

Cheyenne Mountain Sports Medicine *Guidelines for parents regarding sports nutrition*

By Shaun Carmody, MA, ATC

The following information is not intended to be a substitute for a physician or nutritionist recommendation.

Nutritional Lessons and Sample Pregame Meals

Young athletes may not care about whether they "eat right," but they do care about how well they perform on the playing field. And they may think that a special training meal is the key to stardom. If your child asks for special pregame menus or nutritional advice, take the opportunity to give your athlete a few nutrition lessons.

Lesson 1: An athlete's performance doesn't depend on some magic elixir swallowed just before the game. It depends upon his or her everyday nutritional intake and sensible eating practices before exercise.

If young athletes are eating properly on a regular basis—and that means a balanced, carbohydrate-rich diet as recommended in the U.S. Department of Agriculture's Food Guide Pyramid- they don't need extra protein, minerals, amino acids, or anything else.

Lesson 2: The purpose of the pregame meal is to add to the body's energy reserves, maintain blood sugar levels, and prevent hunger pangs—without causing an upset stomach. To supplement energy reserves, the meal should be high in carbohydrates, moderate in protein, and low in fat and fiber.

Carbohydrates are the main energy source for muscles. Fiber eaten on game day can lead to gastrointestinal distress or discomfort. Foods heavy in fats and proteins sit in the stomach longer and tend to cause stomach upset.

Lesson 3: The timing of the meal is as important as the menu. Allow three to four hours for a large meal to be digested. Allow two to three hours for a small meal (fewer than 500 calories). Allow one to two hours for a blended or liquid meal. Allow less than one hour for a light snack. (Suggestions are listed below) Kids who are hungry before game time can eat a snack. Try rice cakes, crackers, low-fat yogurt, fruit, or a dry bagel.

After the game, athletes should continue to eat plenty of high-carbohydrate foods to replace depleted energy sources. Even better would be to also include small amounts of protein to assist in tissue repair. Liquid and solid food carbohydrate sources are handy, readily available and also help to avoid dehydration. (Suggestions are listed below)

Lesson 4: What athletes drink immediately before, during, and after a game is as important as what they eat. Stress to your children that they need to drink fluids even when they aren't thirsty.

Young athletes should drink a glass or two of water (6-8ounces) five to ten minutes before exercise and at least one glass every 20 minutes during exercise. Parents can make sure their athlete takes a big bottle of water to classes, games, and practices.

After exercise, athletes should drink at least two cups of fluids for each pound of weight lost during the activity.

Lesson 5: A pregame meal should concentrate on complex carbohydrates. Basically this just means the less refined, the better: pasta, rice, whole wheat bread and crackers and lightly (or un) sweetened cereal. Simple carbohydrates (things made with white sugar or white flour) will tend to give you energy very quickly, but then your blood sugar will spike and then drop dramatically.

Therefore, chocolate bars and candy may give you a short term energy boost but tend to cause a real energy drain within a short time and actually can hurt your performance more than help it.

Lesson 6: Caffeine and soda drinks should be avoided. Caffeine can lead to dehydration, and soda drinks can lead to stomach upset and are primarily simple carbohydrates (see lesson 5)

Other foods to avoid include high fat snacks (ex: potato chips), heavy meals (such as hamburgers and french fries), and high fiber meals and foods (such as fiber cereal)

Lesson 7: While food is important for energy, research shows that performance will benefit simply by staying hydrated. Water is the best source of fluids, although it is sometimes hard to get players to drink enough water before and during games or practices. One way of encouraging athletes to drink fluids is to supply them with flavored drinks instead of plain water.

Consuming a sports drink can double your performance benefit. Most sports drinks offer a combination of carbohydrates, vitamins, and electrolytes. Electrolytes are minerals (i.e., sodium and potassium) that the body needs in order to maintain body fluids and help with muscle contractions. When an athlete has an imbalance of electrolytes, he or she may experience muscle cramping. Experts agree that a 6% carbohydrate solution is optimal for a sports drink. For example, a drink that contains 14 grams of carbohydrates in an eight-ounce serving would meet this criteria. A proper sports drink has: a proper percentage of carbohydrates, no carbonation (for ease of swallowing and to avoid an upset stomach), a mix of simple and complex carbohydrates for quick and sustained energy, and an enjoyable taste.

Lesson 8: Nutrition for practices requires a little planning! Lunch is served 4 hours before practice and therefore most athletes will enter practice already hungry and possibly dehydrated. Providing packable snacks (such as many of those listed below) and a water bottle into your athletes bag allows them to have the nutrition and hydration necessary to perform at their greatest potential.

Providing even more of a challenge are early morning practices. Players who arrive at the game without fuel or water will put their team at a disadvantage. "No time" is no excuse!!! If your athlete is short on time, consider a glass of OJ followed by skim milk- with little time needed for preparation or consumption. Or the night before the game, prepare one or two packets of Instant Breakfast, grab a banana, or consider pre-cutting fresh fruit

Please consider the following recommendations when you are providing a pregame meal for your athlete or their team.

3-4 HOURS BEFORE GAME	2 HOURS BEFORE GAME	1 HOUR BEFORE GAME
Choose from these two groups within 2 hours after exercise for a healthy post game snack		
<ul style="list-style-type: none"> - Spaghetti with sauce (little or no meat), and - Whole grain roll, and - Angel food cake with fruit, and - Skim milk, fruit juice⁺, or water 	<ul style="list-style-type: none"> - Fruit and vegetable juices⁺ - Fresh fruit and vegetables - Whole grain breads and bagels with small amounts of peanut butter or low fat cream cheese - Low-fat yogurt - Crackers (whole grain, graham, or vanilla, saltines) - 2 servings of a sports drink[#], water or energy bar[*] - Fig Newtons - Low-fat granola or trail mix - Raisins or dried fruit - Muffins or pancakes (no syrup) - Fruit smoothie (fresh fruit, juice⁺ or skim milk, & ice mixed in blender) - Cereal (cheerios, shredded wheat, or wheaties) w/ skim milk - Chocolate milk (w/ skim milk) 	<ul style="list-style-type: none"> - Pretzels - Fresh fruit - Animal or graham crackers - Whole grain crackers - 1/2 of a bagel - Low-fat yogurt w/ granola - Sports drink[*] - Low-fat frozen yogurt - Cereal bars - 1 packet Instant Breakfast w/ skim milk or water - Water !!!! - Toaster pastries - Rice cakes
<ul style="list-style-type: none"> - Fruit and vegetable juices⁺, and/or - Fresh fruit and vegetables, and/or - Breads, bagels, baked potatoes, cereal with low-fat milk, low-fat yogurt, sandwiches with a small amount of peanut butter, lean meat or low-fat cheese 		
<ul style="list-style-type: none"> - One to two slices of thick-crust pizza, with little or no meat, and - One low-fat cookie, and - Juice⁺, water, or skim milk 		
<ul style="list-style-type: none"> - A cup of soup in broth (not creamed sauce), and - A slice of lean turkey or chicken breast on whole grain bagel or bread, and - A piece of fruit, and - Juice⁺, water, or skim milk 		
<ul style="list-style-type: none"> - Baked potato w/ veggies, lean meat & small amount of margarine (no cheese) - Corn or peas - Yogurt w/ fresh fruit - Juice⁺, water or skim milk 		

⁺ 100% juice, not juice drink- any juice of your choice (except prune)

^{*} A good energy bar should contain primarily complex carbohydrates and less than 3 grams of fat per serving

[#] A good sports drink should be 6% carbohydrate (14 gr / 8oz serving) and be non-carbonated

Resources

- www.physsportsmed.com/issues/1998/09sep/eating.htm
- www.sports-health.org/HTML/health/nutrition.htm
- www.ourcivilisation.com/fat/appb.htm#VeGES
- www.pueblo.qsa.gov/cic_text/health/win-win/athletenutrition.html

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Coaches Learning from Coaches: ITA Coaches Convention

Author: ASA News

Blog: <http://allstudentathletes.com/blogs/2008itaconvention>

URL:

Description:

The end of year ITA Coaches convention provided a great opportunity for coaches to get prepared and pumped for the upcoming spring season. About 300 coaches attended this conference in Naples, Florida from December 12th through the 15th.

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Coaches Learning from Coaches: ITA Coaches Convention



The end of year ITA Coaches convention provided a great opportunity for coaches to get prepared and pumped for the upcoming spring season. About 300 coaches attended this conference in Naples, Florida from December 12th through the 15th. Nothing could be better for tennis players than the sun in December, a beach resort, and tennis, tennis, and more tennis. Everything you could think of was discussed over the weekend. peak performance, singles drills, doubles drills, running practice, life lessons taught in tennis, strategy and tactics, rock n' roll and tennis, cardio tennis, and biomechanics just to name a few. Below is a little taste to the shared wisdom, fun, and humor over the weekend.



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Coach Greg Patton, head men's tennis coach from Bosie State shared his innovativeness when it comes to making practice fun and productive. Tennis is an individual sport but college tennis turns a solo sport into a team sport. Coach Patton describes "...everyone wants to belong on a team and practice can create that feeling...instead of playing for yourself, you can create an atmosphere where you are playing for each other...playing for a common goal..." One way Coach Patton creates this environment is also through music – Bob Marley to be specific during practice (Ya man!). He described the tennis courts as the "fountain of youth" and "a playground...play for that type of feeling again!" Patton asked the question, "What's the worst thing that could happen?" Most responses would be, "losing." But, Coach reminds us, "No, it's not losing. It's not playing!"

Now, how about women's tennis? Head women's coach for Northwestern University and the 2008 Wilson/ITA National Coach of the year for Division I, Claire Pollard led a clinic entitled, "Getting the most out of Women in College Tennis." Her introduction started off with a story:

A man walking along a California beach asked the Lord to grant him one wish. The Lord said "Because you have tried to be faithful to me, I will grant you one wish." The man said "Build me a highway to Hawaii, so I can drive over anytime I want." The Lord said "Think of the enormous challenges for that kind of project. The supports required to reach the bottom of the Pacific. The concrete and steel it would take! Take a little more time and think of another wish." The man thought about it for a long time and finally he said, "Lord, I wish that I could understand women. I want to know how they feel inside, what they are thinking when they give me the silent treatment, why they cry, what they mean when they say 'Nothing', and how I can make a woman truly happy." The Lord replied, "Do you want two lanes or four?"

Coach Pollard shared in her experience and some ways that produced successful results for her program. One tip included understanding the trends of the women's game. For example 56% of points end within the first 4 shots of the game, return of serve is very important – good returners win 43% of pts on opponent's 1st serve and 62% of points on 2nd serves... Pressure situational drills are added to practice to simulate pressure situations during matches. One example of this is a serving exercise- if a double fault occurs then the entire team has to run. Pollard also has individualized programs for each player on her team to account for each unique difference in their game and personality. She encourages her team to answer the question, "Are you out there for yourself or for the team?"

Another interesting topic that was covered was entitled, "Coaching Various Player Personalities," given by Brandyn Fisher, Performance Consultant, and assistant coach at West Virginia University. He also started out with a quote,

"I've made mistakes with players like everyone else and I would like to take back some words that I have said or some actions that I have done. But it is a part of life to accept that we are in roles where, in some respect, we learn through trial and error. We do not always know what the right solution is, so we have to take risks."

Coach Fisher talked about understanding the player personality. It would take an entire article in itself to discuss the details of this topic. But in summary four major player personalities were addressed:

- (1) Type A ("Driver") – this type of player often has a "yes coach" type of attitude. Motivation: constant challenges that maintain attention and desire, goal setting are important, but goal achievement is key...
- (2) Analyst (Organized, wants feedback) – this type of player tends to needs structure, and wants to know what to expect. Motivation: goal setting works well, practice plans and play status are effective...
- (3) Social Butterfly – this type of player is like the spirit of the team. Motivation: challenges are useful, consisting of ideas to make practice stimulating yet intense...
- (4) Follower – quiet, reserved socially, leader by example on the court/conditioning. Motivation: provide leadership opportunities...

By understanding these types of trends in personality, Fisher says it can help with motivating certain players, increase communication, help prevent/limit communication breakdown, assist in conflict resolution, and foster more team cohesion.

The topics above were just a snap shot of some of the information provided. There were many, many more. It was a great event for coaches to meet with other coaches, share thoughts and ideas on how to improve as coaches on the court and off the court, and it also gave them a chance to play a little tennis themselves.

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In short, "getting it together" requires slowing the mind. Quietening the mind means less thinking, calculating, judging, worrying, fearing, hoping, trying, regretting, controlling, jittering or distracting. The mind is still when it is totally here and now in perfect oneness with the action and the actor. It is the purpose of the Inner Game to increase the frequency and the duration of these moments, quieting the mind by degrees and realizing thereby a continual expansion of our capacity to learn and perform.

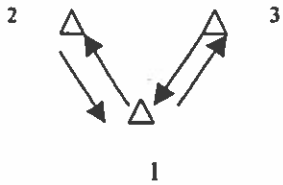
At this point the question naturally arises: "How

can I still my mind?" Or "How can I keep from thinking on the tennis court?" The answer is simple: just stop! As an experiment the reader might want to put down this book for a minute and simply stop thinking. See how long you can remain in a perfectly thoughtless state. One minute? Ten seconds? If you were able to quiet your mind, there is no reason to read further in this book because you already know the key to a concentrated mind, and thereby the secret that reveals all life's other secrets and the source of truth and joy. More than likely, however, you found it difficult, perhaps impossible, to still the mind completely. One thought led to another, then to another, etc.

For most of us, quieting the mind is a gradual process involving the learning of several inner skills. These inner skills are really arts of forgetting mental habits acquired since we were children.

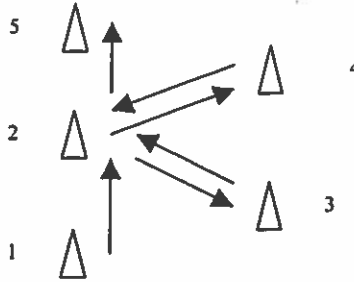
The first skill to learn is the art of letting go the human inclination to judge ourselves and our performance as either good or bad. Letting go of the judging process is a basic key to the Inner Game; its meaning will emerge as you read the remainder of this chapter. When we *unlearn* how to be judgmental, it is possible to achieve spontaneous, concentrated play.

AGILITY DRILLS:
V Cone Drill



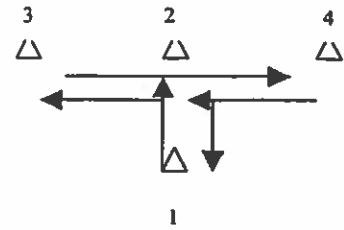
1→2 forward diagonal run
2→1 backward diagonal run
1→3 forward diagonal run
3→1 backward diagonal run

All cones are 5M apart
K Cone Drill



1→2 Forward run
2→3 Backward diagonal run
3→2 Forward diagonal run
2→4 Forward diagonal run
4→2 Backward diagonal run
2→5 Forward run

T Cone Drill



1→2 Backward run
2→3 Shuffle (Short)
3→4 Carioca (Long)
4→2 Shuffle (Short)
2→1 Forward run

5/10/5 Drill



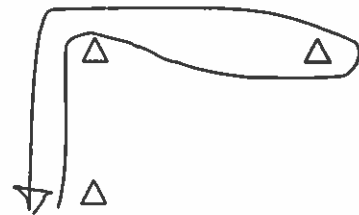
1→2 Sprint or defensive slide
2→3 Sprint or defensive slide
3→1 Sprint or defensive slide
Drill is either a forward sprint or defensive slide throughout.

Weave Drill



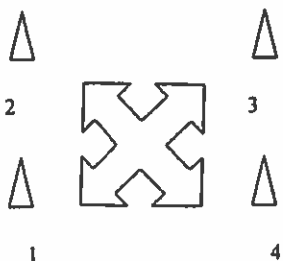
Weave between cones-forward, backward, shuffle, or carioca

L Cone Drill



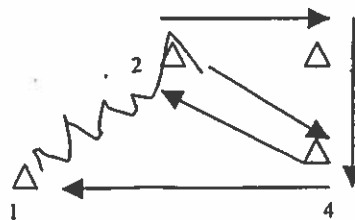
Forward run around cones or backward run for 1st half and forward for 2nd half

4 Square



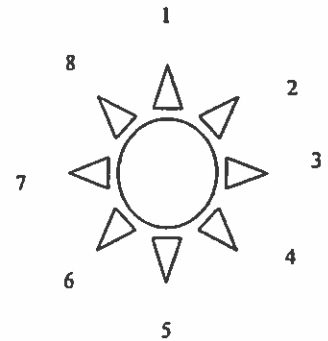
Facing same direction throughout drill
Shuffle to touch the cones in order-back to center after each touch

Nebraska Cone Drill



1→2 Zig zag hop (quick)
2→4 Backward run
4→2 Forward run
2→3 Shuffle
3→4 Backward run
4→1 Carioca

Starburst Drill



Start in center and face same direction throughout.
Hop from cone to cone in order, or run/shuffle facing forward the whole time

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Motivation

How to Evaluate Matches

Below is a structured method on how you should evaluate your matches. Although it may be easier for a coach to analyze your match, you can learn a great deal from self-assessing your own performance. Once you begin to routinely evaluate your matches, you will have a much better idea of what you need to improve on to reach the next level.

Opponent's name/score that you won or lost by:

Key points in the first set:

- In this section you should analyze what happened on crucial points in the opening set.
- What were the turning points in the set and how did you execute under pressure? For example, how did you play at 5-5 deuce in the first?

Key points in second and third sets:

- Again, analyze what happened on crucial points in both of these sets.

Overall:

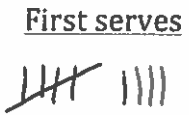
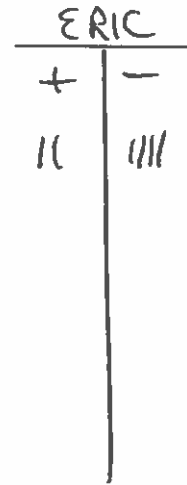
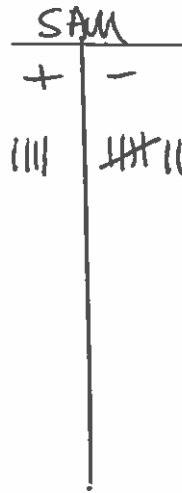
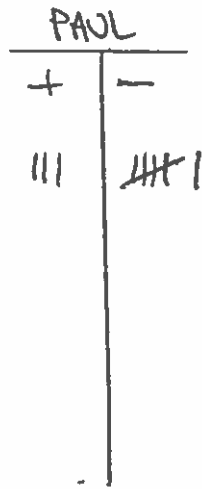
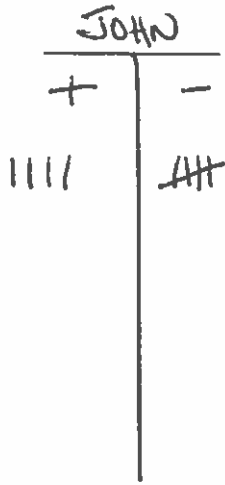
- This section should include what you did well and what you didn't do well throughout the match.
- How did your game feel overall?
- What did you do really well?
- What strokes broke down?
- What exactly do you need to improve on?

Opponent's game:

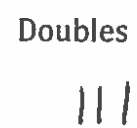
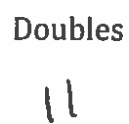
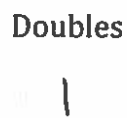
- Evaluate your opponent's game (strengths, weaknesses) for future match-ups.

**By evaluating matches, you will begin to learn more about your game and how you react under match conditions. After analyzing a few of your matches, you should notice re-occurring patterns. For example, why do you consistently miss your backhand down the line on big points? This is a re-occurring pattern that I have noticed in my last few matches. On big points, I become impatient and try to end the point quickly by going for a big shot down the line. I need to relax and be more patient when things start to get tight. I will make certain that I do not miss a backhand down the line on a crucial point in my next match. These are the types of things that you should learn from evaluating your own matches. This structured method should give you goals to work on for upcoming matches.*

Plus /Minus Charting



Doubles



Plus /Minus Charting

First serves

First Serves

First Serves

First Serves

Doubles

Doubles

Doubles

Doubles