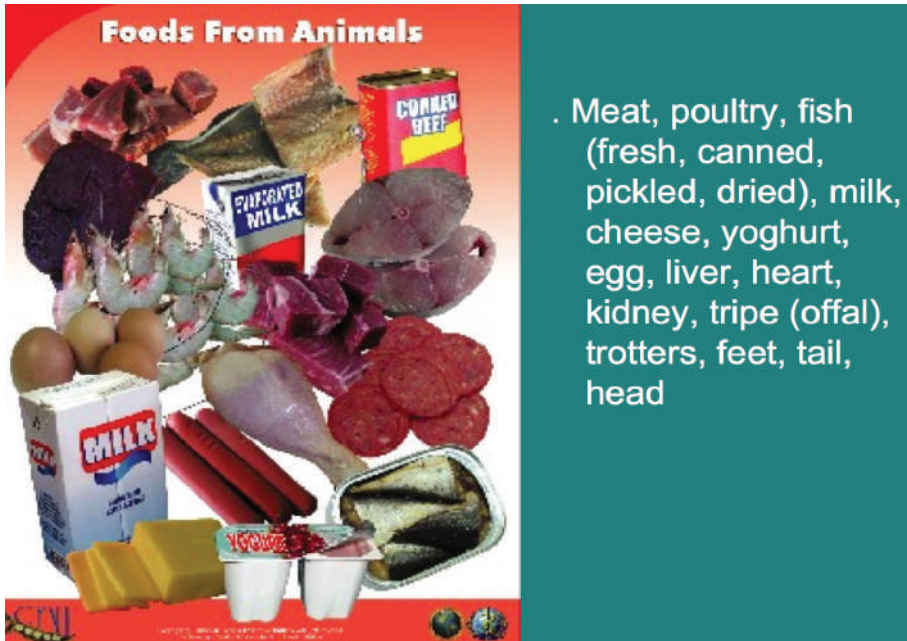


## Vegetables



## Fats and Substitutes





• Meat, poultry, fish (fresh, canned, pickled, dried), milk, cheese, yoghurt, egg, liver, heart, kidney, tripe (offal), trotters, feet, tail, head

Illustrations from the Pan-American Health Organization

**Diet, Coach and Athlete:**

The coach needs to be aware of the effects of the athlete’s diet on fitness and energy production. The coach should encourage the athlete to:

- Make good food choices and eat from each of the food groups everyday in order to enjoy a balanced diet.
- Drink a lot of water. Water is important to all body tissues if they are to function efficiently.

If an athlete eats balanced meals every day, dietary supplements are usually unnecessary and should only be taken when prescribed by a doctor for medical reasons.

List each of the Caribbean Food Groups and identify a food that belongs in the group.

	Caribbean Food Group	Example food
1		
2		
3		
4		
5		
6		



**Addition diet tips**

The coach should encourage athletes to:

- ⊕ Eat boiled or baked foods rather than fried foods
- ⊕ Avoid sweets (they are high in carbohydrates but have little other nutrition)
- ⊕ Eat balanced meals every day





## Unit 2: Knowing the Nutrients

### Introduction

Nutrients are substances that provide nourishment to the body. Since many young persons enjoy eating things that may taste nice but are not necessarily nourishing to the human body, the coach needs to guide the athlete towards eating smart. In order to help the athlete eat smart, the coach needs to understand nutrients. Then the coach can determine nutritional goals with the athlete.

Nutritional goals for the athlete are based on the athlete's goal in the sport and the athlete's training goals. Helping the athlete to understand individual nutritional goals will help the athlete to eat smart for the sport.

By the end of this unit, you should be able to:

- List dietary problems athletes may experience
- Plan strategies to deal with these problems
- Provide a list of acceptable local meals for athletes in your sport

### What are Nutrients?

Nutrients are substances found in food. They are important for the maintenance of good health. There are six nutrients:

- ⊕ Carbohydrates
- ⊕ Proteins
- ⊕ Fats
- ⊕ Vitamins
- ⊕ Minerals
- ⊕ Water

### Getting to know Nutrients

It is important first of all to know the source of each nutrient, then the food group in which the nutrient is found and the role the nutrient plays in nourishing the body. You may use the following table as a guide.

Nutrient	Role	Source Food Group
Carbohydrates	Provide fuel for aerobic and anaerobic activity. Can be stored in moderate amounts	Grain provisions, macaroni, pasta, bread, rice, staple. Food group 1.

Nutrient	Role	Source Food Group
Fats	Provide fuel for long-duration aerobic activity, Necessary for absorption of fat-soluble vitamins. Can be stored.	Meat, oil cakes, nuts, mayonnaise, peanut butter, cod liver oil, soya beans. From animals and plants. Food groups 5 and 6.
Protein	Necessary for growth and repair; can be used as fuel; cannot be stored; contribute to the health of the immune system	Meat, fish, poultry, eggs, legumes, nuts, dairy products, milk, legumes. Food from animals. Food groups 2 & 6.
Vitamins	Contribute to health: do not provide fuel.	Fat Soluble Vitamins: A - Green and yellow vegetable D - Meat, milk, eggs E - Oil, cereal, eggs K - Green leafy vegetables Vitamins: Water Soluble B - staples, meats, milk, eggs, cereal., legumes C - citrus and other fruits Folic Acid - legumes, meat, dark green leafy vegetable, yeast
Water	Necessary for life	Keep body hydrated - observe urine colour.
Minerals	Help maintain general health. Required for many chemical reactions in the body including transformation of foods into energy.	Calcium: milk, sardines, legumes Iron: meat, fish, legumes, molasses Magnesium: milk, soy, green leafy vegetables, molasses Sodium: salt, canned foods, soy sauce Potassium: meat, bananas, citrus, milk Zinc: meat, legumes, milk



## The importance of Fibre

In addition to the nutrients in the table, dietary fiber is necessary for the digestive system. Roughage, as these fibres are called, is a natural laxative. Sources include lettuce, bran, cassava, orange pith, paw - paw (including pith). Food groups, in which fibres are found, are vegetables and fruits.

### Developing Nutritional Goals:

A balanced diet should provide all required nutrients. To determine nutritional goals:

- ⊕ Identify good nutrients which are available for the athletes in your country
- ⊕ Make a list of these nutrients
- ⊕ Involve parents, teachers and community supporters in your programme
- ⊕ Write lists with samples of well planned and balanced meals, and include food groups and nutrients in your list of meals
- ⊕ Be sport specific (e.g. gymnasts may need to be extremely cautious about fat intake while footballers may not need such severe controls)

Always consult a doctor or dietician when preparing nutritional goals and diets.

## ◀ COACH ACTIVITY 30 ▶

1. List all the nutrients and provide an example of a food that is rich in each nutrient:

	Nutrient	Nutrient rich food
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		

	Nutrient	Nutrient rich food
<b>6</b>		

2. What strategies would you use to ensure your athletes are eating properly?

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### Summary:

The coach needs to know about nutrients in order to determine the nutritional goals of athletes and guide them towards eating smart.

- ⊕ Nutrients are substances found in food that provide nourishment to the body. They are important to the maintenance of good health.
- ⊕ There are six nutrients: carbohydrates, proteins, fats, vitamins, minerals and water.

NB: Helping the athlete to understand individual nutritional goals for the specific sport will help the athlete to improve performance.



### Unit 3: Diet and Disorders:

#### Introduction

Problems surrounding diet and eating disorders occur in all countries. This unit deals with these problems as they occur in a Caribbean setting. Suggestions on acceptable meals are also provided.

By the end of this unit, you should be able to:

- List dietary problems athletes may experience

- Plan strategies to deal with these problems

- Provide a list of acceptable local meals for athletes in your sport.

#### Diet and the Caribbean Situation

Let's first take a look at proteins. On the average, there is really no need for the athletes to have more protein than non-athletes who eat a balanced meal every day. In fact, too much protein can negatively affect performance.

#### Is lack of animal protein a problem in your country?

Protein is classified as either first class or second class. First class protein comes from animals (including fish) and second class protein comes from plants. Even though many territories of the Caribbean are islands, some areas are far from the sea and it may not be possible to obtain fish regularly. Fish is an excellent source of first class protein. Some people cannot afford to buy first class proteins. Others, because of religious or other beliefs, are vegetarians and do not eat food from animals. Allergies to animal protein may also require a diet without first class proteins. Sometimes taboos promote unbalanced diets.

### ◀ COACH ACTIVITY 31 ▶

1. Create a list of reasons why your athletes may not be getting enough first class protein.

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2. How would you determine whether your athletes are getting enough first class protein in their diets?

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3. What health or performance problems could arise from a diet poor in first class protein?

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#### Plant protein (an alternative)

Protein is also available in plant forms. While plant forms of protein are incomplete, when taken in proper combination, with plenty of variety, they can provide much of the daily protein requirements the athlete needs. Soya bean is a good source of plant or second-class protein and because of this its products are used to make substitute milk and meat for vegetarians. Even for non-vegetarians, a mixture of ground soya bean



and ground beef provides a cheaper substitute for meat dishes. The legumes food group has foods rich in plant proteins.

### What about supplements?

Athletes in training may require additional calories because of extra energy expenditure during athletic participation. These extra calories should come from nutritious foods that will provide extra vitamins and minerals as well as energy. With a balanced diet supplements are unnecessary. Supplements are also a very expensive way of getting nutrients to your athletes.

Supplements are not a healthy alternative to eating properly and should only be used by athletes who, for medical reasons, are not getting the recommended amount of nutrients from their diet. If the coach has concerns they should recommend that the athlete seek advice from a doctor or dietitian. Coaches should never make recommendations about supplements.

Under current anti-doping rules the athlete is responsible for any banned substance they put in their body, and many supplements contain ingredients that are on the World Anti-Doping Agency (WADA) list of banned substances, although these ingredients may not be listed. See Module 9: Sport Not Drugs, for more information.

Athletes taking such supplements risk failing a doping test - and failing a doping test can get an athlete banned from their sport for up to 4-years (for a first offence)

### Nutrition for females

Menstruating female athletes should be encouraged to eat iron rich foods and all females should be eating calcium rich foods as well. If this is not possible, then a doctor or dietician should be consulted about supplements for these athletes.

### The Coach and the Dietary needs of the Athlete

It is the duty of the coach to guide and encourage the athlete to eat according to the specific dietary needs of the athlete's sport. In order to do this, the coach needs to understand:

- ⊕ Nutrition
- ⊕ The demands of the sport

- ⊕ The developmental stage of the athlete
- ⊕ Other specific needs and preferences of the athlete

### Sweet han' an' sweet mout'

In the Caribbean, there is a tendency to consume:

- ⊕ Large amounts of foods high in refined sugars and starches and low in dietary fibres, proteins, vitamins and minerals.
- ⊕ Foods that are high in salt and spices
- ⊕ These 'sweet han' an' sweet mout' foods are often cheaper and more easily available than those which provide necessary nutrients. The coach must be aware of this and seek to influence the eating patterns of the athletes.

### Unit 3: Diet and Eating Disorders

Eating disorders can be fatal and are among the most difficult illnesses to treat. Unfortunately coaches have been known to contribute to eating disorders in their athletes by encouraging athletes to lose weight or by making disparaging comments about an athlete's "overweight" appearance. Teasing and jokes about size, shape or physical appearance of athlete should be totally avoided.

Eating disorders are much more common in some sports than others. High risk sports are those in which low body weight contributes to success and in which the athlete's body is on display such as, gymnastics, figure skating, diving, or dancing.

The coach's focus should **always** be on **health eating** - not weight loss.

Two major eating disorders that coaches should be aware of are:

- Anorexia Nervosa
- Bulimia Nervosa

Eating disorders are more common in females than males, and are most often seen at a young age.

Age at onset of an eating disorder:

- ⊕ 10% report onset at 10 years or younger
- ⊕ 33% report onset between ages of 11-15
- ⊕ 43% report onset between ages of 16-20
- ⊕ 86% report onset of illness by the age of 20



## **Anorexia Nervosa**

This is a serious psychological condition resulting in malnutrition and a risk of death. This condition affects young people usually between the ages of 13-20 and is much more common in females than males. The coach needs to be able to recognize the early signs of this condition.

Signs of Anorexia Nervosa - These include:

- ⊕ Loss of appetite
- ⊕ Refusal to maintain body weight at or above minimal requirements for age and height
- ⊕ Intense fear of gaining weight, even when underweight
- ⊕ Weight gain dominates every conversation or self-evaluation report.

The coach should seek professional help for the athlete as soon as more than one of the signs of anorexia emerges.

## **Bulimia Nervosa**

This condition usually affects persons between 16-18+ years of age. It is more prevalent in women than men. It results from uncontrolled and rapid ingestion of large amounts of food (binge eating) over a short period of time. This is often followed by (purging) self-induced vomiting, use of laxatives or diuretics, fasting or vigorous exercising aimed at preventing weight gain.

Signs of Bulimia Nervosa - The coach must be aware of early symptoms of bulimia nervosa. Persons affected tend to:-

- ⊕ Exhibit anger, impulsive behaviour, anxiety and depression
- ⊕ Be loners (e.g. eating alone, isolating selves from groups)
- ⊕ Smell of vomit and have related dental problems

The coach should seek professional help for any athlete showing more than one of the signs of bulimia. The coach should assist the athlete by supporting an eating plan of well-balanced meals. Teasing on physical appearance of athlete must be discouraged as this is often linked to these disorders.

## **Tips on Nutrition**

The coach may want to work along with parents and a dietician to ensure that athletes' diets are adequate. Fund raising to ensure good

nutrition must be considered.

The coach may want to select a nutrition manager to supervise eating when athletes have to travel during competition.

The athlete's diet should be high, in (non-sugar) carbohydrates and low in fats. The coach may want to prepare an easy reference list for acceptable/less acceptable sample meals for athletes.

## **Food issues when athletes travel**

If athletes are living at home during training and competitions, there are generally few food issues. However, difficulties can arise when athletes travel as part of a team, particularly when there is overseas travel.

Individuals have special food needs based on their:

- ⊕ Religion
- ⊕ Allergies
- ⊕ Culture
- ⊕ Food preferences

It is therefore critical that the coach find out about any food preferences before the team/athlete travels, and make arrangements to accommodate those food needs. This frequently means athletes taking food with them. Many countries have strict rules against importing food, and the coach needs to understand what is and what is not allowed through customs.

## **Point to Remember**

The coach should ensure athletes eat balanced meals using a variety of foods from all food groups.

The coach should be aware of the dietary needs of the athlete and seek the advice of a doctor or dietician in meal planning.

The coach should be prepared to deal with eating disorders in their athlete and have strategies to cope with them, including knowing where to access professional help.



◀ **COACH ACTIVITY 32** ▶

1. Identify two eating disorders and give two symptoms the coach should be able to recognize for each:

	<b>Eating Disorder</b>	<b>Symptoms</b>
1		1.
		2.
2		1.
		2.

2. You and your team have been invited to play in an international tournament taking place in Norway. On your team you have players from different religious and cultural backgrounds, and one with serious allergies. Outline the steps you will take to make sure that all of your athletes have good nutrition during the trip.

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**Summary**

This unit has identified the importance of diet to an athlete and has identified some of the issues around disordered eating. Nutrition is important to the physical growth and development of the athlete.

This information on nutrition should help you to:

- ⊕ Understand the various nutritional needs of athletes
- ⊕ Define nutritional goals for the athlete
- ⊕ Develop nutritional programmes for athletes and their parents
- ⊕ Be aware of actions you should take when dealing with athletes with dietary disorders

Two possible disorders that may affect athletes are:

- ⊕ Anorexia Nervosa
- ⊕ Bulimia Nervosa

The coach should be aware of the signs of these disorders and consult a doctor or other professional as soon as they appear. The coach should also be aware of any special dietary needs and eating habits of the athletes.

A good command of this information is essential to the professional development of the coach.



#### **Unit 4. Rest and Regeneration**

In the process of training, when athletes work hard, the muscles of the body develop very small, micro-injuries. This is a normal part of training, and without this breakdown of the muscles the athlete would see no improvement in strength, or endurance.

However, to maximize the benefit from training, that training must be followed by a period of rest and regeneration. It is while the body is resting that the micro-injuries to the muscle are repaired, and when they are repaired, the body builds up the muscle stronger than it was before.

For this reason, proper rest between training sessions is a very important part of the athletes' training.

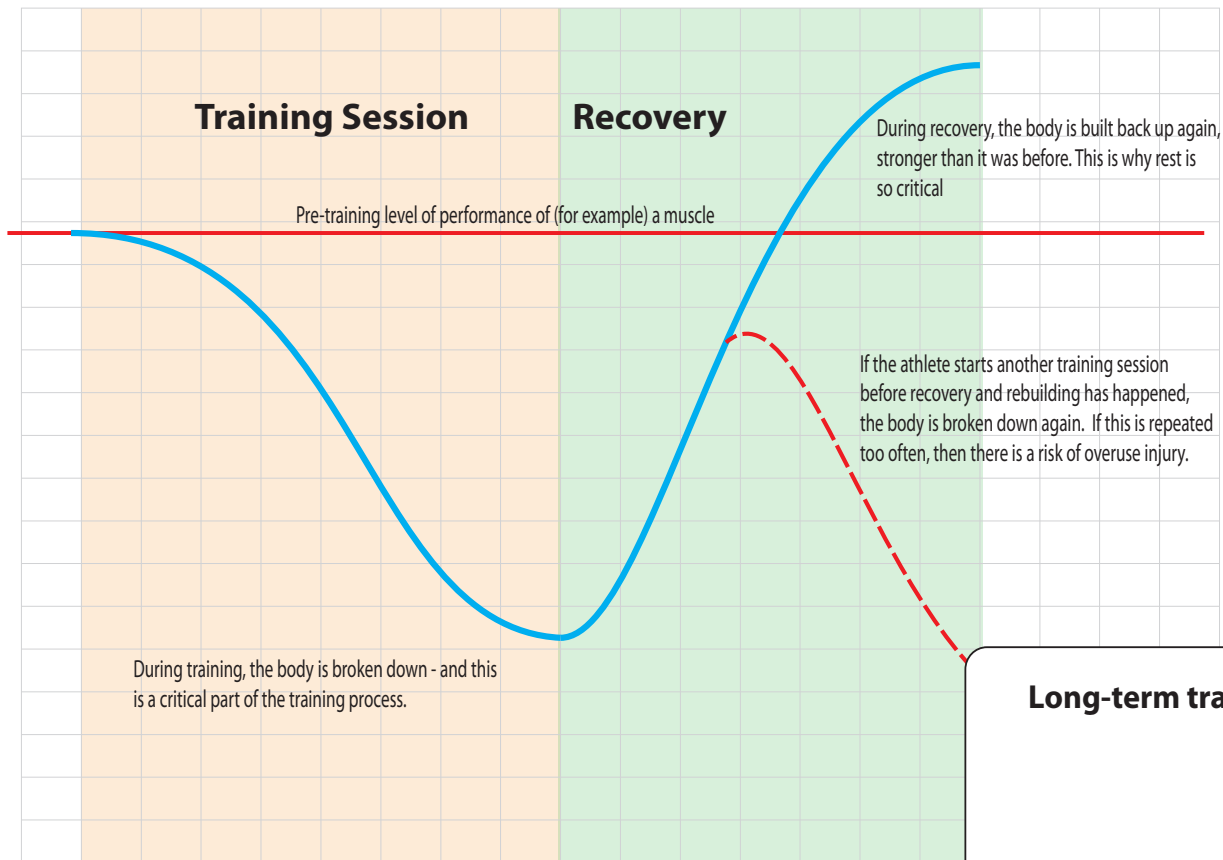
For more information on rest and regeneration see

[www.canadiansportforlife.ca/resources/recovery-and-regeneration-ltad](http://www.canadiansportforlife.ca/resources/recovery-and-regeneration-ltad)

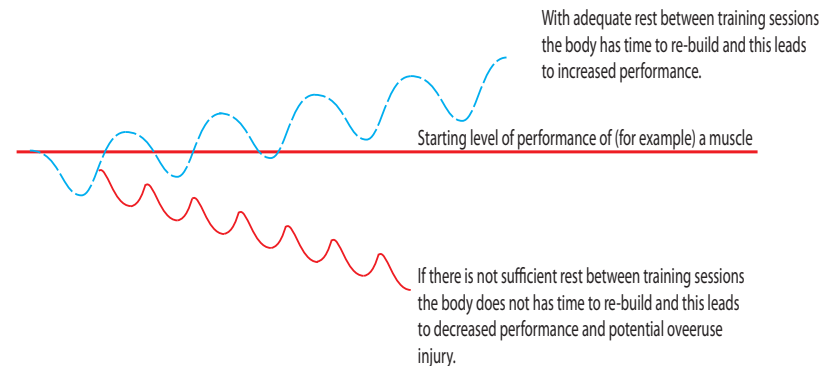


## What happens during training and recovery

### A single training session



### Long-term training







Updated and Revised: 2012

Module 6

# Safety, Injury and Recovery



**Better Coaches - Better Athletes**

# Module 6: Safety, Injury & Recovery

## Playing it Safe:

### Module Introduction

Coaches are responsible for the safety of the athletes they coach. This includes ensuring the athletes are healthy and fit for training and competition that athletes participate in a safe environment, and that in the case of an emergency the athlete is cared for in a professional manner.

### This module is organized into three units:

Unit 1: Injuries can be Prevented

Unit 2 : The Athlete and the Environment

Unit 3: When Injury Occurs

### Introduction

Although injuries do occur in sports, the coach needs to realize that many injuries can be prevented. In this unit you will learn some pointers which form part of the injury prevention check list.

By the end of the unit, you should be able to:

- ⊕ Develop an injury prevention checklist
- ⊕ List basic safety, rules specific to the sport
- ⊕ Assess athlete profiles in order to recognize injury patterns and prevent recurrences.

### Nine-Item Injury Prevention Checklist

1. What is the medical history of the athlete?

The medical history of each athlete will provide information on:

- ⊕ The capability/limitations of the athlete
- ⊕ Old injuries
- ⊕ Allergies
- ⊕ Other medical conditions

Use of this information by the coach may help prevent injuries by making the coach aware of conditions and situations that could be harmful to the athlete.

2. What is the performance level of the athlete?

Recorded information would assist the coach in determining the maximum capability or limitations of the athlete. Injuries often occur when the athlete tries to perform outside of his/her capability.

3. What is the financial status of the athlete?

Athletes have to provide for their own nutrition and health care. If coaches are aware of the financial status of the athletes, they are in a position to assess each athlete's ability to buy protective equipment and care for injuries. Financial status might be a sensitive issue with athletes and their families and so the coach is advised to be cautious about obtaining this information.

4. Is the first aid kit on board?

Some minor injuries become serious if they are not taken care of immediately. The first aid kit should contain appropriate medicines, bandages and other supplies suitable for treating injuries. A telephone should always be accessible.

5. Is the athlete really fit enough to play?

Injuries, which may seem minor, may become serious if they are not treated properly. The coach must be prepared to evaluate athletes during each practice to determine whether risk of injury or re-injury is present.

6. Is a list of basic safety rules posted?

Generally for many sports, necessary equipment is expensive and some athletes often cannot afford it. The coach should ensure all safety rules are posted and enforced. This will help to reduce accidents and remind athletes about safety rules at every practice (for example, no player will be allowed on the field without shin pads).

7. What type of injuries occurs frequently?

A record of all injuries will help the coach to understand injury patterns and then plan strategies for the prevention of such injuries.

8. What can I learn from the experiences of other coaches?

Coaches should discuss problematic situations with other coaches. By doing this, they may get helpful information from others with differing experiences.



9. What positive steps can I take to prevent injuries and promote safety?

The coach can invite sport or safety personnel to lecture or discuss safety issues with athletes. The more these issues are discussed, the greater will be the tendency to avoid accidents. Also the coach must be prepared to offer a safe environment, proper warm-ups and cool-downs, safe drills and competitions that are appropriate to the developmental and training age of the athlete.

**Points to Remember:**

Prevention is better than cure!

A serious injury can affect:

- ⊕ The athlete’s ability to continue in the sport
- ⊕ Future performances (which can be achieved)
- ⊕ The athlete’s career (the success as well as the duration)
- ⊕ The personal liability of the coach for the injury and financial consequences.

The coach must make every effort to prevent injuries. If injuries do occur, the coach must be prepared to provide appropriate first aid and emergency treatment and follow-up with medical help. It is also important to write an accident report, which can be useful to the doctor treating the athlete, in case of any legal action.

In addition, it is the coach’s responsibility to ensure athletes do not re-injure themselves by returning to play too early. The athlete should take the full recovery time prescribed by the doctor.

◀ **COACH ACTIVITY 33** ▶

1. On a separate sheet of paper prepare an athlete profile card with appropriate sport safety information.

2. Identify all the articles necessary for a well-equipped first aid kit:

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3. Create a safety poster for your sport, ensuring all rules of participation are included:



**Summary:**

The 9-item injury prevention checklist encourages the coach to be proactive and should provide the coach with information to help prevent and reduce injuries.

Athlete profiles, including health information, should be properly kept and updated frequently.

**Unit 2 : The Athlete and the Environment**

**Introduction**

The tropical nature of the Caribbean environment means the athlete is constantly exposed to heat and humidity which can affect her/him. Certain sport specific conditions may also be unsafe if certain precautions are not taken. The coach therefore has the responsibility to create safe environments for the athlete.

By the end of this unit, you should be able to:

- ⊕ Identify conditions that create unsafe environments for athletes
- ⊕ Devise a plan for safety in the use of equipment and facilities
- ⊕ Keep accurate safety records on equipment and facilities



## Heat and The Caribbean Athlete

Heat Injuries: Exercise itself generates heat and the body's ability to lose heat is prevented by:

- ⊕ Hot and humid days
- ⊕ Too much sunlight and too little breeze
- ⊕ Dehydration

These conditions may cause heat injuries in an athlete. Sometimes an athlete's internal temperature is high, although the surface of the skin is cool. Such an athlete may be diagnosed as suffering from a heat injury known as heat exhaustion.

To prevent heat injuries the coach should:

- ⊕ Ensure the athlete is fit for performing under existing conditions
- ⊕ Provide means of re-hydration (e.g. cool not cold water sprays, fanning, drinking water; do not immerse athlete in cold water)
- ⊕ Discourage athlete from trying to set new records, if environmental conditions are unsuitable.

A chart indicating when coaches should pay particular attention to the possibility of heat injuries can be found on the next page.

## Injuries from high altitude

In a sport meet at high altitude (for example Mexico City) the coach should ensure:

- ⊕ Little or no exertion for the first 24 hours
- ⊕ No consumption of alcohol (at high altitude or elsewhere - but alcohol has a greater effect at high altitude)
- ⊕ Enough liquids to ensure good urine flow
- ⊕ Drugs for counteracting mountain sickness are used ONLY if they have been prescribed by a physician and an anti-doping agency Therapeutic Use Exemption has been obtained (if required)

## Points to Remember

Environmental conditions do affect performance. If the coach observes that the environment affects an athlete and it is possible to change the conditions, then do. If not, it is wiser not to play and lose a match by

default than to cause injuries to your athletes.

Endurance events should be scheduled for early morning or late evenings and humidity levels must be checked beforehand.

## ◀ COACH ACTIVITY 34 ▶

1. Make a list of environmental problems associated with your sport:

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2. What can you do to ensure the environment is safe for the athletes?

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3. Identify three ways that you can help to prevent heat injuries

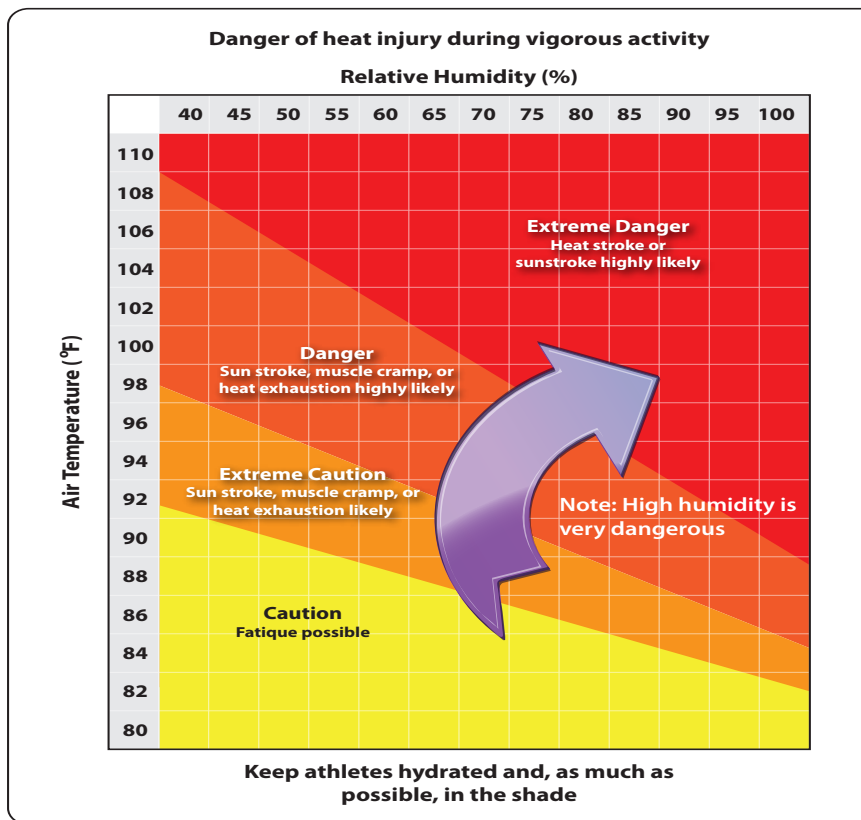
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### Other Conditions

A condition becoming increasingly more common in the Caribbean region is asthma. This is a condition in which breathing becomes distressingly difficult. The muscles in the air passage go into spasm, causing narrowing so it is difficult for air to flow into the lungs. The spasm can be caused by allergy (e.g. dust, animals, pollution), nervous stress or exercise.

Exercise-induced asthma is thought to be caused by the cooling and drying of the airways, which can occur after exercise in certain conditions.

If an athlete is having breathing difficulties, coaches should check if:

- ⊕ There is difficulty in breathing – particularly in breathing out
- ⊕ There is a history of asthma
- ⊕ The athlete has medication

Coaches should then:

- ⊕ Sit the athlete down
- ⊕ Loosen any tight clothing
- ⊕ Allow the athlete to take medication
- ⊕ Summons an ambulance if the attack does not respond to medication
- ⊕ Encourage the athlete to contact own doctor

### Equipment and Facilities:

It is the responsibility of the coach to inspect equipment and facilities before each training session or competition. In the Caribbean, athletes are often forced to use facilities and equipment that are less than optimal. In some cases, the coach must borrow or improvise. The following will help the coach to provide a safe environment for the athlete.

**Check All Equipment:** Before the training or competition, check all equipment to ensure they are in a proper condition. Periodic checks are necessary. Athletes should be taught how to check equipment for fit and function. If you are unsure about equipment, seek professional help.

**Check The Training/Competition Venue:** The coach should check the track, field, court, pool or stadium before the practice or competition. In the Caribbean, most amateur sporting events are held on playing fields used by other people. Parents and sponsors can help to check for broken glass, animal refuse and other harmful or unpleasant debris.

### Care for and return borrowed or rented equipment:

Because of the high cost of equipment, face-masks, helmets, braces and pads may have to be used by more than one athlete. The coach must devise a specific plan for inspecting equipment prior to use to ensure it is safe and clean. Care must also be taken to ensure proper inspection, cleaning and storage, immediately after use. In such



cases in which equipment is borrowed from other sport groups, care must be taken to clean and return. Any damage must be reported to the lending group.

### Points to Remember

The coach is ultimately responsible for the equipment used. Although the equipment may not belong to his community or club, the coach can still be held liable if faulty equipment or poor facilities injure athlete.

NB The coach is ultimately responsible for creating and maintaining a safe environment for the athlete.

### Always:

- ⊕ Observe and evaluate the general and sport specific conditions, which may not be safe for the athlete.
- ⊕ Monitor and evaluate sporting conditions in the interest of safety.

### Unit 3: When Injury Occurs

#### Introduction

The coach should develop procedures to care for the athlete when an injury occurs. No matter how well a coach prepares the team and creates a safe environment in which to play, injuries can and do occur.

Most sport injuries fortunately are minor and require basic first aid and follow-up. However, some injuries are serious and require special and immediate treatment by trained professionals. It is during these times that the coach needs to have an emergency action plan ready, so valuable time will not be lost and the best treatment of the injury or illness can be obtained. A coach who puts the safety of the athlete first should be prepared if injuries occur.

By the end of this unit, you should be able to:

- ⊕ Prepare procedures for use in an emergency situation
- ⊕ Distinguish between an emergency and a non-emergency situation
- ⊕ Describe how to deal with emergencies
- ⊕ Described how to deal with non-emergency soft tissue injuries

- ⊕ Draw up a checklist to determine when an athlete is fit to return to full training and competition

### Athlete's Emergency Card

The coach should have an emergency card for each athlete. This card should be always easily accessible. The following card is an example, but may need to be adapted to fit the specific needs of the sport or club. Information should include:

EMERGENCY CARD	Athlete name: _____
	Name of parent/guardian: _____
	Address of parent/guardian: _____
	Tel. No. of parent/guardian: _____
	Emergency Tel. No: _____
	Medical history of athlete: _____
	Medications: _____
	Allergies: _____
	Chronic illnesses: _____
	Previous injuries: _____
Family physician _____	
Tel. No.: _____	

### Consent Forms

Before a sporting event, a consent form should be sent to all parents/guardians. The consent form is necessary to inform the parent of the activity, including travel arrangements and obtain approval for participation. In addition, it is important that parents/guardians provide the coach with a letter that give permission to the coach to authorize emergency medial treatment in the event of an accident or injury in circumstances where the parent or guardian can not be contacted in a timely manner.



<b>Consent Form</b>	Place, date and time of event _____
	Location of event _____
	Travel arrangements _____
	_____
	Contact phone number for the event _____
	Accommodation arrangements _____
_____	
Permission to take part parental signature: _____	
Athlete name: _____	

- ⊕ Ambulance
- ⊕ Fire
- ⊕ Police
- ⊕ Team Doctor
- ⊕ Location and specific direction to the sport facility

A phone card or coin should be taped to the information card. This card will be used by the contact person to summon emergency personnel to the site of the injured person. The coach should prepare separate cards for all away meets and overseas trips.

### Making Use of Volunteers

The coach must ensure that both a contact person and a first aid person are assigned at all times. Volunteers (parents, community members) with these skills can often be recruited from the team itself (assistant coaches, team members).

1. A contact person who will make emergency calls to parents, or for an ambulance
2. A person with knowledge of first aid will give preliminary advice in the event of an emergency


### Emergency vs. Non-emergency Situations

Coaches must be able to differentiate between an emergency and non-emergency situation. The chart on the following page suggests guidelines. However, it is important to note that any time a coach is unsure of the athlete's safety, an emergency exists.

Injury	Symptoms	Action
Head	Unconsciousness bleeding (ear, nose), amnesia, lack of coordination, confusion  Dizziness, headache, momentary confusion, nausea, ringing in the ear.	These are serious injuries. Do not move patient. Seek medical help.  Take athlete out of the game and observe. If symptoms persist get medical help. If they stop. Still insist that the athlete rest for a while.

### The Emergency Information Card

Emergency information cards can be taped onto the first aid kit or posted in a location within easy reach of all athletes. It should have the following local phone numbers:

<b>Emergency Contacts</b>	<b>Emergency Phone Numbers</b>
	Ambulance _____
	Fire _____
	Police _____
	Team Doctor _____
	Location and specific direction to the sport facility _____ _____ _____
	
<b>Coin or phone card taped here</b>	





Injury	Symptoms	Action
Neck/Back	Numbness in the limbs; inability to move neck, arms, legs; tingling in limbs; pain Temporary numbness, temporary tingling	These are serious injuries. Do not move patient. Seek medical help. If participant returns to normalcy, still seek medical help.
Bleeding	Severe bleeding, blood pulsing from the wound; Uncontrolled bleeding, paleness, dizziness, nausea, cold hands	Apply direct pressure. Use clean pad on wound. Elevate injured part if it can be moved. Except for very small cuts/abrasions, all bleeding are serious. Seek medical help
Fractures	Bone sticking out through skin, bleeding, pain, loss of function, deformity Swelling, pain, loss of function	This is a serious injury. Do not try to straighten injured part. If bleeding, apply pressure with a clean pad to contain bleeding. Seek medical help.
Blisters	Fluid in underlying tissue	Do not break, protect with pad. If it breaks, clean, use mild antiseptic and cover.
Nose bleed	Bleeding	Let athlete sit quietly, pinch the bridge of the nose while bowing the head forward for five minutes. If bleeding persists, continue treatment for five more minutes and then seek medical help.
Muscles, tendons, ligaments, skin	Pain, swelling, redness, heat, restricted movement	Seek medical help. Apply pressure. Use ice pack, elevate, and restrict movement.

Injury	Symptoms	Action
Scrapes, cuts and scratches	Bleeding	Clean with soap and water. Apply mild antiseptic. Apply pressure with clean pad to stop bleeding. Cover with bandage.

NB: Do not move the athlete if the athlete cannot move by him or herself.

### Stop The Game

There is always a tendency to want to get the game going when a participant is injured. This leads well-meaning coaches, referees and others to carry the participant off the field. This is very dangerous as moving the athlete may cause more serious injury.

It is always better to let the athlete move off the field when he or she is ready. In this way, there is less chance of injuring the athlete further. If the athlete is unable to move by him/herself, it is wise to wait until professional help can move them properly and safely.

No game schedule is more valuable than the safety of an injured athlete!

### Soft Tissue Injury

The coach must be aware of the various soft tissue injuries that are common to all sports. The following table will help you understand the terms used to describe such injuries. Soft (connective) tissue damage requires medical attention. These tissues need proper treatment and rest in order to heal. Without proper care, these injuries tend to become long-term problems (chronic) and can result in permanent athletic disability.

Injury	Tissue	How sustained
Strain	Muscle	Pull hamstring by overextending leg
	Tendon	Overextend muscle at the back of calf - torn Achilles tendon
Contusion	Muscle	A blow to a muscle can cause bleeding in muscle tissue
Sprain	Ligament	Twist of the ankle
Bruise	Cartilage	Dislocation of the knee



## What to do when there is an accident - the SCRIBES approach

Action to take when an accident or injury occurs.

The coach may find this quick guide helpful:

- S** - Stop the athlete from playing as soon as the injury occurs
- C** - Call the athlete off the field if injury is minor and they can walk
- R** - make the athlete rest the injured part
- I** - use icepack for 10 minutes at a time to prevent swelling
- B** - Bandage injury to restrict movement and reduce swelling
- E** - Elevate the injured part above the level of the Heart
- S** - Seek medical help

### Return to Play

#### How soon after an injury is an athlete ready to return to play?

The coach has to examine the athlete, and based on the examination answer important questions. If the answer to **each** of the following questions is **yes**, then the athlete is fully recovered and may return to play. If the answer to **any** of these questions is **no**, the athlete is not ready to return to full training or competition and is at risk of further injury.

#### Questions to ask

- Is there a return to full training?
- Is there full range of movement in the injured part?
- Can the athlete perform the task that was being performed before the injury?
- Is the athlete unafraid to return to play?
- Does the athlete affirm recovery?

#### Points to Remember

- All injuries must be examined by the coach or qualified assistant
- If the coach is not sure of the seriousness of the injury, he/she should notify the first-aid person or medical personnel who would make the decision
- If there is still uncertainty, implement the emergency action plan

## ◀ COACH ACTIVITY 35 ▶

1. Create a consent form to be used by your team for sporting events requiring travel.
2. Indicate which of the following situations you regard as serious and what emergency procedures you will suggest in each case:

What happens	Result	Your action
Athlete trips and falls	Athlete sustain bruises	
Athlete attempts high jump	After fall, athlete lies motionless	
Athlete lifting weights without gloves	Athlete sustains bruises	
Athlete attempts somersault from high board, fails to clear and strikes head on high board	Athlete sustains 2" cut and appears dizzy.	
Athlete is tackled on football field and falls head first, loses consciousness for one minute.	Athletes gets up to resume play.	
Athlete playing hockey twists ankle and falls	Must be assisted off field.	
New athlete attends training session for first time	Stiffness remains after warm-up.	
Athlete steps on glass.	A cut on the foot causes blood to pulsate from wound	
Player develops nose bleed.	Nosebleed persists for over ten	

#### Summary:

Coaches should at all times attempt to prevent injuries from occurring in sport. However, in the event of an injury, which may be minor or serious, they must be prepared.





The SCRIBES approach to action if there is an injury





Updated and Revised: 2012

Module 7

# Planning Training Sessions and Programmes



**Better Coaches - Better Athletes**

# Module 7

## Planning Training Session & Programmes

### Module Introduction

*“Planning is the foundation of coaching, the key to designing safe, fun and sound practices for participants in sports.”*

*(Coaching Association of Canada)*

Planning is the foundation of good coaching. Coaches need to be clear about what they want to achieve and what needs to be done to achieve it. This takes good written plans – planning the season’s training programme as well as individual sessions.

This Module is organized into two units:

Unit 1: Planning Practice

Unit 2: Planning a Training Programme

### Planning the Way

#### Unit 1: Planning a Practice

##### Introduction

This unit provides you with guidelines for planning practice sessions for your particular sport and how you can plan for a season of practices. It provides information on how safe and effective practices are designed and about how practices are sequenced in cycles and periods. Using these planning methods will result in well-organized practices and athletes who are properly prepared for each competition.

By the end of this unit, you should be able to:

Plan practice sessions that are safe and appropriate to the needs of the athletes.

Plan a practice

For every practice, the coach should have clear goals in mind and should

have a written practice plan

The Acronym **PRACTICE** can be used as a guide to planning a practice session, with each letter standing for something that the coach needs to consider.

##### Purpose:

What is the purpose or objective of the practice?

Which specific technical or mental skills are to be practised?

Which performance factor/energy system is being trained?

##### Result:

What result am I expecting? Which are required?

What is the current level of proficiency?

What level of proficiency am I expecting?

##### Attitude:

What change in attitude am I expecting as result of the new skill learnt?

How am I going to ensure the change lasts

What method shall I use?

##### Communication:

How can I develop a two-way flow of communication between athletes and myself? Among athletes?

How should I explain, demonstrate and drill this skill for best results?

Are my instructions clear?

How can I obtain feedback from the athletes?

What can I say to motivate my athletes?

What can I say to promote self-esteem?

##### Time:

How much time should I spend on warm-up, each drill, and cool-down?

How often should the team practise?



**Identification:**

What specific fitness needs have I identified in the athlete?

What drills have I identified as a priority?

What specific action have I identified as praiseworthy?

**Capacity:**

What are the abilities of the athletes to train?

Can the athlete perform the skill that is being taught?

What improvement is desired?

**Environment:**

Is the environment safe?

Is there anything in the environment affecting the athletes' performance?

Is it too hot? Is there too much dust?

Is the athlete comfortable with the rest of the team?

Is there a positive feel?

Is there plenty of activity?

Can I make corrections and give individual attention without interruption?

**More PRACTICE - Other considerations**

Practice	Item	Your action
P	Preparation	Ensure all aids and equipment are available
	Purpose	Ensure every activity has a focus, avoid mindless repetition
	Planning	Provide a written plan for your practice
R	Readiness	Assess readiness to move to next stage by considering past performance and current fitness
	Result	Identify what you are trying to achieve then you can check whether or not it has been achieved
	Rate of success;	Determine success rate expected (e.g. 100%, 75%)

Practice	Item	Your action
A	Attitude change	Stay positive, inspire confidence, be assertive yet calm, role model the behaviour you want
C	Communication	Ensure two-way communication (talk and listen), observe body language, give positive feedback (non-judgment), encourage and praise effort
	Clarity	Use simple language to explain, give information and ask for feedback before, during and after practice, give clear demonstrations of skills
T	Time phasing	Determine amount of time to spend on warm-up, each drill, cool-down, number of practice sessions per week
I	Identification	Identify priority areas, specific fitness needs, energy systems to be emphasized, need to improve mental approach (e.g. concentration, anxiety control)
C	Capacity	Be aware of limitations – physical/health/ safety (e.g. injury, illness), emotional and social (e.g. readiness of young children to cooperate or compete)
E	Environment:	Ensure training area and equipment is safe, provide an encouraging and supportive environment, adjust drills for maximum participation and performance, ensure equal attention to all athletes

**Practical example of a practice plan for a group of under 14 football players:**

Practice	Item	Your action
P	Purpose	Develop skill of trapping the ball, currently only 50% successful
R	Result	Expected improved ball control, 80% success rate in trapping ball
A	Attitude	Encourage confidence through a positive approach, ensure enjoyment
C	Communication	Use cues for specific actions, keep explanations brief yet clear, give positive and specific feedback





## ◀ COACH ACTIVITY 36 ▶

Create a practice plan for your specific sport using P-R-A-C-T-I-C-E. Include all aspects of what you intend to do and the time anticipated for each section of the plan:

### Unit 2: Planning and Training Program

#### Introduction

A training programme is a series of well-organized and sequenced practices that over time lead to improved performance.

By the end of this unit, you should be able to:

- Determine annual and seasonal goals

- Divide annual and seasonal plans into cycles and periods

As the athlete moves through the season, the coach will want to concentrate on training for different aspects of the sport at different times.

This process is called periodization. Periodization, therefore, is the process of subdividing a long period of time (a season or a year) into smaller periods of time that during which the coach will focus on different types of training.

When planning, the coach should divide the season or period into three main parts:

- The preparation period

- The competition period

- The transition period

#### The Preparation Period

This period is divided into two phases:

- General phase

- Specific phase

#### General Phase

This is the longest phase. During this phase the coach concentrates on:

- General skill development: development of gross motor technical

Practice	Item	Your action
C	Clarity	Use clear demonstrations, explanations in progressive practices
T	Time phased	10 minutes warm-up, 30-minute workout, 5-minute cool-down, three training sessions per week, teach new skills in early part of sessions
I	Identify needs	Fitness – improve flexibility, speed and endurance psycho-social . Improve team spirit and willingness to work for each other.
C	Capacity	Give special attention to slower learners adjust skills to maximize participation and time with the ball
E	Environment	Clear field of dangerous obstructions, invite support people to help

#### Points to Remember

Develop the P-R-A-C-T-I-C-E of planning a practice!

During practice, move from:

- Simple to complex skills

- Low intensity to high intensity

- Low impact to high impact

- Moderation > adaptation > progression

- Parts to whole

- Known to unknown

- Check the drill first, then correct performance

- Allow time for rest. Try not to fatigue athletes too severely during practice.



# Practice Plan

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Coach: \_\_\_\_\_

Team/Athlete: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_ Length of session: \_\_\_\_\_ (minutes)

**1** **Goals for the practice**

Fitness: \_\_\_\_\_  
\_\_\_\_\_

Skill: \_\_\_\_\_  
\_\_\_\_\_

Strategy/Tactics: \_\_\_\_\_  
\_\_\_\_\_

Other: \_\_\_\_\_

**2** Pre-practice announcements \_\_\_\_\_  
\_\_\_\_\_

<b>3</b> Progressively vigorous exercise	Stretching - Range of motion	Simulation
_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
Time	Time	Time

**4** Main Part of Practice

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Time

Key coaching points  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Make harder/easier  
\_\_\_\_\_  
\_\_\_\_\_

Safety considerations  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5** Cool down \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6** What worked well - what didn't? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

skills. Teaching and correction are done, major changes to technique are made, and rules and regulations of the sport are taught. There are usually no competitions during this phase

Endurance training

General strength training

Goal setting

### **Specific Phase**

There may be few competitions or simulations. During this phase the coach concentrates on:

Developing sport specific physical fitness – more quality and intensity work (e.g. speed work)

Team and personal goal setting

Refining skills specific to the sport

Developing specific game strategies and tactics

Defining skills specific to the competition

### **The Competition Period**

During this period the coach prepares the athlete for competition. The coach concentrates on:

Developing competitive strategies for mental preparation of the athlete

Maintaining fitness levels (i.e. reduction on quality and quantity work)

Maintaining high skill performance

Achieving personal and team bests (peaking)

Sharpening competitive skills/strategies/tactics

N.B. The major competitions of the season/year occur in this phase

### **The Transition Period**

The period following competition is one of:

Recovery

Active rest

Evaluation of past performance

Setting new goals.

### **Designing a Training Programme**

The training programme should be designed in cycles. Cycles are periods of time that may vary in length based on the training objectives for each period.

There are three lengths of cycles:

**Micro cycle:** This is made up of a series of practices, usually 7-14 days in duration and is directed at specific training goals that can be achieved within the period.

**Meso cycle:** This is made up of 2-6 six micro cycles of about 2-6 weeks in duration. The training is directed at achieving major training and competitive objectives.

**Macro cycle:** This annual or seasonal plan may last for as little as 6 months but can cover a time period of up to four years. The outcomes of a macro cycle are a sum of all the goals and objectives from the micro and meso cycles.

Training cycles are used to help the coach identify important training objectives and sequence the training of these objectives in smaller periods of time so all objectives can be reached. Planning an entire programme for an athlete or a team is a time consuming but necessary part of training. The time spent organizing athletes' training time pays off in better performance.

### **Summary:**

Sessions are designed each day in advance of the practice to ensure the athletes are exposed to a safe, effective and efficient training environment and in order to meet specific goals and objectives.

Through the process of periodization, the coach will be able to divide the annual or seasonal plan into periods as follows:

Preparation period – during this period the athlete becomes familiar with the rules of the game and develops general skills and strengths necessary for participation in the sport.

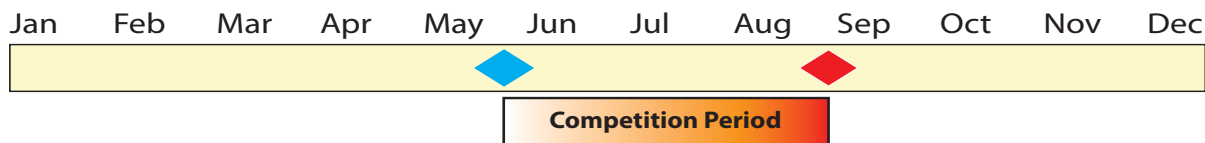
Competition period – during this period the athlete is encouraged to focus on all skills necessary for performance and competition.




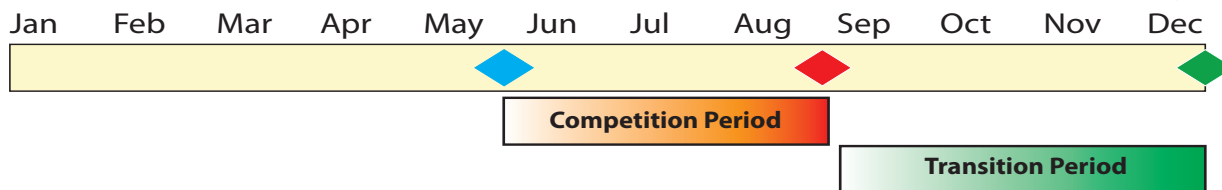


## Periodization

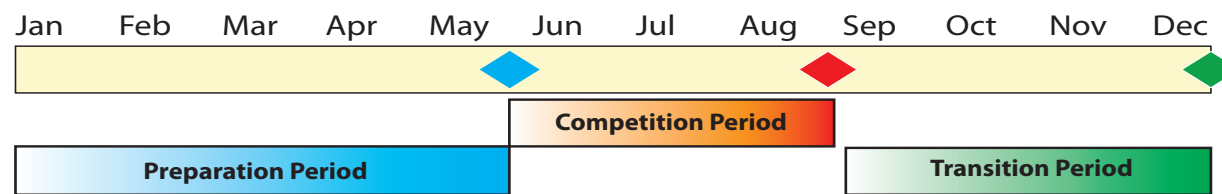
**Step One:** Decide which is the most important Tournament/Event of the year/season?   
 And the start of meaningful competition? 



**Step Two:** Decide how long your athletes will rest and recover from competition, or play other sports? 



**Step Three:** The time from the end of the transition period to the start of competition is the preparation period.



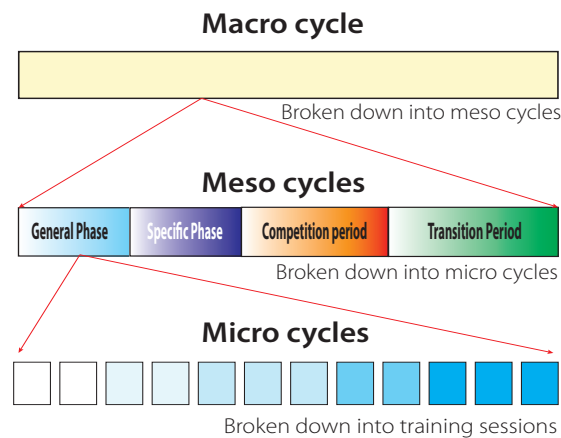
Goal setting  
 Strength training  
 Endurance training  
 Skill development/correction  
 Rules and regulations taught

Sport specific fitness with higher intensity/speed  
 Refined goal setting team and individual  
 Sport skills refined  
 Strategy and tactics taught  
 Competition skills practiced

Develop mental strategies for competitions  
 Maintain fitness level  
 Maintain high level of sport skill  
 Sharpening competitive skills, strategies and tactics  
 Peaking (achieving personal and team best performances)

Rest and recovery  
 Active rest  
 Reflection on and evaluation of past season  
 Play other sports to maintain fitness  
 Setting new goals

## Cycles



A **Meso** cycle (in this case the General Phase of the Preparation Period) is broken down into multiple **Micro** cycles - each of which has a specific focus. In this example the first two microcycles could be focused on increasing the duration of aerobic activity to improve player fitness, then the next two might increase intensity and include some skill development, etc.



Updated and Revised: 2012



Module 8

# Sport Not Drugs



**Better Coaches - Better Athletes**

# Module 8 : Sports Not Drugs

## Doping In Sport

This module addresses the issue of the use and abuse of banned substances and methods (such as tampering with urine samples) in sport - commonly known as doping. It provides information that coaches can use in their ongoing efforts to educate their athletes on prevention of doping.

The module is made up of the following units:

Unit 1. What is doping in sport?

Unit 2. Anti-doping: What to expect

Unit 3. Reducing recreational drug use in sport

Unit 4. Preventing Drugs Use in Sport

Unit 5. Drug Use Intervention.

### Unit 1: Drugs in sport: Prohibited and illegal substances

#### Introduction to drug use in sport

There are two different drug problems in sport:

- ⊕ The use of performance enhancing drugs, and
- ⊕ The use of recreational drugs by athletes

**Performance enhancing drugs:** The use of performance enhancing drugs in sport dates back to the Early Olympic Games of 800 BC. Today it is a major problem that plagues sport at all levels. Although the problem is most commonly associated with elite athletes, use has also increased among youths including those who are not involved in sport.

The use of banned substances and methods in sport is **cheating**, and contrary to the spirit of Fair Play. The term doping covers the use of both banned substances (drugs) and banned methods (such as blood doping).

**Coach responsibility:** As a coach, you have a responsibility to take a strong stance in the anti-doping battle in sport. In addition to demonstrating a clear, rational and unequivocal attitude toward rejecting the use of prohibited substances and methods, you can also play an important role in educating young athletes about the health

risks, dangers and consequences of using performance enhancing or recreational drugs.

As coach you are a role model and a mentor to youths who are at an impressionable age, and athletes will often try to emulate your actions and values. You have a unique opportunity to inform and set standards that will guide an athlete's behavior on a safe and healthy path - a path that celebrates the true spirit of sport including fairness, integrity and the optimum physical and moral development of young people.

Being well informed about the issues surrounding drug use, including knowledge of effective ways to educate young athletes, is often the first step in eliminating the presence of drugs in any sport environment.

#### Unit 1: What is doping in sport?

Doping is the **deliberate** or **accidental** use by an athlete of banned **substances** or **methods** for the purpose of enhancing performance. A substance may include a performance enhancing drug or dietary supplement. A prohibited substance can also be a drug used in an attempt to hide (mask) the use of a prohibited substance. A prohibited method may involve something like taking your own blood out of your body, storing it while your body makes more blood, and then putting it back in your body before a competition. This is called blood doping, and enables your blood to carry additional oxygen which can improve endurance performance.

The World Anti-Doping Agency (WADA), the Caribbean Regional Anti-Doping Organization (Caribbean RADO) and Sport Federations around the world have prohibited the use of drugs in sport because it gives athletes an unfair advantage and destroys the joy of fair competition. Use of prohibited substances can also put athletes' health at risk.

#### Types of Drug Use in Sport

There are many different types of doping. The most common substances are those that make you stronger, drugs that give you more endurance, drugs to help you decrease weight (used in sports like boxing to help athletes "make weight"), and drugs to keep you steady in sport. Generally doping substances fall into three categories:

1. Drugs that assist in building muscle bulk, and speed the recovery of the body from intense workouts - such as steroids and human



growth hormone

2. Drugs that boost energy output and reduce the feelings of fatigue (stimulants)
3. Drugs that stimulate the body to produce more red blood cells so that more oxygen can be delivered to the muscles during endurance activities
4. Drugs that calm the nerves and slow the heart rate - which are useful in sports such as shooting or archery.

**The prohibited list:** The World Anti-Doping Agency (WADA) publishes a list of prohibited substances each year. The list changes constantly as new drugs are developed, and so it is important for athletes and team doctors to make sure that they consult the most up-to-date list available. The current prohibited list is always available on the WADA website.

Athletes who are found guilty of using prohibited substances or methods can suffer serious consequences such as suspension from participation in sport, loss of medals, and cancellation of government grants and sponsorship.

### **Are all prohibited substances illegal?**

Not all performance-enhancing substances are illegal; some substances are legitimate medications used to treat illnesses that also have a positive effect on performance and have therefore been banned from use in sports. In many cases the possession and use of these substances is perfectly legal, and they can frequently be bought over-the-counter in pharmacies and supermarkets. Many cold medications fall into this category.

Other performance enhancing drugs such as cocaine are illegal. In all countries, importation, trafficking or possession of these drugs can result in severe penalties. Many countries have laws that make the distribution of anabolic steroids for non-medical reasons a punishable offence.

### **Strict Liability and accidental doping?**

The rules for the use of drugs in sport are based on the idea of **strict liability**. Strict liability means that an athlete is **TOTALLY responsible for prohibited substance found in his or her body - including drugs that have been taken accidentally**. Many painkillers, cough medicines,

and especially tonics have substances in them that are on the Prohibited List. When such medications are used, even for good reasons, athletes can suffer serious penalties. Therefore it is very important to check with a team doctor to make sure that anything that is used to treat an illness or injury does not include an ingredient that is prohibited. If you do not have a team doctor, work with the National Sport Federation to determine the legality of any medication used to treat an illness or injury.

### **Therapeutic Use Exemption**

Some athletes have legitimate medical reasons for using drugs that are on the Prohibited List. Sometimes the only viable medical treatment for an athlete is to use a prohibited substance, and, since the health of the athlete is of prime importance, the athlete can seek permission to use a banned drug.

To be permitted to compete while using a drug on the prohibited list (for legitimate medical reasons) the athlete must apply for what is known as a Therapeutic Use Exemption (TUE).

For most sports, International-level athletes should check the relevant rules of their International Federation and submit the TUE directly to them. Athletes should know that some international federations may require that athletes submit TUEs using the International Federation's specific TUE Application Form or have other TUE specific requirements.

National level athletes should check with their National Federation to find out the in-country process for obtaining a TUE.

### **Who is Most at Risk?**

Research shows that males between the age of 11-30 who take part in a sport where muscular appearance, strength and ruggedness are important are most at risk. Adolescents intending to go on to higher-level competition are also at risk. In fact doping has been shown to be increasing among young male and female elite and non-elite athletes. The population most at risk is young people involved in activities where steroid use is already widespread.

### **Why do athletes choose to use drugs?**

There are many different reasons why an athlete chooses to engage in doping. The athlete may be overwhelmed by pressure – such as pressure to win, to perform well, or to meet personal, coach and/or parental





expectations. Other reasons include:

- ⊕ To improve performance
- ⊕ To increase muscle mass and reduce body fat
- ⊕ To provide more energy
- ⊕ Because they believe that others are using, and to level the playing field
- ⊕ To hasten recovery from an injury
- ⊕ To enhance confidence
- ⊕ Because they don't believe it is wrong
- ⊕ Because they believe they can get away with it

### **How do we know when an athlete is using? What are the warning signs?**

It is not always easy to spot an athlete using prohibited substances, and each type of substance has its own symptoms.

#### **Anabolic Agents (Steroids)**

Common symptoms include:

- ⊕ Rapid weight gain and increase in muscle mass and strength
- ⊕ Yellow cast to the skin and the whites of the eyes (liver dysfunction)
- ⊕ Facial swelling
- ⊕ Severe acne on the upper back, shoulders, arms and face
- ⊕ Increased appetite
- ⊕ Mood changes, irritability, aggressiveness
- ⊕ Excessive confidence
- ⊕ Abnormal breast development (breast enlargement in males, reduction of breast tissue in females)
- ⊕ Masculinization (in females)

#### **Stimulants**

Common symptoms include:

- ⊕ Weight loss
- ⊕ Loss of appetite
- ⊕ Aggressiveness
- ⊕ Excessive self-confidence
- ⊕ Longer recovery time

- ⊕ Over training
- ⊕ Tremors
- ⊕ Mood changes
- ⊕ Exaggerated sense of well-being
- ⊕ Sleep disorders

#### **Growth Hormones - used to build lean muscle mass**

Common symptoms include:

- ⊕ Rapid growth
- ⊕ Thickening of the skin
- ⊕ Fatigue
- ⊕ Mood changes

#### **Blood Boosting and Erythropoietin (EPO)**

In blood boosting athletes extract their own blood, store it while their body produces more, and then reintroduce the stored blood back into the body. Erythropoietin is a drug that can increase the number of blood cells produced by the body. There are no outward signs that the coach can observe.

#### **What is at stake?**

**Integrity of sport:** Whenever athletes take part in sport they are agreeing to play by the rules, which is why they don't pick up the ball and run with it in football, or kick the ball in basketball. They also agree to play by the rules of Fair Play to ensure a level playing field in competition and one of the most important ways to make competition fair is to know that every athlete has reached their level of performance without the use of prohibited substances or methods.

**Health of the athlete:** Many prohibited substances and methods have the potential to harm the athlete in the short term (athletes have died from the use of stimulants during competition) and in the long-term (documented long-term health problems of East German athletes who systematically used performance enhancing drugs in the 1970s)



## ◀ COACH ACTIVITY 37 ▶

Helping athletes make the right decision

In a small group or on your own, use the “Decision-making model” to discuss/consider the use of:

1. Steroids
2. Protein supplements
3. Cold medication
4. Pain medication after training
5. Marijuana

In each case, record the decision you made, and the factors that were most influential in guiding your decision.

1. Steroids \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Protein supplements  
\_\_\_\_\_  
\_\_\_\_\_

3. Cold Medication after training  
\_\_\_\_\_  
\_\_\_\_\_

4. Pain medication  
\_\_\_\_\_  
\_\_\_\_\_

5. Marijuana  
\_\_\_\_\_  
\_\_\_\_\_

## Decision-making model

**The following checklist\* is to get you thinking about doping products and aspects of their use. Use it to have all the facts at your disposal before you make a decision.**

### Code of Conduct

Does the product contain a banned or restricted substance? Is taking the substance considered ethical behaviour? Does this behaviour go against any rules of conduct? Am I showing respect for the rules and values of sport? Would using this product give me an undue advantage over my opponents and go against the values of sport.

### Legal

Is this substance legal - in my home country or the country I am visiting?

### Performance

Will this substance enhance or harm your performance? Is there solid scientific evidence that the product will help performance? Am I currently using proven and effective methods of performance enhancement such as year round, age appropriate training; proper nutrition, and appropriate rest and recovery?

### Health

Can this product benefit my health? Am I using the product in the appropriate dosage for health benefits and following directions for proper use? Is this product regulated by an appropriate health authority, and has it been shown to have proven health benefits for humans? The quality of “black market” products is not controlled and they can be cut with harmful substances.

### Medical

Does this substance cause any medical side-effects? Is there solid evidence that the product will not harm me in the short, medium or long term? Am I using the product for what it is intended? What could happen if I happen to take too much? Remember, it is not necessarily the product that is dangerous - it is how you use it.

### Safety

Can taking this substance have an impact on personal safety or the safety of others? Certain substances can affect behaviour, emotional control, memory and reasoning ability. For example, alcohol is involved in many road accidents and anti-social behaviour, while steroid use has been linked to aggression and violence (roid rage).

### Financial

How much does this product cost? Who benefits from selling the product? Is this the best way to spend your money? How will this substance affect your personal financial situation?

\* Adapted from [www.substanceuse.com](http://www.substanceuse.com)



## Unit 2: Anti-Doping - What to expect

The sporting community is taking aggressive steps to prevent, detect, and punish drug cheats. The methods being used are:

- ⊕ Education of athletes and coaches/officials
- ⊕ In-competition drug testing
- ⊕ Out of competition drug testing

**Education:** Is routinely undertaken by WADA, regional anti-doping agencies, international and national sport federations, and other sporting bodies. Ignorance about doping regulations and requirements is not an acceptable reason for failing a drug test.

**In-competition testing:** Athletes competing at any level (but particularly at higher levels) can expect to be routinely tested for the presence in their body of prohibited substances or the use of prohibited methods. In many international competitions the medal winners and a random sample of other competitors are selected for testing.

**Out of competition testing:** Doping control officers can turn up unexpectedly at any time to conduct testing. This testing can take place during the competitive season or the off-season. To permit this unannounced testing there is a requirement that athletes keep their federation informed of their whereabouts at all times.

### The testing process

Athletes and coaches should have a clear understanding of the process of doping control, which is shown in simple form on the next two pages.

### The Athlete's responsibilities:

- (1) To be available for testing as necessary, to report to the doping control area as soon as possible, and to provide samples as requested.
- (2) To check the identification and authorization of the Doping Control Officer who requires them to be tested.
- (3) To carry with them all documentation that is required including:
  - ⊕ Official Government issued photo-identification
  - ⊕ Therapeutic Use Exemption if they have one
  - ⊕ Any drugs (and prescriptions) or supplements they are taking
- (4) To watch the sample collection process to make sure that it is done

in accordance with the rules and regulations, and that they are the only person handling the samples and sample containers.

(5) That they note in writing, **at the time of sample collection**, any irregularities with the process or concerns they have.

(6) If the athlete is a minor, or has a disability that prevents them from personally carrying out any part of the process, then they are entitled to be accompanied by a competent adult of their choice.

(7) To keep their International Federation and/or Anti-doping Agency informed of their whereabouts so that they can be located for out-of-competition testing.

### The Coach's Responsibilities

(1) To make sure that athletes know what to expect by way of doping control when they take part in competition, and that they must be available for out-of-competition testing.

(2) To educate athletes about prohibited substances and methods and the risks associated with taking over-the-counter medications, and diet supplements.

(3) To make it clear that the use of prohibited substances will not be tolerated, and that they will not coach individuals who cheat.



# Doping Control

## Introduction

The World Anti-Doping Agency (WADA) was established in 1999 as a joint response between the Olympic Movement and public authorities to combat doping in sport. WADA's mission is to promote, coordinate and monitor on an international basis the fight against doping in all its forms.

Athlete testing, or doping control, is an essential programme in both promoting and protecting doping-free sport.

Worldwide doping controls are carried out in accordance with the World Anti-Doping Code and the International Standard for Testing, developed by WADA in consultation with its stakeholders.

Athletes who compete at the international and national level may be tested anytime, anywhere. The test can be conducted at a competition or away from a competition situation, such as at an athlete's home or training venue, with no advance notice. Urine and/or blood may be collected. Specially trained and accredited doping control personnel carry out all tests.

## Doping Control: Step-by-Step



### Athlete Selection

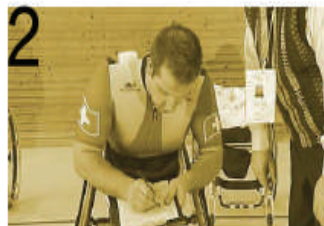
The selection of athletes is based on the requirements of the responsible Anti-Doping Organisation (ADO). The selection may occur in three ways: random, based on established criteria (e.g. finishing position), or targeted.

### Notification

A Doping Control Officer (DCO) or Chaperone will notify the athlete of his or her selection for doping control. In general, this notification is done in person. The official identification and the authority under which the sample collection is to be conducted are shown to the athlete.

The DCO or Chaperone will inform the athlete of his or her rights and responsibilities, including the right to have a representative present throughout the entire process. The athlete will be asked to sign the form confirming that he or she has been notified for doping control.

For a minor or an athlete with a disability, a third party may be notified as well.



### Reporting to the Doping Control Station

The athlete should report to the doping control station immediately following notification. The DCO may allow the athlete to delay reporting to the doping control station for activities such as a press conference or the completion of a training session; however the athlete will be accompanied by a DCO or a Chaperone from the time of notification until the completion of the sample collection process.

The athlete will be asked to provide photo identification and be given the opportunity to hydrate. Athletes are responsible for what they decide to drink. They may drink their own beverage or choose from a selection of sealed, caffeine-free, non-alcoholic beverages.



### Selection of Collection Vessel

The athlete is given a choice of individually sealed collection vessels and selects one. The athlete verifies that the equipment is intact and has not been tampered with. The athlete should maintain control of the collection vessel at all times.

### Provision of Sample

Only the athlete and a doping control official of the same gender are permitted in the washroom during the provision of the sample. Minors or athletes with a disability may also have their representative present in the washroom. However this representative is not permitted to view the provision of the sample. The objective here is to ensure that the doping control official is observing the sample provision correctly.

Athletes are required to remove any clothing from the knees to mid-chest and from the hands to the elbows. This provides the doping control official with a direct observation of the urine leaving the athlete's body. These provisions are meant to ensure that it is the athlete's own urine and help prevent possible manipulation of the urine sample.

The Athletes maintain control of their samples at all times during the process, unless assistance is required due to an athlete's disability.



**Volume of Urine** The DCO shall ensure that an athlete in full view shall provide no less than 90ml of urine. If the amount of urine does not meet the minimum requirements, the athlete will proceed with the Partial Sample Process (outlined at the end of this leaflet).

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### Selection of the Sample Collection Kit

If the athlete has provided the required volume of urine, the athlete will be given a choice of individually sealed sample collection kits, from which to choose one. The athlete verifies that the equipment is intact and has not been tampered with. The athlete will open the kit and confirm that the sample code numbers on the bottles, the lids and the container all match.

### Splitting the Sample

The athlete splits the sample, pouring the urine him or herself, unless assistance is required due to an athlete's disability.

The athlete pours the required volume of urine into the "B" bottle. Then the remaining urine is poured into the "A" bottle. The athlete will be asked to leave a small amount of urine in the collection vessel so the Doping Control Officer can measure the specific gravity of the sample according to the relevant laboratory guidelines.



### Sealing the Samples

The athlete seals the "A" and "B" bottles. The athlete representative and the doping control officer should verify that the bottles are sealed properly.

### Measuring Specific Gravity

The DCO measures the specific gravity using the residual urine left in the collection vessel. The values are recorded on the doping control form. If the sample does not meet the specific gravity requirements, the athlete may be asked to provide additional samples as required by the Anti-Doping Organization.



### Completion of Doping Control Form

The athlete is asked to provide information about any prescription/non-prescription medications or supplements he or she has taken recently. These medications are recorded on the doping control form. The athlete has the right to note comments and concerns regarding the conduct of the doping control session. The athlete should confirm that all of the information on the doping control form is correct, including the sample code number.

The person who witnessed the passing of the sample, the athlete representative, the Doping Control Officer and the athlete will sign the doping control form at the end of the sample collection process.

The athlete is given a copy of the doping control form.

The laboratory copy of the doping control form does not contain any information that could identify the athlete.



### Partial Sample Process

#### Sealing the Partial Sample

When less than 90ml of urine is provided, the athlete will proceed with the partial sample process until the required amount of volume is provided. During this process the partial sample(s) will be sealed and secured using the partial sample equipment.

The sealed partial sample should remain in the control of either the athlete or the DCO. While waiting to provide additional sample(s), the athlete shall remain under continuous observation and be given the opportunity to hydrate. When the athlete is ready to provide another sample, the process of sample collection continues as described before.



#### Combining the Sample

When the required amount of urine has been provided, the athlete will select a new, sealed collection vessel and combine his or her samples, beginning with the first partial sample provided and each subsequent partial sample until the desired volume is reached. The sample is then sealed according to the steps outlined before.



### The Laboratory Process

Samples are packaged for shipping to ensure that the security of the sample is tracked. The samples are sent to a WADA-accredited laboratory. The laboratory will inspect the samples upon their arrival to ensure there is no evidence of tampering.

The WADA-accredited laboratory will adhere to the International Standard for Laboratories when processing a sample, ensuring the chain of custody is maintained at all times.

The "A" sample will be analyzed for substances on the Prohibited List. The "B" sample is securely stored at the laboratory and may be used to confirm an Adverse Analytical Finding from the "A" sample.

The laboratory will report the results of the sample analysis to the responsible Anti-Doping Organization and WADA.

### Final Notes

The information and the materials shown in this booklet are meant to serve as a guide to the urine sample collection process; it does not reflect an opinion on the type of equipment to be used.

Testing worldwide should follow the principles of these guidelines, although there may be slight variations in the procedures adopted by different anti-doping organizations, which will not affect the integrity of the process.

For further information, please contact your National Anti-Doping Organization, or International or National Federation. You may also visit our Web site at [www.wada-ama.org](http://www.wada-ama.org)



### Unit 3: Reducing recreational drug use in sport

Drug use/abuse is a problem inside and outside of sport, and some sports and some teams have a history of recreational drug use. The coach has a role to play in reducing this damaging behaviour, and there are three reasons for doing this:

1. Drug use reduces sport performance
2. Drug use impacts the health of the athletes
3. Drug use creates legal problems for the coach, the team, and the sport.

Coaches and athletes must understand the negative consequences of recreational drug use.

#### What are the effects of Using Drugs?

Drugs have lasting effects on the brain and body. They compromise physical abilities and can make a person unable to perform in a variety of contexts such as academics, decision-making, driving, and operating equipment.

- ⊕ Drug use diminishes health, and reduces motivation
- ⊕ Drug use impairs judgment and can lead to poor decisions and risky behaviours
- ⊕ Drug use can cause serious legal problems
- ⊕ Drug use is often addictive
- ⊕ Drug use can increase the likelihood of becoming injured
- ⊕ Drug use that involves the use of needles can increase the likelihood of acquiring a disease, such as HIV/AIDS
- ⊕ Drug use can have a negative impact on interactions with others
- ⊕ Drug use can result in psychological and social problems

#### Consequences of drug use

##### Tobacco:

Adverse effects on physical and mental health

- ⊕ Stroke
- ⊕ Emphysema

- ⊕ Heart Disease
- ⊕ Lung Cancer
- ⊕ Depression
- ⊕ Adverse effects on other people's health from second hand smoke

##### Alcohol:

- ⊕ Dizziness, slurred speech, nausea, vomiting
- ⊕ Impaired judgment
- ⊕ Aggressive behavior, anxiety, depression
- ⊕ Long-term effects of alcohol abuse:
  - Damage to vital organs (e.g. brain, liver, heart)
  - Increased risk of osteoporosis, some cancers

##### Cocaine:

- ⊕ Erosion of physical and mental health
- ⊕ Dilated pupils, narrowing of blood vessels
- ⊕ Increases in blood pressure, heart and breathing rate
- ⊕ Increase in body temperature
- ⊕ Loss of appetite
- ⊕ Insomnia, runny nose, STD's
- ⊕ Psychosis, Depression

##### Marijuana:

Because of the wide-spread use of marijuana, and its ready availability throughout the Caribbean, some additional information is provided.

Marijuana can create:

- ⊕ Problems with memory, attention and learning
- ⊕ Distorted perception
- ⊕ Anxiety and panic attacks
- ⊕ Increased heart rate
- ⊕ Respiratory problems
- ⊕ Likelihood of using harder drugs
- ⊕ Poor decision making leading to unprotected sex and greater risks of sexually transmitted diseases



- ⊕ Possible long-term dependence on the drug

#### Effects of marijuana on performance

- ⊕ Impairs skills requiring eye-hand coordination and a fast reaction time that can last 24-36 hours
- ⊕ Reduces motor coordination, tracking ability and perceptual accuracy
- ⊕ Impairs concentration
- ⊕ Reduces maximal exercise capacity resulting in increased fatigue
- ⊕ Marijuana may have a beneficial impact on performance in sports in which it is important to be calm. For this reason it is a prohibited substance under WADA rules.

Marijuana is stored in body fat; therefore, its effects may be long lasting. It has been shown that performance skills can be impaired for as long as 24 hours after marijuana usage, which casts doubt on the commonly held belief in the Caribbean that the social use of marijuana the evening prior to an athletic event will not effect performance.

#### Short-term adverse health effects of marijuana

- ⊕ Memory and learning problems
- ⊕ Difficulty concentrating
- ⊕ Perception distortions involving vision, sound, touch and time
- ⊕ Thinking and problem-solving difficulties
- ⊕ Increased heart rate and drop in blood pressure
- ⊕ Sudden feelings of anxiety, including panic attacks and paranoia
- ⊕ Runny nose, sore throat, wheezing

#### Long-term adverse health effects of marijuana

- ⊕ Because marijuana users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, chronic marijuana use may play a role in the development of chronic respiratory problems
- ⊕ Animal studies have suggested that THC may adversely affect the immune system. Additionally, long-term use has been associated with motivational problems including apathy, impaired judgment, loss of ambition and an inability to carry

out long-term plans.

#### Is Marijuana Addictive?

Chronic marijuana use has been associated with the development of tolerance in which the user increase the amount of marijuana used. "Physical and psychological dependence in frequent users is associated with signs and symptoms of withdrawal upon discontinuation," according to Wadler. "These signs and symptoms begin about 10 hours after discontinuation and peak at 48 hours and include anxiety, insomnia, sweating, loss of appetite and craving for THC."

According to a report from the Substance Abuse and Mental Health Services Administration (SAMHSA), almost 196, 000 people entering drug treatment programs in the USA reported marijuana as their primary drug of choice, indicating that they needed help to stop using it.

#### Is Marijuana included in drug testing in sports?

Yes, it is listed as a prohibited substance for in-competition use, and it can remain detectable for several weeks (depending on how much is used) after it was last used.



## Unit 4: Preventing Drugs Use in Sport

Prevention is the most effective strategy for halting the growing abuse of drugs in sport. Statistics show that a growing number of young athletes participating in school and community sport programs are becoming users. Clearly the time to educate youngsters is before this takes place.

Prevention efforts are most effective when you yourself are informed about the issues around drug use and the motivations and pressures that may cause a person to become a drug user.

The following prevention strategies have been developed with the coach in mind. They will provide you with straightforward facts on how you can educate young people on the dangers of drugs – helping them to make informed decisions and responsible choices.

### Be a Good Role Model

Coaches often have a powerful relationship with their players and a unique opportunity to influence the values, attitudes and behaviours that develop in young people. You often serve many roles - that of a coach, teacher, mentor, leader, counsellor, and friend.

The actions, words and values that you demonstrate will have a profound effect on players' attitudes toward sport, Fair Play, winning and losing, and the use of drugs within sport. Demonstrate your commitment to helping young athletes develop without the use of prohibited substances or methods and without the use of recreational drugs.

### Set Behaviour Standards and Policies:

Clearly identify and communicate the acceptable and unacceptable behaviour and standards that you expect. Let your athletes know the stance that you take regarding the use of drugs in sport. Preparing a formal Code of Conduct that is displayed clearly or made available to each athlete is one way of ensuring that everyone knows what is expected and the serious consequences that will result if they fail to comply.

Be consistent with the way these expectations are communicated and enforced. Making exceptions for certain players or for some coaches will not only reduce the morale of the team, it will show them that these expectations are not taken seriously.

Ensure that the consequences that have been established are fair and reasonable. Although many people believe that more severe penalties have a greater deterrent effect, research shows that this is not necessarily true. Establish consequences that can be applied to all players. Don't just have the "bad" athlete in mind.

Consider having athletes sign a pledge that demonstrates their commitment to staying drug-free.

### Example of a Pledge

*I will strive for sporting excellence by adhering to the spirit of the rules of my sport and by competing to the best of my natural ability.*

*I commit to ensuring that I am informed about the rules that govern my sport and the rights and responsibilities I have with regards to anti-doping.*

*I recognise that my opponents are also striving for excellence, and I will honour their efforts by committing to competing free from banned substances.*

*In addition to practicing clean sport I will promote clean sports to my team-mates and others in sport.*

*I commit to maintaining a sports career that is free from prohibited substances and doping methods and will adhere to all of the declarations contained in this pledge.*

Signed \_\_\_\_\_ Date: \_\_\_\_\_

Witnessed \_\_\_\_\_





### **Support anti-doping drug testing:**

There may not be any easy solution to keeping athletes drug free, but clear and vocal support for drug testing both in and out of competition will help.

### **Be Knowledgeable**

An informed coach is more likely to provide the necessary factual information to players to make appropriate decisions. As a coach, you must be accurately informed about the issues around drug use and the underlying motivations that cause individuals to engage in drug taking behaviour.

By keeping motivation to use drugs in mind, you can help reduce the impact of that motivation and can better promote the benefits of staying drug free. It is important to keep parents informed about these issues.

As a coach, it is important for you to learn what types of drugs are used/available, what drugs look like, the effects and warning signs of drugs, where to get more information, and where to go for help (for yourself and your players).

This knowledge will make you better prepared to dispel any misconceptions that are common in many sport environments. It also helps you to better inform the parents.

### **Provide a Proper Training Atmosphere**

Understand the pressure of competition - Sport competition naturally puts a degree of pressure on players to perform well. As a coach be aware of the pressures that your young athletes face. Be sure that you do not become part of the pressure by making unrealistic demands, expressing frustration regarding defeat, lack of achievement or the need for achievement.

### **Help players to develop appropriate skills**

Players must believe that a healthy lifestyle and a realistic training program are the safest and most effective ways to compete successfully. This is key to developing a natural and healthy foundation on which to improve performance. In addition you can:

- ⊕ Establish reasonable short and long term goals. Help athletes to set realistic, individualized training and short and long term

performance goals that are continually defined and redefined. Setting goals and expectations that are too high or are not supported by appropriate training can create pressure on athletes and can motivate a player to take short-cuts.

- ⊕ Place sport in a reasonable context. Teach players how to handle winning and cope with losing, deal with the stress of competition, cope with an illness or injury, cooperate for a common goal, and demonstrate leadership both on and off the field. A 'win at all cost' attitude can drive athletes to make poor choices.
- ⊕ Award players for their commitment, dedication and effort, rather than just their results.
- ⊕ Teach players how to resist the pressures from others to use drugs. Discuss and role play what to do if player is offered a drug.

### **Involve Others in your Quest for Drug Free Sport**

Research shows that using more than one messenger is most effective at influencing change. Therefore, try to involve others in your quest to promote drug-free sport. Allies can be parents, other coaches, teachers school officials, the church, and athletes themselves. Involving the players in prevention is also an effective prevention technique in and of itself.

### **Know where to go for Help**

All coaches should be prepared to discuss issues relating to drugs with their athletes in order to provide appropriate advice and guidance.

Although coaches can't be expected to know everything, they should be aware of where to go for more information both for themselves and for parents and players as well. Find out what is available in your community so you can get more facts, or more help, quickly.



## ◀ COACH ACTIVITY 38 ▶

Identify where, in your local community, you can get additional information or help on:

Doping control processes: \_\_\_\_\_

\_\_\_\_\_

Phone number: \_\_\_\_\_

Recreational drug use reduction: \_\_\_\_\_

\_\_\_\_\_

Phone number: \_\_\_\_\_

Treatment for drug addiction; \_\_\_\_\_

\_\_\_\_\_

Phone number: \_\_\_\_\_

### Unit 5: Drug Use Intervention.

Regardless of the prevention efforts that are in place, it is still possible that players will choose to participate in doping practices. It is very important that you are aware of this possibility. If you suspect an athlete of doping, early intervention will increase your success at putting an athlete back on a healthy, safe and fair path of sport participation.

If you think a player is using (or considering using), try to get evidence to back up your concerns. This may include confirming rumours from a reliable source, or noting changes in behaviour, changes in appearance, or suspicious actions.

When you suspect that drug use is taking place, consider the following procedures:

- 1. Do not ignore your suspicion – Take action.** Even if the information comes to you as a rumour, you should still investigate. Check all sources including other athletes/team mates, friends, other coaches, teachers, etc.
- 2. Address the issue with the player** once you believe that the information you received is more than just a rumour. Make sure that he or she knows that participating in drug use is wrong and is unacceptable for any member of your team. Explain the health risks and the consequences.
- 3. Follow team policies and procedures**, including the players' Code of Conduct that applies.
- 4. If appropriate, talk to the parents.** Be sure to follow the team and/or school procedures. Consider that other individuals may be more appropriate to approach than the parents.
- 5. Apply consequences if there is sufficient evidence.** Follow the consequences that have been outlined in the team policies and procedures and the Code of Conduct. Apply consequences promptly, and consistently for everyone including "star" players.
- 6. Use the incident as a 'teachable moment'** for the player, parent, or the entire team. Think about the messages you want to convey.
- 7. Give the player the chance to talk to the team.** Have him or her tell others what they have learned.
- 8. Reinforce positive behaviour.** If the player was not using, resisted the urge to use, or was honest about his/her use, ask them to share this with others. This can be a great way to reward responsible choices and reinforce the issue among the whole team.
- 9. Seek professional assistance.** Make a referral to the student assistance programme, drug prevention programme or other counselling programme.

### Considerations for Establishing Consequences:

The consequences for participating in drug use should be clearly outlined in your team or school policies or procedures or Code of Conduct. It should be consistent with and if possible endorsed by the national sport federation. Things to consider in establishing consequences:

**Automatic Expulsion** – Will drug use result in automatic expulsion



or will there be different consequences for different scenarios? Will different drugs result in different consequences? For example will the use of alcohol or tobacco be a less serious offence than doping?

**Progressive Steps** – This means progressively more serious consequences for repeat violations. This is most effective when paired with counselling, or other assistance, to reduce drug use.

**Effective Time Period** – How long will the penalty last? This should be clearly defined.

**Reduced Penalties in exchange for Counselling.** Reducing penalties for athletes who successfully complete counselling has been shown to be effective.

**Practices** – Athletes guilty of a doping offence are not permitted to practice with their team. For recreational drug infractions, decide if players should still be allowed to practice while suspended.

**Dishonesty/ honesty** – Consider a dishonesty clause as part of the team/school/sport federation policy that will allow an increased penalty if a player denies using but is later found to have been dishonest.

**Self-Referral** – Consider a policy that allows for different consequences when a player voluntarily comes forward. If a player comes forward to request counselling or support (and follows through), consider more lenient sanctions.

## Summary

Drug use in sport has two issues

- ⊕ Doping- the use of prohibited substances and methods,
- ⊕ Recreational (illegal) drug use

Strict liability means that the athlete is always totally responsible for any substances found in his or her body - and must therefore take great care in selecting medications, and dietary supplements that might contain prohibited substances not listed as ingredients.

Athletes and coaches should be aware of anti-doping requirements and testing procedures.

Athletes and coaches should play a role in reducing or preventing the use of recreational drugs in and around sport.

Doping is cheating.

## Where to go for help

### For more Anti-Doping information:

World Anti-Doping Agency

<http://www.wada-ama.org/>

Caribbean Regional Anti-Doping Organization

<http://caribbeanrado.com/>

### For more Anti Drug Use information:

#### SPORTS AGAINST DRUGS

As part of its global effort to mobilize society in the prevention and reduction of drug abuse, the United Nations International Drug Control Programme (UNDCP) has been promoting sports-related initiatives and projects to promote a healthy lifestyle, particularly for youth.

For further information, please contact:

*UNDCP Caribbean Regional Office*

*PO Box 625C, Bridgetown, Barbados*

*Telephone: +1 (246) 437-8732*

*Fax: +1 (246) 437-8499*

*Email: [undcpbarbados@undcpbb.org](mailto:undcpbarbados@undcpbb.org)*



Updated and Revised: 2012

Module 9

# Sport For Persons with a Disability



**Better Coaches - Better Athletes**

# Sport for persons with Disabilities

## Module 9: Sport for Persons with a Disability

### Module Introduction

As a coach you may have the chance to work with athletes with a disability. Coaches sometimes feel inadequate to coach someone with a disability sometimes perceive the individual to be incapable of participating.

This module provides information about easy ways to include persons with disabilities into any sport.

There are three units in this module:

Unit 1 – Working with athletes with a disability.

Unit 2 – Covers Safety and Medical considerations that are important as persons with a disabilities engage in sport.

Unit 3 – Covers Strategies for Adaptation, and describes strategies and approaches for the effective integration of persons with disabilities into various sports.

### Definitions:

People with a very wide range of disabilities compete in sport, and there are athletes with both intellectual disabilities and physical impairments. The major groups of athletes who compete at the highest international level, the Paralympic Games - are:

**Athletes with an intellectual disability:** These are individuals with substantial limitations in intellectual function (IQ less than 70), along with permanent limitations in the areas of their ability to:

- ⊕ Communicate
- ⊕ Look after themselves (including health and safety)
- ⊕ Deal with social interactions
- ⊕ Learn (academics in particular)

Their impairment must be permanent, and must impact their ability to perform in sport.

In addition to some competition in Paralympic Games, many opportunities

for individuals with intellectual impairments to take part in sport are provided by Special Olympics. Special Olympics organizations can be found in almost every Caribbean country.

**Autism:** Is a complex developmental disability that typically appears during the first 3 years of life and is the result of a neurological disorder that affects the functioning of the brain. It affects the way the child communicates, interacts with other people, and perceives and reacts to the world. There is no specific sport organization for children and adults with autism, although many take part in Special Olympic activities.

### Athletes with physical disabilities:

These athletes may have either a locomotor disability or sensory impairment. The major groups of athletes with sensory disabilities are those who are blind or have visual impairment, and those who have impaired hearing.

Major groups with locomotor impairment include:

**Amputees:** Individuals who from birth (congenital impairment) or as a result of accident/trauma (acquired impairment) have lost one or more limb.

**Spinal cord injured:** Individuals who have injury to the spinal cord that prevents nerve messages reaching limb muscles to produce movement. If the injury to the spinal cord is low in the trunk, the athlete may have full control of his or her trunk and arm muscles, but if the injury is higher up in the spinal cord there may also be loss of the use of trunk muscles and major muscles of the arms and hands.

**Cerebral Palsy:** A condition marked by impaired muscle coordination (spastic paralysis) and/or other muscular problems, typically caused by damage to the brain before or at birth.

**'Les Autres:'** is French for 'the others' and is a term that has been used to describe athletes with a range of conditions which result in locomotor disorders are not included in the other disability groups.

### UNIT 1 – Working with athletes with a disability

The most important thing to know when working with athletes with a disability is that in almost every way they are the same as their able-bodied colleagues, and should be treated in exactly the same way.



A few things to remember:

There may be the tendency to feel sorry for individuals with a disability, They do not need your sympathy so it is important to treat them with the same respect afforded every other athlete. See Words with Dignity for appropriate language to use with individuals with a disability.

### General Tips

- ⊕ An athlete with a disability is an athlete first. Treat them as such.
- ⊕ Your role as coach is to remove barriers to the athlete's participation in sport, and to provide him or her with technical coaching expertise to improve sport performance
- ⊕ Focus on their abilities what they CAN do, and not on what they cannot do
- ⊕ Refer to a person's disability only when it is relevant
- ⊕ Make no assumptions or generalizations. Do not assume that a person with a disability is sick, poor, dependant, unemployed, helpless or unintelligent
- ⊕ Promote skill development and improved fitness
- ⊕ Do not ask them how they became disabled - if they want to tell you they will do so
- ⊕ Above all - if you are unsure of how to do anything, **ask the athlete**. No one knows their disability, and the adaptations they can make, better than they do

### Tips for working with athletes with impaired hearing

If you shout they still won't hear you.

Stand to the front of the person while speaking so that they can have the opportunity to read your lips.

As far as possible make instructions visual – use pictures and signs.

Get permission before touching to give tactile feedback.

Carry a pad and pen/pencil with you so that you can write questions or comments that they can read.

### Tips for working with athletes with impaired vision

The person has reduced or no vision but there is no need to shout, talk slowly or behave as though they cannot understand normal language.

Speak directly to the person with the impairment not his/her companion.

Encourage the person take your arm when you are both walking - do not grab hold of them.

Let the person know when you are approaching them or in their presence; by speaking directly to them. Introduce anyone else that is present.

When leaving the room please tell the individual, since they cannot see you go and no one likes speaking to themselves.

Take the individual around any new environment and help them to become familiar with the position of things in the area, describe, size shape, position and function of items in the area.

Do not change the position of items in the environment without informing the person with the impairment.

Develop a very clear audible signal that the athlete knows means "Stop immediately." Use the signal if you see an accident is about to happen.

### Tips for working with athletes who use wheelchairs

Before touching that person's chair, ask if they need assistance. Remember the wheelchair is an extension of the individual.

Do not lean or prop something on the athlete's wheelchair – its part of their personal space and you will be invading their space.

Speak directly to the athlete, and if possible get down to their level, by using a chair or crouching. Better communication takes place when you and the athlete are eye-to-eye.

Be aware of the person's abilities since they may be able to walk with some type of aid but may prefer the use of the wheelchair to save energy, move quickly or take part in sport.

### Unit 2: Safety and Medical Considerations

Generally, the same safety and medical considerations apply to both athletes with disabilities and their able-bodied peers. Coaches of **all** athletes should have an understanding of the following factors prior to embarking on a coaching program with any athlete:



## Care, prevention and management of injuries

- ⊕ Warm-up, stretching and warm-downs
- ⊕ First Aid
- ⊕ Overuse injuries
- ⊕ Protective equipment
- ⊕ Safe and appropriate exercises
- ⊕ Nutrition and fluid replacement

Before working with an athlete with a disability, it is wise to have the athlete (along with the athlete's parents/guardian if they are a minor) meet with his or her doctor or medical team and get from them any recommendations concerning athlete-specific activity restrictions or instructions for the coach. They are the experts on what the athlete should or should not do.

### Safety considerations for athletes with spinal cord injury

Ensure that athletes are properly strapped into their chair (if they require strapping) before beginning an activity.

Check straps and foot support regularly. Making sure that the feet are supported is important. With no feeling in the feet, if the foot drags on the ground serious injury can occur before anyone notices.

Ask athletes if they have the ability to regulate their body temperature (if the damage to the spinal cord is quite high in the spine they may not be able to). If they have no thermal regulation, be particularly careful in hot humid conditions and as much as possible keep them out of direct sunlight.

Also for thermal protection of the lower body especially back, buttocks and upper legs, use thick cushions, breathable material on seat, and control the duration of activity. If a wheelchair has been left out in the sun, metal parts can get hot enough to burn the athlete on contact, and athletes without sensation in their lower body will not "pull away" in the same way as an able bodied athlete. Keep wheelchairs out of sun or covered up.

Prevent pressure Areas (Sores) in regions in constant contact with chair (back, buttocks and upper leg). Use good cushions, and encourage the athlete to lift themselves off the seat as often as

possible. Encourage athletes to carefully inspect areas prone to pressure sores after each practice.

Athletes with spinal cord injury frequently have bowel and bladder control impairment. The athlete's doctor and medical team will have worked with the athlete to develop ways to empty the bladder and the bowels - but accidents are not rare. The coach needs to be very sensitive to this situation, and not make a big deal out of any incidents. Sometimes athletes will restrict fluid intake to reduce the need to empty the bladder, and the coach should be on guard against the dangerous practice and ensure that they athlete is well hydrated.

### Other safety considerations

There are specific safety considerations for a number of disabilities and it is not reasonable to expect every coach to know every one of them. Therefore it is **critical** that as part of the athlete-coach partnership the coach ask the athlete, parents or guardians if the athlete has any activity restrictions that the coach should know about. Any activity restrictions should be prominently noted on the athlete's information card.

## Unit 3: Strategies for Adaptation: Making Inclusion Happen

Inclusion planning works best when it is a team effort. This approach promotes shared ownership and responsibility from the beginning. Coaches and administrators of sports clubs should seek to ensure that all individuals can have equal access to instruction. Coaches must also be aware of the steps involved in making their programs more inclusive.

The single most important point to note in developing activities for inclusion is to always focus on the abilities of the athlete and to plan with these in mind rather than focusing on their disabilities. When designing inclusive experiences it is important to consider the following:

**Access:** How will the athlete get into the sport facility, onto the playing surface, into the showers, or toilets? Access can often be achieved by building inexpensive wooden ramps that can be laid down when and where needed? If this is not possible, then the coach needs to use able-bodied team-mates to carefully carry the athlete with a disability up and down steps.

**Communication:** What is the nature and level of communication (verbal, sign language)? How will they communicate player to



player, player to official, Coach to player? What are the challenges and how can they be overcome?

**Mobility:** How the athlete gets around will determine the nature of the experiences designed. The coach must consider the level of coordination, balance and the ability of the athlete to manipulate objects when designing these experiences.

**Adaptation:** The coach's ability to adapt the task, equipment, facility and rules of the game to the ability level of the athlete will determine the overall effectiveness of the inclusive program. Careful attention to these areas will help the coach in developing appropriate activities that reflect the concept of his/her particular sport.

A great deal of information about sport for persons with a disability can be found on the International Paralympic Committee website at

<http://www.paralympic.org>

### SUMMARY

Persons with disabilities deserve equal opportunities for the realization of the benefits of a physically active lifestyle.

When including athletes with a disability into your program pay attention to:

- Treating them as athletes
- Treating them with respect
- Talking with them directly, rather than talking to people with them.
- Working with them to find out any activity limitations
- Working with them to find the best ways to adapt sports and activities
- Ensuring that they have physical access to sport and recreation facilities

## ◀ COACH ACTIVITY 39 ▶

List ways in which you could:

(a) Make an athlete with a disability feel welcome at your training session.

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(b) Ensure the safety of the athlete with a disability and your other athletes.

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(c) Modify activity/drills to accommodate an athlete with a disability:

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# Words with Dignity



Instead of....	Use....	Spastic (as noun)	Person with cerebral palsy
Disabled, handicapped, crippled	Person with a disability, people with disabilities	Physically challenged	Person with a physical disability
Crippled by, afflicted with, suffering from, deformed	Person who has... Or, Person with...	Mental patient, mentally ill, mental, insane	Person who has... ..a mental illness;... schizophrenia
Lame	Person who has a mobility impairment	Learning disabled, learning difficulty	Person with a learning disability
Confined, bound, restricted to a wheelchair	Person who uses a wheelchair	Visually impaired (as collective noun), blind	Person with a learning disability
Deaf and dumb, deaf mute, hearing impaired	Person who is... Deaf; ...hard of hearing	Disabled sport	Sport for athletes with a disability
Retarded, mentally retarded	Person with an intellectual disability	Disabled community	Disability community

*Remember, appropriate terminology changes with the times... If in doubt, ask.*



Updated and Revised: 2012



# Module 10 - Optional Event Planning



**Better Coaches - Better Athletes**

# Module 10

## Events Planning and Management

### Module Introduction

In addition to planning training sessions and programmes, coaches also need to plan and implement activities off the field of play. Activities such as competitions, fun meets, leagues and fund-raisers are all part of a successful programme. Coaches need to be able to play a leadership role in organizing these activities. This module is divided into two units:

Unit 1: Planning an Event

Unit 2: Getting the Cash

### Unit 1: Planning an Event

#### Introduction

Event planning and management is an important part of your role as coach. In this unit, you will be given information on how to plan different types of events such as a competition between clubs, fun meets to raise funds or a schedule for an event, which may involve taking athletes away from home. It is wise to have strategies in place for the planning of such events.

By the end of this unit, you should be able to :

- ⊕ Identify goals for various events
- ⊕ Name three key factors in planning an event
- ⊕ Identify and involve resource personnel for all aspects of planning
- ⊕ Design and develop time related plans for various events

#### Planning

The coach will find useful the following three basic principles of purpose, people and plan.

#### Purpose

Determining the purpose of the meeting/event will guide in the selection of the people and plan required. For example, planning a fun meet demands less stringent measures than planning for a competition scheduled to take place away from home.

#### People

The coach needs to identify people willing to help before, during and after the activity.

The **before** team may perform one or more of the following:

- ⊕ Source equipment
- ⊕ Prepare a duty list
- ⊕ Prepare a safety list (this includes the preparation of a first aid kit and consent and athlete information cards)
- ⊕ Inform and liaise with important people such as parents, teachers, other clubs, and sponsors
- ⊕ Prepare advertisements
- ⊕ Prepare programmes
- ⊕ Prepare athletes
- ⊕ Prepare grounds, building etc.
- ⊕ Prepare a food/nutrition plan
- ⊕ Arrange transportation, hotel accommodation etc.

The **during** team may perform one or more of the following:

- ⊕ Prepare beforehand all material, equipment, food, necessary for the day
- ⊕ Have back up systems and persons at hand
- ⊕ Be at the assigned station early
- ⊕ Perform assigned tasks
- ⊕ Remain at the assigned task or station until backup systems are in place

The **after** team may perform one or more of the following:

- ⊕ Organize clean up arrangements
- ⊕ Return all equipment rented/borrowed
- ⊕ Prepare reports and thank you notes

The coach should meet with his teams shortly after the event. Out of the discussion, he/she should prepare a checklist to assist in future meetings. Records should be kept of supportive parents, community persons, sponsors and organizations.



## Plan

A time-based approach to planning a meeting is suggested. Planning an event is tied up with its success or failure. The coach will realize that several activities may be done in parallel. For example, the coach is planning a friendly competition between his team and Team X. It is now the 1st November and the match is carded for the 30th.

NB: the coach is free to add other categories. Highlighting parts of the plan could prevent important dates and events from being overlooked.

Activity	Dates				
	Nov 1-7	Nov 8-14	Nov 15-21	Nov 22-23	Nov 30
Get permission (Parents, school)	Apply	Check response	Confirm response	Send "Thank You" notes	Carry written permissions
Seek sponsor funding	Make request	Follow-up	Confirm response	Send "Thank You" notes	Keep all receipts
Apply to use venue	Make request	Follow-up	Confirm response	Send "Thank You" notes	Carry written permissions
Source equipment	Check availability	Follow-up	Confirm response	Arrange transport	Carry equipment
Invite participants, advertise	Send out invites	Follow-up	Confirm response	Check who will participate	Check in participants
Athlete practice/training	Continue	Continue	Continue	Prepare/peak	Coach team

## ◀ COACH ACTIVITY 40 ▶

1. Coach Mumfee lives on a small island called Bandania, which depends mainly on agriculture. His under 19-cricket team has been invited to play against a similar team on the small island of Vedica that depends on fishing. They are playing in the preliminary round of the Cariffee Island Trophy. The meeting is scheduled for 10th April.

Here is his time-line:

1st March      Informs team of match  
 15th March     Parents pay \$700.00 for each player for uniforms. passage etc.

30th March     Purchase tickets, uniforms etc.  
 30th March     Ask Vedica to provide accommodation and meals for team and coach  
 10th April (am) Arrive with players in Vedica  
 10th April (pm) Game  
 11th April (am) Return home

(a) How realistic is the time-line, and what could Coach Mumfee have done better?

(b) Develop a time related action plan for the coach:

2. List the three basic principles of planning an event.

Principle 1: \_\_\_\_\_

\_\_\_\_\_

Principle 2: \_\_\_\_\_

\_\_\_\_\_

Principle 3: \_\_\_\_\_

\_\_\_\_\_



## Summary:

When planning, a coach should be guided by three principles:

**Purpose:** Determining the purpose of the meeting will guide in the selection of the people

**People:** Identifying people to do specific tasks will help everything to run smoothly. Identify before, during and after teams to work with you. These teams should be informed in the early stages the purpose of the meeting.

**Plan:** Using a time-based approach to planning will help ensure nothing is forgotten or left to the last minute. Set this out in writing and share it with all the people involved in planning the event.

NB: Keep in close contact with your teams at all times

## Unit 2: Getting the Cash

### Introduction

A reality of sporting life in the Caribbean is that there is little money readily available for the promotion of sports. The coach has often to find money for things like equipment and competitions.

By the end of this unit, you should be able to:

- ⊕ Plan fund raising events
- ⊕ Identify local or national sponsors
- ⊕ Liaise with personnel (athletes, officials and parents) in financial planning

### Getting the Cash

Fund raising may be done in traditional ways by appealing to supporters for assistance with fund raising projects. However, there are other sources of funding available to the coach. Governmental agencies, the private sector and international bodies are often willing to fund sporting teams or events. However, these non-traditional ways require specific arrangements. Below are examples of traditional and non-traditional ways of raising funds.

### Traditional sources

Some traditional ways of fund raising are:-

- ⊕ Fee paying sporting events – friendly matches, fun meets
- ⊕ Food – barbecues, lunches, breakfasts, dinners
- ⊕ Donations – donation sheets, raffles, games of chance
- ⊕ Services – car washes, cutting grass, baby-sitting
- ⊕ Selling - trinkets, products bought wholesale and sold for profit retail
- ⊕ Performances - drama, dances, film shows, concerts

When preparing a fund raising event, the coach needs to ask the following questions:

1. What are you raising funds for?
2. How (what method) are you going to use?
3. How much money do you need?
4. How much outlay do you have to make?
5. Who are the planners?
6. Who are the implementers?
7. Who are the providers?
8. Who are the clients?
9. When will the fund raising event take place?
10. When do you need the money?
11. Where will the event take place?

The coach should keep records of the answers to Questions 1-6

Together with parents, supporters and sponsors, the coach should work out the feasibility of the event. After the event there should be an evaluation. Success should be recorded to provide guidance for other events.

### Remember:

The What? How? How much? Who? When? Where? of traditional fund raising.



## ◀ COACH ACTIVITY 41 ▶

### Case study

Your team are the surprise winners of a national Under-16 tournament, and as a result they have been invited to represent your country in the Caribbean U-16 Championships, which will take place in three weeks in another Caribbean Territory. As Coach you are excited at the prospect of your team playing, but you also realize that it won't be easy.

1. What are some of the problems you might encounter?

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2. Suggest ways you could overcome each of the anticipated problems

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### Non-traditional sources

Ministries of Sport, the private sector and international agencies are often willing to sponsor specific athletic activities. Below are listed some of the organizations from which funding might be obtained, along with the information they require:

	<b>IAAF</b> International Amateur Athletic Federation	<b>FIFA</b> International Football Federation	<b>IOC</b> International Olympic Committee
Type of funds requested	Equipment, gear, technical training	Equipment, gear, technical training	Equipment, gear, technical training
Requirements of Organizations	Specific accounting procedure	Specific accounting procedure	Specific accounting procedure. Development plan
Lead Time	6-12 months	6-12 months	6-12 months
Type of Application	Via National Federation	Via National Federation	Via National Olympic Committee

Funding from international agencies will generally only be obtained when the application is:

- ⊕ In the format the agency requires
- ⊕ All required information has been provided
- ⊕ Application meets deadlines

International agencies frequently receive more requests for funding than they can support and because of this routinely reject incomplete applications.

Once funds have been received it is essential that the funds be spent on the activities identified in the application, and that all financial records be kept and made available to the funder. Failure to spend funds on the activities for which they were provided may result in the funding agency requesting the return of the money, and failure to keep receipts and records may result in a request for the return of funds for which receipts are not available, and will usually mean that the funding agency will not



consider any future application from the organization.

### **Partnerships**

In recent years many funding agencies have focussed their funding efforts on projects that serve large numbers of individuals. This generally means that they are not keen to fund projects that will only benefit a few athletes or the members of a single team or club.

Applications have a better chance of success if they are made on behalf of multiple organizations, and can show that they will benefit more than one segment of society. This frequently means creating partnerships with other organizations.

### **Points to Remember**

Funding agencies usually have a specific format to follow and work within specific time schedules.

The coach must follow the application procedures **exactly** to have **any** chance of being successful.

Accurate and complete record keeping related to all expenditures (including official receipts) is essential.

### **Summary:**

Fund raising is often a necessity in order to achieve sport goals. Coaches can use two different approaches to fund-raising: traditional and non-traditional.

Each Fund-raising effort requires attention to detail, planning and support of athletes, parents and the public or private sectors.

Traditional means of Fund-raising are better for achieving short term and medium term goals.

Long term goals may require more funding and may best be achieved by non traditional methods.



## Appendix X: Sport not Drugs

### Getting the Message Out:

#### Ten Tips to Getting your Message Across

Ensuring that players are aware of the risks associated with drug use is much more effective than long lectures filled with drug horror stories. The following tips can help you work with your players to plan and promote the most positive sport experience for all.

1. Be honest and avoid biased, one-sided and sensationalized information. Hiding the facts or ignoring the presence of drugs in sport is ineffective and causes you to lose the ideal teachable moments that you have at hand. Be open in your discussion and encourage your athletes to become involved.
2. Make players aware that being involved in athletics is an exciting and integral part of school and community life. Ensure that all of your participants find the activities to be both fun and rewarding.
3. Be clear about expectations that players will not use drugs. Be consistent when enforcing these expectations.
4. Emphasize the benefits of participating in sports – particularly those reasons that young people care about. This will help them to develop their own accepted reasons for staying drug free. Benefits include:
  - ⊕ Gaining the respect of peers, sharing new and exciting experiences with close friends,
  - ⊕ Earning the respect and trust of parents and siblings,
  - ⊕ Setting a good example for others,
  - ⊕ Having a strong sense of self-worth and self-respect,
  - ⊕ Increasing control over one's life and its direction, and
  - ⊕ Achieving personal growth and progress towards goals.
5. Help players understand that drug use among teens is a 'fringe' behaviour. Reports show that actual drug use among players is much lower than what they actually believe. Believing that drug use is more common is an insidious form of peer pressure. When the myth is set straight, players are much less likely to use drugs (Coaches Playbook Against Drugs).
6. Encourage players to set personal goals and assist them in making short and long-term goals and in helping them work toward these goals. Help them to track their progress and let them know when you notice accomplishments.
7. Have older players reinforce to younger players that they don't use drugs and disapprove of them. Have them speak out openly about the consequences of using

drugs – including the effects on physical abilities, health and school performance.

8. Develop meaningful relationships with the people you coach. The most common reason young people give for not wanting to use drugs is a desire to please the caring adults in their lives. Let players know that they can talk to you about their fears and concerns regarding drug use. Many adolescents need to be able to rely on a caring adult that they can communicate with openly and honestly. By responding openly, you will help players learn new ways to discuss sensitive subjects and keep important lines of communication open.

9. Make sure that players understand that success depends not only on strength and endurance, but also on mental acuity, diet, rest, mental and physical health, and is also some thing that is inherited through genes. Promote positive alternatives to drugs in sport that include realistic goals, proper training, healthy nutrition, relaxation techniques and mental preparation. Make sure that players are aware that athletic excellence can be and is achieved without reliance on dangerous drugs.

10. Address the covert approval by some members of the medical and athletic communities that encourages steroid use. As a coach, you have an obligation to provide both ethical and moral leadership. Cheating not only erodes the values of those who do it, but also the values of those who allow it. Make it clear that despite what your players hear elsewhere, the use of drugs in sport is cheating and should not be tolerated for any reason at any level.

#### Criteria for Developing Drug Prevention Education Materials

1. Make it clear that all illegal drug use, including underage use of alcohol and tobacco is unhealthy and harmful.
2. Give a clear message that risk is associated with using any form or amount of alcohol, tobacco, or other drugs.
3. Ensure that the material does not contain illustrations or dramatizations to teach people ways to prepare, obtain or ingest illegal drugs.
4. Ensure that the material does not glamorize or glorify the use of drugs.
5. Be cautious and careful about using former drug users to provide preventative messages.
6. Try to recognize the spectrum of drug use and do not assume all young people in a particular group use or have the same reasons for using.
7. Give a clear message that any non-medical use of steroids is illegal and harmful.
8. Use the material to counter the 'win at all costs' values and promote the importance of participation.
9. Point out that the physiques of body builders do not represent healthy or attractive ideals for young people to emulate.





10. Be sure that the material is appropriate to the target audience.
11. Be sure the material is culturally, ethnically and gender-sensitive.
12. Use appropriate language.
13. Have a respectful tone.
14. Use messages that are appealing (ie. from sports people they admire), believable and effective

**For more information on:**

**Working with female athletes**

[www.canadiansportforlife.ca/resources/female-athlete-perspective](http://www.canadiansportforlife.ca/resources/female-athlete-perspective)

**Rest and Regeneration for athletes of all ages**

[www.canadiansportforlife.ca/resources/rest-and-regeneration-ltad](http://www.canadiansportforlife.ca/resources/rest-and-regeneration-ltad)

**Training athletes with a disability**

[www.canadiansportforlife.ca/resources/training-athletes-physical-disability](http://www.canadiansportforlife.ca/resources/training-athletes-physical-disability)

**Words with Dignity to use with athletes with a disability**

[www.ala.ca/images/PDFs/wordswithdignity.pdf](http://www.ala.ca/images/PDFs/wordswithdignity.pdf)

