

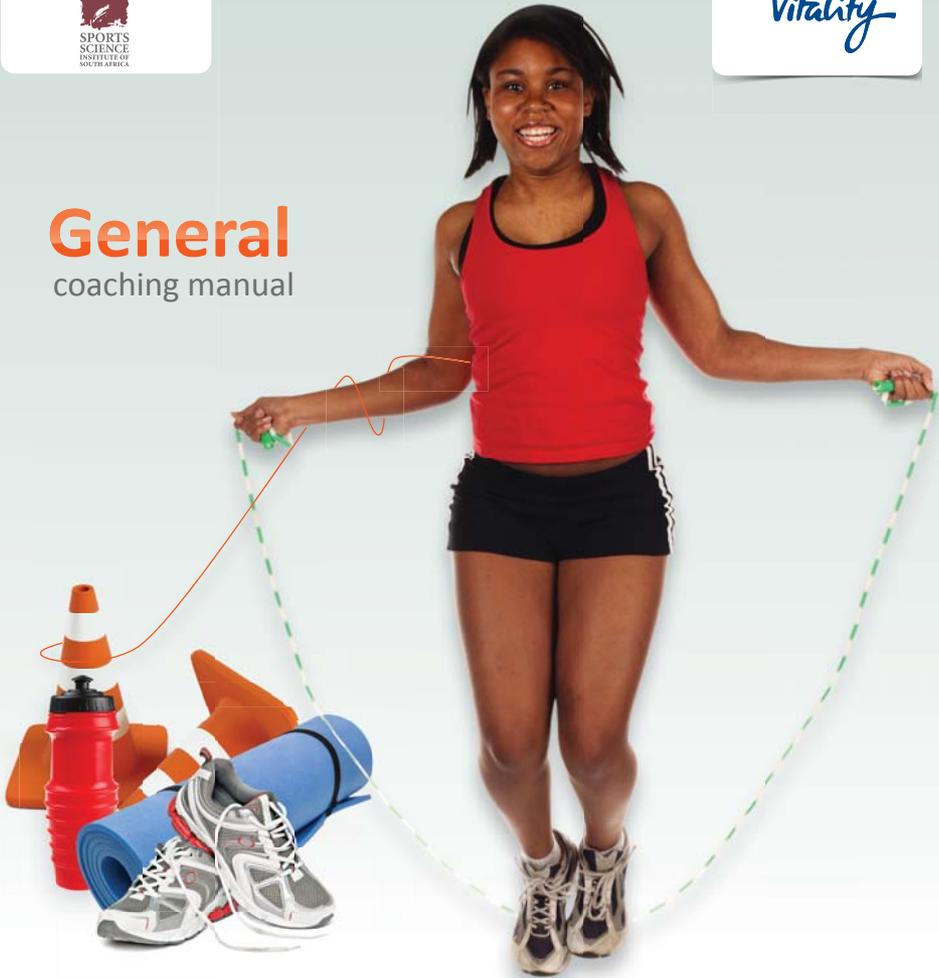


SPORTS
SCIENCE
INSTITUTE OF
SOUTH AFRICA



General

coaching manual



Primary

school

General

coaching manual contents



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Foreword

General
coaching manual



Professor Tim Noakes

The goal of coaching is to first change a single life and then, through that single life, many other lives. So, it may be that the best remembered coaches of our youth achieved this by ignoring our multiple weaknesses, identifying our peculiar strengths and challenging us to deliver to our full potential. They were never satisfied with what we considered to be our best. They always knew that we aim too low; that we can usually do better. And they were satisfied only when we were finally and forever on that path to the more complete person they knew each of us must become.

The impact of a coach

When I spent a year at a high school in the United States in 1968, it brought me into contact with teachers whose primary obligation was coaching sport. From them I learned of the vast culture of sports coaching that exists in that country – from primary school to the absolute pinnacle of the profession in any sport in the world, the United States National Football (Gridiron) League.

41 years later I now finally know this truth: That being coached properly to play a sport has little to do with learning how to play that specific sport. Rather it has everything to do with discovering, accepting and valuing ourselves, those with whom we play and those who make our play possible. When we acquire this more complete personal knowledge, we can begin to build better families, stronger communities and ultimately a greater nation. Really successful American coaches do not judge the success of their teams on their win or loss records. Rather, they determine their value from the contribution the individuals in their teams make to their families, communities and nation in the course of their lives.



Moving the goalposts for South Africa's coaches

When I began working with Discovery Vitality in the first year of this new millennium, I had no idea of the visionary leadership that directs this company. I had yet to learn that this company is founded on the belief that it can change South Africa; that it can make a difference to the health and wellbeing of every South African. But once I understood the true nature of the company, I was determined to act as their own sports coach. And so to challenge them to achieve the impossible for South Africa.

Their task, I suggested, should be two-fold. First, the purpose of their interventions in children should be to produce the nation with the fittest children by the year 2020. To do this they would need to develop the same access to ethical sport coaching for South African children that I had experienced in the United States – the second goal.

We wish to change our nation's children by instilling in them the desire to be more active, not just now but for all their lives.

We aim to achieve this by teaching each child a competence in and passion for at least one sport. This we will do by building a sports coaching culture for our children. Our goal will be to provide the information to develop skilled coaches who truly understand that coaching is not just about teaching the basics of a sport. It is too important for that.

So we want our coaches to share our greater belief: that when properly coached, sport, like education, is the strongest agent we have for producing the self-knowledge that our children (and indeed all of us) need to build the greater nation that our astonishing country and its remarkable people deserve.

And when proper coaching has given our children that self-knowledge, they can then become not just the fittest in the world but, for some, the champions of the world in their chosen sports.

Taking up the challenge

There is much to be done and no time to lose! Let us begin the task certain that by 2020 we will have changed the landscape of South African sport by challenging all our children and their coaches to become the best they can be. Not just now, but forever.

Professor Tim Noakes OMS, MD, DSc

Discovery Health Professor of Exercise and Sports Science at the University of Cape Town and Sports Science Institute of South Africa.



Introduction to the General coaching manual

As a coach, you hold the key to unlocking a world of opportunity for the children you work with. You have the chance to change their lives by encouraging an active lifestyle that they can carry through and enjoy into old age.

This manual is intended to provide you with the general guidelines for coaching sports, as well as introduce you to the Junior sports coaching manuals that show you how to coach specific skills for your sport. While these skills are important for sports participation, they also form the next step in the progression towards making our children healthier and fitter for life.

We wish you well on your journey towards getting kids active through sports. We hope you learn much and enjoy the process.

The importance of getting kids active through sport

Let's start off by explaining just how important your role as coach is by looking at the benefits of physical activity through sports participation.

Children that are physically active are healthier, stronger and have higher self-esteem than those that aren't. They are more motivated, productive and open to learning the values of teamwork, social interaction and discipline. As a coach, you have the opportunity to contribute to every single one of these benefits, impacting not only on the child's physical wellbeing, but also on their academic, psychological, social and emotional development.

Sports are a wonderful way for children to enjoy getting physically active and healthy, and may involve a lifelong participation in the sport of their choice. However, children that lack basic movement skills will lack the confidence to get involved in play. That's why we have incorporated the Long-term Participant Development model (LTPD) into our programme. LTPD supposes that just as children learn to read or write, so they learn the skills to participate successfully in physical activities and sport. Therefore, we tailor our sports programme according to children's developmental ages (cognitive, emotional, physical and mental) so that coaches can help children learn physical literacy skills at a pace that meets their needs, rather than forcing them to do activities they are not yet ready to perform.

We believe that this method of teaching physical activity and sports will give learners more confidence and more of a chance at staying physically active throughout their lives. This will make your role as coach easier as children will really look forward to your practices knowing that they have the skills and ability to play well.

Physical literacy leads to an active life



The Physical activity skills manuals aim to teach the fundamental movement skills. The Junior sports coaching manuals teach the fundamental sports skills.



Your role as coach

Your primary role as a sports coach is to teach sports-specific skills and the rules of the game. The Junior sports coaching manuals will provide you with a broader knowledge of the rules for your specific sport, as well as the skills required and how to teach these in a fun and easy-to-follow way. It is then up to you, as coach, to use your creativity and imagination to adapt and apply this information to suit the personalities and needs of the children you teach.

Your role is also to provide a safe and enjoyable environment for children to play sport in. For the children you coach, you should lay the foundation for healthy living and an active lifestyle that can be carried through into adulthood. On the following page, you will find a table that summarises your role as coach.

A - F principles to help you manage your team successfully

	Coach	Children
Attitude	You must take the initiative, plan the practices and make sure all children get maximum benefit from playing the sport. The team's attitude is always a reflection of your own, so lead by example with an attitude you'd like the players to demonstrate. Build up, never break down.	Enjoyment and enthusiasm are the key attitudes for young children participating in sport. So practices and activities should be fun, challenging and stimulating.
Balance	Sport is a vital part of a child's development, but it should never become the sole focus. As the coach, your role is to provide balance in your own approach to the game. This means balance between practice and matches, between enjoyment and hard work, and between the child's sport and their school work.	Children who play sport are better balanced; that is, they have fewer social problems and even perform better in their school work. This is especially true if they approach sport in a balanced manner. You should encourage them to do a wide range of activities and sports, and never limit themselves to only one.
Communication	Always communicate your objectives and expectations clearly, fairly and understandably. Be open to listening to the advice of others and to your team's needs.	Encourage team members to ask questions, to engage actively while learning, and to speak openly with team mates in a clear, respectful manner.
Discipline	Always ensure that practices are well planned and thought through. Make sure that all the required equipment is available, that you arrive on time, and that you are positive and disciplined in your approach to every drill and session.	Disciplined training produces the greatest rewards. Team members should always be on time for training, attend all practices and matches, and obey all your instructions.
Enjoyment	Enjoy coaching! It is an opportunity for you to get involved in a sport and invest in the lives of young people, exposing them to the benefits of activity, sport and teamwork. Your enjoyment will rub off on the children.	Create a relaxed but exciting learning atmosphere. Make sport enjoyable for children and encourage them to play for fun rather than to win.
Fair play	Treat all team members equally and never show favouritism to any individuals or groups. Prepare and play within the rules of the game and competition, and respect the referee's authority at all times.	Encourage children to play hard, but fair. They should stick to the rules of the game and always respect team mates and opponents.



Coaching tips

Every team you coach will be different, so it is up to you to discover what motivates and challenges your players and what techniques you can use to get the most out of practices.

That said, there are some important aspects of successful coaching that can be applied to all teams. Regardless of your team's personality, these tips will make coaching more rewarding for you and the children you teach.

- Teach players from the start that when you call them, **they must immediately gather around you**
- **Be seen.** Stand so that you can see the players and they can see you. Avoid standing in the middle of a circle or in a position where there are players behind you. **Make sure players are not looking into the sun when facing you.** It is better that you face the sun and that players face you
- **Be heard.** Be clear. Your explanations should be short and to the point
- **Use your whistle correctly.** Right from the beginning, teach players to respect the meaning of the whistle – THE WHISTLE MEANS START or STOP. Use verbal commands ('Go!, Turn!'), and use the whistle only when you want players to start or stop
- **Listen.** Listen attentively and maintain eye contact if a player is talking to you. Active listening helps you gather more information. Non-verbal gestures are also useful (for example nodding your head to show you understand)
- **Don't talk too much.** Rather demonstrate and do. Children are the world's best imitators, so give them five or six good demonstrations and then let them try it
- Make your demonstrations **short, precise and high quality.** Don't waste time explaining in too much detail what players should do
- Make sure the **drills you use are not boring or too difficult** because children can quickly become discouraged, frustrated or bored
- Give **positive feedback.** Positive reinforcement for a job well done is the best way to ensure that players enjoy training and continue to improve.

Remember to refer to the Junior sports coaching manuals to gather crucial coaching tips and advice for your particular sport. In these manuals you will find tips on how to prevent injury, what safety equipment is essential, how to keep children active and keep them enjoying themselves while also learning key skills, easy ways to evaluate and make sure players have mastered these skills, etc.

This will result in everyone having an equally great time.

While carrying out your practices and following these tips, there is another important task for you as coach – you need to be able to manage parents. This can be tough, but below we provide advice on the best ways to go about it.

Managing parents

One of the most challenging aspects of coaching can be managing parents. The role parents choose to play in their child's sporting development can vary – some are disinterested, others maintain a healthy, balanced level of involvement while others become over-involved. It is this third group that you need to be most aware of.

Often these parents will put pressure on their children to perform and win, going against what you are trying to achieve as a coach. This pressure can range from subtle to obvious. Subtle pressure includes shouting instructions from the sidelines, which can very easily override your own message.

Encouragement is a good thing of course, but only if it's positive. As the coach, you should prevent any talking down to players, use of negative phrases and sarcastic undertones, and stop anyone being too forceful and pressurising towards children (including yourself).

More direct or obvious pressure shows itself when parents become angry at the outcome of a match, or when they adopt a 'win-at-all-costs' mentality. It is important to stamp this out early because a child with an overbearing and competitive parent won't enjoy sport.

How to manage pressurising parents

For you to be a successful coach, you need to be aware of these possibilities and take steps to:

- Prevent them from happening
- Address them if they do happen so that the child is not caught in the middle of a destructive argument and the pressure to perform.

Communicate your goals

As always, prevention is the better option, so you should be proactive in your management of parents. Try open communication with them from the very first session and lay out your own vision and values for your players.

Communicate with parents and explain your goals to them – namely that children find enjoyment in developing crucial skills and are motivated to participate in sports throughout their lives and that you consider this more important than winning. Also, lead by example.

Gain support from senior staff

If you find a situation where a child is unhappy because of parental pressure, you must address this for the benefit of the child. How it's addressed depends on the situation, but may involve speaking to the parent or gaining the support of a senior staff member at the school where you are coaching. Be sensitive but assertive in addressing the issue.

Develop a code of conduct

It is helpful to draw up a code of conduct that informs parents and players what is expected of them during practices and matches. Below is an example of a code of conduct you may use as a framework. Add points to it as you learn more about the parents and children with whom you work.

Code of conduct

Parents and spectators

- Praising good play is encouraged. Parents should support and praise both teams for good play
- Your role is to set an example for the children
- No negative comments, criticism or hostile shouting will be tolerated
- No negative comments towards the referee will be tolerated
- Parents and spectators must remain in designated areas alongside the field or playing area
- Coaching from the sideline is forbidden. Parents or spectators can't run up and down the sideline shouting instructions to players
- The coach's selection of participants is final. There will be no discussion with parents on the matter.



The coach

- Positively reinforce the efforts of players
- Lead by example
- Aim to create an atmosphere of enjoyment in which players can learn the game
- Teach children the values of respect for referees and the opposition, as well as sportsmanship and fair play
- Instil discipline and a work ethic in players that rewards their dedication
- Treat all players with equal attention, giving everyone the opportunity to participate in games and practice sessions.

Players

- Play for enjoyment and to learn the skills
- Always be fair, playing by the rules of the game, and show good sportsmanship
- Respect the referee, the opponents and the coaches
- Applaud good play, be it by your own team or the opposition
- Be committed to practice by being on time for training and not missing practices
- Show commitment to your teammates and do your best to help them improve
- Work hard, not only for yourself but also for your team.

Structuring your practices

As mentioned before, an important role you have as coach is to ensure that every lesson is well planned and thought through. Planning is absolutely crucial.

You must arrive at every practice session with a very clear idea of what you wish to achieve, how you are going to go about it, what equipment you need, and how you will manage the time you have available.

In the Junior sports coaching manuals we have given clear guidelines and an ideal structure for practices. Every practice should consist of:

- **A warm-up phase:** Players gently ease into training and do some fun activities to loosen up and get ready for practice
- **A skills development section:** Here the focus is on improving or teaching new skills. This is the most important part of the session and will usually take up the bulk of your available time. In the Junior sports coaching manuals we explain activities and practice sessions you can use to teach the different skills for each specific sport
- **Group play:** A period where your players will experience 'game situations,' the purpose of which is to learn and reinforce skills in the right context. These games are context-specific skill sessions rather than competitive matches.



- **Game time:** Give your players some match time so they can learn positional play and get used to the rules. Again, these are not proper matches and can be small-sided games where the focus is on teaching skills.
- **A cool-down with session recap:** Finish off with one or two fun games and gentle stretching. Reinforce key skills and aspects that were covered during the session, and give them 'homework' so they are challenged to learn a skill by themselves before the next practice.

In the Junior sports coaching manuals, we've tried to give you guidelines on how long each phase should last and how to identify some of the key factors you should look out for when coaching. When you have more experience, feel free to get creative and come up with new ideas for teaching skills.

The warm-up and cool-down

A note on stretching

There are two types of stretching. One is static stretching, where the person tries to stretch as far as possible and then **hold** the position for a particular time period, and the other is dynamic stretching, which involves **movement**.

There is some controversy around whether static stretching is important during the warm-up. Most sports scientists are now of the opinion that static stretching can be damaging and increase the risk of injury during the warm-up if not done properly, and that it is less likely to be of any benefit to young children during the warm-up. We suggest you don't plan a structured static stretching session in the warm-up. Dynamic stretching, however, is considered to be a very important part of the warm-up, so we have included this form of stretching in our exercises. Please note that children should not go straight from rest into full-out sprinting and changing direction. It is best to control their energy levels so that, regardless of which activity you choose (or make up if you are being creative), you ease children into training.

One of the benefits of warm-ups that end in stretching is that all the players are together, which makes it easier for you to wrap up the warm-up with a short session that explains the activities that will follow.

Dynamic stretches

You can use any of the dynamic stretches below in your warm-up and cool-down sessions.

Stretching exercise 1



Stand with feet shoulder-width apart and swing the arms to the front, 'hugging' yourself as tightly as possible. Then swing them back trying to touch your fingers behind your back. Elbows should be straight but not locked. Complete 15 swings in each direction.

Stretching exercise 2



Stand with feet shoulder-width apart and swing the one arm up above the head, as far back as possible, while swinging the opposite arm down as far as possible. Elbows should be straight but not locked. Complete 15 arm swings in each direction. This stretch can also be done by swinging both arms together.

Stretching exercise 3



Stand with feet shoulder-width apart and rotate the arms in big circles in a forward direction. The arms alternate positions so that one arm is up, the other arm is down. Do this stretch while keeping the back straight and locked, or allow rotation through the back, hips, knees and ankles. Complete 15 circles.

Stretching exercise 4



Stand with feet shoulder-width apart and rotate the arms in big circles in a backward direction. The arms alternate positions so that as one arm is up, the other arm is down. Do this stretch while keeping the back straight and locked, or allow rotation through the back, hips, knees and ankles. Complete 15 circles.

Stretching exercise 5



Stand with feet shoulder-width apart and rotate the arms and body from side to side trying to move the whole body as far as possible from side to side. Complete 15 rotations in each direction.

Stretching exercise 6



Stand with feet shoulder-width apart and rotate the arms in big circles in a forward and then a backward direction. Complete 15 circles in each direction.

Stretching exercise 7



Hold onto a partner for balance and kick the one leg to the front and then to the back. Try to get the leg as far forward and then as far back as possible without bending the back. Kick each leg 15 times.

Stretching exercise 8



Hold onto a partner for balance and kick the one leg from side to side. Kick each leg 15 times on each side. Make sure that the same legs are being kicked to avoid injury.

Stretching exercise 9



Place hands and feet on the floor. Keeping hands, arms and body as stable as possible, push the one heel down towards the floor and then repeat with the other leg. Alternate, doing 15 stretches on each side.

Static stretches

You can use any of the static stretches below in your cool-down sessions. Each stretch should be held for 20 seconds. Repeat them twice on each side only stretching to the point of pulling, not to the point of pain.

Stretching exercises



Quadriceps



Hamstrings



Chest



Shoulder



Calf stretches



Front of shoulders



Shoulder (back)



Triceps



Hip flexor stretch



Quadriceps



Hamstrings

Skills development and training

General skills and attributes for success

It's important to understand the general skills and attributes that are required for effective sports participation when working out how to put your practices together. Basically, these are the fundamental skills, which are explained in more detail in the Physical activity skills manuals (found at www.vitalityschools.co.za).

These skills include

Physical activity skills			Fitness skills
Travelling or locomotor skills	Stability or balance skills	Manipulative or control of object skills	Components of fitness
Walking	Landing	Throwing and catching	Strength
Running	Balancing	Striking with the hands	Endurance
Jumping	Rotation	Striking with the feet	Speed
Dodging		Striking with an implement	Flexibility
Skipping		Throwing and catching	Balance
			Coordination
			Agility

As you progress through the Junior sports coaching manuals, you will see that these fundamental movement skills are the foundation for the specific skills you will teach using the Junior sports coaching manuals. Some are very specific to each sport, eg tackling in rugby is completely different to tackling in soccer, while others are applicable to many sports.

Let's use the basic skills of kicking in soccer as an example to explain this. Children can learn this skill by kicking a wide variety of balls with different parts of the foot. A soccer coach will then begin to teach children how to kick a soccer ball in several different ways as they progress in their learning of the fundamental skills of soccer. The coach will teach them how hard they have to kick the ball to pass it to a team member, how to kick the ball with the inside of their foot to increase passing accuracy, and how to direct a shot at goal. A rugby coach will emphasise different applications of kicking, such as the different types of kicks that can be used during play and how to kick according to the rules of the game.

It is your responsibility to design practice sessions so that these fundamental skills can be applied to the sport you are coaching. As children master these skills, they will grow in confidence and they will find participating in sport an enjoyable experience. In the Junior sports coaching manuals, we help you by describing the specific skills and attributes that are required for each sport, as well as by providing some fun drills and training exercises that you can use to develop and refine them.



IDEA

When teaching skills to players, a coach should focus on IDEA

I – Introduce the skill

D – Demonstrate the skill

E – Explain the skill

A – Attend to players practising the skill.

Introduce the skill

When introducing a new skill, make sure you have the attention of all of the players. Young players are distracted very easily, so make sure that all players can see and hear you clearly.

It is important to give the skill a name and to use this same name when referring back to it in future. Young players have difficulty understanding the importance of skills, so you should explain to them how each skill will help them become better players.

Demonstrate the skill

This is probably the most important part of the process.

The players need to see how the skill is performed. Make sure everyone can see you clearly and use the correct form to demonstrate the skill; demonstrate it a few times. For the benefit of left-handed players demonstrate the skill from both sides. It is also very important that players practise certain skills on both sides.

Explain the skill

When explaining, keep the terms you use simple. Once you are finished, it is important to ask your players if they understand your description of the skill. Ask questions like, "What are you going to do first?" Watch for looks of confusion and repeat your explanation if necessary.

Attend to players attempting the skill

Once you are happy with the demonstration of the skill, the players should be ready to try it. Some players may need to be physically guided through the movements. It is important to make sure that all your players are competent in executing the skill before the lesson is over. Some players may need individual instructions so set some time aside during, before or after practice for this.

Caution: Young players have a short attention span so this whole process (IDEA) should take 10 minutes or less to complete. Focus most of your time on the practising of the newly learnt skill.

Basic principles of sports science and physiology

For you to be a successful coach, you will have to have an understanding of the basic principles of sports science and physiology. These principles are divided into two parts:

- **Principles of training and competition:** How do young players differ from adults and what implications does this have for your coaching attitude?
- **Principles of exercise:** Safety, basic physiology, injury prevention, basic nutrition and hydration and other general tips to help you manage players safely and with maximum benefit.

Let's take a look at these in more detail to determine the best strategy for your practice sessions.

Principles of training and competition

Coaching children presents a unique challenge for you as a coach because children adapt differently to the stress of physical activity and exertion compared to adults. Children are still growing and their young, underdeveloped skeletons, joints and muscles are at risk of injury if training is too intense. Training also requires much repetition, discipline and fitness; for young children this can very quickly become boring and straining, so we recommend you focus less on these aspects and more on skills development and activities that develop the key attributes of the sport.

Understanding development

Although skills development is a priority when coaching young children, certain skills should be downplayed. For instance, a 10-year old may be faster and stronger than the rest of the team now, but in a few years' time this might not be the case. This is because speed and strength are partly attributable to the physical maturity of a child. **As a coach, you must be careful not to confuse maturity with ability**, and remember that players' sizes and strengths do not necessarily reflect their abilities as sportsmen. Rather emphasise skills that can be learned and aspects of play that aren't purely reliant on physical ability when planning practices. Above all, avoid planning practices where competition is the highlight.

Competition between girls and boys

At a young age, boys and girls can compete with one another on a relatively equal footing. When they reach puberty and adolescence, however, boys generally become a lot stronger and bigger than girls, and this makes competition between them unequal. So, start off by encouraging young girls to participate in all practices and later, when it's more appropriate, start up an all-girls' team. **Remember, it's not about winning or losing, but laying the foundation for a life of physical activity through sport.**



Safety

Ensuring safety is important in your role as coach. Your number one priority is to make sure that all children play safely and are not injured or harmed. Safety does not simply mean avoiding injuries on the field or in competition. It also includes taking steps to ensure that players are healthy and that they recover physically from training. The following tips will be helpful:

- Ensure that the **playing facilities are safe**. This depends on the sport you are coaching, but certain minimum standards for playing facilities are essential. Make sure that no cars are around and that there are no potentially dangerous objects lying on or around the area where you will be playing or practising
- Instil a **level of discipline** in the players for their own safety. That does not mean that you should run your sessions like a military operation. It simply means that right from the start you should teach children that you are in control. This will help you manage and control unruly or ill-disciplined behaviour during practice sessions so that accidents can be prevented. A good way to manage and control a practice session is to make use of a whistle (an essential component of your coaching toolkit), and teach the players to respect the whistle very early on
- **Always emphasise proper technique** in every practice session. Each Junior sports coaching manual will lay out specific exercises and training drills you can do and the safety aspects for each. If you teach children proper technique, the risk of injury will be reduced significantly
- **Avoid prolonged exposure to the sun** and take necessary sun-care steps. These include essentials like sunscreen, a sun hat, as well as seeking shade and wearing sunglasses
- **Make sure** that water is available close to the practice area or field. Latest research has shown that children need to take breaks often so they can drink water if they need to. This is particularly important on more humid days where the danger of dehydration is greater. So encourage children to drink when they are thirsty – but don't force them to drink if they aren't
- **Avoid using weight training equipment**. Young children's bones and muscles are still developing so it is better to let children use their own body weight to provide resistance.

Principles of nutrition and exercise for school children

Dietary requirements are another physiological consideration for physically active children. Nutritious foods are important for the growth and development of healthy children. The foods children eat affect their energy and concentration levels, and this impacts on their activity levels and learning ability. It's not just what children eat that's important, but also the type and amount of food they eat. Physical activity, among other things, increases a child's nutritional requirements for carbohydrates, proteins, fats, vitamins, minerals and fluids. So if a child is very active, they will need more of the types of foods that provide these nutrients. Most children will meet their nutritional requirements naturally by eating a healthy, balanced diet.

Nutritional considerations for healthy and active children

Carbohydrates

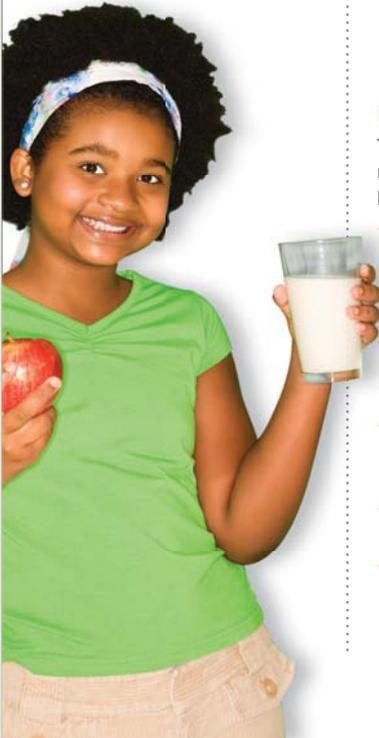
This is the primary source of energy for exercising muscles.

- 'Energy' can be provided by carbohydrates contained in foods and drinks that are converted into glycogen
- Children can only store very limited amounts of glycogen and this can be used up very quickly
- Children should eat small amounts of carbohydrates regularly throughout the day and around the time they do exercise so as to ensure their glycogen stores do not become depleted (for example breakfast, lunch, supper and small, healthy snacks in between)
- The type of carbohydrate is very important as some carbohydrates provide:
 - 'Slow-release' energy that sustains energy levels for longer. These should be eaten as meals and snacks throughout the day in controlled portions. Examples include wholegrain bread, fibre-based cereals, oats, sweet and baby potatoes, durum wheat pasta, couscous, wholegrain biscuits, vegetables, fruit (fresh and dried)
 - 'Quick-release' of energy that burns up quickly. These foods should be eaten when doing sport, in small portions and as needed. Examples include sweets, white bread, wafer biscuits or white crackers, honey, jam and cold drinks.

Protein

This is necessary to build new tissue, muscles, bones, etc.

- Having enough protein is important for the healthy growth and development of children
- While chicken, fish, eggs and lean meat are good-quality protein sources, pulses and legumes are excellent too and should be included in the diet two or three times a week
- Children at risk of not meeting their protein requirements are those who are strict vegans or have multiple allergies to protein-rich foods (for example milk, soya, eggs, fish, etc).



Fat

Fat is important for optimal health, but must come from unsaturated sources.

- Fats are essential, but some fats are healthier than others
- Unsaturated fats are a healthy food choice. They are found in many nuts, seeds, vegetable oils and oily fish
- Fat is important for good health
- Children should not eat a high-fat diet, even if they are active
- A small amount of unsaturated, particularly monounsaturated (good) fat, should form part of children's daily diet
- Avoid saturated fats and 'trans' fats – frequently found in processed foods and fast foods – as they increase the risk of heart disease
- For good health, increase the amount of foods children eat that are rich in omega-3 fatty acids. Fatty fish (salmon, mackerel, pilchards and trout) are good examples of foods rich in omega-3.

Fluid and hydration

The importance of drinking fluids around exercise is very often neglected. Drinking fluids during sport is important for children's health and performance.

- Sweating is important for the body to regulate core body temperature
- When core body temperature rises too high, children become fatigued and performance is impaired
- Drinking plenty of fluids when playing sport, particularly on humid days, is important to ensure that children do not become dehydrated
- Children may have more sweat glands than adults per unit of skin surface area, but they produce less sweat per sweat gland
- Producing less sweat will lower children's ability to regulate body temperature when playing sport in hot weather
- It is important for children to wear a hat when playing sport and to recover or rest in the shade. This is especially important when playing in tournaments or participating in events where games or competitions are played back to back.

Recommendations for drinking enough fluid

- Opportunities to drink should be created as often as possible so that children drink regularly during sport, so have water bottles on the side of the sports field or swimming pool
- Try to make drinking novel by ensuring each child has his or her own water bottle or by providing partially frozen water or juice
- It may not be necessary for children to rehydrate with sports drinks each time they participate in sport. For instance, if they swim one or two races in a gala, their carbohydrate requirements would probably not be very high and rehydrating with water would be good enough
- Children will generally replace electrolyte losses naturally with food at subsequent meals or snacks. It is a good idea to replace electrolytes with a fruit, dried fruit, sandwiches, yoghurt drinks, crackers or fruit smoothies.

Practical nutritional tips for young sports players

Before sport

- Eat something light and carbohydrate-based. It should be a meal or snack that is not too large, too high in fibre or too high in fat as it can cause stomach discomfort while playing sport. Examples of useful snacks include soft (or peeled) fruit, low-fat yoghurt or crackers with low-fat spread
- If anxiety or poor appetite are common before tournaments or events that last a long time, choose a fruit smoothie or a suitable meal supplement
- Drink a small amount of water to lower the risk of dehydration.

During sport

- If the practice or game is shorter than one hour, drink small amounts of water regularly
- If the activity is of high intensity and sweat losses are high, use sports drinks
- During long sporting events such as tennis, netball, soccer tournaments etc, choose healthy snacks between races and matches. Examples include fruit, low-fat yoghurt or drinking yoghurt, crackers with low-fat spread, sandwiches with a low-fat filling, baked pretzels, muffins, banana bread or fruit.

After sport (recovery)

- It is very important to replace the glycogen (carbohydrate) that was used during exercise
- To help speed up muscle 'recovery,' it is important to replace what was lost, repair any damage and adapt to the exercise session
- Muscle 'recovery' is most effective within 30 - 60 minutes of finishing exercise
- A carbohydrate-based snack (with a small amount of protein) should be eaten during this 'recovery' period. Examples include a sandwich (tuna, lean chicken, low-fat cheese), fruit and a low-fat yoghurt, fruit smoothie (fruit and low-fat yoghurt or milk), crackers with low-fat cheese wedges or flavoured low-fat milk

What you can do as coach to encourage healthy eating

Be a role model

From ages 6 - 12, children are in school at least half the day and often participate in sports. Peers and significant adults, such as teachers or coaches, tend to influence children to a large degree at this age. As a coach and role model, it is recommended that you eat a well-balanced diet that children can copy and follow. The best way to encourage healthy eating is to eat well yourself. By eating fruit and vegetables, and not overindulging in less nutritious foods, you'll be sending the right message across to the children you coach.

Educate children about nutrition

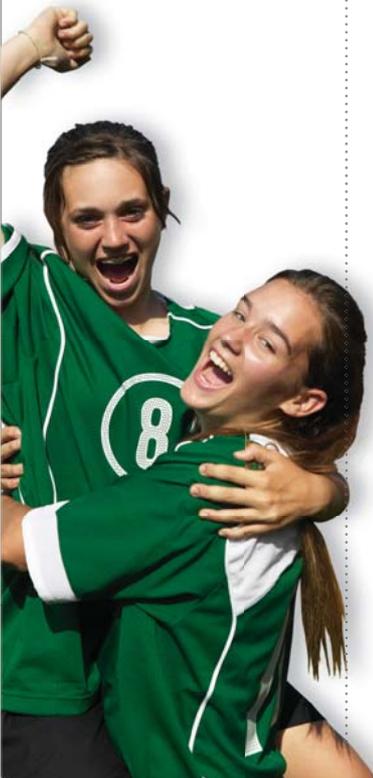
Children should learn about key nutrition principles from a young age. As a coach, you can provide them with nutritional information and promote positive attitudes about healthy foods. Take into account the children's developmental levels as you do this and modify nutritional study courses accordingly. This will make nutritional education more meaningful and relevant for them.

Counteract being overweight or obese

Coaches should work at improving the nutritional quality of food sold and served at schools and give appropriate education on healthy living. Both the child and family should provide input on ways to reduce obesity.

Also, help children and families become more aware of the quality of the food they eat. Children, especially younger ones, often eat whatever is available at home. Parents should be encouraged to pack a lunch box for school to avoid children turning towards convenience foods from tuck shops, which are usually high in calories, but offer very little micronutrients. It is important to control what food is offered. You can recommend to parents the following basic guidelines on healthy foods:

- **Fruits and vegetables should be included in the daily routine.** Children should eat three portions of fruit and three to four portions of vegetables each day. A portion of fruit is equivalent to 1 small fruit, 1 cup of fruit salad or ½ cup of fruit juice. A vegetable portion is about ½ cup of cooked vegetables or one cup of raw vegetables. Children should eat a fruit or vegetable at each meal



- **Make it easy for children to choose healthy snacks.** Make sure fruit and vegetables are on-hand and ready to eat. Other good snacks include low-fat yoghurt, peanut butter and wholegrain crackers or popcorn
- **Enjoy lean meats and other good sources of protein** such as fish, skinless chicken, lean red meat, boiled or poached eggs and legumes
- **Low-fat dairy products**, such as low-fat or fat free milk and yoghurt, are an excellent source of calcium (necessary for bone development) and protein. Children should have 2 - 3 servings of dairy each day. A serving of dairy is equivalent to 1 cup (250ml) of low-fat or fat-free milk, 1 cup of yoghurt or 30g (the size of a matchbox) of cheese
- **Choose wholegrain breads and cereals** to increase fibre intake. Serve at least 3 - 9 portions of wholegrain and high-fibre starches each day. A portion of starch equates to 1 slice of wholegrain bread, ½ cup of cereal, for example bran flakes or cooked porridge (oats), or ½ cup of cooked starch, eg wholewheat pasta, quinoa, barley, brown rice or corn. Restrict refined carbohydrates such as white bread, white rice, mashed potato, mealie meal, and refined cereals in the diet
- **Use fat sparingly** by avoiding deep-fried foods and choosing healthier cooking methods, such as boiling, grilling, roasting, and steaming. Choose low-fat or fat-free dairy products. Give preference to mono- and polyunsaturated fats, such as olives, virgin olive oil, canola oil, avocado, nuts, soft low-fat margarine spreads and seeds. Don't eliminate fats from the diet as they are essential for the absorption of fat-soluble vitamins (vitamins A, D, E and K), maintaining healthy cell membranes (for the skeletal system and the nervous system) and for protection of internal organs
- **Limit fast food and other low-nutrient snacks** such as chips, sweets and chocolates
- **Limit sugary drinks** such as soda and cordial drinks. Serve water and low-fat or fat-free milk instead.

Promote a balanced lifestyle

Sport helps to control excess weight gain, it improves strength and endurance, enhances self-esteem and lowers anxiety and stress. A healthy, balanced diet that contains enough calcium, combined with regular exercise, is associated with increased bone mineral density in children and adolescents.

By promoting a healthy diet and regular physical activity, the incidence of chronic diseases later on in life will be lowered.

How to use the Junior sports coaching manuals

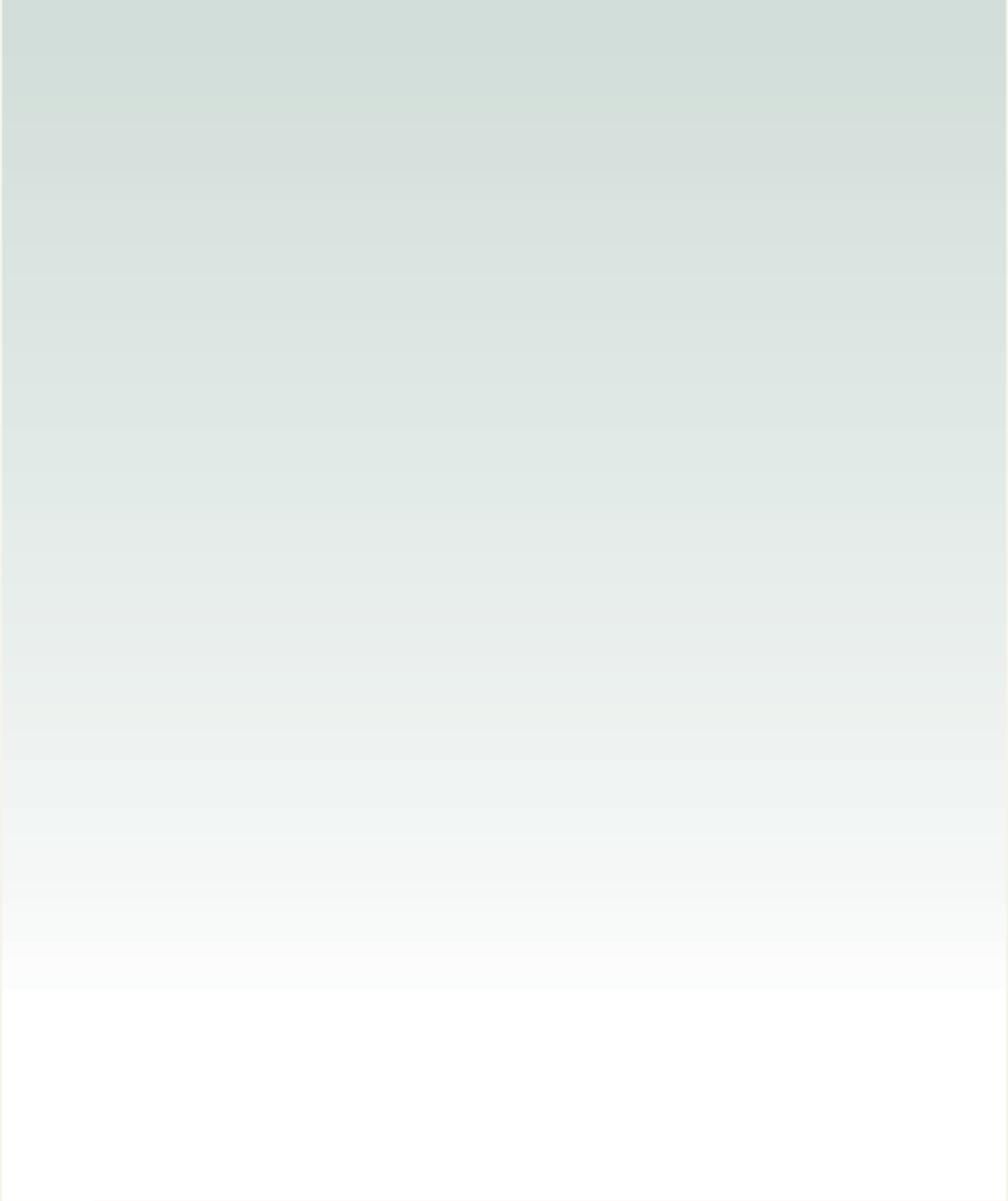
The Junior sports coaching manuals cover the culture, rules, basic principles, equipment and the specific skills required for successful participation in each sport. They also provide activities and drills, as well as tables that lay out how to plan practice sessions, which you can use to teach these skills. Remember that these drills are guidelines only, so feel free to use your imagination and adapt them to meet the needs of your team. The best teachers and coaches are also well-read, so we encourage you to read and gather information outside of these manuals. Find alternative ideas and different methods for coaching so that your players can benefit from the best possible experience as they learn the sport.

Enjoy the opportunity, and best of luck coaching!



Discovery has endeavoured to ensure that all the information contained in this manual is accurate and based on credible clinical and scientific research. Discovery cannot however, be held responsible for any injury, loss or damages that may result from reliance on the information, and by utilising the information you specifically waive any claim you may have against Discovery in this regard. You are advised that each individual has their own unique clinical make-up and while the lesson plans were designed with all individuals in mind, some may respond differently to others.

You are therefore advised to take due caution when participating in any of the activities recommended.



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