specialolympics.bc.ca


# Club Fit Training Manual: Appendix

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**Updated: July 2016**

Special Olympics
British Columbia

# Table of Contents

# Appendix A

## Equipment Request Form

### Special Olympics BC - Club Fit Equipment Request Form

Name: _____ Date: _____

Local: _____

Equipment Requested: _____

_____

Quantity: _____

Provide a Brief Description of How You Plan to Use This New Equipment:

_____

_____

_____

_____

Website Link/Picture of the Exact Item:

_____

- ☐ Please Fund
- ☐ Please Purchase, and Invoice My Local (You Must have Your Local's Approval)
- ☐ We Will Pay for It, If SOBC Doesn't Have This

_____

Signature

***A copy of this form is available on the SOBC website.***

# Appendix B

## Sample Emergency Action Plan

### THE EMERGENCY ACTION PLAN

**TEAM/EVENT:** _ _____

**SITE:** _____

**CHARGE PERSON:** _____

**CALL PERSON:** _____

### NUMBER CARD

**LOCATION OF PHONES:** _____

**PHONE NUMBERS:**

**EMERGENCY:** _____

**AMBULANCE:** _____

**POLICE**: _____

**FIRE:** _____

**HOSPITAL:** _____

**DOCTOR'S OFFICE:** _____

**FACILITY:** _____

**DETAILS OF LOCATION:** _____

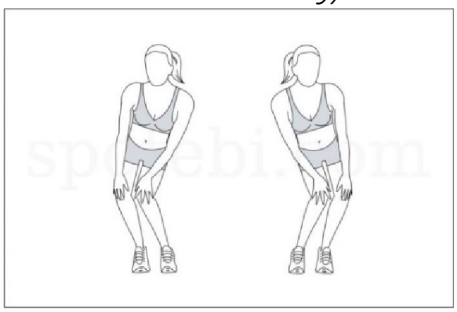
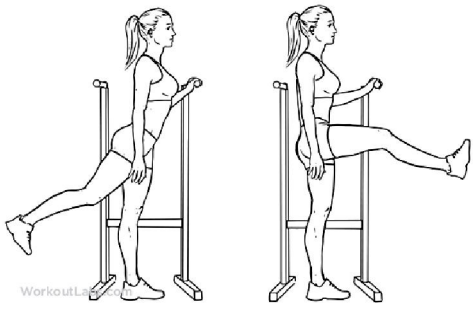
_____

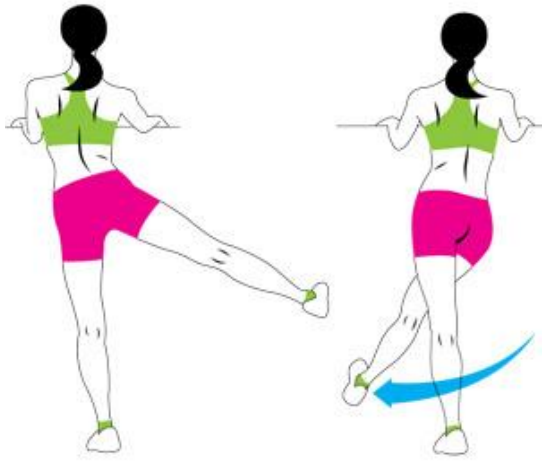
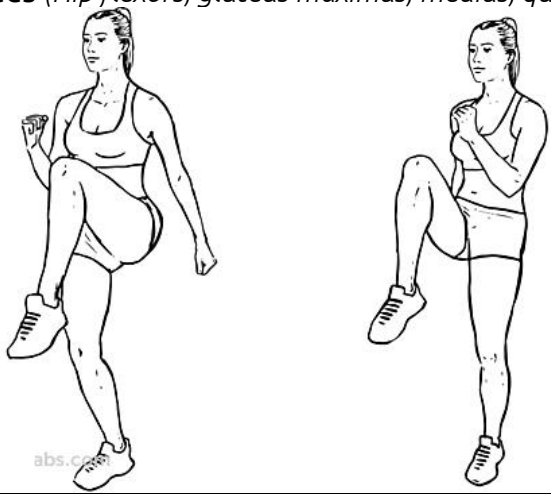
_____

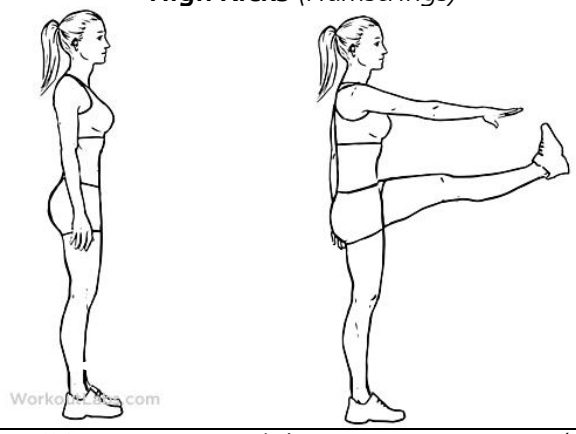
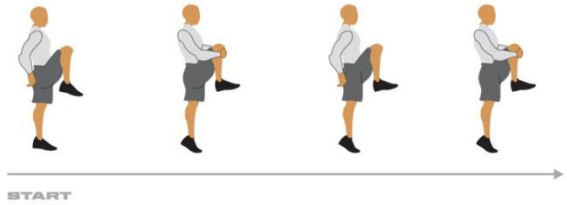
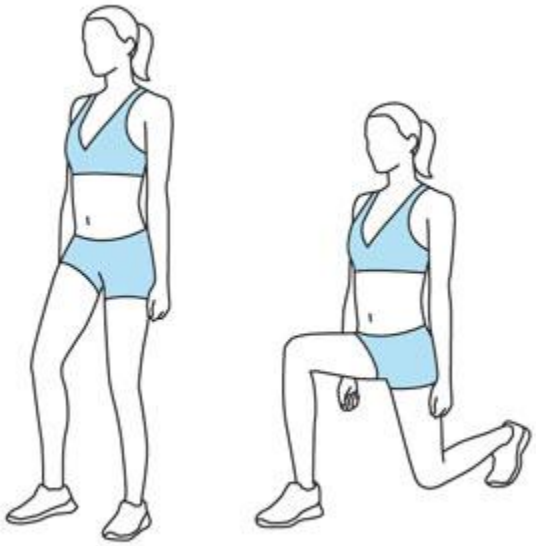
_____

# Appendix C

## Dynamic Stretching Examples

| **Dynamic Stretch** *(Muscle stretched)* | **Key Points** |
|---|---|
| **Ankle Circles** *(Soleus, Achilles tendon, tibialis anterior)*  | While holding on to a stationary object such as a wall, or another (well-balanced) individual, raise one foot out in from of you. Pointing and leading with your toes, start to make circles in either direction. Continue for at least 15-60 seconds, then switch directions for the same amount of time. Repeat on the other foot. |
| **Knee Circles** *(Adductors, vastus mediallis, ligaments of the knee, knee mobility)*  | Place both of your hands lightly on your knees. Guide them in slow-controlled circles for 30 seconds, then switching directions. Stop if there is any pain or grinding. |
| **Leg Swings** *(hamstrings, hip flexors, quadriceps)*  | Hold on to a wall, railing, or another (well-balanced) individual. Transfer the majority of your weight to one leg, and proceed to make controlled swings of your leg from front to back. Repeat 12-15 times, then switch legs. |

| | |
|---|---|
| **Lateral Leg Swings** *(Adductors, abductors)*<br>  | While facing a wall, place both hands just above shoulder height. Your body should be far enough away from the wall that you can keep your arms straight. Place one foot in front of you, and proceed to swing outwards to your side. Swing in just past centre and repeat 12-15 times. Repeat on the other leg. Leg swings should be quick, but using a controlled motion. ENSURE AMPLE DISTANCE BETWEEN INDIVIDUALS. |
| **Butt Kicks** *(Quadriceps)*<br>  | Starting at one end of a gym or field, you will travel to the other side of the location at a jogging pace. |
| **High Knees** *(Hip flexors, gluteus maximus, medius, quadriceps)*<br>  | Keeping your elbows at your side at a 90-degree angle, take an exaggerated high step, driver your knee as high as possible. Repeat across the length of the facility. Alternatively, place yyour hands straight out in front of you, with a 90-degree bend in the elbow. Aim to hit your hands with your knees. |

| | |
|---|---|
| **High Kicks** *(Hamstrings)*<br>  | Walk forward three steps, and then kick your leg up. Keeping your kicked leg straight, aim to touch your toes to the fingers of your opposite hand. Return to standing, take three steps and repeat on the other side. Do for the length of a gym. |
| **Walking Knee Hug** *(Gluteus maximums, medius)*<br>  | While walking, pull one knee to your chest and hug for 2 seconds. Release and take a step, then pick up the opposite leg.<br>Be sure to keep your back straight and the bottom of your lifted foot flat. Pull your knee to the chest or as high as you can without leaning back, or feeling pain. |
| **Walking Lunges** *(Hip flexors, soleus, calves, hamstrings)*<br>  | Start standing, step out with a long stride, striking the heel of your forward foot, and extending onto the toes of your back foot. Lower down until your knee is about to touch the ground. Come back up, and step forward with your back leg and repeat. Make sure that the front knee does not go past 90-degrees. You should always be able to see you're the toes of your front foot. |

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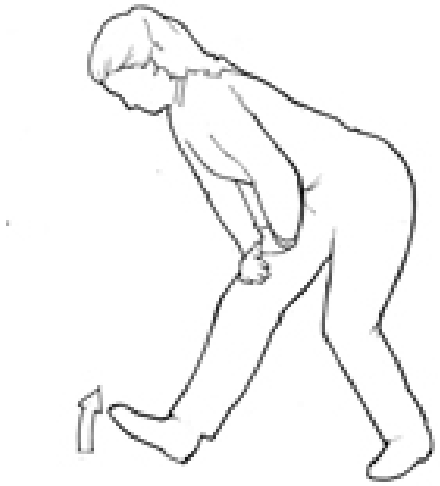
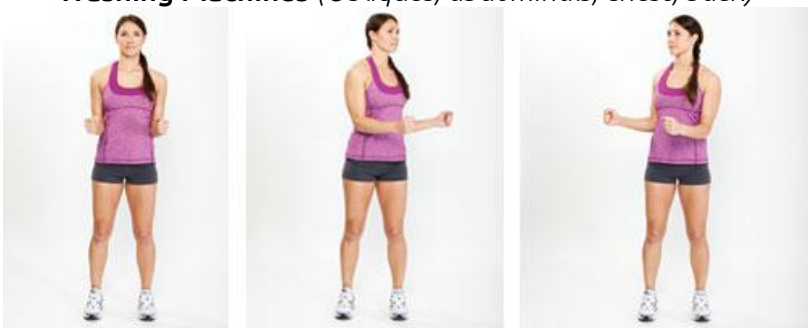
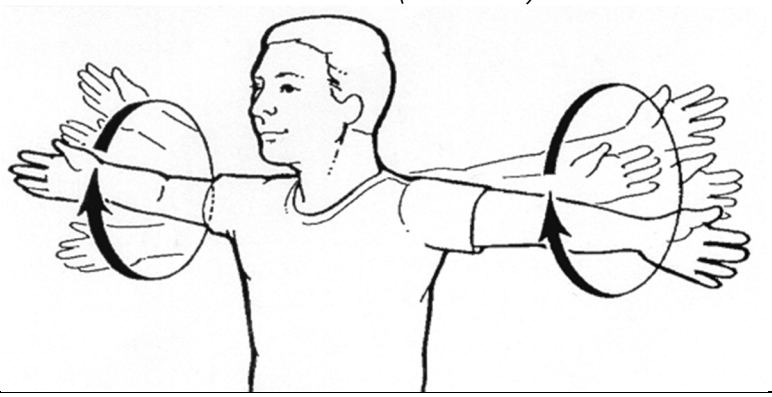
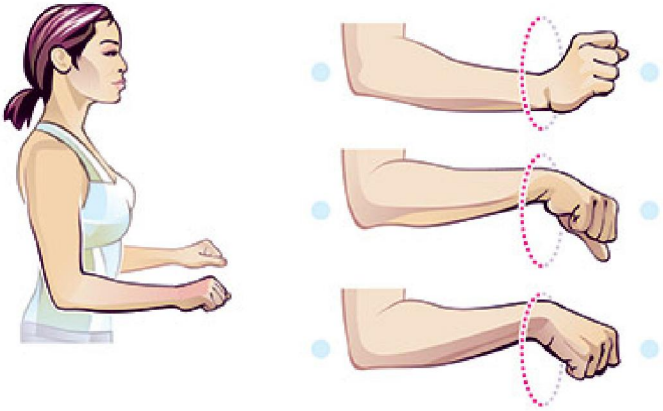
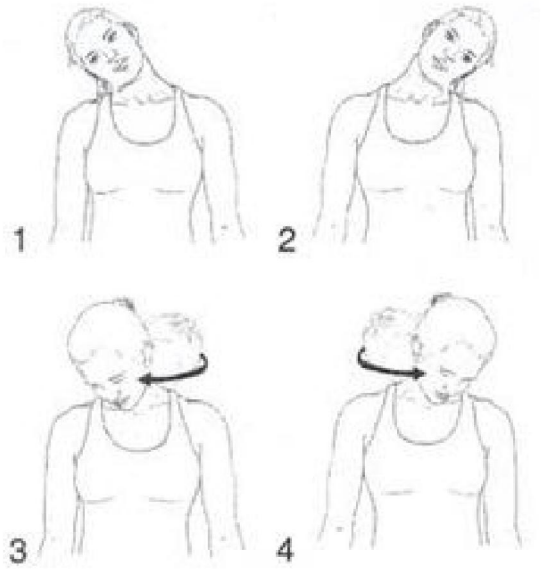
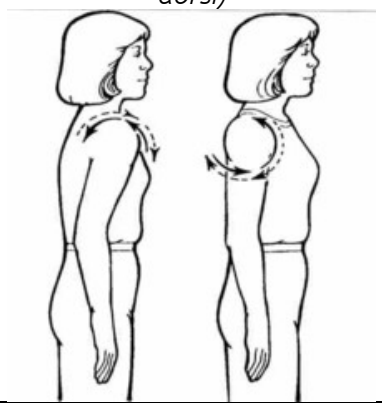
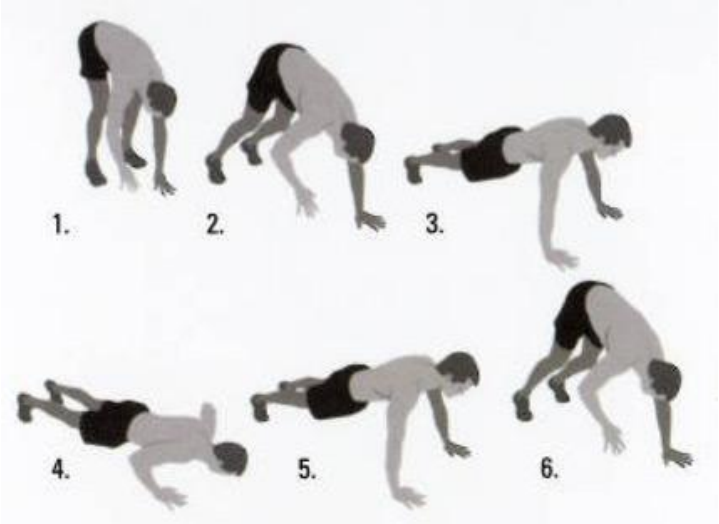
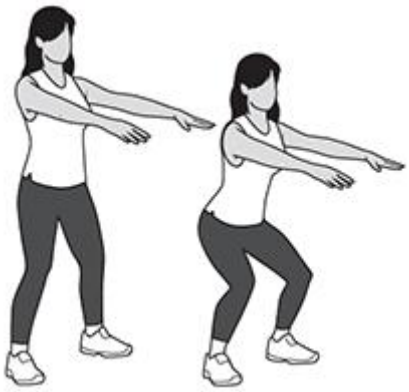
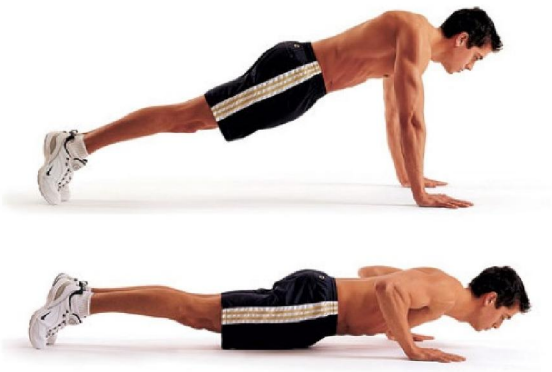
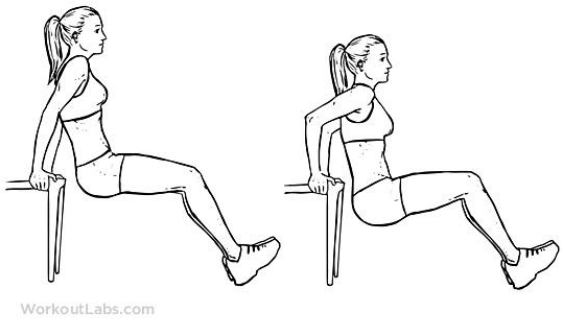
|---|---|
| **Pick the Flowers** *(Hamstrings, soleus, Achilles)*<br>  | Start standing, take three steps forward. On the third step, land on your heel with your toes pointed straight up. Keeping a straight back, lean down from the hips, sweeping your hands from back to front, as if you are 'picking the flowers' |
| **Washing Machines** *(Obliques, abdominals, chest, back)*<br>  | Stand with your feet hip-distance apart. Bring your elbows out in front of you, at shoulder height. While keeping your lower body quiet, twist from left to right and back again. Make sure to keep the movement controlled, and focus on rotating the upper body as a whole unit. Continue for 30-60 seconds. |
| **Arm Circles** *(Shoulders)*<br>  | Start by making big circles with your arms. You can keep the circles large, or slowly make them smaller. Make sure to keep movements controlled. Rotate one direction for 15-30 seconds, then switch directions. |

| | |
|---|---|
| **Wrist Circles** *(Brachioradialis)*<br>  | Have your hands out in front of you, in a fist. Rotate wrists in a clockwise direction. Continue for 15-30 seconds, then switch directions for another 15-30 seconds. |
| **Neck Rotations** *(Trapezius, sternolcleidomastoid)*<br>  | Looking straight forward, drop your head to the right side, dropping your ear towards your shoulder. From here, rotate your head to the other side, keeping your chin closet to your chest. Go back the other direction. Repeat 15-30 times.<br>Avoid rolling your head back, this can pinch the nerves in your neck. |
| **Shoulder Circles** *(Trapezius, pectoralis major, latissimus dorsi)*<br>  | Start with your shoulders relaxed. Slowly bring them forward, then up towards your ears. Continue rolling them as far back as possible then down back to start. Repeat 12-15 times, and then switch directions. |

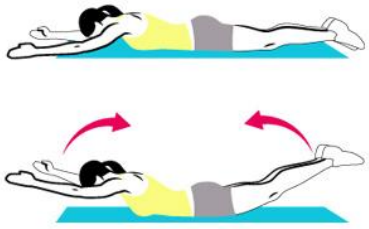
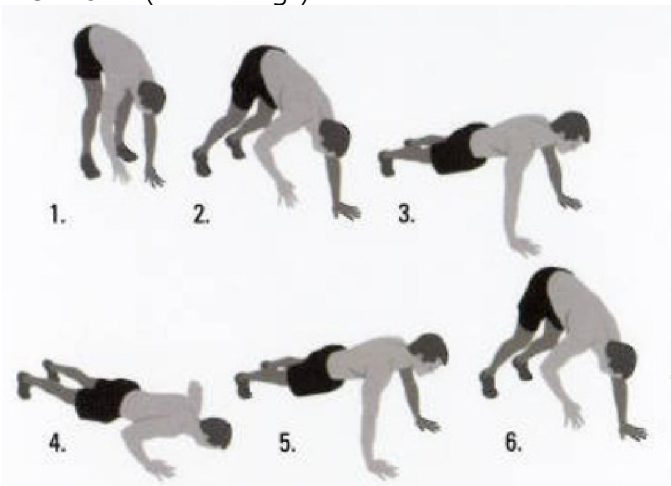
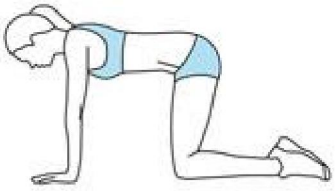
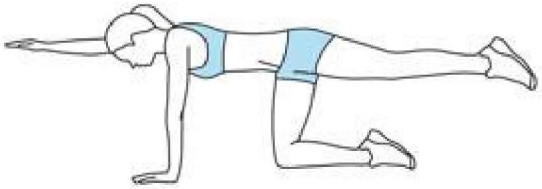
| | |
|---|---|
| **Inchworm** *(Hamstring, rhomboids, latissimus dorsi)*<br>  <br> | Start at one end of the gym in a relaxed position with your feet hip width apart. Bending at the waist, drop your upper body down and touch your hands to the floor. Bend your knees as necessary, but aim to keep them as straight as possible. Slowly walk your hands forward until you are in a plank position. Pause for a brief moment, then start to slowly walk your feet back up towards your hands, keep your legs straight! Avoid letting your hips or back sag towards the ground. Once you get your feet to your hands, start walking your hands out again. Keep going until you reach the other side of the gym.<br>This can be turned from a warm-up/stretch into an exercise by adding a push up, or a knee-to-elbow once you reach the plank position. |
| **Half Squat** *(Quads, hamstrings, soleus, abdominals, latissimus dorsi)*<br>  | Stand straight with hands out in front of you, with your feet slightly wider than shoulder width and knees straight. Your feet should be pointing straight ahead.<br>Bend at your knees, until your thighs are 45° to the ground.<br>Keep your chest as upright as possible, and your head up.<br>Keep your knees over your toes, but don't let your knees surpass your toes.<br>Push up through your heels, and return to starting position.<br>Don't forget to breath! |

# Appendix D

## Upper Body Strength Exercises

| **Strengthening Exercise** (muscle) | **Key Points** |
|---|---|
| **Pushups** (deltoids, pectoralis, and more)<br>  | Start in a plank position on with your hands below your shoulders, and your feet out behind you. Make sure to suck in your stomach, and not let your butt sag towards the ground. Lower yourself slowly until your nose almost touches the ground, and then push back up. Repeat 12-15 times.<br>This exercise can be made easier by dropping the knees to the floor. It can also be made more difficult by placing the feet on a step, slightly elevating the lower half of the body. |
| **Tricep Dips** (Triceps, pectoralis)<br>  | Sit on the floor with the knees slightly bent, and a step or bench behind you. Grab the edge of the bench with both hands and push up, straightening the arms. Bend the arms back to a 90 degree angle, and straighten again while pushing the heels into the floor. Repeat 12-15 times.<br><br>**NOTE: make sure that the step or bench is secure, and will not tip or fall over! |
| **Theraband® Bicep Curl** (Biceps brachii)<br>  | Take hold of both ends of the Theraband in your left hand, and put your foot through the loop that is made. Make sure that you have a good stance on the Theraband, that your hips are even, and your core is engaged. Start with your palm facing out; then slowly bring your left fist to your shoulder. Try to move your shoulder, and upper arm as little as possible. Slowly bring your fist back down to the starting position. Repeat 12-15 times, then switch sides. |

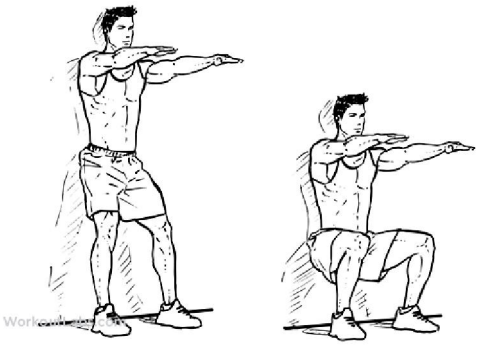
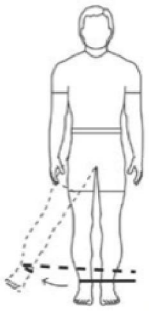
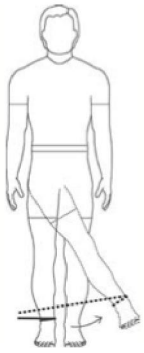
| | |
|---|---|
| **Seated Row with Theraband®** (erector spinae, middle and lower trapezius)<br>  | Sit upright with your legs straight out in front of you. Place the theraband around the bottom of both feet, and take an end in each hand, with arms extended straight out. Pull the Theraband back towards your waist, while keeping your elbows tucked close to your sides. Make sure to keep your back straight and your shoulders back. Repeat 12-15 times. |
| **External Shoulder Rotation** (Infraspinatus)<br>  | Secure the Theraband® to a closed door knob. Grab the Theraband with the arm that is further from the door. Keeping your elbow by your side, pull the theraband away from the door. Make sure you keep your forearm parallel with the floor and your wrist straight. Slowly return to starting position. Repeat 12-15 times then switch sides. |
| **Internal Shoulder Rotation** (Subscapularis)<br>  | Secure the Theraband® to a closed door knob. Grab the Theraband with the arm that is closer to the door. Keeping your elbow by your side, pull the Theraband away from the door, towards your torso. Keeping your elbow at your side the whole time. Slowly return to starting position. Repeat 12-15 times, then switch sides. |

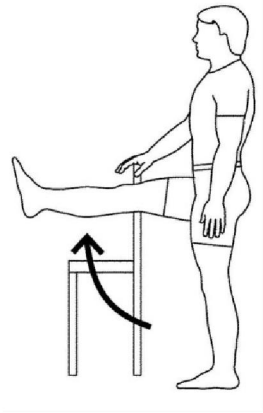
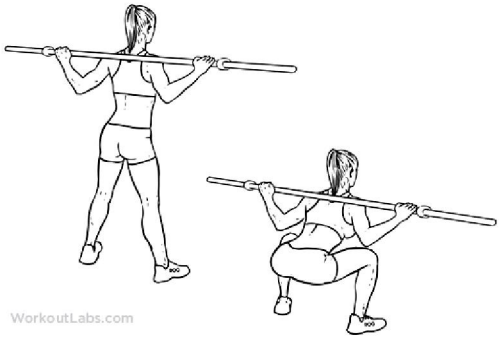
| | |
|---|---|
| **Supermans**<br>(Lower Back)<br>  | Lie face down with arms and legs extended out. Keeping the torso as still as possible, raise both the arms and legs off the ground. Hold for 3 seconds then slowly lower back down. Repeat 12-15 times. |
| **Inchworm** (Hamstrings)<br>  | Start standing with your feet close together. Keeping your legs as straight as possible, put your hands down on the floor in front of you. Start to slowly walk your hands forward, bending at the hips and keeping your legs as straight as possible. Keep going until your body is straight, in a push-up position. Start walking your feet up to meet your hands, again bending at the waist and keep your legs as straight as possible. Take small steps up until your feet meet your hands again. Repeat 12-15 times. |
| **Opposite Arm and Leg Lift** (Full Body)<br>  <br>  | Start on all fours, with your hands underneath your shoulders, and your knees under your hips. Reach your right arm forward, and at the same time, reach your left leg back. Ensure that your torso stays parallel with the ground. Hold for 5 seconds, then release slowly. Repeat with your left arm and right leg. Repeat 12-15 times on each side.<br>If you are having trouble holding for the 5 seconds, start by doing arms and legs separately. |

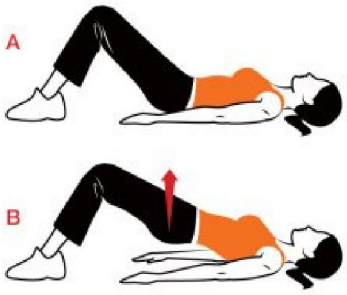
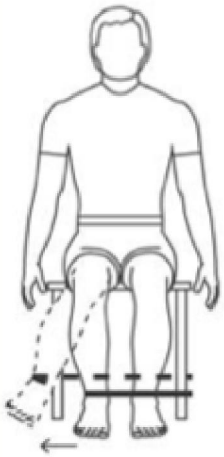
# Appendix E

## Lower Body Strength Exercises

| **Strengthening Exercise** (muscle) | **Key Points** |
|---|---|
| **Squats** (Quads, Gluts, Hamstrings)<br>  | Stand with your feet shoulder-width apart and your toes pointed forward. You can place your hands behind your head, or out in front of you. Slowly lower your butt down towards the ground, without letting your chest fall towards the ground. As if you were sitting into a chair. Lower until your thighs are at least parallel with the ground, don't lift your heels. Push through your heels to come back to a standing position. Repeat 12-15 times. If you are finding this too difficult, have a chair nearby for support. |
| **Lunges**<br>(Quadriceps)<br>  | Stand with your feet together, head up and shoulders back. Place your hands on your hips. Take a big step forward with your right leg, your left heel should be lifted off the ground. Slowly and with control, drop your hips down until your front leg is parallel with the floor and your back knee is almost touching the ground. Your front (right) leg should be at a 90 degree angle, but you should be able to see your toes. Using your front leg, push through your heel to stand back up straight. Repeat 12-15 times, and then switch legs.<br>To make this more difficult, hold two small weights in your hands, or two big soup cans. |
| **Calf Raises** (Gastrocnemius)<br>  | Start with a relaxed stance; feet shoulder width apart, next to a chair for balance. Slowly lift your heels off the ground until you are standing on your toes. Hold for 2 seconds, then slowly low back down. Repeat 12-15 times.<br>To make this exercise harder, stand on a step, while holding on to the railing. Come up on to your toes, and lower all the way down until you feel a stretch in the back of your leg. |

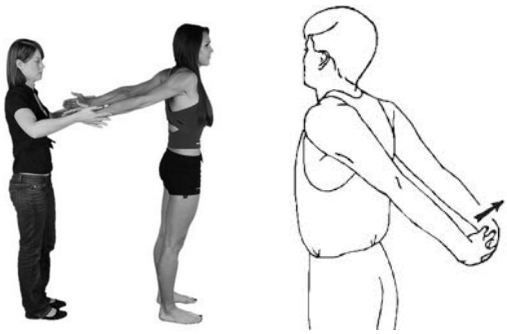
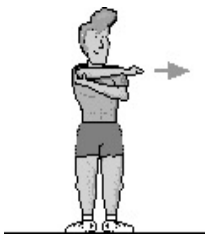
| | |
|---|---|
| **Wall Sit** (Entire leg including quad, hamstring, gluts, and inner thigh)  | Start leaning against a wall with your feet shoulder width apart. You want to have your feet away from the wall. Push your weight back into the wall, and slide down until the tops of your legs are parallel with the floor. Your knees should be over top of your toes. Make sure to push the weight through your heels! You can either have your arms at your side, straight out in front of you, or resting on the wall, but NOT on your legs! |
| **Hip Abduction** (Adductors)  | Attach a Thera-band to a secure object at ankle level. Stand with your right leg facing away from the anchor point, and put the band around your ankle. Keeping your knee straight, and your torso upright, pull the band away, moving the leg outwards. Slowly return to the start position. Repeat 12-15 times then switch legs. |
| **Hip Adduction** (Abductors)  | Attach a Thera-Band to a secure object at ankle level. Stand with your right leg toward the anchor point and put the band around your ankle. Keeping your knee straight and your torso upright, pull the leg in, moving in front of your other leg. Slowly return to start position. Repeat 12-15 times then switch legs. |

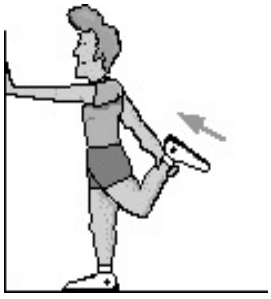
| | |
|---|---|
| **Front Leg Scale** (Quads, Hip Flexors, Balance, Posture)  | Start in a relaxed position with your shoulders relaxed, arms out in a 'T' position, and legs locked out (no bend). Bring your left leg out in front of you and point your foot so only your toes are touching the ground. Keeping both your legs locked; lift your left leg up. Make sure to keep your back straight, and don't bend your legs. Lift is as high as you can without leaning back, hold for 2 seconds then lower down, but don't let your foot touch the ground. If needed, have a chair close by to steady yourself but try not to use it. Repeat 12-15 times then switch legs.<br>**REMEMBER: this exercise isn't about how high you go; it's about your FORM!! |
| **Back Leg Scale** (Hamstrings, Calves, Balance, Posture)  | Start in a relaxed position with your shoulders relaxed, arms out in a 'T' position, and legs locked out (no bend). Bring your left leg slightly behind you and point your foot so only your toes are touching the ground. Lift your left leg slightly off the ground, focusing on keeping a straight line from your toes up to your neck (straight back, tall chest), and not bending your legs. Hold for 2 seconds then lower down, but don't let your foot touch the ground. If needed, have a chair close by to steady yourself, but try not to use it. Repeat 12-15 times then switch legs.<br>**REMEMBER: this exercise isn't about how high you go; it's about your FORM!!<br>Here's a video that demonstrates both the back and front scale: http://gmb.io/scales/ |
| **Sumo Squat** (Inner Thigh, Hamstrings, Gluts)   | Start standing tall, with your feet a little wider than shoulder-width, and your toes pointed slightly outwards. Slowly drop your butt down, while keeping your chest up, dropping until your upper legs are parallel with the ground. Come back up, pushing through your heels. Repeat 12-15 times. If you are finding this too difficult, have a chair nearby for support. |

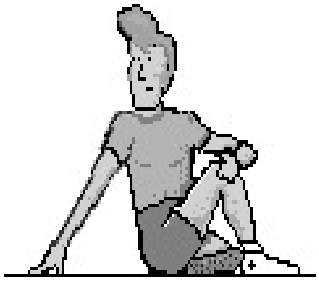
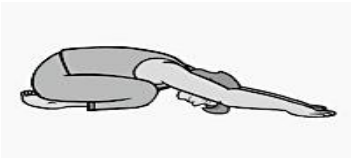
| | |
|---|---|
| **Glute Bridge**<br>(Gluts, Core, Back)<br>  | Lie on your back with your knees bent, and feet hip width apart. Place arms at your side, and lift your butt and back off the ground. Make sure to keep your head straight, and flex your gluts. Slowly lower back to the ground. Repeat 12-15 times. |
| **Hip Internal Rotation**<br>(Gluteus medius, Gluteus minimus)<br>  | Attach a Thera-Band to a secure object at ankle height. Sitting in a chair loop the elastic around the ankle further away from the anchor point. Pull the ankle outwards, focusing on keeping the upper leg still. Only move the lower half of the leg. Slowly return to the starting position. Repeat 12-15 times, then switch legs. |
| **Hip External Rotation**<br>(Piriformis)<br>  | Attach a Thera-Band to a secure object at ankle height. Sitting in a chair, loop the Thera-Band around the ankle closer to the anchor point. Pull the ankle inwards, focusing on keeping the upper leg still. Only move the lower half of the leg. Slowly return to the starting position. Repeat 12-15 times, then switch legs. |

# Appendix F

## Static Stretching Examples

| **Static Stretches** *(muscle stretched)* | **Key Points** |
|---|---|
| **Neck Stretch** (Sternocleidomastoid)<br>  | Drop your head to the right side, by bringing your ear down towards your shoulder. Keep your shoulders relaxed. Hold for 20 seconds. You can increase the stretch by placing the right hand on top of the head.<br>Role head around the front and over to the left side and hold again for 20 seconds. Repeat again on each side. |
| **Partner Shoulder Pull-Back** (Rear Deltoid)<br>  | With a partner behind you, have them gently pull your arms as far back as possible keeping your arms and back straight through the entire motion. Pause for 20 seconds and slowly return arms to resting position.<br>This one can be done by yourself by clasping your hands together behind your back and raising them up until you feel a stretch. |
| **Arm Stretches** (Deltoid)<br>  | Grab your elbow with the opposite hand and gently push the elbow up and across your body. Feeling a stretch in your triceps and shoulders. Stretch both arms. |

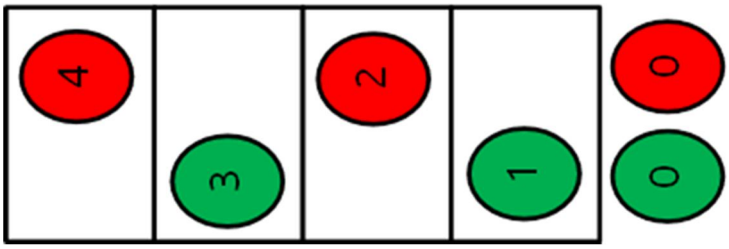
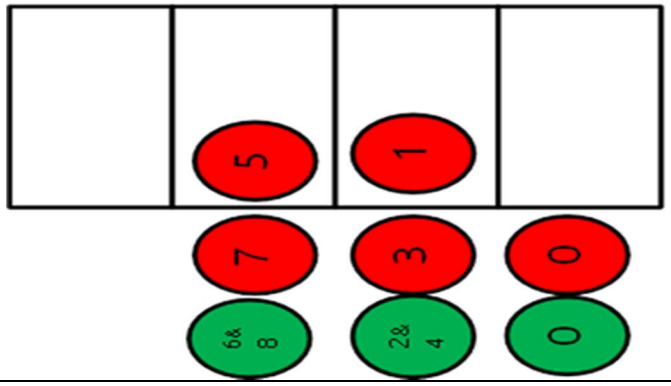
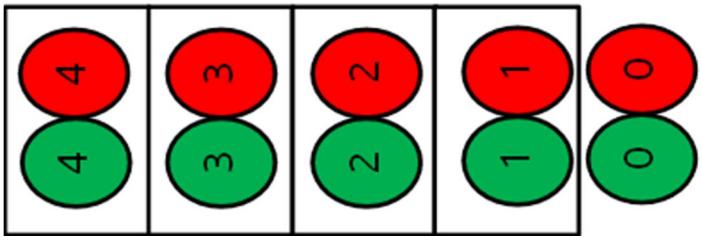
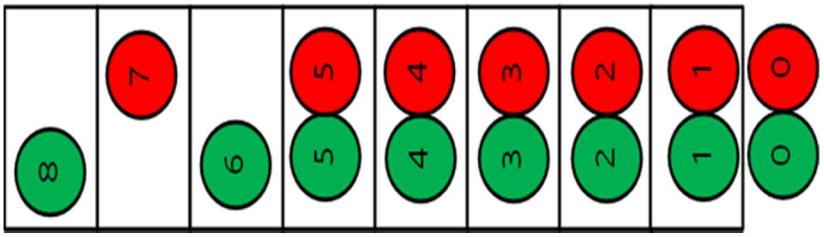
| | |
|---|---|
| **Triceps Stretches** (Triceps)  | Put elbow behind head until stretch is felt along upper arm. Hold for 20 seconds and switch arms. |
| **Standing Side Stretch** (Intercostal Muscles/Oblique)  | Keeping your hips fairly level, reach arm over head, feeling a stretch on the side of torso. Hold for 20 seconds and switch sides. |
| **Heel to Buttock** (Quadriceps)  | Stand on one foot, with one hand on a wall for balance. Hold the other foot with the opposite hand and raise the heel of the lifted foot to the buttocks (or as close as comfortably possible), stretching your quadriceps. Keep your body upright throughout. Change legs and repeat. |
| **Leg** (Hamstring)   | Bend one leg and have other leg out forward while bending down and trying to touch toes. Should be feeling a stretch behind knee/leg. Hold for 20 seconds.<br>This can also be done lying down with one leg straight up in the air, the other bent with foot flat on the ground. Loop a towel over the arch of the lifted foot, and gently pull on the towel as you push against it with your foot. Stretch both legs. |

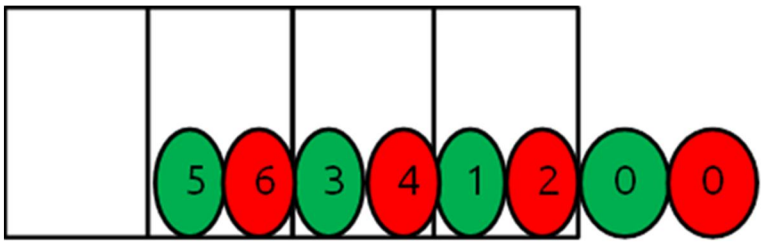
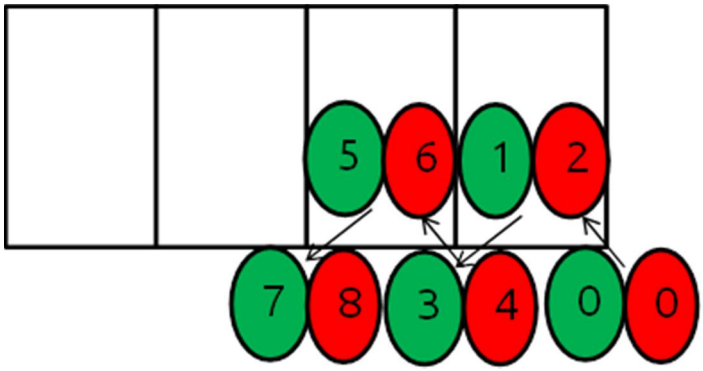
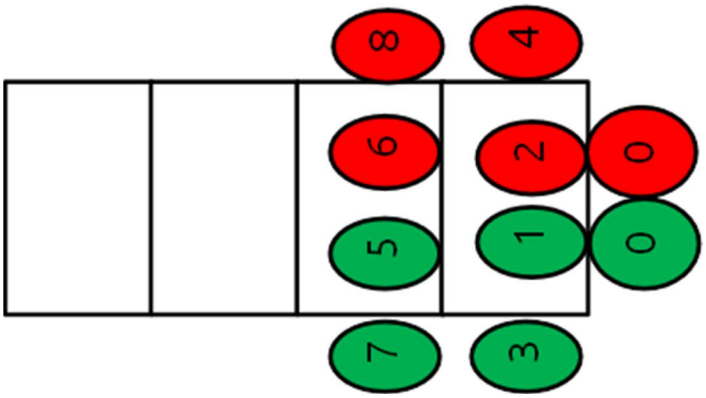
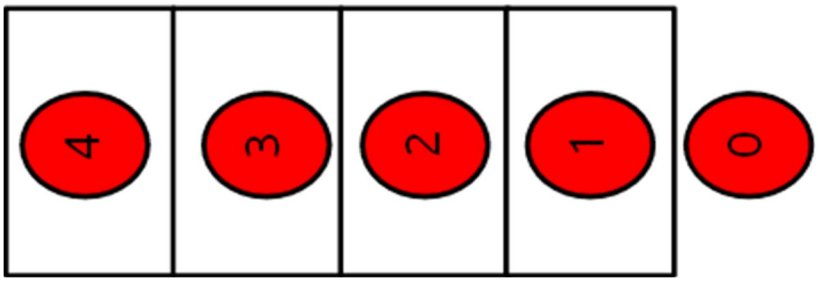
| | |
|---|---|
| **Leg** (Adductor)  | Have a wider stance and bend left knee, putting all your weight on that foot. Should be feeling a stretch in inner thigh. Hold for 20 seconds and switch legs. |
| **Ankle Rolls** (Ankle Mobility)  | Roll ankle in a circular motion for 20 seconds, switching direction of the circle after 10 seconds.<br>Repeat on the other ankle. |
| **Hip and Lower Back Stretch** (Gluteus Maximus and Gluteus Minimus)  | Sit on the ground with your legs crossed. Lift your right leg and cross it over the left, which should remain bent. Hug the right leg to your chest and twist the trunk of your body to look over your right shoulder. Change legs and repeat (i.e. looking over your left shoulder). |
| **Iliotibial Band Stretch** (Hip Abbudctor)  | Lie on your side with both legs bent in running position. Bring the bottom leg toward your chest and then bring the top one back toward your buttocks, so that the running position of your legs is exaggerated as possible. Hold for 30 seconds then flip sides and repeat. |
| **Lower back stretch**  | Lie down on back and bend your right knee towards your chest, grabbing it with your left hand. Place your right hand out to the side. Keeping your shoulder blades square use your left hand to guide your right knee across your body and towards the floor on your left side. Repeat on opposite side. Don't force your knee to the floor if your flexibility does not allow it. |
| **Child's Pose**  | Lean torso towards bent knees placing hands in front. Should be feeling a stretch in the hips, quadriceps and ankles. Hold for 20 seconds while breathing deeply. |

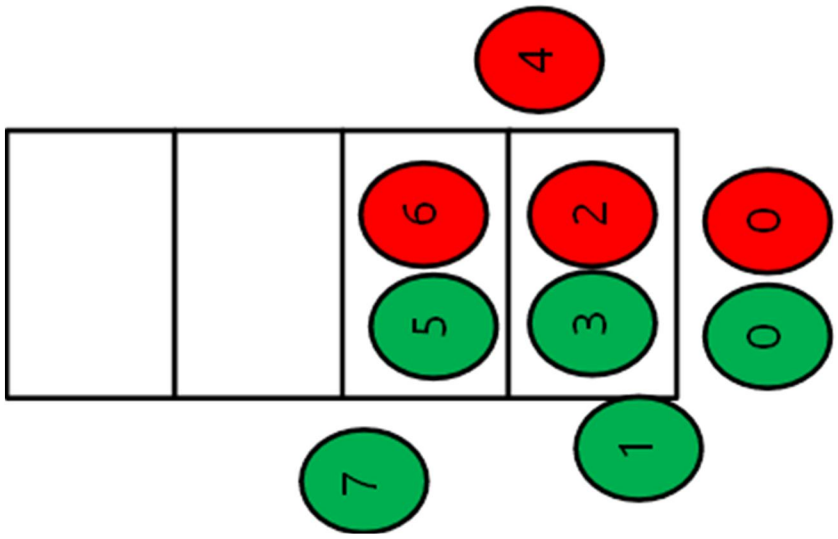
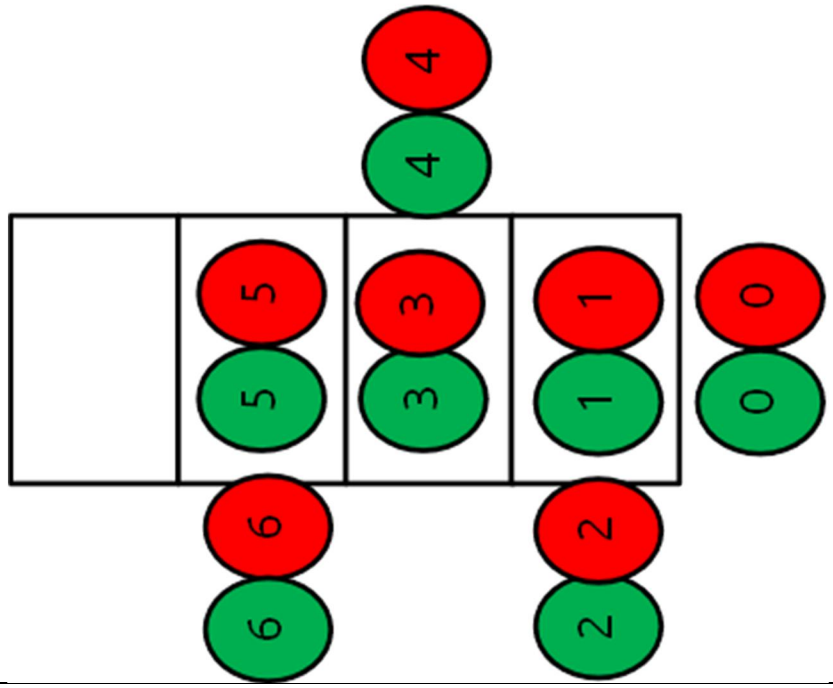
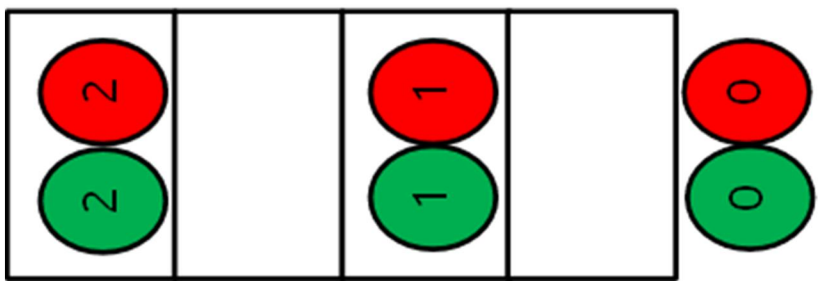
| | |
|---|---|
| **Hip Flexor stretch**  | To perform this stretch kneel with one knee on the ground (you can use a towel for a cushion). Your other knee should be out in front of you at a right angle with the floor. Place your chin on your chest, keeping your back straight. Keep your pelvis square and do not allow your knee to pass in front of your toes. |
| **Sumo Squats** (Gluteus Maximus)  | Start with feet slightly more than shoulder-width apart, toes angled out at 45 degrees. Bend forward at the waist, and squat so knees are bent and thighs are as close to parallel with the floor. Place elbows between knees and press palms together. Drop hips to the ground, keeping chest lifted and try to maintain a flat back as you push your hips back, with heels on the floor until you feel the stretch in your hamstrings and groin. |
| **Wall Stretch** (Soleus)  | Stand with hands against the wall and feet staggered forward and back. Bend the back knee and lean towards the wall until a gentle stretch is felt at the back of the heel. Your feet should remain pointed forward and heels on the ground. Hold for 20 seconds then switch sides. |

# Appendix G

## Agility Ladder Patterns

| | |
|---|---|
| **Standard Ladder Run (1 Step)**<br>Quick light run through the ladder with one foot stepping in each box, keeping your arms at your side. Lean slightly forward to allow your body weight to pull you through. Once through the ladder, continue on in a run for a short distance. |  |
| **Single Leg Shuffle**<br>On either the right or left side of the ladder, step into the ladder with your inside foot, then out again. You're going to move along the ladder, stepping in with your inside foot, while the other foot keeps pace. Have quick, light steps, while keeping your hips square. Make sure to repeat this on both sides |  |
| **Bunny Hop**<br>Start with your two feet together, hope from box to box, without stopping. Your feet should take off, and land in the next box together, instead of separately. Keep your arms close to your sides. Focus should be on moving quickly from box to box instead of jumping high up. |  |
| **5 Hops and Run**<br>This exercise combines the Bunny Hop drill with the Standard Ladder Run.<br>Do the five hops with two feet. On the fifth hop, land with both feet ready to make another hop. But instead, transition into one step per box for the remainder of the ladder.<br>Complete this with as little pause between the movements as possible. |  |

| | |
|---|---|
| **Sideways Shuffle**<br>Start in front of the ladder, but facing the side. In the ready position, quickly move from one box to the next, leading with the front foot. Both feet should step in each box, you want to avoid hopping. |  |
| **In & Out**<br>Start by facing the side of the ladder. Whichever direction you will travel with the ladder determines your lead leg. Step in with the front foot, and follow with the other foot. Then step out with the lead foot and follow with the other foot again. Like with all drills facing sideways, you should always repeat it on the other side. |  |
| **Lateral In & Out**<br>Starting with the ladder in front of you, step both feet into the first box one at a time, then move them out to opposite sides. Then step both feet into the next box. Make sure to start slow to get the steps right, then slowly increase speed. |  |
| **One-Legged Hop**<br>Starting on one leg, travel through the ladder hopping once in each box. Work on making this a fluid motion through the ladder without breaking to re-balance. Again, this is drill is not about height but at about the distance traveled forward. |  |

| | |
|---|---|
| **Icky Shuffle**<br>Starting in front of the ladder, step to the left side of the first box with your left foot, your right foot should be hovering slightly. Step to the inside right of the first box, then in with your left as well. Continue to the outside of the ladder with your right foot, your left foot should be hovering slightly. |  |
| **Lateral Bunny Hops**<br>Starting with the ladder in front of you, hop with both feet into the first box, then to either the left or right side. Hop into the next box and then hop to the opposite side. Repeat this for the entire length of the ladder. |  |
| **Big Bunnies**<br>This drill is the same as the Bunny Hop drill, except instead of hoping in every box, you hop over a box every time. When hoping from one box to the next, focus on maintaining a fluid motion, and avoiding jerky movements. |  |

# Appendix H

Nutrition Games & Lessons

# Hydration

Our body requires water for all kinds of functions: transporting materials around the body, enabling chemical reactions, keeping fluid balance in cells and much more. Our body also gets rid of water in many different ways. This is called "water loss". Here is a breakdown of the minimum water loss for an average person on an average day:

- sweating: 100 ml
- insensible loss (evaporation off the skin and loss from breathing): 800 ml
- faecal loss: 200 ml
- urine loss: 500 ml
- **TOTAL: 1600 ml**

We can see here that we lose a minimum of 1600 ml of water per day, which means we need to drink *at least* 1600 ml of water a day to replace this.

### HYDRATION AND EXERCISE

Active individuals need more water than the average individual because exercising causes us to lose lots of water from sweating. This becomes extremely important for individuals doing exercise in hot, humid environments, which cause us to sweat more.

Here is a guideline for hydrating on a workout day:

- **Before workout:** drink at least 1 to 2 cups (250-500 ml) of fluid about 1-2 hours before your workout
- **During workout:** drink at least 2-3 gulps of fluid every 15-20 minutes.
- **After workout:** drink at least 1 to 2 cups (250-500 ml) of fluid immediately after

## Discussion

"Lots of people will tell you that it is a good idea to replace electrolytes during or after your workout. Do you think this is necessary?"

- No, it is not usually necessary.
- Electrolytes are chemicals the body needs to work properly. Sodium is the only electrolyte athletes need to consider replacing because they lose it in sweat.
- **However, the sodium we get from food is usually enough to replace that lost in sweat.**
- Only athletes who will be sweating more than 4 L/day **(A LOT)** should pay attention to replacing their sodium.
- This means that sports drinks, which advertise that they are high in electrolytes, are not necessary for most athletes. Sports drinks are also very high in added sugars, so they are not a very healthy option.
- If athletes DO require sodium replacement from heavy sweating, they can add salt to their beverage or snack rather than have a sport drink.

## Activity: Where Does All That Water Go?

### OBJECTIVE

Athletes will get a visual idea of the minimum amount of water lost by an average body on an average day. The importance of drinking water will be emphasized.

### MATERIALS

- 3 transparent 2 litre containers
- Measuring cups
- 3600 ml water

### VOLUNTEERS

### SETUP

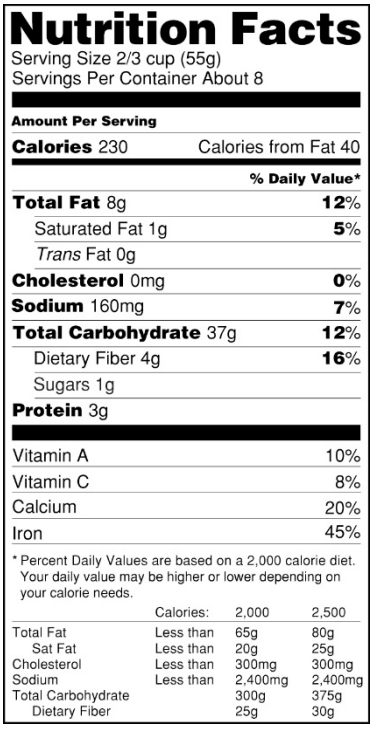
- Arrange 2L container, measuring cups and water jug in front of sitting group of students

## STEPS

- Explain to athletes that you are going to show them the minimum amount of water they lose from their bodies on an average, no exercise day.
- Explain that our bodies lose water many different ways. One of these ways is sweating. Hold up three different size measuring cups and have students guess (by show of hands) which represents the minimum amount of water they lose from sweating on an average day. Reveal the cup closest to the answer: **100 ml.**[1]
- Have an athlete volunteer come up to the front. Have them pour the correct amount of water into the measuring cup and then into a 2 litre container.
- Repeat these steps for:
    - insensible loss (evaporation off the skin and loss from breathing): **800 ml**[1]
    - faecal loss: **200 ml**[1]
    - urine loss: **500 ml**[1]
- You will now have a 2L container with **1600 ml** of water in it. Explain that this how much water our body loses on an average day.[1] If we don't drink enough water to replace it, we will become dehydrated. Compare to a wilting flower.
- Explain that this is a very low estimate and they will probably lose more than this normally - especially because they are athletes. Athletes need more water than the average person because they sweat a lot when they exercise.
- Explain that we can sweat either a little from exercising or a lot! Ask athletes to guess how much water is lost by some athletes over the course of a marathon. After some guessing, tell them you are going to show them.
- Slowly pour water into the second 2 litre jug, asking periodically, "Do you think it's this much?". Fill this jug and go onto fill the third 2 litre jug full. Reveal that **4 litres** is the answer!
- Stress the importance of drinking water based on the information learned through the activity.

# Nutrition Facts Tables

Nutrition facts tables are a great tool for helping us make healthy choices. The following describes some important features of nutrition facts tables and how to use them:



**Nutrition Facts**
Serving Size 2/3 cup (55g)
Servings Per Container About 8

**Amount Per Serving**

| | |
|---|---|
| **Calories** 230 | Calories from Fat 40 |
| | **% Daily Value*** |
| **Total Fat** 8g | **12**% |
| Saturated Fat 1g | **5**% |
| *Trans* Fat 0g | |
| **Cholesterol** 0mg | **0**% |
| **Sodium** 160mg | **7**% |
| **Total Carbohydrate** 37g | **12**% |
| Dietary Fiber 4g | **16**% |
| Sugars 1g | |
| **Protein** 3g | |
| Vitamin A | 10% |
| Vitamin C | 8% |
| Calcium | 20% |
| Iron | 45% |

* Percent Daily Values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs.

| | Calories: | 2,000 | 2,500 |
|---|---|---|---|
| Total Fat | Less than | 65g | 80g |
| Sat Fat | Less than | 20g | 25g |
| Cholesterol | Less than | 300mg | 300mg |
| Sodium | Less than | 2,400mg | 2,400mg |
| Total Carbohydrate | | 300g | 375g |
| Dietary Fiber | | 25g | 30g |

- Serving size:
    - Tells us how much should be eaten in one sitting.
    - **Often there is more than one serving in a container/package. Eg. a bottle of Coke® has more than one serving.
- Grams or milligrams:
    - Tells us how many grams or milligrams of the nutrient are in one serving.
- % Daily Value:
    - Tells us what percentage of our daily allowance the food will provide us with.
- Vitamins and Minerals:
    - Tells us what percentage of our Recommended Daily Allowance the food will provide us with.
    - Shouldn't worry too much about this. If you have a diet that includes all the food groups and a variety of foods, you should meet your vitamin and mineral requirements.

It is not always easy to decide what the healthiest option is. Here are some tips for athletes:

- Choose options that are **lower** calories, fat, sodium and sugar
- Choose options that are **higher** in fibre and protein
- Choose foods with 0% trans fat

Remember, **5% is a little and 15% is a lot**

- "We **don't** want a lot of sodium. If a label shows 25% sodium in a serving, this is a lot and may not be a healthy choice."
- "We **do** want a lot of fibre, however. If a label shows 25% fibre in a serving, this is a lot, which is a good thing!"

## Discussion

1. When should we look at nutrition facts tables?
    - A great place is at the grocery store! When you are trying to decide on a cereal, soup, cracker or anything in a package, compare labels to decide on the healthiest option to buy.
    - Also look at the nutrition table when you want to know how much of a food to eat. The label will tell you how large a single serving is.
2. What calorie content should I look for?
    - Athletes like yourselves should eat about 2000-3000 calories in a day. You want to space these out over the day. A meal should have about 300-500 calories, while a snack should have about 100-200.
3. Sometimes boxes have claims like "healthy" or "low fat" on the front. Should I choose these items?
    - Claims on the box are not the best way to make healthy decisions. It's better to read the nutrition label and use your smarts to decide on the healthiest option.
    - Sometimes the box may say something like "Low fat", but you will read the label and see that it is *very* high in sugar and salt!

## Activity: Nutrition Label Tag

### OBJECTIVE

Athletes will become more comfortable reading nutrition facts tables.

### MATERIALS

- A different nutrition facts table for each athlete; you can print these off the internet or bring in labels from actual food items.

### STEPS

- Hand out a nutrition facts table to each athlete.
- Choose an athlete to be "it"
- Have the athlete choose:
    - a nutrient category: fat, cholesterol, sodium, carbohydrate, sugar, fibre or protein.
    - an easy exercise: jumping jacks, knee touches, hops, donkey kicks, ab crunches, etc.
- Say, for example, the athlete chooses sugar and jumping jacks. Explain to athletes that when they get tagged, they must stop running and read their nutrition facts table for the number of grams of sugar in a serving of their food.
    - They must then do that number of jumping jacks before they can begin playing tag again.
- Once this is understood, allow the athletes to begin playing tag.
- Eventually select a new person to be "it", allowing them to choose a new nutrient and exercise.
- Try to have at least 7 different individuals be "it" in order to get through every nutrient category.

# Bone Health

Strong bones are extremely important for our health throughout our whole lives.

Strong bones are important for:

- Allowing us to do all different sports and activities
- Preventing injury
- Protecting our organs
- Preventing osteoporosis later in life
- Releasing minerals into our body when we need them

To guarantee that our bones are strong when we grow into adults, it is very important that we build them up during our childhood and teen years. If we do not build strong bones during this time, we may have weak bones as adults, which can result in poor health. There are three things that we can do to build strong bones:

1. Consume calcium
2. Consume vitamin D
3. Exercise

By doing these three things, we can help ensure that twe have strong bones for life!

## Discussion

1. What foods contain calcium?
    - Dairy products, dairy alternatives and tofu are *very* high in calcium
    - Calcium is also found in many fruits. Orange juice is the best source.
    - Green, leafy vegetables (spinach, collards, kale) also have calcium, but this form is a bit harder for your body to absorb.
2. What foods contain vitamin D?
    - Dairy products in Canada have vitamin D added to them (fortified), so they are a great source!
    - Fish are also very high in vitamin D

## Activity: Guessing Game

### OBJECTIVE

- Athletes will become more familiar with the three key elements of bone health as well as foods containing vitamin D and calcium.

### MATERIALS

- Paper cut-outs of the following foods: dairy products, dairy substitutes, tofu, oranges, fish, spinach, kale. (See appendix)
- Paper cut-outs of sports/exercises (see appendix)

### STEPS

- Before handing out cards to athletes, tell them that they will receive a card that has one of the key elements of bone health written on it: a food containing vitamin D, calcium or both OR an activity/sport.
- Inform athletes that they should not look at what their card says.
- Shuffle cards and hand out one card to each athlete. Have them hold the card up to their forehead with the words facing outward.
- When you say "go", have athletes walk around and questions to help determine the word written on their card.
    - Questions can be whether their card is a food or exercise.
    - If food: what shape/size/color it is; what food group; if it comes in a container, etc.
    - If activity: where one does the activity; whether it is a sport; if equipment is required, etc.
- Once athletes have determined their card's identity, if it is a food, they should help each other decide if this is a food that contains vitamin D, Calcium or both.

# Cooking Together

Cooking with friends or family is a great way to increase healthy eating habits. Here are some of the benefits of cooking together:

- Allows individuals to see that cooking is fun, creative and interesting
- Reduces the frequency of social activities based around eating out
- Creates a space for conversation about cooking and healthy eating
- Creates a great teaching/learning environment so individuals will feel more confident cooking on their own.
- Groups can make large meals. Leftovers can be either saved for consumption throughout the week or frozen.

### IDEA FOR ATHLETES

Get your friends or family together and make a *ton* of food! Have everyone bring Tupperware so they can take some home to eat throughout the rest of the week or freeze. This way everyone will cut down on cooking in the future.

## Discussion

- **Q:** A sandwich is a meal so it needs to have all 4 food groups in it. What are these 4 food groups and where are they in our sandwiches?
- **Q:** If someone doesn't eat meat, what can they use to get protein in their sandwich?
    - **A:** Cheese, eggs, tofu, hummus, nut butters and homemade spreads made from beans, green peas or quinoa. Check out the Meat Alternatives section of Canada's Food Guide for ideas.
- **Q:** Restaurants can be sneaky. Their sandwiches may look healthy, but can be very high in calories! What do you think they add to bring the calorie content to an unhealthy level?
    - **A:** They will use way more than one serving of high calorie ingredients like cheese, mayonnaise, butter, avocado and meat.
- **Q:** What are your favourite sandwich ingredients?

## Activity: Cooking Together

### OBJECTIVE

Athletes will become more comfortable assembling food in a social environment.

### MATERIALS

- Sandwich ingredients for the group: bread, sliced cheese, turkey meat, mustard, hummus, lettuce, sliced tomato and cucumber (and anything else you'd like)
- Plates
- Napkins
- A few knives/spoons (for spreading mustard and hummus)

### SETUP

Assemble sandwich ingredients on a table that is approachable from all sides (so athletes can discuss as they assemble their sandwiches).

### STEPS

- Allow athletes to assemble a sandwich to their liking
- As they construct their sandwiches and while eating encourage discussion by asking the discussion questions below.

# Snacks

Snacking is important because our blood sugar can get low between meals. We need a sufficient blood sugar level to provide energy to our brains, muscles and other organs.

Snacks are also great for curbing hunger between meals. This way we won't overeat when it comes time for lunch or dinner.

## TIPS FOR SNACKING:

- Prepare snacks and have them ready-to-go at home (eg. fruit in a bowl, yogurt portioned out in Tupperware, veggies sliced ahead of time)
- Always keep snacks with you on the go
- Keep a lot of plastic containers to use at your convenience. Purchase some smaller plastic containers for dips and spreads.

## WHAT IS AN UNHEALTHY SNACK?

Unhealthy snacks are those that are…

1. **Very high in calories:** these snacks will either be more than one serving size (eg. ¾ of trail mix is too many calories) or will be very calorie dense in small amounts (eg. potato chips, chocolate)
2. **Offer little nutritional value:** a handful of jellybeans will raise our blood sugar but offers very few valuable nutrients.

## HEALTHY SNACK IDEAS:

- Fruits
- Sliced veggies with dip
- granola bar (homemade is best!)
- ¼ cup trail mix with ¼ cup dry cereal
- Glass of 2% (or lower) milk (mix in cocoa and honey for homemade chocolate milk)
- Whole grain/multigrain crackers with a few slices of cheese
- Apple with 2 tbsp. peanut butter
- ¾ cup plain 2% (or lower) yogurt (mix in honey or jam for sweetness)
- ½ cup 2% (or lower) cottage cheese with fruit

## Activity: Let's Make a Snack

### OBJECTIVE:

Athletes will learn to make a trail mix snack and will learn more about portion sizes.

### MATERIALS:

- Measuring cups
- measuring spoons
- Ziploc bags (or ask athletes to bring a Tupperware from home for less waste)

The following recipe serves 8 athletes a ½ cup serving size...adjust for your group size.

- 120 ml (½ cup) nut of choice
- 120 ml (½ cup) second nut of choice
- 120 ml (½ cup) dried, unsweetened cranberries
- 16 dried apricots (2 per serving)
- 500 ml (2 cups) whole grain cheerios (or other low sugar, high fibre cereal)
- 60 ml (¼ cup) smarties

### SETUP:

Assemble snack ingredients in bowls or bags on a table with measuring cups and spoons.

### STEPS:

- Have athletes assemble their own trail mix bag with the following proportions:
    - 1 tbsp. nut of choice
    - 1 tbsp. second nut of choice
    - 1 tbsp. dried, unsweetened cranberries
    - 2 dried apricots
- Explain to athletes, "You now have one serving of trail mix. You shouldn't eat more than this in one snack because trail mix is very high in calories."
- Explain to athletes, "Because this is such a small amount, you may still be hungry or feel like you want more. That's why we're going to add a healthy, lower calorie cereal so you get more full from this snack."
- Instruct athletes to add 60 ml (¼ cup) to their bag.
- Some athletes may be wishing there were smarties in this trail mix. Explain to them, "It's okay to have less healthy foods like chocolate once in a while as long as they are in small amounts. So we are going to add smarties to make our trail mix more fun!"
- Instruct students to add **1 tsp of smarties** to their trail mix and explain that this is a healthy amount for this snack.

# Portion Size

Portion sizes are getting bigger and bigger. Research has shown that today's typical portion of French fries, hamburgers and soda is 2 to 5 times larger than the original version decades ago[2]. Many food products today are also marketed based on size, giving us the impression that "bigger is better". For these reasons and more, it is important that we educate athletes on proper portion sizes. A great way to do this is to ensure athletes understand what a single serving looks like and how many servings they should eat in a day.

The best source to consult on proper serving sizes is Canada's Food Guide. Easily downloadable and printable copies can be found online at http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php.

Here are some easy ways to remember proper serving sizes:

- 1 serving of cheese = size of 4 dice
- 1 serving of fats/oils = size of 1 die
- 1 serving of meat = size of 1 deck of cards
- 1 serving of cooked rice/pasta = size of a tennis ball
- 1 serving fruit = size of a baseball
- 1 serving of juice = size of a hockey puck
- 1 serving of peanut butter = size of 1 ping pong ball
- 1 serving of nuts = size of golf ball
- 1 serving of French fries = 10 fries (10 crayons)

## Discussion

1. How many servings from each food group should we have in one meal?

    - It depends on the food group! We need more servings of some food groups in a day than we do others. For example, teens need only 2-3 servings of meat each day, but they need 7-8 servings of veggies. They will want to space these out evenly in their meals. To find out how many servings from each food group you need in a day, take a look at Canada's Food Guide. (Instruct them to find it online or provide printed copies). *Quick hint: meals should never have more than one serving of meat.

2. What do I do when I get a portion size at a restaurant that is way too big?

    - Here are some ideas:
        - Share your meal with someone
        - Ask for a half order
        - Ask them to bring you out one half and pack up the other half in a box
    - Ask for things like dressing, butter, condiments, sauces, nuts and cheese on the side. This way you can choose the correct serving size and add it to your meal before they do.

## Activity: Match the Serving Size

### OBJECTIVE

Athletes will learn proper serving sizes of some common foods using visual cues that are easy to remember.

### MATERIALS

- 5 dice
- 1 deck of cards
- 1 tennis ball
- 1 baseball
- 1 hockey puck
- 1 ping pong ball
- 1 golf ball
- 10 crayons
- The following paper food cards: cheese, oil/fat, meat, juice, rice, pasta, nuts, French fries

## SETUP

- Each food card has a paired object that represents the proper serving size of this food. There are 8 pairs. (See the “easy ways to remember proper serving sizes” list in the introduction of this lesson).
- Separate the food cards so they are in one group on the floor/table and the objects so they are in another group on the floor/table (For a larger number of athletes you can separate this into 2 games; 4 pairs in each game.)
- Have athletes line up or gather round.

## STEPS

- Select an athlete to go first.
- When you say “go”, have the athlete try to match all of the objects with their respective card.
- To make it harder, see if they can get all the correct answers in under 30 seconds or time athletes and play multiple rounds to see if they can improve their time. You can also have the other athletes turn their backs so they don’t learn from those playing before them.

# Added Sugars

The term "sugar" can be tricky. Many people today use the term "sugar", to refer to the cane sugar we use in baking. When we discuss "sugar" in this lesson, however, we are talking about simple sugars made from one or two sugar molecules that make our food taste sweet.

### THE DIFFERENCE BETWEEN NATURAL SUGAR AND ADDED SUGAR

Simple sugars occur naturally in many foods, particularly fruit. They also can be added to foods in the form of "added sugars". Although the chemical structures of fruit sugars and added sugars are not that different, there are many reasons that fruits are better for your health:

1. Fruits have a great deal of nutritional value from vitamins, minerals, water, antioxidants, fibre and more. Added sugars are often found in foods with very little nutritional value, like pop.
2. There is typically far less sugar in fruit than in foods with added sugars
3. The fibre in fruit slows digestion of sugar, which prevents blood sugar spikes. Added sugar foods with little fibre cause blood sugar spikes, which can lead to weight gain.

### HOW TO SPOT ADDED SUGAR

- Added sugars can be hidden under fancy names in the ingredients label
- Eg. high-fructose corn syrup (HFCS), dextrose, sucrose, fructose, glucose, maltose, fruit juice concentrates, honey, molasses, maltodextrin, agave syrup, malt syrup, maple syrup and syrup.

Dietitians of Canada recommends we limit our added sugar consumption to **13 teaspoons per day**[3]**,** which is equal to about 13 cubes of sugar or 52 grams.

## Discussion

1. How can I look at the label and determine if there are added sugars?

    - The best way is by reading the ingredients list. You can become familiar with the common names for added sugar (see above) or….
    - You can use the special rule: **any ingredient ending in -ose, is a type of added sugar.**

2. How can I tell if I'm eating too much added sugar?

    - You can always count grams of added sugar by looking at the nutrition facts table. This is a lot of work though….
    - An easier way is by avoiding foods that are *very high* in added sugars. If you eat these foods very infrequently, you will probably not go over your sugar budget. Some of these foods are:
        - Pop, iced tea, sport drinks, energy drinks
        - Juice with added sugar
        - Chocolate milk
        - Yogurt with added sugar
        - Sugared cereals
        - Baked goods like muffins, cookies, pastries
        - Desserts like cake, ice cream and chocolate bars

## Activity: Comparing Sugar Content

### OBJECTIVE

Athletes will learn how much sugar (added and/or natural) is contained in a number of popular beverages, as well as the negatives and positive health aspects of these beverages.

### MATERIALS

- 1 box sugar cubes
- Paper cut-outs of the following beverages (or preferably their containers): fruit juice with no sugar added, fruit juice with sugar added, milk, chocolate milk, vitamin beverage, energy drink, cola, water.
- Large labels saying "Often" "Sometimes" "Special Occasions"
- 8 Plates

### SETUP

- Arrange paper cut-outs/containers in a line on the floor or a table in the following order: fruit juice with no sugar added, fruit juice with sugar added, milk, chocolate milk, vitamin beverage, energy drink, cola, water.
- Put a plate in front of each item.

### STEPS

1. Begin with the first beverage in the line: fruit juice with no sugar added.
    a. Ask athletes to guess in their heads how many sugar cubes are in 1 cup this drink. (1 sugar cube = about 4 grams sugar)

b. Have a volunteer come up and ask him/her to begin putting sugar cubes on the plate. Have the group or the volunteer count out loud. When they reach the correct number of cubes, instruct them to stop. (See the **Key** below for answers).
c. Discuss the negatives and or positives of this beverage with the class. (See the **Key** below).

2. Repeat the steps above with each beverage. Add extra step when you get to cola (see **Key).**
3. Once finished, go back to the first beverage. Ask the group, "Based on our discussion and the number of sugar cubes, do you think we should have this drink often, sometimes or only on special occasions?
4. Allow them to guess. Reveal the answer (see **key**) and place the appropriate label on the item.

## KEY

1. Fruit juice with no sugar added (1 cup)
   - About 20 grams sugar = **5 cubes**
   - **Positives:** all the sugar is natural; because it comes from fruit it contains a lot of vitamins, minerals and antioxidants.
   - **Negatives:** it is missing the fibre contained in whole fruits that makes you feel full and has many health benefits. Eating whole fruits is better than drinking juice.
   - **Tip:** water your juice down to reduce sugar content. It will still taste good!
   - **How often?:** sometimes
2. Fruit juice with sugar added (1 cup)
   - About 30 grams of sugar = **about 8 cubes**
   - **Positives:** because it comes from fruit it contains a lot of vitamins, minerals and antioxidants.
   - **Negatives:** contains added sugar, which increases the calories.
   - **Tip:** water your juice down to reduce sugar content. It will still taste good!
   - **How often?:** special occasions
3. 1% milk (1 cup):
   - About 11 grams of sugar = **about 3 cubes**
   - **Positives:** all the sugar is natural; very high in vitamins and minerals; great source of protein, calcium and vitamin D
   - **Negatives:** allergies or intolerance is common
   - **How often?:** often.
4. 1% chocolate milk (1 cup)
   - About 25 grams of sugar = **6 sugar cubes**
   - **Positives:** very high in vitamins and minerals; great source of protein, calcium and vitamin D
   - **Negatives:** contains added sugars, which make it high in calories; allergies or intolerance is common
   - **Tip:** mix chocolate milk with regular milk to reduce sugar OR make your own chocolate milk using cocoa and a sweetener.
   - **How often?:** sometimes

5. Vitamin beverage (1 cup)
    - About 32 grams of sugar = **about 8 sugar cubes**
    - **Positives:** will hydrate you; contains vitamins and minerals BUT these are not natural. We should NOT rely on getting our vitamins and minerals from sources where they are added in.
    - **Negatives:** high in added sugars; vitamins and minerals are not naturally occurring.
    - **How often?:** special occasions
6. Energy drink (1 cup):
    - About 28 grams of sugar = **about 7 sugar cubes**
    - **Positives:** contains some vitamins, BUT these are not natural.
    - **Negatives:** high in added sugars, which increases calories; high in caffeine which will dehydrate you (bad during exercise); often artificial colors and flavors.
    - **How often?:** special occasions
7. Cola (1 cup)
    - About 30 grams of sugar = **about 8 sugar cubes**
    - **Positives:** none notable.
    - **Negatives:** high in added sugars, which increases calories; contains caffeine which will dehydrate you (bad during exercise); artificial coloring.
    - **Note:** typical containers of coke hold much more than 1 cup. Bring a 591ml bottle of coke and show athletes that this contains about **18 sugar cubes!**
    - **How often?:** special occasions
8. Water (1 cup)
    - **0 cubes sugar**
    - **Positives:** very hydrating, 100% natural, no additives, no calories, and more.
    - **Negatives:** typically none.
    - **How often?:** Often! Whenever you want!

# Fruits and Veggies

Fruits and vegetables are essential to good health. Without fruits and vegetables we would be missing key nutrients from our diets, putting us at risk for illnesses and nutritional deficiencies. Some of the benefits of fruits and vegetables include the following:

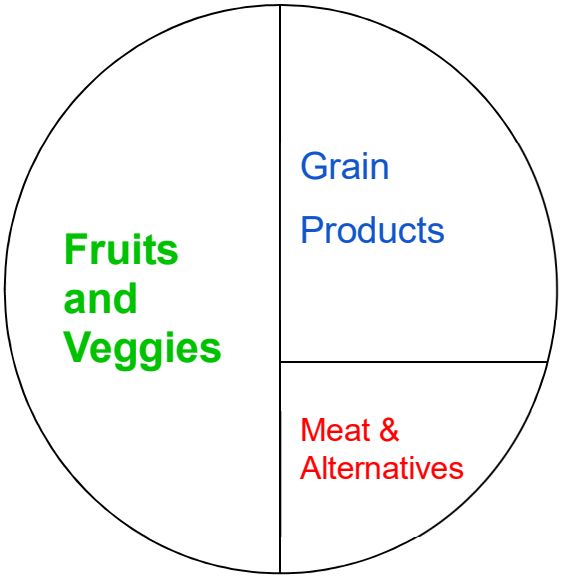
- Provide large amounts of vitamins and minerals, which perform hundreds of beneficial functions in the body.
- High in fibre, which fills you up faster, prevents blood sugar spikes and is good for bowel health.
- High in antioxidants, which protect the body's cells from damage and may play a role in preventing chronic disease.
- Contain water, which hydrates the body.

Canada's Food Guide recommends we consume a certain number of servings of vegetables each day depending on our sex and age:

**DAILY SERVINGS OF FRUITS AND VEGETABLES ACCORDING TO CANADA'S FOOD GUIDE**

| Children | | | Teens | | Adults | | | |
|---|---|---|---|---|---|---|---|---|
| 2-3 | 4-8 | 9-13 | 14-18 | | 19-50 | | 51+ | |
| Girls and Boys | | | Females | Males | Females | Males | Females | Males |
| 4 | 5 | 6 | 7 | 8 | 7-8 | 8-10 | 7 | 7 |

The easiest way to ensure you are getting sufficient fruits and veggies, however, is to follow the rule that **fruits and veggies should take up half of your meal plate.**



## Discussion

1. Some of you may not like eating certain vegetables. What can you do about this?
    - There are many tricks for getting vegetables you don't like into your diet.
    - You can add them to a smoothie with all your other favourite ingredients.
    - You can blend them up and add them to many recipes: soups, tomato sauce, meat balls, homemade mac and cheese, casseroles.
    - You can even add veggies to desserts! Try making carrot cake or zucchini cake on special occasions.
2. Often we will see packaged products like crackers, chips, and pastas whose packages may say things like "contains 3 servings of vegetables!" Do you think this is a good way to get your daily veggie intake?
    - No, it is not. By the time veggies in these foods are shipped to a factory, skinned, ground up, dried out, heated, put in a package and left on a shelf for months, they have hardly any nutrients left!
    - The large majority of your veggies should be consumed in their most natural state possible. That means fresh from the market or grocery store.

## Activity: Hot Vegetable

### OBJECTIVE

Athletes will become more familiar with the many different types of fruits and vegetables.

### MATERIALS

- A ball or throwing object
- Music player

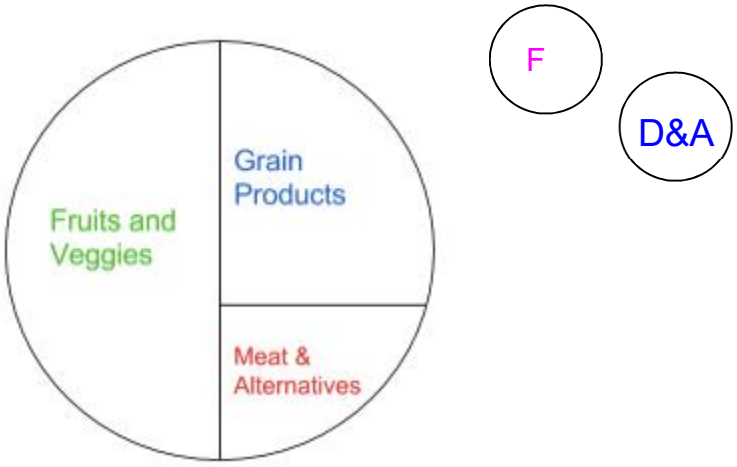
### STEPS

- Have athletes stand in a circle
- Choose one athlete to begin by holding the ball
- Begin playing music
- Instruct this athlete to throw the ball to another athlete across the circle
- When the athlete receives the ball he/she should say the name of a vegetable and then toss the ball to another athlete and so on…
- Athletes cannot say the name of a vegetable that has already been said in that round.
- Have the athletes continue until you stop the music. When the music stops, the athlete holding the ball either is "out" until the next round.
- The last athlete standing wins the game.
- Note: to avoid winners/losers, an option is to have athletes do an exercise or answer a skill-testing nutrition question if they are holding the ball when the music stops, then they can continue playing the game.

# Balanced Plates

Sometimes it can be hard deciding how much of each food group to eat in a meal. This is especially true since, in recent years, restaurant serving sizes have become increasingly large, confusing us as to how much we *should* be eating.

A great tool to help us in structuring our meals is the "balanced plate". Shown below, this tool shows us how our plate should look at every meal.




**Fruits and Vegetables:** should take up one whole side of your plate.

**Grain Products:** should take up ⅔ of one side of the plate.

**Meat and Alternatives:** should take up ⅓ of one side of the plate. This will be one serving -- about the size of a deck of cards.

**Oils and Fats:** it is a good idea to get a serving of oils and fats into each meal. This is symbolized by the "F&O" circle outside the balanced plate.

**Dairy and Alternatives:** you should get a serving of dairy & alternatives into each meal. This is symbolized by the "D&A" circle outside the balanced plate.

**Important tip: remember that your plate shouldn't look the same every day. Try new types of foods all the time to ensure that you get all the necessary nutrients into your diet.

## Discussion

1. What if your food is mixed up in a bowl, wrap, etc. and it's hard to tell if you have all the parts of a balanced plate?
    - Before you begin cooking, lay out all your ingredients on a plate. Ask yourself, "is half my plate veggies? Is one side mostly grain products and the rest a meat or alternative?" If the answer is yes, begin cooking your meal!

## Activity: Chain Tag

### OBJECTIVE

- Athletes will get practice at assembling all the parts of a balanced plate.

### MATERIALS

- Paper food cut-outs:
    - An equal number of cut-outs for grain products, fruits and vegetables, meats and alternatives and dairy products.

### STEPS

- Hand out a cut-out to each athlete
- Have athletes stand with a hand touching the gym wall
- Explain to the group that their goal is to assemble a balanced plate using their cut-outs. Eg. if an athlete has a grain product cut-out, they must look for an athlete holding a fruit/veggie, an athlete holding a meat/alternative and an athlete holding a milk/alternative.
- When an athlete finds someone with a cut-out they need, the two must link arms and search for the other parts they need to balance their plate.
- When a group of athletes has assembled all four parts and has a chain of 4 people, they must run with arms linked and touch a wall of the gym.
- *To avoid athletes being singled out, you can strategically choose the cut-outs so everyone will wind up in a group in the end. If the number of athletes is not divisible by four, remove the milk and alternatives category so you can make groups of thee (explaining to athletes that this meal has a glass of milk/alternative beverage on the side so it doesn't need to go on their plate).

# Eating and Exercise

Eating and exercise can be a complicated subject. We must consider the factors of exercise duration and intensity, type of exercise, environment, personal characteristics, etc.

For this lesson we will stick with two fundamental points when it comes to eating for sport: eating before exercise, eating during exercise and eating after exercise

### EATING BEFORE EXERCISE

- You should consume a high-carbohydrate meal 1-4 hours prior to your work out.
- This meal should be relatively low in fat (to speed up carb digestion) and fibre (to avoid bowel discomfort)

### EATING DURING EXERCISE

- ***Only required if engaging in non-stop exercise for greater than 1 hour*
- Have some carbohydrates every fifteen minutes
- "Some" = a few gulps of juice, a handful of dried fruit, a handful of gummy bears

### EATING AFTER EXERCISE

- Within 45 minutes of your workout, consume 15-25 grams of protein.
    - Protein helps build and repair muscles after a workout
    - Recovery snack ideas: 2 cups of milk, 1 cup regular yogurt (¾ cup if Greek yogurt), a piece of meat/fish/tofu, 1 cup chickpeas/dried chickpea snacks, 1 cup lentils, a protein shake, a protein bar
- Eat a high-carbohydrate meal sometime after your workout.

## Discussion

- What kinds of meals do you think would be considered "high" carbohydrate meals?
    - Remember that we do not want to go overboard on carbohydrates because we do not want to consume too many calories in our day.
    - The simplest way to ensure your high-carb meal has enough carbs but not *too many*, create a balanced plate and then add one extra serving of grain products (low in fibre).

## Activity: Relay Race

### OBJECTIVE

- Athletes will get practice at identifying protein-containing foods

### MATERIALS

- Paper cut-outs of high-protein foods (milk, yogurt, meat, fish, tofu, beans, legumes); at least one per athlete
- A number of miscellaneous paper food cut-outs

### SETUP

- Separate athletes into groups of at least three; have them line up in their groups at one end of the gym
- At the other end of the gym, set up one cluster of paper cut-outs for each group.
    - Each cluster should contain at least one protein-containing food cut-out per athlete as well as many miscellaneous cut-outs.

### STEPS

- When you say "go" the first athlete in each lineup must run to the other end of the gym and search through their group's cluster to find a high-protein food cut-out.
- They must then take their cut-out and run back to their group.
- When they reach their group, they must high-five the next team member in line and continue to the back of the line, cut-out in hand.
- The next team members should continue these steps
- The race is complete when the last team member in each group has returned.
- Now go through the cut-outs selected by each group. Discuss each cut-out, whether it is high-protein and why it would or would not make a good post-workout snack.
- The team that finishes first with all correct cut-outs is the winner.

# Healthy Choices

The easiest way to make healthy choices is by cooking your own food at home. This way we know exactly what we are eating and we can control portion sizes and calories.

Healthy cooking begins in the grocery store, however. Here are some tips for making healthy choices while grocery shopping:

- **Buy lots of vegetables and fruit!** Remember, these should take up half your meal plate.
- **Buy the freshest ingredients possible.** A great way to do this is by only shopping from the outer periphery of the grocery store (produce, bakery, dairy and deli) and avoiding inner isles.
- **Buy mostly whole-grain grain products**. Avoid plain white breads, plain white crackers and white rice.
- **Buy dairy products that are 2% milk fat or less.** Higher fat percentages than this are very high in calories.
- **For protein, choose meats and fish *as well as alternatives.*** Do not rely on meat and fish alone for protein as they are higher in calories. Try beans, legumes and organic tofu.
- **When buying meats, choose lean options most often,** such as skinless turkey or pork with the fat trimmed.
- **Avoid buying pre-made, frozen meals.** These are typically highly processed, high in calories and sodium and have many strange chemical ingredients (read the label!).
- **Read and compare nutrition facts labels,** choosing foods lower in fat, trans fat, sodium and sugar.
- **If buying treats like chocolate or cookies, only buy very small amounts** at one time so you are not tempted to eat the whole cake, box, etc.

## Discussion

1. Are canned foods a healthy choice?
    - Yes, however, they are not as healthy as fresh foods.
    - The canning process causes foods to lose some nutrients.
    - Canned foods are also typically high in sodium. Choose canned foods with lower sodium.
    - If you can, choose a fresh food over its canned version.
2. What is healthier whole grain or multigrain bread?
    - Whole grain is usually healthier.
    - Whole grain means that all the parts of the grain were used to make the product, making it high in fibre and nutrients.
    - Multi-grain means that there are multiple types of grains in the product. Some or all of these grains may have been stripped of their coating and, therefore, will have fewer nutrients and little fibre.

3. Is lunch meat healthy? If so, what types should I buy?
    - Lunch meats range from very unhealthy to healthy.
    - Less healthy lunch meats are those that have different kinds of meats mixed together, are very high in salt and/or have chemical additives.
    - Eg. pepperoni, salami, bologna and processed turkey/chicken/roast beef
    - Healthier lunch meats are those sliced directly from the animal and roasted with very little modification. At the deli counter, ask for "whole cuts" of turkey, chicken or roast beef.
    - Hint: do not buy lunch meats that come in a package.

## Activity: Shopping List

### OBJECTIVE

- Athletes will get practice assembling a healthy shopping list

### MATERIALS

- Pens and paper for everyone

### STEPS

- Have athletes pair up into groups of two.
- Hand out a pen and paper to each group.
- Ask the athletes to make a grocery shopping list with a healthy choice from the following five categories:
    - Fruits
    - Vegetables
    - Dairy and alternatives
    - Meat
    - Meat alternatives
    - Grain products
- When they are finished they can present their choices to the group, explaining why each item is a healthy choice.

# Food Packaging

A final consideration when it comes to choosing what foods to eat is the environment. We want to be sure our nutritional choices have the lowest impact on our planet possible, so we can enjoy healthy foods on a healthy planet for years to come.

One important component of this is food packaging. We should aim to minimize the amount of food packaging waste and recycling we create. Here are some hints for cutting down on food packaging and related materials:

- **Don't buy single serving packages of food.** Examples are single serving yogurt cups, soups, dips, crackers, snacks, cheese, etc. Instead, buy large amounts of these foods and portion them out in your reusable containers. This is cheaper too!
- **Buy foods in bulk.** This way we can purchase foods in plastic bags instead of the heavy cardboard, plastic or glass containers they may have otherwise been packaged in.
- **Save your glass and plastic containers for future use.** This will cut down on recycling and will also save you money on Tupperware.
- **Avoid buying vegetables in plastic boxes**. A common example is salad greens.
- **Avoid Styrofoam packaging** as this is very hard to recycle. Styrofoam packaging is often used for dried soups, coffee cups, to go containers and disposable plates and cups.
- **Avoid getting restaurant food to go.** Remember how much packaging you threw away last time you got sushi to-go? This creates a lot of waste! Choose to eat your meal in the restaurant as often as possible. If you must take it to-go, request no bag, cutlery or napkins.
- **When you are having a party, do the dishes!** Avoid purchasing disposable plates, cutlery and cups. These are very wasteful when you could just do your dishes instead.
- **Take your coffee in a reusable to-go mug** rather than a disposable cup.
- **Do not purchase bottled water.** Fill up a reusable bottle instead.
- **When deciding between two similar products, choose the one with less packaging.**

## Activity: Choose and Discuss

### OBJECTIVE

Athletes will get practice choosing more sustainable packaging options.

### MATERIALS

- A print out of the following image sheet for each athlete or pair of athletes
- enough pens/pencils for everyone

## STEPS

- Hand out an image sheet to each athlete or pair of athletes
- Have them go through the sheet and circle the product from each pair that has more sustainable/less wasteful packaging.
- When they are finished, go through the sheet as a group, explaining which choices are correct and why.

1.



2.


**3.**


French Village
NONFAT
YOGURT
PLAIN
GRADE A PASTEURIZED
NET WT. 32 OZ. (2 LB.)907g


DANNON
ACTIVIA
STRAWBERRY

**4.**


lydia del valle
photography
white fudge
OREO
limited edition


~Monster Cookies~
~Monster Cookies~

5.


For Your Safety Cook to an Internal Temp of 160 degrees.
GROUND FRESH DAILY
85% LEAN GROUND BEEF
NUTRITION FACTS
85% Lean
$2.60
Hannaford


SIDEWALK CITIZEN
Meat

6.


SUN-MAID
NATURAL CALIFORNIA
RAISINS
SUN-MAID
NATURAL CALIFORNIA
RAISINS
SUN-MAID
NATURAL CALIFORNIA
RAISINS

# Recipes

## Freezer Bean Burritos

These homemade freezer bean burritos have all kinds of great benefits. Not only are they very easy, quick and inexpensive to make, they are healthy as well! Beans are an excellent source of protein, fibre and vitamins; whole wheat tortillas provide fibre; veggies are full of vitamins and minerals; and cheese/yogurt add protein and more. Altogether, this is also a balanced meal, containing all four of the essential food groups.

A final benefit is that these burritos are perfect for freezing. This means you can grab one and go at those desperate times when you need a healthy meal on the run (or you're just too lazy to cook)!

### INGREDIENTS

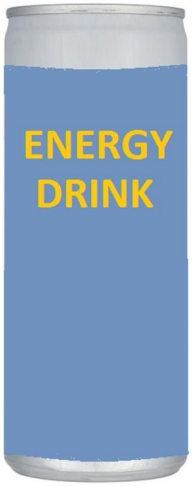
- 12 whole wheat tortillas
- For bean filling:
    - 2 x 16 oz. cans pinto beans - OR - ideally, prepare 750 ml (3 cups) cooked beans from dry (See step 1)
    - 83 ml (⅓ cup) water, appx.
    - 1 tsp ground cumin
    - 1 tsp chili powder
    - 1 tsp salt (only if you prepared dry beans)
    - ½ tsp garlic powder
- Add your choice of the following to each burrito:
    - Veggies: salsa, bell peppers, cilantro, onion, tomato, corn, etc.
    - Dairy products: Greek yogurt (instead of sour cream), 2 tbsp. shredded cheese

### INSTRUCTIONS

1. Soak the beans in plenty of water overnight (8-12 hours). Drain. Add new water and bring the beans to a boil in large pot. Reduce and simmer until soft (1-2 hours.)
2. Drain beans. Add beans to a blender or food processor with about 83 ml (1/3 cup) water, cumin, chili powder, salt, and garlic powder. Puree the beans, adding more water as needed.
3. Add 2-3 tablespoons of bean filling to each burrito.
4. Add your choice of other ingredients, being sure that you include vegetables. Be sure not to overfill the burritos as you need them to roll tightly.
5. Roll the burritos.
6. To freeze, you can wrap them individually for quick access, or you can place them all in a freezer bag.
7. To defrost, place in 350 degree oven for 10-15 minutes or 2 minutes in the microwave.

# Appendix I

## Nutrition Cut Outs

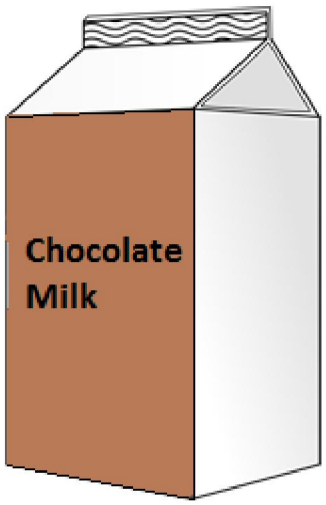

Sweetened
Orange Juice

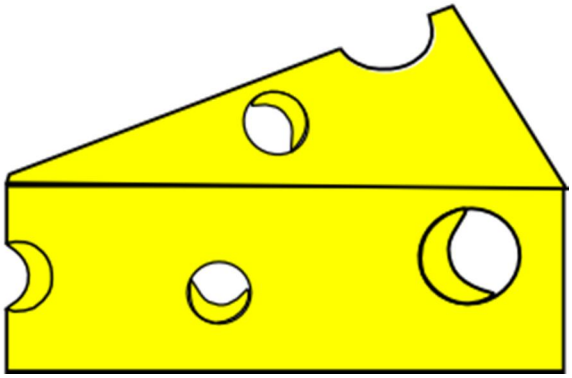
Unsweetened
Orange Juice

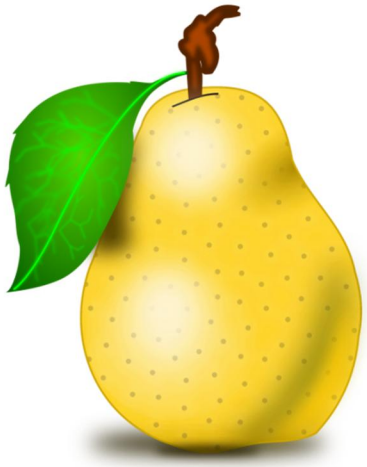

Almond
Milk

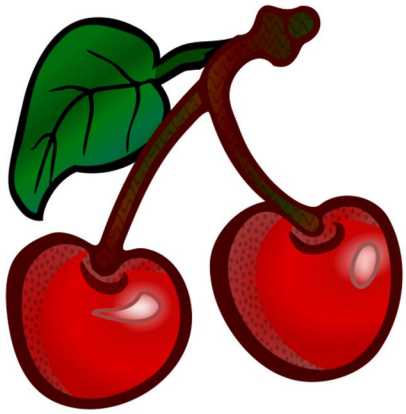

Soy Milk

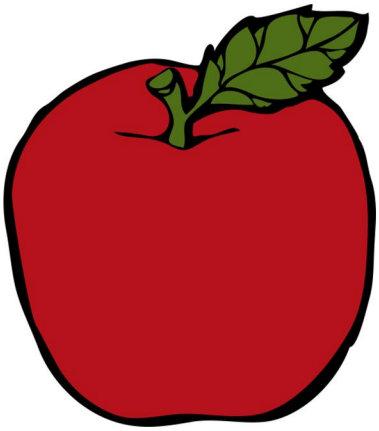

MILK
2% Low-fat Milk
Pasteurized Homogenized

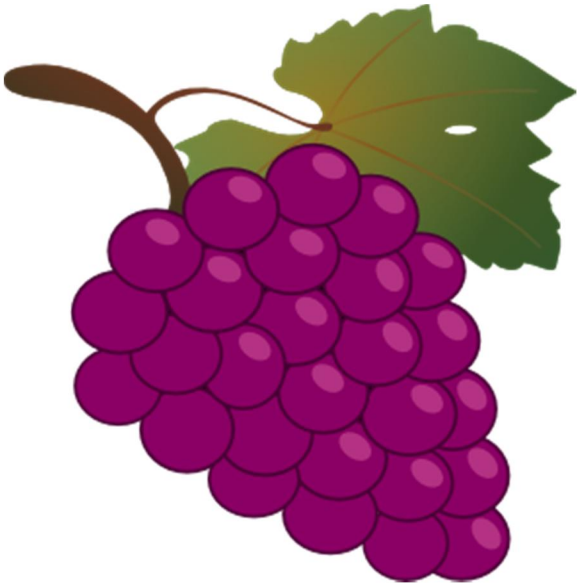

Chocolate
Milk

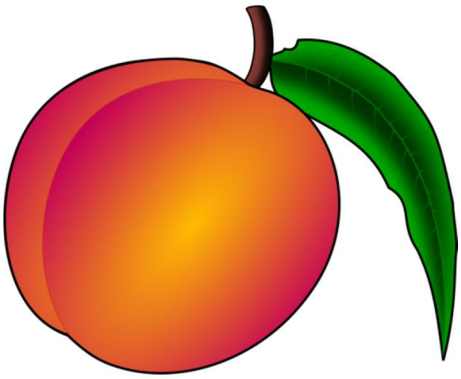


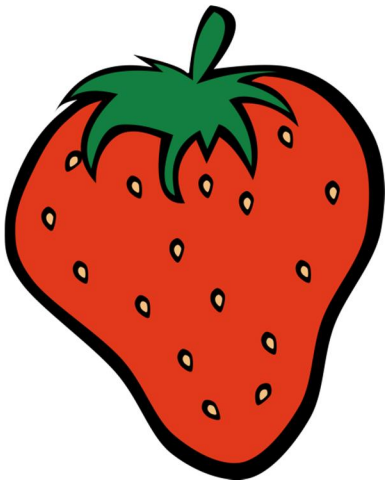


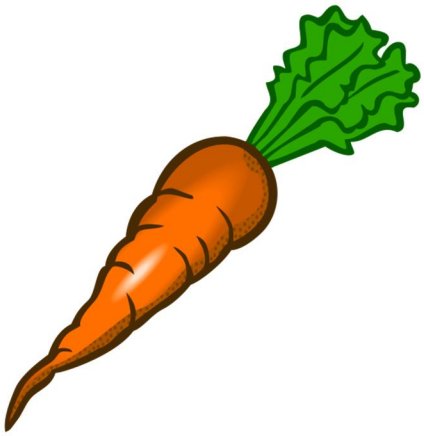


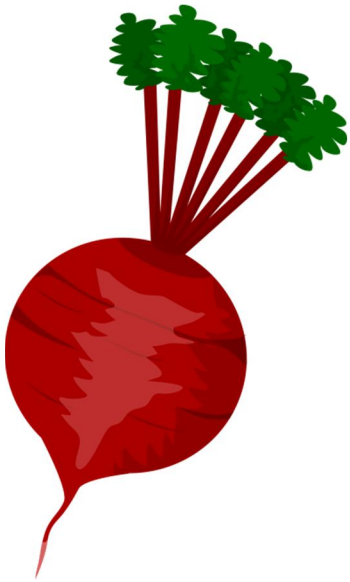


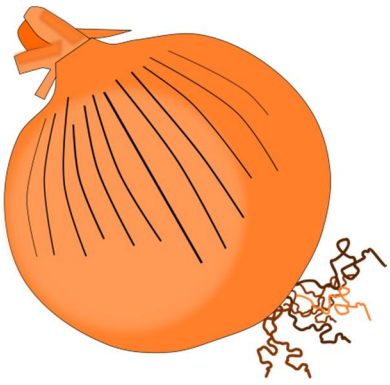


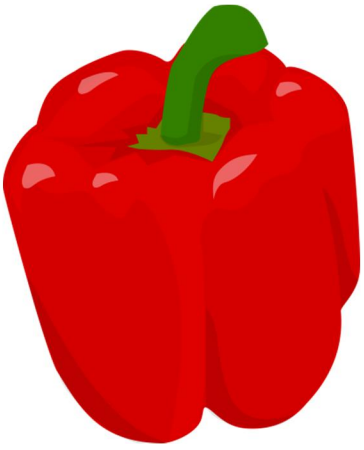


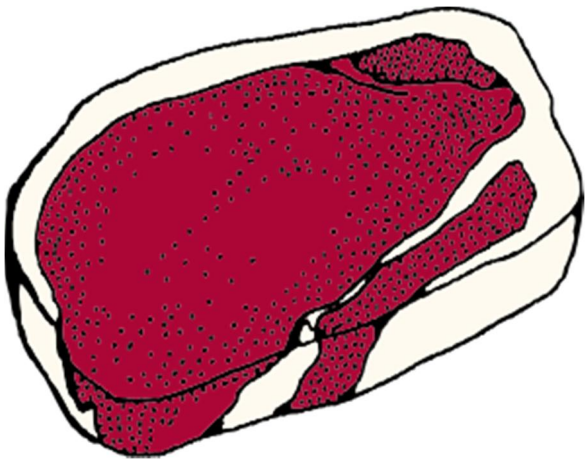


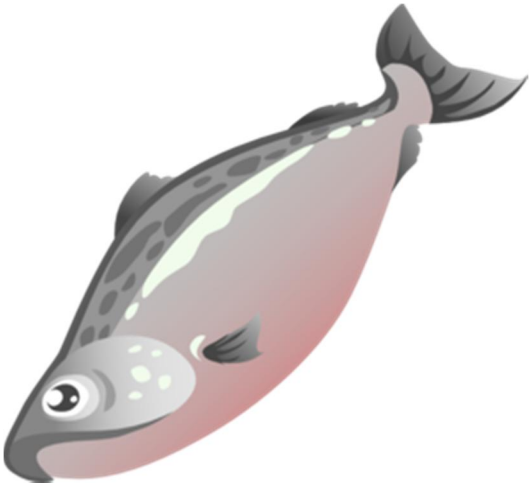


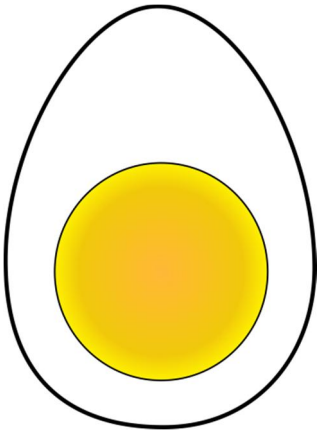




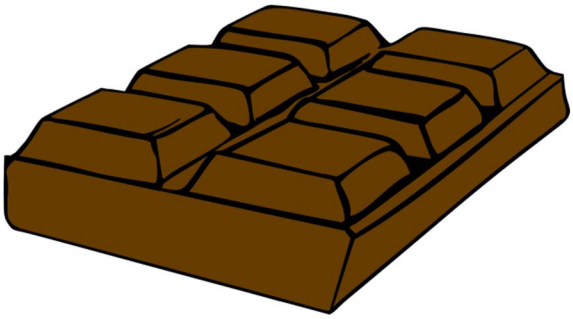


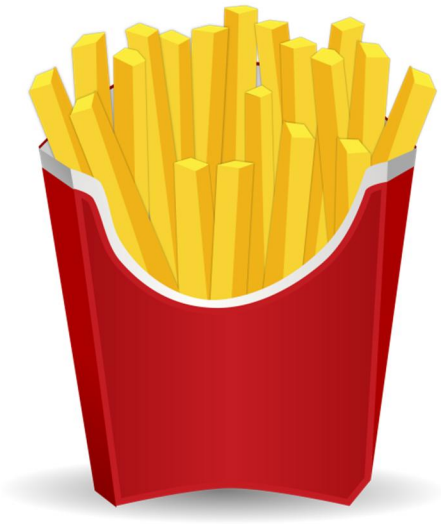







Lentils





# Appendix J

Mental Skills Training Sessions

## Athlete A and Athlete B (Session 1)

The concept of Athlete A versus Athlete B is introduced to athletes to help them understand the difference between a best performer and a worst performer. When athletes can understand this, they have a clear picture of what they need to do to reach their optimal performance state, or their best performer.

Athlete A is who the athlete resembles when they are their best performer. They develop the Athlete A image by reflecting on a past performance they feel was their absolute best, and strive to achieve more consistently. The athlete should reflect on things such as how they were thinking, how they were feeling, how they prepared, what the atmosphere was like and how they felt right after the performance.

Athlete B is the opposite from Athlete A; Athlete B is the worst performer. Similar to Athlete A, when developing the image of what Athlete B looks like, the athlete will reflect on a past performance, this time one that they consider to be one of their worst performances. Again, the athlete will reflect on things such as how they were thinking, how they were feeling, how they prepared, what their atmosphere was like, and how they felt right after the performance.

Rather than being viewed as a dichotomy, the Athlete A/Athlete B concept can be viewed as more of a continuum, with most performances falling somewhere in the middle, not necessarily an exact Athlete A performance or Athlete B performance. There are likely things an athlete reflects on that they would like to improve on, and other things that they are probably happy with. It is normal and acceptable for an athlete to have some Athlete B experiences. The key is to view these experiences as learning opportunities rather than failures. Nobody can be 100% perfect, 100% of the time. Part of the nature of sport is to be challenged, to learn from these challenges, and to improve on them, constantly pushing yourself to become a better athlete. So, when your athlete has a less than ideal performance, it is your job as a coach to reframe this performance as a learning opportunity.

Appendix J1 outlines how you can run your athletes through the Athlete A/Athlete B exercise, prompting them to acknowledge and understand the difference between Athlete A and Athlete B. A worksheet also accompanies this so your athletes can write or draw their ideas, and keep it is as reminder of the concepts

# Goal Setting (Session 2)

Goal setting is a very important aspect of the sport world, and makes a world of difference in performance when athletes utilize it. Athletes should start every new season with goals, and should work toward developing daily training goals to challenge themselves in the athletic environment.

## Why do we use goal setting?

Goal setting is a motivating performance factor. It provides athletes with a pathway and direction in their training and competitive seasons. When we talk about goals providing athletes direction in their training, essentially it means they are practicing with a purpose. Goals allow the athlete to go to a practice and work on an improvement or becoming a better athlete, rather than going to practice because it is simply something in their schedule. When they set a goal, athletes are often motivated to work harder in practice to achieve those goals.

Goals motivate athletes in two ways. First, goals are motivating because they have something they are constantly working towards. They can set goals for specific skills or overall improvement. Having something to work toward is motivating in itself. Second, it is very exciting and motivating when an athlete reaches a goal they have set. Accomplishing this goal motivates the athlete to set another goal, and through this, they will keep reaching milestones in their development.

## What types of goals should athletes set?

In sport, there are three types of goals that athletes typically set. First is the outcome goal. This is a long-term goal, which is usually accomplished over the course of a season. Athletes are encouraged to make sure that this goal is not about winning, as winning is contingent on multiple factors outside of the athlete's control. This long-term goal can only be accomplished if the athlete creates a series of smaller goals that facilitate the necessary development toward reaching the long-term goal.

The smaller, short-term goals that are created are referred to as process goals. These create the pathway, or the process, to reaching the long-term outcome goal. Process goals are short and allow the athlete to work toward the outcome goal in a series of steps. These goals can take a week or even a month to accomplish.

The last goal athletes should work on setting is daily training goals. These are goals that are focused in on one or two practices or competitions. Like process goals lead to the accomplishment of outcome goals, daily training goals lead to the accomplishment of process goals. These allow a narrowed focus for the athlete, who can practice with purpose as they work toward accomplishing a small goal every practice or two.

Think of it as a filter. Outcome goals filter to the creation of process goals, which lead to the creation of daily training goals. In other words, process goals should be created with the outcome goal in mind, and daily training goals should be created with process goals in mind.

## Examples of Outcome, Process, and Daily Training Goals

An example of a season long goal plan might look like this:

### OUTCOME:

To improve my fitness so I can run 5km without having to switch to walking by the end of Club Fit.

### PROCESS:

1. For the first month, focus on my technique in lifts by asking coaches for pointers and getting them to evaluate my technique improvement. Doing the exercises properly will increase my strength.
2. In the next month (October to November) start going for 30-minute runs. Run for 1 minute, and walk for two. Increase the time of my runs so that by the end of this month I run for 40 minutes, switching between walking and running.
3. November to December, increase my fitness levels by exercising at least 3 times a week.
4. December to January, stick to healthy eating over the Christmas holidays by making sure my diet is balanced.
5. January to April: run 3 times a week for one hour. Make sure I'm only taking one minute walking breaks.
6. April to March: focus on increasing my distance. Add my final fifth kilometer and challenge myself to run the whole 5km.

### DAILY TRAINING GOAL

To target process goal #1, an athlete could set a daily training goal of focusing on proper body alignment. Keep in mind there would be a series of goals to reach each process goal, but this is an example of what one might look like.

### GOAL SETTING CRITERIA

When your athletes set their goals you should make sure they are *specific and measurable.* This means they should be able to plan how they will meet the goal and how they will evaluate their success with it.

# Imagery (Sessions 3 & 4)

Imagery is a very important mental skill, one that has been regarded as potentially the most important in winning the mind game in a sport (Murphy, 2005). Imagery can be used to compliment performance in a variety of ways including; competition preparation, correcting errors in technique, learning new skills, and relaxation. Many Olympians, on a consistent basis, employ this skill and many coaches agree that it is an important skill in enhancing performance (Murphy, 2005).

## How Does Imagery Work?

Imagery can occur from a variety of different perspectives. Some athletes will consistently use one perspective that gives them the most vivid image, others will explore perspectives to find one they are most comfortable using. The first perspective is an internal perspective, where athletes imagine a scenario as if they were actually carrying out their own task. They are more likely to experience the sensations of the task as if they were in the actual, real life, scenario. In an external perspective, the person imagines themselves carrying out a task as if they were sitting on the sidelines watching themselves play. Often, an internal perspective will deliver the most vivid image that captures the five senses.

## Five Senses of Imagery

The most effective images include all five senses: sight, sounds, smell, taste, and touch. Sight refers to the image the athlete sees while visualizing. This image should be vivid and clear. Athletes should be able to imagine the sound that accompanies the situation. For example, a figure skater might hear their skate make contact with the ice upon completion of a jump. The athlete should work on noticing the smell of their surroundings. Gyms, arenas, and fields all have a fairly distinct smell. Athletes can imagine the taste of the situation, for example, the distinct taste of the air. Lastly, for the most vivid image, the athlete should feel the movement they are working on visualizing. A golfer might work on feeling themselves carry out a swing, even up to feeling the club vibrate in their hand as it makes contact with the ball. Experiencing some, if not all, of these senses contributes to the experience of the most vivid image. Keep in mind most athletes when first learning will experience some, but not all, of these sensations. The important part is that they practice often to learn incorporating these senses.

Imagery is important because when athletes use this skill and see themselves performing well in their minds, they are training their mind and body to carry out what they would like to happen. In the appendix, you will find two exercises you can walk your athletes through to help guide their imagery the first couple times. Follow Appendix K3 for Session 3 & Appendix K4 for Session 4.

# Feelings (Sessions 5, 6 & 7)

In sport, emotion and feelings are a large part of the mental game. Having feelings of nerves and anxiety before a competition is a completely normal thing in sport. Athletes need this explained to them, because often times, when experiencing these feelings, they feel like they're the only ones and it is out of the ordinary. In contrast to nerves and anxiety or being too 'hyped up' to perform, athletes can also be too relaxed to perform well. This section will discuss nerves and anxiety, relaxation methods, and also techniques an athlete can use to become 'psyched up'.

## Symptoms of Nerves and Anxiety

A large part of an athlete learning to control and manage feelings of nerves and anxiety revolves around becoming self-aware. They need to begin to recognize the physical and psychological signs of anxiety. These include:

| Physical Anxiety/Nervousness Symptoms | Psychological Anxiety/Nervousness Symptoms |
|---|---|
| - Tight muscles<br>- Feelings of nausea<br>- Diarrhea<br>- Rapid breathing<br>- Butterflies in their stomach<br>- Upset stomach<br>- Sweaty palms<br>- Racing heart | - Fear<br>- Scared<br>- Panic<br>- Worry<br>- Apprehension<br>- Negative thoughts |

It is important to note that sometimes athletes struggle expressing these feelings, so as a coach, if you notice your athlete is a bit 'off' take notice and ask them how they are feeling. You can prompt them by asking if they have or do feel any of the above symptoms, but it is critical that you validate their experience for them. Let them know that many athletes feel this way and that you understand their experience.

## Becoming Self-Aware

Self-awareness is a large part of learning to cope and control anxiety. In order to control this, we need to understand it. A person can't begin to cope with or control something that they cannot understand. So how does an athlete begin to understand their anxiety and become self-aware?

### TRAINING LOGS

One way to do this is to journal or log. It can take some work to convince an athlete to do this because it adds work to their training, but when the benefits are explained to them, they are more likely to take it on. There is an example training/competition log in Appendix E. This form serves as a template and can be changed or tailored by the athlete to meet their specific needs.

This form asks for various things such as:

- The date,
- Whether it is being filled out for a practice or competition
- Daily goals
- Notes,
- How they felt that day
- Training tracker (on a scale of 1-10)

By filling out this form in as much detail as possible, the athlete is able to reflect on past entries and become self-aware regarding things like anxiety and performance preparation. It is very helpful to use for this purpose and athletes should be encouraged to adopt it as part of their daily training routine, as well as post-competition reflections. When an athlete becomes more self-aware regarding their anxiety, they can begin to build relaxation rituals into their pre-competition routines.

## Developing a Relaxation Ritual

Once the athlete has had time to reflect on their anxiety in competition, they are much more adept to create a relaxation ritual. These routines can encompass a variety of things but two things that are most prominent are deep breathing and progressive muscle relaxation. An athlete should carry out these tasks, taking mini-relaxation breaks throughout the day in order to keep muscle tension decreased.  This manual will touch on deep breathing exercises before moving into progressive muscle relaxation. It is important that athletes have a grasp on deep breathing practice before they move into practicing progressive muscle relaxation.

### DEEP BREATHING EXERCISES

Deep breathing is an extremely beneficial skill in an athlete's mental skills toolbox. This is because it's quick and its effective. It can be relied on in the middle of a game, without causing an athlete to be too relaxed. In addition, it is a good refocus tool, so it serves more than one purpose.

From a relaxation perspective this exercise gets athletes to channel their feelings in a positive way, and learn how to cope with and manage anxiety, physical, psychological, or both. There are two exercises in Appendix F, a two minute breathing exercise and a 10-minute breathing exercise.

### PROGRESSIVE MUSCLE RELAXATION

Progressive muscle relaxation (PMR) is a technique that targets athletes' muscle tension. Sometimes before performance, athletes will experience an increase in their muscle tension due to feelings of nerves and anxiety. PMR helps an athlete overcome this common performance challenge.

Essentially, the athlete works from head to toe tensing and relaxing different muscle groups. This is paired with deep breathing to reach the ultimate effect, which is why a developed deep breathing technique becomes important before taking on PMR. PMR can be done in short or long sessions, depending on time constraints and athlete preference. There is a slight disclaimer when using this technique; it can be very effective leading to extreme levels of relaxation that are not facilitative to performance. Athletes should use this technique well before the start of competition, for example, the night before competition to help them reach optimal sleep. I would recommend that athletes avoid using this technique in pre-competition routines. In addition, this skill takes lots of practice in order for it to be effective, but when practiced, can be very helpful in assisting the athlete with controlling their anxiety levels. You can find a basic script of a short PMR session in Appendix G.

## Changing the Channel to Positive

Athletes can also begin to feel very overwhelmed and frustrated in training and in competition. These are common performance emotions, and often times when it happens, athletes struggle with maintaining a positive mindset. As a coach, it can be challenging to develop a trigger that will help 'reset' the athlete's mindset.

Athletes can practice changing their emotions from positive to negative by 'changing the channel'. Like changing a channel on a TV this allows athletes to redirect their focus from negative to positive. Think of watching a really boring TV show. The response to this is to change the TV to a channel that is more interesting and engaging, which provides a fresh experience. Changing the channel from negative to positive provides a similar change. When an athlete is having a hard time with frustration, ask them what they can focus on right now and request they change their channel to this focus. Encourage them, before they change their channel, to decide what their helpful or positive images/pictures are. With the right amount of practice and dedication to this technique, the athlete will begin to do this on their own out of habit.

## Becoming Energized!

Sometimes athletes feel a little groggy or tired before competition. This is another common situation. Before you begin running them through exercises to get them energized to compete, ensure they've had enough to eat and drink. If they are not properly hydrated or have not eaten properly to compete, it is likely they would be tired. If they have followed proper nutrition and hydration procedures, then there are a couple things that you can advise the athlete to do to energize them and get them ready to compete.

### MUSIC TO COMPETE

It seems silly that something as simple as music can have as much effect as it does, but music is a great tool to help get an athlete energized. It is probably safe to say that every athlete has a song that gets him or her excited. The range of songs that have this effect will be different for every athlete. If an athlete is feeling tired before competition, get them to listen to their song that will 'pump them up' or get them energized and ready to compete. Get them to pick a song that has a good beat too it. An upbeat tempo is the best energizing tempo. The effect of something as simple as this will likely surprise you the first time you see it.

## Physical Warm-Up

When an athlete is tired it is important to get their blood flowing and their body moving. It is likely that as a coach, you already have a physical warm-up in place that you run through with your athletes. This can be used to get your athletes ready to compete not only on a physical level, but a mental, energized level as well. If they are really tired, you can venture from the normal warm up, play some energizing music and get them to dance around. The more fun the warm-up is, the more likely the athletes will become engaged and energized. A coach-led warm up is very useful for athletes who require structure. In a team sport, it also helps create a strong team environment. If it is an individual sport, athletes can have more independence, and can be encouraged to develop their own physical warm-up they implement in practice and practice competitions before bringing it into a competitive environment.

As a coach, it is important to learn the personalities and attitudes of your athletes. This becomes especially important for athletes who may not be verbal or for those who do not like to share how they are feeling. Knowing the athlete allows you to gauge how they are feeling, even if they are not willing to share. Use these techniques provided to help your athletes reach optimal performance states and always remember, it is helpful to normalize their feelings about performance!

# Thoughts (Sessions 8, 9 & 10)

The way an athlete thinks is very important to the way that they perform. If an athlete is thinking negatively, it is likely that they will experience a less than ideal performance. Sometimes it is difficult to understand how negative thinking affects performance. Becoming self-aware is important to changing thoughts, just as it is to managing anxiety. Positive thinking leads to positive performances. Our body does what our mind tells it to do. If thinking negatively, the body will not perform to its top level.

Positive thoughts feed a positive self-image, which is an important thing to be able to rely on in pressure situations. The more positive thoughts an athlete has, the more they have to rely on when it counts. Think of being in a tie game with just seconds left. This is when our self-image has large implications on how we perform. If we have fed our self-image with negative thoughts, we will likely end up telling ourselves that we cannot meet the challenge and our self-image will be right, because our mind and body do what they are told. Because I have fed my self-image with lots of negative thoughts, that is what is has to pull on in times of need. If I keep my thinking positive and believe in my ability then when I need to rely on my self-image to confirm and motivate my performance, I am much more likely to have a positive thought.

Positive thinking leads to more consistent performances that resemble more Athlete A qualities, whereas negative thinking leads to more characteristics of Athlete B performances.

## Recognizing and Changing Negative Thinking

A majority of the time athletes do not even realize they are thinking negatively. However, becoming aware of this is important because if they know it is happening they can change the thinking to more positive thinking. Recognizing negative thinking and changing it to a positive one is a three step process.

1. The first step is for the athlete to recognize the thought. The exercise in Appendix H will help athletes recognize the difference between a positive and a negative thought.
2. The second step is for the athlete to develop a verbal or physical cue that serves the purpose of reminding the athlete that they need to stop the thought.
3. The third step is to take the negative message and reframe it into a positive one.

The exercise in a to-be-released Appendix helps the athletes through this process in a group setting so they can learn and talk about this with one another.

## Affirmations

Another common way to create a repertoire of positive thoughts is to keep an affirmation log or diary. In this, athletes pick different parts of their game or race and write a detailed description of what they are good at with that part of their game in their mind.

These can work for an athlete in the sense of being a reflective journal, but also because the athlete can read these affirmations the night before a competition. This will put positive thoughts into the athletes' mind the night before they compete. These thoughts being fresh and easily accessible allows the athlete to rely on these thoughts easier than if they were buried deep in the sub-conscious mind. Affirmations are powerful to the athlete and confirm what they are capable of doing, rather than bringing to the forefront the things that need improvement. However, these can also have a technical instructional component. There is an example affirmation in an Appendix to be released.

**This concludes the Club Fit Mental Training Manual. Thank you for following along. By introducing your athletes to this, you have given them the G.I.F.T. of basic mental performance, something that gives them the edge they need to succeed.**

**If you have any questions about the contents of this manual, please contact Sarah Kiengersky (skmentalskillscoach@gmail.com)**

# Appendix K

## Appendix K1: Session 1 – Athlete A and Athlete B

Make sure you explain to your athletes:

- The difference between Athlete A (best performer) and Athlete B (worst performer).
- Explain that we all have an Athlete B, and that is normal, but using mental skills helps us perform like Athlete A more often.

After you have explained the above to your athletes, run them through the following session.

1. Ask your athletes to gather around and start thinking about their performances.
2. Make sure you have something to record your answers with (ie. Pen/paper or whiteboard/dry erase pens).
3. To athletes: *I'm going to ask you to sit back and get comfortable now. I want you to close your eyes, and think of one of your worst performances. It's ok to think of this, we can learn from it. I'm going to give you 1 minute to think of this performance. While you're thinking about it, I'm going to ask you to think about some certain things. I don't want you to give me any responses yet, we'll talk about them as a group after. Sit back, close your eyes, and think about your worst performance.*
    a. Give the athletes a few seconds to start thinking, and then, in succession, over the next minute, prompt them to think of the following:
        i. *How did Athlete B feel during this performance?*
        ii. *What was athlete B thinking while they were performing?*
        iii. *How did Athlete B's body feel?*
        iv. *Think of how Athlete B prepared for this competition.*
    b. Now, after they have had a few seconds to reflect on the last prompt, ask the athletes to give you feedback on i-iv above. On the next page are some common responses you'll likely hear (record these on the board)

| Feelings: | Thoughts: | Body Feelings |
|---|---|---|
| - Nervous<br>- Scared<br>- Worried<br>- No motivation<br>- Bored<br>- Angry<br>- Anxious<br>- Lacking Confidence<br>- Upset<br>- Negative | - I can't do this<br>- I don't want to be here<br>- I'm mad at my team<br>- I'm not good enough<br>- I'm not prepared<br>- I suck<br>- Our team isn't good<br>- I'm not ready<br>- I need to train more<br><br>Preparation:<br>- Improper nutrition (ex. Pancakes)<br>- Too much coffee<br>- Not enough sleep<br>- Didn't follow routine<br>- Distracted<br>- No warm up<br>- Arrived late | - Tension<br>- Too relaxed<br>- Shaky<br>- Heart racing<br>- Sweaty palms<br>- Feeling sick |

4. To athletes: I'm going to ask you to sit back and get comfortable again. I want you to close your eyes, and think of one of your best performances. I'm going to give you 1 minute to think of this performance. While you're thinking about it, I'm going to ask you to think about some certain things. I don't want you to give me any responses yet, we'll talk about them as a group after. Sit back, close your eyes, and imagine your best performance.
    a. Give the athletes a few seconds to start thinking, and then, in succession, over the next minute, prompt them to think of the following:
        i. How did Athlete A feel during this performance?
        ii. What was athlete A thinking while they were performing?
        iii. How did Athlete A's body feel?
        iv. Think of how Athlete A prepared for this competition.
    b. Now, after they have had a few seconds to reflect on the last prompt, ask the athletes to give you feedback on i-iv above. On the next page are some common responses you'll likely hear (record these on the board):

| Feelings: | Thoughts: | Body Feelings: |
|---|---|---|
| - Excited<br>- Content<br>- Motivated<br>- Happy<br>- Confident<br>- Interested<br>- Relaxed<br>- Positive<br>- Focused | - I can do it!<br>- I'm ready for this<br>- Our team is prepared<br>- I've trained hard and I'm ready<br>- This is a good challenge I know I can conquer | - Relaxed<br>- Loose muscles<br><br>Preparation:<br>- Good nutrition<br>- Lots of water<br>- Good sleep<br>- Followed routine<br>- Good warm up<br>- On time<br>- Ready |

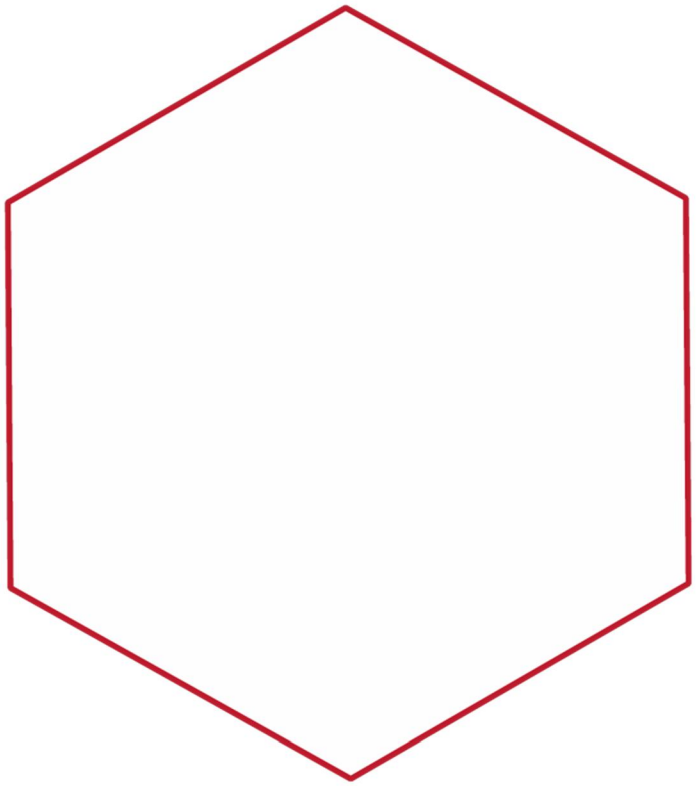
5. To athletes: You can see a clear difference between Athlete A and Athlete B. Who would rather perform like Athlete A? It is normal for athletes to sometimes have Athlete B performances. We won't always be athlete A and we wont' always be Athlete B either. Sometimes we might fall in the middle. The really important thing is to recognize, and become self-aware of when you are feeling, acting, thinking, or preparing like Athlete B so that you can correct it and have a chance of performing close to your ideal Athlete A.
6. On the next page, you will find an Athlete A Athlete B worksheet. You can distribute this to your athletes so they can record their own ideas of what Athlete A and Athlete B should look like.

# Appendix K2: Session 1 – Exploring Athlete A and Athlete B

**Directions:** Athlete A is the athlete who performs at their very best and Athlete B represents the athlete who has their worst performance. Imagine your very best performance, things that you did to compete that way, and how you felt when competing. Write those in the Athlete A square. Now, imagine your very worst performance, things that you did to compete that way, and how it felt. Write those in the red ploygon underneath Athlete B.

**ATHLETE A**

**ATHLETE B**



# Appendix K3: Session 2 – Goal Setting Session

## Goal Setting Activity

Gather your athletes into one large group or a few smaller groups, depending on how many coaches you have. If there are only one or two coaches available for this activity I would suggest one or two larger groups as it makes it more manageable. Explain the concepts of goal setting including:

### PROCESS VS. OUTCOME GOALS

- *An outcome goal is a season long goal that we set. It takes us longer to accomplish this goal, and we need to create smaller goals that will help us accomplish this really big goal.*
- *Those smaller goals are called process goals, but we usually just call them smaller goals. These might take you a couple weeks or even a month to reach, but once you do, you keep climbing up the staircase to the next goal, then the next, then the next, until you've achieved your outcome goal. They key is that the small goals support, or help us achieve the big goals (outcome goals).*
- *When we set goals, we have to keep a few things in mind.*

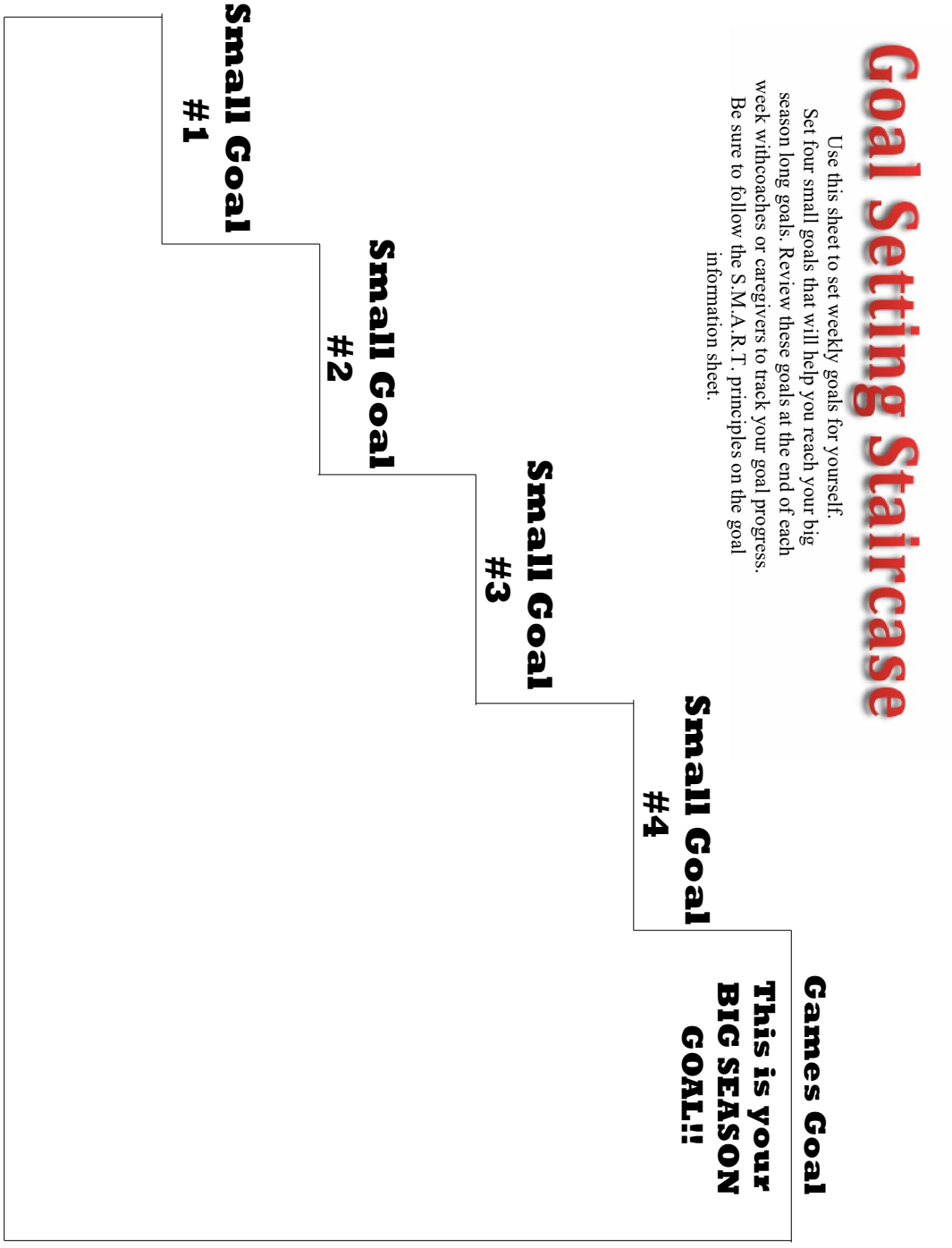
### GOAL SETTING CRITERIA – SPECIFIC, MEASURABLE, ACHIEVABLE

- Goals should be specific. We should include as much detail as possible when we set them so they provide us more structure.
- They should also be measurable. You should attach a number or deadline to them so you can measure your progress.
- They should also be achievable. These are goals you should be able to accomplish, and should not be too ambitious or unrealistic.

Once you have done that, progress through the following steps, using the goal setting staircase in Appendix J4:

1. Get the athletes to discuss potential outcome goals for the duration of Club Fit (5 minutes).
2. After they have discussed this, get them to write down or draw a picture of their outcome goal for club fit. This is what they will be working toward for the duration of the program (Around 5 to 10 minutes).
3. If you're running out of time, you can stop here and get the athletes to think of the following steps before the next session, or if you have about 15 more minutes you can run through the rest.
4. Ask the athletes to start discussing some outcome goals with their peers. This outcome goal is supposed to be a season long goal.
5. Get the athletes to think of 3 to 5 process goals that they can pursue while working toward their outcome goal. Keep in mind these should be encouraged to support the outcome goal.
6. Get the athletes to review their goals periodically so that they are able to keep them fresh in their mind. This will also help to keep them motivated throughout the duration of the program.

# Appendix K4: Session 2 – Goal Setting Staircase



Appendix K5: Session 3 – Imagery Session A
Appendix K6: Session 3 – Imagery Simple Script
Appendix K7: Session 4 – Imagery Session B
Appendix K8: Session 4 – Imagery Sport Script