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# KORFBALL COACH LEVEL 3

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## Advanced General Principles

### Manual

May 2016 Edition

This manual is the Advanced General Principles part of the Coach Level 3 Course. It incorporates the suggested content of the *Australian Sports Commission Intermediate Coaching Principles Course* and the *International Korfball Federation Level 2 and 3 Coaching Courses*.

Coaching Level 2 and Level 3 have modules in common therefore Modules 8-13 in this level 3 manual may be taken by coaches doing Level 2 and used for credit when they do Level 3. Module 1A is unique to this Level 3 course and is required to be studied by all doing this course regardless of RPL status with the Course Director

Each Module has an Assignment set and these are in the Appendices

The modules and Assignments must be completed before the practical aspects of the Level 3 Coach Course are undertaken.

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## Module 1 A Aims and fundamentals

The aims of the Korfball Coach Level 3 Course are to

- increase confidence and competence in coaching ability
- promote an ongoing progressive improvement of knowledge and expertise
- develop an understanding of sports science enabling a more in depth approach to coaching
- promote the use of safe and correct techniques
- increase the enjoyment of korfball for coaches and players

In the process of achieving the aims a number of **competencies** will be developed.

1. Apply working knowledge of scientific theory (from basic physiology, anatomy and biomechanics) and principles of training and their application to Korfball at advanced and elite level
2. Be aware of the importance of sport psychology in the development of korfball players and in competitive situations.
3. Be competent in analysing and teaching the more advanced skills of korfball with the Action Theory approach
4. Identify and implement the advanced tactics and strategies of Korfball in a high level competitive situation
5. Plan, prepare and evaluate an integrated period plan for an advanced group
6. Safely program and monitor conditioning training for Korfball groups
7. Be aware of the latest Interpretations and/or changes in the rules of Korfball in skill sessions and game strategy planning
8. Have knowledge of development and maturation issues of youth and adults and how programs can be modified for these players.
9. Support the requirements to meet gender equity in coaching.
10. Be aware of the anti-doping rules and controls especially as they relate to Korfball
11. Have knowledge of the importance of nutrition and the implementation of appropriate diets for korfball players at advanced or elite level.
12. Appropriately self-reflect on your coaching behaviours and develop an action plan focusing on any changes

At Level 1 and 2 we began to recognise the complexity of coaching korfball and how important the coach is in the korfball community. We have developed an understanding that we should perform to the best of our ability and seek to improve our performance. This is assisted through self-reflection and professional development which is further developed through this course but with a higher level

of expectation of understanding of critical aspects of more advanced coaching especially related to sports science..

We review first some of the elements of coaching korfbal in Australia that we should already be aware of and practising at a higher level as more professional coaches.

### **Evaluating and improving coaching performance**

Effective coaching is about helping korfballers to improve and also about constantly improving as a coach.

#### **We can learn by**

- watching other coaches in action
- working with more experienced coaches (mentors) to seek guidance and advice
- participating in a community of korfbal coaches
- working as an assistant coach to a senior coach
- using self-reflection and evaluation, making use of video and self-analysis techniques.

The self-reflection cycle is continuous.

Action

Self-reflection

Recognising things to improve

Planning improvement

Action – implementing the changes

Follow – up reflection

#### **Methods of self-reflection**

- **Coaching Diary** – noting what you did and how effective it was
- **Video self-analysis** – examining yourself interacting with your players
- **Mentor coaching** – being able to discuss successes and challenges with another perhaps more experienced coach

## Considerations for our coaching at all levels

	<b>Coaching aspect</b>
Preparation	Session plan developed
	Equipment organised
	Introduction to the session
	Dynamic warm-up
Group Management	Involvement of all players
	Attention-gaining skills
	Control of the group
	Organisational skills
Teaching	Adequate demonstration
	Skills broken into sequential steps
	Key teaching points stressed
	Error detection and correction
	Progression
	Overload of information
	Variety of teaching methods
	Individual needs catered for
Communication	Clear instructions provided
	Check understanding of instructions
	Non-verbal cues
	Individual feedback provided
	Group feedback provided
	Listening skills
	Questioning skills
	Professional manner
	Enthusiasm and positive attitude
Safety	Use of protective equipment
	Check environmental hazards
	Safety instructions
	Adequate supervision of players
General	Appropriateness of session
	Sequencing/progression/flow
	Variety
	Appropriate time on task

### Professional standards and behaviour expected of a korfball coach

A strength of Korfball is its appeal as a mixed sport, behaviour is a major part of the appeal. Coaches are leaders and shape the Korfball culture and need to be positively contributing to the right behaviours

The ***Korfball Coaches Policy*** shows how this can be maintained. (See Appendix 1)

The Australian Sports Commission's Code for Coaches states:

- Place the safety and welfare of the athletes above all else

- Help each person reach their potential. Respect the talent, developmental stage and goals of each person and complement and encourage positive and supportive feedback
- Any physical contact with a person should be appropriate to the situation and necessary for the person's skill development
- Be honest and do not allow your qualifications to be misrepresented.

## **We need to continue to be aware of difficult situations and ethical dilemmas**

These include:

### **Reporting of child abuse**

It is not a coach's responsibility to find evidence that abuse has occurred. However as a coach you must be aware of the signs of child abuse, which can include:

- Bruising, particularly the head, face, or neck region
- Differing versions about how an injury occurred
- A child not relating well to others
- Disruptive or aggressive behaviour and bullying

As a coach you need to know where to get advice or report concerns. This is an ethical and in some states and territories, a legal responsibility of coaches.

### **Inappropriate demonstration of a skill**

If physical contact is required in demonstrating a skill that may be considered intrusive ask permission first or try to use a non-intrusive way.

Clubs should have guidelines regarding physical contact including when injuries occur.

### **Use of appropriate language/verbal abuse when coaching**

In korfball we do not engage in verbal abuse and we should try to keep our language constructive at all times when coaching.

Abuse from parents or others in the korfball environment is not acceptable and guidelines for dealing with this should be in place from the organising club/league.

### **Abuse of officials**

This is unacceptable in korfball and especially from coaches who need to set an example of respect for officials.

There are avenues for complaint (such as in private at half time in a game or in a game report).

### **Disability discrimination**

This can affect self-esteem and is unlawful. Try, where reasonable, to support participation or, as a coach, try to offer alternative involvement.

### **Racial discrimination**

Korfball is played in over 60 countries on all continents with all major races involved.

Racism can affect player's lives and therefore has no place in korfbal.

Racism is also unlawful under state and federal anti-discrimination legislation.

### **Giving all players fair attention**

It is easy sometimes to forget while in, for example, a training environment to give too much or too little attention to a player.

### **Treatment of injured players**

#### **We have an obligation to**

- check if players are injured and support them getting attention.
- If they have had an injury check that they have medical clearance to recommence

In addition, try to involve injured players in other ways. This, for example, may be limited activity in team training, other duties to support the team.

### **Dealing with bullying or personality clashes within a team**

Everyone has a right to participate without fear of intimidation or abuse, whether verbal, physical or emotional.

### **Doping in sport**

This will be studied further in a later module.

For further information on any of the issues noted above go to the following websites

[www.playbytherules.net.au](http://www.playbytherules.net.au)

[www.ausport.gov.au](http://www.ausport.gov.au)

[www.asada.gov.au](http://www.asada.gov.au)

### **Coaching philosophy and coaching style**

As a coach, your performance and behaviour is guided, consciously or unconsciously, by your philosophy – that is the set of personal guidelines you have about how you will operate as a coach and what you expect from and want for yourself and those you coach. By now you will consciously or unconsciously have developed

- major objectives in your coaching
- and beliefs about how you can achieve those objectives.

### **The Korfbal philosophy**

It should relate to the korfbal philosophy on which the game is based.

- It begins with the foundation ideal that it is a game in an environment comprising male and female players where they can realise their aspirations and where it is equally demanding of both sexes, physically, socially and intellectually

In the game we coach generally to promote

- All-round ability rather than specialization
- develop maximum co-operation between players
- ball handling and limited contact skills

Like all sports, korfball is in a constantly changing environment , external to and within the sport, and we have to adapt our philosophy to meet changing needs.

### **Creating a welcoming and supportive environment**

Features of this will be that all participants

- will feel welcome
- feel safe and know that health and management of injuries will be done correctly
- know that they will be supported in activities physically, intellectually and socially
- know that they are empowered and can be involved in decision making
- there will be consistency in expectations
- challenging to help them meet aspirations
- their individual differences will be acknowledged and catered for
- they will be able to communicate

### **Your role in society**

You are already aware that your role and activities in korfball are very important and it extends beyond just the coaching environment. Hence while always seeking to improve your knowledge and skills of coaching you also need to seek to ensure you have an appropriate professional standing in the wider community. The Korfball Codes and Policies help you and the community recognise what is expected.

### **Fundamental aspects from Level 2**

These are still areas that need to be taken further as we develop our knowledge and skills.

They include

- Program management
- Planning
- Sports Safety
- The Coaching process
- Korfball Coaching Theory
- Coaching Korfball

The sports science modules that we will look at now will help us to understand further the individual player and their needs relevant to those topics we have already studied.

If you are doing Korfball Coach Level 3 Course do the

**Worksheet 1A 3ACG –Module 1A Aims and Fundamentals**

## Module 8 Introduction to Physiology

The first of the Coach Level 3 competency statements expects that you are able to:

- *Apply working knowledge of scientific theory (from basic physiology, anatomy and biomechanics) and principles of training and their application to Korfball at advanced and elite level*

### **The Learning Outcomes will be to identify the energy systems used in sport**

- Aerobic energy system
- Anaerobic energy system
- Monitoring physiological responses (e.g. heart rate, training zones, perceived exertion)

### **The components of fitness for sport**

- Components of fitness – speed, strength, power, endurance, flexibility  
Endurance training – distance training, fartlek, interval training
- Strength training - own body weight exercises, weight training, circuit training
- Flexibility training – dynamic, static and partner stretching
- Speed training - sprints, accelerations, agility exercises, reaction exercises
- Power training - weight training, circuit training, bounding exercises, uphill sprints
- Specificity
- Progression
- Individuality
- Variety
- Overload
- Reversibility
- Recovery

At the completion of this module, you will be able to develop activities to improve an athlete's physical abilities.

### **Physiology defined**

Physiology is the study of the human body's structures, tissues and cells. The application and understanding of how the human body responds and adapts to exercise or sport is known as sports physiology.

Greatest success in sport relies on the optimal development of the physical, mental, technical and tactical elements of performance. At the core of every performance is the physiological (or physical) preparation of the player.

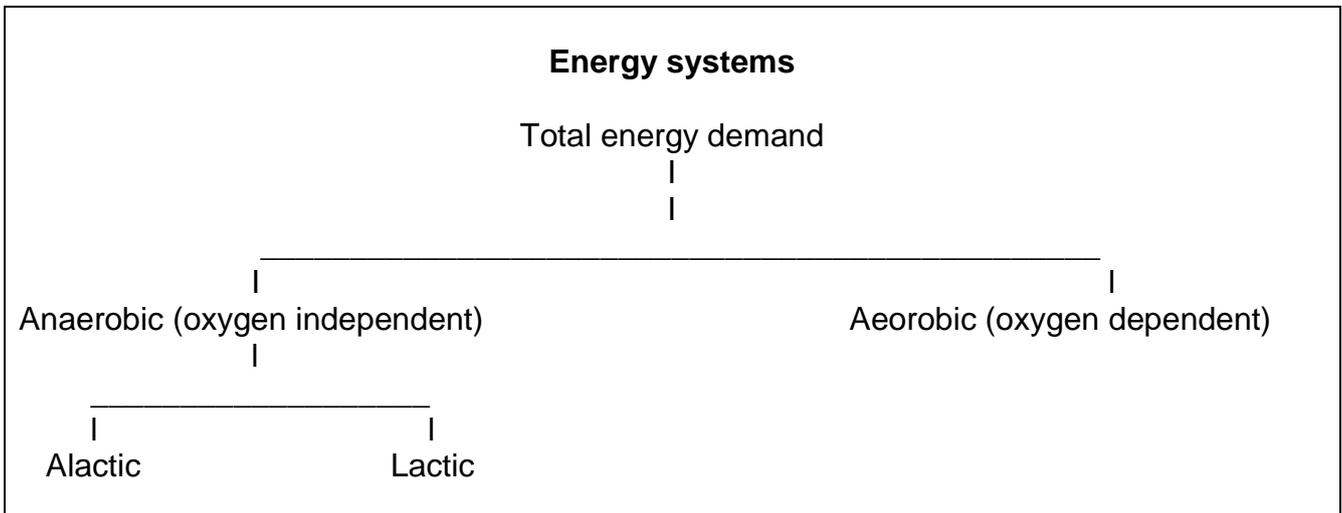
The methods and techniques of sports science are tools and this module introduces you to some of these to assist you and your korfball players to meet your korfball goals.

### Energy systems in sport

These work together to sustain life;

- Cardiovascular system (heart and blood vessels) – delivers blood carrying oxygen and vital nutrients to working muscles and tissues.
- Endocrine systems ( tissues and glands that secrete hormones) – sends chemical signals around the body that affect specific organs, tissues and cells
- Musculoskeletal system (muscles, joints, ligaments, tendons and bones) – produces movement and structural stability for the body.
- Nervous system (brain and nerves) – regulates, integrates, stimulates and monitors internal and external information.

The energy to power sporting movements comes from a range of complex biochemical processes and chemical reactions occurring in different tissues and cells around the body.



### Aerobic energy system (think need air)

These are reactions that occur when using oxygen

Characteristics of aerobic activities include:

- Low intensity, around 65-75% of maximum intensity
- Long duration, either continuous or with limited rest periods
- Usually programmed early in the season

### Aerobic systems

The body adapts to aerobic training by improving:

- The ability of cells to use oxygen
- The capacity of blood vessel to deliver oxygen to working muscles
- Oxygen transport mechanisms

### **Anaerobic energy systems** (think no air)

Other reactions and processes in the body are able to produce energy quickly in response to need for speed, power or explosiveness and is known as anaerobic.

The system has 2 components;

- Lactic acid system
- Alactic (without lactic acid)

These are typically high intensity and short duration. Anaerobic training activities are useful for improving the functioning of the anaerobic energy-producing systems and physical abilities such as power and strength.

They are particularly appropriate for korfball where the game is played at high intensity.. However the body's energy producing systems work together so training needs to consider all systems as important to some extent. The relative contribution of energy systems are dependent on overall **intensity** and **duration** of exercise.

### **Analysis of all needs**

We need to understand the performance demands of our players in a competition setting so that we can develop appropriate individual training programs.

### **Analysis can include**

- Understanding the level and frequency of running, sprinting and jumping, moving in all directions as required in a game

### **Monitoring training intensity**

The basic measurement and monitoring tools of sports physiology are

- Heart rate
- Energy systems – training zones
- Perceived exertion

These are used to determine how hard the player is working. It is a key training concept known as **exercise intensity**. Training adaptations, fatigue, recovery and other fundamental physical changes are all directly affected by training intensity.

### **Performance versus physiological measures of exercise intensity**

#### **Performance measures** (the more constant and controllable measures)

These include, running speed, power moves such as rebounds, distance and speed in passes and shooting, reaction time and positioning for interceptions

#### **Physiological measures**

Measures responding to an activity such as heart rate and breathing rate.

## Heart Rate

Used to monitor exercise intensity.

Heart rate at rest between 50 and 80 beats per minute

Increases with need for increasing need for oxygen and blood supply

Can be affected by factors such as caffeine, alcohol and stress.

## Energy systems and training intensity

These can be varied but five common ones are

1. Recovery level, relaxed, comfortable - very easy aerobic
2. Low intensity – easy aerobic
3. High intensity (or threshold), sustained pace work - anaerobic and aerobic
4. Specific pace work at the intensity and level of repetition of the targeted competition – anaerobic and aerobic
5. Speed/ high intensity development work – alactic anaerobic

## Perceived exertion

This relies on the subjective judgement or “feel” of the player. It is one individual perception.

You may set up something like this and want to get the reaction of each player.

Intensity level	Equates to	Individual feels like
1	Recovery	Very relaxed
2	Easy aerobic	Easy
3	threshold	Tough
4	Near maximum game intensity	Very hard
5	Speed/high intensity	Fast/intense but not hard

## What this means for you as a coach

- As players become more experienced important to teach players to self-monitor and self-manage so they can determine accurate training loads and management of their own bodies
- Manage exercise intensity using more than one physiological measurement technique
- Information on performance, fatigue, sleep, mood, attitude and general health and wellbeing can provide valuable feedback to progress of your training program.
- In non-professional sports such as korfball, the physiological capacity of players across a club and even a team can vary significantly.

## Fitness for sport

Fitness relates to the capacity of a player to perform in our sport – korfball. Some capacities are genetically determined such as height but others such as strength, flexibility and endurance can be

trained. Training these capacities is on-going. Some, like flexibility can show changes in a short time while others like strength and endurance take much longer.

Korfball relies more on agility, speed, flexibility and power so a coach's program will focus more on those capacities.

### The building blocks of performance

**Speed** – how fast a player moves from point A to point B

It involves

- Reaction time – time taken to react in response to a stimulus
- Acceleration – how fast a player increases speed
- Maximum velocity or speed – the maximum speed a player can attain

**Strength** – the ability of muscles to apply force and it is an important element of power and speed

**Power** – the rate of force application, or how much force can be applied in the shortest possible time

Power = force (strength) X velocity (speed)

Particularly relevant in rebounding changing direction with force and intercepting the ball in korfball.

**Endurance** – the capacity to perform an activity repeatedly, to longer or resist fatigue.

It's importance in korfball is to maintain your power through the full game.

**Agility** – to be able to change directions quickly.

It is very important in korfball in attack to out manoeuvre your opponent and as a defender to stay in a defending/intercepting position.

### Training for performance

A training program requires the right mix of each performance element.

The requirements of each individual player need to be considered first

The training can be planned to work on elements in groups but individual differences need to be considered within the group activities.

Wherever possible relate training activities to playing korfball.

### Types of training

#### Endurance training examples relative to Korfball

Type of training	Characteristics	Examples	Pros	Cons	Coaching issues
<b>Distance</b>	Long duration Rhythmic Low - intensity	Full game duration	Efficient form of endurance development	Contributes to but may not be a large factor for korfball	Needs to be balanced and related closely to other aspects of fitness
<b>Fartlek*</b>	Speed play Changing movement	Attack or defence play	Seen as relevant to major aspects of play	Easy to go overboard with intensity level and balance	Focus for korfball and relate closely to play variations

				work/rest elements	
<b>Interval training</b>	Short duration interspersed with rest/recovery	Division play against the clock	Easy to manage and relate to korfball	Easy to go overboard with intensity level	Easy for developing feedback

\*Fartlek, which means "speed play" in Swedish, is a training method that blends continuous training with interval training.<sup>1</sup> The variable intensity and continuous nature of the exercise places stress on both the aerobic and anaerobic systems. It differs from traditional interval training in that it is unstructured: intensity and/or speed varies, as the athlete wishes. Most fartlek sessions last a minimum of 45 minutes and can vary from aerobic walking to anaerobic sprinting. Fartlek training is generally associated with running, but can include almost any kind of exercise.

## Strength training

This can involve using weights and other external loads to overcome a fixed initial resistance to strengthen specific muscles.

The key question for you as a coach is whether the strength and conditioning activity is

directly for increased power or strength or indirectly for injury prevention or early season conditioning and how this contributes to improving competition performance..

### Strength training examples

Type of training	Characteristics	Examples	Pros	Cons	Coaching issues
<b>Body weight resistance training</b>	Lift own body weight	Push-ups, chin-ups, dips, steps	Easy to learn, inexpensive. Practical, done anywhere, easy to measure	Players can get bored and tired of training environment	Transfer of increased strength to improved competition performance
<b>Weight training</b>	Lifting an external resistance; e.g. weights	Gym work lifting free weights, using weight machines	Variety to training environment Training load easily measured	Care needed in learning correct lifting techniques Cost of gym access	Need to closely control weight-training environment to ensure safety, correct technique and sensible progression are adequate Transfer of gym strength to improved competition performance.
<b>Circuit training</b>	Combination of movement loads, equipment and exercises in a systematic programmed training activity. Circuits usually moderate to high intensity in sequence with short rest periods	Jumping, throwing balls, Long shots, Forward, backward movements	Variety to training environment, enjoyable group training Can be used to simulate korfball competition environment	Difficult to quantify or measure exact training load	Transfer of circuit activities to game/competition environment.

### Flexibility training examples

Type of training	Characteristics	Examples	Pros	Cons	Coaching issues
<b>Dynamic stretching</b>	Stretching the limits of the range of motion using fast, sport specific movements.	Arm or leg swinging movements to the limits of range of motion	Can relate directly for movements in attack and defence –getting free, passing catching, intercepting	Increased risk of soft tissue injury especially knees if player does not warm up appropriately	Care to have appropriate warm up before attempting dynamic stretches.
<b>Static stretch</b>	Hold in a stretch in a single position near the point of maximum stretch for 30-60 seconds.	Standing hamstring stretch with the leg parallel to the ground	Controlled movements mean minimal injury risk Range of motion can be increased particularly if static stretches are held for 30-60 seconds post-exercise	Static nature of stretching not directly related to movement in korfball	Players need to be educated to hold the stretches while staying relaxed and controlling breathing
<b>Partner stretching</b>	Working with a partner in stretching exercises and flexibility routines.	Shoulder and leg stretches with partner support	With partner can increase levels of stretches. Motivation working with partner and/or division group	Danger of over stretching if partners do not communicate well	Need to educate players on how to work together and provide continuous feedback to each other.

### Speed training examples

Type of training	Characteristics	Examples	Pros	Cons	Coaching issues
<b>Accelerations</b>	Activities that increase players' ability to increase speed rapidly	5-10 metre timed sprints Accelerations from slower speeds Leg speed drills	Critical activity in korfball e.g. instance ball comes into a division	Injury risk so warm-up appropriately most important	Aim should be to train players to achieve their own maximum speed faster
<b>Agility</b>	Activities that teach players to change direction quickly	Rapid change of direction drills around cones and obstacles	Agility very important in korfball as an attacker and defender	Injury risk to joint and muscles if reaction is too quick	Importance of changes in direction while maintaining technical skills, control, balance and coordination
<b>Reaction exercises</b>	Activities that improve players' ability to react or move in response to stimulus Reactions components include receiving stimulus, processing stimulus, and	5 metre sprint in response to trigger of a ball nearby or other response	Improving reaction is a critical competitive skill	Difficult to measure without electronic equipment	Simulate to korfball competition examples

	initiation of movements in muscles.				
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### Power training examples

Type of training	Characteristics	Examples	Pros	Cons	Coaching issues
<b>plyometrics</b>	Explosive, powerful movements with minimal rest and contact with the ground	Jumping, hopping, bounding, throwing	Effective power activity that closely simulates movement such as jumping for rebounding and interception	Potential injury risk especially if not strong enough or inadequately prepared	Important to stress good technique and explosiveness in all plyometric activities.
<b>Circuit training for power</b>	Fast, explosive activities performed in a circuit with minimal rest	Jumping, hopping, bounding, throwing	Can simulate the repeated power demands in korfball activity	Difficult to measure load	Need to balance power and explosiveness development with fatigue from repeated exercises in the circuit.
<b>Weight training for power</b>	Typically 2-4 set 2-6 repetitions. Load relatively light and movement fast and controlled.	Most weight training exercises	Variety Overload can be closely monitored and controlled	General gym safety issues Potential injury risks to joint and muscles at the end of movements if not controlled.	Important to ensure good weight-lifting technique with increasing speed of movement
<b>Terrain power sprint</b>	Short, powerful explosive sprints with exaggerated running action	8x20 metre sprints up a 5% grade with long rests between each repetition	Very specific overload for running muscles	Change to running technique if grade is excessive.	Important to identify terrain that stimulates power development but does not compromise running movement techniques in korfball

## The Principles of training

### Overload

Improvements from training come from working the body and mind a little harder than previously to achieve a training effect.

Load needs to be increased gradually.

Periodised training that is systematically planned and programmed over time allows for effective development of the appropriate body system.

### **The fundamentals of overload is remembered in the RUFIT system**

- **Recovery** – ensure adequate focus on recovery between training and competition
- **Unique** – overload each player based on their individual needs, abilities and capabilities
- **Frequency** – how often players train
- **Intensity** – how hard players train
- **Time** – how long they train.

### **Progression**

It is the gradual, systematic and planned increase in training and competition loads.

It underlies all planning decisions in the training program.

Regular testing is an important feedback mechanism.

Testing has four main goals:

- Determining the appropriate training zones for the individual player
- Ensuring the players are coping and adapting to the training program
- Evaluating the effectiveness of the training program
- Providing motivation for players by demonstrating performance progress.

Regular feedback from players provides valuable insight into the effectiveness of the training program and the application of the principle of progression. Recognise that improvement is not linear but plateaus and progresses

### **Recovery**

Recovery is recovering from training and competition loads through resting and recuperation.

Recovery can be approached for example with

- Substitution in a game
- Half-time breaks
- Easy days or sessions in a training program
- Off-season breaks.
- On a day-to-day basis, coaches can support recovery by encouraging players to drink plenty of fluids, suggesting massage and good night's sleep (minimum 7.5 hours)

### **Signs of fatigue**

Feeling fatigued or tired after training is normal but excessive and constant fatigue is not.

A constantly tired body leads to breakdown of immune system and becomes more prone to illness and injury.

Fatigue factors include:

- Sleep quality – not sleeping well can be caused by fatigue
- Muscle soreness – should not be sore, aching or tight 24-48 hours after training
- Resting heart rate – if higher than normal (when waking in the morning) by 10-15 beats per minute then might be a sign of not adapting to training.

- Energy – overtrained players feel slow, flat and lethargic and lacking in energy.
- Weight loss – if overtrained body weight can fluctuate 1-2 kg in 24 hours
- “feel” – not “feeling right” related to nervous system fatigue.
- Stress – can relate to life stress - surrounding family, friends, study, relationships, money etc.

Coach needs to consider these in planning a program at the individual level.

Monitor fatigue factors as a means of indicating individual player’s response to the training program and the overall effectiveness of the training program.

### **Reversibility**

If you don’t use it, you lose it. Fitness levels can be quickly lost by reducing training but can be quickly gained back if breaks are not too long or the training is from a lower base.

### **Specificity**

You get what you train for. Training activities and programs must be closely related to performance goals. The most specific training of all is to simply play korfball.

### **Individuality**

Each player will adapt to training and competition loads differently based on factors such as

- Genetics
- Training background and history
- Gender
- Outside-of-sport commitments
- Injury status.

Each player needs an individualised training program but in korfball it may be in the context of

- Gender
- Individual needs
- Division group
- Team/squad

**Resources** • Korfball Coach Level 3 Advanced General Principles Manual and Worksheets  
• de Castella, R and Clews, W (1996), Smart Sport: The Ultimate Reference Manual for Sports People, Australia, RWM Publishing. • Martens, R (2004)

If you are doing Korfball Coach Level 3 Course do the

**Worksheet 9 3ACG –Module 8 Introduction to Physiology**

## Module 9 Basic anatomy and biomechanics

Understanding of the principals involved in the structure and movement of the body can assist you as a coach in a number of ways:

- Analysing player movements and assisting them to move more efficiently (e.g. changing a technique)
- Understanding the effects of movement on th structure of the body, including prevention of injuries
- Being able to communicate with sports medicine and sports science personnel regarding aspects of a player's body and movement (e.g. for treatment of an injury)
- Selecting appropriate techniques and equipment for an individual's size and level of development so that the best performance can be achieved.

### What we mean by anatomy and biomechanics

**Anatomy** refers to the internal and external structures of the human body and their physical relationship with one another. This includes basic information on anatomical terminology, the skeletal system and the major skeletal muscles.

**Biomechanics** is the study of how the human body moves. Sport biomechanics can help you understand this body movement, how to identify and correct flaws in performance, and prepare players to learn new skills.

### Anatomical terminology

Developing a basic level of knowledge of anatomical terminology can assist you as a coach in communicating with medical staff about your players.

### Anatomical position

It is a reference point. It refers to a person standing upright, arms by their side with palms facing forward and thumbs pointing away from the body.

## Directional terms

An explanation of where one body part is in relation to another.

Term	Definition	Example
Superior	Towards the head, above	The chest is superior to the pelvis
Inferior	Away from the head, below	The jaw is inferior to the eyes
Anterior	Towards or at the front of the body	The ribs are anterior to the shoulder blade
Posterior	Towards or at the back of the body	The spine is posterior to the ribs
Medial	Towards or at the midline of the body, on the inner side	The sternum is medial to the arm
Lateral	Away from the midline of the body, on the outer side	The thumb is lateral to the fingers
Proximal	Closer to the origin of the body part or the point of attachment of a limb	The wrist is proximal to the fingers
Distal	Further from the origin of the body part or the point of attachment of a limb	The elbow is distal to the shoulder
Superficial	Toward to surface	The skin is superficial to the skeletal bones
Deep	Away from the surface, more internal	The muscles are deep in relation to the skin

## The skeletal system

This is made up of 206 bones, as well as cartilages, ligaments and joint. It accounts for about 20% of body mass.

The body's skeletal system performs 5 important functions:

Support – bones provide a framework, give the body form and shape

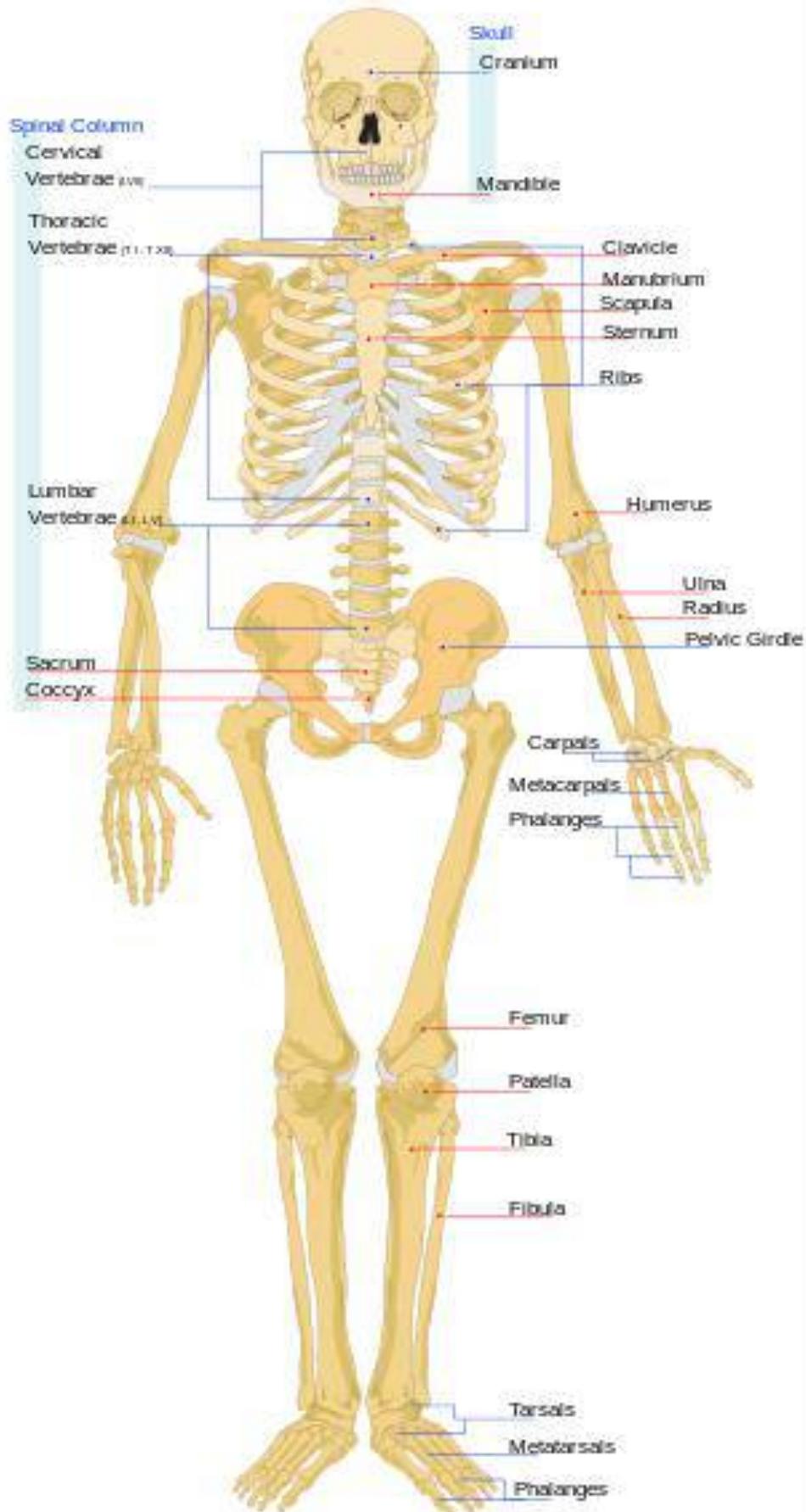
Protection – provide protection for our vital organs, such as central nervous system (the brain and spinal cord) which is completely enclosed in bone

Movement – articulating bones act as levers enabling us to move

Mineral storage – calcium 98% found within the skeleton

Blood cell formation – red and white blood cells and other blood elements are produced within the red marrow that fills the internal cavities of many bones

The major bones of the body are shown in the following figure



## Joints

Joints exist wherever two bones, joined by ligaments, meet and are classified functionally as well as structurally into the following three categories:

- Fibrous – the ends of the bones are joined by fibrous tissues. No joint cavity is present and little or no movement exists, e.g. joints of the skull and joints of teeth and jaw
- Cartilaginous – mainly provide stability, with limited movement. Bones are connected by collagen fibres, cartilage or ligaments, e.g. discs of the vertebral column
- Synovial – typically found at the end of long bones and permit a wide range of motion, e.g. joints of limbs such as shoulder, hip and knee.

## Joint movements

All skeletal muscles are attached to bone, either directly or indirectly, by connective tissue at a minimal of two points.

### Movement terms

Term	Definition	Example
Extension	Increasing the angle at a joint	Bent arm outstretching
Flexion	Decreasing the angle at a joint	Bent arm bending in to body
Hyperextension	Extension of a segment past the anatomical position	
Abduction	Movement away from the body's midline	Arm raised up to extend out from body
Dorsi flexion	Only occurs at the ankle and is the	action of moving the toes towards the shin
Plantar flexion	Only occurs at the ankle	action of moving the toes towards the ground
Rotation	Movement about an axis either medially (inwards) or laterally (outwards)	
Circumduction	Moving the limb so that the end of the limb draws a circle	
Supination	Moving the flexed forearm so that the palm of the hand is facing out	
Pronation	Moving the flexed forearm so that the palm of the hand is facing down	
Elevation	Moving a body part upwards	
Depression	Moving a body part downwards	
Opposition	Only occurs between the thumb and the fingers of the hand when you touch your thumb to the tips of the other fingers on the hand	

## Muscles

### Types of muscles

- Smooth muscle tissue – found in the walls of many internal organs and is involuntary (contracts without voluntary control)
- Cardiac muscles – found only in the heart and are involuntary
- Skeletal muscle cells – make up our muscles and attach directly (via tendons) to the skeleton

### Functions of muscles

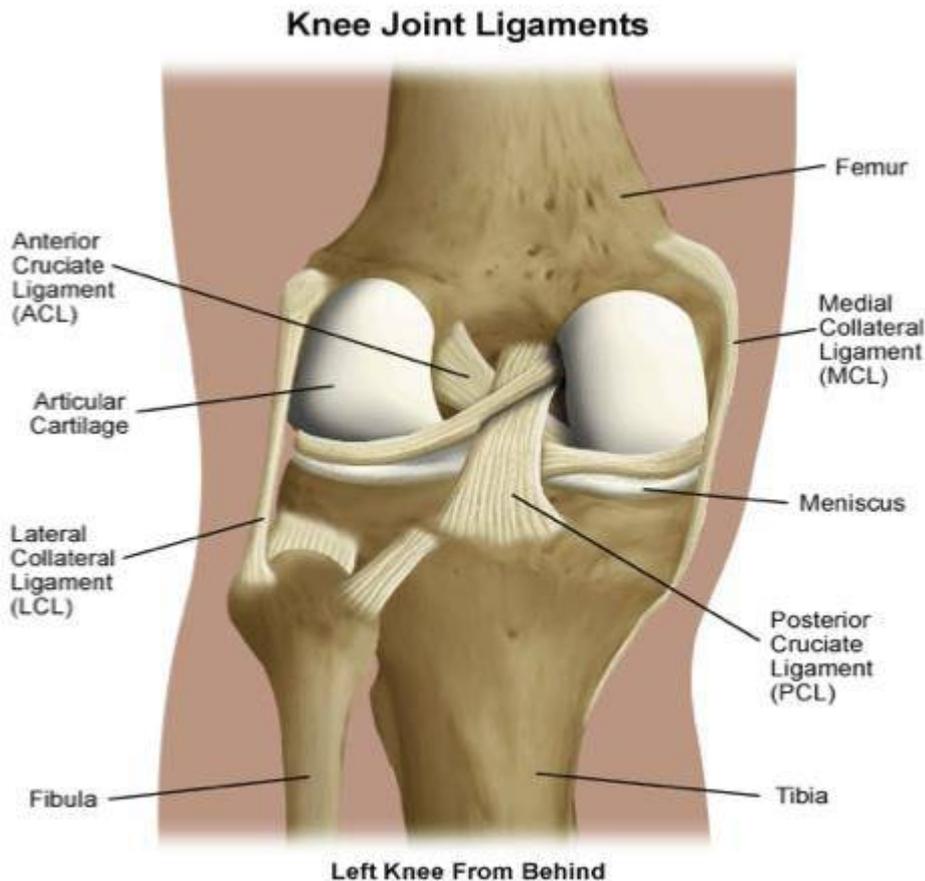
5 functions:

- Producing movement – contracting muscles pull tendons to move the bones of the skeleton
- Maintain posture – tensions in our skeletal muscles maintain posture, e.g. for sitting or standing
- Supporting soft tissue – support the weight of internal organs and protect them from injury, e.g. in areas such as the abdominal wall
- Protection – openings such as orifices in the digestive and urinary tracks are encircled by skeletal muscles that provide voluntary control over swallowing, defecation, urination.
- Maintaining temperature – muscle contractions require energy and whenever energy is used in the body some is converted into heat. The heat lost by muscles contracting keeps body temperature in the normal range required for normal functioning.

### Major muscles

There are over 600 muscles in the human body. Some of the main muscles involved in gross motor activities are:

- Abdominal
- Shoulder girdle
- Arm
- Upper leg
- Lower leg



Coaches should be aware of the diagram of the knee joint ligaments since injuries are common in korfball especially where care has not been taken to warm-up before exercise and skills such as balance and movement when attacking or defending are not developed which might limit such injuries.

## Biomechanics

Biomechanics is the study of the forces that produce human motion and the effects of those forces on and within the human body.

Forces can be internal e.g. created by muscles and tendons

External e.g. created by gravity, air, water or friction

An understanding of the basic principles of movement and forces can help you gain a better understanding of why certain movements create certain outcomes.

Biomechanical analysis considers movement in two different ways:

- Kinematic – concerned with the motion of a body (how far, how fast or how consistently it moves)
- Kinetics – concerned with what causes that movement and includes analysis of the forces acting, momentum, torque and power

## Biomechanical principles

These are scientific principles on which sports biomechanics is based which include laws of physics and mechanics. The principles we will cover are motion, forces, levers and balance.

### Laws of motion (Newton's)

1. Law of inertia – a body will remain at rest or it will travel in a straight line at a constant velocity unless a force acts to change its state or rest or motion
2. The acceleration of a body is directly proportional to the amount of force used.
3. The law of action and reaction – for every action there is an equal and opposite reaction.

### Body motion

Motion is the process of changing position

Motion can be

- Linear – where a body's centre of gravity moves along a straight line and all the body parts travel in the same direction (e.g. a running in movement of an attacker)
- Curvilinear - where an object follows a curved line (the ball in a long shot) or a body follows a curved line (e.g. movement into a new position of an attacker)
- Angular or rotary – movement around a fixed point, as is seen in most of the joints in the skeleton (e.g. the movement of an attacker to break free from an opponent)

Motion terminology

- Velocity (speed) – measures how quickly an object or person moves over a distance (distance divided by time = velocity)
- Acceleration – a measure of the rate of change of velocity, or how quickly a player can change speed. Very important in korfball for both an attacker and a defender.

### Projectile motion

An object moving through space is called a projectile and in our sport it is usually the ball.

All things being equal, the greater the force applied to the object the greater the distance it will travel.

The path the projectile follows through the air is called the trajectory. The trajectory of an object (e.g. a korfball) is predetermined at the moment of release by:

- Velocity of release – in korfball consider the speed and range of a pass

- Angle of release – for height or distance and trajectory of a pass of the ball and for shooting

### Force

A force is a push or pull that alters the state or motion of a person or an object. The strength or size of the force required to change the state of motion of the body will depend on the: (with a passing the korfball)

- Weight of the ball – this is set in a regulation korfball
- Point of application of the force – on the back of the ball to the direction moving
- Direction of the force – towards receiver of the ball
- Time over which the force is applied – usually limited to perhaps a second or so (e.g. the time the ball actually is in contact with the hands of the shooter –as long as possible)

### External force definitions

External force	Definition	Example
<b>Gravity</b>	The earth's gravitational pull	Running and raising your body excessively wastes energy
<b>Friction</b>	Resistance to motion caused by 2 surfaces touching each other	Korfball players like to keep their hands dry to increase friction when collecting a ball
<b>Fluid resistance</b>	When a body moves through air or fluid, resistance to motion (drag) occurs. The faster you move the more drag you encounter.	More for cyclists and swimmers

Combining the forces is necessary in all sports. In korfball more often than not it is very important to get the correct balance of forces for example in changes of body motion and in controlling the ball for passing or shooting.

### Balance

Balance can be either static (standing still), or dynamic (moving)

- Static balance is required more in sports where the athletes have to stand still in a set position for a long time (e.g. archery, shooting)
- Dynamic balance is required in sports such as korfball where balance needs to be shifted easily.

## **Stability**

A key concept in stability is the centre of gravity of a person, or object. This is the point where the weight of the body is balanced. In korfball the player is constantly changing his or her centre of gravity depending on their action at the time, e.g. perhaps lower if in a defending position anticipating a running –in shot by an opponent.

The five basic principles regarding stability and balance

- Weight – generally the greater the weight of a player the more stable they are
- Base of support – the two feet and their distance apart – the wider apart generally more stable
- Height – the lower the centre of gravity is above the base of support the more stable the player will be.
- Line of centre of gravity – when a player's line of gravity is outside their base of support they are less stable e.g. leaning forward
- Rotation – when something is rotating or turning around stability is increased.

## **Methods of analysing movement**

With an understanding of biomechanical principles, together with knowledge and experience of our sport, you can analyse a player's technique.

Movement analysis can be broken into two areas – qualitative and quantitative.

Qualitative can be as simple as watching players train or compete. However it can be very subjective and may not give a deep understanding of performance or changes in performance.

Quantitative analysis is more difficult to measure though video analysis can be useful for both forms of analysis.

## **Using biomechanical analysis to make changes**

When changes related to technique are considered keep in mind:

- Whether the player is actually ready to change the technique –e.g. anxiety or self-confidence may be factors
- Whether the player understands the modifications that are needed and the reasons for these
- Whether the player has the physical capacity to do the required technique e.g. strength, flexibility
- Sometime error in technique can be the result of poor choice of technique or inappropriate response rather than a problem with the technique itself
- A technique variation (to the norm or expected) may not negatively influence a player's performance in fact may be better for them and the team

If you are doing the Korfball Coach Level 3 do the

**Worksheet 10 3ACG –Module 9 Basic anatomy and biomechanics**

## Module 10 Development and maturation

Korfball coaches have often more issues to deal with relative to growth, development and maturation since we are a mixed sport. In Levels 1 and 2 we have dealt with stages of growth and development and implications for coaches in fairly general terms. In this module we go further and look in more detail at the implications for coaches and with a greater scope including more mature player issues.

A useful detailed guide to development issues, especially for children and youth, is found in the publication ***Korfball Australia: Korfball Youth Development*** which also outlines implications for coaches.

*The following provides an overview of development and maturation in children and youth, Coaches should be aware that individuals progress through these stages at different times and rates, and that individual differences will always exist. Coaches should also be aware that psychological development may not parallel or match the physical development.*

### Early childhood

A period of moderate growth and rapid development of motor skills.

They learn a lot about body locomotion, object manipulation and body management.

They are very focused on themselves.

Tend to feel their ability matches their effort.

Can be very creative and imaginative.

Thrive on opportunities to show their initiatives and independence.

Coaches need to maximise opportunities for gross-motor play that includes a wide variety of activities for all the large muscle groups as well as for both sides of the body.

### **Late childhood 6 to 12 years.**

Growth slows before puberty and motor skills are more consolidated.

By age 12 children are 80% proficient in complex skills.

Need opportunities to develop full range of skills through variety of play, games and physical activity. In korfbal focus on teaching all skills well.

They can develop social skills well and are more willing to share and have an increased awareness of rules and fair play.

### **Adolescence**

9-13 in girls and 11 to 15 in boys.

Period of rapid growth and onset of puberty.

Can have big differences in size and strength and they become more noticeable.

The focus shift from family to peer group.

Social group becomes more important than competition.

Learning and mastering new skills can be a motivator at this stage.

Become aware that effort may not match ability and some give up because of this.

As a korfbal coach have

- A balance between competition and cooperation
- Be aware of physical differences in training activities
- Social opportunities should be a primary focus
- Training should be fun but offer choices for those who want to be more serious in their training aims.
- Be aware of big differences in maturity and differences in such things as strength, concentration and coordination and don't treat all the same.
- Don't push adolescents into specialised roles but focus on their overall skills development.
- Treat children as individuals and look for improvements compared to previous results, not those of the group.

### **Impact of puberty**

In addition to the above points note that

- In growth spurts (e.g. of legs and arms) coordination may lead to periods of poor coordination and strength

- Gender differences become more noticeable (e.g. size, shape strength) and also social and psychological wellbeing such as body image.
- In girls there may be an increase in body fat leading to poorer performance
- In boys, late developers can become more self-conscious about their lack of secondary sex characteristics and can leave them embarrassed and discouraged

So a strong focus on social aspects will be good for both boys and girls.

### **Overuse injuries in young players.**

Overuse injuries can be common in children and adults but are especially dangerous in youth in periods of growth spurts

Overuse can arise from

- Repeating an activity too often
- Increasing the training load too quickly
- Not having enough recovery time between training sessions.

A particular concern in korfbal players is when the growth plates of the legs and arms have not been fully calcified and they can close down through overuse and affect further growth.

In training therefore reduce the

- Training load
- Training sessions length
- Amount of weight bearing activity
- Number of repetitions of an activity
- Amount of training on hard surfaces

### **Overtraining**

Overtraining is the result of not enough recovery time between sessions.

A danger at this age levels of players taking part in a number of sports and hence doing too much training.

As korfbal coaches we should be aware of this and communicate with parents and players on the possible consequences.

### **Consideration for female korfbal players**

There are unique challenges for female players.

The menstrual cycle

Often divided into 2 phases for an approximate 28 day cycle

First 14 days starts with approximately 5 days of menstrual bleeding.

The volume of blood lost varies between 40ml and 200ml

Some players may experience painful abdominal cramps especially when training or playing

In second phase of menstrual cycle body temperature increases and means sweating comes later which can put extra strain on heart and blood vessels. For some female players their mental state may be affected and some may experience negative moods in the days just before and during menstruation.

For some females who train hard the menstrual cycle can be delayed for a number of years. It can also be delayed if the player has an eating disorder.

Generally there is not a need to over focus on issues related to the menstrual cycle for korfball players but to be aware that it may affect some players more than others.

### **Other considerations**

#### **Pregnancy training and performance**

There can be benefits for women to continue with aerobic exercise and strength conditioning during healthy pregnancies. The aim being to maintain good fitness without trying too hard.

Consideration needs to be made for

- Increase in heart rate
- Decreased blood pressure (dizziness or fainting by quick changes as in a game)
- Decrease in joint stability – take care against quick changes
- Temperature regulation ensure adequate hydration
- High intensity training should not be started or continued without medical supervision during pregnancy. If they continue to do so warning signs are;-

vaginal bleeding,

difficulty breathing before exercise,

dizziness or headaches,

chest pain,

muscle weakness,

calf pain or swelling,

abdominal pain,

decreased movement of the baby.

- Returning to training after birth will depend on form of delivery but should also not undertake high performance levels especially during breast feeding

### **Menopause, training and performance**

Occur about normally around 50 years of age.

Can lead to increased risk of bone fractures and decreased muscular strength.

Some women may suffer from [hysical and emotional symptoms during menopause that should be treated These symptoms may include hot flushes, loss of libido, mood changes, irritability, forgetfulness, ftigue and loss of strength.

### **Coaching tips for managing menopause**

Coaches should

- Find out about hormone changes and impact on training and performance
- Be sympathetic and supportive
- Recognise symptoms associated with hormone changes
- Encourage appropriate changes, e.g. less and lower frequency training, more frequent and longer recovery periods, less stressful competition
- Work as a team – player, coach, doctor

.The appropriate management of all players and recognising the special needs of both males and females at important stages in their korfbal playing lives is most important. After all we need each other in our sport.

References and further reading

*Korfball Australia: Korfball Youth Development, 2<sup>nd</sup> Edition*, available on Korfball Australia website.

If you are doing the Korfball Coach Level 3 Course do the

**Worksheet 11 3ACG –Module 10 Development and maturation**

# Module 11 Nutrition and sport

What players eat and drink has an impact on their performance. Hence the need for us to understand key sports nutrition principles.

Factors that influence a player's dietary intake include:

- Cooking and shopping skills
- Dietary practices and knowledge of significant others (like family, flatmates)
- Study and work commitments
- Financial stability
- Travel commitments

All players can get some benefit by considering their diet

There are no good and bad foods. It is a case of getting the proportion right.

This module provides a general overview of the importance of ingredients in a well-planned diet.

## Nutritional demands of exercise; the training diet

Eating a greater variety of foods each day ensures a greater variety of nutrients in your diet.

High-energy expenditures during training dictate the need for higher-energy meal plans. Key energy providing nutrients are carbohydrates, protein and fat.

## Carbohydrate

Main fuel burnt during exercise

Carbohydrate rich foods include wholegrain bread, cereals, pasta, rice, noodles, fruit, legumes, starchy vegetables, low-fat dairy products.

Many of these are also valuable sources of protein.

Exercise load per day	Carbohydrate intake (grams per kilogram of your weight per day)
Light (< 1 hour)	3-4
Light to moderate (1 hour)	4-5
Moderate (10-2 hour)	5-6
Moderate to heavy (2-4 hours)	7-10
Heavy (4-5 hour)	10-12+

## Carbohydrate-rich foods

And the amount of each food required to obtain 30 grams of carbohydrate

Food/fluid	Serve	Food/fluid	Serve
<b>Nutritious carbohydrate foods</b>		Dried fruit	½ cup
Rice	½ cup	Milk **	2 ½ cups
Noodles/pasta	2/3 cup	Yoghurt (fruit **)	200 grams
Bread/fruit loaf	2 slices	Fruit juice	1 ½ cups
Bread roll	1 medium	<b>Refined carbohydrate foods</b>	
Crumpet	1 ½	Jam/honey/syrup	2 tablespoons
Muffin (English)	1	Sugar	1½ tablespoons
Muffin (baked)	½ large	Chocolate *	50 grams
Rice cakes	3 slices	Ice cream*	6 scoops
Potatoe	2 medium	Potato chips*	1 cup
Corn	1 cup	Jubes/jelly beans	50 grams
Breakfast biscuit	3	Jelly	¾ cup
Flake and fruit cereal	1 cup	Soft drink	1 can (335ml)
Oats (cooked)	1 ½ cups	Cordial	1 ½ cups
Kidney/baked beans	1 cup	Ice block	2
Cereal bar	1	<b>Sports nutrition supplements</b>	
Muesli bar *	1 ½	Sports drink	2 cups
Fruit salad	2 cups	Carbohydrate gel	1
Apple/pear	2 medium	High carb. Drinks	2/3 cup
Orange/mandarine	2 large	Sports bar	2/3 bar
Banana	1 medium	Carb. Loaded powder	1½ tablespoons

\* higher fat – not recommended as a first choice

\*\* preference for low fat varieties

### Tips for achieving a high carbohydrate diet

- All meals and snacks should be based on nutritious carbohydrate rich foods
- Vegetables are very nutritious especially potato and corn
- Carbo-hydrate rich snacks should be included in meal plan each day
- Include small serves of refined carb. Foods
- Use sports drinks during intensive sessions lasting more than 60 minutes

The AIS Sports Nutrition website ([www.ais.org.au/nutrition/documents](http://www.ais.org.au/nutrition/documents))

has information sheets on nutrition and diets for specific groups that are most helpful and relevant.

## Protein

The amino acids required by our bodies come from protein rich foods. 20 of these make up all the protein in our diet but 9 of these our bodies cannot make up and need to come from food sources.

### Dietary sources of protein

Animal	Plant
30-35 grams beef/lamb/chicken/pork	2 cups rice (cooked)
50 grams fish	2 cups noodles/pasta (cooked)
2 medium eggs	120 grams tofu
Glass milk/soy milk	4 slices bread
2 slices of cheese	2 cups breakfast cereal
200grams yoghurt	$\frac{3}{4}$ cup baked beans/lentils
$\frac{1}{4}$ cup cottage cheese	$\frac{1}{3}$ cup nuts
$\frac{1}{2}$ cup liquid meal supplement	2 slices fruit bread

### Daily protein requirements of athletes

Population	Estimates protein needs for males (grams per kg per day)
Recreation activity	0.6 – 1.0
Resistance training (inexperienced athletes)	1.5 – 1.7
Resistance training (experienced athletes)	1.0 – 1.2
Endurance training	1.2 – 1.6
Adolescent athlete	1.5 – 2.0
Female athlete	15% lower than males

Care should be taken to not take in too much protein as well as not taking in enough.

### Tips for pumping up protein

- Include a small serve of protein-rich food at all meals and snacks, .g. milk on cereal, yoghurt with fruit salad
- Choose meal combinations that match protein requirements with other nutrient needs, e.g. 3 or more serves of low-fat dairy foods daily for protein and calcium
- You can get low-fat dairy and meat products

## **Fat**

Fat has twice the energy of carbohydrates and protein per gram so is a very concentrated form of energy. It provides essential fatty acids and fat soluble vitamins essential for maintaining health.

Need to keep it in moderation in your dietary profile.

### **Tips for keeping a low-fat profile**

- Choose low fat methods of cooking such as grilling
- Use non-stick pans and limited oil, e.g. spray oil
- Choose unsaturated vegetable oils for cooking
- Choose lean cut meat and chicken
- Be aware of fat added to food – buy low-fat varieties
- Read labels for fat and don't be misled by labelling
- When dining out choose low-fat options
- Limit high fat snacks such as chips, corn crisps, chocolate

## **Hydration**

The average person requires about 2 litres of water per day.

Sweating is the body's primary method of dissipating heat.

Failure to match fluid intake to sweat rates results in dehydration.

Dehydration can affect:

- Endurance exercise performance
- The ability to regulate body temperature increasing the risk of heat stress
- Mental functioning and skill coordination, with perception of effort increasing
- Gastrointestinal function, increasing the risk of nausea/vomiting and slowing the rate of fluid absorption, so as dehydration sets in, it becomes increasingly difficult to reverse the fluid deficit

Voluntary fluid intake replaces less than two-thirds of sweat loss. This is because most people rely on thirst to gauge their fluid needs which is a poor indicator.

### **Tips for remaining well hydrated**

- Start each session well hydrated, especially after a previous session in time
- Experiment with a moderate volume (250mm) prior to a session so stomach is primed to maximise fluid uptake while exercising
- Start to drink early during exercise to match sweat loss
- Water is best choice

- Monitor weight loss before and after exercise - loss indicates not enough water taken in
- When fluid losses are high or rapid rehydration is required sodium replacement may also be required
- Prepubescent children are particularly at risk of heat illness while exercising

Consuming fluid in excess of requirements may cause gastrointestinal discomfort,

### **Competition nutrition strategies**

A player's fuel and food reserves for a competition are the result of their eating and drinking over the previous two days, not just prior to the competition. So together with tapered training there is a need for high carbohydrate meal plan.

The meals should be

- rich in carbohydrate
- Low in fat
- Low in fibre
- Include plenty of fluid
- Are based on enjoyable foods and drinks

### **Nutrition during competition**

Muscle glycogen (storage form of carbohydrate in the body) stores can be depleted in high intensity exercise so additional carbohydrates essential while exercising. Sports drinks are useful because they meet both carbohydrate and fluid needs. It is also required for recovery strategies after competition.

- Recovery strategies tips
- Maintain a high carbohydrate intake throughout the day
- Ingest carbohydrate rich foods and/or fluids
- If the appetite is suppressed make use of compact low bulk carbohydrate rich foods/fluids
- Do not rely on thirst – calculate fluid deficits and ingest 1505 more
- Have foods with sodium content
- Recovery snacks include fruit, yoghurt, sports drinks, lean meat and low fat sandwiches, noodles, pasta, cordial, juice.

If recovery times are short (e.g. in an all day korfball competition) have snacks made up of items such as those above.

### **Weight loss and weight gain**

Most players are required to modify body weight at some stage in their career Weight loss or gain is a result of the balance between energy intake from food and energy expended through daily activities.

For losing weight/body fat there should be an emphasis on body fat reduction.

### **Tips for decreasing energy intake.**

- Keep fat intake in check
- Maintain a high intake of fresh fruit and vegetables
- Adjust carbohydrate intake according to daily needs, e.g. higher when training, lower when not
- Focus on water to meet fluid needs
- Include a small amount of protein rich food at each meal
- Do not include food as an automatic partner at social activities
- Limit alcohol consumption
- Get organised and plan your meals
- Do not go for more than 0.5 to 1kg per week weight loss

### **Gaining weight/muscle mass**

Bulking up may be useful to some korfball players to increase muscle mass and strength. This requires a well-designed training program plus an energy rich diet with adequate protein.

### **Tips for increasing energy intake**

- Increase meal/snack frequency (not size)
- Make use of energy-dense drinks (e.g. smoothies, fruit juice, powdered liquid meals)
- Low-energy fruit and vegetables keep at regular level
- Plan the day's intake of food
- Don't indulge in high fat nutrient poor fast foods
- Have a small serve of protein rich food/fluid at each meal
- Sports supplements should not take precedent over good diet – treat with caution
- Patience is necessary because expected changes may take years.

Monitoring progress is most important to allow adjustments to dietary and/or training interventions and is good for continued motivation of the player.

**See the *Australian Institute of Sport's* website for the latest opinions on nutrition.**

If you are doing the Korfball Coach Level 3 Course do the

**Worksheet 12 3ACG –Module 11 Nutrition and sport**

## Module 12 Psychology in Korfball

As a coach you will be focusing on developing physical, technical and tactical components of a player's performance but psychological skills also contribute greatly to overall performance. We need to spend time with players to develop a range of mental skills to assist performance.

The approach is to use appreciative and solution-focused language.

**Appreciative coaching** increases the player's awareness of their existing strengths and abilities and provides a positive starting point for the development of mental skills.

**Solution focused coaching** principles include:

What you focus on grows, so focus on solutions, not problems

Players are experts in their own lives so can recognise best solutions themselves

There is always a better way

Never failure, only feedback

All problems have exceptions

Do more of what works, do less of (or stop) what does not work

### Goal setting

This is the foundation of all coaching

The goal setting process

***Decide on goal area > Set the goal > develop an action plan > act > monitor > evaluate > success***

At any time in the process you should be able to change what is not working and do more of what works.

As a coach, before goals are set, you need to get acquainted with your players and clarify what they want from their korfball experience. Questions that might help this process include:

- What are the best things about your current involvement in sport/korfball? – understanding these sources of their interest and energy provides ideas that you can link into activities later
- Describe a high point in your sports/korfball experience up to now. – reveals how players evaluate both their sports achievement and relationships
- What do you most value from your sports experience? – from this the coach can create a positive context to frame challenges and issues the players bring to the sport, including how they perceive themselves and their interaction with others.

- What one or two things do you want more for sport? – gives an indication of what they want in the future or from the present period of activity.

Answering the four questions above accomplishes two things

1. Gives players an opportunity to reflect on what is important to them and was positive
2. Positive questions move players away from “problem outcomes” and towards creative and “solution focused” outcomes

And so they become agents of their own change.

When the goal area is set the players can be involved in setting **INSPIRED** goals and action plans. The acronym **INSPIRED** identifies a number of important principles:

- **I**nternalised – players should own and be committed to goals and so provides a greater sense of self-determination to succeed
- **N**urturing - include a developmental and learning element so the players grow personally as well as improve their performance
- **S**pecific – clear and unambiguous, not necessarily quantifiable, but certain thoughts and behaviours should be identifiable such as concentration and confidence
- **P**lanned - short and long term goals that are time-framed so give immediate and long-term incentive
- **I**n your control – should be achievable though the player’s personal effort (not subject to external factors such as financial or access to resources)
- **R**eviewed regularly - of progress towards short and long term goals helps keep a focus on the present as well as longer term commitment and persistence
- **E**nergising – goals should excite and energise players as well as produce a greater sense of accomplishment when they are achieved.
- **D**ocumented – in some form so they are readily accessible and visible

When setting goals, as a coach, you can focus on different skill areas.

Players can set goals to improve skills in areas:

- **Technical** e.g. korfball techniques of shooting etc
- **tactical** e.g. korfball strategies/tactics to use in defence
- **physical** e.g. improving health and fitness

- **mental** e.g. concentration, imagery and confidence
- **behavioural** e.g. teamwork, leadership, time management, diet, attitude, enthusiasm
- **environmental** e.g. sport-work-life-balance, personal and spiritual growth, home environment

The above areas are the foundation in the **Action Theory** approach to korfbal outlined in Modules 7 and 8. However, consideration should be made not to overdo the number of goals at any one time – for you as a coach setting them or for the player receiving them or setting them.

A key factor in setting goals in any of the above areas is to make sure different types of goals are aligned towards the same ends. Coaches need to teach players three types of goals

- **outcome goals** – relate to results and comparisons
- **performance goals** – relate to numbers and performance e.g. goals percentage
- **process goals** – relate to controllable behaviour required to deliver performance goals such as tactics and strategy, attitude, thinking processes

### Some korfbal examples

Goal type	Passing from defence to attack	Shooting	Rebounding
<b>Outcome goal</b>	Fewer interceptions in defence passing moves to attack	More goals than opposition	80% retrieval of shots not goals
<b>Performance goal</b>	Improve on 80% no interception rate	Improve on previous 60% goal rate	Improve on previous 70% retrieval rate
<b>Process goal</b>	All division players in position to help pass the ball through to attack	Greater success in supporting possible shooter especially feed and rebounder	Team supports player going to rebound to get in best position

### Appreciative and solution-focused coaching questions

As a coach you can enhance your players' self-management and self-regulation skills using the following types of questions:

- **Goal Clarification**

Player: "I want to improve my concentration skills."

Coach: "Great, so what does good concentration mean to you?"

- **Dealing with resistance**

Player: "... but I couldn't do all that goal setting stuff!"

Coach: "Okay, so which bits could you do?"

Player: "I really hate training and practising."

Coach: "I hear that. Which part of training and practising are less unpleasant to you?"

- **Language that moves players forward**

Player: "I just don't see the point in continuing. I don't feel I am getting anywhere."

Coach: "So, you'd like a better sense of purpose and direction? What would give you that?"

A popular and useful way to approach goal making is to set

### **SMART goals**

*Specific, Measurable, Action oriented, Realistic, Time based.*

SMART goals might look like these:

*"I will go to bed by 10pm the night before the Korfball Final game, have a breakfast of cereal and fruit and go for a slow walk in the park. After a carbohydrate-rich lunch I will find a quiet spot to relax for 10 minutes before preparation with the coach for the game."*

*"I will reduce my weight by 2kg during this month's training by doing the gym program 5 days a week, have a low-fat profile in my food and cut out the chips and chocolate snacks."*

*"In my coaching this next four weeks I will pay particular attention to making the players aware of "action understanding" by questioning them about the benefits of the activity first and then afterwards with the expectation that they can see the activities will improve their opportunities to shoot. The achievement will be seen in an increase in goal attempts per game."*

*"I will get my study done before training each night so that I can get my Uni work in on time and maintain my grades."*

*"I will have the research done for this assignment by the end of the first week and the first draft by the last lesson in Week 2. I will have the final presentation ready 2 days before it is due on Friday of week 3 and take a final look the day before it is due."*

## Arousal and anxiety control skills

Arousal is a general physiological state varying on a continuum from low arousal when bored or relaxed - to high arousal when we are excited or angry.

Anxiety is an unpleasant state often describing negative emotions such as fear, worry and apprehension.

Not all anxiety is wrong with regard to sport. Some apprehension is good to combat complacency.

The term recommended is **intensity** which can range from very low to very high (pumped up) and this can lead to improved confidence, motivation, stamina and strength.

Coaches need to teach players how to maintain and control their intensity because it can dictate how they will perform.

**Over-intensity** usually caused by a belief that an upcoming event will be stressful when actually it is their interpretation of the event. It can also be caused by lack of confidence or belief in their ability and by belief important others think this way too about them.

**Under-intensity** also caused by player's perception of how they might perform. Typically include over-confidence, perceived lack of importance, low motivation and physical symptoms such as fatigue.

Coaches can teach players to identify optimal intensity by making them reflect on previous successful and unsuccessful experiences.

### Intensity identification

Players can record, as below, and discuss with their coach.

Intensity factor	Best performance (optimal intensity), "Do more of this..."	Worst performance (over or under intensity) "Do less of this..."
Physical feelings		
Emotion		
Thoughts		
Behaviours		

**Optimal intensity** needs to be maintained by the player by questioning themselves about what they are doing well, what they need to change. Doing this means they are evaluating what they did and preparing to do as well and better in the future or next game. It is about staying task-aware, being patient and trusting performance routines developed in practice.

These questions from the coach can be useful to discover what causes their players pressure and anxiety and to encourage them to talk about the time when they successfully turned that pressure and anxiety into performance.

- What was the situation? What did you do?
- How did you feel as you did this?
- What were the benefits to you and others?

## **Mental imagery**

Mental imagery is a process of internalising (non-physical) rehearsal of a playing experience involving multi-sensory representations (e.g. sight, sound, touch, movement, smell and taste as well as emotions, thoughts and actions).

It is creating an imaginary feeling of performing. Using structured imagery is a way of acting out a potential performance.

Mental imagery can be used to improve tactical and game skills, strategy development, strategy practice and problem-solving. So, for example, it could be used to examine what a player does immediately the ball is brought up from their defence to attack and what they should think about/do initially.

A framework for helping coaches maximise the application of mental imagery is termed **PETTLEP**.

- **Physical** – closely mirror the physical movement in activity
- **Environmental** – replication of actual performance settings (e.g. on court) is essential
- **Task** – skills that benefit from external imagery, e.g. yourself on court
- **Timing** – real or actual performance time and timing action, e.g. movement prior to receiving a pass
- **Learning** – external perspective important e.g. for coordination in attack, internal perspective of feeling associated with defending and focus on opponent
- **Emotion** – similar to those experienced in actual performance
- **Perspective** – cognitive based skills such as when to pass the ball, when to take a shot, what to do when an opponent moves away from the post.

### Critical moments to use in mental imagery

When	Critical moment	purpose
Before, during and after practice	Performance rehearsal	To rehearse skill learning and performance
Before competition	Quick preview	To provide relaxing images, repetition of simple and advanced skills, competition strategies, past successes
During competition	Competition preview	To provide an example of actual skill execution, strategies and plays To rehearse action movements and events before they occur.
	Instant imagery	To imagine the feeling of movement or play after successful execution To commit to memory To identify or correct error
After competition	Competition review	To evaluate good and bad aspects of performance after a competition To assist in planning training To reward good performance.

### A mental image script for korfball

Basic skill components for taking a long shot	Add details (action, mood words)	Refine script using stimulating sentences
Watch some skilled korfball players taking long shots (e.g. video)	Watch and close eyes and imagine you taking the shot in the same way.	Imagine his/her timing and movement taking the shot.
Stand in a position to take the shot having received the ball and not closely defended	Have assessed first that there is a player in position to get the rebound. Take a deep breath for the following process of taking the shot	Imagine the power in the breath and how balanced you feel
Move the ball into position to shoot	Know how you will be holding the ball and position of the ball and hands prior to the shot	Imagine that you know and are confident that you have the ball correctly placed for the shot
Think about being balanced and body in line and eyes focused on the basket	Feel for your whole body being balanced and synchronised and not moving from the position relative to the basket	Imagine your whole body and eyes not moving from that focus despite the action of shooting
Consider movement of the body synchronised with “flick” from the wrists and fingers	Feel for that synchronised movement of wrists and body from feet upwards and the trajectory that you will give to the ball	Imagine the movement of your body as you take the shot and how lightly and solidly balanced.
Taking the shot – body and eyes after the shot	Feel for the fact you have not taken your eyes off the basket/korf nor moved your body out of	Imagine the movement of the ball to the basket and that it will go in.

	alignment with the post as the shot taken	
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## Motivational strategies

Motivation is the driving force behind player behaviour and involves the three central components of:

- Direction – choosing to participate in our sport
- Intensity – the amount of effort players are willing to expend
- Persistence – continual effort over time, especially in the face of obstacles

Most important for coaches to learn in explaining player behaviour is the distinction between external and internal motivation

**External motivation** refers to performing for incentives such as money, trophies or to please others.

**Internal motivation** refers to doing an activity for the inherent satisfaction of the activity itself.

The internally motivated player tends to have more interest, excitement and confidence which in turn lead to greater persistence, energy, creativity and well-being as well as performance.

To maintain and enhance internal motivation players need to have

- Competence – a feeling of mastery and accomplishment
- Autonomy – a sense of being in control so that behaviour and participation is self-determined
- Relatedness – a sense of belonging and security

Threats to internal motivation are:

- Perceptions that feedback is negative and indicating a lack of competence
- overvaluing rewards such as trophies and medals
- being constantly driven by directions and goals imposed by others (e.g. parents, coaches)
- being unable to establish a secure relationship based on sense of attachment to others, the team, the sport and organisation generally

As a coach we need to maintain and enhance internal motivation by finding ways to help our players feel competent in what they do, provide opportunities to exercise choice over

their behaviour and facilitate an inclusive, cooperative and supportive environment where players

- are encouraged to make things happen, not wait for things to happen – be active rather than passive
- can satisfy their own needs first before the needs of others
- experience enjoyment not desperation so events are positive not negative.
- can focus on personal pride, enjoyment, interest and satisfaction derived from achievement.

Some distractions that sabotage motivation are:

- Impatience with improvement
- Rationalisations that sabotage success
- Fear of trying and not succeeding
- Distractions by others
- Overload syndrome
- Overtraining syndrome

When dealing with negative thinkers try to move from defeatist to productive self-talk

Defeatist self-talk	Productive self-talk
Good in attack now mustn't blow my defence."	"I can keep my performance going as well in defence as in attack."
I missed that easy shot. I'll let someone else shoot from now on."	"I can do better than that and I will at my next opportunity to shoot."
She's defended every one of my shots.	"I'll change my movement so I can get away more easily to get a shot in."

### Dealing with winning and losing

How we, as coaches and players, individually approach achievement, affects how we can deal with winning and losing.

If you have a **task goal orientation** you are most likely to be interested in mastery of skills whereas if you are **ego goal oriented** you are interested in out-performing others – e.g. winning is everything and therefore losing is crushing- self-esteem is drastically reduced.

**To rebuild self-esteem** use questions such as:

- Did you try your best to achieve your goals or try to stuff up?
- Was your goal realistic given your preparation, available support, focus and quality of opposition?
- Was the outcome within or outside your control? (e.g. team control)

- Are there lessons you can extract from the experience that might help you now or in the future?
- How best can you act on these lessons?

As a coach you can offer this advice on finding emotional lifts when players feel emotionally down and out:

- Rest - go to bed early, sleep in, take naps
- Spend time in silence – silence relaxes
- Spend time in nature – nature heals
- Share time with positive energy people
- Avoid stressful people and situations
- Do simple thing that you enjoy
- Reflect on your own performance (and the team) for forthcoming performances.

Three other techniques to deal with winning and losing:

### **Technique 1: What ifs**

Work out ahead of time what if things go wrong and things go right too

A response might be

If I stuff up to day I will say to myself “that’s disappointing but it wasn’t all bad. I got this right and the team got this right.”

### **Technique 2: Simulations**

Simulations are simply adverse circumstances built into practice conditions, as a result of a “what if”. Then if the real thing happens you will know how to deal with it.

### **Technique 3: Mental rehearsal**

Players imagine themselves dealing with errors or mistakes. It can also be the team dealing with that too. It helps to refocus when things actually do go wrong.

### **Appreciative and solution-focused coaching questions**

Setbacks can stimulate learning and questions that can help in recovery can relate to a time when recovery was rapid:

- Who was involved? What happened?
- What internal and external factors enabled such a rapid recovery?

- What permanent positive changes did they (or the team) experience as a result of this experience?
- How can they apply what they learnt from that situation?
- What first steps can they take towards recovery from recent disappointments and setbacks?

Remember too that we are a team sport and assistance towards recovery can also come from the team together but also by getting players who are good at recovery to help those who are not.

### **Creating a positive environment for team selection**

Selection for a team is influenced by the type of **climate** you have as a coach.

A **task oriented or mastery climate** – where players receive positive reinforcement when they work hard, demonstrate improvement, help others learn through cooperation and believe that every player's contribution is important.

An **ego-oriented or competitive climate** is where players perceive that beating the opposition is all important, poor performance is punished, competition amongst team members is healthy.

All coaches should consider their own principles and processes of selection based around the following questions:

- What are the core selection criteria that will promote a positive korfbal environment characterised by such things as personal satisfaction, strong team identity, team cohesion, mutual acceptance and effective communication? Some suggested criteria might include:
  - effort and commitment – evidence in training as well as in competition
  - skill development – increasing proficiency in the performance of skills
  - supportive behaviours such as attendance, punctuality and enthusiasm
  - interactions – promotion of positive relationships among team members
- How can these criteria best be developed to make opportunities for selection as fair and equal as possible?
- Who else can provide information on selection that players would accept as an appropriate source?
- Players have the right to personal feedback when they are de-selected, so how is this best achieved? Selection should be solely based on agreed criteria and exclude any personal feelings towards individuals.

Coaches should coach players to believe that selection is controllable and help them focus on how they can improve their performances (through process goals) which will enhance

their selection potential. If performance is the key criteria for selection then players must assume responsibility for selection.

When players are de-selected coaches can suggest that they consider the following:

- Through self-talk make your setbacks temporary, not permanent.
- Get specific feedback from selector about what is required to improve performance.
- Focus on the controllable such as the effort and attitude both to training and games.
- Prepare responses to questions from others who do not know what else to ask you other than “Why were you dropped?”
- Preserve relationships with the club, team and organisation. Be nice to everyone and become known as someone who can handle setbacks.

### **Referral services for players who need sport psychology advice and support**

Almost everyone can benefit at some time from sport psychology services. Professional psychologists can offer qualified advice on

- Performance enhancement
- Individual mental skills development e.g. goal setting, concentration, handling pressure, confidence building, imagery, creating the ideal performance state
- Other life skills related to weight management, time management, balancing sport with other commitments, communication skills and dealing with issues related to sport.

Teams can benefit from using psychologists for issues related to conflict resolution, team building, team building, debriefing and program evaluation.

Mental health issues often become apparent at adolescence and these may be shown through particular behaviour.

<b>Behaviour sign</b>	<b>Example</b>
Withdrawal	Abnormal disinclination to speak up/get involved
Impaired focus	Inattentive, more easily distracted than usual
Irritability	More sensitive and easily frustrated than normal
Rapid weight change	Extremes of either weight gain or weight loss
Sadness and gloom	Increased tendency to appear very unhappy
Worry and agitation	Abnormally fretful and apprehensive
Aggression	Self-harm or excessively violent towards others
Erratic behaviour	Tendency towards mood swings
Loss of interest	Cold, unconcerned, insensible, loss of enthusiasm
Delusional	Deceptive, prone to fantasy and false beliefs
Grandiose behaviour	Over-confidence, arrogance

On witnessing any of the above behaviour coaches are advised to check informally and confidentially with colleagues and may speak to the player directly about their concerns. Support services might be appropriate.

Assisting your players to develop the mental side of their performance is important in the overall development of the player.

Contacts can be made through

Australian Psychological Society [www.psychology.org.au](http://www.psychology.org.au)

Australian Psychological Society College of Sport Psychologists  
[www.groups.psychology.org.au/csp/](http://www.groups.psychology.org.au/csp/)

The state Departments of Sport will also have state level contacts.

<p>If you are doing the Korfball Coach Level 3 Course do the <b>Worksheet 13 3ACG –Module 12 Psychology in Korfball</b></p>
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## Module 13 Anti-doping in sport

The use of substances and methods to enhance sporting performance, known as “doping” is an issue coaches need to consider.

Eliminating doping in sport is paramount to protecting the integrity of sport, ensuring a level playing field and maintaining the health and well-being of players.

### The role of the coach in anti-doping

To minimise doping in our sport, we can do a number of practical things;

- Planning and implementing a training program that develops the player in all areas
- Alleviate pressures on players where possible and caring for their wellbeing
- Provide information about the health risks and other effects of prohibited substances and methods to players
- Ensure players understand the consequences of using prohibited methods and substances
- Educate players about the various anti-doping resources that are available, and the procedures for checking medications and gaining approval for their use.
- Communicating to players the spirit of sport, health and fair play, by reinforcing that the use of prohibited substances is a method of cheating
- Discourage practices such as smoking, excessive drinking and the use of illicit drugs that are contrary to the idea of sport as a healthy pursuit
- Being a good role model in relation to the use of alcohol and illicit drugs and not smoking around players.

### Coach responsibilities in anti-doping

Coaches should understand that support personnel are subject to anti-doping rules in the same way that players are. Violation of the rules may result in sanctions.

Anti-doping rule violations relevant to player support personnel include:

- Tampering, or attempting to tamper, with any part of doping control
- Possession of prohibited substances and prohibited methods
- Trafficking in any prohibited substance or method
- Administration or attempted administration of a prohibited substance or method to any player, or assisting, encouraging, aiding, abetting, covering up or any other type of complicity involving an anti-doping rule violation or any attempted violation.

According to the World Anti-doping Code, player support personnel, including coaches, have the following roles and responsibilities with regard to anti-doping:

- To be knowledgeable of, and comply with, all anti-doping policies and rules adopted in pursuant to the World Anti-Doping Code and which are applicable to them or the players they support
- To cooperate with anti-doping organisations, such as the Australian Sports Anti-Doping Authority (ASADA) to conduct athlete testing
- To use their influence on athlete values and behaviour to foster anti-doping attitudes.

## **World Anti-Doping Agency**

WADA is the international independent organisation to promote, coordinate and monitor the fight against doping in sport in all its forms

The International Korfball Federation is a signatory to WADA's rules and work.

WADA 's activities focus on

- World Anti-Doping Code – acceptance, implementation and compliance
- Science and medicine
- Out of competition testing
- Anti-doping coordination
- Athlete outreach
- Anti-doping development
- Education

## **Anti-doping in Australia**

Australian Sports Drug Agency (ASADA) is responsible for:

- Doping control
- Education
- Investigation
- presentation of cases and hearings
- Sanction recommendations
- Assisting Australian national sporting organisations in the development, approval and monitoring of their anti-doping policies

It has the power to investigate suspected anti-doping rule violations, make recommendations on its findings and present cases to the Court of Arbitration for Sport

Anti-doping rules for athletes and support persons are:

1. An athlete must not fail to comply with a request to inform ASADA if his or her location; and
2. An athlete must not fail to be able to be located for a sample after being requested to provide his or her location: and
3. An athlete must not evade, or attempt to evade, a request by ASADA for a sample; and

4. An athlete must not fail to comply with a request for a sample; and
5. An athlete or support person must not tamper, or attempt to tamper, with a sports drug matter: and
6. An athlete must not use, or attempt to use, a drug or doping method mentioned in the Prohibited List and;
7. An athlete or support person must not traffic in a drug or doping method mentioned in the prohibited list; and
8. An athlete or support person must not possess a drug or doping method mentioned in the prohibited list; or
9. An athlete or support person must not;
  - a. Administer, or attempt to administer, a drug or doping method mentioned in the prohibited list; or
  - b. Engage in conduct aiding and abetting any activity involving a violation of the anti-doping rules; and
10. An athlete must not have present, in their urine sample or blood sample, a drug or its metabolites or markers or doping method mentioned in the prohibited list.

### **Prohibited substances and methods**

It is up to the individual and the sports officials to know what the latest substances and methods are. They can get this from the WADA [www.wada-am.org/en/](http://www.wada-am.org/en/)

and ASADA website [www.asada.gov.au](http://www.asada.gov.au)

### **Substances prohibited at all times**

- Anabolic agents
- Hormones and related substances
- Beta 2 agonists
- Agents with anti-estrogenic activity
- Diuretics and masking agents

### **Substances prohibited in-competition only**

- Stimulants
- Narcotics
- Cannabinoids
- glucocorticosteroids

### **Methods prohibited at all times**

- enhancement of oxygen transfer
- chemical and physical manipulation including intravenous infusions
- gene doping

### **How to check the status of medications in sport**

The ASADA Anti-Doping Hotline 1800 020 506 or their Information Book or On-line Medications List at the ASADA website [www.asada.gov.au](http://www.asada.gov.au)

### **The role of doping control in sport**

Is designed to maximise the deterrence and detection of athletes engaging in prohibited doping practices.

### **Who is eligible/subject to testing.**

Sample collections may occur in or out of competition

Anyone in korfball national or international competition may be targeted for testing.

Athletes under 18 or with a disability should have a representative with them at testing.

**Therapeutic use** of prohibited substances where an injury or illness necessitates this can be applied for through a submission to the Australian Sports Drug Medical Advisory Committee for approval.

### **Prohibited substances in foods and supplements**

Athletes are responsible for any substance found in their body so care is needed to ensure you do not take any since some foods and supplements may contain banned substances that have not been indicated on the content information.

### **References**

Australian Sports Anti-Doping Authority *Anti-Doping Handbook* and *Doping Control Guide*.

International Korfball Federation latest information on Anti-Doping

If you are doing the Korfball Coach Level 3 Course do the

**Worksheet 13 3ACG –Module 12 Psychology in Korfball**

## APPENDIX 1

### Australian Sports Commission Code of behaviour

This code of behaviour is intended to be the minimum standard for anyone involved in sport.

- operate within the rules and spirit of your sport, promoting fair play over winning at any cost
- encourage and support opportunities for people to learn appropriate behaviours and skills
- support opportunities for participation in all aspects of the sport
- treat each person as an individual
- display control and courtesy to all involved with the sport
- respect the rights and worth of every person regardless of their gender, ability, cultural background or religion
- respect the decisions of officials, coaches and administrators in the conduct of the sport
- wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years
- adopt appropriate and responsible behaviour in all interactions
- adopt responsible behaviour in relation to alcohol and other drugs
- act with integrity and objectivity, and accept responsibility for your decisions and actions
- ensure your decisions and actions contribute to a safe environment
- ensure your decisions and actions contribute to a harassment free environment
- do not tolerate harmful or abusive behaviours Athletes

#### Players

- give your best at all times
- participate for your own enjoyment and benefit

#### Coaches

- place the safety and welfare of the athletes above all else
- help each person (athlete, official etc) reach their potential - respect the talent, developmental stage and goals of each person and compliment and encourage with positive and supportive feedback
- any physical contact with a person should be appropriate to the situation and necessary for the person's skill development
- be honest and do not allow your qualifications to be misrepresented

## **Officials**

- place the safety and welfare of the athletes above all else•
- be consistent and impartial when making decisions
- address unsporting behaviour and promote respect for all people

## **Administrators**

- act honestly, in good faith and in the best interests of the sport as a whole
- ensure that any information acquired or advantage gained from the position is not used improperly
- conduct your responsibilities with due care, competence and diligence
- do not allow prejudice, conflict of interest or bias to affect your objectivity

## **Parents**

- encourage children to participate and have fun •
- focus on the child's effort and performance rather than winning or losing •
- never ridicule or yell at a child for making a mistake or losing a competition

## **Spectators**

- respect the performances and efforts of all people •
- reject the use of violence in any form, whether it is by spectators, coaches, officials or athletes

## APPENDIX 2



KORFBALL AUSTRALIA

### GENERAL POLICY FOR EVERYONE INVOLVED

Korfball Australia (KA) recognises the importance of everyone involved in korfball activities, including players, parents, coaches, referees and administrators.

KA will support the development of officials through setting standards, supporting the preparation to meet these and maintaining them when they are met nationally or through regional associations where appropriate.

As a player, an official or support staff member appointed by Korfball Australia (KA) or a member organisation you are expected to meet the following requirements in regard to your conduct at all times.

1. Comply and encourage compliance with KA standards, Constitution, By-Laws (including but not limited to the Anti-Doping and Member Protection By Laws) and policies.
2. Encourage and adhere to the rule and spirit of the sport of korfball including national and international guidelines, regulations and rules that govern KA and the game of korfball and the particular competition in which you are participating.
3. Make a commitment to providing a high quality service to players and the game of korfball , where appropriate to your service, by
  - a) Maintaining or improving your current level of accreditation
  - b) Seeking continual improvement through performance appraisal and education
  - c) Providing appropriate programs relevant to your duties
  - d) Maintaining **necessary** records.
4. Be fair, considerate and honest with everyone including players, officials and team/group members. Ensure you contribute to a positive experience for all involved in korfball with you by being courteous, respectful and having proper regard for their rights and obligations. This also implies not denigrating and/or intimidating players, officials, spectators or event organisers.
5. Refrain from any form of abuse, harassment or discrimination, or any conduct that might be reasonably regarded as any of these. Be alert to any conduct which may be reasonably regarded as any of the above especially if you are in a duty of care situation.

6. Ensure that any physical contact is appropriate for the korfball situation.
7. Take special care with persons under the age of 18 avoiding unaccompanied and unobserved activities and ensure no relationships can be allowed to develop that could be construed as sexual.
8. Refrain from any conduct which is or might be reasonably regarded as or being investigated for potentially being a breach of criminal law applicable to the jurisdiction in which you are located at the time.
9. **Be responsible in the consumption of alcohol products at korfball activities.** In a 'duty of care' situation you are responsible to ensure those under the legal age do not consume those products.
10. Be aware of the ethical and health issues regarding the use of drugs in sport and do not condone the use of illegal drugs or performance enhancing drugs.
11. Respect the customs of other cultural groups especially in relation to playing korfball and respect the law and customs when visiting foreign countries.
12. Do not make statements or take part or otherwise participate in demonstrations (whether verbally, in writing or by an act of omission) regarding political, religious or racial matters or any such matters which are prejudicial to or contrary to the objects, purposes or interests of KA or which bring KA or a korfball association, squad or team into disrepute.
13. Show concern and caution towards sick, injured or disabled players or others in korfball situations.
14. Be aware of the provisions for safe korfball environments through knowledge of risk management related to health and safety and support the processes related to these.
15. Be a positive role model for korfball and encourage others to demonstrate the qualities outlined in this Code.

## APPENDIX 3



KORFBALL AUSTRALIA

### POLICY FOR COACHES

Korfball Australia (KA) recognises the valuable contribution of coaches in the development of players and in maintaining and improving the level of korfball activities.

KA will support the development of coaches through setting standards, supporting the preparation to meet these and maintaining them when they are met nationally or through regional associations where appropriate.

As a coach appointed by Korfball Australia (KA) or a member organisation you are expected to meet the following requirements in regard to your conduct at all times. (*italic number at the end of each point lets you know which item in the KA General Policy it relates to*)

16. Comply and encourage compliance with KA standards, Constitution, By-Laws (including but not limited to the Anti-Doping and Member Protection By Laws) and policies. (1)
17. Encourage in your players and adhere to the rule and spirit of the sport of korfball as described in
  - the *IKF Code of Conduct*
  - national and international guidelines, regulations and rules that govern KA and the game of korfball and the particular competition in which you are participating. (2)
18. Make a commitment to providing high quality coaching to players and the game of korfball, where appropriate to your service, by
  - Maintaining and/or improving your current level of coach accreditation
  - Seeking continual improvement in your coaching through performance appraisal and education
  - Providing appropriate programs relevant to your coaching duties
  - Maintaining relevant records **for your activities and for your 3 year cycle of renewal.** (3)
19. Be fair, considerate and honest
  - with everyone including players, officials and team/group members
  - Ensure you contribute to a positive experience for all involved in korfball with you by being courteous, respectful and having proper regard for their rights and obligations
  - do not denigrating and/or intimidating players, officials, spectators or event organisers. (4)
20. Refrain from any form of abuse, harassment or discrimination, or any conduct that might be reasonably regarded as any of these. Be alert to any conduct which may be reasonably regarded as any of the above especially if you are in a duty of care situation. (5)  
The following points are specific to your coaching duties with players
21. Treat all players with respect at all times.
  - Be honest and consistent with them
  - Honour all promises and commitments, both verbal and written. (4)

22. Promote a climate of mutual support among your players
  - Encourage players to respect one another and to expect respect for their worth as individuals regardless of their level of play or gender.(4)
23. **Encourage and facilitate players' independence and responsibility for their own**
  - Behaviour
  - Performance
  - Decisions
  - Actions. (4)
24. Involve the players in decisions that affect them relevant to
  - their own development as players
  - team/group decisions (4)
25. Determine, in consultation with players, what information is confidential and respect that confidentiality.(4)
26. Provide feedback to players in a caring sensitive manner to their needs. Avoid overly negative feedback.
  
27. Refrain from any form of personal abuse towards your players.
  - Including verbal, physical and emotional abuse
  - Be alert to any forms of abuse directed towards your players from other sources while they are in your care. (5)
28. Refrain from any form of harassment towards your players and be alert to any conduct which might be reasonably regarded as such especially if in a duty of care situation. (5)
29. Be acutely aware of the power that you as a coach develop with your players in the coaching relationship especially with under age players and note particularly to
  - Ensure that any physical contact is appropriate for the korfball situation
  - Refrain from any conduct that could be considered a breach of criminal law (8)
30. Avoid situations with your players that could be construed as compromising.(7)
31. At all times use appropriate training methods which will benefit the players and avoid those which could be harmful
  - Be especially aware of the physical and social development of different age groups and the implications for coaching specific age groups
  - Be aware of the different learning styles and their pros and cons relevant to the needs of your players
  - In preparation for coaching consider
    - Most effective group organisation
    - Management of group behaviour
    - Requirement for teaching skills and tactics
    - Your communication strategies
    - **The 'game sense' approach**
  - Ensure that the task, training, equipment and facilities are safe and suitable for the age, experience, ability and physical and psychological conditions of the players.(10)
  - Be aware of risk management procedures related to safety and health
  - Be aware of and prepared to manage injuries (14)

- Show concern and caution towards sick, injured or disabled players. (13)
32. Be responsible in your consumption of alcoholic products at korfball activities
- Be aware that in a duty of care situation you are responsible to ensure under the legal age do not consume alcoholic products.(9)
33. Be aware of the ethical and health issues regarding the use of drugs in sport
- Do not condone the use of non-prescriptive drugs
  - Do not condone the use of performance enhancing drugs (10)
34. Respect the customs of other cultural groups
- Especially where issues that may arise when coaching or playing
  - When visiting foreign countries or playing against teams from other cultures (11)
35. Be aware of your important position in the korfball community and do not engage in any activity that could bring you, your squad, or any korfball organisation into disrepute. (12)

## APPENDIX 4

# Player medical history form

### PERSONAL DETAILS

Given name.....Family name.....

Address .....

Mobile..... Other.....

Sex M F Yes or No (please circle)..... Date of birth.....

### EMERGENCY CONTACT

Given name.....Family name.....

Address .....

Mobile..... Other.....

Relationship.....

### HEALTH CARE DETAILS

Doctor name.....Phone.....

Dentist name.....Phone.....

Medicare number.....

### MEDICAL DETAILS

Blood group.....Do you object to transfusions? Yes or No (please circle)

Have you received a medical clearance from your doctor? Yes or No (please circle)

Do you have any allergies? Yes or No (please circle)

If yes please list.....

.....

Please list any medical conditions that you have (e.g. asthma, diabetes, epilepsy)

.....

.....

**SPORTS INJURY DETAILS**

Please list any current or recurring injuries:

.....  
.....

Do you suffer from recurring pain in any joint when playing sport? Yes or No (please circle)

If yes please provide details

.....  
.....  
.....

Do you wear protective equipment (e.g. mouth guard, knee/ankle brace)? Yes or No (please circle)

If yes please provide details;

.....  
.....

Do you require specific taping/padding for a previous injury? Yes or No (please circle)

.....  
.....

Have you ever had a a head, neck, or spinal injury? Yes or No (please circle)

If yes please provide details

.....  
.....

To the best of my knowledge, all information contained on this form is correct (if under 18 please have a parent or guardian sign)

Signature.....Date.....

**Note:** Users of this form are advised that medical information should be treated confidentially. Check in your state if there are any additional legislation that affects the management of health records.

## APPENDIX 5

### KORFBALL COACH COURSES IN CONTEXT

Developed to meet the requirements of IKF and the Australian Sports Commission

IKF	KA Level 0	KA Coach Level 1	KA Coach Level 2	KA Coach Level 3	Principles Manuals (Content)
IKF Level 1 Rules and Signals Basic Playing concepts	Varied according to audience but similar to IKF Level 1 e.g. Teacher Intro course Youth /Trainer Level 0 (in KYLA)	B Rules and Signals C Basic Playing concepts D Youth Development A5. Player Development D Youth Development A2 Planning and Reviewing A4Coach in action E Practice Skills & tactics F Observation A1 Role of coach A4 Coach in action A3. Risk management			<b>Basic Principles Manual/Workbook For Coach Level 1</b>
IKF Level 2 Health and Physical Activity +Human Body Evolution & Development of Young athlete Methodology and resources for sports practices Education and Sport: trainers, parents and athletes Theory of the proper/improper sport practice Injuries and behaviour First Aid Hygienic conditions: Illness and transmission of infections					
IKF Level 3 Similar to IKF Level 2 but more detail and similar to KA Level 3			M1 Essence of Coaching M2 Program Management M3 Planning M4 Sports Safety M5 Coaching Process M6 Inclusive Coaching M7 Coaching Korfball Skills & tactics Session Plans Practical Coaching Task	M8 Introduction to physiology M9 Basic Anatomy & biomechanics M10 Development & Maturation M11Nutrition & Sport M12 Sport Psychology M13 Anti-doping Game analysis Coaching Coaching Session Videos Periodisation Plan Recovery Workbook	<b>Intermediate General Principles Manual for Coach Level 2</b>
IKF Level 4 Top Korfball coach (international course)					<b>Advanced General Principles Manual for Coach Level 3</b>

## APPENDIX 6

### A Korfball Outline Annual Plan for a representative U21 squad

Month	January	February	March	April	May	June	July	August	September	October	November	December
League												
Nationals												
Week end camps	Melbourne			Sydney				Adelaide				
Gym Fitness+												
Basic skills												
Attack 1												
Defence 1												
Attack 2												
Defence 2												
Defence 3												
Attack 3												
Set plays												
Special+												
School Holidays	To Jan?			April?			July?		Sept -	October (early)		From Dec?
Selection												
Train Phase	General preparation		Specific Preparation				High performance preparation				Rest off season	

Gym Fitness+ An individualised program for endurance, strength, power, speed, agility and flexibility with some in gym where appropriate

Basic Skills++ relate to passing, catching, shooting, moving

Attack1 relates to basic attacking skills . Numbers 2 and 3 against attack and defence relate to higher order activities in these areas that may vary according to team/division groups performance during training build up.

Set Plays may relate to taking or contending a Free Pass, penalty shot, getting positions etc

## APPENDIX 7

### WORKSHEETS FOR COACH LEVEL 3; ADVANCED PRINCIPLES COURSE

	<b>KORFBALL COACH ADVANCED GENERAL PRINCIPLES COURSE</b> <b>Worksheet 8 3ACG –Module 8 Aims and fundamentals</b>
<p>Personal Details</p> <p>Name..... Date.....Phone.....</p> <p>Email or postal address.....</p> <p>Club/state.....</p>	

1. List 3 or 4 things you have gained from levels 1 and 2 Coach courses.
  
  
  
  
  
  
  
  
  
  
2. List 3 or 4 things you would particularly hope to get from this level 3 Course
  
  
  
  
  
  
  
  
  
  
3. Assume you have been having difficulty in the past month or so in motivating your team and been getting little improvement in performance. You want to find out if it is something you need to change. List a few points you could check using your

Coaching Diary

Video self- analysis

Your mentor

4. In the "Considerations in all our coaching at whatever level' table, select just one point you would particularly like to improve through doing this course with a reason if you wish.
  
5. In the points noted such as reporting child abuse, discrimination of various kinds, dealing with bullying select one you think we might need to pay more attention to in the future in korfball.
  
6. What aspects of the korfball philosophy are particularly of value to you and therefore part of your philosophy as a coach?

Marking use only

Assessor name.....Date.....

Satisfactory completion of all questions

Needs to re-submit answers to the following questions: -



**KORFBALL COACH ADVANCED GENERAL PRINCIPLES COURSE**

**Worksheet 9 3ACG –Module 8 Physiology**

Personal Details

Name..... Date.....Phone.....

Email or postal address.....

Club/state.....

- List the fitness component (ie. speed, strength, power, endurance, flexibility) of each of the following activities (in the column on the right ):

Lifting heavy weights at the gym.	
Riding a bike for 45 minutes at an easy pace	
Carrying a large heavy weight	
Taking a stretching class	
Running as fast as you can for fifty metres, then walking back and repeating 8 times.	
Going for a slow 30 minute continuous jog	
Jumping explosively	

- Categorise each of the following activities as predominantly aerobic, lactic anaerobic or a lactic anaerobic. (ie tick or highlight the most correct)

Long passes moving easily in a korfball division	Aerobic	Anaerobic
Sprinting fast up a short, steep hill	Aerobic	Lactic anaerobic
Lifting a heavy weight overhead four times	Aerobic	Alactic anaerobic
Enjoying a leisurely 20 minute walk around your local area	Aerobic	Anaerobic
Doing a light warm up with your korfball team	Aerobic	Anaerobic
Seing how far you can run at maximum speed up and down the court in 30 seconds	Aerobic	Lactic anaerobic
Doing a korfball penalty shot	Aerobic	Alactic anaerobic

3. Using the HELPP system for monitoring the intensity of exercise, categorise each of the following activities (note an example is given in second column please rate the other two)

H.E.L.P.P.	Slow jog	Team drills/skills work in training	Sprint around a division boundaries
Heart rate	Low to moderate		
Energy system	Aerobic		
Lactate	Low		
Power output	LowLevel1 or 2		
Perceived exertion	Low		

4. A 14 year old female korfball player has asked you for a strength and conditioning program to help her improve her strength, speed and power. What are the issues you need to consider in this situation?

5. Mark is a 17 year old korfball player who want to make the state U/19 Squad. Using the RUFIT system, outline some important training considerations for him:

<b>R</b> ecovery	
<b>U</b> nique	
<b>F</b> requency	
<b>I</b> ntensity	
<b>T</b> ime	

6. Read through the self-monitoring report cards of Julie and John who are undergoing intense training for a korfball national championship in three weeks time. After each report card say what “message” the information is telling you about their training and competition preparation

1 = poor 2 = fair 3 = average 4 = good 5 = excellent

Julie’s Report Card <b>Fatigue factor</b>	1	2	3	4	5
What’s my attitude to training and life like today?		X			
How do I feel today?	X				
How did I sleep last night?	X				
How do my muscles feel today?	X				
How positive do I feel today?	X				
How’s my appetite today		X			

Message about Julie

John’s Report Card <b>Fatigue factor</b>	1	2	3	4	5
What’s my attitude to training and life like today?					X
How do I feel today?				X	
How did I sleep last night?		X			
How do my muscles feel today?			X		
How positive do I feel today?				X	
How’s my appetite today					X

Message about John

7. Following on from question 6 above, what type of recovery activities would you consider introducing to help Julie deal with her current situation?

8. Match the following “feedback comments” from korfball players to a training principle (ie. Individuality, reversibility, overload, specificity, variety, recovery, progression). Note that you can identify more than one training principle for each example but you only need to do one.

	Training principle
“I can’t believe it. Genevieve and I are both the same age and train together but she can do so much more training than I can.”	
“I am sore. The coach has really increased our sprint work this week.”	
“I have had a few weeks of training because of injury and I did a session yesterday and I am really tired, tight and sore today.”	
“Training with the team is great but I like to get there 15 minutes early and do some additional shooting to improve my accuracy.”	
“ I find that if I don’t do my daily morning run my endurance ability seems to decrease.”	
“I love training hard but I need to have Friday off. It makes me feel so much stronger and faster for the weekend game.”	
“Running every day is great but I am much better for the weekend game if I do yoga lessons instead on two days during the week.	

9. What is the most appropriate training to improve the following performance activities in korfball?

Jumping to collect a rebound under the post.	
Ability to keep up with an opponent in defence.	
Explosive action to do a running-in shot.	
Ability to be balanced correctly to take a long shot.	
Ability to intercept a ball moving between opponents.	
Ability to be able to pass the ball around in attack with long passes.	

10. One of the great challenges for any team coach is how to optimise the training of individuals within the team training environment. Outline some strategies you could

use to ensure each player in your team is getting the appropriate training load and optimal training and preparation program.

Marking use only

Assessor name.....Date.....

Satisfactory completion of all questions

Needs to re-submit answers to the following questions: -

	<p><b>KORFBALL COACH ADVANCED GENERAL PRINCIPLES COURSE</b></p> <p><b>Worksheet 10 3ACG –Module 9 Basic Anatomy &amp; Biomechanics</b></p>
<p>Personal Details</p> <p>Name..... Date..... Phone.....</p> <p>Email or postal address.....</p> <p>Club/state.....</p>	

1. Why is it useful for coaches to understand the body’s structure (anatomy) and how it moves (biomechanics)? (put an X in the correct column for each)

2. Answer true or false to the following statements regarding anatomical terminology by putting an **X** in the correct box.

	<b>True</b>	<b>False</b>
The femur is superior to the fibula		
The pubis is inferior to the sacrum		
The ribs are anterior to the vertebra		
The humerus is medial to the pubis		
The radius is lateral to the ribs		
The carpals are proximal to the metacarpals		
The tarsals are distal to the metatarsals		
The eyes and superficial in relation to the skull		
The skin is deep in relation to the muscles		

3. The skeletal system performs five main functions. List them and provide a brief description of each.

- I.
- II.
- III.
- IV.
- V.

4. In relation to the skeleton, answer the following where they all relate to korfball players:
  - a. A player develops a stress fracture in the shin. What is the anatomical name of the injured bone?
  
  - b. A player falls heavily in training and breaks their collar bone. What is the anatomical name of the injured bone?
  
  - c. A player jumps and lands awkwardly and breaks both the long bones in their forearm. What are the anatomical names of the injured bones?
  
5. A korfball player's knee hyperextends. Answer the following in relation to hyperextension:
  - a. What type of joint is the knee?
  
  - b. Provide two examples of this type of joint that are superior to the knee.
  
  - c. Describe in words what is happening to the knee when it is hyperextended.
  
6. What are the five main functions of muscles in the human body?
  - I.
  - II.
  - III.
  - IV.

V.

7. There are two main categories of biomechanical analysis. Name them both and give a brief description of each.
  
  
  
  
  
  
  
  
  
  
8. A korfball coach is keen to increase the distance that the players are able to throw the ball especially when intercepted in defence or when wanting to use long passing around in attack. What three factors can the coach work on to increase that distance passing?
  
  
  
  
  
  
  
  
  
  
9. In sequential movements for these movements in korfball, what is transferred from one body part to the next moving part?

Korfball long distance shot from moment of receiving the ball and undefended

Running-in shot at moment of receiving the ball

V shot at moment before receiving the ball

Penalty shot

Marking use only

Assessor name.....Date.....

Satisfactory completion of all questions

Needs to re-submit answers to the following questions: -



**KORFBALL COACH ADVANCED GENERAL PRINCIPLES COURSE**

**Worksheet 11 3ACG –Module 10 Development and Maturation**

Personal Details

Name..... Date.....Phone.....

Email or postal address.....

Club/state.....

**Please note all questions relate to korfball coaching.**

1. Helen is an experienced coach of senior players and is about to coach a junior development squad over the summer. Training is conducted indoors in a poorly ventilated basketball court. He knows that children are not little adults. What are key differences he needs to consider when planning the program?
  
2. Phil is the coach of a local under 11 years korfball team and there have been some questions raised about why his program doesn't include some fitness training. Phil is confident his program is appropriate and decides to speak with the parents about the planning. What do you think he will give as his reasoning?
  
3. Sally is an 11 year old girl who has experienced a big growth spurt in the past 12 months. She is the tallest player on the team and the coach plays her as the rebounder under the post every week. Should Sally specialize in this position at this age? Give a reason for your answer.
  
4. Alex is a 14 year old boy and is just starting puberty. What are the key changes in puberty that might impact on his performance?

5. Mia is a 15 year old girl who has been playing korfball for three years. She also plays netball and basketball. She has recently been suffering from knee pain when training. What could be two possible causes of this knee pain? How will you manage this problem?

Possible cause	solution

6. Provide a brief overview of the normal menstrual cycle. If a player is troubled by negative moods during her cycle when is this likely to happen?
7. A new female player joins your training squad and she tells you that at different times through her menstrual cycle she finds her training and competition commitment difficult. List three factors that can affect some players in this way.
- i.
  - ii.
  - iii.
8. As the coach you notice that one of your female players is feeling really tired all the time. You have also heard on the grapevine that she has fainted a couple of times at high school recently.

What could be the cause of these two problems?

How could you help address the problem?

9. What advice would you give to a pregnant player in your training squad?
10. You have a player in your squad who is ready to return to maximum training exercises after the birth of her baby. She asks you if it is possible for her to continue breastfeeding now that she is returning to korfbal. What advice would you give her?

Marking use only

Assessor name.....Date.....

Satisfactory completion of all questions

Needs to re-submit answers to the following questions: -



**KORFBALL COACH ADVANCED GENERAL PRINCIPLES  
COURSE**



iii.

iv.

v.

5. When checking the fluid levels of your squad before and after training, you notice that several players decreased their body mass by >2% during the session. What is the source of this weight loss? What recommendations would you make for future sessions?
6. The players in your squad are involved in a weekend competition playing more than two matches each day. What nutrition and hydration strategies can you recommend to promote recovery?
7. A female member of your squad approaches you about stopping weight training after a 4kg increase in body weight. This is despite fitness test results showing that she is actually quicker.

What other information would you want?

How would you address the situation?

8. You start to taper training for your players a week out from a major event. What dietary issues need to be considered?

9. Describe how the following supplements could be incorporated into a player’s meal plan. In which situation would they be valuable? In which situations would you avoid using them?

<b>Supplement</b>	<b>When to us</b>	<b>When to avoid</b>
Sports Drink		
Powdered liquid meal supplement		

10. As a coach in a korfball club, list some particular aspects of this module that you feel could be of benefit to all members.

Marking use only

Assessor name.....Date.....

Satisfactory completion of all questions

Needs to re-submit answers to the following questions: -



**KORFBALL COACH ADVANCED GENERAL PRINCIPLES COURSE**

**Worksheet 13 3ACG –Module 12 Sport Psychology**

Personal Details

Name..... Date.....Phone.....

Email or postal address.....

Club/state.....

**Assume in all questions that it is for korfball players and korfball situations.**

1. Provide an example of each of the three types of goals that players should set:

Outcome goals

Performance goals

Process goals

2. You are coaching a player who becomes extremely anxious prior to competition. The player gets themselves into quite a “state” and is extremely anxious and nervous, often to the point of throwing up prior to a competition. How can you assist this player?
3. A player who is returning to competition after an injury to their right knee has a problem with confidence when landing on their right leg. The knee itself is quite sound, but the player is fearful of sustaining another injury. Describe how mental imagery could be used to assist the player.
4. List three areas of performance that mental imagery can be used to improve
  - i.

ii.

iii.

5. How can a coach motivate players to give full effort and commitment?
6. How can a coach deal with an over motivated player?
7. How can a coach help players who unravel at the first failure or slightest error?
8. What can a coach do to create a positive environment for team selection processes?
9. What strategies can a coach use to assist players who are not selected for a team?
10. One of the girls in a group you are coaching has been showing some changed behaviour of late, sometimes seeming quiet and withdrawn and at other times aggressive and angry. One of the other players in the team has also mentioned that the girl in question is known to harm herself by cutting her arms. You are naturally concerned for the girls welfare. What should you do?

Marking use only

Assessor name.....Date.....

Satisfactory completion of all questions

Needs to re-submit answers to the following questions: -



**KORFBALL COACH ADVANCED GENERAL PRINCIPLES COURSE**

**Worksheet 14 3ACG –Module 13 Anti-Doping in Sport Psychology**

Personal Details

Name..... Date.....Phone.....

Email or postal address.....

Club/state.....

1. List four things a coach can do to assist in preventing doping in sport.

i.

ii.

iii.

iv.

2. How can you find which substances are banned in sport?

3. How do I check the status of medications?

4. If a player needs to take medication that contains a banned substance for a medical reason, what process should they follow?

5. Can players under the age of 18 be drug tested?

6. Are coaches subject to anti-doping rules, or do they only apply to players?

7. Describe the purpose of an anti-doping policy,

8. List two anti-doping rules.

- 
- 

9. What steps could a coach take if they suspect a player is using prohibited substances?

10. When working with developing players who are not subject to doping control, what can the coach do to assist in educating the player regarding anti-doping?

Marking use only

Assessor name.....Date.....

Satisfactory completion of all questions

Needs to re-submit answers to the following questions: -

