Integrating Mental Skills into Practice and Training

Tim Frick: Paralympic Coach Excellence Award

Empowering Conversations with Your Child

BC Coaches win 7 Coaching Association of Canada Awards
Notes from the Executive Director

Along with the change of seasons, the CABC has also seen some changes in the office, and like the colours of fall, the changes have been bright. The past couple of months have seen some wonderful changes, including us getting back to a staff compliment that will ensure that our member coaches are well served in the coming seasons. Chantelle Reinkens, our Manager of Coaching, is back from her maternity leave and we are thrilled to have her back. Chantelle is the glue that holds the office together and she makes sure that everything is running like clockwork, including me.

The fall season also began with the addition of a new staff person here at the CABC, and the office energy has been ramped up a notch. Laura Watson, our new Technical Director, brings to the CABC an in-depth knowledge of the Canadian and BC sport system, as well as a great familiarity with the NCCP program and the Canadian Sport for Life model. Her level of enthusiasm and coaching knowledge that she brought with her will go a long way towards the development a better coaching community here in BC. She has already hit the ground running with the Fundamental Movement Skills (fMS) program and the response to her promotion of this program has been fantastic. Laura has already started on her next project (a Learning Facilitator professional development workshop), and this, too, is shaping up to be a solid success.

Between Chantelle and Laura, you can be assured that all of programs and services offered through the CABC will be relevant, well planned, and geared to making you a better coach.

The CABC’s development of an on-line coach evaluation tool is nearing completion and we are hoping to have our first pilot ready by the end of December. We are currently working with the BC Lacrosse Association as our first test organization and we believe that all the hard work that has gone into this project will enable other organizations to piggy-back on this template. It will certainly make life easier for both coaches and PSO’s in the evaluation process for coach certification, and the availability of video equipment for this purpose will also enhance this process. We will be working with several other provincial sport organizations with this new concept, and we hope to have many others coming on board shortly. We’ll keep you posted on its progress.

Our next steps in the coming months are to look at how the CABC can expand on the current list of tools and resources that it provides to the membership. The survey that we conducted provided us with some great information on what you are looking for and we now have the resources to fulfill these requests. If you have further suggestions for us, we would be pleased to entertain them, so pass them along.

Thanks, and have a great season!
Email news@coaches.bc.ca with your comments and feedback. We’ll only post some but will reply to you either way!

C. Dear CABC, I love the Perspective but wish it came out more often. What gives? Signed Coach D.

A. Glad to hear you like it, but we can’t keep it up? It’s a major production putting out a magazine, so to keep it as great as it is we only pull off the quarterly publication.

C. CABC, You guys need to get with the times and give us tech-y coaches more tools to use. Tennis Jim

A. Well Jim, you’ll be excited to know that we’re featuring a new section that features coaching Apps we recommend! You can find the first one in this edition!

BC Coaches win 7 Coaching Association of Canada Awards

The winners of the 2010 Petro-Canada Coaching Excellence Awards were announced by the Coaching Association of Canada and seven of the 43 outstanding coaches hail from British Columbia. The Province has a strong tradition of producing world class coaches and in turn, international success for BC’s athletes.

The awards recognize coaches who have helped their athletes achieve top results at recent World Championships and/or Olympic and Paralympic Games. The Coaching Association of Canada presented these awards as part of the annual Petro-Canada Sport Leadership Conference, that took place in Ottawa in mid-November.

“On behalf of British Columbians across the province, I would like to thank all of the coaches for their tireless efforts to help Canadian athletes achieve their dreams,” said Stephanie Cadieux, Minister of Community, Sport and Cultural Development. “I am pleased that so many have been recognized today. Coaches are our hidden heroes - and sometimes do not get the recognition they deserve. I am also very pleased to note the number of Paralympic coaches honoured.

The 2010 Games helped advance the Paralympic Movement and has brought recognition for both the coaches and athletes involved.”

“After a remarkably successful year for sport in Canada, it is satisfying to see our world class coaches receiving recognition for their exceptional results,” said Wendy Patravers, CEO of Canadian Sport Centre Pacific. “It takes a whole community to build a champion, but coaches steward the athletes’ development pathway from playground to podium. Congratulations to this year’s winners; your impact was felt not only by your athletes, but by all of Canada.”

Don’t Leave Home Without It!

Going to a tournament? Travelling for pleasure? Make sure you take a copy of BC Coaches Perspective Magazine with you and have a photo taken for our newest contest. All submissions will be entered into a draw, and one winner every three months will receive a CABC prize package. We will print the winner’s photo and a selection of others in Perspective.

1. You must be a member of CABC.
2. Have someone take a photo of yourself holding a copy of BC Coaches Perspective (magazine must be visible), with the background showing where you are.
3. E-mail a high quality digital photo to info@coaches.bc.ca.
4. Tell us where the photo was taken and why you were there.
5. Very briefly tell us about yourself (hometown, what you coach, etc.).
6. Give us your name, phone #, address, e-mail address (this information won’t be published).

Photo Contest Winner

Table Tennis Coach Chandra Mudasingh (middle) at the 2010 Commonwealth Games in Delhi.

TAKING PERSPECTIVE WITH YOU. Send us a photo, and you too can be featured in the magazine. Take a look above on how you can enter your own picture in our Don’t Leave Home Without It contest.

Letters to Editor

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C. I am looking for suggestions about coaching female athletes, for me as a coach but also as a parent of a teenager!

A. Stay tuned, CHM – help is on it’s way! The CABC is in the process of working with organizations such as ProMotion Plus and CAAWS to update our Coaching Female Athlete Resource.

C. Dear CABC, I love the Perspective Winter 2010  Perspective Winter 2010
How Can I Maximize Recovery After a Workout?


If you work out on consecutive days, what you eat after a hard workout is actually more important than what you eat before. Exercise takes a toll on the body, and fluid and important nutrients are lost. It is critical to maximize recovery during and after exercise. In fact, many athletes focus solely on recovery after exercise. According to Dr. Susan Crawford, a well-respected sports nutritionist and professor at Simon Fraser University, there are four main phases of recovery:

1. Recovery during hard exercise
2. Recovery immediately after hard exercise
3. Recovery the day after hard exercise
4. Recovery on a daily basis

**Phase 1: Recovery During Exercise**

During exercise, recovery priorities are to stay well hydrated with water and to ensure carbohydrate stores are topped up. Aim for ¼ to ½ cup of water every fifteen to twenty minutes during exercise and 25 – 50 grams of carbohydrate per hour after the first hour of exercise. For exercise beyond 90 minutes, aim for .5 to 1 gram of carbohydrate per kilogram of body weight per hour. A sports drink supplying less than 43 milligrams of sodium and less than 19.5 milligrams of potassium per 100 milliliters portion is adequate to replace electrolyte losses in exercise sessions lasting more than 90 minutes. If your workout lasts an hour or less, water is adequate.

**Action Tip:** Plan to eat or drink some carbohydrate calories in the first 30 minutes after exercise to promote muscle recovery.

**Phase 2: Recovery Immediately after Hard Exercise**

Immediately after exercise, the top priority is to rehydrate. Plan to drink 4 cups of water for every 2.2 pounds (1 Kilo) of weight lost during the exercise session. Second, refuel with carbohydrates. Aim for 50 – 100 grams of carbohydrate food or beverages in the first 60 minutes after exercise. The sooner these carbohydrates are consumed, the better. Good choices include a bagel and juice, carrot sticks and pretzels or raisins and juice. If solid food doesn’t appeal to you immediately after exercise, look for liquid sources of carbohydrate like a sport drink or recovery beverage. More specifically, a post-exercise snack that contains a 3:1 ratio of carbohydrate to protein will enhance the uptake of glycogen (energy) by the muscles. Commercial recovery products often supply this ratio, or you could have yogurt or a carbohydrate-protein drink. If you’ve been exercising in the heat for more than about 3 – 4 hours and have sweat excessively, you will need to consider replacing sodium and potassium. About 500 milligrams of sodium and 300 milligrams of potassium are lost in 3 pounds (1.5 Kilograms) of sweat. Recovering these nutrients from food and beverages is a better strategy than taking pills, which can be too concentrated and irritate the stomach lining.

**Phase 3: Recovery the Day After Hard Exercise**

As per Phase 2, emphasize water and carbohydrate fuel. Aim for 7 to 10 grams of carbohydrate per kilogram of body weight per day. Additionally, emphasize quality protein foods such as soy, tofu, legumes, chicken, eggs or lean beef. Healthy foods high in potassium and sodium such as tomato juice, squash, melons, a baked potato, citrus fruits, and bananas would also be good to emphasize the day after hard exercise.

**Phase 4: Recovery on a Daily Basis**

If you exercise regularly, realize that recovery is an ongoing process. Follow the 80-20 rule and ensure you are making quality choices in your meals and snacks. Ongoing hydration is also a good plan.

The Bottom Line: Although you need topnotch fuel in your system prior to exercising, how well you feel the day after a hard workout can be influenced by your choices in the recovery period.
Brain Matters!

Doctors in Canada and the United States are raising alarms about concussions among athletes, which according to one study are reaching “epidemic proportions.”

The Canadian study, entitled the Hockey Education Concussion Project, found that the debilitating injury could be occurring at a rate three times higher than previously thought and recommended an immediate cultural shift in how leagues, coaches and players handle concussions.

On the same day that study was released, a leading U.S. doctors’ group issued a strongly worded call for coaches and managers to bench any athlete who they even suspect of having a concussion until they can be assessed by a qualified doctor. All this attention could mean major changes to the way both amateur and professional sports treat the potentially devastating injury.

The hockey study followed 67 junior hockey players, aged 16 to 21, over the entire 2009-10 season and tracked the number and severity of their concussions, as well as how quickly they returned to play. In the more than 50 games the doctors participating in the study observed, 21 players suffered concussions, five of them repeat concussions. That was 3.3 times higher than in previous studies of concussions in hockey and led Dr. Paul Echlin to suggest that concussions are “occurring at epidemic proportions.”

"Those are conservative numbers because of those not coming forward or those undiagnosed," he added.

"We can no longer be ignorant of the reality of concussions," Echlin said. "We can no longer turn our collective heads when a concussion occurs, and hope for the best as has happened in the past."

Echlin said that just one symptom may be needed to diagnose a concussion until they can be assessed by a qualified doctor. That was 3.3 times higher than in previous studies of concussions in hockey and led Dr. Paul Echlin to suggest that concussions are “occurring at epidemic proportions.”

Echlin added that just one symptom could be enough for a concussion to be diagnosed.

The Canadian study’s findings were echoed by the American Academy of Neurology, which on Monday set out a new position statement on brain injuries in sports. The group, representing more than 220,000 doctors and researchers, issued a call for any athlete who had suffered a concussion – or even a suspected concussion – to be taken off the field and not allowed back until assessed by a qualified doctor.

Dr. Jeffrey Kutcher, chairman of the academy’s sports neurology section, said athletes, coaches and administrators – even in high-impact sports such as football – often do not appreciate the potentially devastating effects of concussions. "Catastrophic results can occur and we do not yet know the long-term effects of multiple concussions," said Kutcher, who helped drafted the academy’s position statement. "We owe it to athletes to advocate for policy measures that promote high quality, safe care for those participating in contact sports."

Many neurologists have extensive experience caring for athletes who suffer concussions and the academy said that either a neurologist or specially trained doctor should be consulted before any athlete is cleared to return to play after a concussion.

"We need to make sure coaches, trainers, and even parents, are properly educated on this issue, and that the right steps have been taken before an athlete returns to the field," said Kutcher.

According to the Centers for Disease Control, sports-related concussions occur in the United States three million times per year, and among people ages 15 to 24 are now second only to motor vehicle accidents as a leading cause of traumatic brain injury.

Also, the magazine Sport Illustrated released a special issue on concussions, discussing not only the frequent occurrence of the injury among National Football League players but also took a frightening look at the effects of sub-concussive hits on the head that are happening from minor-league football on up. Researchers at Purdue University found that several high school players who took many light hits had measurable declines in their working memory and in visual memory, both skills that are keys to learning.
Integrating Mental Skills into Practice and Training

By Laura Farren, PhD, CTJP

Getting the most out of practice and training sessions requires a lot more than just showing up. You need to want to be there and you should want to try and get the most out of whatever task you are undertaking that day. A big part of being able to do this consistently relates to your strategies for training and practice and to the mental skills you use to optimize your focus and motivation. All mental skills need to be integrated into practice. Planning for training and practice is similar to planning for competition. You need to consider what you do the day of training and practice as well as what you do before, during and after the sessions. During practice time should be spent on routines such as pre-performance and refocusing strategies. You should be allowed to step out and refocus if you need to. Considerable emphasis should be placed on anchoring technical adjustments with physical sensations and modifying body and mind in order to achieve optimal feel (e.g., centering or relaxation exercises, thought management strategies, imagery exercises). Here are some tips to help you get the most out of these situations and to develop your strategies:

Identify barriers that prevent you from training or going to practice

Sometimes it is difficult to want to practice or train especially after a long day at school or work. Identify the things that typically distract you and contribute to you not feeling like doing your training or going to practice. Then consider and plan for ways to overcome those barriers. Each time you overcome a barrier, you should feel good about your accomplishment.

Try and suspend your non-sport related issues until after training or practice

Balancing sport and life is challenging but in order to get the most out of training or practice, you need to try and park or suspend your other world issues as best you can until afterwards. If you are thinking about something else during your sessions, you might inadvertently put your body in a vulnerable position and increase the likelihood of injury. Some athletes pack their daily or life hassles in their training bag, while others visualize parking a car in a lot. There are a number of different strategies and what is most effective will vary from athlete to athlete. Note: If the issue is too big to suspend then you might consider talking to your coach, a counselor, friend or family member, anyone who can help.

Set goals for training and practice

Sometimes it may feel like you train or practice just for the sake of it. But practice and/or training can be just as purposeful and fun as competition if we guide our actions by some direction. Consistently setting technical, tactical, physical and/or mental goals for practice and training can help your confidence and enjoyment because you can see yourself progressing and achieving; you can focus on the areas that you need to improve; you can push or challenge yourself when you get tired by focusing on what you want to achieve; and you can overcome potential distractions by giving yourself specific things to work on.

Practice achieving your best focus in training and practice

It can be hard to achieve your best focus in training and practice, but you need to challenge yourself to do so. To figure out what your best focus is, try recalling your best performance and reconstruct what you were thinking, feeling and focusing on as the performance was happening. Perhaps you were relaxed, confident and completely focused on one or two things. The focus you were able to achieve there is probably very similar to your best focus. In training and practice be aware of what cues you need to focus on, and then try focusing completely on the task at hand and attending and responding appropriately to all relevant cues. You can use goal setting, imagery, relaxation and self-talk strategies to facilitate this process. Being able to focus well during training and practice will enhance your learning and retention and help you learn how to focus when you really want to such as in competition. Achieving your best focus doesn’t mean you have to be focused all the time as it is important to take breaks and enjoy interactions with your teammates and coaches. The challenge is to be able to control you best focus like a light switch, turning it on and off as needed.

Use imagery before, during or after skills or performances to help you push yourself, and to help you learn, evaluate and adjust skills or actions.

Through imagery you can pre-experience and re-experience feelings, sensations, actions and/or skills and see yourself performing as you would like. These images can help you learn new skills, modify old ones and improve your decision-making. In addition these images can act as powerful sources of motivation to push yourself when tired like during high intensity workouts.

Practice relaxation and energizing strategies.

It is much easier to relax when you are not overly stressed. Practicing relaxation techniques such as deep breathing and body scans in training and practice can give you a sense of familiarity with the strategies and some comfort and confidence in using them in sport specific situations. You can also practice energizing yourself by changing your breathing patterns and imagining images that get you fired up.

Devising a positive self-talk plan.

Training and practice are great times for trying new things and revising old skills. However, these times can also be frustrating if things don’t go as you plan or if you receive feedback that is challenging. Sometimes you might be overly hard on yourself or extremely negative so devise a plan for positive and helpful things you would prefer to say to yourself in these situations and then use it if they arise.

Use refocusing strategies

There can be a number of things that can distract you in practice such as coaches’ comments, teammates, performing a skill incorrectly. Consider all the things that take away from your focus and then plan for how you want to deal with them if and when they arise. Having a specific plan for distractions takes away the power of the distractions when and if they arise and allows you to regain your focus quickly.

Practice dealing with your emotions and moods

Emotions can have a profound affect on thoughts, behaviours and physiology, therefore an important part of training and practice should involve learning how to harness your thoughts and feelings in ways that help you perform at your best. Emotions respond just like your muscles do; the ones you stimulate the most become the strongest and most accessible. There are seven basic emotions: fear, anger, guilt, surprise, sadness, happiness and interest. You can use training and practice to identify situations that trigger each of these emotions and then practice letting go or channelling the power of these emotions through specific strategies. Also keeping a record of your emotions on a daily basis and how you feel about family, friends, and the people you work with such as teammates and coaches can be useful in learning about your emotions. Unusual irritation, anger, frustration, low spirits or lack of motivation with or about any of your activities may be signs that your body is experiencing some staleness or overtraining.

Consistent thinking leads to automatic actions

At first when you implement strategies into training or practice situations, it may feel like you are forcing things and thinking too much. However, being aware, or conscious of, what you are thinking and doing is the first step in learning skills. Think of something that took a while to learn, such as driving a car, and be aware of how much you had to think about all the steps in the initial stages. Once you had learned the steps well enough they eventually became automatic or a natural part of your actions. Now you can probably carry out these actions easily without expending too much mental energy. Incorporating mental strategies into training and practice follows the same learning process. At first you are aware of everything and then the more you practice and adjust your strategies, the more automatic they will become and the more accessible they will be when you need them most. Be patient and enjoy the process. It will all pay off in the end.

Consistency of performance in competition is significantly related to the habits you develop in practice. Integrating mental elements into practice means those strategies become internalized and more accessible to you when you need them the most.

Continued on next page...
Below are suggestions for integrating mental GIFTS (Goals, Images, Feelings, Thoughts, Supports) into practice. They align with the mental strategies you will need to perform well during competitions. Consider what strategies you need to make a regular part of your practice in order to better simulate competition requirements and expectations.

**Goals**
- set physical/mental/technical/tactical goals for practice
- give yourself the best chance of achieving your goals
- before each drill decide what you want to do and exactly how you want to do it
- after each drill, identify what adjustments you need to make for that skill or play sequence next time
- use break times to review goals and make adjustments
- after practice review what worked and what didn’t and what adjustments you need to make

**Imagery**
- before practice imagine yourself doing the moves you want to
- during practice, before a drill, take a moment to run the skill through in your mind
- when the coach gives you feedback, imagine or feel what you are being asked to do before attempting it again
- after performing a skill or play sequence less than perfectly, imagine yourself doing it better before trying it again
- when learning or refining your skills or patterns, come up with good personal reminders (e.g., words, images or feelings) to guide your imagery and performance
- after practice, imagine or feel certain skills or drills again as you evaluate your goals or performance

**Feelings**
- Before practice, you can use images related to your best performance or best moves
- You can come up with good personal reminders (images, words or feelings) for challenging situations (e.g., fatigued, anger) that are associated with optimal feelings to help manage your emotions
- You can take a deep breaths and relax before performing a skill or play sequence
- During breaks, you can scan your body and take a deep breath to release any tension in your muscles

**Thoughts**
- If you start to doubt your ability, you can remember best performances and positive feelings related to them.
- When there is a break, you can take a moment to clear your head and relax
- After practice and during cool down, take two minutes to do some breathing exercises

**Support**
- Follow a routine to get yourself ready for practice and competitions
- Approach mental focus like physical skills and warm it up slowly from simple to more challenging focus
- Develop a specific routine to follow for particular skills in your sport
- If you lose focus, have a plan for getting your focus back.
- Seek feedback from coaches and teammates regarding performance
- View video tapes of skills or performances focusing on both positives and areas to improve on
- Find opportunities to challenge your focus and refocusing strategies.
- Record your thoughts, feelings, images, actions and progress in a diary or journal after practices and competitions

Wheelchair Basketball Canada congratulates former Sr. Women’s Wheelchair Basketball Coaching great Tim Frick who was selected by the Canadian Paralympic Committee’s (CPC) Coaches Council when naming their new coaching excellence award “The Tim Frick Paralympic Coach Excellence Award.” Frick led Team Canada to an unprecedented three straight Paralympic gold medals in 1992, 1996, and 2000 as part of a run of nine consecutive podium finishes at the Paralympic Games and World Championships between 1990-2006.

The CPC recognizes that for an athlete to reach the highest levels of Paralympic sport excellence, they require a coach who provides the vision, leadership, knowledge, and dedication to accomplish this in a collaborative environment. Frick, as a Paralympic coach, exemplified these traits throughout his career and his legacy of professionalism, leadership and excellence have set a standard of performance expectation that all Paralympic coaches strive to attain.

“This to be recognized in this manner is overwhelming. I was fortunate to have very talented and dedicated athletes, unbelievable support staff and assistant coaches, and the incredible support of Wheelchair Basketball Canada, the CPC and the Canadian Sport Centre Pacific,” said Frick.

“That made it easy to pursue excellence, but to be honoured with the naming of the Paralympic Coach Excellence award is acknowledgment of how much it takes to win gold internationally and how hard it is to stay at the top for so long,” said Frick.

The award is one of distinction, as it is only presented once every four years to a Summer Paralympic Games Coach, and once every four years to a Winter Paralympic Games Coach. The bi-annual award recipient will be honoured at the CPC Congress banquet that follows the most recent Paralympic Games. The CPC Coaches Council selects the successful nominee.

“On behalf of my coaching fraternity and particularly as a long time member of Coaches of Canada, I would like to express my gratitude that the contribution that coaches make has been valued so highly. We have an amazing cadre of great coaches in Canada and therefore it is really special to be singled out in this fashion,” said Frick.

Tim Frick has been a member of the Coaches Association of BC since its inception, and has been a driving force in the growth and development of the Association over the past ten years. Tim was the leader in the development of a Bachelors degree in ‘Physical Education and Coaching’ at Douglas College, one of the most unique coaching programs in the country. A tireless worker in the promotion and development of Wheelchair Basketball, BC is very fortunate to have someone of Tim’s caliber in our backyard to draw upon.
Empowering Conversations with Your Child

When we think about what makes people friends with each other, a number of things come to mind. For example, our friends like us and enjoy spending time with us, as we enjoy them. And what is it we mostly do when we are together with our friends? Mostly we talk and listen to each other.

Conversations are the glue between people, the essential element in a strong relationship. Relationships wither without communication, and the very best form of communication is the conversation. Many parents fall into the trap of thinking that it is their job to talk and their child’s to listen. Actually that’s only half-right. It is also our job to listen and the child’s job to talk. It’s a wonderful thing when a parent and child can really talk to and hear each other.

It is important that parents intentionally seek out conversations about sports with their athletes. Here are some suggestions for how to engage your child in a conversation about sports.

Establish Your Goal —

A Conversation Among Equals

A conversation is something between equals. Kings didn’t have conversations with their subjects. They told them what to do. Prepare yourself for a conversation with your child by reminding yourself that sports is her thing, not yours. Remember that you want to support her, to let her know that you are on her side. Your goal is not to give advice on how to become a better athlete. It should be to engage your child in a conversation among equals, one of whom (you!) is on the side of the other (her/him).

Adopt a Tell-Me-More Attitude

Brenda Ueland penned one of the most important essays on relationships ever written, Tell Me More: “When we are with our friends, we want to talk about the things that matter to us. We want to be heard and understood. We want to share our joys and sorrows. We want to be seen as equals.”

Listen!

In many instances you may know exactly what your child can do to improve. However, this is a conversation, remember? Your goal is to get your child to talk about her sports experience, so ask rather than tell. Save your tellings for another time.

Use Open-Ended Questions

Some questions lend themselves to one-word responses. “How was school today?” “Fine.” Your goal is to get your child to talk at length, so ask questions that will tend to elicit longer, more thoughtful responses.

“Any thoughts on what you’ve learned in practice/game?”

“Any thoughts on what you’d like to work on before the next game?”

Also ask about life-lesson and character issues

“Any thoughts on what you’d like to work on before the next game?”

Show You Are Listening

Make it obvious to your child that you are paying attention through use of nonverbal actions such as making eye contact as he talks, nodding your head and making “listening noises” (uh-huh,” “hmmm,” “interesting,” etc.).

Listening is one of the greatest gifts you can give your child! Ueland again:

“Who are the people, for example, to whom you go for advice? Not to the hard, practical ones who can tell you exactly what to do, but to the listeners; that is, the kindest, least censorious, least bossy people that you know. It is because by pouring out your problem to them, you then know what to do about it yourself.”

Let Your Child Set the Terms

William Pollack, MD, author of Real Boys: Rescuing Our Sons from the Myths of Boyhood, notes that children have different “emotional schedules” that determine when they are ready to talk about an experience. Forcing a conversation right after a competition (when there may be a lot of emotion) is often less successful than waiting until the child gives an indication that he is ready to talk. Boys may take longer than girls to talk about an experience, so look for prompts that a child is ready. And conversations don’t have to be lengthy to be effective. If your child wants a brief discussion, defer to his wishes. If he feels like every discussion about sports is going to be long, he’ll likely begin to avoid them. And don’t be afraid of silence. Stick with it and your child will open up to you.

Connect through activity

Sometimes the best way to spark a conversation is through an activity that your child enjoys. Playing a board game or putting a puzzle together can allow space for a child to volunteer thoughts and feelings about the game and how he performed. This is especially important for boys, who often resist a direct adult-style of conversation.

Enjoy

The most important reason why you should listen to your child with a tell-me-more attitude: Because then she will want to talk to you, and as she (and you) get older, you will find there is no greater gift than a child who enjoys conversations with you.
Christina Acton — Speed Skating Women Coaching Apprentice

Christina Acton will be attending the Canada Winter Games as one of two of BC’s ‘Women in Coaching’ apprentices. This is a unique opportunity for female coaches to attend Canada Games with the support of the Canada Games Council, the Coaching Association of Canada and the provincial/territorial partners. These coaches are provided the same accreditation status as any other coach attending the Games and it gives them some ‘first hand’ experiences coaching in a multi-sport event.

Christina began in the sport of speed skating at the age of 7 and began coaching at the age of 14! Originally from Kitchener, she and her twin would end up being driven to two different rinks on the same night due to differing interests. The family compromise was to try speed skating where they could both be taken on the same night at the same time, and the result has been that the entire family has been hooked on this exciting sport ever since.

After having been involved in the sport for 7 years, the club that Christina was skating with found itself short on volunteers to help out in practices. So at the age of 14 Christina got her first taste of coaching when she volunteered to help out with some of the younger skaters. Not only did she continue to skate at a high level, but she also found time to coach some of the younger kids coming into the sport. She made both the long track and short track provincial speed skating teams while also coaching her younger skaters, and while attending University.

She continued her pursuit of making the national team and made it all the way through to the national teams. Although Christina didn’t make the national team, she still considers her time training and travelling with the national team members some of the highlights of her skating career.

Christina has been exposed to other multi-sport games events, attending both the Ontario Winter Games and the Special Olympics Winter Games in varying capacities, and she has also been involved as a coach and manager for the BC Winter Games. These experiences should be a great asset for her as she gets ready for Halifax.

With the Women in Coaching (WIC) program Christina has found it extremely beneficial to have other female coaches with whom she can share ideas and discuss challenges. Attending the leadership training sessions that are a part of the WIC program have given her some great ideas and tools that she can use in her daily coaching, and it has put her in touch with some excellent resource people that she can contact for her ongoing coaching. Her current mentor has provided her with some great skills in seasonal planning that she knows will be a huge benefit to her and her athletes and she has truly benefitted from this mentoring process.

To change things up a bit, Christina is currently helping out some young female roller derby athletes in their skating skills and she is having a fun time with this alternative group of athletes. Coaching female athletes for Christina has been more than teaching just the technical aspects of the sport. She recognizes that the nurturing skills that female coaches bring to sport are an important element of developing great people and in giving them the self confidence they will need down the road in their personal lives.

Christina is looking forward to the Canada Winter Games and being part of a coaching staff that is so well prepared, and athletes who are so committed to excel.
Manager of Coach Education Notes

I’m back to the world of coaching! It’s hard to believe that my son is 1 year old already and that my year of maternity is over but I am excited to be back and a part of CABC and all its new initiatives. First of all, I want to thank Will Stewart for all of his hard work over the last year in this role and wish him good luck in the next chapter of his life. Your positive energy will be missed. I also want to welcome Laura Watson, our new Technical Director, to the CABC staff. I look forward to working with Laura.

Over the next few months one of my main focuses will be on developing more benefits to you, our members. Many coaches in BC devote many volunteer hours to their community in the ‘coach’ role and we want to make sure we are providing those coaches the required resources and tools to help them. Please feel free to contact me at info@coaches.bc.ca if you have any specific requests or ideas on what you would like to see CABC offer to its members. What would be most beneficial to you? Stay tuned for more member benefits and resources to be introduced in the coming months and do encourage your fellow coaches to sign up today.

“Excellence is not an act but a habit. The things you do the most are the things you will do the best.”

– Marva Collins

Chantelle Reinkens

Technical Director Notes

Having worked closely with this outstanding organization over the past years, the opportunity to join Gord and Chantelle could not have come at a better time. With the “Olympic hangover” dying off, the excitement around sport opportunities in BC is growing. Sports are focusing on the strength of their grassroots programs, and more organizations are working together to address the needs of our communities.

Over the past and coming months, I have the opportunity to travel around the province training new Learning Facilitators (LFs) in the Fundamental Movement Skills (FMS) workshops. This is great news for the communities and sports that have been waiting to implement this program. It is with confidence we move forward as our LFs have reassured me that “learn by doing” will be emphasized in their facilitation.

One of the exciting projects on the go is the CABC Learning Facilitator conference scheduled for May 13-15, 2011. Set to take place in Whistler, this event will bring in LFs from around the province from all sports and contexts. The positive response has already been overwhelming and we are looking forward to announcing the outstanding lineup of presenters. Looking forward to the future of coaches in BC!

Cheers,

Liz Watson
CABC Technical Director

Here are a few quotes from Coach Wooden whose successes were not only measured in the win column, but more importantly, in the people he developed.

“Success comes from knowing that you did your best to become the best that you are capable of becoming.”

“Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are.”

“Success is peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best you are capable of becoming.”

Chantelle Reinkens

NCCP Course Schedules

Competition - Introduction Part A

<table>
<thead>
<tr>
<th>Modules Included – Make Ethical Decisions, Planning a Practice &amp; Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If you are required by your sport to take only specific multi-sport modules and not the full Part A, or B package, please contact the CABC to request module specific courses in your area.</strong></td>
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<tbody>
<tr>
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<td>Kelowna</td>
<td>Pacific Sport Institute</td>
<td>250.469.8524</td>
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<td>Surrey</td>
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Competition - Introduction Part B

<table>
<thead>
<tr>
<th>Modules Included in this package - Design a Basic Sport Program, Teaching and Learning and Basic Mental Skills</th>
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<tbody>
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Homestudy

The Home Study program is designed for those coaches unable to attend a course in their area. Upon registering, the course material will be mailed to the coach. The course will then complete the workbook and submit it to an NCCP Learning Facilitator for certification.

| Competition-Introduction Part A | $140 |
| Competition-Introduction Part B | $140 |

Make Ethical Decisions Module Only

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Competition Development Workshops

The NCCP Theory 1 has now been officially phased out and is no longer available. Coaches are now required to complete competition development modules in this context.

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For more information and a complete listing of NCCP courses around the province go to the CABC website at: www.coaches.bc.ca
NCCP FUNDAMENTAL MOVEMENT SKILLS

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