



# **COACHES ASSOCIATION**

## **Newsletter**

March 2005

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YOUNG PLAYERS U-12:  
PART 4 OF A  
4 PART SERIES**

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*The Coaches Association of Saskatchewan is "an association which strives to improve and recognize committed coaches and to promote coaching development through education and communication."*

Greetings,

I hope the sport of snow shoveling is finally over so coaches and athletes can start to prepare for the upcoming outdoor season.

The Coaches Association of Saskatchewan Annual General Meeting will be held on Saturday, April 30, 2005 at 11:00am in Saskatoon. There are 5 positions open for election, so if you are interested in getting more involved with the Coaches Association, please contact me for more information.

Congratulations to **Shirley Kowalski** (former president of the Coaches Association) for her induction into the Saskatchewan Sports Hall of Fame in the builder category. It is a tremendous honour which is much deserved.

Lunch and learn clinics are being held in Saskatoon and Regina from 12-1pm on the following dates and topics:

**Dealing with Distractions** – March 9 (Saskatoon), March 15 (Regina)  
**Media Relations** – March 30 (Saskatoon), April 15 (Regina)  
**Sport Parents** – April 6 (Saskatoon), April 26 (Regina)

To register, please contact Michelle Dezell at 975-0861 or by email at: [mdezell@sasksport.sk.ca](mailto:mdezell@sasksport.sk.ca).

Have a great spring!!

Yours in coaching,

John Neufeld

**Coaches Association of Saskatchewan**  
510 Cynthia Street  
Saskatoon, SK S7L 7K7  
(P) - 975-0898 (F) - 242-8007  
[jneufeld@sasksport.sk.ca](mailto:jneufeld@sasksport.sk.ca)  
WEBSITE: [www.saskcoach.ca](http://www.saskcoach.ca)



**2004/2005  
CAS  
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Email: billsummers56@hotmail.com

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John Neufeld - 975-0898  
Email: jneufeld@sasksport.sk.ca

*The Coaches Association of Saskatchewan  
does not necessarily endorse or  
recommend the articles that are contained  
within this newsletter.*



**Coaches Association of  
Saskatchewan**

**ANNUAL GENERAL MEETING**

Saturday, April 30<sup>th</sup>, 2005  
510 Cynthia Street, Saskatoon  
11:00 am – 12:00 noon

1. Call to Order
2. Approval of Agenda
3. Approval of the Annual General Meeting Minutes of May 8, 2004
4. Business arising from Minutes of 2004 AGM
5. Financial Reports
  - a) Approval of the Financial Statements for 2004/2005
  - b) Approval of the Auditor – HVB Chartered Accountants Prof Corp.
  - c) Approval of the 2005/2006 Budget
6. Reports
7. Election of Officers
  - a) President
  - b) 4 Member-at-Large
8. New Business
9. Adjournment

*---If you are interested in one of the above positions,  
please contact a current CAS Board member or the CAS  
office @ 975-0898 or jneufeld@sasksport.sk.ca---*

## ***How Not to Make your Athletes Anxious***

A bit of nervousness may enhance performance but sustained anxiety can have negative effects, slowing down reaction times and reducing responsiveness to cues. How can coaches help their athletes to keep nerves in check? A research team from Australia's University of Queensland studied the relationship between coaching behaviour and anxiety in 228 young athletes from 15 sports, by means of two very detailed questionnaires - the Sport Anxiety Scale (SAS) and the Coaching Behaviour Scale for Sport (CBS-S). The CBS-S is a 44-item scale, which examines the frequency of seven coaching behaviours. It examines:

- Physical training and planning - including structured workouts and an annual training plan
- Goal setting
- Mental preparation - including advice on staying positive and focused
- Technical skills - including the use of positive reinforcement and feedback
- Personal rapport - including developing a sense of trust and confidentiality
- Negative personal rapport - including shouting and the use of fear and intimidation
- Competition strategies - including ensuring needs are met at competition sites and maintaining consistency during competition

The athletes' perceived frequencies of exposure to these modes of behaviour were related to their experience of four forms of anxiety in sport situations: total anxiety, somatic (physiological) anxiety, cognitive (psychological) anxiety and concentration disruption. Analysis showed that the first five of the coaching behaviours mentioned above - physical training and planning, goal setting, mental preparation, technical skills and personal rapport - were not significant positive or negative predictors of any form of sport anxiety. However, competition strategies were significant negative predictors of three of the four forms of anxiety (excepting somatic anxiety), in that anxiety was found to increase as competition strategy behaviour decreased.

This finding supports previous research indicating that the coach plays an important role in competition. But the strongest relationship found in the study was between negative personal rapport behaviours and anxiety. Negative personal rapport was a significant and positive predictor for all four forms of anxiety - i.e. as negative behaviour increase, so do all measured forms of sport anxiety. "The practical application of these results suggest", say the researchers, "that coaches should consider the impact that their behaviours have on anxiety levels in their athletes."

A greater understanding of the mechanisms that influence anxiety in athletes could facilitate the development of more effective coaching methods. This study clearly indicates that the coach plays an important role in influencing the sport anxiety felt by their athletes. By recognizing the influence of the coach in athlete anxiety, strategies and interventions can be created which may decrease negative outcomes such as anxiety and drop out, while increasing positive outcomes such as satisfaction and enjoyment.

***J Sci Med Sport 2000 Jun;3(2):110-9, Isabel Walker***

## NCCP COURSES 2005

### **ZONE 1 South East Saskatchewan Association for Culture, Recreation & Sport**

Contact: Angela Lees Phone: 429-2205 Fax: 429-2260  
Email: zone1@sasktel.net Website: [www.sesacrs.com](http://www.sesacrs.com)

- Introduction to Competition - Part A  
Weyburn April 8-9  
Wapella April 8-9
- Introduction to Competition - Part B  
Weyburn April 1-2

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### **ZONE 2 Regina Sport Council**

Contact: Darlene MacQuarrie Phone: 780-9274 Fax: 781-6021  
Email: reginasportscouncil@sasktel.net Website: [www.reginasportscouncil.com](http://www.reginasportscouncil.com)

- Introduction to Competition - Part A  
Regina March 15, 16, 22, 23  
Regina April 23-24  
Regina May 17, 18, 24, 25
- Introduction to Competition - Part B  
Regina April 12, 13, 19, 20

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### **ZONE 3 Dwinell Stevenson** Phone: 297-3217 Fax: 297-3218

Email: zone3@sasktel.net Website: [www.sasksport.sk.ca/zone3.html](http://www.sasksport.sk.ca/zone3.html)

- Introduction to Competition - Part A  
Moose Jaw March 19 and 20  
Assiniboia April 11 & 14
- Introduction to Competition - Part B  
Moose Jaw April 22-23

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### **ZONE 4 Crystal Gellner** Phone: 786-6585 Fax: 782-0474

Email: zone4@sasktel.net Website: [www.zone4sports.com](http://www.zone4sports.com)

- Introduction to Competition - Part A  
Call for dates
- Introduction to Competition - Part B  
Call for dates

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### **ZONE 5 Stephanie Cuddington** Phone: 554-2414 Fax: 554-2412

Email: [zone5@sasktel.net](mailto:zone5@sasktel.net) Website: [zone5sportcouncil.com](http://zone5sportcouncil.com)

- Introduction to Competition - Part A  
Wynyard April 8-9  
Watrous April 15-16
- Introduction to Competition - Part B  
Lanigan April 29-30  
Watrous May 13-14

Coaching  
Association  
of Canada



Association  
canadienne  
des entraîneurs

## NCCP COURSES 2005

### **ZONE 6 Saskatoon Sports Council**

Contact: Shelley MacNeill Phone: 975-0830 Fax: 242-8007

Email: saskatoonsportscouncil@shaw.ca Website: [www.saskatoonsportscouncil.ca](http://www.saskatoonsportscouncil.ca)

- Introduction to Competition - Part A
    - Saskatoon March 18-19, 2005
    - Saskatoon April 22-23, 2005
    - Saskatoon May 9, 10, 16, 2005
  - Introduction to Competition - Part B
    - Saskatoon March 12-13, 2005
    - Saskatoon June 11-12, 2005
- 

### **ZONE 7 Tonia Logan** Phone: 446-6770 Fax: 446-7172

Email: zone7@sasktel.net Website: [www.zone7sportcouncil.com](http://www.zone7sportcouncil.com)

- Introduction to Competition - Part A
    - Unity April 8-9
  - Introduction to Competition - Part B
    - Call for dates
- 

### **ZONE 8 Lyle Campbell** Phone: 953-1623 Fax: 953-1624

Email: zone.8@sasktel.net Website: [www.sasksport.sk.ca/zone8.html](http://www.sasksport.sk.ca/zone8.html)

- Introduction to Competition - Part A
    - Melfort April 8-9
    - Prince Albert April 22-23
  - Introduction to Competition - Part B
- 

### **ZONE 9 Northern Recreation Coordinating Committee**

Contact: Kerry Bailey Phone: 425-3127 Fax: 425-4036

Email: kbailey@nrcc.sk.ca Website: [www.nrcc.sk.ca](http://www.nrcc.sk.ca)

- Introduction to Competition - Part A
    - Call for dates
  - Introduction to Competition - Part B
    - Lac La Ronge Indian Band Feb 26-27
    - Canoe Lake April 23-24
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#### **LEVEL 3 – Regina**

**Spring** - April 15-17 and April 30-May 1  
 Course is held over two weekends For  
 information, contact Don Clark @ 586-8227 or  
 email [don.clark@sasktel.net](mailto:don.clark@sasktel.net)

#### **LEVEL 3 – Saskatoon**

**Spring** - April 29- May 1 and May 13-15  
 Course is held over two weekends For  
 information, contact Michelle Androsoff @665-  
 1869 or email [androsoff@sasktel.net](mailto:androsoff@sasktel.net)

## The Development of Young Players

The developmental characteristics of children in every age group are unique, so coaches must be aware of the level at which individuals are able to learn and perform. Coaches can plan better practices, by understanding the physical, mental and social needs and abilities of their young players.

There are four main age groups: Under-6, Under-8, Under-10, and Under-12. In this issue, **the FOURTH of a four-part series**, the focus is on **developmental characteristics of the Under-12 Players**.

### → *Developmental Characteristics of Under-12 Players* ←



#### ① *Physical Characteristics*

**General** – Children in this age group will have begun, or are just beginning, their pubescent growth phase. The average age for beginning puberty for girls is 10 years, and can range from 7 to 14 years; for boys, the average onset age is 12 years old, with a range from 9 to 16. As children develop during puberty, their exercise and fitness requirements will gradually come to resemble those of adults. For example, as children grow older flexibility training becomes increasingly important as a means of preventing injury.

**Balance** – Children in this age category must be given the opportunity to improve and/or maintain their physical balance abilities. Coaches should put their players into dynamic and static play situations that challenge the athletes' balance abilities. Such activities will improve future performance.

**Coordination** – Eleven and twelve-year-old children usually possess most of the fundamental skills necessary to perform well in their chosen sport. Coaches should focus on refining these fundamental movement patterns by stressing the ins and outs of technique. Children under 12 likely have the ability to demonstrate sending, receiving, projecting, and retaining an object with increased speed, accuracy, and distance. This enhancement of skills raises some safety concerns, however, so playing areas will need to be increased in size for safety's sake.

**Agility** – Under-12 athletes show an increased range of gross and fine motor skills, and an increased ability to perform movements with greater precision and speed. Coaches must introduce new challenges on a regular basis to maintain an ideal level of challenge. Activities should be designed to allow children to practice their agility and improve their reaction speeds, with a variety of changing stimuli in a dynamic environment.



## ② *Mental Development*

**Information Processing** – Eleven and twelve-year-olds typically enter Piaget’s Formal Operational Stage of cognitive development. During this stage, “adolescents and adults can think abstractly and use logical and systematic problem solving in cognitive processing. The individual is able to create a hypothesis to account for some event and then test it in a deductive fashion.” Changes in thought processes stimulate an increased ability to acquire and apply knowledge. Children are gradually able to think on abstract terms, and they can usually reason through hypothetical situations. Therefore, children in the Under 12 group should be given activities that challenge their problem solving abilities while continuing to expand their range of movement experience. Because of the athletes’ increased attention spans, as well as their increased willingness and ability to learn and understand tactical information, coaches can provide more complex instructions to their athletes.

**Decision Making** – With an increased ability to interpret information, and an improved ability to read and react to environmental cues, 11 and 12-year-old children are able to apply basic offensive and defensive strategies. Because children are now able to appreciate physical performance in themselves and others, coaches can place more demands on the children’s decision-making skills during practice and play.

**Creativity** – Eleven and twelve-year-old children often apply creativity to develop complex movement sequences when they are given a set of basic criteria. It is useful therefore for coaches to provide a framework in which children can work on new skills that stimulate their growing creativity. Young athletes should be encouraged to solve movement problems and take on new skill challenges. When coaches create developmentally appropriate challenges, children often use a systematic approach to solve problems. For example, the game of soccer presents opportunities to think creatively and solve problems while in motion.

## ③ *Social Development*

**Individual** – Children at this age are still developing and adjusting their body images and self-concepts. They begin to develop a sense of conscience, morality, and a scale of values that make it possible for them to relate meaningfully to society at large.

There are several new factors that play a significant role in the child’s psychosocial development at this stage. These include peer groups and personal popularity, which influence self-esteem, and whether a child enters puberty relatively early or late. Unfortunately, TV also begins to occupy time that might otherwise be spent in free play or sport. When children are able to pull themselves away from the TV, or computer, their play is likely to be more structured than in earlier developmental stages.

**Group** – As children continue to make new friends, an interesting pattern begins to emerge. Many children are likely to seek out peers that are like themselves in age, ethnicity, gender, and socio-economic status; therefore, sport provides a great opportunity to introduce children to the value of cultural diversity. No obvious steps should be taken to integrate children according to any of these factors, but unique features of the demographics of a given group should be considered, shared, and appreciated for the benefit of all young participants.

## A Lesson Learned from Little League

By Dave Zimmer

My little 10-year-old boy was up to bat. My little lefty. I love to watch him play baseball because he loves to play the game. The pitcher wound up and let go of a fastball traveling at about 38 mph. The ball missed the strike zone by a few feet and hit my son in the upper arm. The ball wasn't traveling fast enough to hurt him, so he just ran down to first base.



As my son was standing on first base, I saw the opposing coach signal to his pitcher. The pitcher then ran over to first base, shook my son's hand and told him he was sorry. At that moment, baseball really didn't matter. That act of sportsmanship was more important than the game.

It also pointed out the importance of a coach with values and his priorities in order. As coaches, it's only natural to want to be successful. In my 12 years of coaching, I never went into a game with the intention of losing. However, we did lose our fair share of games. Does this mean that a winning coach is successful and a losing coach is unsuccessful? I guess it depends on how you define success. A coach shouldn't be measured on wins and losses alone.

My son's team won their game that night, but the opposing coach was successful because of the valuable lesson he taught his pitcher and team.

There is a poster from Character Counts that says the following: A good coach will make you a better player. A great coach will make you a better person. According to this definition, we should all strive to be a great coach because the opportunity is there.

As coaches, sometimes I don't think we realize the influence and opportunities we have with our players. Sports are full of teachable moments. Dealing with winning and losing, dealing with a bad call, handling adversity and learning your role on a team are just a few examples. How a coach responds to these situations is critical because our players hear what we say and see what we do. After all, we (the coaches) are the same people who are able to get teenagers to get to a weight room at 6:00 a.m., pay hundreds of dollars to attend summer camps and go through painful conditioning drills.

A lot of parents can't even get their kids to make their own beds, so don't tell me that coaches don't influence their players. Coaches need to seize the opportunity to also teach beyond the sport. Your players are a captive audience. Take advantage of the opportunities to teach them about character. Take advantage of the opportunities to demonstrate and model character.

I know there are some coaches who feel it's strictly their job to teach the sport. My problem with that idea is this. At some point in every athlete's life, his or her athletic skills will no longer matter. However, will there ever be a point in a person's life in which their character doesn't matter? Michael Jordan was one of the greatest basketball players to ever play the game.

Does it matter today how well Michael Jordan can shoot a basketball or do a crossover dribble? No. However, it does matter today what type of person Michael Jordan is and it will continue to matter for the rest of his life. When you think about this, just put the names of your players in the place of Michael Jordan.

As coaches, do we need to teach our volleyball players how to bump, set and spike? Definitely. As coaches, do we need to teach our football players how to block and tackle? Absolutely. As coaches, do we need to teach our basketball players how to shoot, dribble and rebound? Without a doubt. It's our role and responsibility to teach our players the fundamentals of the game. It's also our role and responsibility to teach our players the fundamentals of life because those fundamentals will be with them forever.

Some of you still probably have the issue of winning on your mind. Believe me, I'm not opposed to winning. I was also able to experience a fair amount of this in coaching. I just don't think it's the most important part of sports. Can you teach and model this character stuff and still win games? Maybe you want to ask Dean Smith, Tom Osborne or John Wooden. If I'm not mistaken, these were three coaches with exceptional character and integrity. I think they may have won a few games also.

This world can always use people who are kind, caring, dependable, trustworthy, respectful, responsible and who play by the rules. Coaches can play an integral role in the development of such people because of the tremendous influence they have with their players. The athletic skills coaches teach their players will last them a while; the life skills they teach their players will last them forever.

After my son's game that night, I talked to the opposing coach. I told him how much I appreciated what he was trying to teach his players. I also talked to my son that night after the game. He even thought the pitcher's gesture was pretty cool. It was a great lesson and it happened at a little league game.

*Dave Zimmer is a former teacher, coach and high school principal. He is now a motivational speaker. Visit his website at: [www.davezimmerspeaks.com](http://www.davezimmerspeaks.com)*

*"The idea is not to block every shot.*

*The idea is to make your opponent believe that you might block every shot"*

*Bill Russell*



## HEALTH RISKS FOR FEMALE ATHLETES: The Female Athlete Triad

Sport is a great way for girls and women to build strong, healthy bodies, self-esteem and a life-long love of physical activity. However, some female athletes participate in sport in a way that is harmful to their health and well-being. **The Female Athlete Triad** is a serious health concern that has been identified among athletes, particularly girls and women in competitive sport.

### What is the Female Athlete Triad?

The **Female Athlete Triad** refers to three health problems that are commonly linked in female athletes.

#### 1. **Disordered eating habits**

Disordered eating is when an athlete's attitudes about food, weight, and body size lead to eating and exercise habits that can put her health and well-being at risk. It may begin as a way to lose a few pounds or get in shape, but these behaviours can quickly get out of control, become obsessions, and may even turn into an eating disorder, like anorexia or bulimia.

#### 2. **Loss of menstrual periods (amenorrhea)**

When an athlete over-trains, doesn't eat enough food or doesn't have enough fat on her body, she may lose her menstrual period or not even begin to menstruate at all. If an athlete doesn't have enough body fat (at least around 20% of her total body weight), her body won't produce the hormones it needs for regular menstrual cycles each month. If an athlete has irregular periods, has stopped having her period or hasn't gotten her first period by age sixteen, it could be a signal that something is wrong in her body and she should see a doctor.

#### 3. **Weak bones (osteoporosis)**

All athletes should have healthy bones. But if an athlete's body isn't producing enough hormones (like estrogen), her body will not be able to replace old bone cells with healthy new cells. This weakening of the bones is called osteoporosis. Osteoporosis is common in older women after menopause, but young female athletes who don't eat enough food or who over-train are also at risk. When bones become weak, athletes can have stress fractures, breaks, or even spine and hip fractures later in life.

### What are the signs of the Triad?

- Fatigue and stress fractures
- Weight loss or not gaining weight during growth and training
- Any sign of disordered eating
- Irregular periods or no periods (Note: If an athlete uses birth control pills to make her periods regular, she may have a problem and not even know it)
- What are the risk factors for developing the Triad?
- Being a competitive female athlete
- Playing sports where you believe that your body weight, shape and physical appearance are important
- Exercising and training beyond the limits of your body
- Believing that winning is everything or participating in sport to please other people

Spending all your time on your sport and not having other interests and activities in your life

## How is the Female Athlete Triad treated?

An athlete with the Female Athlete Triad or parts of the Triad should see a doctor immediately. She may also need to see a counselor or other professional to talk about her eating and training habits. If an athlete starts eating as much food and fat as her body needs and stops over-exercising, her periods should return to normal. Left untreated, the Female Athlete Triad may leave the athlete with permanent damage to her bones and reproductive system.

## ATHLETES

### *How you can prevent the Triad and stay healthy and well:*

- Eat a variety of foods every day- including foods with fat in them.
- Don't exercise too much. Make sure you take rest days.
- Tell your doctor about any changes in your menstrual periods.
- Ignore advice about dieting and controlling your weight.
- Get plenty of rest - it is essential for athletes as it enhances the recovery process both physical and mental and reduces the risks of injury.
- Get information from the BODYSENSE program!

## Ask BODYSENSE.

### *Is it normal for female athletes to stop having their menstrual period because they train so hard?*

There can be many reasons why a girl may have irregular periods or stop having her period. If her periods stop or is irregular because she trains too hard, it is not normal or healthy. In general, it is rare for a healthy young woman to stop having her period. Some young women who have disordered eating stop menstruating. An athlete may stop menstruating if her body fat gets too low. Missing her period is not a sign of dedicated training - it is usually a sign that she is not eating enough foods that have fat in them. She should see a doctor quickly (within 3 months) to find out what is wrong and to make sure her bones are strong and have not been damaged.

### *Should I worry about the Female Athlete Triad if I haven't started menstruating yet?*

I've heard that some female gymnasts don't get their period until they are 17 years old. There is a wide age range for a healthy young woman to get her first period. Most women start their period between the ages of 10 and 16. If an athlete has not started her period by the age of 16, she should see her doctor to make sure she has no serious health problems. If the problem is that she has been training too hard and not eating enough, her bones could already be weakened. That is why it is very important for young growing athletes to eat enough foods to support both their training and their growth.

## LOOK INTO IT

Julie A. Hobart, M.D. and Douglas R. Smucker, M.D., M.P.H., The Female Athlete Triad, American Family Physician, June 1, 2000.

Debbie Stanley, Understanding Sports and Eating Disorders, Rosen Publishing Group Inc, 2000  
Athletes@Risk program, Sunnybrook & Women's College Health Sciences Centre, 1-800-363-9353 or e-mail: [nancy.rocci@swchsc.on.ca](mailto:nancy.rocci@swchsc.on.ca). This is a preventative educational program for female athletes in recreational and competitive sport.

Information for this publication was adapted from American Family Physician, June 1, 2000; Understanding Sports and Eating Disorders, Debbie Stanley, 2000, Rosen Publishing Group Inc

Created by **BODYSENSE : A Positive Body Image Initiative ([www.bodysense.ca](http://www.bodysense.ca))**

## WHY DO CHILDREN PLAY SPORTS?



## For fun!

If you're a coach or parent,  
make sure the object of the  
sport program is to have fun.

## CHILDREN in sport

A fundamental skill development program

For program resources call 1-800-319-GAME or visit [www.sasksport.sk.ca](http://www.sasksport.sk.ca)