

Considerations for the Fun safety and success of athletes for competition

Presented by:

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Goals for after webinar

- Reflect on coaching practice- bread crumbs towards the best product
- Plan using the hallmarks of LTD for all levels
 - Promote a balance fun, safety and success- create a positive experience
 - Consider the factors that drive AND support performance
- Scaffolding training amongst levels/stages and within levels/stages

Paint a picture

Problems

- Accounting for growth and maturation- developmentally appropriate training
- Over competing, under preparing
- Excessive training loads
- Early sport specialisation

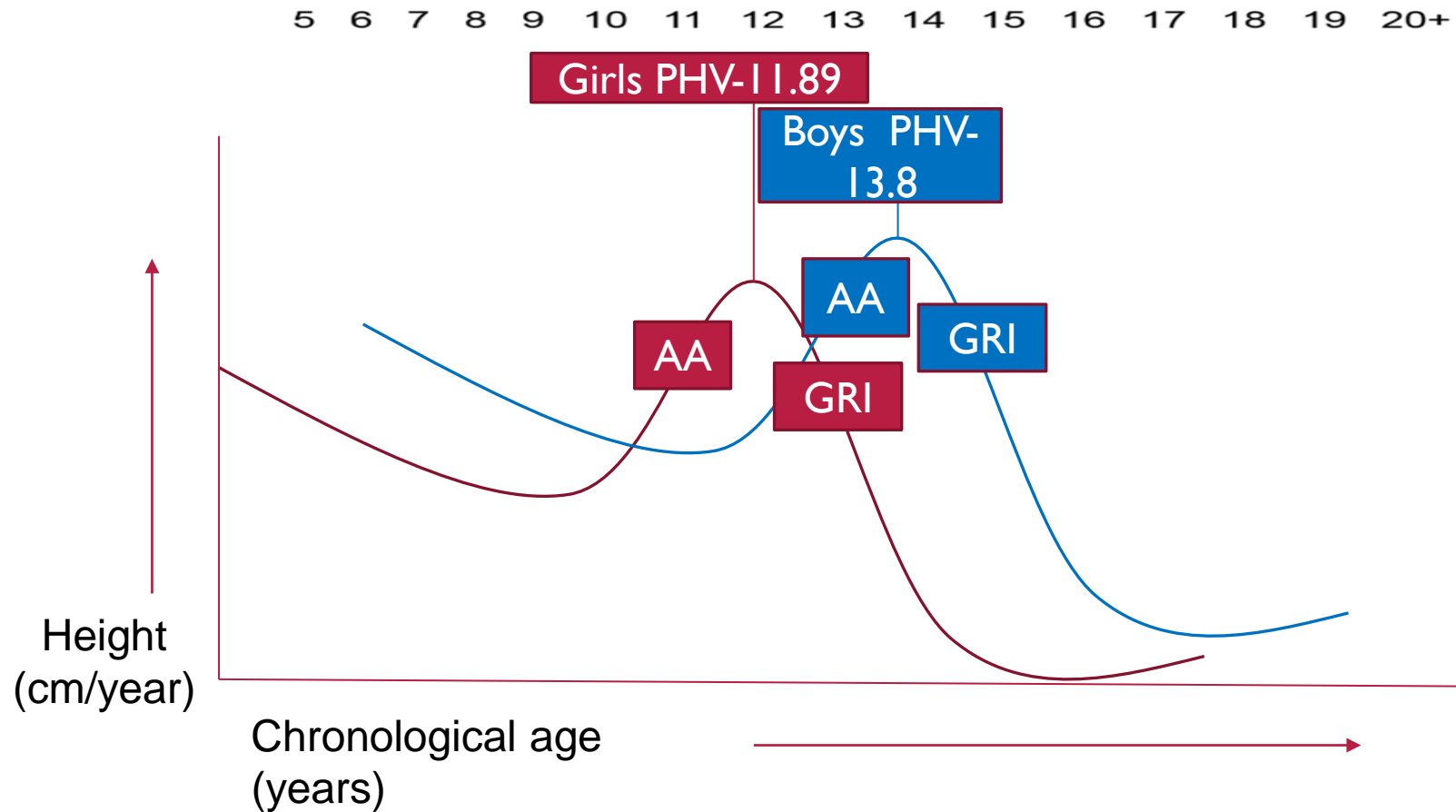
Picture of the “Problem”-Growth and maturation

Sarah- 14 year-old track and field athlete

- Rapid bone growth vs slower muscle + nerve growth
- Moderate increase in muscle mass vs large increase in body fat- lower strength (relatively)
- More joint load- Gets sore knees and back
- Runs slower than she used to, doesn't jump as far as she used to



“Problem”- Growth and maturation- Review



“Problem”- Growth and maturation

- A roller coaster every kid has to ride right before walking a balance beam
- Ups and downs physically, mentally, emotionally
- Physical- Adolescent awkwardness

Result of “problem”- Growth and maturation

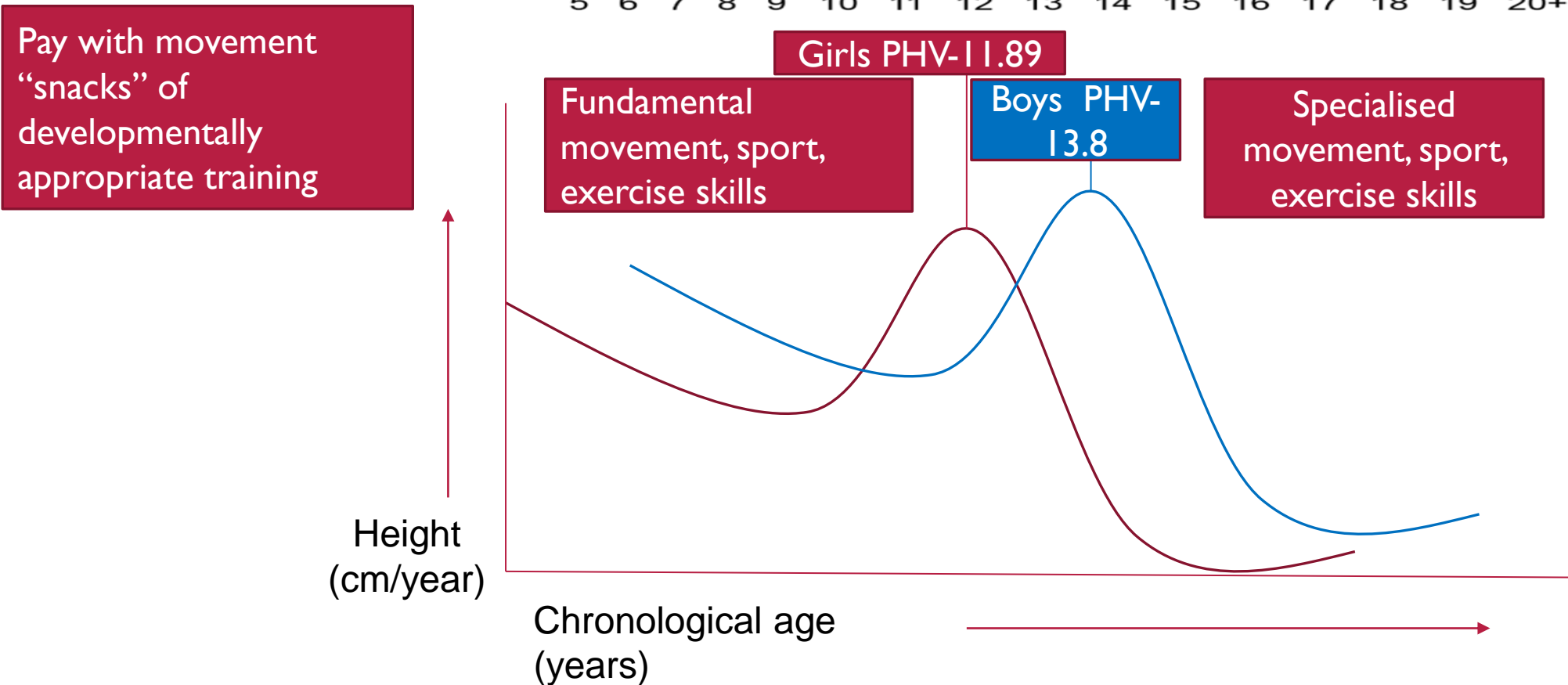
- Body relearning on a continuous basis- Changes their interaction with the task
- Different development rates of bones vs muscles, tendons, nerves leaves kids vulnerable for injuries
- Relative Age Effect (Talent ID)- Early maturers favored, late maturers get discouraged

Problem- Growth and maturation

Solutions

- Estimate maturation
- Keep track of growth- measure kids, ask parents/kids
- Warn kids and parents of what is to come (airport delay)
- Growth and maturation informs the training PROCESS
- Technical competency informs the training PRESCRIPTION (Progress > perfection)
- Let kids explore skills- acquire before learn

Solution- Growth and maturation- Pay the puberty piper



Picture of the problem- over competing, under preparing

Krista- 12 year old Figure skater

- Practice 5 days a week
- Monthly competitions- less preparation time
- An enthusiastic mom and 2 older sisters that also figure skate
- 2 days week training is available, only attends 1
- Chronic sore right knee

Picture of the problem- over competing, under preparing

Purpose of competition

- Reflects the recent training process
- Assess how well athletes are developing and responding to training (all aspects)
- Building up to a pinnacle and moving towards getting better each season
- Soft intro into: pressure, resilience
- Chance to build: confidence, connection

Picture of the problem- over competing, under preparing

Purpose of training

- Allows you to tolerate higher loads in practice and games
- Allows you to maximize exposure to technical and tactical coaching
- Exploit adaptive capacity of athlete

Problem- Over competing, under preparing

Result

- Deficiencies in strength, power, stability, stamina
 - Less ability to get in, hold and get out of positions
 - Dysfunctional movement patterns
 - Muscle imbalances
-
- =under prepared, injured

Problem- Over competing, under preparing

Solutions

- Early season= training>competition
- Later season=competition>training
- BUT- beware of “maintenance”
- Developmentally appropriate training
- Different types of competitions (unrelated to your sport)



Picture of the problem- excessive training loads

Casey

- Surf life saving athlete, 14 years old
- 6 days a week at surf life saving, 3 days a week at Netball
- Injuries- shoulder, left knee, back, achilles soreness, thumb
- Athlete Factory training?

Problems- Excessive workload

- Too much training or insufficient recovery
- Additional non-training stressors- coach pressure, selection pressure, parent pressure, school pressure, social pressure
 - Kids may recover faster physically but their ability to deal with other forms of stress is not well developed

Problems- Excessive workload

Result

- Overtraining: Decrements in performance, loss of appetite, frequent tiredness, inability to cope with training loads, frequent respiratory infections, heavy muscles, sleep problems, apathy, feeling intimidated by opponents, bad mood, often feeling sad, lack of confidence
- Injuries
- Burnout
- Quit sport
- Quit physical activity

Problems- Excessive workload

Solutions

- Make policy decisions- baseball, NCAA
- Create a positive experience- build environment, balance fun, safety, success
- Deliver on their WHY
- Monitoring- formal or informal
 - Informal- ask them, observe engagement activities/warm-up
 - Formal- journal, wellness survey

Problems- Excessive workload

Solutions

- Plan the work AND recovery- when to push, when not to push
- Framed as part of training process
 - Scorecards- points for completing certain amount of items
 - Bingo- Like a challenge to complete the items called out
- Communication between practitioners

Sport Nutrition Scorecard

How much do you know about nutrition to fuel your sport? For each question that you answer "yes" to, write down the number of points awarded or subtracted in the "Points" column. Once you are done answering the questions, total the points in the "Points" column.

Question	Points
1. Yesterday I ate at least one cup of a leafy green vegetable. (+2)	
2. I choose high fibre cereals and grains away from training. (+3)	
3. I have skipped at least 1 meal (breakfast, lunch or dinner) in the past week. (-5)	
4. I include at least three food groups with every meal. (+3)	
5. Each day I drink at least two cups of milk, soy or almond "milk" with calcium and vitamin D. (+2)	
6. I ate more than 1½ cups of pastries, cookies, sweet breads, candy, chips, fries, salted popcorn, or other "treat" foods in the past week. (-4)	
7. Yesterday I ate at least a ½ cup of orange vegetables. (+2)	
8. In the past week I ate a recovery snack EVERY time I needed it after training. (+4)	
9. I ate fatty fish like salmon, mackerel, herring, arctic char or trout at least twice this week. (+3)	
10. I go to the washroom at least every 2 to 3 hours during the morning and afternoon. (+4)	
11. I am often really hungry between meals or snacks. (-2)	
12. Yesterday I ate at least one of these foods: a banana, an orange or a potato. (+2)	
13. At least twice in the past week I ate at a ½ cup or more of beans or lentils – baked beans count! (+2)	
14. I eat within 1 hour of waking up when I am not active in the morning or within 1 hour after morning training. (+3)	
15. All of my snacks include foods with fibre, protein or vitamins and minerals. (+3)	
Total	

Problems- Excessive workload

Solutions

Sylvester Strength and Fitness Coaching framework

Strategy trumps will power, Be reasonable aka Repeatable. Everything takes you towards your goal or away from your goal

	Week 1	Week 2	Week 3	Week 4
FUN FACT	One of the easiest ways to ensure proper planning is shopping for food ahead of time.	Nothing is bad, nothing is good. Everything either brings you away from your goal or towards your goal. You are not a bad person for eating off plan, you are just moving away from your goal.	Lean protein sources help build muscle and repair your body. It is an essential aspect of sound nutrition.	Eating quality carbs and healthy fats are essential to a well rounded and effective diet. (More vitamins, minerals, antioxidants, fiber. More stable blood sugar, greater volume with less calories)
YOUR TASK	Get in the habit of planning ahead of time. Do this well and do it early (Sunday or Monday).	Decide on one meal you can win at. In other words, this meal (i.e. breakfasts for the week), will be 100% on plan. Start recording in a food journal.	Ensure adequate protein. Address portion control (food quantity and how fast you eat it). 80% rule.	Quality carb examples: vegetables and fruits, quinoa, kumara. Quality fat examples: nuts and seeds (pumpkin, chia, almond), avocado. Make note of meals you feel more full after and let that influence future meal planning (carbs vs fats).
CHECK-LIST	<input type="checkbox"/> Shop for food on plan <input type="checkbox"/> Prepare, cook and portion food to meal/meals you plan to "win" at. I.e. breakfasts for the week, dinner for the week <input type="checkbox"/> Celebrate your accomplishment	<input type="checkbox"/> Prepare, cook and portion food to meal/meals you plan to "win" at. I.e. breakfasts for the week, dinner for the week. <input type="checkbox"/> Track food progress: Journal/Record: See Coaching document <input type="checkbox"/> Celebrate your accomplishment	<input type="checkbox"/> Protein at every meal <input type="checkbox"/> Eat slow(15-20 min at least to finish) <input type="checkbox"/> Stop eating when 80% full (helps create calorie deficit) <input type="checkbox"/> Track food progress: Journal/Record: See Coaching document <input type="checkbox"/> Celebrate your accomplishment	<input type="checkbox"/> Eat quality carbs at each meal (2 handfuls men, 1 handful women) <input type="checkbox"/> Eat quality fat at each meal (2 thumbs men, 1 thumb women) <input type="checkbox"/> Track food progress: Journal/Record: See Coaching document <input type="checkbox"/> Celebrate your

Problems- Early sport specialisation

- Usually get a combo of excessive workloads, over competing/under preparing, navigating growth and maturation
- Year round single sport training, session structure, coaching style

Problems- Early sport specialisation

Result

- Limits exposure to other movements, skills- less time for other sports, skills, movement patterns
- Overuse injuries
 - Patellofemoral pain
 - Osgood–Schlatter disease
 - Little league elbow and shoulder
 - Spondylolysis
- Overtraining, burnout, illness

Problems- Early sport specialisation

Solutions

- Diversification of skills, sports- movement snacks
- Use play/exploration/fun to your advantage
- Earlier exposure to supportive training:
 - Recovery, sleep, nutrition, journaling, monitoring, circle of trust
 - Remember the big picture- Maximize participation long term in sport and life long PA

Building the environment

Bringing the program to life

- Build the environment then plan the year/program
- Clean up the M.E.S.S.- Address the mental, emotional, social, structure factors first before addressing the physical content
- These are the supportive factors within which the physical content sits

Building the environment

Bringing the program to life

- Project score: 4 C's:
- Character (mental), Confidence (emotional), Connection (social), Competence (structure, physical)- Positive youth development
- Self-determination theory- Autonomy, competence, relatedness

Comp Football

Outcome: Comprehensive offseason training program. Develop player buy in w ultimate goal of improving football perf.
Why: Less talent on team = Maximize the present talent.

How: Build Intrinsic Motivation via Fulfilling 3 basic psychological needs (every workout):

- Autonomy, Competence, Relatedness
- Strengthen focus/relationships that enhance outcome
- Social factors influence need fulfillment
 - ↳ feedback on success or failure
 - ↳ presence of competition or cooperation
 - ↳ coach behavior
- Important for Athlete to perceive/understand experience of intrinsic Motivation (psychological need fulfillment)
 - ↳ task vs performance contingent (complete activity) (level of achievement)
 - ↳ degree to which envir. is controlling or non controlling (informational)
 - ↳ cue value
- provide non controlling positive feedback w a reward as well as choice as to how to execute the behavior leading to outcome
- Athletes need to value the rewards they receive and understand how the rewarded behaviors will help them in accomplishing outcome

Actions/Ideas

- Player from each group to choose how working teammates (C?)
- Group Journals (A.R.)
- Group + shirt colours (A.R.)
- "Champion traits" - pick a hero or favorite Athlete and indicate why they like them, why they are great

★ Where they are
★ What they need
★ Where they want/need to go

Relatedness

- Relying on + relating to teammates
- Succeeding as a team - getting better
- Responsibility to your choices, Accountability
- Contribution of each person's results + greater than themselves

Relatedness Behaviors

- Self Select groups based on an NF or position group (All diff positions)
 - group name, group cele, group colors/shirt type

Autonomy

- Choice in behaviors, aligns their values

Autonomy Supportive behaviors

- Provide opportunities for independence/initiat
- Training logs, teach each other
- Choice to athletes within limits
 - Pushups or sit press, chin-ups or bar
- Provide meaningful rationale for activity
 - Write on sheet - get athletes to
- Ask about + Acknowledge Athletes' feelings
 - Examples?

Competence

- Provide Non Controlling performance feedback
 - limit overly critical feedback, limit
 - limit using rewards to manipulate
- Say it, see it, do it (Able to cog. big line are they where are they? shift focus outside yourself get outside)
- You can Always control Effort + Ability
- Minimize behaviors promoting ego
 - ★ Collaboration vs competition
 - compete with your teammates
 - don't minimize someone's current
 - limit public/social comparisons
 - recognize ups AND downs
 - ★ Go Strongthens by what you can
 - ★ Recognize what you have not what

Comp Football 1

Performance Goal is process outcome

Competencies

• Task Focus Competency = # reps per exercise

- Write down everyone in group
- Make list of competencies
- Have a Mock Football game
 - ↳ Each competency earns 5 or 10 yards
- First to get a "touchdown" =
 - wears Warrior belt?
 - Plans the Workout?
 - Picks the Fun activities for the week?
 - Picks a workout theme (shirt, hat etc)
- Make it a Monthly Competition
- Get groups to track progress themselves
- Get players to keep their own attendance

- Use relevant cues to coach up teammate
 - All 3 days = 10 yards ↳ Collaboration
 - 2 days only = 5 yards ↳ performance feedback

- Encourage a teammate
 - focus on what they CAN Do and what they HAVE
 - compete w/ not against
 - Where they are and where they need to go
- Everything except circuits are as a team
- Double leg: 200 (Max reps = 10)

Format

Tues

Warmup
Total Body circuit
Double leg
UB pulls (Vert + Hor)

Weds (and)

Warmup
Jump land/Jump
FMS Mirror
Fun (Picked by host team)
Full Filled competencies

Thurs

Warmup
Total Body circuit
Single leg
UB Push (Vert + Hor)

• UB pulls: 150 (Hor. Pulls: 2 For 1)
• Single leg: 200/leg
• UB push: 175 (Spec. push: 1 For 1)
Reg Push: 2 For 1

Building the environment/bringing the program to life

Mental/character

- How we act, how we treat each other
- Group philosophy- encourage them to tell you what is important (kids know right from wrong)
 - Guide them, be specific, talk consequences
- Safety underpins growth
 - Bullying, exclusion, discouraging stifles growth

**TRUE
SPORT**

True Sport Principles

Go For It

Rise to the challenge - always strive for excellence.
Discover how good you can be.

Play Fair

Play honestly - obey both the letter and spirit of the rules.
Winning is only meaningful when competition is fair.

Respect Others

Show respect for everyone involved in creating
your sporting experience, both on and off the field of play.
Win with dignity and lose with grace.

Keep It Fun

Find the joy of sport.
Keep a positive attitude both on and off the field of play.

Stay Healthy

Place physical and mental health above all other
considerations - avoid unsafe activities.
Respect your body and keep in shape.

Include Everyone

Share sport with others.
Ensure everyone has a place to play.

Give Back

Find ways to show your appreciation for the community
that supports your sport and helps make it possible.

truesport.ca

Building the environment/bringing the program to life

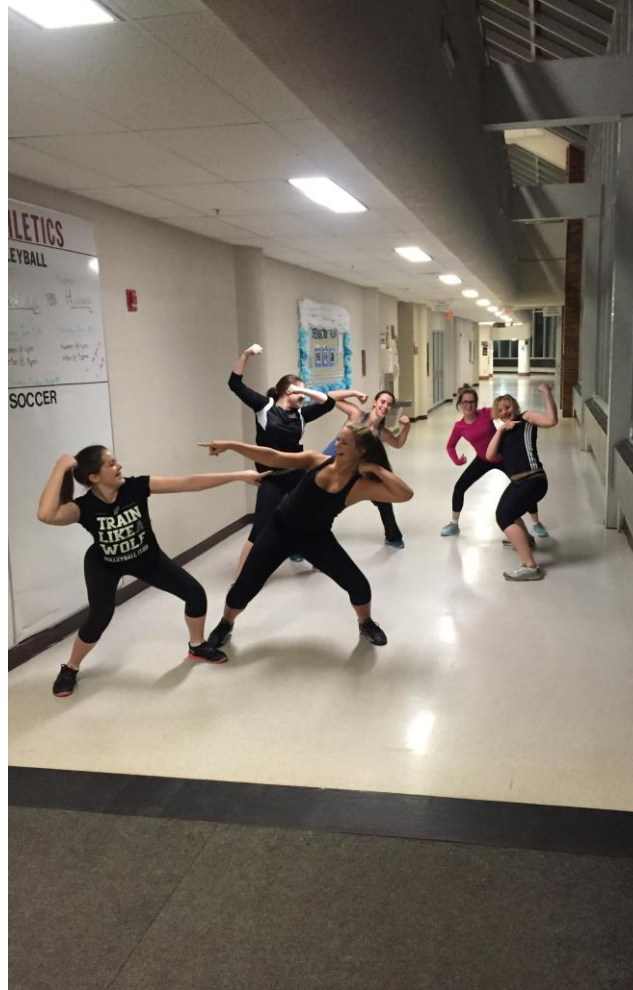
Emotional/confidence

- Why do they show up?- What emotional anchor is this experience grounded in?
- What do they like/dislike?
- What are their goals?
- Performing under pressure
 - Manipulate a factor- task, environment, individual

Building the environment/bringing the program to life

Emotional/confidence

- Reframing a previous idea/emotion- strength training for young girls
- Autonomy/choice- giving informed choice, or choice all together- attaching it to another skill



Building the environment/bringing the program to life

Social/Connection

- Look for the windows (asking questions, letting you in)
- Let them explore/play
- Connecting with athletes
 - Like a kind gesture to a neighbour you never talk to- plants to my neighbour
 - Like building a bridge that connects you to their experience but you must cross it with them

Building the environment/bringing the program to life

Social/Connection

- Athletes connecting with athletes- working towards a collective
- Work related
- Fun related



Building the environment/bringing the program to life

Social/Connection

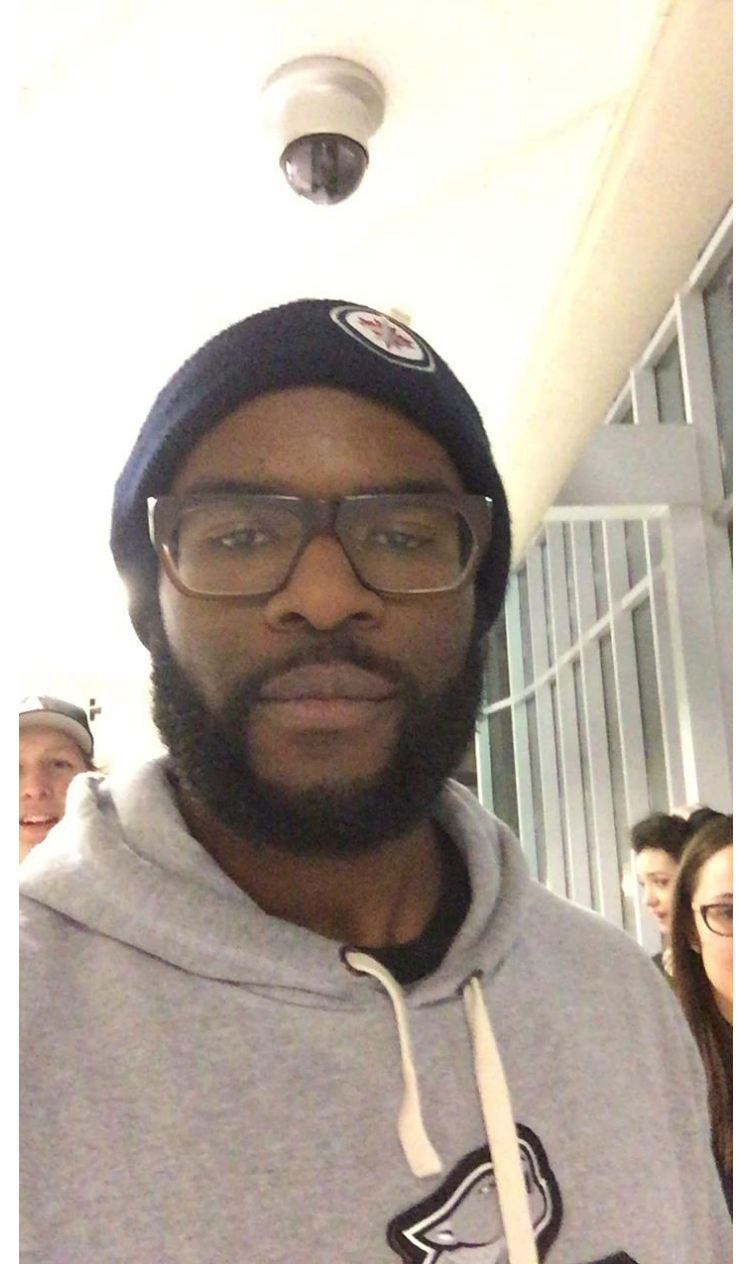
- Athletes connecting with athletes- working towards a collective
- Fun related
- Work related
- Braids and burpees



Building the environment/bringing the program to life

Social/Connection

- Coaches connecting with athletes



Building the environment/bringing the program to life

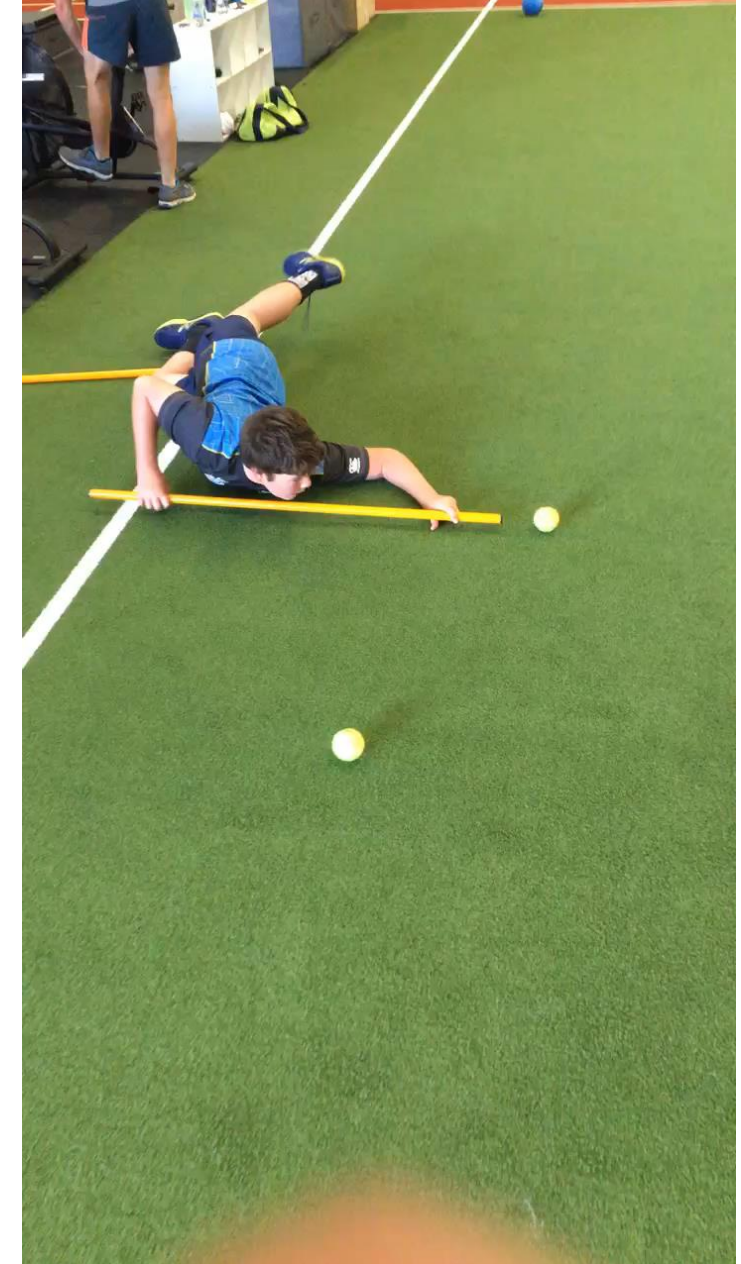
Competence and structure/safety

- Take a snapshot of where they are and place it in context of where they are going
- Micro dosing (movement snacks) add up
- Awareness vs instruction
- Link in chain
- Account for growth and maturation

Building the environment/bringing the program to life

Competence and structure/safety- start and end of session

- Consistent start: Engagement/get silly—"warm-up"—teach/get serious
- Consistent end:
 - Finish engagement game from start
 - Play the most popular game



Building the environment/bringing the program to life

Competence and structure/safety- teaching style

- Kids crave structure but hate instruction if not timed properly
- Let them explore/play then teach
- Tennis example



Building the environment/bringing the program to life

Wrap-up

