



COACHES ASSOCIATION

Newsletter

January 2006

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WORLD AQUATICS
CHAMPIONSHIP
by Laurie Wachs**

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CAFFEINE

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CONFERENCE**

**ENDURANCE AND
THE YOUNG
ATHLETE**

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."

Happy New Year!

Winter is half over already and not much snow can be seen. Hopefully, Melfort will receive its share in preparation for the Saskatchewan Winter Games. Good luck to all participating coaches and athletes.

Congratulations to coaches Allan Few – judo, Peter Jmaeff – shooting, Shirley (Shockey) Kowalski – softball, and Marta Kroupa - rhythmic gymnastics on their induction into the Saskatchewan Sports Hall of Fame. Congratulations also go out to coaches Ed Bryant – baseball, Ray Jones – soccer, and Ralph Schoenfeld – basketball/football on their induction into the Saskatoon Sports Hall of Fame. This is an amazing achievement by very accomplished coaches.

The NCCP transition is still ongoing. Sports have been working hard to get the Community Coach stream accredited and we should see more activity in the spring as sports start to pilot and deliver these courses. Please contact your PSGB for more information. Information is always available on the NCCP transition on the CAC website at www.coach.ca.

Please mark May 6 on your calendars for the upcoming Coaches Conference to be held in Saskatoon. More information can be found in the newsletter. The registration form can be found on the CAS website at www.saskcoach.ca

Yours in coaching,

John Neufeld

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*The Coaches Association of Saskatchewan
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within this newsletter.*



Report from World Aquatic Championships

By Laurie Wachs

This past summer I attended the World Aquatic Championships in Montreal. It was thrilling to see Team Canada Synchronized Swimmers (one of my former Sask First Athletes Nicole Cargill was a team member) compete against the best synchronized swimmers in the world. As a part of my funding from the coaches association I was asked to write something about my experience. I could not figure out what to write about that coaches from other sports might be interested or benefit from. I am sure no one is interested in the New Fina Figure BELUGA. I decided to talk about five things I observed about coaching that influenced how I may coach in the future.

My first observation was the importance of having strategy or what I like to call "A Secret Weapon". The three top teams in the competition each had a unique strategy/weapon. Russia had interesting and innovative choreography. When watching their routine you were continually wowed at the moves they performed that no one had ever done before. Their choreography contained movement that was faster and thus more difficult than any other team in the competition. Russia in their infinite wisdom continues to change and raise the bar of what can be done in the sport. Japanese athletes are technicians. Their fundamental skills are better than any other country. I heard that during their practice they went over the same fundamental skill for an hour of their hour and half warm-up while everyone else was doing routine repeats. This secret weapon gives them the ability to be so exact in their execution. This has kept them in the top three in every Olympic Team Event.

Spain came out of nowhere to land a spot in the top three by using a unique secret weapon. They employed an acrobatic coach to train their athletes to perform the most amazing and risky throws, flips and stunts. Not only did their routine contain more stunts than every other team (seven or eight acrobatic stunts compared to the three or four that every other country did), their stunts were higher and more risky than any other country.

Many of the other teams tried to copy the Russians to no avail. Spain and Japan created their own distinctive style and strategy that gave them the ability to set themselves apart from everyone else, including the Russians.

Lesson to be Learned: I think as coaches we are often tempted to copy what the best team, coach, country is doing vs. trying to come up with our own unique style. As coaches we must ask ourselves – What could my athlete's secret weapon be? An exercise I did with my athletes when I returned helped them to think outside the box.. I asked them "What if?" They had to come up with ideas that never had been done in our sport. We came up with some really creative ideas that we plan to implement this upcoming season.

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My second observation was how powerful performing with Emotion can be, particularly in an artistic sport. The French Soloist (Virginia) was performing for the last time at the World Championships after a long and successful career. In my twenty five years of this sport I have never witnessed a performance like this. When she swam the audience was spell bound – there was not a sound – How appropriate as she swam to the song “HUSH”. She was totally in her Zone and at times almost seemed to be singing the music. Her emotion flowed right into the audiences being. When she was finished there was not a dry eye in the stands, including the judges who rewarded her eight perfect tens and the Gold Medal. She swam from her heart and soul.

Lesson to be learned: Our goal as coaches is to get our athletes to the point where they are immersed in their performance. The audience should be mesmerized. This means teaching them how to “get into their zone” but also teaching them to perform for the sheer love and admiration of their sport. This can be on the ice, in the football field or in a synchro routine. Great coaches figure out how to inspire their athletes to perform with passion, giving everything they’ve got. Maybe the Roughriders could learn a few lessons from Virginia...

My third observation was how important it is for every coach to know the rules and always practice abiding to the rules. Team Canada received a penalty in their technical routine because one of their athletes touched the bottom in one of their stunts. This is not allowed in our sport. This was their home pool that they had practiced in so they had no excuses. As coaches we cannot take any details for granted. We must know the rules and ensure the rules are being enforced in daily practice. This fatal error dropped Team Canada from fourth to fifth place.

Lesson to be Learned: Always, Always make sure you practice how you want to compete, keeping in mind all of the rules of your sport.

My fourth observation is tied to my third observation The Power and Importance of REFOCUSING. Despite making a fatal error in the Technical Team Event Team Canada chose to focus forward. They discussed how amazing they would be in the team free, and how exciting it was going to be to perform for the home crowd. They did not wallow or have a pity party, but chose to let their mistake swirl down the pool drain. They were true competitors and by having the ability to refocus has a smashing performance in the team final event.

Lesson to be Learned: You cannot change the past or make a mistake go away. You can make a mistake right by going out and giving your best effort and never giving up.

My final observation involves expectations.

I heard the USA coaches state that their team sucked. Team USA did not perform well and only came ahead of Canada due to our penalty. I am sure the coaches got what they expected – performances that sucked. Canada hired a Russian coach to work with the team prior to Worlds. She had very high expectation as I think most Russian coaches do. Our coaches would say “Okay that was good and Russian coach said, “no, no good. Do not tell them they good. When they are perfect then you praise them.” It is a different approach but I feel it has merit. At first our athletes found it hard, but when all was said and done they said she helped them improve so much.

Lesson to be learned: I do think Canadian coaches should set higher expectations for our athletes. We need to find a way to create a positive environment, but with very high and tough expectations. If we could find this secret I think we could produce many more great athletes.

In closing I would like to thank the Coaches Association for the funding to attend this amazing event. I recently conducted a level 3 clinic in B.C. and suggested they apply for funding to their Coaches Association. They said they did not have such a thing. I was so proud again to be a coach in Saskatchewan and a member of the Coaches Association whose mandate is to develop and support coaches in pursuit of their dreams and goals.

NCCP COURSES 2006

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

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

ZONE 2 Regina Sport Council

Contact: Darlene MacQuarrie Phone: 780-9274 Fax: 781-6021
Email: reginasportscouncil@sasktel.net Website: www.reginasportscouncil.com

- Introduction to Competition - Part A
Regina Feb. 4-5
Regina March 4-5
Regina April 1-2
 - Introduction to Competition - Part B
Regina Feb. 25-26
Regina April 4, 5, 11 & 12
-

ZONE 3 Cindy Billington Phone: 297-3217 Fax: 297-3218

Email: zone3@sasktel.net Website: zone3sportscouncil.com

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

ZONE 4 Dan Gallagher Phone: 786-6585 Fax: 782-0474

Email: zone4@sasktel.net Website: www.zone4sports.com

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

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

Email: zone5@sasktel.net Website: zone5sportscouncil.com

- Introduction to Competition - Part A
Humboldt Jan. 27-28
- Introduction to Competition - Part B
Call for dates

NCCP COURSES 2006

ZONE 6 Saskatoon Sports Council

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

Email: saskatoonsportscouncil@shaw.ca Website: www.saskatoonsportscouncil.ca

- Introduction to Competition - Part A

Saskatoon	February 3-4
Saskatoon	March 3- 4
Saskatoon	March 17- 18
Saskatoon	April 21-22

 - Introduction to Competition - Part B

Saskatoon	March 11-12
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ZONE 7 Tonia Logan Phone: 446-6770 Fax: 446-7172

Email: zone7@sasktel.net Website: www.zone7sportcouncil.com

- Introduction to Competition - Part A
Call for dates
 - 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

- Introduction to Competition - Part A

Prince Albert	Mar. 3-4
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 - Introduction to Competition - Part B

Prince Albert	Mar. 24-25
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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

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

LEVEL 3 THEORY – Regina

April 7-9 & 22-23

Contact Don Clark @ 586-8227 or email
don.clark@sasktel.net

LEVEL 3 THEORY – Saskatoon

For information on Spring Clinics contact
Michelle Androsoff @665-1869 or email
androsoff@sasktel.net

Caffeine

This study suggests it does not boost short term performance but increases the heart rate

Two questions that have intrigued sports scientists for 25 years are: does caffeine ingestion prior to exercise cause an improved performance, and if it does, what mechanisms are responsible for that improvement? Early research indicated that caffeine ingestion increased time to exhaustion in endurance exercise because it caused a metabolic response in humans. The reason for this was thought to be that the presence of caffeine in the blood appeared to stimulate the release of the catecholamines adrenaline and noradrenaline, which in turn brought about an increase in the availability of fat as fuel for the working muscles; the effect of this was thought to be a sparing of muscle glycogen, or carbohydrate stores.

Other possible explanations for caffeine's action, e.g. that it may result in more forceful muscular contractions by affecting the action of calcium in the muscle, have been discounted because of the unfeasibly large (probably toxic) amount of caffeine needed to promote such actions. This leaves the stimulation of catecholamine release as the most likely explanation for caffeine's ergogenic effect, and, for this reason, most studies investigating caffeine's effect on performance have concentrated on endurance exercise. There would appear to be little point in studying its effect on short term (i.e. less than five minutes), intense (90 to 100% VO₂max) exercise, where the provision of glycogen is not a limiting factor.

Nevertheless, some research has shown that caffeine does improve short term performance although the results have not always been statistically significant. In such exercise, it is believed that caffeine must act directly on the muscle or on the central nervous system if it is to alter performance.

Withdrawal symptoms

In a recent study at the University of Brighton, a group of undergraduate sports scientists took part in an experiment which was designed to test whether caffeine does affect short term performance. The subjects were given a gelatin capsule containing either a placebo or caffeine (5mg/kg body mass) one hour prior to a 1500m time trial performed on a friction braked cycle.

Each subject chose his own strategy to cover the 1500m as quickly as possible. Subjects were asked to refrain from caffeine ingestion for two weeks prior to the first test and until after the second test had been completed. The second test was carried out by all subjects one week after the first trial at the same time of day.

The potency of caffeine as a drug was initially illustrated by the fact that many of the students experienced quite powerful withdrawal symptoms. When the placebo and caffeine capsules were given out, 81% of the subjects correctly identified that they had taken caffeine and 94% correctly identified that they had taken the placebo. Caffeine ingestion did not cause any significant changes in heart rates during the warm up, or after a recovery period, and it did not alter the time taken to reach half distance. It also did not significantly change the time taken to complete the 1500m, or mean VO₂ (oxygen uptake). It did, however, result in a significantly increased mean and peak exercise heart rate.

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SPORT **IT'S MORE THAN A GAME** **Sport doesn't just build better athletes... Sport builds better people.** www.sasksport.sk.ca

The conclusion from all this?

Caffeine did not cause an improvement in this type of performance but it did cause a significant increase in exercise heart rate. That being said, the fact that the mean time to complete the trial was 1.2 seconds quicker during the caffeine trial than during the placebo initially looked exciting. This is because the level of improvement required by an athlete may be smaller than the level of scientific significance. Does this therefore suggest that caffeine ingestion would be a worthwhile tactic before competing in events of this nature? I believe the answer is no, for the following reason.

The learning effect

Although no significant differences were found between the performance times when expressed by trial order, mean performance during the second trial was 1.3 seconds quicker. Similarly, mean time taken to perform the last 750m was 2.6 seconds quicker during the second trial. This implies that there was a learning effect, or, more simply, the subjects got better at performing the task once they got used to it.

The results from this experiment suggest that the most likely cause of caffeine's ergogenic effect in endurance events is that it does stimulate catecholamine release. This was borne out by the significant increase in the exercise heart rate found in this experiment, because catecholamines accelerate the depolarization of the sinus node and cause the heart to beat faster.

The increase in the warm up and recovery heart rates in this experiment was not significant, though they were clearly elevated during the caffeine trial. The greater increase in heart rates during the exercise may have been caused by additional catecholamine release stimulated by physical performance.

This experiment suggests that there is no benefit in using caffeine as an ergogenic aid in short term, high intensity exercise. In addition, the changes in heart rates during the experiment, together with some of the comments from the students about how they actually felt (ranging from "profoundly sick" to "weird") did show that caffeine is a very potent drug even when only a moderate dose (5mg/kg) is taken. This dosage would result in urinary caffeine levels below the limit set by the International Olympic Committee for competition. The unpleasant side effects might cause even endurance athletes to have second thoughts about using caffeine.

Article Reference

This article, written by Lee Oliver, appeared in Issue 9 of the Successful Coaching Newsletter.

CHILDREN IN SPORT - A POEM FOR PARENTS

From Fitzsimons, P. [07/08/00] Child's play. The Sydney Morning Herald.
[Author] Paul Roberts ...

If a child is encouraged to injure or cheat,
They'll be cautioned and sin-binned and paid with defeat.
If a child is taught hate for the opposite side,
They will gloat when they win and whine when they slide.
If a child is taught winning is the only thing,
They will miss all the fun of having a fling.
If a child is praised for just taking part,
They'll find self-fulfillment the simplest art.
If a child is encouraged for the good skills they show,
Their faults will recede and vanish, we know.
If a child is taught the team comes before them,
They will shine to the rest, like a shimmering gem.
If a child is given kindness, respect and an ear,
They will love the game truly, for that, give a cheer.

MAY 6, 2006 - CAS Coaches Conference

Hilton Garden Inn - Saskatoon

	EXCELLENCE	PARTICIPATION	Multi-Sport Games	Learning Facilitators	Aboriginal Coaches
8:00-8:45	REGISTRATION				
8:45-10:00	Breakfast & Keynote Address				
10:00-10:15	BREAK				Aboriginal Coaches Manual
10:15-11:05	A		D		
11:15-12:05	B	C	E		
12:15-12:45	LUNCH				
12:45-2:05	CAS AGM				
2:05-2:15	BREAK				
2:15-3:05	Parents Panel				
3:15-4:15	NCCP Update - Cyndie Flett and Conference Wrap Up				

Breakfast and Keynote Address

Alex Gardiner, Can Olympic Committee

A Team Building

High Performance Coaches

B Long Term Athlete/Coach Development

Alex Gardiner, Can Olympic Committee

C Coach, Mgr, Athlete Panel

Panel TBD

D Learning Facilitator Best Practices / SK Update

MLFs

E Learning Facilitator Update

Cyndie Flett - NCCP Director, CAC

ACM Aboriginal Coaching Manual ***

Mel Mercredi & newly trained facilitators

NCCP Update

Cyndie Flett

Parents Panel

Panel TBD

*** Limited to the first 35 registrants

THE REGISTRATION FORM CAN BE FOUND AT WWW.SASKCOACH.CA

Endurance and the young athlete

Endurance training and young athletes is an often-misunderstood topic. On one hand, there are strength coaches who tend to disregard developmentally sound elements of endurance training in lieu of producing stronger and faster athletes via strength and power type exercises exclusively. On the other hand, there are over-zealous coaches and trainers who equate endurance to long distance/duration activities, often with little regard for the athlete's stage of development, ability or current level of conditioning.

Endurance can be defined quite simply as one's ability to withstand fatigue or the ability to control the functional aptitude of movement in lieu of external stress. The latter definition lends itself well to the concept of athletic development and training young athletes. As I have stated many times in both print and lecture, when working with youngsters, the key ingredient to producing a successful training program is the ability to recognize that quality of execution is profoundly more important than quantity. Having said that, I still see coaches, trainers and parents opting for more difficult training sessions that include high volume or high intensity activities rather than concerning themselves with how correctly the exercise is being performed. Poor execution results in habitual patterns that are difficult to break and could result in injury. With respect to endurance training, proper mechanics are often compromised for higher volumes or intensities and this is very much a mistake.

One thing to consider is that the term 'endurance' has application to varying lengths and types of effort:

- Long slow distances - efforts of limited intensity but high distance or time
- Speed - efforts typically lasting 15 to 45 seconds with high levels of intensity but obviously limited time or distance
- Muscular - the ability to sustain a muscular contraction for a prolonged period of time

There are several factors to consider with respect to the development of endurance in a young athlete:

Mechanical/Coordination/Movement

Efficiency of movement is a paramount factor with respect to the endurance capabilities of a young athlete. Poor mechanics (which are only reinforced with repetitive training) lead to higher degrees of fatigue. To truly increase the ability of a young athlete (in all facets), coaches and trainers must exercise patience and teach proper movement habits rather than prescribe endless numbers of sets. A critical point here is that by perfecting technique, you can effectively improve endurance without increasing training volume.

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Body Type

The more overweight a young athlete is, the less endurance they will likely have. Excess bodyweight (particularly in the form of body fat) will serve to decrease endurance due to an increased energy cost. Additionally, being overweight often leads to poor mechanical efficiency. According to Joseph Drabik, "each 5% of excess weight penalizes a child approximately 89 meters in a 12 minute run test". Conversely, "in a 10 mile run, each kilogram reduction of body mass improves performance by 30 seconds". Drabik did not indicate how bodyweight was determined to be excessive.

Psychological

Many young athletes do not poses significant amounts of mental toughness (but they are kids so why would they?). To combat this, many over anxious trainers and coaches opt to make drills and exercises purposefully difficult in order to produce some sort of perceived mental strength. Given that both the physical structure as well as mental potency of youngsters is tenuous, this often leads to little more than burnout or injury. A more prudent approach to this factor is to systematically present challenges to young athletes that respect their individuality as well as the stage of development they are in and offers positive feedback at the conclusion. By offering challenging yet achievable forms of exercise, you will progressively improve their endurance and develop their confidence to attempt new and more challenging things.

It is important to understand that endurance training with young athletes is critical for long-term development and not immediate results. Developing good endurance allows the young athlete to tolerate an increased amount of exercise stimulus in the future and this alone is the key point. Do not become pre-occupied with immediate effects. Like any other aspect of athletic development, endurance training is part of a continual, multi-tiered effort.

Developmentally speaking, from the ages of 3 to 7, general endurance increases due to the typical activity level of kids in this age range (which has become a crucial issue of our time - kids do not 'play' as much as they used to, and this fact has a potentially damaging effect on their future athletic abilities and conditioning). For young males, endurance increases are best seen between the ages of 8 to 11 and then again between 15 and 16. For young females, increases are shown best between the ages of 8 to 10. After the age of 13, endurance capabilities of young women stagnate and actually regress. These numbers illustrate that the young female sensitive period for endurance development is shorter than it is with young males. Because of this, young females should begin their endurance training at a younger age than should young males.

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Training Programs

There are several key points to remember when designing endurance-based training programs for young athletes. The most crucial aspect is to always start with a broad aerobic base. This will serve to raise the anaerobic threshold of the young athlete (delay needing to use anaerobic sources of energy during activity) and allow them to tolerate increased loads in the future. Begin this aerobic-base phase however, with low to moderate volumes. Children, although physiologically more fit than the average adult, still must begin their training programs gradually, working up to longer durations and higher intensities. As typical with the entire athletic development science, it is advisable that you alter the stimulus of endurance training you do with young athletes. Think in terms of seasonal activities. In the summer, enjoy swimming; in the autumn, change to hiking or cycling; in the winter, offer stimulus such as snow-shoeing or cross country skiing.

Notice how the suggestions are movement based activities and NOT going to the gym to run on a treadmill! In our fixation for 'the perfect body', it seems we have forgotten how important movement and coordination-based activities are for young athletes. Do not train kids on single function pieces of fitness equipment. Understand that there is a definitive crossover with all exercise stimulus and young athletes. Yes... snow-shoeing is a perfect endurance building exercise for young athletes, but it also involves coordination and skill - IDEAL for the young, developing athlete.

Training Loads

Another key factor is training load increases. Coaches, parents and trainers must remember that increases in volume or duration must precede increases in intensity. In short, make things longer before you make them harder. Lastly, wonderful progress can be made by altering the surface the young athlete is performing their endurance training on. For instance, if you are incorporating long walks or jogs into your training program, switch the training surface periodically to add variety and improve progress; sand, shallow water, forest trails, pool. Quick point of reference - by jogging or walking on sand, forest trails or shallow water, you will also add to lower compartment strength and stability. Ankle proprioceptors, picking up varying degrees of balance-point change, will become stronger and more efficient.

Article Reference

This article, written by Brian Grasso, appeared in Issue 16 of the Successful Coaching Newsletter.