



COACHES ASSOCIATION Newsletter

MARCH 2004

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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."

Hi all,

It looks like Spring is right around the corner, and with that comes a busy time for community-based programs as everyone moves outdoors for the next few months.

As many of you are aware, the NCCP is still in a transition phase. Level 1 and 2 Theory clinics are no longer being offered, but have been replaced by: **Introduction to Competition – Part A and Part B**. Coaches who have taken Level 1 Theory and want to continue on with their coaching education are encouraged to take Part B. If it has been a long time since you took a coaching course, you may consider taking both Part A and B. The material has been updated and the format of the clinics is problem-solving based as opposed to strictly lecture-based. If you require more information on the new NCCP program in this time of transition, please visit the Coaching Association of Canada website at: www.coach.ca/e/nccp/index.htm. The website will continue to be updated as more sports get further along in the transition.

The Coaches Association of Saskatchewan's Annual General Meeting is scheduled for Saturday, May 8th at the Best Western INN in Saskatoon from 12:30-1:30. The annual report, budget, and elections will be held at this time. An agenda is on Page 2 of this newsletter.

Have a great spring!

Yours in coaching,
John Neufeld

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CAS
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*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, May 8th, 2004
Best Western Hotel, Saskatoon
12:30 – 1:30pm

1. Call to Order
2. Approval of Agenda
3. Approval of the Annual General Meeting Minutes of May 10, 2003
4. Business arising from Minutes of 2003 AGM
5. Financial Reports
 - a) Approval of the Financial Statements for 2003/2004
 - b) Approval of the Auditor – HVB Chartered Accountants Prof Corp.
 - c) Approval of the 2004/2005 Budget
6. Reports
7. Election of Officers
 - a) Vice - President
 - b) 1 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---



PRE-REGISTRATION ONLY:
email mdezell@sasksport.sk.ca
or call Michelle Dezell @
(306) 975-0861

➔ Preparing For Your Career Workshop

April Session: The Discussion Phase-Interviewing & Networking

The most difficult and under-prepared part of career development is the interview, and in this final session, individuals will identify and practice interviewing techniques and skills that will develop self-confidence. Role play, observation and feedback will form the major portion of this session-a great preparation for the real thing.

SASKATOON

Date: April 27
Time: 6:30 - 8:30 p.m.
Location: Sask Sport Inc. 510 Cynthia St.

REGINA

Date: April 28
Time: 6:30 - 8:30 p.m.
Location: Ramada Hotel, 1818 Vic. Ave.

*All costs covered by the Canadian Sport Centre, Saskatchewan
*Available to all Coaches and CSCS Athletes, Provincial Team Athletes

➔ Team Sport Speakers Bureau

The Team Sport Speakers Bureau provides groups with the opportunity to hear provincial, national and world-class athletes, coaches and administrators share their message on various topics. These topics include setting and achieving goals, the importance of sport and teamwork, the importance of sport and education, what sport has done for me, and what it takes to be a high performance athlete. This program has been developed for school-aged children, but can be modified for non-school settings.



For more information on the program or to inquire about booking a speaker, contact the Canadian Sport Centre – Saskatchewan at (306) 975-0861 in Saskatoon or toll free at 1-866-727-5272

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Saskatchewan Sports Net

Looking for the latest news in amateur sport in Saskatchewan? Want to find coaches and athlete resources? How about ways to make donations to amateur sport? You'll find information on all this and more on the Saskatchewan Sports Net. The website, www.sasksport.sk.ca is maintained by Sask Sport Inc. The website contains links to sport and service clubs in the province; athlete services, high performance development including the Canadian Sport Centre Saskatchewan, coaching resources, organizational development, sport events, fundraising development, sponsorship opportunities, benefits of sport messages, Sask Sport Inc. awards programs, and much more.

NCCP COURSES 2004

ZONE 1 Angela Lees SOUTH EAST SASK ASSOCIATION for Culture, Recreation & Sport
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 Zone Coordinator REGINA SPORT COUNCIL
Phone: 780-9274 / Fax: 781-6021
Email: reginasportscouncil@sasktel.net
Website: www.reginasportscouncil.com

- § INTRODUCTION TO COMPETITION - Part A
Regina April 24 & 25
 - § INTRODUCTION TO COMPETITION - Part B
Regina April 6, 7, 13, 14
Regina June 5 & 6
-

ZONE 3 Dwinell Stevenson Phone: 297-3217 / Fax: 297-3218
Email: zone3@sasktel.net Website: sasksport.sk.ca/zone3.html

- § INTRODUCTION TO COMPETITION - Part A
Call for dates
 - § INTRODUCTION TO COMPETITION - Part B
Call for dates
-

ZONE 4 Crystal Gellner 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 Paul Litzenberger Phone: 554-2414 / Fax: 554-2412
Email: zone5@sasktel.net

- § INTRODUCTION TO COMPETITION - Part A
Call for dates
- § INTRODUCTION TO COMPETITION - Part B
Call for dates

NCCP COURSES 2004

ZONE 6 Lorelei Ehman SASKATOON SPORTS COUNCIL
 Phone: 975-0830 / Fax: 242-8007
 Email: saskatoonsportscouncil@shaw.ca
 Website: www.saskatoonsportscouncil.ca

- š INTRODUCTION TO COMPETITION - Part A
 Saskatoon March 26-27
 Saskatoon April 23-24
 Saskatoon May 3-4-10
 Saskatoon May 14 & 15
- š INTRODUCTION TO COMPETITION - Part B
 Saskatoon June 12-13
-

ZONE 7 Tonia Logan Phone: 446-6770 / Fax: 446-7172
 Email: zone7@sasktel.net Website: www.zone7sportcouncil.com

- š INTRODUCTION TO COMPETITION - Part A
 Sweet Grass First Nations March 26-27
- š 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

- š INTRODUCTION TO COMPETITION - Part A
 Prince Albert April 2-3
 Tisdale April 23-24
- š INTRODUCTION TO COMPETITION - Part B
 Prince Albert March 26-27
 Prince Albert May 7-8
-

ZONE 9 Kerry Bailey Northern Recreation Coordinating Committee
 Phone: 425-3127 / Fax: 425-4036
 Email: kbailey@nrcc.sk.ca Website: www.nrcc.sk.ca

- š INTRODUCTION TO COMPETITION - Part A
 Call for dates
- š INTRODUCTION TO COMPETITION - Part B
 Canoe Lake March 27-28
-

LEVEL 3 – REGINA

April 2, 3, 4 & April 17 & 18; University of Regina
 Course is held over two weekends
 For information, contact Don Clark @ 586-8227
 or email don.clark@sasktel.net

LEVEL 3 – SASKATOON

April 16, 17, 18 & April 30-May1 & 2
 Course is held over two weekends
 For information, contact Michelle Androsoff @ 665-1869
 or email 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 first of a four-part series, the focus is on developmental characteristics of the Under-6.

è *Developmental Characteristics of Under-6 Players* ç

€ *Physical Characteristics*

The physiological differences between boys and girls, as they relate to athletic performance, are minimal at this age. Players' heights will range from 35 to 37 inches and their weights from 30 to 35 pounds. Due to these and other basic similarities, boys and girls may participate together in a variety of activities and games. At this age, children also experience different growth rates in different body areas, making coordinated movement patterns difficult to perform and skill acquisition more challenging.

Another common characteristic among children in this age group is the tendency to become easily fatigued. Children under six years tend to go all out and fatigue quite rapidly, although they are also very quick to recover.

Balance - Walking becomes more refined and running is developed in boys and girls aged 6 years and under; however, their balance is still quite underdeveloped. Some kids are able to balance on their dominant foot, but many are unable to balance on their non-dominant foot. At this age, children are still prone to falling or tripping, but they are usually unfazed by such mishaps; they simply get back on their feet and continue with the activity.

Many athletes have a set of activities that they perform before practicing or competing. Some listen to music, do visualization, go to a quiet place to review their race plan, or think of key words. For some athletes, carbohydrate loading or other dietary modifications provide a psychological advantage to help them feel 'ready' a few days before the competition. One of the best ways to see what works best for an athlete is to try new and different things. It is also vital to keep a journal record of good and bad competition days. Try to repeat the activities that led up to the good days and learn from the mistakes of the bad days.

Coordination - Motor development begins at the head and moves down toward the feet. It moves from the center of the body outward. Therefore, activities that demand coordinated movement patterns from the extremities (hands and feet) are acquired at the end of this motor development stage. The U6 players' physical coordination is immature, and their eye-hand and/or eye-foot coordination is not fully formed. To help them develop fundamental movement skills, work on the basic manipulative skills of throwing, catching, striking, and kicking.

Agility- Children this young do not have good control over their ability to stop, start, or change direction with speed and efficiency. Consequently their agility is not well developed. Skills and activities should emphasize fundamental movement skills in order to help children improve their agility. Allowing children to experiment with loco-motor skills such as walking, running, leaping, jumping, and hopping should help to develop agility.



, Mental Development

Information Processing - Children in the U6 group are in Piaget's Preoperational stage, and they use movement activities to make discoveries about themselves and their environment. Children are able to form mental representations of objects and events, yet they are unable to sort out information using logical operations.

Although at this age children respond best to free play, they will need some instruction and rules as well. Because children at this age have very short attention spans, and are only able to process small bits of information at one time, coaches should provide short, clear instructions—long sequential instructions are not processed. When introducing rules, make sure they are simple and appropriate to the developmental stage of the group.

Children have an immature understanding of time and space relationships, and they are just beginning to use symbols to represent objects in their environment.

Decision Making - The decision making process of young children is not very complex. Decisions are often made based on immediate need and are often basic reactions to the stimuli in their environment. Because of their inability to process large amounts of information, children in this age group concentrate on only one task at a time when problem solving. Also, children in this age group gain much personal satisfaction by repeating activities that they know they can perform well. This desire for success through repetition can be met by allowing children to choose the activities they perform.

Creativity - Children at this age are extremely creative and should be provided with the equipment and activities that will promote continuous creativity. Children in the U6 group are constantly in motion and always looking for new ways to express themselves. They enjoy exploring what their bodies are able to do, and as a result they are able to create a number of new and dynamic movement patterns. This creativity is enhanced by the high degree of imagination and "pretend" activities incorporated into their play. By nature, these children are curious and should be given the opportunity to explore and experiment. Activities that children at this age enjoy include running, jumping, rolling, and climbing.

f Social Development



Individual - Children in the U6 group use movement to develop self-concept, body awareness, and self-image. To help foster and accelerate positive growth, these children require generous praise. They are very eager to learn and succeed, and will continue to attempt movements until they are successful. They are easily bruised psychologically; therefore, negative external feedback should be avoided. Instead of letting young children know what they did incorrectly, it is much more productive to give praise for each of their accomplishments. Children at this age respond best to free play, where they are able to create the goals and limitations for their activities. They must be able to play without pressure and explore their own body and its ability to move.

Group - Children in this age category are quite egocentric. They see the world only from their perspective. They are concerned with "me, my, and mine," rather than "you, them, or us." This may often be observed when watching a group of 5- or 6-year olds playing. Although they may be participating in the same activity, and/or using the same equipment in a relatively small environment, they are often playing their own game. This is called parallel play. They may be able to verbalize the word team, but often do not understand group or collective play. They are more interested with their own actions and have little or no concern for team activities.

Fatigue

Fatigue is defined as weariness from bodily or mental exertion. In an even more technical sense, fatigue is the temporary irritability or stress of organs, tissues, or cells after exertion or stimulation. In simpler terms, fatigue is when your body is tired from excessive exercise. Fatigue can be both mental and physical in nature and often they are independent.

Fatigue often plays a vital role in performance (athletic or not), and yet it is probably one of the least talked-about topics in regards to doing something proactive to improve performance. We regularly hear about confidence or motivation or changing a game plan, but when was the last time you heard (or did) something about how to handle fatigue to improve performance? And if fatigue is mentioned, it is often done so as an "after-the-fact" reason for poor performance with nothing done in the future to make sure it doesn't happen again.

Fatigue is both mental and physical in nature, and many times one has a direct relation on the other. It is common for athletes who have over-exerted themselves (through over-training or successive competitions) to start making mental errors in subsequent competitions because quite simply they don't have the mental capacity they normally do. Their brains (without going into the scientific details) physiologically don't have the functioning ability they normally do. Likewise, it is also common for athletes who are under heavy mental stress (family, money, media, etc.) to perform their mechanics poorly (even on skills they have been doing for years). Because their bodies have used up so much energy on mental functions, their energy-related abilities (coordination, timing, pressure i.e. how tight to hold the ball, etc.) are not what they would be under normal circumstances.

In either of the situations described above, mental or physical fatigue, the

results often look the same: poor performance. But understanding why that performance is poor (is it mental or physical fatigue or something totally unrelated?) is a key to getting back on the right track. Therefore, the key to understanding and handling fatigue is two-fold:

1. You must be able to recognize fatigue (and distinguish it from lack of motivation, incompetence, nervousness, etc.) and determine if the root is mental or physical or possibly both.
2. You must be pro-active, not reactive, to eliminate potential poor performances before they have a chance to occur again.

Being Pro-Active Against Fatigue

Once you have determined the reason for poor performance is mental or physical fatigue or both, you must do something about it to prevent future reoccurrences. Physical fatigue is primarily caused by a low energy level either going into the competition or as a result of over-exerting oneself early in the competition (i.e. first quarter). Mental fatigue is caused by using up too much energy or emotion previous to or during the event. The good news is that because they (mental and physical fatigue) are interdependent, you can often improve both mental and physical fatigue. They should be thought of not as specific one-to-one "cures," but rather ideas to ensure a fresh, sharp athlete in all respects. They are grouped under "Emotion" and "Energy Level," the two most influential aspects of fatigue.

Emotion

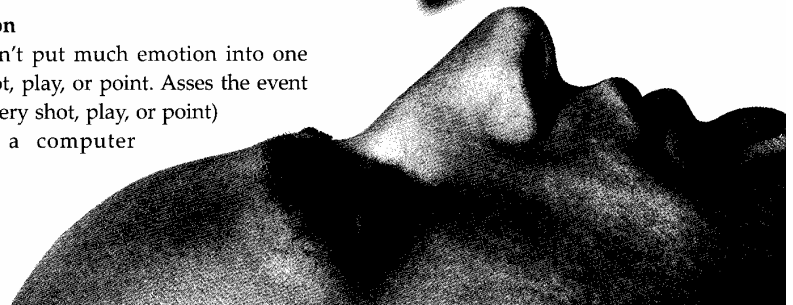
- 1) Don't put much emotion into one shot, play, or point. Assess the event (every shot, play, or point) as a computer

would to reduce emotion and conserve energy.

- 2) Remember that one play, point, shot, or score doesn't give or take away momentum unless you let it. Treat all with the same emotion- low key-focus on staying level.
- 3) Remember that "It's hard to rock a boat with an even keel"- if you don't get too high with good results or too low with bad results early on, you'll be able to continue making good results as the competition gets closer to the end. If you save emotion while you are playing, you can use it to celebrate after you win!

Energy

- 1) Get your energy level as high as possible before playing (with sleep, diet, rest, etc.). If you are not energized before the competition, there is no way to be energized during the competition.
- 2) You want to use your energy all up but not before you finish. Don't "leave any in the tank." You should be drained after a great performance.
- 3) With #2 said, you don't want to use up energy foolishly. Don't waste energy early in competition by losing your composure or getting too emotional. It will cost you later.
- 4) Your body's energy is like that of a rechargeable battery. Too many surges early on and it will short itself out, and if not recharged properly, it will never deliver maximum performance.



HONOR THE GAME SCRIPT...

AN EXCERPT FROM POSITIVECOACHING.ORG

Here is an example from a soccer coach's practice

I love the game of soccer, and I hope you do too. Soccer has a long history and is the most played sport in the world. A lot of great things happen on the soccer field. I feel that it is an honor to be involved in the sport. That's why I want to talk to you about "Honoring the Game". Now, I am sure many of you have had parents or coaches talk to you about sportsmanship, or what it means to be a "good sport." What does it mean to you to be a good sport? (Answers may include "play fair," "don't cheat" etc.) Sportsmanship is important, but in order to get the most out of this soccer season, I want you to honor the game. We say that Honoring the Game goes to the ROOTS of the matter: R-O-O-T-S. Each letter in ROOTS stands for an important part of soccer that we must respect. The R stands for Rules. The first O is for Opponents. The next O is for Officials. T is for Teammates, and the S is for Self.

R is for Rules

The rules of soccer are what allow us to keep the game fair. Respect for the rules is important, even when it's possible to break them without getting caught. I want you to play by the rules, even if you think you won't get caught if you break them. Breaking the rules dishonors the game, even if it means that we win.

O is for Opponents

Without opponents, we could have no game. A good opponent makes us do our best. Sometimes your opponents are friends of yours. I want you to respect your opponents, and remember they are out there to have fun just like us. I want you to try your hardest to win, not because you hate your opponent, but because you want to play your best. I promise that I will show respect for opposing coaches and teams, and I expect you to do the same.

O is for Officials

It is very important to respect officials. Often, this can be the most difficult part of Honoring the Game, so we need to remember to keep it as a focus when we play. Officials have been selected and trained to enforce rules, and they have a very hard job. Without the officials, the game would be unsafe and unfair. Officials are not perfect (just like coaches, athletes and parents!) and sometimes make mistakes. However, there is no excuse for treating officials with disrespect when they make errors. I want you to show respect for officials, even when you disagree with the call. I promise to do the same thing.

T is for Teammates

A big part of soccer is the team. Being with your teammates should be fun. Later in life, you will often be part of a team, and it is important to learn to work together. I hope you feel a commitment to each other as teammates and that you will agree to always play as hard as you can in practice and in games. Please encourage and support each other on and off the playing field.

S is for Self

Some people only Honor the Game when their opponents do, but I want us to Honor the Game no matter what the other team or its fans do. I want us to be the kind of team that Honors the Game even when others do not because we set our own personal standards. And we live up to them no matter what. We have respect for ourselves and would never do anything to dishonor the game.

So what do we mean when we say that Honoring the Game goes to the ROOTS of the matter? Respect for : Rules, Opponents, Officials, Teammates, and Self. If you do these five things, you are Honoring the Game. You and your teammates will get the most out of our season, and you will join the great tradition that is soccer. Now let's Honor the Game starting right now at this practice, especially when we scrimmage.

Injury Prevention – Protective Equipment

Most organizers in contact sports recognize the importance of properly fitting, safety-approved equipment. One size does not fit all. Poorly fitting or poorly maintained equipment can lead to injuries. For example, football helmets that are cracked, ill-fitting baseball helmets, and poorly maintained ski bindings can easily contribute to injuries.

Athletes should be prohibited from using damaged, defective or excessively worn equipment. Furthermore, protective equipment must be properly fitted, be of good quality, and be cleaned, checked, and serviced on a regular basis. Most sporting-goods retailers have trained staff available to provide assistance when selecting and fitting specialized equipment.

Mouth Guards

Mouth guards are recommended for most contact and collision sports. Sports such as football, soccer, hockey, rugby, field hockey, and boxing are a few examples of activities where the athletes are at a high risk for dental injuries. Mouth guards distribute the force of a blow to all the teeth rather than having it localized at the point of contact. They will also help absorb blows to the chin, and some studies have shown that they actually lessen the force absorbed by the brain when a collision occurs.

A properly fitted mouth guard should be molded to fit the individual. It should fit tightly without discomfort, and not restrict breathing nor impede speech. The mouthpiece should fit over all of the top teeth as far back as the last molar.

Mouth guards can be purchased at local sporting goods stores or pharmacies. Off-the-shelf mouth guards are inexpensive, but they tend to fit poorly and interfere with speech. Mouth-formed guards provide a better fit because they are initially immersed in boiling water, and then molded to an individual's teeth. Custom-made guards, which are available from a dentist, are more expensive, but usually provide the most comfortable fit.

Eye Protection

Athletes involved in sports where their eyes are at risk of injury from fast-moving projectiles, sticks or rackets should wear eye protection at all times. Risk-prone sports include hockey, squash, racket ball, field hockey, lacrosse, and baseball. There may also be risks in other sports that require the attention of coaches.

Players and athletes who wear corrective glasses should never rely on them as eye protection; this is especially the case with high-risk activities. Corrective lenses can be incorporated into protective eyewear that will better withstand the rigors of sports.

Contact lenses also pose some unique problems. Hard lenses can potentially break in the eye and it is not recommended that this type of lens be worn while playing sports. It should be noted that most athletes consider eye protection a hindrance, and they must be persuaded to protect themselves appropriately.

Articles on this page and the next are excerpted from the "Sports First Aid" CD-ROM title, developed in conjunction with **Sport Medicine Council of British Columbia**. A comprehensive article database detailing a variety of first-aid procedures, as well as providing information on many common sport injury types (description, signs and symptoms, on site management, and prevention info), is available in this solid program for players, coaches and trainer

Injury Prevention – Footwear & Clothing

Wearing shoes that provide proper fit can substantially reduce an athlete's risk of injury. During sport activity, the stresses placed on the feet demand more than the minimum support offered by low-quality shoes. Buying expensive shoes, however, does not always mean that they will be the best shoes for a particular player or situation. The optimal shoes for an athlete must be well suited to the demands of the specific sport or activity. A basketball shoe, for example, will not make a good running or track shoe because of differences in its construction materials, weight, and overall design.

Specialty sporting goods stores usually hire trained personnel to assist in selecting the right type of shoe, as well as to ensure proper fit for all kinds of players and sports.

When selecting an athletic shoe, consideration should be paid to the requirements of the sport, the surface on which the shoe will be used, as well as the anatomy and injury history of the particular player's foot. High-cut shoes, for example, can provide additional support for a player's unstable ankle.

When fitting shoes, athletes should try to duplicate the same conditions they will encounter when playing their sport. If two pairs of socks are typically worn during play, make sure that two pairs are also worn when trying the shoes on. Another good tip is to buy shoes late in the day, since one's feet tend to expand as the day goes by, which can affect the fit of a shoe.

These days, most sport shoes are a significant financial investment. It is important, therefore, to look after them properly. When shoes get wet, they should be dried adequately before being worn again. Putting them near a radiator or in a clothes dryer, however, will likely affect the fit of the shoe and drastically reduce the shoe's lifespan.

Just as selecting the right shoe is critical, wearing appropriate clothing for a given sport is also important. Clothing should be selected to suit the specific activity and different environmental conditions that a player is likely to face. Layering gives you flexibility as you can add or remove a layer to stay comfortable. If the athlete is performing in cold weather, synthetic products, such as polypropylene, worn next to the skin will "wick" sweat away from the body. The wicking layer should be covered with an additional layer of synthetic fleece or wool, followed by a windbreaker jacket and pants, as these are highly effective for reducing the chance of hypothermia. If conditions are cold or wet, wearing a hat and gloves will help players to retain body heat.

In hot and/or humid conditions, athletes should wear light-coloured, loose-fitting, cotton clothing and a light mesh hat to allow for adequate evaporation of sweat from the body. The colour is important because light colours, such as white or yellow, absorb much less heat and sunlight than dark colours, such as black or red.

Always ensure that uniforms are properly washed between games. Clothing stored in gym bags or lockers, and not cleaned regularly, will become a hazard for bacteria and fungi growth.

Finally, NEVER allow athletes to wear jewellery when participating in sports. Athletes MUST refrain from wearing jewellery such as rings, necklaces, earrings and other piercings to ensure their safety and that of other players.

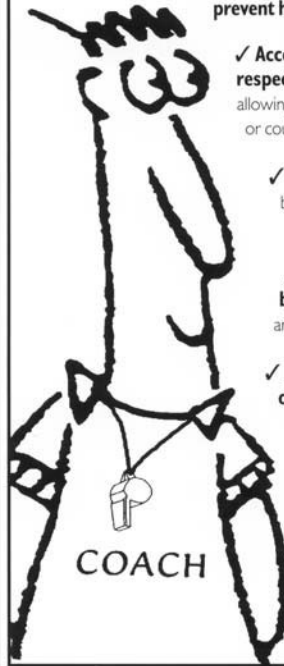
Required equipment and clothing should be of good quality and appropriate for the sport. It must be properly fitted and well-maintained to provide comfort, safety, and good wear. These three basic elements will also go a long way toward providing athletes with the gear that they need to put forward a winning performance.

Keep Sport

HEALTHY, SAFE & FUN!

As a general rule, harassment can be considered a comment, conduct, or gesture directed toward an individual or group which is insulting, intimidating, humiliating, malicious, degrading or offensive.

If you're a **COACH OR VOLUNTEER**, you can help prevent harassment.



- ✓ **Accept your obligation to ensure a safe and respectful sport environment** by not engaging in, allowing, condoning, or ignoring behaviour which constitutes or could be perceived as harassment.
- ✓ **Establish open and honest communication** between all parties involved, including parents, athletes, managers and volunteers.
- ✓ **Be prepared to look critically at your own behaviour**, accept feedback without being defensive, and change if needed.
- ✓ **Don't view screening procedures, policy or training as a threat to your character**, but rather as an opportunity to learn and to work towards a safer and healthier sporting environment for everyone.

SPORT
IT'S MORE THAN A GAME™
1-800-319-GAME
[HTTP://WWW.SASKSPORT.SK.CA](http://www.sasksport.sk.ca)

KIDS HELP PHONE
JUNESSE, SECOURS

1-800-668-6868

A PUBLIC SERVICE ANNOUNCEMENT FROM THE MEMBERSHIP OF:

SASK SPORT INC
A Federation of Provincial Sport Governing Bodies

