Structure of the training document

SCOUT TRAINING PROGRAM

Seminar: 7

Title: Personal Development (Dual Carrier + Health)

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PART A. THEORETICAL DEVELOPMENT OF THE TOPIC

INTRODUCTION

The aim of this module is to cover topics that are important to develop personally during a sports career, which is why it is called Personal Development.

The content is divided into two different topics. The first topic is Dual Career, where the benefits of education for sport and personal development are shown. The second theme is Health, which is divided into several sub-themes such as nutrition, rest or recovery and which are focused on one main goal: performance.

Dual career is the combination of sport and studies. A dual career requires managing two major activities, both of which are important. Young people are in school during the same years that are favorable for developing talent in sport. So, young athletes find themselves on a dual-career path.

To be more concrete and to understand what journey young people find themselves on, the Dual Career often begins during childhood and continues through youth and adulthood as the young person progresses through primary school, secondary school, high school, and college/university education. Such an athletic career flows through the following stages:

- Initiation-an introduction to sports and playing for fun.

- Development-an emphasis on one sport, learning sport-specific skills, and involvement in structured practice and competitions.

- Mastery-achieving a personal peak in sport performance and possibility of pursuing sport professionally.

- Discontinuation-leaving competitive sports and shifting priorities to education or work.

Within this combination we have elements that need to be squared within our routine and that offer us the necessary balance to be able to perform well. These elements include rest, nutrition, personal relationships, getting tasks done on time and the ability to plan.

One group of researchers identified a pattern where they found several competencies that were repeated in the best student-athletes. Such competencies create a good part of student-athletes' resources. These competencies included: using time efficiently, prioritizing tasks, setting realistic goals, viewing setbacks as growth opportunities, seeking advice from the right people at the right times, listening and learning from others and from past experiences, and being flexible to alter plans if necessary.

Some recommendations for improving Dual Career competences are:

- Set realistic goals. Whether in studies, sport or health issues. It makes no sense to propose to study 5 hours a day for the whole season or to follow a very strict diet for a long time. These kinds of proposals end up failing because of unrealistic goals. It is preferable to set a main goal and small goals that can be modified little by little if necessary.

- Have a proper time management of all tasks. Studying and training require a very good organisation and a good time management that allows to face both challenges in the best conditions.

- Use long term and short-term planning to have a global perspective of the season. Having an overview helps to understand the different phases you will go through during the year.

- Manage the stress that can come with studying and competing by sharing it with people you trust who can provide calm in these situations.

- Remain positive during the process. These types of challenges tend to have different moments of happiness and disappointments that you must learn to manage. All the lessons learnt on the journey are beneficial for personal growth and are an opportunity to get to know oneself.

The content of this module is aimed directly at the players, but indirectly it is also aimed at the parents, as in many cases they are responsible for most of the nutrition.

This module is not intended to be a decalogue of rules to be followed, but rather a guide of practical advice to be taken into account and followed. The assimilation of the concepts offered here and the subsequent usability of the different tools proposed can be a differential factor in performance and personal development.

OBJECTIVES AND CONTENTS

1. To understand the importance of time management. To be able to create strategies that help us to make the most of our time.
2. Understand the Get Things Done method. Learn how to use it.
3. To have a general knowledge of food properties. Learn to pick up healthy habits.
4. Understand invisible training. Learn how to implement performance-enhancing elements.

DEVELOPMENT OF THE CONTENT

1. Time management

How often have we heard that athletes do not have enough time to train and cope with academic demands? This is not entirely true, because with the right strategy it is possible to combine both. As studies show, there are three main factors associated with time management that can be classified as time planning, time attitudes and time wasting. In particular, one research result indicated that gender and students' careers do not show significant differences in time management behaviors. While students' year of study and faculty reveal significant differences in time management behaviors. Meanwhile, all time management behaviors are significantly positively related to students' academic performance, although the relationship is weak. Time planning is the most significant correlated predictor.

As several studies have shown, having a basic understanding of time management benefits academic performance and thus personal performance.

The term "time management" became familiar in the 1950s and 1960s as a tool to help managers make better use of available time. The concept of time management comes from Frederick Winslow Taylor's early analysis of workers' time and motion studies with the aim of reducing unproductive tasks and time wasting.

There are basically three surfaces of time management behaviors which are short-term planning, long-term planning and time attitudes.

Short-term planning, long-term planning and time attitudes. Short-term planning seems to encompass a variety of items that require short-term planning, either in the day or in the week. Time attitude has a more attitudinal character. Long-term planning competence is about managing day-to-day work with a broader
time perspective, keeping track of important dates and setting goals by postponing them. Each of these time management behaviors seems to have an obvious and direct significance for effective performance.

With this information in mind, we will address the 3 different factors with a dynamic approach, where we will look for the best solutions and create or adapt tools to help athletes improve their time management.

1.1 Use a Planner or Calendar

Before focusing on more short-term work, it is advisable to have a season plan where we can visualise in a simple way and thus identify the times of the year when we have the most workload (competition and exams). From there we can plan more adequately the different phases that we will encounter during the course and the season.

General year planner:

Year Planner

Week planner:

Week Planner

1.2 Complete assignments in chronological order

Each task has a different importance and it is necessary to find the value of each one in order to prioritize. This prioritization will be done on a personal basis and will depend on the abilities and circumstances of each athlete. If an athlete is fast enough but has more problems understanding a particular topic in mathematics, he/she could prioritize more time studying that subject and put the extra speed training on the back burner. This is just one example that can serve as a reference but will depend on factors that will be different for each athlete.

When it comes to completing the tasks, it is advisable to write them down in our weekly calendar chronologically by importance, so that we can follow an order and maintain a greater capacity for management.

1.3 Blocking distractions

Everyday life is full of noise and distractions. Mobile phones, television, people, etc... All these elements play against us. While it is true that multitasking is a skill that in many cases is highly regarded, the ability to concentrate is no less so and only a few manage to multitask effectively.

Taking into account the age and experience of the participants in the project, it is advisable to start by mastering the first steps in order to be able to extend our skills in the future. Therefore, in order to be able to devote the required level of attention to our tasks, we have to start by performing only one task at a time.

2. Get things done

Understanding planning as the starting point for improving time management is basic, but it would not be a valuable next step: execution.

Taking David Allen's Get Things Done method as a reference, we propose this way of storing ideas in a trusted system that we can manage. The method is simple and in this case we will divide it into 4 steps to follow and a daily management habit that helps to keep it updated and allows us to execute the chosen actions at the right time.

1. Capture

This is the first step of the method and consists of entering the ideas/tasks that come to your mind on a daily basis in a safe place where you can go to later. Since our brain is not equipped to store a lot of quick ideas and keep them fresh for a long time, the result is often that these ideas are forgotten.
To avoid this, it is proposed to write down in a notebook those ideas that come to us during the day. In this notebook we will have two inboxes, one for studies and the other for sport, so we can keep our ideas better organised.

2. The clarification

At the end of the day, once we have the ideas in our inboxes, it is time to clarify them. In this step we will follow several steps that will help us in the clarification process:

- Assign a verb to the tasks. These verbs can be a good start: research, read, email, call, brainstorm.

- Avoid ambiguous tasks such as: dad, knee. Instead, try to be clear and use tasks such as: call dad, work on my knee stability.

- Try to keep the tasks simple and not too complicated to do in order to promote that they can be done in a short time.

- Once we have classified the tasks we have to decide if the task is relevant or not. If it is not, we delete it.

If it can be done in less than 2 minutes, it is done. If it takes more than 2 minutes, it is postponed and a completion date is added.

3. Organizing tasks

The purpose of this step is to bring the tasks we have stored in our inboxes to our lists. It is recommended to have 2 lists: Projects and Areas.

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Projects are tasks with deliverables and due dates. To identify a project, ask yourself what are you working on? If something has over 3 tasks, make it a project.

Examples:

- Studying for the math's test
- Improve ball striking
- Plan a strategy for the next match

Areas are ongoing activities and require a minimum standard. To identify your areas, ask yourself: What always matters?

Examples:

- Health

- Studies

- Friends

- Hobbies

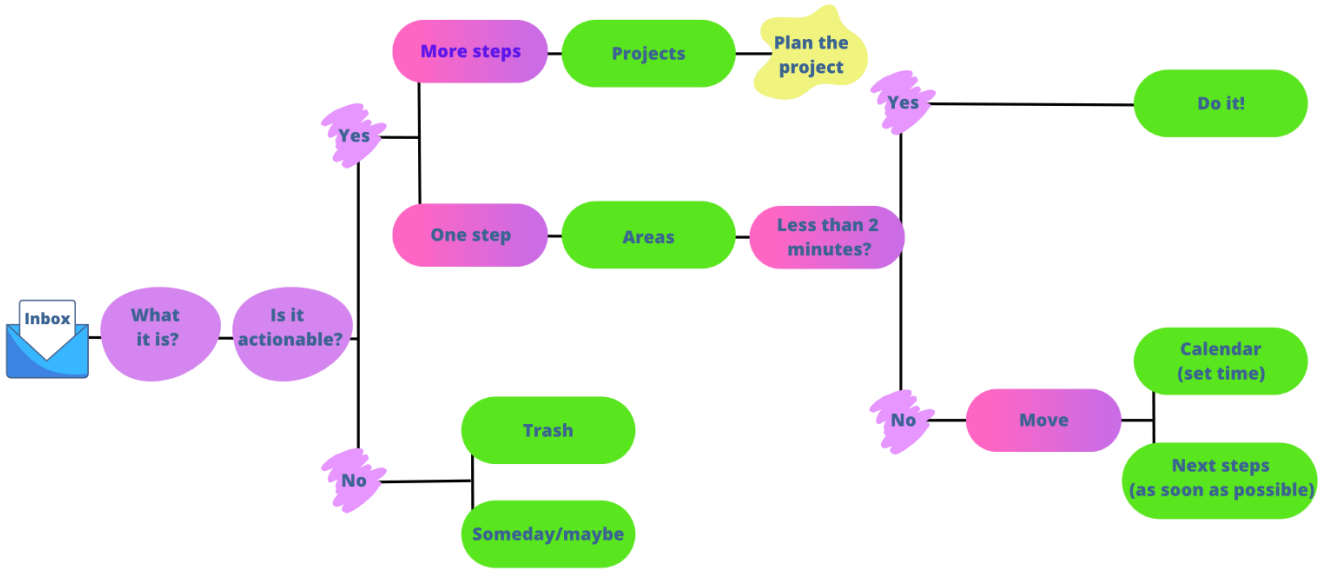
4. Reflect on your tasks every week

A weekly review in GTD is about reviewing your project lists, checking their due dates, updating info and identifying the next actions. It is important to do a weekly review (no more than 20´) every week to make sure we're on top of everything.

Besides doing a weekly review, do a review after each semester ends. This is the time to reflect on big questions such as; “Am I doing tasks important tasks?” “How have I performed this semester?”

Here’s a simple checklist for a weekly review:

1. Empty your capture inbox
2. Check all overdue tasks
3. Review your projects and their next actions
4. Add any new info
5. Review Waiting tasks
6. Review Someday/Maybe List
7. Review upcoming calendar
8. Review outdated tasks



Source: Athletes Inspire Children

3. Nutrition

We can train as much as we want and spend many hours in the gym, but if we do not take care of our diet we will never achieve our best performance or maintain a high performance in the long term.

In order to choose the right diet, it is necessary to know the foods and the function they have in our body.

3.1 Macronutrients

3.1.1 Carbohydrates

Carbohydrates, also known as saccharides or carbs, provide energy for the body. Each gram of carbohydrates provides 4 calories.

The body breaks carbohydrates down into glucose, which is the primary energy source for the brain and muscles.

Carbohydrates are one of three macronutrients, which are nutrients that the body needs in larger amounts.

Recommendations:

- Before exercise (to increase CH availability): 1-4 g/kg body weight (1-4 hours before). Foods low in fat and fibre, well tolerated.

- During exercise: 30-60 g CH/hour

- After exercise (rapid post-exercise recovery): 1-1.2 g/kg body weight/hour just post-exercise until the first 4 hours. CH in small amounts every 15-60 minutes.

3.1.2 Proteins

Composed by amino acids and repair the body's cells. Contributes to growth and maintenance of muscle mass, as well as to the maintenance of normal bones.
Extra protein is needed to compensate for the increased muscle breakdown that occurs during and after intense exercise, as well as to build new muscle cells.

Protein requirements of athletes are increased with respect to the normal population. 2.0-2.2g/kg body weight/day. Protein distribution in every meal: around 20g. Pre-training: 5-10 g essential amino acids

3.1.3 Fat

Fat helps give your body energy, protects your organs, supports cell growth, keeps cholesterol and blood pressure under control, and helps your body absorb vital nutrients, as well as vitamins A, D, K and E (fat soluble vitamins).

Lipid intake should be similar to the usual diet: predominance of monounsaturated, followed in equal proportion by polyunsaturated (especially omega-3 and saturated). 0.8-1.2 g of fat/kg body weight.

Not less than 15% of total calories should be ingested, in order to ensure the supply of essential fatty acids and fat-soluble vitamins. Olive oil, nuts, such as almonds or nuts, with some fats rich in omega 3; and bluefish, such as salmon, sardines or mackerel.

3.2 Micronutrients

The vitamins and minerals. An adequate intake of these micronutrients is essential for athletes for the following reasons:

- Metabolic regulators; fundamental role in energy production during effort.

- Synthesis of haemoglobin.

- Maintenance of bone health.

- Maintenance of immune function.

- Protective effect against oxidative damage.

- Important role in the synthesis and repair of muscle tissue during post-exercise or injury recovery.

3.3 Hydration

The best way to stay hydrated is to drink before you feel thirsty, so it is important to be well hydrated before starting the activity and try to minimize dehydration. Good hydration is a fundamental condition for optimising sports performance, as sweating is essential for optimal thermoregulation.

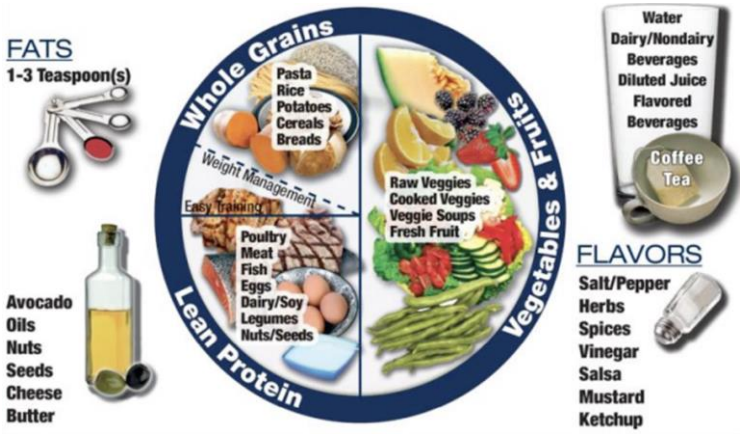
Fluids, water and sports drinks, are responsible for restoring the body's homeostasis due to the loss of water and electrolytes (ions).

When it is too late we can observe various signs and symptoms of dehydration such as: loss of concentration, headache, early fatigue, decreased performance, heat intolerance, cramps, delayed recovery, nausea and vomiting, increased heart rate.

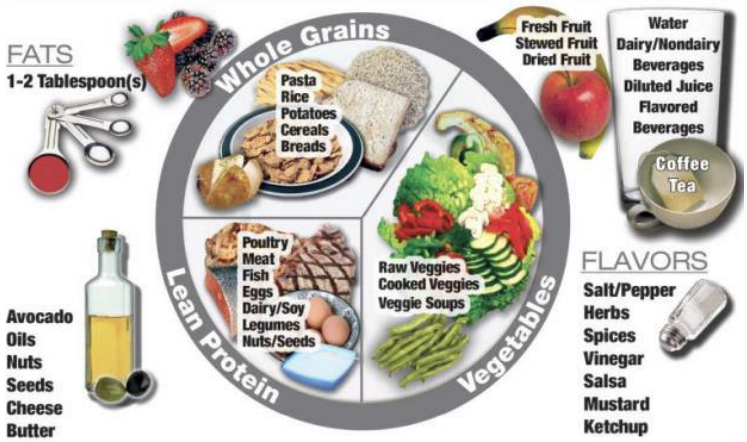
3.4 Healthy meals

Here there are some examples of healthy meals, according to the type, intensity, and duration of your training.

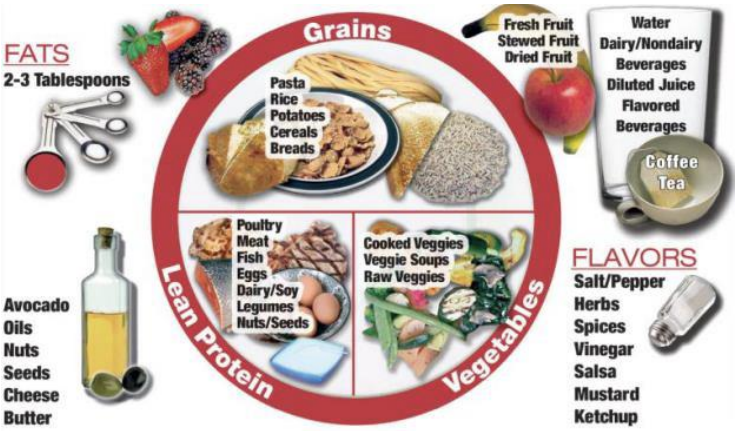
Low demand training



Moderate training



High demand training or game



For a rough estimate of how much of the different macronutrients should be consumed per day, the common food in training days is:

Cereals. 4-5g/kg/day

Proteins. 2g/kg/day

Fat. < 1.5g/kg/day

In addition to these foods, we cannot forget the daily consumption of fruit and vegetables.

A common pre-training meal could be:

- 3h before training (huge snack). Rice, grilled chicken and tomatoes.

- 2h before training (snack). Sandwich and some fruit

- 1h before training (small snack). Fruit juice or a cereal bar.

3.5 Different phases of nutrition

It is important to distinguish between the nutritional requirements of our body depending on the activity we are carrying out. Eating before training is not the same as eating after training. As we have already mentioned, each macronutrient provides different elements to our body. This is why we are going to show several menu options that are perfectly adapted to the different phases.

3.5.1 Before game meal examples

Our body needs to have maximum glycogen stores to avoid fatigue and to maintain the right level of glucose in the blood.

Menu 1:

- Two skimmed yogurts with fruit (250g) and jam (50g)

- Oat flakes (50g)

- Corn flakes (50g)

- A large unit of banana (200g)

- Toasted white bread (50g) with ham (40g)

Energy: 1000
Carbohydrate: 192g
Protein: 38g
Fat: 8g
Fiber: 16g

Menu 2:

- Skim milk shake (300ml) with a large banana (200g), strawberries (150g), two tablespoons of honey (20g), add oat flakes (50g) and corn flakes (50g)

- Toasted white bread (60g) with low-fat fresh cheese (60g) and jam (50g)

Energy: 1160
Carbohydrate: 225g
Protein: 38.g
Fat: 7g
Fiber: 18g

Menu 3:

- White rice (100g) with peas (50g), corn (40g), grilled chicken breast (100g)

- White bread (50g) and a tablespoon of olive oil (10g)

- Skimmed yogurt with fruit (125g) with a tablespoon of jam (10g), 4 tablespoons of cornflakes (40g) and a large banana unit (200g)

Energy: 1132
Carbohydrate: 198.5g
Protein: 47g
Fat: 16.5g
Fiber: 16g

3.5.2 During game meal examples

During the training or match we will limit our intake to water, isotonic drinks, gels, dried fruit or energy bars.

3.5.3 Post game meal examples

The recovery of muscle glycogen and adequate rehydration will be essential for an athlete's comprehensive recovery. One can speak of the 4Rs as a recovery system: rehydrate, recharge, rebuild and repair.

Exercise triggers the breakdown of muscle protein. The rate at which this happens depends on the exercise and your level of training, but even well-trained athletes experience muscle-protein breakdown.

Consuming an adequate amount of protein throughout the day gives your body the amino acids it needs to repair and rebuild these proteins. It also gives you the building blocks required to build new muscle tissue.

Your body’s glycogen stores are used as fuel during exercise, and consuming carbs after your workout helps replenish them. Furthermore, insulin secretion, which promotes glycogen synthesis, is better stimulated when carbs and protein are consumed at the same time.

Therefore, consuming carbs and protein after exercise can maximize protein and glycogen synthesis.

As summary we can say a post-workout meal with protein and carbs will enhance glycogen storage and muscle protein synthesis. Consuming a ratio of 3 to 1 (carbs to protein) is a practical way to achieve this. Because during exercise, you lose water and electrolytes through sweat. Don´t forget replenishing these after a workout can help with recovery and performance.

Menu examples:

- Grilled chicken with roasted vegetables and rice

- Egg omelet with avocado spread on whole-grain toast

- Tuna salad sandwich on whole grain bread

- Quinoa bowl with sweet potatoes, berries, and pecans

3.6 Considerations

Within nutrition we can find players who follow a specific diet due to their religion, allergies or simply a choice. We have to respect these diets and facilitate as much as possible the inclusion with the rest of the young players.

We will have to take into account what foods vegans or vegetarians can eat, what kind of allergens some food contains to avoid food poisoning and try to create a menu that suits the needs of each player to avoid the risk of inclusion.

4. The invisible training. Recovery

Invisible training is what athletes do between training sessions and what is mainly focused on recovery. Here we can include rest, active recovery and nutrition.

Another differentiating factor not only among athletes who reach the top and are able to maintain their performance for years, but also among athletes who combine training with studies is rest. We will focus on sleep in particular.

Sleep quality is a widely used concept but there is a lack of clear consensus on the definition. Various parameters such as sleep latency, nighttime awakenings, wake after sleep onset, and sleep efficiency are used to evaluate sleep quality, but these lack clear normative values across all age ranges. Sleep latency is defined as the length of time, in minutes, it takes to transition from wake to sleep, while sleep efficiency is defined as the ratio of time spent sleeping to total time in bed. It has been generally accepted that shorter sleep latencies, fewer nighttime awakenings, reduced time spent awake between sleep onset and sleep termination (i.e., wake after sleep onset), and higher sleep efficiency are indicators of better sleep quality.

There is a lack of consensus on the importance of naps; however, it is thought that fewer naps per 24-h period indicate good sleep quality, and more naps indicate poor sleep quality.

Not only is it about maintaining optimal performance, but there is evidence of a link between chronic suboptimal sleep patterns and the risk of musculoskeletal pain and sports injuries with sleep deprivation.

We could start with small changes and work our way towards healthier sleep habits, also known as sleep hygiene.

To help achieve restful sleep, two strategies can be followed:

- Create a sleep-inducing bedroom. The choice of mattress and pillow is essential. The room should be at a suitable temperature (not too warm) and there should be no disturbing lights to interfere with sleep.

- Optimise the sleep schedule. Establish a fixed wake-up time and create a routine.

- Find a bedtime routine. Switch off your devices, dim the lights, etc...

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PART B. MONITORING PROPOSAL

Time management tools:

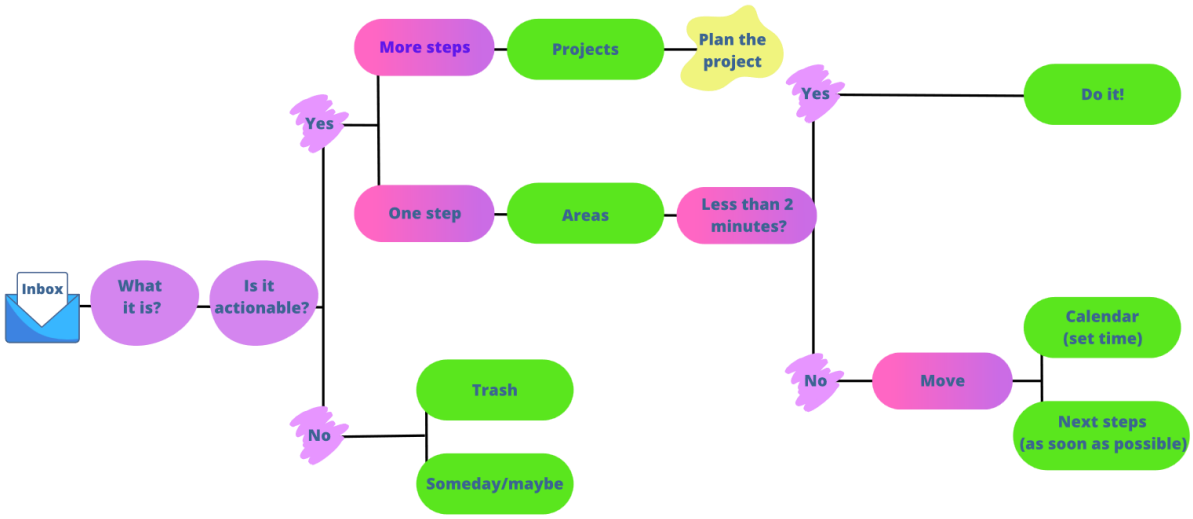
General year planner:

Year Planner

Week planner:

Week Planner

Get things done tool:



Nutrition tool:

Differentiate between pre-training, training and post-training and follow the guidelines proposed in the topic. Choose one of the sample menus to start gaining experience.

Sleeping tool:

- Create a sleep-inducing bedroom.

- Optimise the sleep schedule.

- Find a bedtime routine.

ACTIONS OR DYNAMICS

ACTION 1

Name: Year planner

Target group: Coaches, players

Description/Deployment/Timing

This tool is simple, you just have to enter the dates of tournaments, matches, exam periods, etc. The idea is to visualise clearly how the season is going to be in order to know how to manage each phase properly.

Achievements

To be able to optimally adjust training to each stage.

General coach's attitude

Variable depending on the stage

Other considerations

ACTION 2

Name: Get Things Done

Target group: Coaches, players

Description/Deployment/Timing

It is a tool that helps us to organise our ideas in a clear way and allows us to organise them in projects in a simple way. Depending on the week it may take about 5 minutes at the end of the day, plus about 15 minutes at the end of the week. All the steps are explained in the lesson plan.

Achievements

Get into a routine to know how to channel our ideas.

General coach's attitude

Other considerations

ACTIONS OR DYNAMICS

ACTION 3

Name: Nutrition Tool

Target group: Coaches, players, parents

Description/Deployment/Timing

This tool is an orientation tool that summarises the different scenarios that players have during the season. The menus we propose cover in a general way the needs that the players have.

Achievements

To understand the function of food in our bodies and to know how to mix different foods in an appropriate way to create menus that meet the needs of the girls.

General coach's attitude

Active

Other considerations

ACTIONS OR DYNAMICS

ACTION 4

Name: Sleeping Tool

Target group: Players

Description/Deployment/Timing

The tool is just a computation of recommendations to help you fall asleep in the right way and to ensure that you get the right amount of rest.

Achievements

Find a routine that shortens the time to sleep and improves the quality of it.

General coach's attitude

Other considerations

ANNEXES

- Post about Dual Career in young athletes
- Article about sleeping and performance