

A Sporting Chance

A Guide for Leaders and Youth Leaders

Ontario 4-H Council

**Ontario Ministry of Agriculture,
Food and Rural Affairs**

4-H 2240 96 LE

***The Ontario 4-H Program provides opportunities
for the personal development of youth.***

The 4-H Pledge

"I pledge
My Head to clearer thinking,
My Heart to greater loyalty,
My Hands to larger service,
My Health to better living,
For my club, my community and my country."

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This project was prepared by
Marie Lefaive, Guelph
for the Ontario 4-H Council.
Special thanks to the Advisory Committee

Maureen Andersen	4-H Leader	Sudbury
Sherry Boyce-Found	4-H Resource Specialist	Guelph
Darlene Cole	4-H Leader	Madoc
Herb Gray	Sports and Recreation Programs Branch, MCZCR	Toronto
Gerry Horst	Rural Community Advisor	Petrolia
Jason Jackson	4-H Member	London
Murray McKerrall	Ontario 4-H Council	Dresden
Stacey Stewart	4-H Member	Thunder Bay

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BE A "GREEN" 4-H CLUB

The 4-H program uses a lot of paper. Please help us to reduce our costs, and save a few trees, by remembering these tips.

- Only 4-H members (10-21) and screened volunteers should receive 4-H resources.
- If your club plans to do this project again, keep the resource materials so you don't need to reorder.
- If your club has extra resources, please return them promptly to the Ontario Ministry of Agriculture, Food and Rural Affairs office so they can be used by someone else.

Welcome To 4-H

It has often been said that volunteer 4-H leaders are a blend of friend, teacher and parent. What a big order to fill! But you will discover that you have many talents as a 4-H leader. Having an interest in young people and their development and being willing to take up the challenge of 4-H leadership is the first step to success.

This project focuses on sports. However, the development of members as individuals is your real goal. You will get to know the club members and where their interests lie very well. Use this knowledge, your own expertise and imagination to help members plan a fun, interesting and challenging club program. And enjoy being a 4-H leader!

A Sporting Chance

Thirty-three 4-H members and one 4-H volunteer from across the province took part in a telephone survey to help determine just what this sports project should be like. Of course, top on their list was playing sports, but they also wanted to develop coaching techniques. They also felt that the members should be involved in deciding which sports would be played at the meetings. So in this club there will be all of this and much more. Let's get up, get active and have fun!

Project At A Glance

Meeting One: First Down

- nutrition basics and game strategy

Meeting Two: Second Set

- coaching philosophies, body shape and athletic ability

Meeting Three: Third Period

- warm-ups, cool-downs and first aid

Meeting Four: Half Time

- equipment and the athlete's body

Meeting Five: The Last Lap

- officiating and being fit

Meeting Six: Overtime

- sport for athletes with a disability

Your Responsibilities

Before Your Project Begins:

1. Familiarize yourself with current provincial and local 4-H policies;
2. Attend a leader training session (if scheduled);
3. Advertise the project and organize a club with a minimum of six eligible members and one volunteer leader per club except in cases deemed to be unique and approved by the local 4-H Association; and
4. Review available resources and begin planning the club program.

During The Project:

1. Attend each meeting and the Achievement Program;
2. Assist members in planning and presenting the club program;
3. Provide a FUN, learning atmosphere;
4. Ensure the club membership list is completed and forwarded to the Ontario Ministry of Agriculture, Food and Rural Affairs office before the second meeting;
5. Order awards and project and name plates once membership list is completed;
6. Help each member set and achieve goals for personal development;

7. Encourage members to work together as a group;
8. Provide guidance in choosing and completing an Achievement Program; and
9. Evaluate the club program. Share the evaluation with the 4-H Association and the Ontario 4-H Council.

4-H Club Program Planning

A successful 4-H club doesn't just happen! Careful planning is necessary and very important. As a 4-H leader, you have a responsibility to do the best job you can in providing a fun, learning experience for the 4-H members. Planning will make this a reality.

The 4-H Volunteers' Handbook has lots of valuable information to help you and your members plan a successful club program. Refer to "The 4-H Meeting" section of your handbook for tips on planning successful meetings, effective communication, games, judging and special events. The chart on page 4, of this Guide, can be used to record your plans.

Special Planning Notes for this Project

General Organization

As with most 4-H projects, this sports module is divided into six meetings, each approximately two hours long. The dominant activity in all but the first meeting will be an organized sporting activity; members will choose these sports in Meeting One. They must choose two sports from Group A and three from Group B (see page 5, of this Guide). Group A sports are the traditional sports known and played by many North Americans; those in group B are less common. Group B also includes several sports (tennis and golf) that are known to most 4-H members, but are not – according to the results of the survey – commonly played by them. Because Group A sports are familiar to members, and will require less preparation

4-H CLUB PROGRAM PLANNING CHART

MEETING OR EVENT	DATE	TOPIC ACTIVITY OR TASK	PEOPLE WHO COULD HELP	PRESENTATION IDEAS TO CONSIDER

and learning time, it is suggested that these sports occupy Meetings Two and Three, while the Group B sports be played in the final three meetings.

Sports List

Sports marked with an * are suitable for clubs with fewer than 10 members.

GROUP A SPORTS

basketball*	gymnastics*	floor hockey
volleyball*	ice hockey	horseshoes*
soccer	track and field	bowling*
softball	touch football	badminton*
road hockey		

GROUP B SPORTS

aerobics*	curling	field hockey*
fencing*	rowing*	water polo
cricket	tennis*	table tennis*
croquet*	speedskating*	squash*
archery*	handball*	lacrosse
golf*	lawn bowling*	rollerblading ¹

bicycle polo (polo without horses)
rugby (British football)
Frisbee football (touch football using Frisbee instead of a football)
bocce ball* (like lawn bowling)
ringette (hockey using a ring instead of a puck)

¹Note: Rollerblading can include roller hockey, football, races, etc. Any sport that is normally played on skates, or that is a running game, should be considered to see if it can be adapted to rollerblades. The advantage to this is that it might create a level playing field for all members if none in your club are proficient on rollerblades.

Teaching Teams

Once the sports are chosen, divide the club into five Teaching Teams, one for each sport. Each Teaching Team will be responsible for teaching its sport to the club and organizing a sporting match. There will be four areas of responsibility – coach, trainer, official and organizer – and the Teaching Team must divide these responsibilities

among its members. Each Team will need two coaches, one trainer, one official and one organizer. Other Teaching Team members are then assigned as assistants to one of the four posts. If you have a large club, you may wish to assign two juniors to one position, so that they can share the responsibilities. What is most important is that each member of a Teaching Team have a set of clearly defined duties and responsibilities.

The Coach

If the size of each Teaching Team permits, there will be two coaches – one for each side in a game. The coach is the team leader, responsible for explaining the objectives of the sport, demonstrating and teaching playing techniques, charting game strategy and providing the after-game assessment. If the coach is assigned assistants, it is up to the coach to delegate duties. These can include teaching one specific skill, responsibility for explaining how the game is played or developing a strategy for the game. The coach is not a player during the game; assistants, however, may play.

The Trainer

The trainer is responsible for warm-up exercises before the game, for helping the coach teach specific skills and for providing cool-down exercises. The trainer is also the designated first aid provider during a game. If numbers permit, have two trainers per Teaching Team, one for each side in the game. The trainer may play during the game. Assistants can demonstrate warm-up or cool-down exercises, be responsible for the first aid kit or be responsible for specific first aid procedures. The trainer can also provide a double check that the equipment and venue are safe.

The Official

The official is responsible for understanding the rules of the game, for communicating these rules to all players and for following correct officiating procedures during the game. The official also makes all judgment calls during a game. Depending on the size of the team, there may be one or two officials for a game. The official cannot be a player.

The Organizer

The organizer works with the leader to ensure that a proper venue is found to play the sport and for collecting the proper equipment. The organizer participates in the game. Assistants can be assigned to canvas community organizations and schools in search of protective and sports equipment. The organizer should be reminded to factor the cost of the venue or equipment rental into his or her equipment decisions.

Fact sheets outlining each of the four areas of responsibility are provided in the Members' Manual (pages 36-41). Each team can contact the appropriate sport governing body to obtain coaching booklets, rulebooks, and any additional information they may require. Many of these groups can be contacted through the Ontario Sports & Recreation Centre Inc., 1185 Eglinton Avenue East, North York, Ontario M3C 3C6.

Telephone: (416) 426-7000 Fax: (416) 426-7381.

Community sports organizations may also have rulebooks and other resources you may be able to use. A list of recommended books and videos is also provided on page 12 of this Guide.

For Small 4-H Clubs

If your club is under ten members, it will be impossible to organize this project according to the above instructions. There are several recommended approaches.

1. Choose only individual or small team sports (two-person volleyball, bowling, tennis, horseshoes, track, fencing, croquet, bocce ball, etc). These sports are marked on the Sports List.
2. Designate one coach and one official only for each sport. Responsibility for finding proper equipment and a proper venue becomes the responsibility of the whole group. The coach assumes the trainer's responsibilities.
3. Institute a "Bring A Friend Along" policy for large group sports.

4. Join with other 4-H clubs or community clubs such as Scouts and Guides to play large group games. Club members would continue to assume all Teaching Team duties.

Playing the Game

At the start of each meeting, all members should be assigned to one of two teams. They will then collect as a team when it is time to begin the sport. Efforts should be made to divide the group as evenly as possible. A recommended method is to have small squares of red and blue paper mixed together in two hats, one for juniors and one for seniors. (The number of squares is determined by the number of members.) Upon arriving for the meeting, members take a square from the appropriate hat.

Whichever colour they choose determines the team they will play for. In this way, new teams are created at each meeting. If such a system creates teams of unequal strength – for example if one team is predominantly male and the other female, and the game is football – you may wish to reassign some players.

It is also important to identify the two teams during play. This can be done most easily by having one team wear like-colored T-shirts, vests, neckerchiefs, arm bands or hats. (As an added challenge, you may want to make “team identification” a responsibility for the team’s organizer.)

Finding the Proper Equipment

This task falls to the Teaching Team organizer. In some cases – for example baseball – this should be easily accomplished. At other times, however, finding equipment may not be quite so simple. The following suggestions are offered.

- Contact your local high school, and ask if they would be willing to lend equipment. City or county leagues may also help, as can stores that sell used sporting equipment. If schools are not willing to lend equipment, ask if your group might attend one of their practices and use the equipment on school grounds.
- When it comes to finding sports equipment – not

protective equipment – be inventive. If a cricket bat can't be found, make one out of wood. A piece of string stretched between two trees makes a fine volleyball net; pieces of doweling can serve as swords for a fencing match. *But you may only be inventive when safety is not compromised. Any protective equipment must meet CSA standards and must provide protection for that sport.*

- Keep safety first. Protective equipment must not be sacrificed. If enough helmets cannot be found for bicycle polo, switch to another sport (hockey helmets are an alternative). Do not allow players onto the soccer field without shoes and shin pads. If archery is the sport, be sure all spectators stand behind the archer. Any member who wishes to play water polo must first swim a length of the pool; otherwise, he or she should wear a flotation device. Each sport has its own brand of protective equipment; alternate equipment can only be used if it provides equal protection.
- The venue is also considered part of the equipment. If playing a field sport, look for land that is even and without gopher holes or rocks. Otherwise, these obstacles must be dealt with before the game is played. If playing an indoor sport, contact schools and churches for suitable playing areas. If playing a road sport, choose an unused parking lot. Church parking lots (except on Sunday mornings) are options, as are school parking lots on weekends and in the summer. Always obtain permission before using private property.
- Members should be advised about appropriate dress at the previous meeting. If baseball is the next scheduled sport, for example, members should wear long pants. (Anyone who's ever slid into second wearing shorts will know why!) For most sports, this means wearing running shoes and non-restrictive clothing. Sunhats and sunscreen should also be emphasized if the game is to be played on a sunny summer day.

Additional Meeting Activities

Each of the six meetings includes information on health, nutrition or exercise, as well as additional coaching, training or officiating tips. Though this information has been provided in a specific order, **you need not follow any precise schedule**. If, for example, you would like to hold the sports for disabled competition early during the club schedule, you are free to do so. If the coach of a local team is available for Meeting Four only, you may wish to reschedule the coaching information in Meeting Two to that time.

A Final Word

One of the main objectives to this sports project is to promote a love of sport and a commitment to a healthy, active lifestyle. **It is of the utmost importance** that meetings not be allowed to turn into sedentary book work. Do not read the information in the manuals verbatim: use the information as a jumping off point for discussions, examples, speakers, demonstrations, etc. Be creative. Use only what your group requires and only what your group will be able to assimilate during one meeting.

It is also **important that participation be stressed over competition**. Some members may not be the best athletes in the world. They should be encouraged above all to participate and have fun. If other members remain highly competitive, do not allow them to set the tone for this project. Encourage them instead to compete against themselves. They can strive to improve their heart rates, perfect a skill or become better coaches. There will be winning teams and losing teams throughout this project, but there should never be good athletes and bad athletes.

What Is An Achievement Program?

- An opportunity for members to share with others the knowledge and skills they have gained during this 4-H project.
- An activity that involves each member in some way.
- A chance to inform the public about the purpose and goals of the 4-H program.

Achievement Program ideas specific to this project are suggested on page 11, of this Guide. Your club may wish to choose one idea or combine a few. Involve club members in selecting a suitable idea and making the

necessary preparations. Your club should choose what they want to do by the second meeting. Your Achievement Program will be more organized and enjoyable if your club plans ahead.

Contact the local newspaper or radio to tell them about your activity, the date, the time and where it will be held.

Send out a personal invitation to the group you plan to invite to the Program, or send a personal request from your club to visit an organization and present your Achievement Program. Don't forget to include parents/guardians and/or family members.

Achievement Program Ideas

1. One Achievement Program activity for this project is a Sports Day, where the group invites members from local 4-H clubs or from other youth groups, such as Scouts and Guides, to participate in a tournament. This could be a baseball or soccer tournament, but would be even more challenging if the chosen sport was less familiar, such as lacrosse or cricket. In this way, members from the Sports Project would be challenged to explain and demonstrate the sport, to provide the proper officiating and to be on hand with coaching techniques and training tips. The members would also be responsible for choosing the venue, providing equipment (or ensuring that all groups bring the proper equipment), organizing the play schedule and creating a closing ceremony.

This Sports Day can also be used as a fundraising opportunity for your club. Other teams could pay an entry fee or spectators could be charged a fee or set up a food booth to sell lunch or snacks.

2. Set up a poster session at a local mall or similar public venue demonstrating the value of proper nutrition and exercise to a healthy lifestyle. Club members would take turns staffing the display to answer questions about the project and 4-H.
3. Create an exercise video and show it to schools, youth clubs, etc.

4. Create a sports trivia event to challenge parents and other invited guests.
5. Organize a Debating Challenge, where seniors debate the questions raised in the Digging Deeper sections. Junior members could be involved by promoting the debate, greeting guests, introducing the debating teams and the questions, serving refreshments, etc. (This Debating Challenge can also become part of a larger Sports Day.)

Additional Resources

Publications

The following publications are available through the Ontario Sports and Recreation Centre Inc., 1185 Eglinton Avenue East, North York, Ontario M3C 3C6 (416) 426-7000 fax (416) 426-7381

Sport-Specific Injury Studies. The results of a study of five sports (soccer, gymnastics, baseball, softball and hockey) concerning such topics as injury rates, kinds of injuries and circumstances of injury.

Fair Play – It's Your Call. A series of manuals on fair play fundamentals, fair play tips and fair play tools. Offers specific guidelines that are simple, effective and fun. Designed for use with kids aged 8 to 14. (Available in English and French; \$16.95 +postage +GST).

Library

The following list is a sample of the types of books available through your local library.

Bones, Muscles and Joints, ed. C.B. Mayer. The Reader's Digest Association Inc., 1992.

Calling the Play: A Beginner's Guide to Amateur Sports Officiating, E. Dolan Jr. Atheneum, 1982.

Coaching Children in Sport: Principles and Practice, M. Lee, 1993.

Coaching Young Athletes, R. Martens. Human Kinetics Publishers, 1981.

Death In the Locker Room: Steroids in Sport, B. Goldman, 1984.

Every Coach's Planner and Idea Book, C. Johnson, 1990.

Fundamentals of Athletic Training, American Medical Association, 1971.

Good Sports, a Parent's Guide to Competitive Sports, R. Wolff. Dell Publishing, 1993.

Great Games for Young People, M. Gustafson et al. Human Kinetics Books, 1991.

How Sport Works, Ontario Science Centre. Kids Can Press Ltd., 1988. (available in French under the title "Le sport et toi")

How the Body Works, S. Parker. Reader's Digest Association Inc., 1994.

If It Hurts, Don't Do It, P. Francis and L. Francis. Prima Publishing and Communications, 1988.

Play It, W. Rice. Youth Specialties Inc., 1986.

Science and Sports, R. Gardner. Franklin Watts Publisher, 1988.

Sport and Disabled Athletes, ed. C. Sherill. The 1984 Olympic Scientific Congress Proceedings, Volume 9.

Sport Selection, R. Arnot and C. Gaines. The Viking Press, 1984.

Sports and Games, H. Keith. Thomas Y. Crowell Co., 1976.

Sports Handbook, N. Harris and J. Lovesey, 1986.

Sports Science for Young People, G. Barr. Dover Publications, 1990.

Sportswise, An Essential Guide for Young Athletes, Parents and Coaches, L. Micheli. Houghton Mifflin Co., 1990.

Strength Training for Young Athletes, W. Kraemer and S. Fleck. Human Kinetics Publishers, 1993.

The Marshall Cavendish Illustrated Guide to Games Children Play Around the World, R. Oakley. Marshall Cavendish Ltd., 1989.

The Sports Equipment Book, M. Emberley. Little, Brown & Co., 1982.

The World's Best Street and Yard Games, G. Vecchione. Sterling Publishing Co., 1989.

Touching All the Bases, C. Mackay. Scholastic Canada, 1994.

Training for Fitness and Endurance, editors of Bicycling Magazine. Rodale Press, 1990.

Violence and Sports, G. Berger. Franklin Watts Publisher. 1990.

Your Personal Fitness Survey, D. Gamon and K. O'Brien. Newcastle Publishing Co., 1991.

Videos

These videos are available for loan through the Safety Resource Centre, Ontario Sports and Recreation Centre, 1185 Eglinton Ave. E., North York, Ontario, M3C 3C6. (416)426-7000. A full video catalogue is also available at this address. There is a \$1.00 per day rental fee, plus shipping and handling.

Active Living: Building Active Living in Your Community. A thirteen minute video and resource kit to help you build active living communities in your area.

Aerobics - Teach It Right (60 minutes)

Athletic Taping Techniques (40 minutes)

Attitude Flex: shows how to integrate wheelchair individuals into a regular able-bodied fitness class (25 minutes)

Basic Exercise Standards and Guidelines: An Instructional Video for Aerobic Professionals (14 minutes)

Canadian Standardized Test of Fitness (45 minutes)

Champions At Any Price: steroid use in sports (22 minutes)

Coaching Association of Canada Levels I, II and III Theory Composite: a series of videos discussing individual techniques, philosophies, injuries and training
Coaching Association of Canada Certification Program videos
Doping: a dramatization of the doping control testing procedures at the Calgary Winter Olympics (14 minutes)
Emergency Response to Soft Tissue Injuries (23 minutes)
Exercise Dos and Don'ts: The Professional Guide (90 minutes)
The First Step: Handling the Sports Emergency
Passport to Better Coaching (9 minutes)
Sport Sense, Parts I and II: two videos aimed at grades 7 to 12, on injury prevention, exercise physiology, training, drug abuse and nutrition (30 minutes each)
Steroids: Shortcut to Make-Believe Muscles (53 minutes)
Visualization, What You See Is What You Get: How to improve performance through mental training (25 minutes)

Feedback

The 4-H Resource Development Subcommittee of the Ontario 4-H Council reviews and evaluates 4-H resources. Comments and suggestions about 4-H manuals and guides are always welcome and may be sent to the following.

4-H Resource Development Subcommittee
Ontario 4-H Council
R.R. #1
Thornloe, Ontario
P0J 1S0
1-800-937-5161

Kids Help Phone

At the bottom of the contents page in the Members' Manual and Digging Deeper you will see the Kids Help Phone logo and number. Kids Help Phone is available to over 7 million children and teenagers throughout Canada.

It is a national, bilingual, confidential, toll free helpline staffed by paid, trained professionals. In response to the problems and concerns of our youth, Kids Help Phone provides a listening ear, emotional support, counselling, information and referrals. Children and teens from anywhere in Canada can call anonymously 24 hours a day, 365 days a year.

Children and teens can call about anything that is bothering them including – abuse; drugs; alcohol; conflicts with parents, friends or teachers; pregnancy; sexuality; suicide; or parental separation and divorce.

Please mention this number to your members and explain what it is for. Make sure they know that it is free and they don't have to give a name or address.



*The Kids Help Phone gets
1000 calls a day... 3000
more get a busy signal. If
you or your club or someone
you know would like to make
a donation to the Kids Help
Phone, call 1-800-268-3062.*

Meeting 1

First Down

Objectives

1. To organize the group and create dynamic sport teaching teams.
2. To introduce members to the basics of proper nutrition and its importance to a healthy body.
3. To explore the importance of strategy when playing sports.
4. To promote an active lifestyle.

In A Nutshell

Welcome and Get Acquainted	10 min.
Roll Call	5 min.
Getting Started	15 min.
Selecting the Sports	15 min.
Dividing Into Teaching Teams	15 min.
Nutrition	20 min.
Game Strategy	30 min.
A Road Map to Good Meetings	15 min.
Before The Next Meeting	5 min.
Total	130 min.
Digging Deeper Debate (Optional)	20 min.

Prep. & Equip.

Welcome and Get Acquainted

Provide pens, markers, crayons and blank name tags.

Getting Started

4-H pledge, membership list, "4-H Club Member Lives Here" signs (if available)

Selecting the Sports

A flipchart would be useful for recording suggested sports and for itemizing requirements such as equipment, venue, etc.

Game Strategy

Provide one team (half your members) with some kind of team identification. This can be oversized T-shirts of the same colour, scarves, arm bands, baseball caps – anything that will help distinguish one team from another. A similar system of identification should be used at each meeting when the Teaching Team presents its sport.

Capture the flag

Two flags on sticks or doweling; be sure the flags are different colours. You may also want to have a whistle

handy to indicate the end of the game and to stop the game during play if necessary.

A Road Map to Good Meetings

4-H Volunteers' Handbook and the OMAFRA Factsheet, Procedures for Meetings (89-095) may be helpful.

Welcome And Get Acquainted

(10 minutes)

Have members create their own name tags, decorating them with symbols of their favourite sport, sports hero, sports team or sporting event. If possible, decorate the room with photos of sports and athletes. The more varied these can be, the better, as this will prompt members to want to try new sports.

OR

Have name tags made up with team names or events on one set of tags and players' names on another set of tags. Members find their match and introduce each other to the club. For example, one member has a tag with the name Donovan Bailey and another member has a tag with Track & Field.

Roll Call

(5 minutes) page 6

What sport do you play most and what new sport would you like to try?

Getting Started

(10 minutes)

1. Begin with the **4-H Pledge**. Post a copy so everyone can see it.
2. **Welcome** the members. Introduce leaders. Introduce the youth leader (if this has been decided). Ensure that everyone has a name tag.
3. Complete **membership list**.
4. Give a brief **introduction** to the project.
5. Outline the **opportunities** members have such as taking part in the local fairs and shows, "4-H Go For the Gold," 4-H Members' Conference, etc..
6. Distribute "4-H Club Member Lives Here" signs if available.

7. Discuss the members' **requirements** for the project. See page 3. Outline any expectations you have of the members.
8. Briefly discuss the **Achievement Program** - type, date, time, location.

The remaining time is used for activities related to the meeting material. Try to keep the members interested and involved by using a variety of techniques and activity coordinators – leaders, youth leader, guest or senior members.

Selecting The Sports

(15 minutes)

Refer to the list on page 5 of this Guide. The roll call should give you a starting point from which to narrow your search for the sports that the club will play. If, for example, a number of your members say that they would be very interested in trying their hand at cricket, then that is a good Group B sport to choose.

If a flipchart is available, list all Group A and B sports on a paper before the beginning of the meeting. Show the list to the group, and then let them engage in a short discussion about the merits or drawbacks of each sport. A brief description of the lesser-known sports is provided; for additional information, consult your library. Be sure that you have some input as well. If, for example, you are an experienced curler, you could lobby to have that sport included in the project; you will be able to help not only with coaching and training, but with finding appropriate equipment as well. Make sure members give some thought to equipment. Fencing is a fine sport, but if the proper protective equipment cannot be found, it must be discarded.

You will also need to give some thought to the time of your meetings and what impact that may have on suitable sports.

Dividing Into Teaching Teams

(15 minutes)

If you are familiar with most members in your group, divide them according to their seniority and abilities before the start of the meeting. If you do not know many of your members, divide them according to their status as

seniors or juniors, their age and their gender, and then assign each one to a team. Read out the teams during this meeting.

You may also allow the group to choose its own teams. A word of caution, however: when choosing teams, someone must always be chosen last. Unless this is done arbitrarily through the choice of lots or numbers, that person will feel unwanted. Remember that the purpose of these teams is to organize and teach a sport. When the time comes to play, the whole club will be divided into two groups and key members from the teaching teams will be assigned to each of the two groups.

Another option is to introduce the "Game Strategy" section at the end of this meeting now. This will allow you to evaluate members and divide the teams more accurately.

Once the club is divided into teams, have them decide which of the selected sports they want to teach to the club. If there are any conflicts, this decision can be made by drawing choices out of a hat. Then explain each of the positions in the Teaching Teams: Coach, Trainer, Official and Organizer. Have the team members decide who will be responsible for each task.

Nutrition

(20 minutes) page 6

NOTE: If many members – especially seniors – have already studied nutrition in school and are familiar with the information offered here, spend only a few minutes reviewing the major points. You may wish to start a discussion on topics such as modern society's love affair with the thin body, the pros and cons of vegetarianism or the nutritional value of snack foods. A second option is to reserve this section for juniors only and present it to them while the seniors are engaged in their Digging Deeper debate (see page 24 of this Guide).

The purpose of the nutrition section is to help members understand the relationship between a healthy diet and a fit body. It will also provide members a broad understanding of the calorie intake/calorie output equation as it concerns weight gain.

If a nutritionist is available, ask him or her to address issues in nutrition at this meeting. With the expert's help, you may wish to broach topics such as anorexia, obesity, the current trends in "power eating" or the medicinal properties of food.

If a guest speaker is not available, introduce the topic by underlining the value of the different components of food.

Ask members to add up the calories in a meal of two pieces of fried chicken, one small bag of chips, one piece of cheesecake and one glass of whole milk (1,130 calories). Once this is done, ask them how much exercise would be required for them to "burn off" those calories. (Play tennis for an hour, ride a bike for an hour and then swim for a third hour!)

Explain to members that calories are only one nutritional measure of food. Its nutrient value is important as well. When it comes to evaluating the best diets, VARIETY and BALANCE is usually the best approach.

Be sure to underscore the fact that any activity burns calories. Shovelling snow, for example, is a better exercise than many sports in terms of its aerobic workout and calorie-burning abilities. Point out that a body burns calories even when sitting down and watching television; it just doesn't burn as much as with other activities. The logical conclusion: A sedentary lifestyle requires a low calorie diet; a very active lifestyle requires a high energy diet.

Additional activity: Have members write a log of the activities they performed that day, from making their beds, to running to catch a bus. Using the Calorie Burning Activities chart (page 8) as a guide, have them determine the number of calories they have used up. If, for example, a member ran for five minutes to catch a bus, then they used an additional 65 calories.

Game Strategy

(30 minutes) page 10

Read through this section in the member's manual before the meeting begins, then discuss the most important points with the group. If a coach is available to lead this section, that is the recommended course to follow. There are also a number of coaching manuals and books available on different sports; consult your library. They may provide you with examples of classic plays or strategies used in famous games. You can show these to the group to further illustrate the importance of strategy.

But the best way to appreciate strategy is to play a game. Divide the group into two teams and have them play a game of "Capture the Flag." The rules are simple. Each team starts at one end of the field or room and each has a flag in its home base. The object of the game is to steal the opponents flag and successfully bring it to your home base without your flag being stolen at the same time.

Have the teams play for five or ten minutes with no preparation and no strategy whatsoever – the game is simply a free-for-all. Then have the teams regroup, delegate a leader and plan a strategy. There should be offensive and defensive players, runners and decoys, maneuvers and counter-maneuvers. Now let them play the game again. Do they notice a difference? Is the game more exciting and challenging? Is there a clear winner? What is the value of strategy?

NOTE: This first game will also allow you to assess the athletic and cooperative abilities of your group. Make a note of those who are strong team players, accomplished athletes, natural leaders, good organizers, etc. This may come in handy, when dividing the group for later games. You may also wish to re-organize some of your sport-teaching teams as well.

Additional "Wide Games"

Prisoner's Base

Two bases or camps are marked out on the same side of the playing field. These bases can adjoin each other. At the other end of the field, or about twenty yards away, two prisons are marked out. Each team takes possession of a base, and the prison in which they hope to place their captives is the one **diagonally opposite** them.

The captain of one team sends one of his players into the middle of the field to taunt the others and start the game. The captain of the other side sends one of his players out to catch the first player, who has to try to get back to her own base. She is helped by the fact that as soon as someone has been sent to catch her, her own captain will send someone in pursuit of her pursuer, at which point the other captain sends someone to pursue that pursuer, and so on, and so on. Each player on the field is both chasing and being chased, and as soon as a player gets back to his or her base, he or she can be sent in pursuit of someone else.

A player may only chase the one person she has been sent after. If she succeeds in catching him, she cannot be caught herself, but takes her captive to the prison and returns to base ready to be sent out again. Once a prisoner has been taken and put in the prison, the captain of his side will send someone running to attempt his release, and the captain of the side who has the prisoner will send someone chasing after to prevent her, and so on, and so on. A prisoner is released if he is tagged with both hands by a teammate.

This game needs skill and concentration on the part of the captains, and continues until all players on one side have been made prisoner, or until an agreed time has elapsed, or until confusion takes over.

Hunt The Keg (this game is best played out of doors)

One team is designated as Smugglers and the other team plays the Coast Guard. One member of the Smuggler's team is charged with carrying "the Keg." This can be a stone, eraser or any small object easily concealed in a closed fist. A space in the middle of the playing area is designated as "Home."

All Coast Guard players must close their eyes for a count of 100. All Smugglers hide. When the count is up, the Smugglers must try to make it back to home. Most importantly, the Smuggler with the Keg must make it safely home if his or her team is to win. The Coast

Guards, meanwhile, try to catch the Smugglers, and if they are successful, the Smuggler is removed from play for the duration of the game. The Coast Guards are especially keen to catch the Smuggler with the keg, because if they take possession of the Keg, they are the winners.

To catch a smuggler, one or more Coast Guards must hold the captive for a count of 3 (1 pirate ship, two pirate ships, three pirate ships). Once done, the Smuggler must show his hands and indicate if he is carrying the Keg.

This game promotes strategy and teamwork. Who will carry the Keg? Where will everyone hide? Who will act as decoys? Will the Coast Guard team work in pairs to catch the smugglers? How many Coast Guards will stay back to guard home base?

A Road Map to Good Meetings

(15 minutes)

It is important for everyone to become familiar with the basics of running a good meeting. Review with members the purpose of an agenda and the executive's responsibilities. Have the club members elect an executive. You may find the 4-H Volunteers' Handbook and the OMAFRA Factsheet, Procedures for Meetings (89-095) helpful.

Before The Next Meeting

(5 minutes) page 11

Provide time at the end of the meeting for members to plan their sport-teaching meeting. They must contact the sport governing body responsible for their sport, or a local community sport association. You may want to suggest that members use this time to draft their letter of inquiry or, if they plan to use the phone instead, to write down the questions they wish to ask (a copy of the rules and regulations, coaching and training tips, available videos...). Members must also give some thought to equipment and venue. Remind members that there may be a fee for printed materials and equipment. Your whole group should decide together how you wish to pay these fees.

Finally, encourage all members to visit the library to find books on their sports, to watch sporting events on television and to uncover as many details about their sports as possible.

Digging Deeper

(Optional) page 3

This section provides seniors additional information and challenge. Included in each Digging Deeper section is a "Question for Debate." If time permits, have seniors debate the question during the meeting. It should spark some lively discussion. While the seniors are debating, work with juniors on any unfinished meeting business, allow them to complete some of the tasks assigned or invite them to listen to the debate.

Standards for Debating

1. Each debate is made up of four members divided into teams of two. One pair argues the "yes" side, the other argues the "no." (For small groups, this can be reduced to individual debating.) Assigning members to either the yes or no side should be done arbitrarily.
2. Debaters are separated from the audience and given approximately five minutes to prepare their main arguments. Arguments to be used in the rebuttal must directly respond to those raised during the main speech. No preparation time is given for the rebuttal. As well, debaters may receive no coaching while the debate is in progress.
3. The time and order of speeches is as follows.
Main Speech:
Speaker 1 from the Yes side: 2 minutes
Speaker 1 from the No side: 2 minutes
Speaker 2 from the Yes side: 2 minutes
Speaker 2 from the No side: 2 minutes

Rebuttal:
Speaker 1 from the Yes side: 1 minute
Speaker 1 from the No side: 1 minute
Speaker 2 from the Yes side: 1 minute
Speaker 2 from the No side: 1 minute
4. All time rules must be strictly enforced. Speakers should be given a 15 second warning when their time is nearly up.
5. There shall be no cheering while any debater is speaking. Time so consumed by a speaker's friends shall be deducted from the time allowed the speaker.

6. An impartial judge (either the leader or youth leader) must judge one side the winner based on the merits of the debate alone, not on the merits of the judge's moral opinion of the question. The judge must score on the following areas:
 - Thought and ordering of arguments;
 - Delivery;
 - How aptly the rebuttal responds to arguments raised in the main speech.

Meeting 2

Second Set

Objectives

1. To explain the concept of coaching objectives.
2. To highlight the contribution of body shape to athletic ability.
3. To promote teaching and leadership skills.
4. To promote an active lifestyle.

In A Nutshell

Roll Call	5 min.
Coaching Philosophies	20 min.
All Bodies Are Not Created Equal	30 min.
Playing the Game	60 min.
Before the Next Meeting	5 min.
Total	120 min.
Digging Deeper Debate (Optional)	20 min.

Prep. & Equip.

All Bodies Are Not Created Equal

Each member should have a pencil and paper to use for recording his or her scores. (You may wish to repeat this series of tests at the end of the project to see if there has been any change.)

Set up stations for each of the following tests.

Flexibility Test – a metrestick or similar measuring device
Heart Rate and Balance Tests – a stopwatch or watch with second hand (one stopwatch per two participants is recommended)

Lung Capacity Tests – a package of kitchen garbage bags, several markers, funnels and large measuring cups of at least 3L capacity

Explosive Test – chalk

Landing Test – plastic cups filled with water

Convergent Vision Test – straw, ruler, toothpick

Playing The Game

Team identification badges or clothing

Roll Call

(5 minutes) page 12

What is the most important qualification for a coach?

Coaching Philosophies

(20 minutes) page 12

Once again, the roll call will serve as a jumping off point for this meeting. The members' answers to the question will allow them to understand what type of coaching philosophy they are most likely to possess.

The ideal guest speaker for this meeting is a coach. This can include coaches from professional or semi-pro sports, from high schools or universities, from little leagues or any other organized sport communities in your area. Be sure to sound out your members as well. Have any of them coached in the past? If so, what was their experience?

The coaching questionnaire provided (page 13) will give members an easy way to evaluate their own coaching philosophies. Remind them that there is no right or wrong, but that **Athletes First, Winning Second**, is a good rule to follow.

Those members who are to act as coaches during subsequent meetings should be encouraged to pay particular attention to the information in this meeting. Ask members for examples of coaches who favour one objective over others, or ask them to do some improvised role playing.

All Bodies Are Not Created Equal

(30 minutes) page 14

Somatotyping is a very old system of visual categorization. It is helpful and can provide clues to a person's natural athletic ability, but **looks can be deceiving**. The series of activities provided in this section are not fitness tests in the traditional sense; they do not judge athletic ability or fitness, nor do they highlight those who are good athletes and those who are poor. Instead, they point to innate abilities in the human body and suggest how these abilities affect athletic performance.

It is suggested that members work in pairs or small groups for this exercise. Have each member score his or her results on the page provided (page 19).

Playing The Game

(60 minutes)

When it is time to play the first game, turn the meeting over to the Teaching Team. Tell them that they will be given approximately 60 minutes to introduce their sport, organize a small practice and play the game. A more specific timeline is provided in the coach's sheet. You should also allow five minutes at the end of the game for a wrap-up and discussion. How could the Teaching Team have improved on its work? What did it do well? What should subsequent Teaching Teams bear in mind?

Additional Challenges During The Game

Have a player "fake" an injury (sprained ankle, blister on finger, bloody nose...) so that the person responsible for first aid on the Teaching Team will be put to the test. You can also have a second player commit a foul play during the game, to see how the officials handle the situation.

Before The Next Meeting

(5 minutes) page 19

Review the activity and answer any questions that members may have.

Digging Deeper

(Optional) page 5

This section provides seniors additional information and challenge. Included in each Digging Deeper section is a "Question for Debate." If time permits, have seniors debate the question during the meeting. It should spark some lively discussion. While the seniors are debating, work with juniors on any unfinished meeting business, allow them to complete some of the tasks assigned or invite them to listen to the debate.

For debating standards see page 24 of this Guide.

Meeting 3

Third Period

Objectives

1. To underscore the value of warm-ups and cool-downs in exercise.
2. To explain the basics of first aid.
3. To promote teaching and leadership skills.
4. To promote an active lifestyle.

In A Nutshell

Roll Call	5 min.
Warm-Ups and Cool-Downs	25 min.
First Aid	25 min.
Playing the Game	60 min.
Before the Next Meeting	5 min.
Total	120 min.
Digging Deeper Debate (Optional)	20 min.

Prep. & Equip.

Warm-ups and Cool-Downs

Exercise videos, television and VCR and exercise mats (if necessary)

First Aid

A complete first aid kit

Roll Call

(5 minutes) page 20

Which sport is suited to the warm-up or cool-down exercise that you chose?

Warm-Ups And Cool-Downs

(25 minutes) page 20

The answers to the roll call question – which refers to the previous meeting's Before the Next Meeting activity – will give you some sense of the types of exercise commonly used today in warm-up and cool-down routines. It may also, however, show how similar many of these routines can be. This could be a good opportunity for you to remind members that an aerobics class warm-up is not necessarily the best warm-up for all sports. Swimming, for example, requires much greater emphasis on preparing shoulder muscles for the work demanded of them.

If time and circumstances permit, you may wish to show members a selection of aerobic warm-ups on video, so that they can judge them for suitability. Remind them that the instructor's attitude is often just as important as the exercises. If the instructor does not show viewers the

proper way to perform a move, injuries can result; if the instructor does not motivate viewers, a poor warm-up will result; and if the instructor provides too light a warm-up, viewers will not be properly prepared for the work-out.

A second option is to invite a local aerobics instructor to the meeting to discuss the value of warm-ups and cool-downs. You might also wish him or her to address the topic of aerobic exercise in general: its benefits to the cardiovascular system; its importance in weight management; its popularity. Be sure to ask him or her to address the issue of injuries as well: which moves are now considered dangerous? Which moves are not recommended for people with back injuries or for people who are in poor shape? What is the "fat burning range" talked about by most aerobic instructors?

First Aid

(25 minutes) page 21

The proper administration of first aid is an important skill for all to master. Though it is not the purpose of this meeting to teach members everything they need to know on the topic, it is important that all members come away with a sense of the basics of first aid.

If at all possible, have a first aid instructor on hand to help you with this meeting. They are by far the best people to illustrate technique and provide case studies or examples of first aid emergencies in sport. If this is not possible, a high school Phys. Ed. Teacher, a nurse, a doctor, an ambulance attendant, a firefighter or a professional trainer can provide expert advice.

Discuss each of the first aid areas provided in the members' manual with the group, and then have volunteers demonstrate appropriate techniques. Be sure there is a complete first aid kit on hand. As those members designated as trainers for this project will be the ones responsible for first aid during the sporting events, you may wish to encourage them to volunteer.

Playing The Game

(60 minutes)

When it is time to play the game, turn the meeting over to the Teaching Team. Tell them that they will be given approximately 60 minutes to introduce their sport, organize a small practice and play the game. A more

specific timeline is provided in the coach's sheet. You should also allow five minutes at the end of the game for a wrap-up and discussion. How could the Teaching Team have improved on its work? What did it do well? What should subsequent Teaching Teams bear in mind?

Additional Challenges During The Game

Have a player "fake" an injury (sprained ankle, blister on finger, bloody nose...) so that the person responsible for first aid on the Teaching Team will be put to the test. You can also have a second player commit a foul play during the game, to see how the officials handle the situation.

Before The Next Meeting

(5 minutes) page 23

Review the activity and answer any questions that members may have.

Digging Deeper

(Optional) page 7

This section provides seniors additional information and challenge. Included in each Digging Deeper section is a "Question for Debate." If time permits, have seniors debate the question during the meeting. It should spark some lively discussion. While the seniors are debating, work with juniors on any unfinished meeting business, allow them to complete some of the tasks assigned, or invite them to listen to the debate.

For debating standards see page 24 of this Guide.

Meeting 4

Half Time

Objectives

1. To appreciate the necessity of proper equipment.
2. To introduce members to the various components of the well-oiled athletic machine.
3. To promote teaching and leadership skills.
4. To promote an active lifestyle.

In A Nutshell

Roll Call	5 min.
Equipment (optional egg helmet activity 15 min.)	25 min.
The Athlete's Body	30 min.
Playing The Game	60 min.
Before the Next Meeting	5 min.
Total	125 min.
Digging Dipper Debate (Optional)	20 min.

Prep. & Equip.

Equipment

Finding the sweet spot – baseball bats and ball, tennis rackets and tennis balls. You may also wish to bring along different types of balls (soccer, basketball, volleyball, handball, tennis, golf etc.) to show members the different properties of each and the different "bounce" in each ball.

Provide as many samples of athletic footwear as you can muster.

Making an egg helmet – eggs, frying pan or large sheet of paper or plastic and a selection of helmet material (egg cartons, cotton padding, bits of cloth and wool, webbing, stiff cardboard, straws, empty yogurt containers, tape, string, glue...)

The Athlete's Body

Examining muscles pairs – collect as many bathroom scales as possible

Smooth moving joints – a block of wood, a wooden board, plastic wrap, tape and kitchen oil

Roll Call

(5 minutes) page 24

Did you think that the prices for skates and helmets were reasonable? Why or why not?

Equipment

(25 minutes) page 24

The roll call can become a jumping off point for a discussion of equipment in general: are the most expensive skates always the best? What role do brand names play in pricing? Does the cost of equipment often prohibit people from playing? How important is a CSA (Canadian Safety Association) stamp of approval on a piece of protective equipment.

Invite the owner of a sporting goods store, the manager of the sporting goods department in a department store or the owner of a sports shoe store to come and talk to the group. They can discuss brand names, quality indicators, and trends in equipment, and also should be able to provide members an explanation of why good equipment is so important, both for safety and peak performance. If possible, hold the first part of this meeting at the store, so that members can see the full range of equipment and prices available.

Finding The Sweet Spot

page 25

Divide members into small groups of two to four for this exercise. The object is not only to find the sweet spot, but to understand how hitting the sweet spot can make you a better batter or tennis player. Once the sweet spots are found, let the members practice hitting for a few minutes – there's nothing more satisfying than a good hit!

If you have different types of balls available, have the members try them out to find the different properties of each and the different "bounce." Then discuss how this affects the speed and difficulty of a game. (A small, hard rubber ball, such as a handball, for example, bounces high and fast. It requires faster reaction times than a volleyball. A golf ball is pitted so that it will sail true. The distinctive shape of a football allows it to be comfortably held in one hand, and permits it to slice through the air when thrown.)

Footwear

If footwear samples are available have members examine the soles and the overall construction. Which ones are best for running on grass? Which ones provide the most side impact support? Which ones provide traction on a gym floor? Which have the best cushioning? The best protection? The thinnest sole?

Make a Helmet for an Egg (Optional)

Divide the club into teams of approximately four and have them build a helmet for an egg. Place all the materials in the centre of the room and give the teams ten minutes to complete their task. Each team tests its helmet by dropping the helmeted egg from a height of six to eight feet. Those eggs that don't survive were wearing a "non-CSA approved" helmet! (If they drop their eggs into a pan or pot, perhaps the casualties can later be made into an omelette or for easy clean up have them drop the eggs onto newspaper or a large piece of plastic.)

It is important that members understand that **equipment makes you safe, not bullet-proof**. Wearing good equipment doesn't mean that you can take foolish chances.

The Athlete's Body (20 minutes) page 26

The information in this section provides a very broad overview of the body as a mechanical work of art. When presenting it, emphasis should be placed on the wide variety of parts that must work together for even the simplest of motions.

If a model of a skeleton is available for this meeting, use it to demonstrate joint movements and to show where muscles attach to bones. A good physiology or medical text should also be able to provide excellent illustrations of bone and muscle systems.

Smooth Moving Joints page 29

This is a simple and effective demonstration. If possible, have two sets of blocks and boards available, one with plastic and one without. This will allow members to compare the difference between protected and unprotected joints.

Draw attention to the fact that we have fast and slow-twitch muscles (white and dark meat). Ask members which parts of a chicken or turkey have the dark meat. These are the large muscle groups that perform long, sustained work.

To show how muscles work in pairs, have members pair off and tell each member, in turn, to strike the "strong man" pose (bicep curl). Now have the other members feel

the tricep. Is it extended or contracted? What happens to the tricep as the bicep muscle is released? (An alternative muscle group to examine are the calf and shin muscles: what happens to these muscles as the foot is first flexed and then pointed?)

Muscle Power Test page 27

Divide your group into teams (one team per bathroom scale) and have them complete the exercise. If you were unable to gather several scales, have different members demonstrate the technique.

Playing The Game (60 minutes)

When it is time to play the game, turn the meeting over to the Teaching Team. Tell them that they will be given approximately 60 minutes to introduce their sport, organize a small practice and play the game. A more specific timeline is provided in the coach's sheet. You should also allow five minutes at the end of the game for a wrap-up and discussion. How could the Teaching Team have improved on its work? What did it do well? What should subsequent Teaching Teams bear in mind?

Additional Challenges During The Game

Have a player "fake" an injury (sprained ankle, blister on finger, bloody nose...) so that the person responsible for first aid on the Teaching Team will be put to the test. You can also have a second player commit a foul play during the game, to see how the officials handle the situation.

Before the Next Meeting (5 minutes) page 29

Review the activity and answer any questions that members may have.

Digging Deeper (Optional) page 9

This section provides seniors additional information and challenge. Included in each Digging Deeper section is a "Question for Debate." If time permits, have seniors debate the question during the meeting. It should spark some lively discussion. While the seniors are debating, work with juniors on any unfinished meeting business, allow them to complete some of the tasks assigned, or invite them to listen to the debate.

For debating standards see page 24 of this Guide.

Meeting 5

The Last Lap

Objectives

1. To understand the value of and respect due to judges and referees.
2. To make an active lifestyle part of daily living.
3. To promote teaching and leadership skills.

In A Nutshell

Roll Call	5 min.
Officiating	20 min.
The Pursuit of Fitness	25 min.
Playing the Game	60 min.
Before the Next Meeting	5 min.
Total	115 min.
Digging Deeper Debate (Optional)	20 min.

Prep. & Equip.

Officiating

A collection of tennis balls or rubber balls

The Pursuit of Fitness

Photocopy Activity Indicator (page 40 of this Guide) for each member

Roll Call

(5 minutes) page 30

How important are referees or officials to a game?

Officiating

(20 minutes) page 30

The Roll Call responses should provide a variety of opinions for discussion. If some members watched a local little league event and some watched a professional sport on television, ask them to compare officiating styles and the response of the athletes to the officials. In pro sports, players tend to almost ignore the referee – until he or she makes an unpopular call! Tennis and baseball provide some of the best examples of player-official disputes. This is because these types of referees must make judgment calls and such subjective decisions can never please all of the players all of the time.

To illustrate this point, have three players stand on a line, so that one player is in the middle and the other two approximately four feet to either side. Now designate an imaginary line that runs perpendicularly away from the

centre player. Ask other members to toss in a ball one at a time so that they land as close to the imaginary perpendicular line as possible. Ask all three players to judge if that ball was "in" (on the line) or "out" (not on the line). The two side players will have differing opinions of where the ball landed because their perspective will be different. They are looking at the action from a distance and from the side; this will distort their view.

If time permits, repeat this exercise with different players.

A second exercise is to have all members judge three players on their execution of a simple movement – for example, walking a straight line. Tell members that they must judge these players on technique (Ten points: how straight they walked; how measured their steps; how precise their movement), and artistic interpretation (Ten points: how much flair they brought to their movements; how fluid their movements were; how “exciting” their performance was.) Members must then rank the players according to their judgments. Talk to the three “contestants” ahead of time and give them five minutes to prepare. Tell them what they will be judged on and encourage them to be as individual as possible without exceeding the technical demands of this “sport:” they must walk a **straight** line.

The Pursuit Of Fitness

(25 minutes) page 31

As with the section on warm-up and cool down exercises, a fitness instructor is a recommended guest speaker for this section. If this is not possible, ask members to fill in the "Activity Indicator" on page 40 of this Guide.

Though this indicator does not focus on any specific exercise program, it does prompt members to think about the general level of activity – both aerobic and anaerobic – in their lives. Are there some budding couch potatoes in the group? Members should also be asked to think about the type of activities they do. If they now receive most of their exercise from organized sport, do they think this will continue throughout their thirties, forties and fifties? If organized exercise activities are removed from their Activity Indicator, how active is the rest of their time?

Those that walk instead of drive, that fill their spare time with active instead of sedentary pursuits and whose daily lives are filled with a number of physical chores are better positioned to remain active throughout their lives.

Note also that this indicator does not contain an evaluation for work or school time. That is because this is considered the base activity level for everyone. The activity indicator examines each person's leisure time instead.

There are no winners or losers to this indicator. It is simply a way to help members take stock of their activities and think about the type of lifestyle they are creating for themselves. The couch potato habit is hard to break; members should start thinking about that early.

But, members can break the couch potato habit. Belonging to this 4-H club is a great step towards an active lifestyle. Ask members about other ways they can get active. Riding a bike and walking instead of asking someone for a ride is just one of many options.

Playing The Game

(60 minutes)

When it is time to play the game, turn the meeting over to the Teaching Team. Tell them that they will be given approximately 60 minutes to introduce their sport, organize a small practice and play the game. A more specific timeline is provided in the coach's sheet. You should also allow five minutes at the end of the game for a wrap-up and discussion. How could the Teaching Team have improved on its work? What did it do well? What should subsequent Teaching Teams bear in mind?

Additional Challenges During The Game

Have a player "fake" an injury (sprained ankle, blister on finger, bloody nose...) so that the person responsible for first aid on the Teaching Team will be put to the test. You can also have a second player commit a foul play during the game, to see how the officials handle the situation.

Before The Next Meeting

(5 minutes) page 32

Review the activity and answer any questions that members may have.

Digging Deeper

(Optional) page 12

This section provides seniors additional information and challenge. Included in each Digging Deeper section is a "Question for Debate." If time permits, have seniors debate the question during the meeting. It should spark some lively discussion. While the seniors are debating, work with juniors on any unfinished meeting business, allow them to complete some of the tasks assigned, or invite them to listen to the debate.

For debating standards see page 24 of this Guide.

Activity Indicator

Indicate how many times in the past week you have performed the following activities.

Walked at least 1/2 km at one time (one point each time):

Walked at least 1 km at a time (two points each time):

Run or jogged 1/2 km (two points):

Run or jogged 1 km (four points):

Played a sport for 30 minutes (four points):

Played a sport for one hour (six points):

Hiked for one hour (four points):

Bicycled or swam for 30 minutes (four points):

Attended a dance class, fitness class or sport practice (six points):

Shovelled snow/did hard work in the garden or barn (four points):

Cut the grass (using an electric push mower) or washed windows (two points):

Performed family chores that required significant aerobic effort (two points):

Performed family chores that required mild aerobic effort (one point):

TOTAL ACTIVITY INDICATOR _____

Couch Potato Indicator

Watched television (one point for each 1/2 hour):

Hung out at the mall, around the kitchen table, etc. (one point for each 1/2 hour):

Rode in the car when you could easily have walked or taken your bike (one point for each time):

TOTAL COUCH POTATO INDICATOR _____

How does your Activity Indicator compare with your Couch Potato Indicator?

Meeting 6

Overtime

Objectives

1. To illustrate the concept of a "level playing field" and the difficulties encountered by disabled athletes.
2. To promote teaching and leadership skills.
3. To promote a healthy lifestyle.

In A Nutshell:

Roll Call	10 min.
Sports for the Disabled	40 min.
Playing The Game	60 min.
Taking Care of Business	20 min.
Before the Achievement Program	5 min.
Total	135 min.
Digging Deeper Debate (Optional)	20 min.

Prep. & Equip.

Para-Olympics

Flip chart and markers, stations set up with the following:

1. One-armed toss – oversized shirts and baseballs, measuring tape;
2. Sitting toss – chairs, basketball nets or garbage cans and basketballs;
3. Blind toss – bean bags or soft balls, blindfolds, whistles and measuring tape;
4. Armless race – string to act as finish line.

Roll Call

(10 minutes) page 34

List one new habit that you will incorporate into your nutrition, fitness or sports program.

The purpose of this roll call is to allow you to touch for one final time on the different topics broached in this project. Spend five minutes reviewing the topics covered in the previous five meetings and recall the most important discoveries made during the activities and exercises. This is also a good time to have each sports team (with the exception of today's team) report on their experiences in coaching, training, officiating and gathering equipment.

Sports For Disabled

(40 minutes) page 34

For members to truly appreciate the skill and talent of an athlete with a disability, they should experience competition under the restrictions of such a disability. The following four competitions are a mini Paralympics.

Members compete individually and scores are tallied on a main scoreboard. Remind members that this is a fun competition to show them the skills required of athletes with a disability.

If yours is a small club, have all members compete at once at each event. If it is a large club, divide members into four teams, designate a senior to be in charge of each competition, and have the teams take turns competing at each event on the circuit.

Wheelchair Basketball

Each competitor must sit in a straight-backed chair, at a distance of 8 feet from a basketball hoop attached to a wall. (If a suspended basket is impossible, use a garbage can on the ground instead.) Each is given two attempts to throw the ball into the hoop.

Scoring: Basket – 2 points
 Rim Shot – 1 point

One-Armed Shot Put

The competitor must wear an oversized shirt (or similar article of clothing), with only his or her throwing arm through the sleeve. The other arm must stay under the shirt, against the body. The competitor must then throw a baseball as far as possible. When all competitors have thrown two balls each, and their distances are recorded, score as follows.

Top ⅓ of competitors – 3 points
Middle ⅓ of competitors – 2 points
Bottom ⅓ of competitors – 1 point

Blind Toss

Each competitor is blindfolded and must throw a bean bag or similar item at a second member placed twenty feet away. (Adjust this distance if it seems too easy or too difficult for members.) The "target" member blows a short sharp blast from a whistle every five seconds. The distance of the bean bag from the target is then measured. Once all competitors have finished two throws each, score as follows.

Hits Target – 3 points
Within One Metre of Target – 2 points
Within Two Metres of Target – 1 point
Beyond Two Metres of Target – 0 points

No-Arm Race

Competitors must clasp their hands in front of their bodies, and race to a pre-determined finish line. Any member who unclasps his or her hands is disqualified. Score as follows.

1st Place – 3 points

2nd Place – 2 points

3rd Place – 1 point

Depending on the location for your Paralympics, this race can be a 50 m dash, a 200 m race or a full circuit of the room or hall. Members should race in heats of four to six competitors. Whenever possible, competitors in any one heat should be of similar gender, age and physical ability.

Playing The Game

(60 minutes)

When it is time to play the game, turn the meeting over to the Teaching Team. Tell them that they will be given approximately 60 minutes to introduce their sport, organize a small practice and play the game. A more specific timeline is provided in the coach's sheet. You should also allow five minutes at the end of the game for a wrap-up and discussion. How could the Teaching Team have improved on its work? What did it do well?

Additional Challenges During The Game

Have a player "fake" an injury (sprained ankle, blister on finger, bloody nose...) so that the person responsible for first aid on the Teaching Team will be put to the test. You can also have a second player commit a foul play during the game, to see how the officials handle the situation.

Taking Care Of Business

(20 minutes)

Project Completion

A Certificate of Completion and a Project Summary have been included in this Guide, pages 46-47. Your signature on either of these indicates you feel the member has completed the project to the best of his/her ability. Space is provided for you to add some individual comments to offer encouragement to the member. The Project Summary sheet also asks for written feedback from the member and his/her parents/guardians. (The questions on this sheet have been selected from the informal evaluation sentences, listed below.) Select whichever sheet best meets your needs and make copies for the members.

It is recommended that the certificates not be awarded until the Achievement Program. If you give them out before this time, some members mistakenly assume that they don't need to participate in the program.

Informal Evaluation

If your members are not completing the project summary sheet, take a few minutes at the last meeting to do an informal evaluation with members. One way to do this is to ask them to complete one/all of the following sentences.

- I joined this club because ...
- I really enjoyed ...
- I didn't enjoy ...
- I had a hard time ...
- My favourite meeting activity was ...
- If I was to take this project again, I would change ...
- I learned ...
- I've changed ...
- I'm glad ...

It Worked for Us!

Your experience in leading this club would be helpful to another leader in your area. You are encouraged to make some comments about the project, what resources you discovered locally and the members' feelings about the project and pass this information on to your 4-H Association. The Resource Development Subcommittee of the Ontario 4-H Council is interested in your comments too. Their address is in this Guide on page 14.

Before The Achievement Program

Review the plans for the Achievement Program. Make sure everyone is aware of his/her responsibilities and has them written down.

A SPORTING CHANCE



Ontario 4-H Council



Name: _____

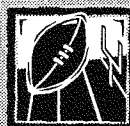
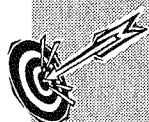
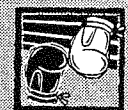
Age: _____

Club: _____

 Ontario

Ministry of Agriculture,
Food and Rural Affairs

4-H 2240 96 ME



A SPORTING CHANCE

*The Ontario 4-H Program provides opportunities
for the personal development of youth.*

The 4-H Pledge

"I pledge

My Head to clearer thinking,

My Heart to greater loyalty,

My Hands to larger service,

My Health to better living,

For my club, my community and my country."

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This project was prepared by Marie Lefaive, Guelph
for the Ontario 4-H Council.

Special thanks to the Advisory Committee:

Maureen Andersen, 4-H Leader, Wahnapiatae

Sherry Boyce-Found, 4-H Resource Specialist, Guelph

Darlene Cole, 4-H Leader, Madoc

Herb Gray, Sports and Recreation Programs Branch, MCZCR, Toronto

Gerry Horst, Rural Community Advisor, Petrolia

Jason Jackson, 4-H Member, London

Murray McKerrall, Ontario 4-H Council, Dresden

Stacey Stewart, 4-H Member, Thunder Bay

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 **KIDS HELP PHONE**
JEUNESSE, J'ECOUTE
1-800-668-6868

Welcome . . .

4-H is a program for youth which also involves adult volunteers, parents/guardians and the community. The aim of 4-H is to develop your skills, knowledge and attitudes in the spirit of fun and friendship!

A Sporting Chance

THIRTY-THREE 4-H members and one 4-H volunteer from across the province took part in a telephone survey to help determine just what this sports project should be like. Of course, top on their list was playing sports but, they also wanted to develop coaching techniques. They also felt that the members should be involved in deciding which sports would be played at the meetings. So in this club there will be all of this and much more. Let's get up, get active and have fun!

Thanks to the following 4-H participants who took part in our telephone survey.



Isacc Adams Hands
Kathy Ashton
Rob Ashton
Andrew Brydges
Alex-Andre Cardinal
Amanda Clark
Mike Clark
Julia Conn
Michael DeLange
Wanda Dudgeon
Lisa Fotheringham
Tanya Gregson

Alicia Heffernan
Hugh Hunter
Matt Julian
Susan Klion
Terry Kuipers
Shannon Lemon
Jeff McCrostie
Erin Meadows
Jeff Menary
Mary Elizabeth Peer
Anson Racher
Rachel Rae

Heather Robertson
Frances Rutherford
(volunteer)
Brad Rydzik
Kendra Saville
Cheryl Swann
Christina Taggart
Julie Turgeon
Angela
VanDenDiepstraten
Scott Werry
Tracey Wilson

General Requirements

A member will complete a project satisfactorily by:

- participating in at least 2/3 of his/her own club meeting time;
- completing the project requirements to the satisfaction of the club leader(s);
- taking part in an Achievement Program.

GET INVOLVED!

Be willing to let your name stand for an executive position. It is a rewarding and fun experience. Following your club's elections, complete this club executive chart.

CLUB EXECUTIVE:

Name

Phone

President: _____

Vice-president: _____

Secretary: _____

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Treasurer: _____

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Press Reporter: _____

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Other: _____

CLUB MEMBERSHIP:

Members, Phone

Members, Phone

[illegible]

Leaders, Phone

Leaders, Phone

[illegible]

.....

4-H Association President, Phone

4-H Association Secretary, Phone

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OMAFRA Contact, Phone

Meeting Schedule

	DATE	TIME	PLACE
MEETING ONE			
MEETING TWO			
MEETING THREE			
MEETING FOUR			
MEETING FIVE			
MEETING SIX			
ACHIEVEMENT PROGRAM			

The 4-H Resource Development Subcommittee of the Ontario 4-H Council reviews and evaluates 4-H resources. Comments and suggestions about 4-H manuals and guides are always welcome. They may be sent to the following address.

4-H Resource Development Subcommittee
 Ontario 4-H Council
 R.R. #1 Thornloe, Ontario P0J 1S0
 Phone: 1-800-937-5161 FAX 1-800-937-5161

FIRST DOWN

ROLL CALL

What sport do you play most often? What new sport would you like to try?

NUTRITION

To be a good athlete – indeed, just to be healthy – demands proper nutrition. Food provides the building blocks of strong muscles and bones, and food supplies a ready source of energy for cell growth in your body. The better your diet, the stronger those building blocks and the better that supply of energy. You can exercise all day long but if you don't eat properly, you will soon feel tired. You just won't have enough energy or muscle mass to keep going.

There are books and books and books written about diet and nutrition. Some are good, some merely exploit the latest fad diet. Even nutrition experts differ in their opinions about what is healthy.

The information provided here is a basic introduction only. For more information, talk to your doctor, a nutritionist or a dietician, or take a trip to the local library. You're sure to find plenty of reading material on the topic.

Main Elements

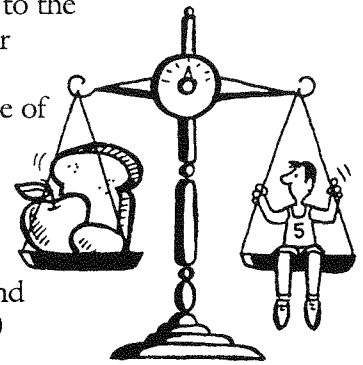
Food is made up of four main elements: fat, protein, carbohydrates and fibre.

- **Fat** is the most concentrated energy source. It provides twice as many calories per gram as either protein or carbohydrates. When stored in the body, fat provides the energy needed for all activities, from cell division to a three mile jog. But when too much fat is stored, and not enough activity is done, fat deposits are the result. The body becomes obese. And because fat is the most difficult energy source to digest, too much fat can be particularly bothersome for athletes: a high-fat meal right before a game can make you feel sluggish or slow. Foods high in fat include fried foods, many sausages and sandwich meats, some dairy products and many snack foods.
- **Protein** is used by your body for the growth and repair of tissue. Unlike fat, excess protein is not stored in the body but eliminated as waste. Protein serves as the body's main energy source only when fats and carbohydrates are not available. Athletes who diet heavily to lose

weight, therefore, or teens who fast simply to be slimmer, can lose tissue protein in the process. This can affect growth and muscle development.

Foods high in protein are meats, fish, beans and eggs.

- **Carbohydrates** are the most abundant and least expensive food source of energy. There are two main types of carbohydrates: starches and sugars. They are the leading source of energy in a high performance diet. Vigorous activity draws energy from the muscles; carbohydrates refuel the muscles quickly.
Foods high in carbohydrates include rice, pasta, breads and root vegetables.
- **Fibre** – also known as bulk or roughage – provides no nutrients to the body. But its presence in food slows down digestion, giving your body time to absorb nutrients.
Fruits and vegetables are high in fibre and are also a major source of vitamins and minerals.



How much food?

How much food should you eat? That depends on your age, size and activity level. The body of a typical, growing teen needs about 2,500 calories per day. Athletes in training need an extra 500 calories.

An average twelve-year-old boy burns one calorie per minute just sitting down. If he watches a half-hour cartoon on Saturday morning, therefore, he burns 30 calories. If, instead, he does his chores for that time, he will

burn 4 calories a minute or 120 calories in all. But if he goes to his basketball practice instead, where he spends 30 minutes running in the gym, he will burn 10 calories per minute or 300 calories in all.

The sources of energy in food are carbohydrates, fat and protein. Over half your energy should come from carbohydrates, one third from fat and less

*A person can be
overweight and still be
malnourished!*

from protein. Practically speaking that means eating 5-12 servings of breads and cereals, 5-10 servings of vegetables and fruit, 3-4 servings of milk products and 2-3 servings of meat and alternatives each day. Most Canadians eat too much fat and not enough carbohydrates and fibre. One American study published in 1987 said that 30 percent of children and 35 percent of adults are overweight, and that 75 percent of all American children consume excess fat.

A person can be overweight and still be malnourished. This is because calories alone don't determine a good diet. Vitamins and minerals are very important, as is the quality of the protein you eat and the type of fat you choose. For these same reasons, a low-calorie diet is not necessarily a

healthy one. There is much information and discussion on this topic. For now, the best advice that can be given is to use a common sense approach to food.

On this page and the following page are examples of calorie burning activities and the caloric value of some foods. You may find it an eye-opener!

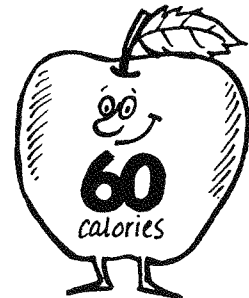
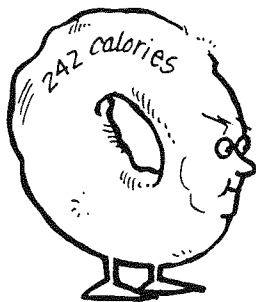
CALORIE BURNING ACTIVITIES

ACTIVITY	CALORIES PER HOUR
Running	800
Cross-country skiing	700
Jogging	655
Shoveling snow	610
Downhill skiing	595
Aerobic dancing	445
Tennis	425
Square dancing	420
Bicycling	415
Gardening	390
Walking	345
Swimming	300
Washing windows or floors	250
Washing a car	230
Making beds	210
Taking a shower	205
Bowling	190
Driving a car	100
Eating, reading or writing	90
Sleeping	65



CALORIC VALUE OF SOME FOODS

	CALORIES
2 pieces fried chicken, dark meat	431
100 g pastrami	399
(About the size of a pack of cards)	
one croissant with butter	333
one small bag potato chips	304
one slice cheesecake	295
100 g breaded and fried shrimp	277
1/2 cinnamon raisin bagel with 1 oz cream cheese	256
100 g fresh salmon	247
one glazed doughnut	242
1/2 cup ricotta cheese	216
100 g roast chicken, light meat, no skin	198
English muffin with jam	182
one cup coleslaw	178
100 g halibut	160
250 mL whole milk	150
30 g cheddar cheese	115
one banana	104
one egg fried in butter	92
two slices of bacon	90
250 mL skim milk	80
1/2 grapefruit	60
one apple	60
20 peanuts	60
one tablespoon butter or margarine	45
ten small olives	45
1 cup cucumber, carrots, tomato	25
one dill pickle	12



COACHING: GAME STRATEGY

One reason for playing organized sport is to have fun and stay fit. A second reason is to develop athletic skills. Basketball players want to be more accurate in their shots; figure skaters want to add one more turn to their jumps; runners want to break that four minute mile.

But athletic skills aren't only physical. Truly good players are "smart" players. They understand the theory behind the game, they know what their opponents will do and they develop a plan of attack. A good tennis player, for example, knows where the ball is going to bounce before it has left the opponent's racket; the winning football team is often the one that outmaneuvers its rival.

With team sports, it takes strategy to play well. It is better to play with a plan, even a bad one, than to play with no plan at all. That is because any plan will at least organize the players around a common goal. Otherwise, it can be chaos.

Planning

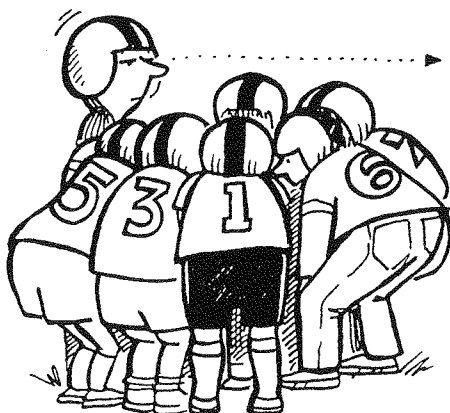
There are four steps to planning a game strategy.

1. ***Assess your position.*** What are the strengths and weaknesses of your team? What are the strengths and weaknesses of the opposing team? What equipment is at your disposal, and what type of playing "field" will you be using?
2. ***Determine your objective.*** For most sports, this is a fairly simple step. The objective is to score goals and win points. But there are other objectives to keep in mind. It is pointless to score 20 points, for example, if the other team scores 21. A second objective therefore must be to defend your goal.
3. ***Conceive a plan.*** This is where things get complicated. There are whole books written about game strategy. A clever plan that fits the abilities of the team can give you the winning edge.
4. ***Execute the plan.*** This is the game itself. For a plan to be properly executed, all team players must know what is expected of them and how they can accomplish their goals. Teamwork is essential if the plan is to be successful.



Principles

When it comes to conceiving and executing the plan, experience is the best teacher. But there are general rules. Game strategy borrows from warfare strategy. There are opposing camps, there is an objective and there is a fight for the prize.



The following five principles of warfare have been adapted for organized sports.

1. Choose one objective and stick to it. History has shown that the team that consistently pursues its original goal is most likely to succeed. If your objective is to play a defensive game, don't switch to offensive halfway through. (Defensive strategy means protecting yourself or your team's goal. Offensive strategy means attacking the other team's goal and trying to score points.)
2. Don't over do it. Formally known as "economy of force" this means using only as much team energy as necessary to get the job done. Be sure you always keep a reserve for defense.
3. Try to figure out what the opposing team is up to while at the same time concealing your own plans. Have they taken a defensive or offensive position? Are they planning a full frontal attack, or do they plan to move up the side?
4. Be flexible. If the first path to your objective doesn't work, try another one. Remember, however, to stick to the same objective at all times.
5. Keep your players motivated. After the initial rush to win, players will begin to get tired and the game can start to feel more like work than fun. Be prepared for this.



BEFORE THE NEXT MEETING

- Contact the governing body responsible for the sport you will be organizing to obtain coaching manuals and rulebooks if necessary. Your leader will have a list of mailing addresses. Visit the local library for additional information. Begin to scout out possible locations for the sport and make a list of any necessary equipment.

SECOND SET

ROLL CALL

What is the most important qualification for a coach?

COACHING PHILOSOPHIES

All good coaches have a coaching philosophy. This philosophy includes the goals they set for their team and the style they use when coaching.

There are three main coaching objectives:

- Winning;
- Having fun;
- Developing the athletes' skills.

None of these objectives are good or bad, but they do say something about the coach. Use the following questionnaire to rate your coaching objectives.

Read each statement and the three options that follow it. Decide which option is most important and give it three points. Decide which is least important and give it one point. Give the remaining option two points. In some cases you may think all three choices are important, but you may not provide the same score to two choices.

Fill in the Objectives Table by placing each option score in the corresponding white square. Now add up the scores in each column.

The three totals will range between three and nine. The higher your total in one column, the more you emphasize that outcome. Which is most important to you: the development of athletes, having fun, or winning the game? This is your coaching objective.



*There is no good
or bad
coaching style.*

THE STATEMENTS

1. The best coaches are those who:
 - ☐ A. Give individual help and are interested in young athletes development;
 - ☐ B. Make practices and games fun;
 - ☐ C. Teach athletes the skills needed to win.
2. If a story was written about me in the newspaper, I would like to be described as:
 - ☐ D. A winning coach;
 - ☐ E. A coach who helped the development of young people;
 - ☐ F. A coach for whom athletes enjoyed playing.
3. As a coach I would emphasize:
 - ☐ G. Having fun;
 - ☐ H. Winning;
 - ☐ I. Teaching skills that young people can use later in life.

OBJECTIVES TABLE

Use the table to record your answers from above. Put a check in the white box beside the answers you selected. For example, if you selected 1A put a check mark beside 1A in the 'Development' column.

	DEVELOPMENT	FUN	WINNING
1A			
1B			
1C			
2D			
2E			
2F			
3G			
3H			
3I			
TOTAL			

There is no good or bad coaching style. The best approach, and the one that usually provides the best results, is “Athletes First, Winning Second.” This keeps winning in perspective. It also makes sure that having fun and concentrating on the athlete aren’t forgotten in the heat of the game.

ALL BODIES ARE NOT CREATED EQUAL

In sports, practice can make the difference between a good athlete and a great one. But sometimes, practice alone just isn’t enough. The shape of your body has a part to play as well. Six feet tall athletes, for example, don’t make good jockeys; and tall, slender players are better on the basketball court than the football field. Boxers with long arms have a definite edge, while downhill skiers with long bodies and shorter legs benefit from their low centre of gravity.



In the same way that a Ferrari *looks* fast and a Mack truck *looks* powerful, the look and shape of the human body can provide clues to athletic performance. Each body’s proportion of fat and muscle, and the size and shape of its skeleton, are determined before birth. Body shape will affect a person’s athletic potential for a lifetime.

The traditional study of body shapes is called the study of **SOMATOTYPES**.

- **ECTOMORPHY** looks at the line of the skeleton. A strong ectomorph is someone who is tall and slender.
- **ENDOMORPHY** studies fatness or leanness. A strong endomorph is a person with a high amount of body fat.
- **MESOMORPHY** refers to the degree of muscle on the body. A high mesomorph is someone with a lot of muscle relative to his/her height.

Most athletes are mesomorphs of one kind or another. Some may be mesomorph-ectomorphs (distance runners are an example). Some will contain a higher level of endomorphy (distance swimmers fall into this category). Everyone has a bit of all three body types, but no two people have the same percentage of each.

Even with these somatotypes, however, it is still hard to tell how good a person will be at a sport just by looking at him/her. Remember, *looks can be deceiving*.

Here are some activities to help you find which sports you might be best suited to. Record your results on the “All Bodies Are Not Created Equal” sheet (page 19).

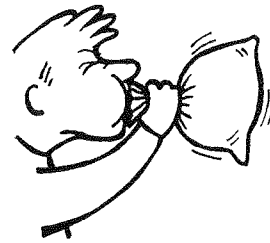
Flexibility

- ☐ Sit down on the floor with feet and legs sticking out, knees straight.
- ☐ Bend forward and touch your toes. Do not bend your knees.
- ☐ Have a friend measure how far past your toes you can reach.

You can improve your flexibility with practice, but only to a point. Natural flexibility is lost with puberty, and females as a rule are more flexible than males. This is one reason why top female gymnasts are often very young.

Lung Capacity

- ☐ Bunch together the opening of a plastic bag (such as a kitchen garbage bag) as if you were going to blow it up and pop it.
- ☐ Squeeze the air out of the bag.
- ☐ Take two normal slow breaths.
- ☐ On the next breath, breathe in as much as you can. Then exhale as completely as possible into the bag. **DO NOT BREATHE IN.** Keep your mouth wide open. Continue pushing the air out until you feel as though every last drop of air is squeezed from your lungs. (It helps to bend forward as you breath out.)
- ☐ Twist the top of the bag to close it and slide your hand down the neck of the bag until it is completely expanded.
- ☐ Have a friend mark the bag at the point where you're holding it.
- ☐ Then, push the neck of a funnel into the mouth of the bag. Don't worry about the air escaping: you don't need it.
- ☐ Using a large measuring cup, carefully pour water into the bag until it's as fully expanded with water as it was with air. The bag will get quite heavy, so you may want to rest it on something. The amount of water you use is a rough measure of your lung capacity.



The average 137 cm tall boy has a lung capacity of approximately 2L. The average 152 cm tall girl has a lung capacity of about 2.7 L. Lung capacity is something you are born with and can only be improved a little during your teens. If you have a greater than average lung capacity, you have an advantage in endurance sports, like cross-country skiing or long-distance running or swimming. For short, intense bursts of energy, like sprinting, large lung capacity isn't as important.

Static Balance

- ☐ Put on running shoes and stand on a hard surface (not a rug).
- ☐ Stand on one leg and press the other foot against the inside of the standing leg's knee. (Some people call this the "stork" stand.)
- ☐ Put your hands on your hips and close your eyes.
- ☐ As soon as your eyes are closed, have a friend start timing you with the watch.



How long can you stand without shifting your foot, taking your hands off your hips, or taking your foot off your knee? If you did well, you have good static balance. You might make a good high diver or gymnast.

Dynamic Balance

- ☐ Stand in stocking feet on a hard floor (again, no rug).
- ☐ Take the same position as for the previous test, but keep your eyes open.
- ☐ Have a friend tell you when five seconds has gone by.
- ☐ Make a half turn by swivelling on the ball of your foot.
- ☐ Keep turning every five seconds until you take your hands off your hips or your foot off your knee.

How many turns did you make? This is a test of dynamic balance; it measures your leg's ability to keep your body balanced. If you did well, you might make a good surfer or downhill skier.

Explosive Power

- ☐ Put the arm you use most behind your back.
- ☐ Rub chalk on the middle finger of your other hand.
- ☐ Stand sideways against a wall, with your chalked hand next to the wall. Make a mark on the wall as high as you can reach. This is your base mark.
- ☐ Put more chalk on your finger, squat down, jump up, and make a mark on the wall as high as you can.
- ☐ Try again, then measure the distance between your base mark and your best jumping mark.



-
- ☐ To get your score, multiply the distance you jumped by your weight.

The higher your score, the better your explosive power. Explosive power gets you out of the starting block fast or up in the air to score the basket, spike the volleyball or defend the soccer goal.

Coming In For A Landing

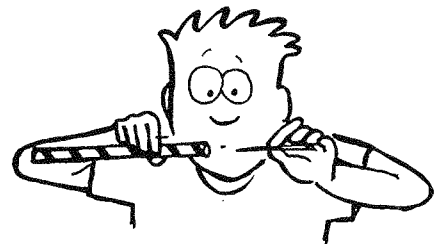
- ☐ Fill a cup with water and hold it while you jump off a low box or stair. The objective is not to spill any water. (Hint: land on your toes first, then heels, and bend your knees.)

Landing softly is especially important in sports with a high jumping component: basketball, volleyball and gymnastics are three examples.



Convergent Vision

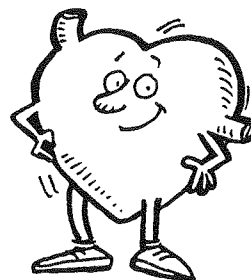
- ☐ Hold a drinking straw horizontally between the thumb and forefinger of one hand. Hold a toothpick in the same manner with the other hand.
- ☐ Bring the straw and toothpick together at eye level, **2.5 cm** from the bridge of your nose. Have a friend measure this distance with a ruler. Keep your elbows up and out to the side.
- ☐ Keeping the toothpick and straw 2.5 cm. from your nose, try to stick the toothpick into the straw by focusing your eyes on them. You are not allowed to touch your face with either hand or to touch the toothpick and straw together more than once. You only get one chance at this test at the 2.5 cm. distance.
- ☐ If you can't put the toothpick in the straw at the 2.5 cm distance, try it at 7.5 cm.



Convergent vision means that your eyes can look easily at a point very close to your face. People with naturally convergent vision tend to make good tennis, racquetball and badminton players. They can concentrate more intensely on the ball for longer periods of time without straining their eyes.

Heart Rate

This test measures the *difference* between resting and active heart rates. It is an indicator of fitness. Therefore, your heart rate can be improved with practice and exercise. It is a good idea to chart your heart rate at the beginning of a fitness program and to regularly repeat the test throughout the weeks. You will be surprised at how fit your heart can get.



- ☐ Sit down and take your pulse (see below).
- ☐ Now run on the spot for two minutes.
- ☐ Take your pulse again.
- ☐ Wait two minutes and take your pulse a third time.

As you become more fit, you will notice that your heart rate doesn't rise as quickly as it used to and that it takes less and less time for your heart rate to return to normal.

You should never allow your heart rate to rise above 180 beats per minute. Any exercise that pushes your heartbeat to 70% of this maximum (125 beats per minute) and keeps it there for 15 to 30 minutes is good for your heart. (As you age, your maximum heart rate will decrease. For adults, $220 \text{ minus their age} = \text{maximum heart rate per minute}$.)

HOW TO TAKE YOUR PULSE

1. Place the index and middle fingers of one hand on the inside of your other wrist.

Press down gently at different points on your wrist until you feel a soft pumping. This is your pulse. (Do not use the tip of your thumb to feel your pulse. It has its own pulse, which you may feel instead.)

OR

You may find it easier to take your pulse in your neck. Place the index and middle fingers of one hand on either side of your vocal cords. Press down gently until you feel the soft pumping of your pulse.



2. Using a watch that has a second hand, count how many times your pulse beats in 15 seconds. It's easiest if a friend times the seconds for you.
3. Multiply this number by four to give you your pulse rate per minute.

BEFORE THE NEXT MEETING

- Rent an exercise video, watch an exercise show on television or borrow an exercise book from the library. Come to the next meeting with an example of one warm-up or cool-down exercise and a brief explanation of why it is important.

All Bodies Are Not Created Equal RECORD SHEET

1. Flexibility Test: Distance (in cm) between toes and tip of fingers.
If your fingers do not pass your toes, write in a negative number. _____
2. Lung Capacity (in litres): _____
3. Static Balance Capacity (in seconds): _____
4. Dynamic Balance Capacity (in seconds): _____
5. Explosive Power
(Difference between base and best jump) X (body weight): _____
6. Landing Ability:
 - ☐ Excellent (no water spilt)
 - ☐ Good (very little water spilt)
 - ☐ Average (under 1/4 of the contents spilt)
 - ☐ Poor (over 1/4 of the contents spilt)
7. Naturally Convergent Vision:
 - ☐ Excellent (success at 2.5 cm)
 - ☐ Good (success at 7.5 cm)
8. Resting heart rate: _____
Heart rate immediately after exercise: _____
Heart rate two minutes after exercise: _____



THIRD PERIOD

ROLL CALL

Which sport is suited to the warm-up or cool-down exercise that you chose?

WARM-UPS AND COOL-DOWNS

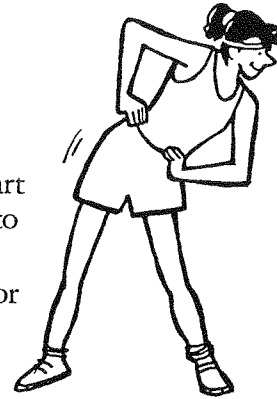
The Warm-Up

The purpose of a warm-up is to increase body temperature, respiration (breathing) rate and heart rate. This gets the body ready to deliver oxygen to the muscles as quickly as possible.

The warm-up is also the best defense against muscle or tendon strains and ligament sprains. A body that is prepared for demanding activity is less likely to suffer injury.

And finally, the warm-up helps “psyche” athletes for competition. It builds confidence, motivates players and keeps them alert.

A good warm-up includes stretching exercises and exercises of increasing difficulty. The best warm-up exercises for any sport are those that use the motions of that sport. Swimmers, for example, should concentrate on loosening their shoulder muscles, while distance runners should concentrate on ankles, shins and upper leg muscles.



The Cool-Down

There are two functions to the cool-down.

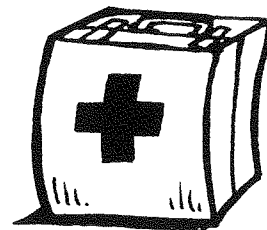
1. To slowly return the pumping action of the heart to normal. This helps prevent the dizziness that can occur if an athlete stops vigorous activity too quickly.
2. To guard against cramps and soreness.

Cool-down exercises are run in reverse order to those in the warm-up, from the most to the least active exercises. It is important to breathe deeply during cool-downs, and to concentrate on bringing the heart rate down. It is also important to give muscles a final stretch, to prevent stiffness the following day.



FIRST AID

First aid is an important safety element in sport. Accidents can happen, so everyone should be prepared to help. *It is not the purpose of this section to make you a medical expert.* When there is any serious injury on the playing field, tell your leader and seek professional medical help as quickly as possible.



If there is a serious accident, dial 9-1-1 (or the emergency number in your area). Give your name, state the nature of the accident and provide clear directions to your location. Stay on the phone until the 9-1-1 operator says you can hang up. Follow any instructions provided by that operator.

A final word about your own safety when giving first aid. Always wear protective latex gloves, especially if you will be in contact with any blood to prevent the spread of disease.

The following are the basics for the care of minor injuries. Read this section carefully; there probably won't be time to look it up when an accident does happen.

To Move an Injured Athlete

Do not move injured athletes if there is a head, neck or back injury. If in doubt, wait for help. Always splint an injured and possibly fractured limb before moving the athlete. A splint protects the broken limb and keeps it straight and unable to move. A splint can be made from something as simple as two straight sticks tied on either side of a broken arm or leg.

For Cuts and Scrapes

1. Stop the bleeding. Apply direct pressure to the cut by firmly holding a clean dressing against it.
2. Cleanse the wound thoroughly. Unless all the dirt is out, the wound could get infected. Use lots of clean water to wash the area.
3. Protect the wound with sterile gauze or a bandage. (Large wounds may require stitches so consult a doctor.)

For Bloody Noses

Have the athlete sit down, lean forward slightly and firmly pinch his or her nostrils at the bridge of the nose for several minutes. Use a tissue or a clean cloth to stop the bleeding.

For Strains and Sprains, Follow the RICE Formula

- **Rest.** Use the injured limb as little as possible.
- **Ice.** Reduce the swelling by applying ice. An ice pack, a plastic bag filled with ice cubes or a bag of frozen vegetables will do the trick. Ice should never be in direct contact with skin for more than three minutes; it is better to wrap the ice in a cloth.
- **Compress** the area by gently wrapping the ice bag in place with an elastic bandage. The bandage should be gentle and firm but not tight.
- **Elevate** the wounded limb. This allows any fluid that is collecting to drain away.



For Muscle Cramps

A cramp is a brief, painful muscle contraction. During exercise, some muscles tighten up and fail to relax. This can cause the cramp. Experts also believe that cramping may be due to a shortage of oxygen to the muscles.

The best treatment is to massage and stretch the muscle. Once the pain is gone, the athlete can go back to exercising. But if the pain returns, it's probably best to stop for the day.

A "stitch" in the side often occurs when running for any distance. It is a cramp in the diaphragm, the muscle that controls breathing. To treat a stitch, the athlete should stretch the arms above his/her head, lean back slightly and then massage the area.

For Blisters

Blisters happen when skin rubs against something for any length of time. New shoes are often the culprit.

If there is fluid in the blister, it should be removed so the blister will heal faster. To do this, clean the skin surrounding the damaged area with alcohol. Then, sterilize a needle by heating it over a flame until it turns bright red. Once cool, puncture the edge of the blister with the needle and press the skin until the fluid drains. Leave the skin on top of the blister: it will protect the wound from infection.

Before sending the athlete back onto the field, place a small donut-shaped pad over the blister to protect it from further rubbing.





First Aid Kit for Athletes

- ☐ Ice, ice chest and plastic bags
- ☐ Elastic bandages
- ☐ Soap
- ☐ Bandages and gauze
- ☐ Adhesive bandages
- ☐ Splint material
- ☐ Clean water
- ☐ Latex gloves
- ☐ Matches
- ☐ Needle

BEFORE THE NEXT MEETING

- Visit a local sports equipment store or browse through home catalogues. What are the price ranges for ice skates or roller blades? What about for hockey or bicycle helmets?

HALF TIME

ROLL CALL

Did you think that the prices for skates and helmets were reasonable?

EQUIPMENT

There are two types of equipment in sports: protective equipment and sports equipment.

Protective Equipment

This includes gloves, eyewear, facewear, hats, helmets, shoes, boots, skates, uniforms and protective padding. As the name implies, protective equipment protects the athlete from injury and is extremely important for safe play.

In the early days, wearing helmets, face masks or shin guards was the mark of a sissy. Today it is essential, and often mandatory. The most important protective equipment is the helmet, worn in most contact sports and speed sports to protect the skull, back of the head and ears.

Modern helmets are scientifically engineered and tested. The outside shell is made of a hard plastic. Inside, webbing absorbs the shock of a direct hit, spreading the impact over a larger surface.

You can prove this yourself. Strike your skull with the eraser part of a pencil. Use enough force to make it annoying. Now place a stiff piece of cardboard, or a thin hard-covered book against your head. Strike the book with the pencil again. You will not feel the annoying shock in one spot, and the pressure of the blow will be spread out over a greater area.

Protective equipment must be in good condition, must be properly

On August 16, 1920, Cleveland shortstop Ray Chapman was at bat. He received a ball in the head from Yankee pitcher Carl Mays, and died the next morning as a result of his injury. He was 29. Batter's helmets became mandatory after that.

Nearly 50 years later, 22-year-old Red Sox slugger Tony Canigliaro was hit in the face by a pitch from Angel Jack Hamilton. It broke his cheekbone, ruined his vision, and destroyed his career. Ear flaps on batter's helmets were then made mandatory.

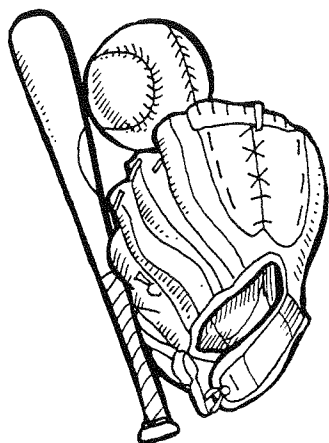
fitted to the athlete, and must be specific to the sport.

Never alter equipment to make it lighter, more comfortable or less bulky. This could weaken its protective value. Always use equipment properly. In Canada, good protective equipment also meets federal Canadian Safety Standards. Any protective equipment bearing the CSA logo means it has been tested and approved for use in its intended sport. If equipment does not bear the CSA logo, don't use it.



Even though everyone is wearing protective equipment you must still play responsibly and safely. Don't put yourself or others in danger by letting temper or drive to win get out of control.

Sports Equipment



Balls, sticks or clubs, guns or weapons and rackets are the most common sports equipment. They are used by the athletes and are essential elements of the game.

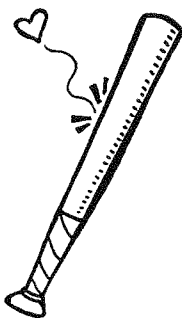
(Gymnastics equipment, racing cars and other large items, as well as the playing arena itself, can also be called equipment, but are not usually owned by individual athletes.)

The Sweet Spot

Many bats and rackets have a "sweet spot" – the point that makes the ball travel farthest. Here's how it works.

A moving bat and a moving ball each carry a lot of energy. When they collide, both their energies can be put into the ball to send it on its way, or they can work against each other. Hitting a ball with the sweet spot puts most of the energy into the ball. Hitting anywhere else on the bat wastes energy because some of it is spent in the vibrations and movement of the bat.

Once you find the sweet spot on a bat or racket, hitting the ball becomes easier. The hit seems effortless and your hand won't sting or vibrate the way it does when you hit another spot. Even the sound of the hit is better.



Finding the Sweet Spot on a Bat or Racket

1. Hold a wooden bat two inches from its handle between the thumb and index finger of one hand.
2. Take the baseball in your other hand and tap it against the bat's handle just below where you're holding it. You'll feel the wood vibrating in your hand.

must contract. The bicep and tricep in the upper arm are examples. The bicep muscle contracts to pull the forearm up. The tricep contracts to pull it back down.

Try this experiment to test the strength of different muscle pairs in your body.

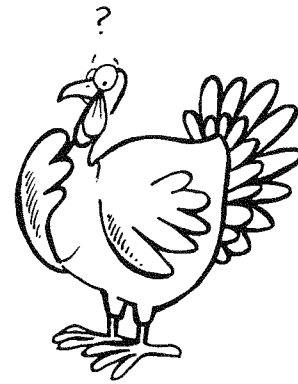
1. Hold a standard bathroom scale between your knees and squeeze as hard as you can. Ask a friend to note the reading. This is a measure of the strength of the muscle in your inner thigh.
2. Hold the scale between your palms, elbows out. Squeeze and take a reading. This measures the strength of the pectoral muscles in your chest and the biceps in your upper arm.
3. Stand and hold on to a chair for support. Bend one knee, place the scale on the back of your calf muscle, squeeze (You may want to ask a friend to hold the scale in balance if it's heavy). This reading measures the strength of the muscles in the back of your leg.

Which parts of the body squeeze with most power?

Coordination involves getting all the muscles to work together smoothly. There are 150 pairs of muscles involved in walking alone!

Food for Thought

Like turkeys, we also have white and dark meat in our muscles. In humans, however, white meat is called “fast-twitch fiber” muscles, while dark meat is called “slow-twitch fiber” muscles. Fast-twitch muscles are those that contract very quickly for fast bursts of energy. Slow-twitch muscles do the endurance work; they are darker because they are more richly supplied with blood and oxygen. The percentage of fast and slow-twitch fiber muscles in the body is determined at birth.



Some muscles are built primarily for strength and others for stamina. The finger muscles, for example, are designed for strength: they can have a strong grip. But they are not built to have much stamina. Try this test: Clench your fingers and open them, once a second, for as long as you can. How long can you continue?

Muscles are attached to bones by tendons. When muscles are stretched too far, they often rip at the tendon.

The Lungs

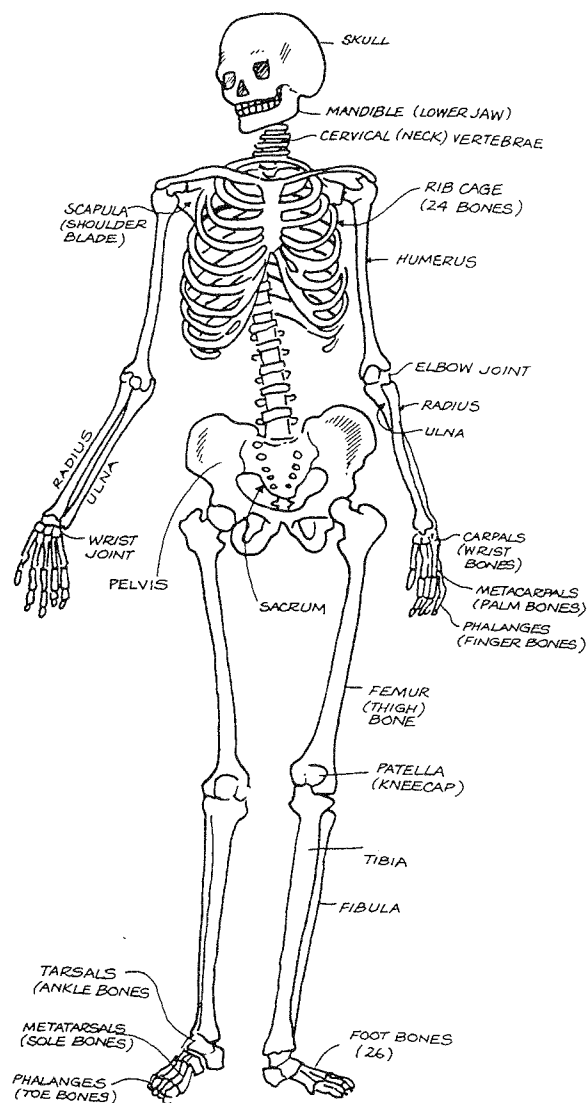
An athlete's normal breathing rate is 16 times per minute. During a heavy workout, breathing's job is to bring oxygen to the cells of the muscles. At the start of the workout, cells in the body will work for up to two minutes without oxygen; this is *anaerobic* work. After this, the *aerobic*

system takes over, bringing much needed supplies of new oxygen to the muscles. An athlete doing heavy work may need as much as 15 times more oxygen than normal.

The Bones

There are 206 bones in the body. They give the body its shape, protect delicate organs, provide support and are the attachment points for muscles.

There are also 100 joints that connect bones to each other. They can act



either as hinges or as ball and socket joints. If the ends of bones pressed directly on each other at the joint, their rough surfaces would eventually grind each other down. This is why each bone end is covered by smooth cartilage. This material is three times as slippery as ice. To make things run even more smoothly, each joint is covered by a sac – the bursa – filled with an oily liquid.

Make a Smooth-moving Joint

1. Place a smooth wooden board (not varnished or polished) on a table. Put a similar wooden block on top of it. Press them together and slide one against the other. Feel the friction and the heat that is created.
2. Wrap the board and the block separately in plastic wrap. (Be sure the wrap is tight and taped on smoothly, with no wrinkles.) This is the cartilage. Now, rub the blocks together and feel how the “bones” slide against each other more easily.
3. Smear a bit of cooking oil on the plastic. This is the liquid inside the bursa. Now feel how easily the bones move against each other, with little effort at all.

When an athlete uses a joint a lot, the bursa gives off more liquid, and this can lead to swelling and puffiness. Tennis arm or water on the knee are examples of an inflamed bursa.

BEFORE THE NEXT MEETING

- Attend one organized sporting event, or watch one match on television. Pay particular attention to the referee’s or official’s role. How often do referees or officials interrupt the game? How would you describe the players’ attitude to the officials?

THE LAST LAP

ROLL CALL

How important are referees and officials to a game?

OFFICIATING

There are two separate classes of officials: referees and judges. Each plays a role in any organized sporting event.

Referees

These are the peace keepers and law enforcers. In fact, the best referees are those whose presence alone causes athletes to play fair. Hockey referees, baseball umpires and boxing referees are examples. A referee is an *objective* observer of the game.

The duties of a referee are as follows:

- To follow the official rules of the sport when making a call – this includes giving penalties when necessary;
- To watch the play from close by in order to make judgments;
- To see the whole scene – not just one player's role in it – in order to make a just decision;
- To rule on acts completed, not on acts anticipated;
- To cause the game to progress with as little interference as necessary on his/her part.




Judges

Unlike referees, these officials must make opinion or judgment calls. For this reason, they are *subjective* observers of the competition. Judges most often rate an athlete's performance against a standard for that sport and that level of competition. Gymnastics, figure-skating and dressage judges are examples.

Their duties are as follows:

- To judge an athletic performance according to the standards for that event;

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- To watch the performance from close by in order to make accurate judgments;
 - To rule on acts completed, not on acts anticipated;
 - To rank an athlete's performance according to the other athletes in that event.

Both referees and judges in most recognized sporting events are certified and periodically tested throughout their careers.

Whether a referee or a judge, *the official's word is the law*. Athletes must not dispute a call or a ranking. Coaches who disagree with an official may make a formal complaint *after* the competition.

THE PURSUIT OF FITNESS

Whatever sport you play, and however competitive you wish to be, maintaining your body's fitness is a crucial step to creating a healthy lifestyle that will last well into old age. Being fit doesn't just mean playing a lot of sports. It means leading an active life.

A 1988 study showed that only 48% of Canadian boys and 24% of Canadian girls have a recommended level of aerobic fitness.

Any exercise or training program – be it lifting weights, taking a dance class every day or joining in neighbourhood baseball games – is the key to lifelong fitness. There are a number of points to think about before starting your own program.

*Train,
don't strain.*

Everyone responds differently to the same training program. Body shape and fitness level, heredity, age, diet and possible injuries must all be considered. Consult your doctor before starting a new fitness program.

The only person you should be competing against when training to increase your fitness level is yourself.

Never rush the process. The human body responds gradually to the work demanded of it. Muscle strength, endurance and the toughening of bones and ligaments takes time. When the training load is increased too quickly, the body cannot adapt. Instead, it breaks down. The rule to follow is *train, don't strain*.

Choose a training program that works for you and will give you the results you want. If building up muscle mass and strength is your goal, a five mile run every morning is probably not the best choice. Weight training combined with jogging is better.

A training program must be varied to avoid boredom and achieve results. Follow a hard work-out with a period of rest. Do an aerobic workout one day and follow this with strength training the next to achieve the best results in the quickest time.

Always include a warm-up and cool-down section to your training program.

Excellence comes to those who pursue it with a long-term, non-pressured training program. Too much training too soon may lead to emotional and physical burn-out. This is particularly important for teenagers, who are most vulnerable to injury during growth spurts when their bones can grow faster than the muscles that move them.

It takes three times as long to gain endurance as to lose it. With complete bed rest, fitness declines at the rate of nearly ten percent per week. So stay active and stay fit.

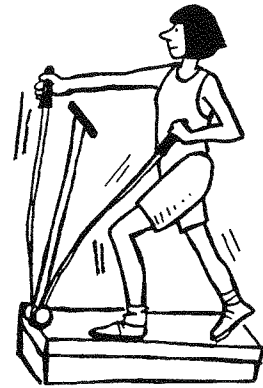
Developing your fitness program

There are two basic types of fitness that must be worked on when exercising.

1. Energy Fitness

This is the ability to store and use the body's fuel efficiently during exercise. It includes aerobic training (endurance training and resistance work) as well as anaerobic training (speed sprints and drills).

Studies have shown that adolescence is the prime time in your life to develop aerobic power because the heart and lungs are most responsive to training.



2. Muscular Fitness

This is the muscles' ability to do work. This includes strength training, power training and coordination work.

BEFORE THE NEXT MEETING

- Decide on one new habit that you will incorporate into your nutrition, fitness or sports program. If possible, try it out before the next meeting.



OVERTIME

ROLL CALL

What new habit did you (or do you plan to) incorporate into your nutrition, fitness or sports program?

SPORTS FOR DISABLED

Organized competitions for athletes with a disability began in England as a method of rehabilitation for wounded World War II veterans. Canada became involved in 1967 by hosting the Wheelchair Pan/Am Games in Winnipeg. Today, Paralympics competitions are held at the end of each Olympic Games event and feature the best athletes with disabilities from around the world.


There are four major divisions within sports for disabled: wheelchair sports; cerebral palsy sports; amputee sports and sports for athletes who are blind. Sport governing bodies representing these divisions organize competitions, promote research into sport for people with disabilities and increase public awareness.

- **Wheelchair sports** – Basketball, volleyball, murderball, track, slalom, shot-put, discus, club throw, fencing, archery, dartchery, air pistol and riflery, pentathlon, weightlifting, swimming, snooker and table tennis.
- **Cerebral Palsy sports** – Track, shot put, discus, club throw, slalom, archery, swimming, weightlifting, fencing. Depending on their disability, athletes compete by using electric wheelchairs, manual wheelchairs, or by running.
- **Blind sports** – Track, shot put, discus, javelin, long jump, high jump, triple jump, pentathlon, swimming, goalball, wrestling. With racing, the coach stands at the finish line and calls out to the runner. Sports are only modified where necessary.
- **Amputee sports** – Volleyball, track, shot put, discus, javelin, high jump, long jump, pentathlon, archery, swimming, weightlifting, table tennis, riflery.



In the past decade, debate has grown surrounding **who** may participate in disabled sports. The sport of wheelchair basketball is a good illustration.

Because many communities simply could not find enough wheelchair athletes to put together a full basketball team – let alone two teams to



compete against each other – many began inviting able-bodied athletes to join. These athletes played with the same handicap as their team mates – they sat in wheelchairs. Problems began when the teams became more competitive and began travelling outside their communities. Some wheelchair athletes felt that able-bodied players should be barred from formal competitions. They argued that these players had enough other opportunities to compete and that wheelchair basketball should remain for athletes who were truly confined to wheelchairs. Other athletes with disabilities argued that the “ableness” of the athlete didn’t matter. As long as everyone played from a wheelchair, there was a level playing field and may the best competitor win. The debate continues.

TEACHING TEAM FACT SHEETS

COACH'S SHEET

The coach is the team leader, responsible for explaining the objectives of the sport, demonstrating and teaching techniques, charting game strategy and providing the after-game assessment. The coach does not participate in the game.

As the coach for your team, you have a number of jobs to fulfill.



- Explain game strategy. If you are coaching a sport that is new to the group, you may wish to pair up with the other coach for this job.
- Teach skills specific to the game. See below for more information.
- Provide feedback. This means helping your players know if they are performing a skill properly. Feedback can be critical; but it should always be positive. Don't, for example, tell someone that their throwing technique is all wrong in baseball. Tell them that their throw would improve if they followed through.
- Plan the practice. See below for more information.
- Motivate individual players during the game. Some players will be discouraged or may feel awkward and unathletic. It is your job to show them how they can best help the team and to convince them that their contribution is essential to the success of the team. As coach, you must promote teamwork, not hot-dogging by one or two of your star players.
- Provide leadership during the game. Remind players of the objectives of the game and of the strategy the team has adopted. Stop quarrels before they begin.
- Keep the team functioning like a well-oiled machine.

Pre-game preparation.

- ☐ Know the sport. If unfamiliar, watch it on television, find a video, read a book or talk to someone who has already coached, played or watched the sport.
- ☐ Establish your coaching objectives and style.
- ☐ Develop simple strategies for the game.
- ☐ Plan the practice: what will be taught and in what order.
- ☐ Select a team captain. Consider naming a junior player, or a player who is not very confident, as team captain. This can be a good way

to ensure his/her participation and motivation during the game. It also guards against one or two top players monopolizing the game.

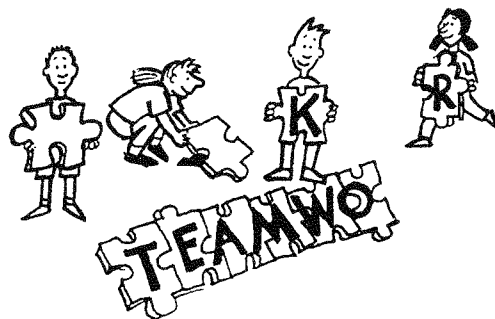
- ☐ Establish team rules. How, for example, can you guarantee that all members of your team get a chance to score points? How long will any one player stay in goal? Will you switch players between offensive and defensive positions?

Sample Plan for a Game: Total time 60 minutes

- ☐ Warm-Up (this will be the trainer's job) – 10 minutes
- ☐ Explain the game and develop basic strategy – 5 minutes
- ☐ Teach basic skills or new skills specific to your sport – 10 minutes
- ☐ Play the game – 30 minutes (or longer if the time is available)
- ☐ Cool-Down (this will be the trainer's job) – 5 minutes

How to Teach New Skills

- Introduce the skill
- Demonstrate and briefly explain the skill
- Have the team practice the skill
- Provide feedback



Coaching Tips

Use memory to help teach a skill. Have athletes think through the act as well as practice it. The reciprocal style of coaching (see below) is especially useful for this.

During practice and at the game, cue athletes to anticipate what comes next.

If teaching a difficult skill, break it down into its different parts, teach them separately, and then assemble the whole thing.

COACHING STYLES

A coaching style is the way in which you teach your athletes, and the approach you take to meet your coaching objectives. In many ways, it can be called the coach's personality. A coach doesn't necessarily use the same style all of the time. Consider the team's ability and the purpose of the session to decide on the most appropriate coaching style.



Command Style

The coach makes all the decisions, and the athlete's role is to do what the coach says. This style assumes that the coach has all the knowledge and experience.

Submissive Style

The coach makes as few decisions as possible, preferring to let the athletes simply go out and have a good time. There is almost no instruction from the coach, who has little influence on the athletes.

Cooperative Style

The coach shares decision-making with the athletes. The coach's role is to provide guidance and leadership, while the athlete's role is to listen, learn, and contribute to setting personal goals.

Reciprocal Style

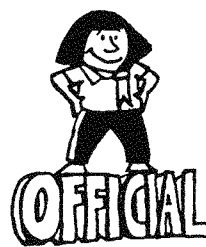
The players pair up so that one performs the skill and one observes and provides feedback according to criteria set down by the coach. The coach's role then becomes providing additional feedback to both the performer and the observer.

OFFICIAL'S SHEET

As the official for a game, you are responsible for understanding the rules of the game, for communicating these rules to members and for following correct officiating procedures during the game. It will also be your responsibility to make all judgment calls and determine penalties.

The following guidelines will help you in your duties as official.

- Know the rules of the sport. If it is a game you are not very familiar with, watch a game on television, rent a video, find a book in the library or talk to someone who has played the game. Be sure you have read and understood all the essential rules to the game before you begin officiating.
- Concentrate on developing quick reaction times because split-second decisions must be made.
- Act with confidence and authority. It is important that you take decisive actions and spread confidence in your abilities to the athletes. Don't be hesitant or apologetic; speak in a strong, clear voice, and if using a whistle, use short, sharp blows.
- Be calm, even if the players are not. Many players will be nervous or over-excited and you can have a great influence on them. This is especially true at the end of a closely-fought game.
- Be consistent. Even if you feel you interpreted a rule incorrectly at the beginning of a game, apply the same interpretation for the entire game so that all players are judged the same. If, for example, you are a baseball umpire and you give a batter the benefit of low balls, do so with all batters and all pitchers.
- If there is more than one official on the field, cooperate.
- Dress appropriately. If there is an official's uniform on hand, wear it. Otherwise wear something (black shirt, neckerchief etc.) that will distinguish you from the others.



REMEMBER: Whatever the sport, it is your duty to know exactly where you should be and what you should look for. If you are in the right place at the right time and looking in the right direction, you will at least look efficient!

TRAINER'S SHEET

As trainer, you are the coach's second-in-command. You will be responsible for warm-up exercises before the practice or game, for helping the coach teach and provide feedback for the sports skills section of the practice, for providing cool-down exercises and for ensuring that members play the game safely. Whereas the coach's responsibility is to the team, the trainer's focus is the athlete.



The organizer is responsible for obtaining equipment and the venue. It would be a good double check for you to make certain that the equipment is not damaged and that the venue is safe.

Depending on the size of the teams, the trainer may or may not participate in the game at the 4-H club meetings.

Use the following information as a checklist of activities when preparing for your training duties.

Warm-Up and Cool-Down

Carefully read the section on these exercises in the Meeting 'Third Period'. Then develop a five minute warm-up section, keeping the following points in mind.

- ☐ What motions are required for the sport you are playing? How can you prepare muscles for those motions?
- ☐ What is the approximate fitness level of your team? Can they all run a mile in under four minutes? Or do they need a slow and easy introduction to exercise?
- ☐ Do the exercises in your warm-up build in intensity?
- ☐ Is there a stretching portion to your warm-up, so that muscles aren't in danger of tearing during the game?
- ☐ Is your warm-up fun?

For the Cool-Down, answer the following questions.

- ☐ Do the exercises decrease in intensity?
- ☐ Do your exercises help the tired athlete replenish needed oxygen stores?
- ☐ Is there a stretching portion to your cool down, so that tired muscles don't stiffen up?
- ☐ Is your cool-down designed to calm the athletes, to bring them down off the "high" of competition?



First Aid

Carefully read the section on First Aid in the Meeting 'Third Period'. You should be familiar with all appropriate procedures. You should also be able to answer the following three questions.

- ☐ Is there a suitable first aid kit prepared?
- ☐ Does anyone in the group know first aid?
- ☐ Where's the nearest phone, and how do you call an ambulance?



A SPORTING CHANCE

Congratulations on successfully completing
this 4-H project.

Date

Club Leader's Signature

A SPORTING CHANCE

DIGGING DEEPER



Ontario 4-H Council



Name: _____

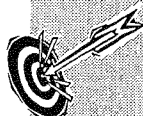
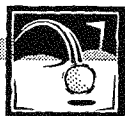
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Club: _____



Ministry of Agriculture,
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4-H 2240 96 DDE



A SPORTING CHANCE

DIGGING DEEPER

*The Ontario 4-H Program provides opportunities
for the personal development of youth.*

The 4-H Pledge

"I pledge

My Head to clearer thinking,

My Heart to greater loyalty,

My Hands to larger service,

My Health to better living,

For my club, my community and my country."

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This project was prepared by Marie Lefaive, Guelph
for the Ontario 4-H Council.

Special thanks to the Advisory Committee:

Maureen Anderson, 4-H Leader, Sudbury

Sherry Boyce-Found, 4-H Resource Specialist, Guelph

Darlene Cole, 4-H Leader, Madoc

Herb Gray, Sports and Recreation Programs Branch, MCZCR, Toronto

Gerry Horst, Rural Community Advisor, Petrolia

Jason Jackson, 4-H Member, London

Murray McKerrall, Ontario 4-H Council, Dresden

Stacey Stewart, 4-H Member, Thunder Bay

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FIRST DOWN

SUBSTANCE ABUSE IN SPORTS

In 1988, Canadian sprinter Ben Johnson was stripped of his Olympic gold medal after tests showed that he'd used steroids. It was an event that shocked the world, embarrassed the country and led to a major inquiry into the use and abuse of drugs in sports in Canada.

One of the findings to come out of that inquiry is that illegal drug use is far more common than many of us thought. Equally disturbing is the fact that substance abuse occurs not only in top-level sports, but in young athletes as well.

Sometimes players take risks with drugs in order to build up muscle mass or to recover from injuries more quickly. Sometimes, it is to take away the pain of an injury so that the athlete can keep on playing. At other times, drugs are used to help an athlete stay "up" and deal with the stress of competition. Some athletes choose to take these drugs on their own. Some are told to do so by a coach, trainer or team doctor.

These drugs are illegal at most major events. There are several reasons for this. The most important is the fact that continued use of these drugs can create long-term health problems, from stunted growth to sterility. The use of banned drugs also creates an unfair competition: did athletes win because they were the best, or did they win because of some drug?

In an effort to stop the illegal use of drugs at sporting events, athletes are regularly tested for traces of illegal substances in their bodies. Anyone found guilty of drug abuse is banned from further competitions, sometimes for life. Equally important, however, is the loss of respect that comes when an athlete is found guilty. Friends, peers, the media and the public at large will react negatively. No one likes a cheater.

Here are some of the most commonly used drugs.

- **Amphetamines or pep pills.** These act like a shot of adrenaline. The respiratory and circulatory systems speed up and the athlete feels more energetic and less depressed. Amphetamines can be addictive and, with continued use, require larger and larger doses to be effective. Athletes addicted to pep pills sometimes need to start taking "downers" to counteract their effects. These athletes also risk complete exhaustion, panic attacks, malnutrition and heart attacks.
- **Anabolic steroids.** These are synthetic male hormones, given to allow an athlete to put on weight



and build bulkier muscles. They can lead to sterility, increased blood pressure and excessive aggressiveness – known as *'roid rages*. Steroids are particularly dangerous for young athletes because they speed up maturation and accelerate growth. As a result, the growth plates at the ends of bones close earlier than they should. Instead of growing big and strong, a young athlete who abuses steroids can suffer from stunted growth.

Despite these health hazards, and despite a strong public awareness campaign to stop people from using steroids, they continue to be popular not only in the locker room but in the home as well. A book published by the American College of Sports Medicine in 1990 stated that one in ten male adolescents in the United States has taken steroids. Often, they are taken not by competitive athletes, but by teens who want to look good.

- **Cortisone.** This is a hormone given to relieve the pain caused by swelling. The danger of using cortisone is that pain is the body's way of telling you to take it easy and allow the healing process time to work. If you remove the pain from a swollen ankle, for example, and then run and jump on that ankle during a game, you risk serious, permanent damage.

THE SPECIAL CASE OF BLOOD DOPING

Blood doping is used to improve endurance. It involves removing a portion of an athlete's blood several weeks before a competition. In the intervening time, the body replenishes its stores. The athlete's removed blood is then transfused back into the athlete right before a competition to provide extra oxygen-carrying red blood cells.

Blood doping is not a drug and, if properly performed, poses little danger to the athlete. But it is banned at major events. This is because the practice provides the athlete an unfair advantage over others, and so goes against the basic standard of a "level playing field" demanded of fair sporting competitions.

FOR DEBATE:

- ☐ Society places too much importance on winning.

SECOND SET

THE EXERCISE PROGRAM

Exercise is the “active use of the body to build or maintain strength and endurance and to make the body healthier.” More and more, as our lives become more sedentary, we have begun to place greater emphasis on exercise as an activity in itself. Whereas before, we use to get all the “active use of the body” we needed simply by doing daily chores, now we must build it into our daily schedules.

How fit are we? A study done by the federal government in 1988 measured the muscular strength, endurance, flexibility, fatness and aerobic power of 7,600 children aged 7 to 19. They found that fitness for most boys and girls peaks during the early to mid teens and declines from there. They also reported that among 15 to 19 year olds, *only 48% of boys and 24% of girls have a “recommended” level of aerobic fitness!*

When you exercise, you perform one primary activity: contracting muscles. Whether you’re lifting weights, jogging, swimming or bowling, you are forcing your muscles to work. The more you work your muscles, the more oxygen they need. This leads to increased blood flow because it’s the blood that carries oxygen to the muscles.

Contracting all those muscles for any length of time is also hot work: you can increase your external body temperature from ten to twenty times normal.

When you begin an exercise program, it is advisable to have a physical examination from your doctor first. This ensures that you have no breathing, metabolic or structural problems that could be made worse by exercise.



The Program

There are three parts to any good exercise program: warm-up, aerobic period and cool-down.

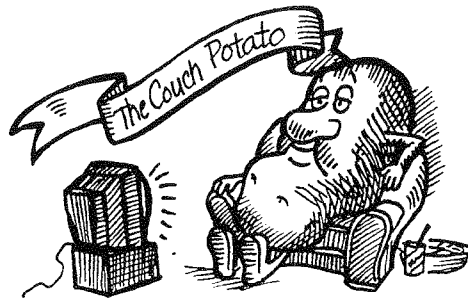
- The warm-up brings blood to muscles and readies them for exercise. Warm-up exercises include stretching and flexibility to prevent tears in muscles and tendons.
- Aerobic means “with air,” so aerobic exercise is exercise that requires oxygen in the muscles. Most sports and activities that we do are aerobic. The anaerobic system, which does not require oxygen, is the main source of energy for the first minute and a half of exercise only.

(Some 100 meter sprinters, for example, often don't breathe during a race. They say it interferes with the movement of their arms and legs.) After that, the aerobic system takes over for endurance work. An aerobic workout section should be done every other day for 15 to 60 minutes, and should involve the large muscle groups of the legs and upper body.

- The cool down slowly brings the heart rate back to its resting rate and provides a final stretching of the warmed muscles.

FOR DEBATE:

- ☐ We have become a lazy society.



THIRD PERIOD

SPORTS MEDICINE

Sports medicine deals with the treatment and prevention of injuries incurred while participating in sport.

ATHLETE ALERT!

Most athletic injuries occur in practice.



The ankle is the most often injured part of the body; the knee is a close second. Teenagers are more vulnerable to injury than adults or younger children. During growth spurts, their bones can grow faster than the muscles that move them, making young athletes less flexible than usual. Also, the growth plate on the end of a bone is particularly vulnerable just before a growth spurt and easily damaged.

Many sports physicians specialize in only one area of the body: knee, back, foot, elbow, etc. With the growth of professional sports, and the need to keep star athletes performing at their peak, these physicians have become valuable members of the athletic team.

Sports medicine requires an understanding both of the nature of the individual athlete's body and the type of stresses a sport might place on that body. Overall body type is also an important factor. A body that is very flexible but with little muscle strength will be prone to sprains and ligament injuries due to hyperextension of the joints. A body that is strong but with little flexibility is prone to muscle pulls, strains and tendonitis brought about due to poor range of motion.

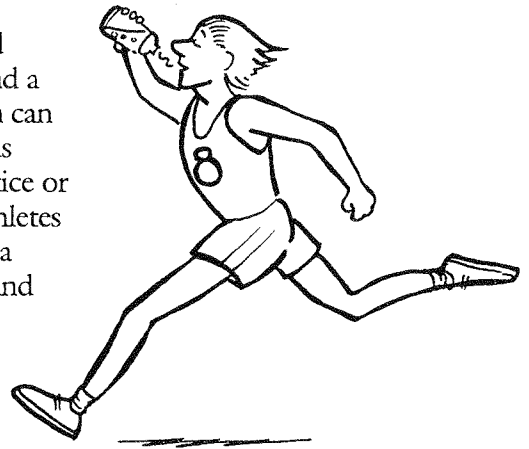
Sports are often categorized according to the kinds of movements that an athlete must perform. There are six basic motions in sport:

- stance
- walk
- run
- jump
- kick
- throw.

A sport may involve one, some or all of these, and the physician must be aware of the particular stresses of each movement. Sports that use upper body strength and involve a high degree of throwing motions can lead to

upper body injuries: tennis elbow, swimmer's shoulder and pitcher's elbow are examples. Sports that rely on lower body strength lead to different injuries: shin splints in joggers are a common occurrence. A sports specialist must also take into account the type of playing "field" that will be used, the equipment and the rigorousness of the practice or sport.

- **Heat Injury.** Athletes can suffer dehydration and heat injury if they play too hard, in weather that is too hot, for too long, and without periodic rests. On very hot days, players should be advised to wear clothing that is loose, that breathes easily and that will allow them to cool down as quickly as possible. Sweatsuits are not a good idea. If helmets are part of the uniform, players should remove them whenever they are not in the game. During the hot summer months, practices and games should be scheduled early in the morning or in late afternoon, when temperatures are not so high.
- **Dehydration.** Dehydration leads to decreased strength and endurance, poor coordination and a lack of concentration. Even slight dehydration can affect performance. A young athlete can lose as much as two litres of sweat each hour of practice or competition. This water must be replaced. Athletes should drink one to two cups of water before a game, take frequent drinks during the game, and continue to drink after the game.



FOR DEBATE:

- ☐ Athletes must push themselves to the limit if they wish to succeed.

HALF TIME

THE BUSINESS OF SPORT

Organized sport is no longer something played just for fun. At the top levels, it has become part of the business and entertainment worlds. Sporting events attract millions of spectators and television viewers; star athletes command hefty salaries and earn additional money through product endorsements and sports teams are now bought and sold as major business investments.

An NFL franchise bought ten years ago for \$10 million, for example, could sell today for \$120 million – which is also the approximate price tag for the Toronto Raptors basketball franchise. Even from an individual spectator's point of view, sports can mean profits. One baseball reportedly hit by Babe Ruth sold for \$200,000 at an auction several years ago.

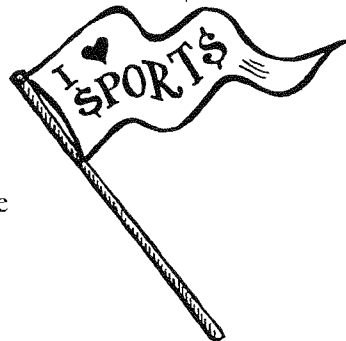
Amateur athletic events, like their commercial counterparts, have also become big business. The estimated budget for the 1996 Atlanta Summer Olympics was \$1.7 billion. Approximately \$700 million of that was raised through the sale of American television rights.

Though the Olympic Games are one of the most costly public sporting events today, any major competition is now a significant financial undertaking. As taxpayers become more and more reluctant to pay for such events, however, and governments withdraw more and more of their financial support, sport organizations must look elsewhere for money.

Revenue

The major revenue sources for sport today are sponsorships from private companies, ticket sales for events, the licensing of commercial products such as T-shirts, hats, jackets and pins, membership dollars, and the sale of television and radio rights. Some sports are more successful at raising money than others. The Canadian Open tennis championships, for example, draw large crowds. Ticket sales, parking revenue, concession licenses, the sale of television rights and product endorsements all provide substantial dollars to Tennis Canada.

Cross-country skiing, on the other hand, cannot count on such strong spectator support. It is difficult to convince people that they should pay money to go and stand in the woods on a cold winter day. Less popular sports must rely on corporate sponsorship instead and must work hard



to convince a company that they will get a strong marketing bang for their sponsorship buck.

The athletes themselves also want their fair share of revenues. In professional sports, with the owners of teams now making millions of dollars, it has become commonplace to pay large sums to attract star talent. The minimum salary for a professional baseball player today is \$400,000 and top players regularly negotiate for annual salaries in excess of \$2 million.

Revenue is also an issue in the traditional “amateur” sports, where athletes originally competed not for money, but for the glory of sport alone. Though most federal and international amateur sport governing bodies still refuse to allow their athletes to accept salaries, athletes may be compensated for food and lodging (they are bought a house), for transportation (they are bought a car), for education (their post-secondary tuition is paid for) and for general living expenses (they are provided a substantial allowance). Any money earned from product endorsements or sponsorships may be placed in a trust fund, and the athlete can either draw from that fund while training and competing, or cash in the fund once retired from amateur sports. In fact, the distinction between the professional and amateur athlete is now so blurred, we speak instead of athletes who compete in “commercial” and “non-commercial” sports.

Of course, not all athletes and all sports enjoy such rich incomes. In North America, top athletes in less popular sports such as volleyball or water polo must often struggle to make ends meet and professional female athletes rarely command the same salaries as their male counterparts. For many, the solution is to travel to Europe or Japan, where sports such as water polo, volleyball and wrestling enjoy strong spectator support. Virtually every member of the 1992 Canadian Women’s Olympic basketball team, for example, is now playing professionally in Europe for a salary of \$50,000 to \$100,000, much of it tax free.

What’s in the Future

As to the future of organized sport, there is no doubt that it will continue to be seen as big business. Unfortunately, this may come at the expense of sport as entertainment. Player walkouts in baseball and hockey, and the excessive zeal with which some very young athletes are pushed to the competitive front, have tarnished the image of sport and soured the game for many spectators. Watching a sporting event has also become an expensive undertaking. The cost of tickets to a professional baseball or hockey game, for example, are prohibitive for many families.



Many believe, however, that we will soon return to a more reasonable treatment of sport. Player salaries will level out, team owners will begin to charge less for tickets, spectators will demand that less emphasis be placed on profits and more on the game itself.

And don't forget, people have been saying for years that organized sport is in trouble. The infamous Chicago Black Sox scandal of 1919, in which eight players of the White Sox team intentionally lost the World Series for money, was seen by many as the death knell of sport.

FOR DEBATE:

- ☐ Professional athletes are paid too much money.

THE LAST LAP

CAREERS IN SPORT

Choosing sport as a career today means more than choosing to be a professional athlete or coach. It means choosing from a wide number of vocations.

Sports Administrator

The sports administrator is in charge of all those elements that surround the actual game itself. The **Executive Director** of a sport governing body, for example, runs the business of the association, is responsible for increasing membership, lobbies governments and businesses for funds, provides event management services, is in charge of marketing, and ensures as much publicity and media coverage as possible to increase the profile of the sport.

For larger sporting associations, these functions are often sub-divided. The **Technical Director** is responsible for the development of coaches, judges and referees, and determines the training and competition program for a team. The **Marketing Director** works to increase public interest in the sport and bring funds to the sport.

Sportswriting and Sportscasting

These individuals are often experienced professionals working in general media who, for one reason or another, end up covering sports. Colour commentators, people who “add colour” to a sporting event by speaking about it during its radio or TV broadcast, are more often ex-athletes who become a “personality” in the sporting world.



Athlete Agent

Agents represent the interests of their clients – the athletes – in salary negotiations, product endorsement contracts and publicity engagements. Some agents work on a percentage of the athlete’s pay; others work for a set salary. Many agents are lawyers and many provide accounting and financial management services in addition to their duties as agents.

Sport Marketing Professional

A professional marketing firm can serve one of three clients: the athlete who wishes to gain endorsement contracts; the sporting organization that is looking for sponsorship money; or the private company that wishes to invest marketing dollars in sport and seeks advice on how best to do this.



Official

Though some professional **referees** are former athletes, most come up through the ranks as little league or community sport referees and are eventually hired to officiate major competitions. Professional baseball also has an umpire program at a college in the United States.

Judges

Judges are nearly always ex-athletes. This is because the task of a judge is to make a subjective evaluation of the athlete's skill, and this requires an intimate knowledge of technique and presentation. As many of the judgment sports are classed as "amateur" or "non-commercial," judges have traditionally worked without pay. This is beginning to change. In the United States, for example, the Professional Figure Skating Championships pay their judges.

Sport Psychologist

This is one of the fastest growing areas in sport today. Almost every major professional team has a sport psychologist on staff, or easy access to one. Psychologists also work closely with athletes who compete in individual sports (gymnastics, figure skating). The role of a sport psychologist is to help athletes overcome the stress of competition, maintain a positive attitude throughout and hone their competitive instincts.

Exercise Instructor

Most communities now offer aerobic classes, weight training and "total body fitness" programs. The exercise instructor leads group fitness classes and can also work with individuals as a personal trainer to develop an exercise program specific to their needs and abilities.



Sales and Service Areas

Athletes need equipment, sportswear and sporting venues. Sales and service personnel fulfill this market need. Sports store owners, sportswear designers and retailers, fitness club managers, equipment repair specialists — these are all examples of people who are involved in providing services to the sporting community.

Recreation Specialist

Recreation falls under the domain of “leisure time.” Unlike sport, it does not involve winning. For most people, it means finding less competitive ways to pursue an active lifestyle. Recreation specialists are community workers responsible for providing opportunities for activity. This can include creating fitness trails, offering community recreation programs and providing specialized recreation opportunities for children and youths.

Sports Medicine

Physiotherapists can specialize in treating athletic injuries. Often, sports teams at all levels have trainers on staff that focus on that team’s members and their injuries.

Volunteers

The opportunities for involvement in sport at the volunteer level are very broad: little league coach, sports team official or organizer, sporting event manager, fund-raiser.... Wherever there are youth teams, there will probably be a high need for volunteers. Specialists agree that without volunteer help, the grassroots structure of sport in Ontario would not survive.


For those contemplating a career in sport, volunteer work is also the ideal way to test the waters and to obtain work experience. This can prove invaluable later when job hunting.



EDUCATION

As with any career, one of the best preparations for a job in sport – and to an increasing degree, one of the prerequisites – is a university degree in that field. Most universities in Ontario and Canada offer a degree in physical education. Within that degree are elective courses in sports administration. Laurentian





University in Ontario also offers a post-graduate degree in sports administration itself. Most executive directors within sport today hold some type of physical education or sports administration degree. Other colleges and universities offer degrees in recreology. This area of study concentrates on fitness and wellness, and examines the value and necessity of leisure pursuits. It does not focus on competitive athletics.

FOR DEBATE:

- ☐ Athletes and ex-athletes make the best coaches and referees.

OVERTIME

A SHORT HISTORY OF SPORT

No one knows for sure when sports were first played or, for that matter, what was the first sport. Most historians agree, however, that fishing or hunting purely for recreation probably predated most other activities. We also know that wrestling made an appearance some 5,000 years ago and probably started out as a survival or war strategy skill.




The Olympic Games were first organized in 776 BC. They originally featured competition in music, oratory and theatre performances as well as athletics, but as interest in sporting events grew, the other pursuits were gradually dropped from the calendar of events.

Claiming that the Olympic Games were a pagan ritual, the Romans banned them in the fourth century. Instead, they put on gladiatorial battles and chariot races. They also built the first sports arena – the Coliseum in Rome.

By the early Middle ages, sports were once again thought to be pagan, and so dwindled in popularity. By the 1200s, however, they began their comeback. In France, a form of hockey using sticks and balls became popular – until it was banned for being too violent. Two hundred years later, tennis appeared on lawns in Britain, followed in the 1500s by golf. Horse racing (1714), track and field (1825), baseball (1845) and American football (1869) were other milestones.



In the late 19th century, Pierre de Coubertin, a young French nobleman, decided that the ancient Greek educational tradition which balanced the development of mind and body should be revived. This was the impetus behind the revival of the Olympic Games, the first of which was organized in Athens in 1896. Cycling, fencing, gymnastics, lawn tennis, shooting, swimming, track and field, weight lifting and wrestling competitions were organized. Thirteen countries participated.



Today, there are both summer and winter Olympics held alternately every two years. Over 60 countries regularly participate, uniting thousands of athletes who participate in over 35 separate sports.

For Debate:

- ☐ Only amateur competitors should be allowed to compete at the Olympic Games.