



# **FIS Youth Seminar**

**Zurich, Hotel Hilton**

**25. – 26. September 2007**

INTERNATIONAL SKI FEDERATION

# 5<sup>th</sup> FIS Youth Seminar

## Programme

### Tuesday, 25<sup>th</sup> September 2007

Arrival

19.00 Welcome by the FIS President Gian Franco Kasper and Secretary General Sarah Lewis  
Opening Cocktail with finger food

Salon La Place A

### Wednesday, 26<sup>th</sup> September

Please note, the seminar will be conducted in English only.

Salon La Place A

08.30– 08.45 Welcome  
Ken Read, Chairman Coordination Group Youth & Children  
Josef Zenhäusern, Consultant FIS Aid&Promotion

#### Topic 1

08.45 – 09.15

#### Without the support of parents, no racers?

View of a coach  
Wolfgang Maier, Sport Director, German Ski Association

09.15 – 09.45

View of an Olympic Champion  
Pirmin Zurbriggen, former ski racer and father of kids racing in ski sports

09.45 – 10.15

Coffee break

10.15 – 11.15

Round table / Podiums discussion  
Ken Read, Pirmin Zurbriggen, Jana Gantnerova  
Moderation: Fabienne Schnyder, Schnyder Communications GmbH

11.15 – 11.45

Child protection/welfare  
Dr. Jenny Shute, Member of the FIS Medical Committee, GBR

11.45 – 14.00

Lunch

#### Topic 2

14.00 – 14.30

#### Animate Kids for Ski Sport

Recruiting, retaining and developing youth in ski and snowboarding  
Walt Evans, Member of the Alpine Youth & Children Sub-Committee, USA

14.30 – 15.00

Ideas and examples to animate kids to participate - focus Cross-Country  
Satu Kalajainen, Chairlady of the Cross-Country Youth & Children Sub-Committee

15.00 – 15.30	Discussion – Participants to provide practical examples in their countries Moderation: Fabienne Schnyder
15.30 – 16.00	Coffee break
16.00 – 16.30	Development of motor skill strategies for children Arno Staudacher, Director Ski Gymnasium Stams, Austria
16.30 – 17.00	Summary / Questions, etc. Ken Read / Josef Zenhäusern

### **Organization of Seminar**

- Ken Read, Chairman Coordination Group Youth & Children
- Josef Zenhäusern, Consultant FIS Aid&Promotion, +41 79 244 14 21
- Madeleine Erb, Secretary to the Secretary General FIS, +41 33 244 61 24

### **Registration**

Please return the enclosed registration form no later than 31<sup>st</sup> August 2007. For those who have already made the bookings for the FIS Autumn meetings please tick the relevant box on the registration form.

### **Costs**

- The costs for one person per National Ski Association for the seminar will be covered by FIS for one night.
- In addition the costs for flights is taken in charge by FIS for National Ski Associations within the Aid&Promotion Programme (1 person per Nation). In order that the cost can be reimbursed, we kindly ask you to bring the relevant receipts to the Seminar. The amount will be credited to the National Ski Association account within FIS.

# Parents in Elite Sports

26.09.2007 Zurich  
Wolfgang Maier



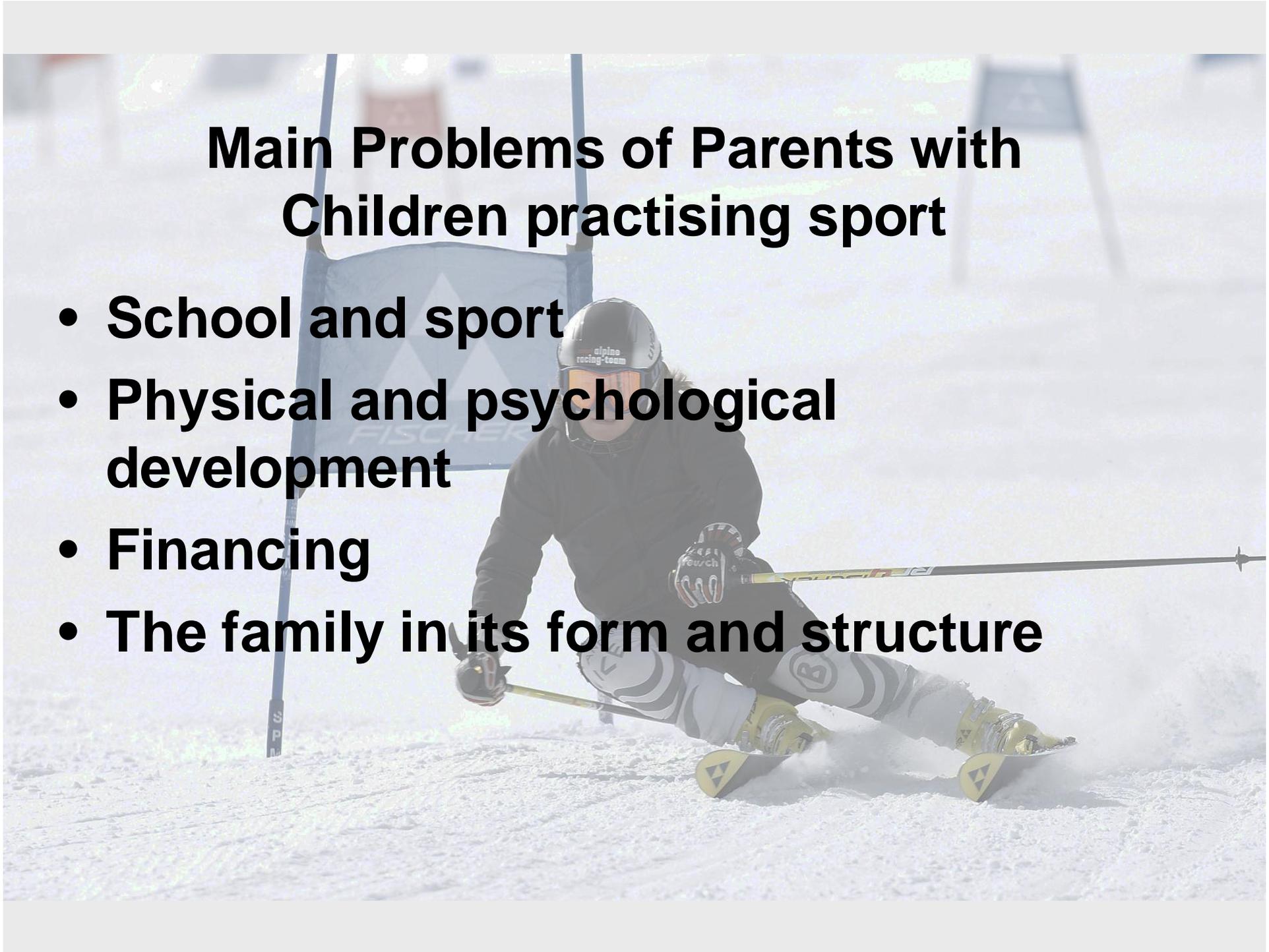
## **Parents are the first promoter of the Children in elite sports**

- **Parents are decision-makers**
- **Parents are motivators – sponsors and psychological support**
- **Parents have expectations**
- **Parents live their wishes/dreams through the children**
- **Parents are rarely objective**



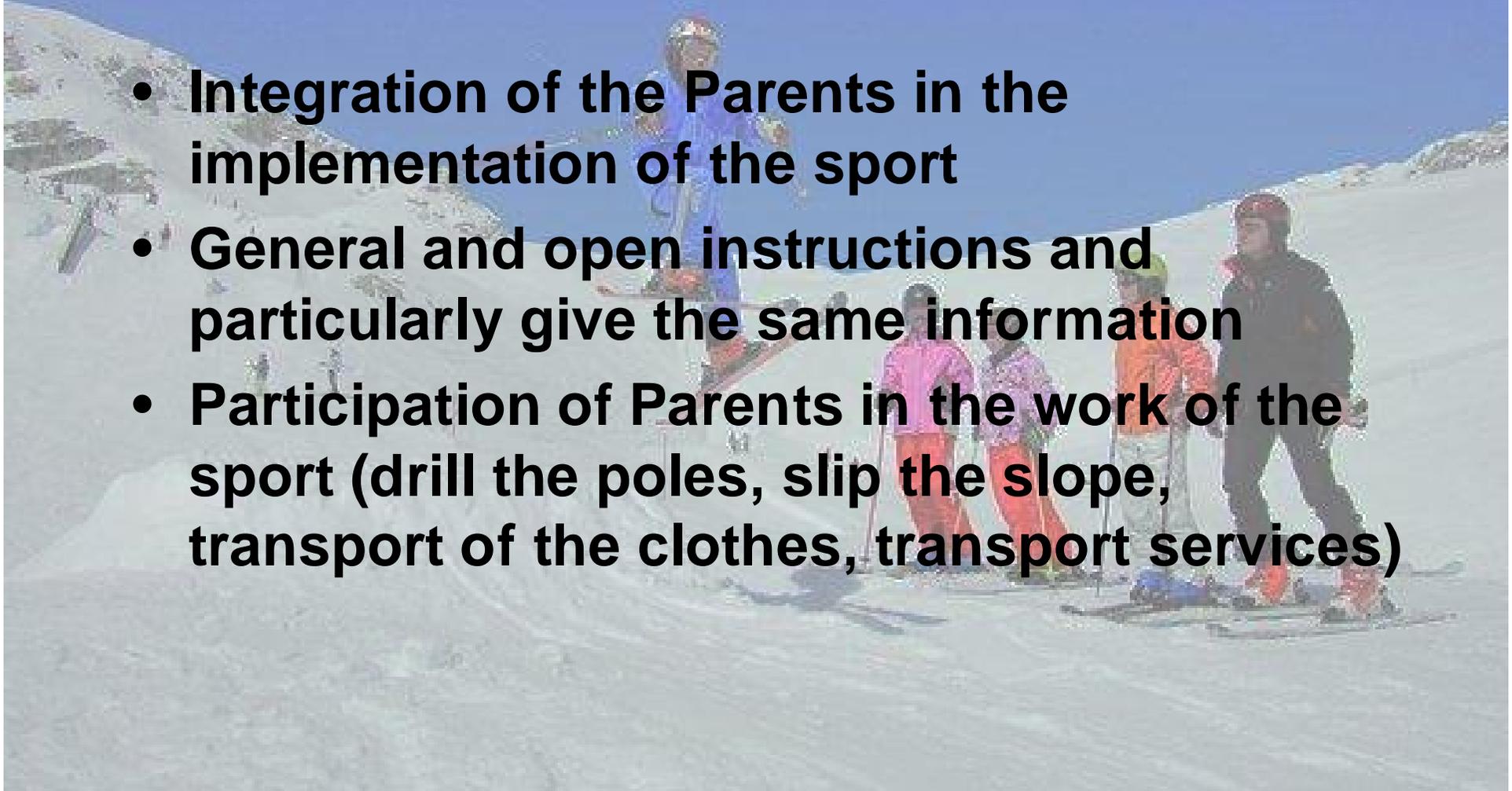
# Main Problems of Parents with Children practising sport

- **School and sport**
- **Physical and psychological development**
- **Financing**
- **The family in its form and structure**



# How should the sport interact with the Parents?

- **Integration of the Parents in the implementation of the sport**
- **General and open instructions and particularly give the same information**
- **Participation of Parents in the work of the sport (drill the poles, slip the slope, transport of the clothes, transport services)**



# Acceptance of the Parents - as Parents

- Parents are not neutral
- It is difficult to try to suit Parents
- Parents always try to protect their own Child



# Accurate interaction with Parents in Elite Sports

- **Individual / personal conversation with Parents**
  - Individual Presentation of the training concept
  - Joint Evaluation of the performance
  - Sportive and personal Goals
  - Deal with the problem areas of school – finances
  - Role of the Parents in the needs of the Child
- **Define milestones with the Parents**
- **End season discussion**
- **Define frankly the rules of the Team**
- **Consequences for all actions - positive or negative**

# SnowsportGB

## Aspects of Child Welfare



September 2007

# Acknowledgements

- Our policy (and this presentation!) has been prepared with the help and support of the Child Protection in Sport Unit (the CPSU); thanks to Anne Tiivas in particular.
- <http://www.thecpsu.org.uk>  
The (CPSU) is a partnership in England, Wales and N. Ireland between the National Society for the Prevention of Cruelty to Children (NSPCC), Sport England, the Sports Council for Northern Ireland and the Sports Council for Wales. In Scotland it is a partnership with Children 1<sup>st</sup> and Sport Scotland. The Unit was founded in 2001 to co-ordinate and support sports organisations' implementation of the 2000 National Action Plan for Child Protection in Sport.





# Definition of a Child

- In England and Wales, a child is anyone under the age of 18
- Performance vs. welfare
- At the core of the sport are the relationships between coach, athlete and parents – crucial not only for athlete development, but also for the general well-being and personal development of the athlete/child

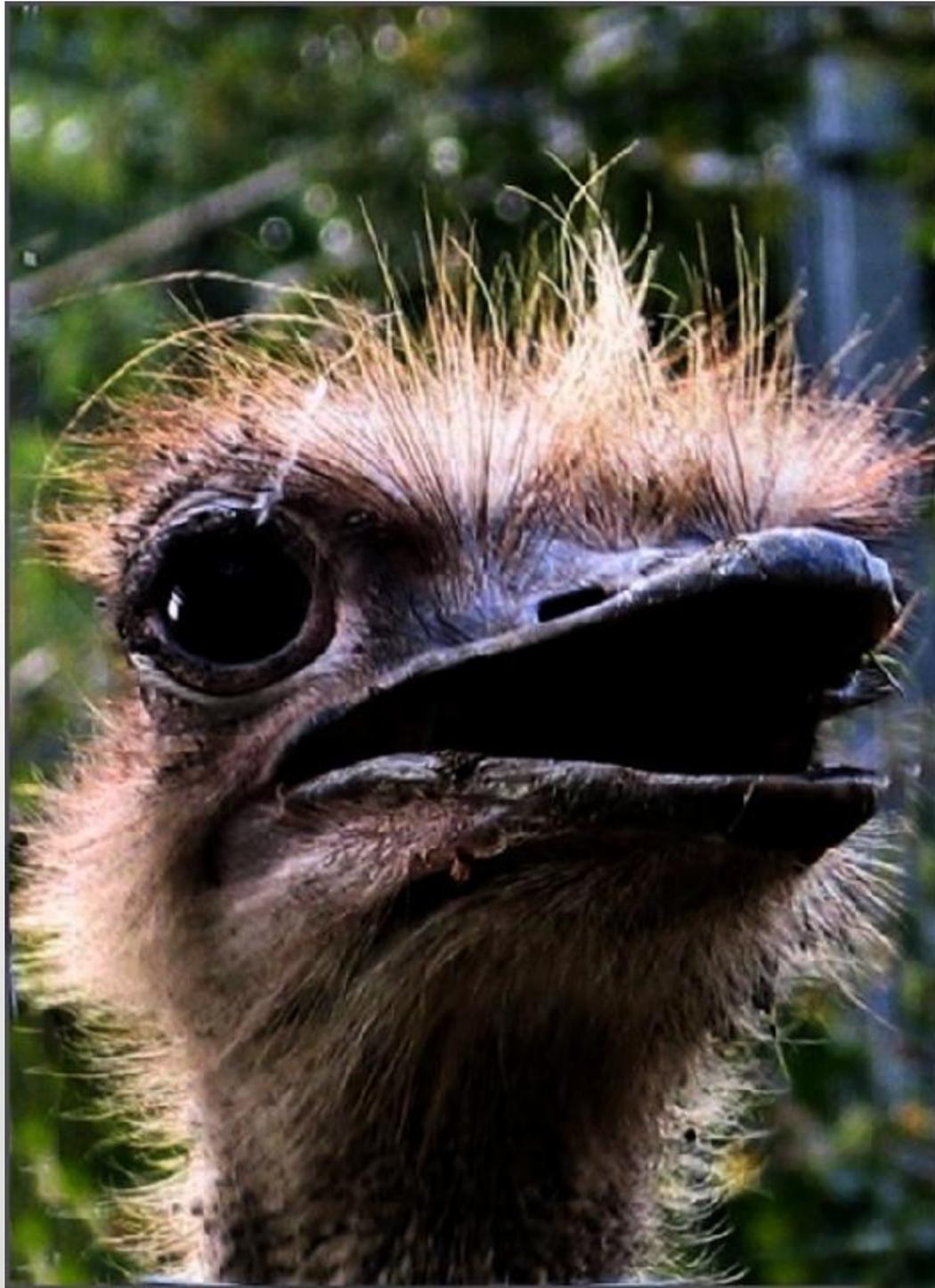
# Overview...

- Children/young people have the right to have fun and be safe in sport
- Child protection is about best practice in sport
- Sport provides easy access to someone who wants to harm children
- Close proximity of instructors and members places children and adults in vulnerable situations
- Sport is uniquely placed to contribute to safeguarding the welfare of children

# Aims of this presentation...

- To give an understanding of the issues
- To outline and define roles and responsibilities of the organisation and the individual
- ...in terms of
  - ◆ Policy development
  - ◆ Practicalities of working with children in a professional and safe manner
- ...Eagle or Ostrich???





# Overview of SnowsportGB's Child Protection Policy

- Promoting good practice
- Defining child abuse
- Recognition of signs of abuse, vigilance
- Outlining procedures and action
- Guide to safe recruitment
- Protecting yourself...
- Sport-specific aspects

◆ <http://www.gbjuniorski.com/CPPSSGBDec06ModApr07C.pdf>

# Some commonsense...

- Policies and paperwork for safeguarding?
- Good practice is what protects children...
- The policies are there to define and support good practice.

# Defining the problem

- Canada (Kirby and Greaves 1996 – study of 1200 elite and recently retired Olympic athletes)  
22% of respondents reported sexual intercourse with an authority figure (elite sport level), 8.6% forced
- Norway (Fasting, Brackenridge & Sundgot-Borgen 2000, study of 660 top female athletes)  
51% Elite athletes experience sexual abuse or harassment
- Australia (Leahy, Pretty & Tenenbaum 2001 – retrospective study of over 2000 male/female athletes)  
21.9% elite athletes experience sexual abuse in their lives (46% of these by sports personnel)  
17.7% club athletes experience abuse (25.6% of these by sports personnel)
- UK No current research - but 'In at the Deep End' (NSPCC / CPSU study of cases in swimming) confirms previous research findings.

# What is abusive behaviour?

## Emotional Abuse

- Constant criticism, ridicule, humiliation
- Emotional well-being tied to performance
- Emotional abuse sets a context where other forms of abuse are more likely to occur
- “Every time I compete he’s there and he criticises me.... he’s just pulling me down.... He writes me letters saying that I’ve got no ability... because he still wants to manipulate me” *(female survivor of sexual abuse in sport)*  
*Brackenridge 2001.*

# Physical Abuse

- All forms of physical maltreatment and assaults
- Excessively intense training
- Administering / encouraging use of performance enhancing drugs
- “He had full control over the team and if you didn’t comply you were off the team... he would do things just to prove that he had control over you. He would make you do ridiculous things, things that you were afraid of (like training) in the thunder and lightning storms or, you know, going out in snow blizzards and run ten miles”. *(female survivor of sexual abuse in sport) Brackenridge 2001.*

# Physical Contact - Good Practice

- Physical contact should be for one of the following purposes
  - ★ to develop or demonstrate sports skills
  - ★ to diagnose or treat an injury
  - ★ To give appropriate sport massage
- Physical contact is appropriate in other circumstances, as in consoling a child who is upset, or administering first aid. Always ensure a culture of openness.
- These should only be carried out by appropriately qualified staff
- Remember that interpretations of touching will be affected by factors such as cultural differences, religious implications, relative age, sexual orientation etc

# Sexual Abuse

- All forms of sexual exploitation
- Abuse of power and positions of trust

“I never told anyone, since I believed it to be part and parcel of training and necessary to become a success at a high level”. *(victim of abuse by a leading swimming coach) Myers & Barrett 2002 - 'In at the Deep End'.*

# Neglect

- Deprivation of basic needs
- Failure to protect from abusive training conditions, injuries, accidents.

# Bullying

- May be physical, verbal or emotional
- Is usually repeated over a period of time
- Is always distressing to the victim
- May involve staff, other athletes, or parents
  
- Signs may include a drop in performance, behavioural changes, mood swings, reluctance to train/compete, frequent loss of possessions, physical injuries (bruising, scratches, etc), poor sleep, loss of appetite/weight
  
- A firm anti-bullying policy is necessary

# Positions of Trust - the Power of the Coach

- Power can be used positively or negatively
- Creates dependence for performance, selection, acceptance, sense of self reliance on coaches' approval
- Dependence of parents for their child to succeed
- Parents and athletes may be 'groomed' to accept abusive practice and behaviour as the price of success
- Impact of 'pushy' parents unable to separate child's success in sport from own needs i.e. praise and encouragement only linked to performance
- Difficulty / impossibility for athletes to report abuse
- Risks increase at point of pre-peak performance

# Travel and Trips Away

## Increased Risks

- Away from home, friends, family – homesickness
- Unfamiliar surroundings
- Dependence on others in positions of trust
- Standards of care may be lower
- Pressure to perform
- Abuse more likely to happen away from the sports venue
- Blurring of personal / professional boundaries in relationships

# Best Practice – what to do...

- Codes of ethics and practice for all
- Athlete-centred coaching methods
- High quality education and training
- Child protection policies and procedures
- Open channels of communication with parents/carers
- Clear place for concerns to be raised
- Well publicised complaints and disciplinary procedures
- Designated persons for children and young people's welfare
- Safeguarding plans for away trips and travel
- Rigorous recruitment and selection processes
- Evidence based practice

# Risks related to elite sport

## Dilemmas

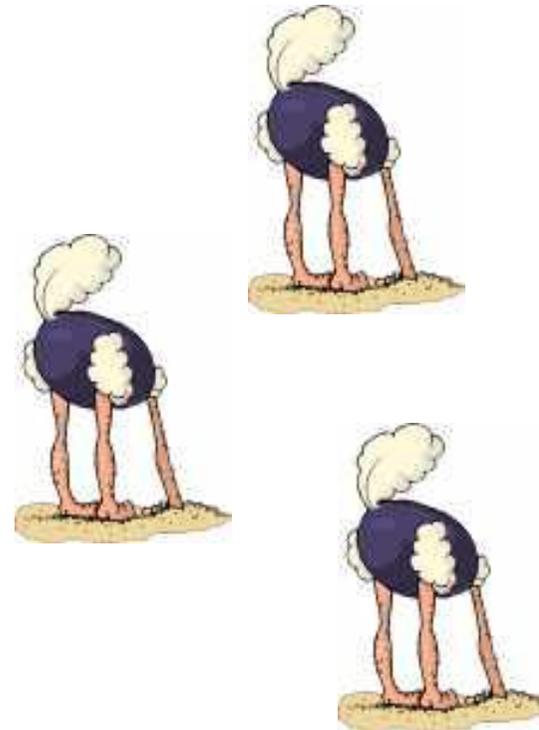
- Is it possible to coach young people to elite athlete status without abusing or harming them?
- How to define the thin line between intense training and abusive behaviour.

# And again - Aims of this presentation...

- To give an understanding of the issues
- To outline and define roles and responsibilities of the organisation and the individual
- ...in terms of
  - ◆ Policy development
  - ◆ Practicalities of working with children in a professional and safe manner

# Final Thought...

Are you an ostrich?



...or an eagle



# Remember...

- The effects of abuse may have very long-lasting consequences for the child
- The welfare of the child is paramount
- A safe environment must be created
- The rights and wishes of children must be respected
- Children must be protected from harm, discrimination and degrading treatments

Their present  
and future is  
our concern....





# FIS Youth Seminar

## 26. September 2007

Recruiting – Retention – Development

Parents – Coaches – Clubs

Walt Evans, FIS Alpine Youth Working Group

# Overview

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- Athlete pipeline - orientation
- Development Progression - training
- Recruiting observations
- Retention strategies
- Development partnerships
- Leadership solutions

**Parents – Coaches – Clubs**

**Athlete Pipeline**

**ATHLETE**

**MASTER  
Contenders**

**DEVELOP  
Competitors**

**RETAIN  
Athletes**

**RECRUIT  
Children**

**ATHLETE - PEAK  
PERFORMANCE**

**COACHES - INTENSITY**

**CLUBS - COMMITMENT**

**PARENTS - FUN**



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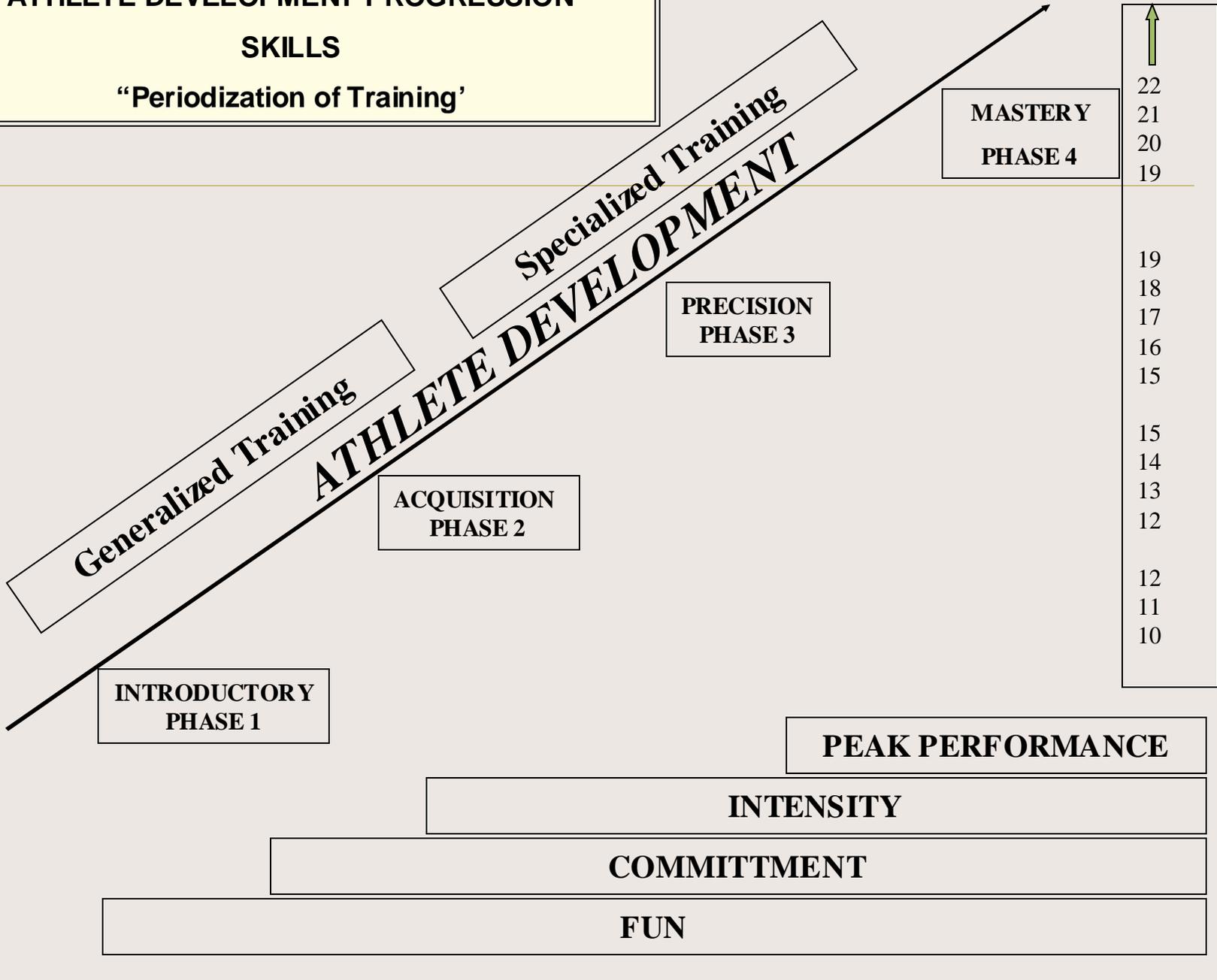
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**ATHLETE DEVELOPMENT PROGRESSION**

**SKILLS**

**“Periodization of Training”**



**Generalized Training**

**Specialized Training**

**ATHLETE DEVELOPMENT**

**ACQUISITION  
PHASE 2**

**PRECISION  
PHASE 3**

**MASTERY  
PHASE 4**

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**INTRODUCTORY  
PHASE 1**

**PEAK PERFORMANCE**

**INTENSITY**

**COMMITTMENT**

**FUN**

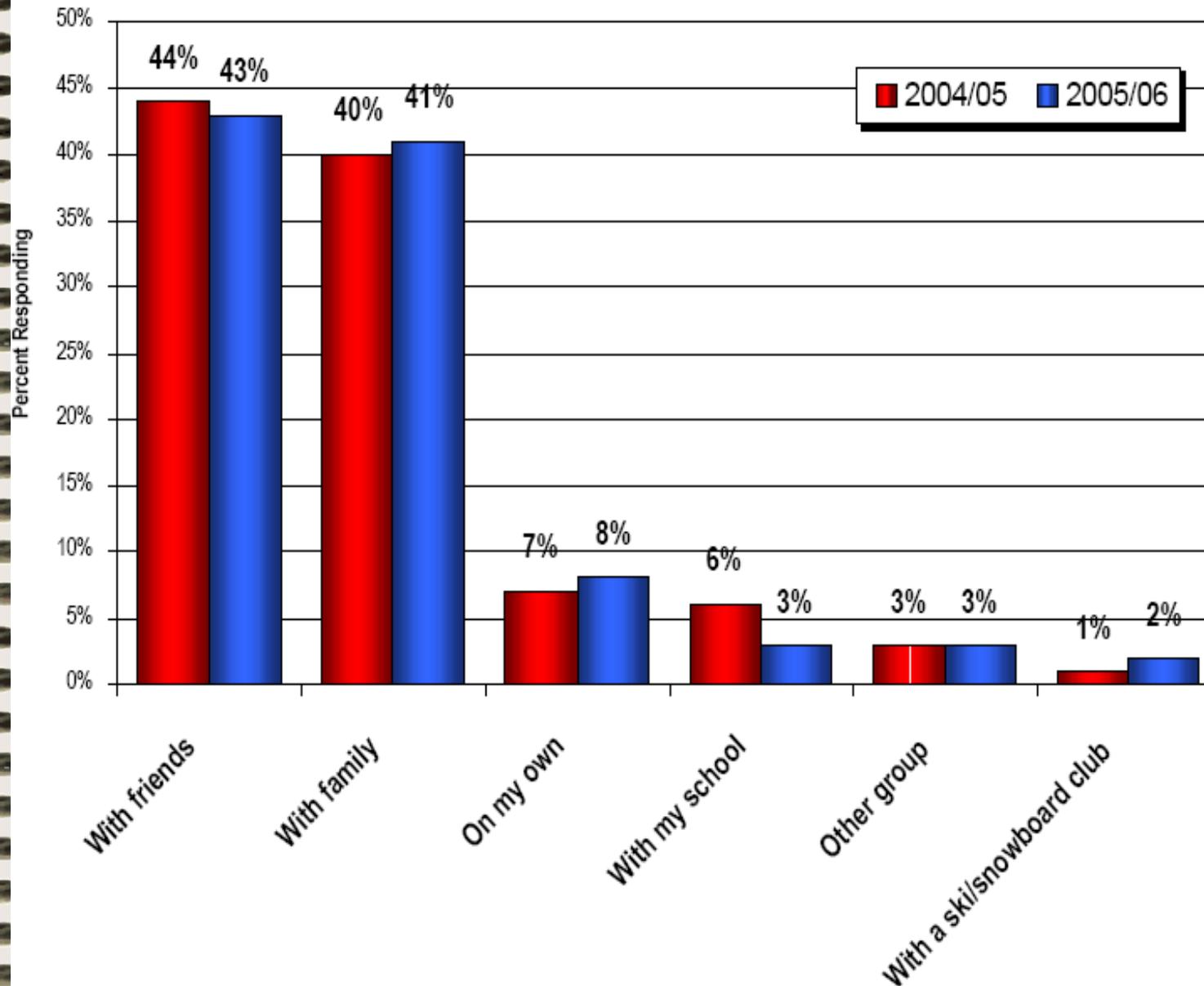
# Why Children Participate

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- • Enjoy / Fun 28%
- • Fitness 15%
- • Be with Friends 13%
- • Compete 13%
- • Improve 8%
- • Meet New People 8%

Recruiting observations

FIGURE 2  
HOW DID YOU FIRST GET STARTED IN SKIING/RIDING?



Recruiting observations

# Why Children Drop Out...

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- • Takes too much time 18%
- • Coach was negative 15%
- • Enjoy other activities more 15%
- • Lack of fun 8%
- • It was boring 9%
- • Parents' emphasis on winning 6%

Retention strategies

A graphic of a spiral-bound notebook with a brown cover and a white page. The spiral binding is on the left side. The page contains text and a list. A horizontal line is drawn under the title. A yellow box is at the bottom right.

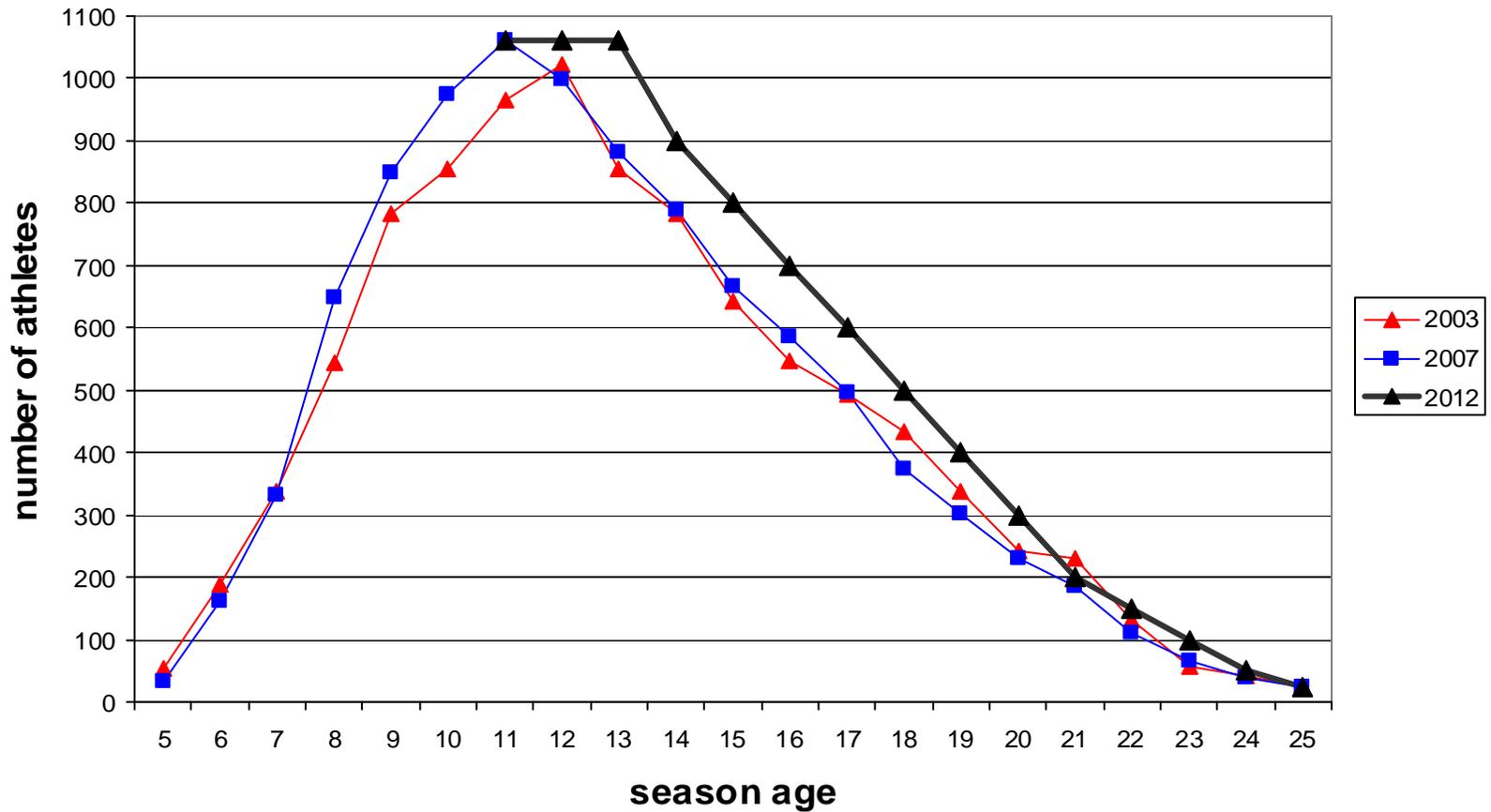
## **What kids want from sport:**

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- Have fun
- Learn and improve
- Be with their friends

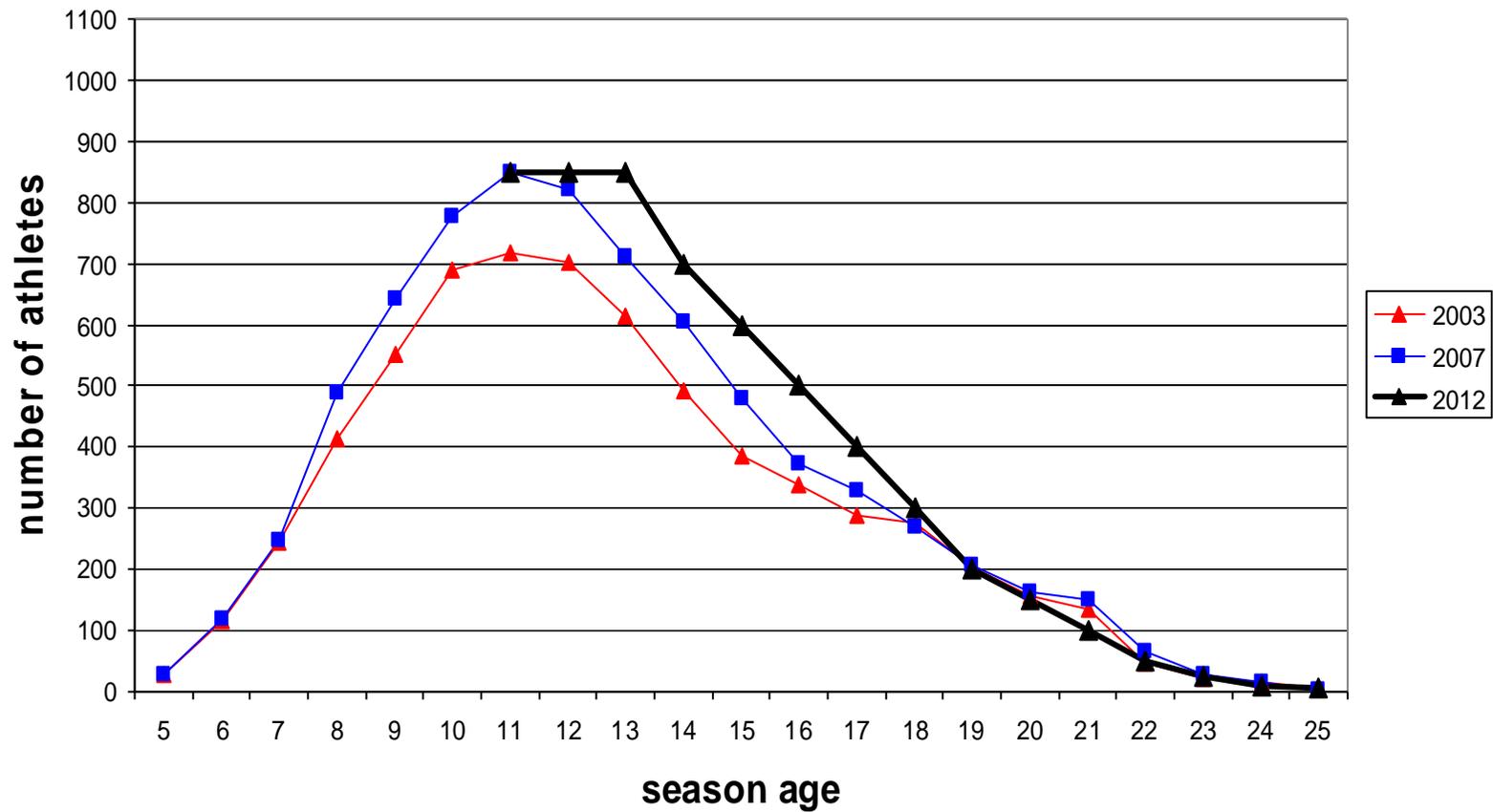
Retention strategies

## Men Alpine - RETENTION GOAL



Retention strategies

## Women Alpine - RETENTION GOAL

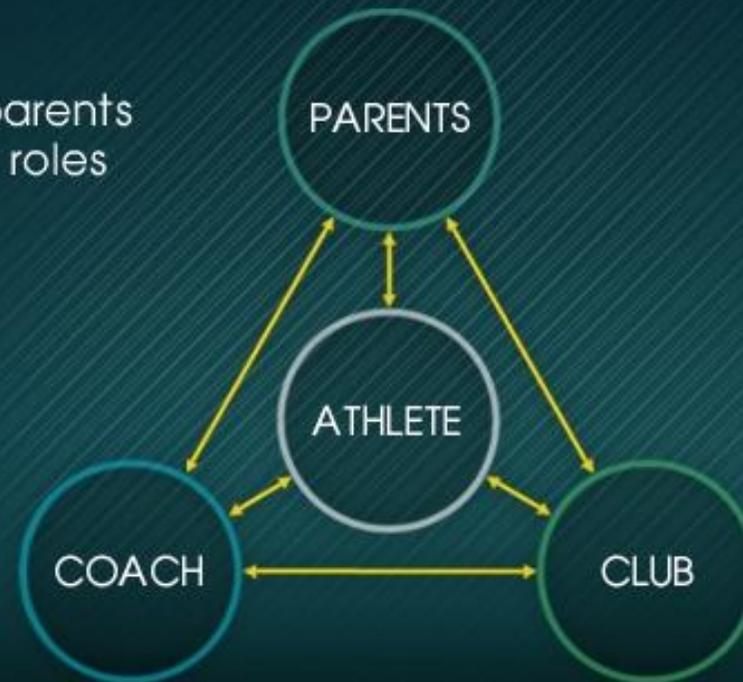


Retention strategies

# SUCCESSFUL SPORTS *Parenting*

## INTRODUCTION TO SUCCESSFUL SPORTS PARENTING PARTNERSHIPS

- To foster a positive sporting experience, clubs, coaches, parents and athletes all have specific roles and responsibilities.



Development partnerships

# Strategies for Coaches

*view parents as partners not adversaries*

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- The coach who establishes a positive relationship with parents will find that the program will run more smoothly with fewer confrontations.
- Ultimately the athletes benefit from the positive relationships between the parent and the coach.
- Coaches have a responsibility to build a positive relations with parents.

Development partnerships

# Strategies for Parents

## *information and strategies for parents*

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- YOU are your child's primary role model
- YOU play a crucial and significant role in your child's athletic development

Development partnerships

# Strategies for Clubs

## *establishing parent expectations and boundaries*

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- Provide educational materials and documentation to engage parents.
- Create, educate and distribute ethical behavior guidelines for all members within the club.
- Establish a neutral forum for mediation to handle potential issues and conflicts.
- Clearly identify volunteer tasks and requirements, match the volunteer to the task and provide training.

Development partnerships



# Leadership solutions!

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Through improved education and communication, the partnerships between the parent, club and coach can be enhanced, culminating in nurturing sports environments for children while fostering life long participation and a healthy life style.

Leadership solutions

**5<sup>th</sup> FIS Youth Seminar**  
**Zurich 26.9.2007**

**Animate Kids for Ski Sport**  
**Ideas & Examples**  
**Focus Cross Country**

**Satu Kalajainen**

Chair of FIS Children & Youth sub committee

Chair of FSA Children & Youth committee

Vice Chair of FSA CC board

# Animate Kids for Ski Sport

“Every (finnish) child would like to try skiing at least once in their life”

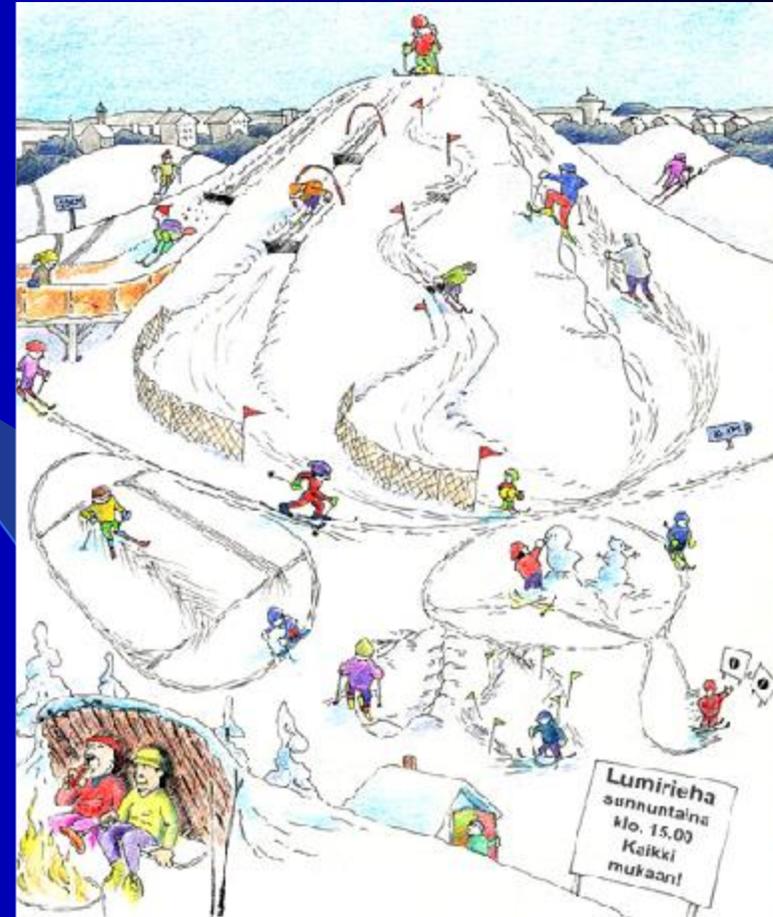
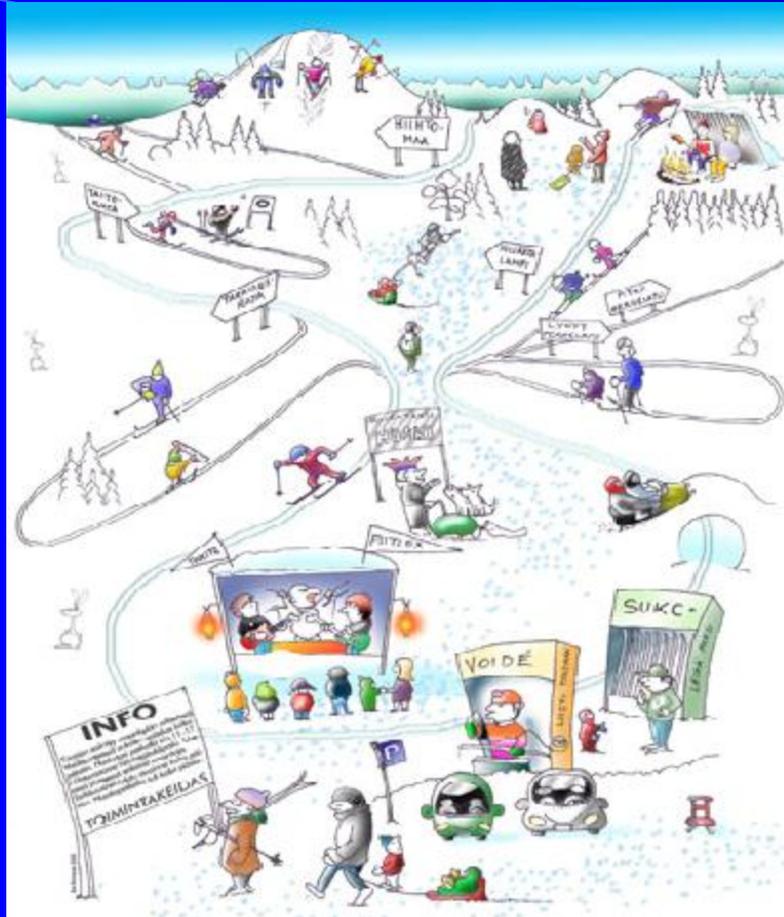
# Animate Kids for Ski Sport

- Fun
- Success
- Idols, examples
- Friends
- Encouraging environment
- Ability to develop as individual
- Creative competitions

# Animate Kids for Ski Sport Ideas & Examples

- Ski School
- The basic function in every Ski Club
- Regular "training"
- Motivating/motivated instructors
- Not always competitions
- Identification
- Technical training based on fun
- Ski Playground !

# Animate Kids for Ski Sport Ski Playground



# Animate Kids for Ski Sport Ideas & Examples

- Schools
- Ski Clubs adopting schools
- Teaching teachers
- Arranging skiing days, competitions
- Educating teachers available skiing facilities
- Cross Country equipment –library
- Big school relay in FI

# Animate Kids for Ski Sport Competitions

- Not always timed
- Technical skills
- Speed
- Fun
- Sprint
- Different distances
- Relays
- Music – good feeling
- Rewarding, results

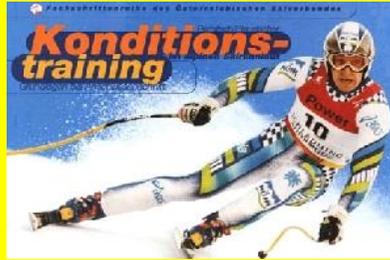
# Animate Kids for Ski Sport Need to interfere with...?

- The amount of competitions
- The level of competitions
- The distance to travel to competitions
- The season for competitions
- The way results are announced
- Rewarding
- Tracks – Children's TD

=> Recommendations or Orders

# Animate Kids for Ski Sport Summary

- Fun
- Schools
- Enthusiastic "coaches"
- Many-sided, different competitions
- Rewards, prizes
- Give-aways, material



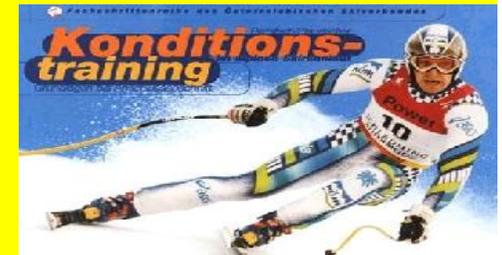
# Physical Training in Alpine Ski Racing

particularly for junior racers

Mag. Arno STAUDACHER

# Aims of physical training

- Increase in performance capacity = aspect of increasing performance
- Maintenance of physical health = preventive aspect



# Increase in performance

There is no relevant correlation between training volume and performance ability.

The training volume can only explain 9% of the differences of performance!

EHRICH/PITSCH 1998



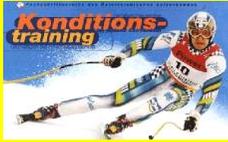
The quality of the training is decisive!



# Central Idea – long-term development

- The building up of the training has to be planned in a long-term way! In the so-called contact training, all skills up to the individual limits must be developed, in order to catch up with the world's best ski racers.
- This is just possible, if the basis is already approached in childhood and adolescence.
- If you have to make up fundamental skills in adolescence, you can lose 1-2 years!





# Everyday Theory

„A good skiing technique can not compensate a bad physical condition!

Rather with today`s ski material a proper technique can only be developed on the basis of good physical qualification!

technical skills

psychological conditions

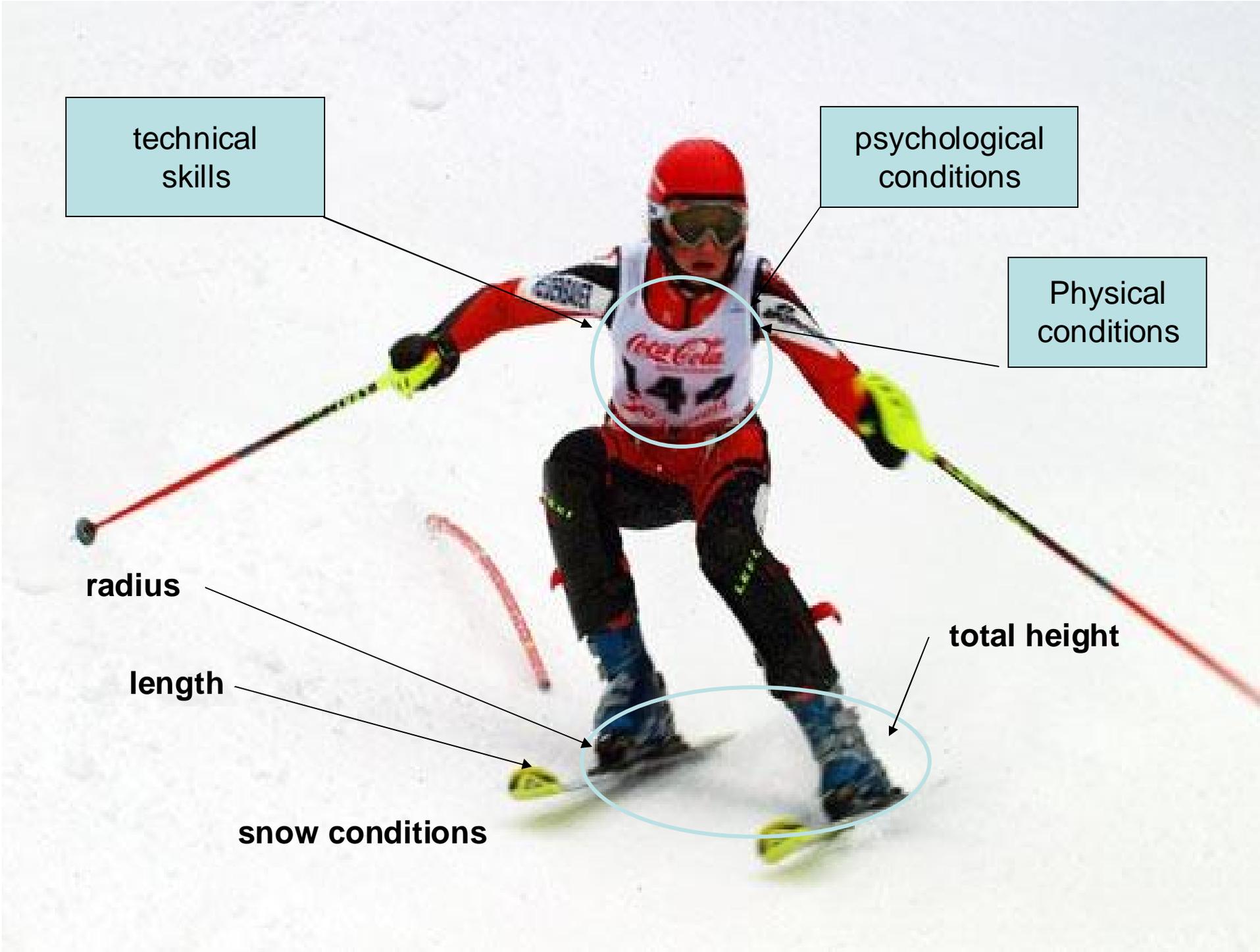
Physical conditions

radius

length

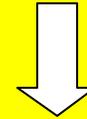
snow conditions

total height



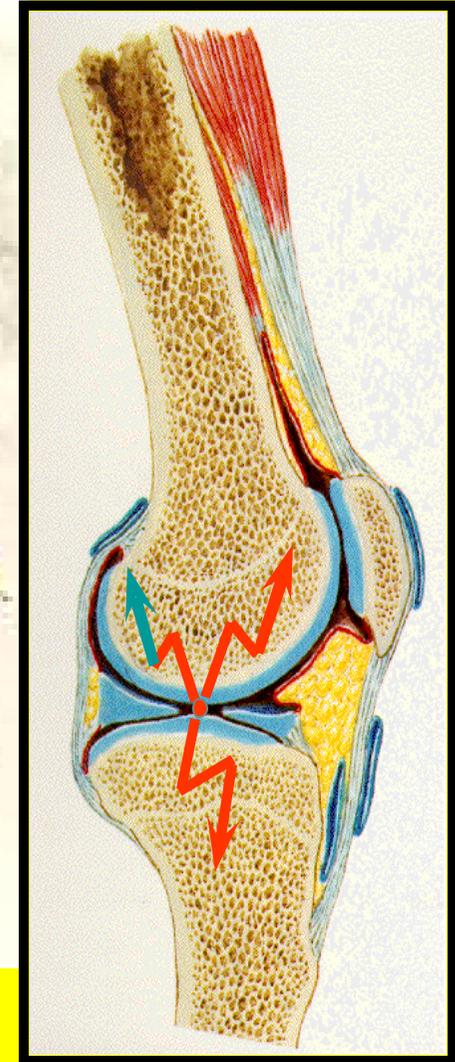


**new  
generation  
of ski racers**



**Higher outer forces**

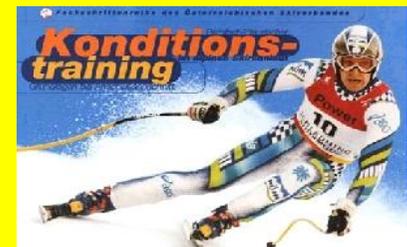
!!!! STABILITY OF LEG AXIS IN PERIODS OF GROWTH !!!!



Prophylaxis of injuries ??



# TOTAL BODY STABILITY



# Motorische Fähigkeiten

## Konditionelle Fähigkeiten

Ausdauer

Kraft

Schnelligkeit

Beweglichkeit

## Koordinative Fähigkeiten

Gleichgewicht

Rhythmus

Orientierung

Differenzierung

Reaktion

# Coordinative orientated physical conditioning

- STRENGTH
- SPEED
- BALANCE ABILITY but also with
- ENDURANCE and FLEXIBILITY
- COORDINATION PLAYS A DECISIVE  
ROLE!

# Fundamental Methods

- Variation is the central aim
- Repeat without repetition
- Experience of contrast

# IMPORTANCE OF MOVEMENT COORDINATION

- Improved motor learning ability
- More economical movement – that means sparing metabolism

# **Significance of complex strength**

**Skiing sport is gradually developing to a strength sport because of the strong side cut and the elevating plates. As a result, the requirements in fitness training are changing.**

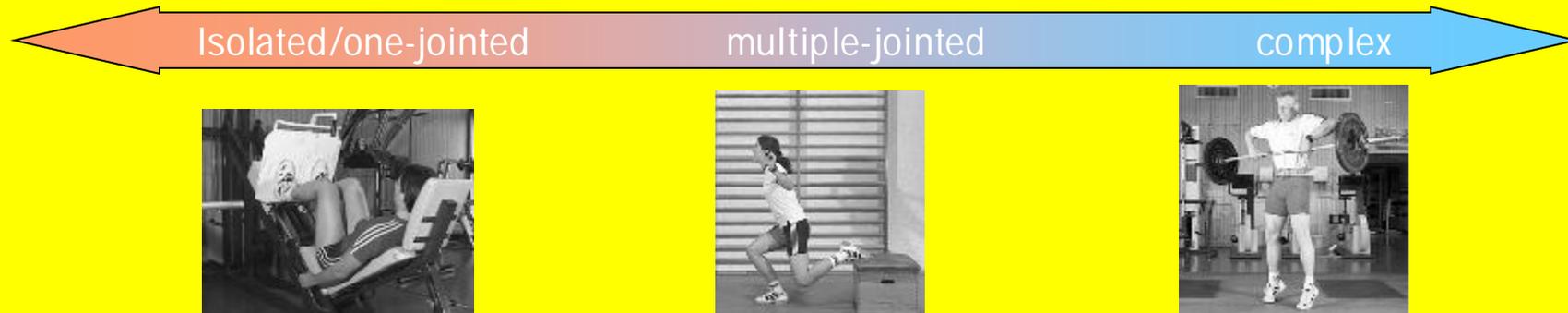
**A thick thigh is not sufficient for the specific forms of strength required with skiing (such as explosive strength or strength endurance).**

**Furthermore, skiing strains the total body. Therefore, corresponding forms of training must be applied (e.g. basic squats).**



# Central Idea – Complex Strength

## Exercise Complexity



## Coordinative requirements



# Techniques to stabilize the leg axis



hurdles

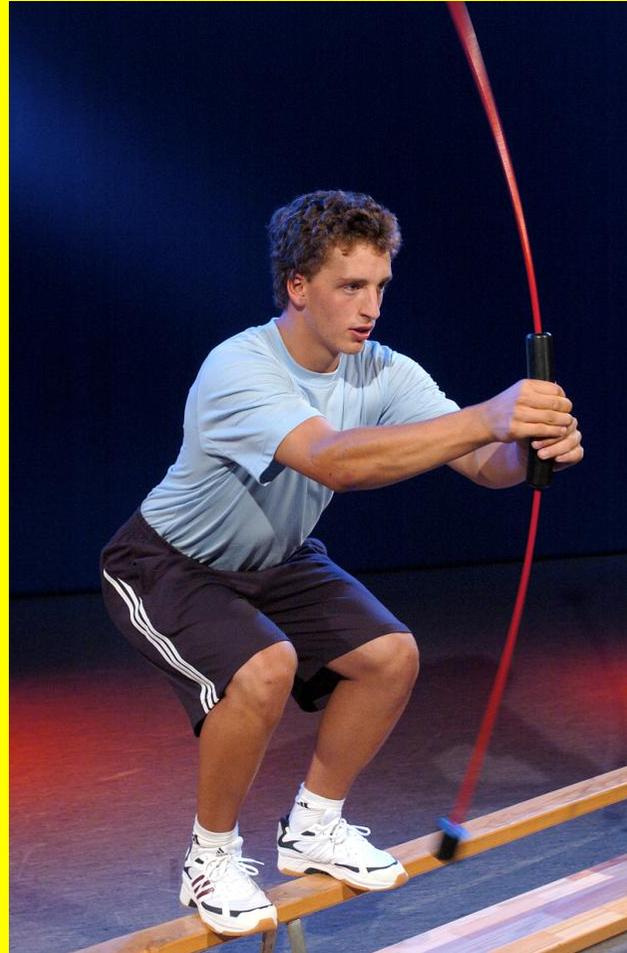


jogging

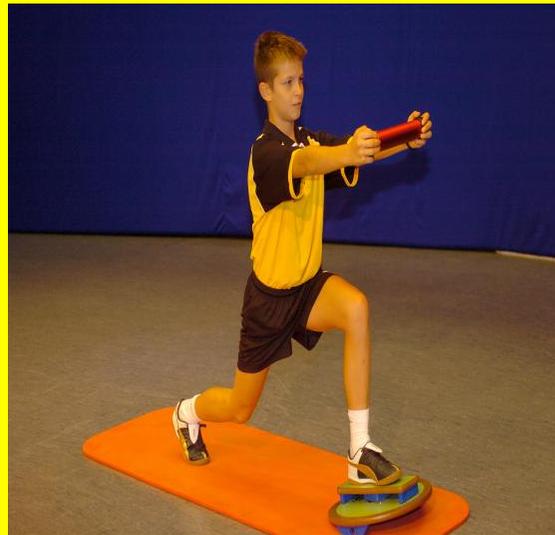


front squat

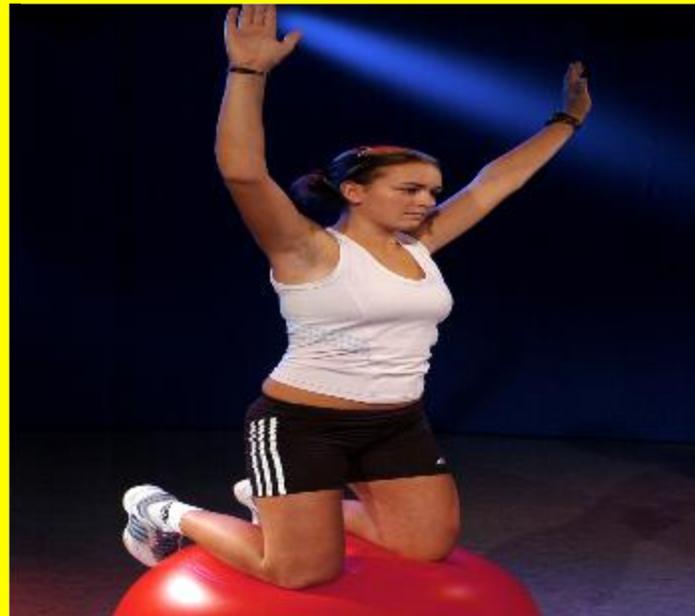
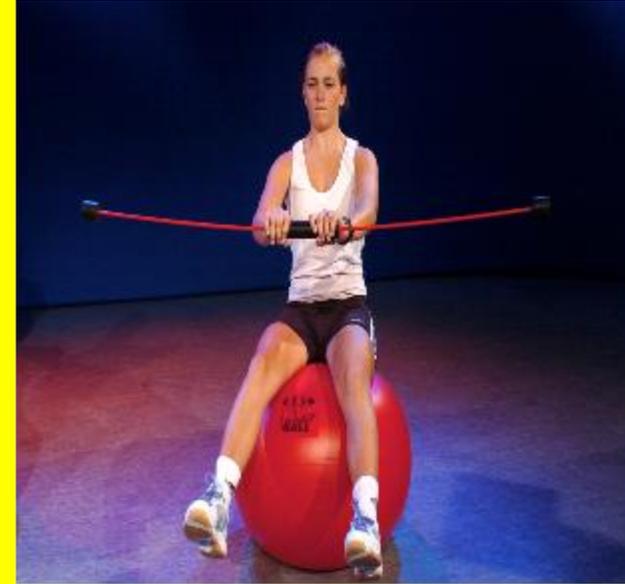
# FLEXIBAR



# „A step forward“



# Trunk Training



# Prof Dr. Schmidtbleicher – weight training in childhood and adolescence

- Beginning at the age of 8, weight training should be included within competitive sports – however, avoiding supramaximal excentric exercises and jumps with extra-weights.
- Special attention has to be paid to the first puberal phase: weight training during that period of extreme bone-growth may have detrimental effects on the epiphyseal lines.
- After puberty training needs to be adapted to the adult training – gradually.

# **consequences:**

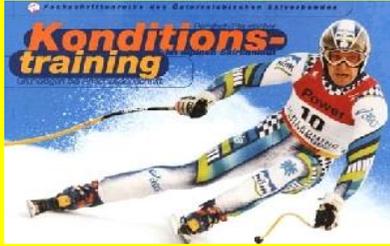
- **Specific exercises are therefore essential for the abdominal as well as back muscles, especially for the primarily stabilising muscles close to the joints.**
- **This is especially important for weight training in childhood and adolescence**
- **Form is decisive!!! (technique)**

## **Résumé: why is it necessary to train the trunk for skiing?**

- **physiologically: an adequate trunk-training protects against too much strain on the spine**
- **ski-specifically: an adequate trunk-training enables the athlete to transfer forces onto skis**

# Mobility

- Dependent on the mobility in the joint itself and the stretching ability of the muscular system
- Shortened musculature provokes muscular dysbalances and even inflammations



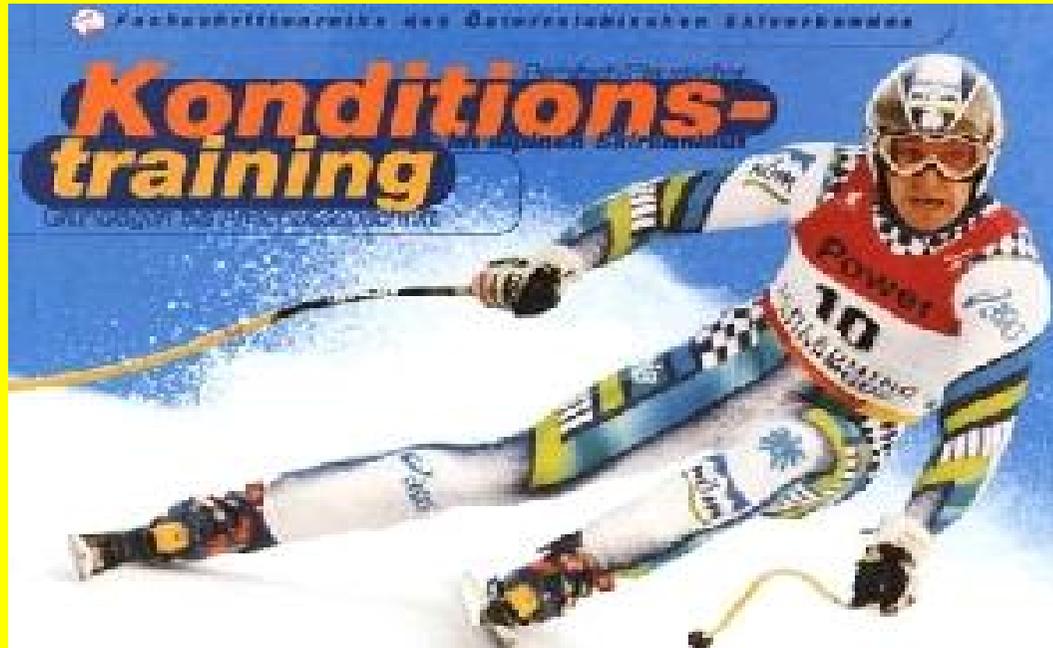
# DEFICIENCIES

- Strength of the trunk - especially the straight musculature of the back
- Strength training technique: squat and jumping techniques
- gymnastics
- Flexibility – functional muscle tests

# Basic literature

- Pernitsch, Staudacher: „Konditionstraining im alpinen Skirennlauf“
- „Koordinationstraining“ Ski Austria und ÖFB
- „Sportmotorische Testbatterie“ 10-14 Jahre

you can order it: Österreichischer Skiverband Olympiastrasse 10,  
6020 Innsbruck; Tel. +4351233501



- Target group: coaches
- General principles
- 3 parts including examples:
  - Training content (K, S, A, B, Koo)
  - Training sessions
  - week-, period and year plan



# „Koordinationstraining“

- More than 200 exercises on film and foto
- „Coaches corner“
- Theoretical background
- Dignostic part

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**BK in unterschiedlichen Tiefpositionen**  
Kniebeuge in hoher, mittlerer & tiefer Position

X

2



**Sitz stabil 1**  
Fersendruck, Armdruck unterstützt die Beckenaufichtung

X

3



**Handstütz rücklings auf erhöhter Unterlage**  
Kleingeräte als Erhöhungshilfe verwenden

X

**Datei:** \_\_\_\_\_

Neu...

**Öffnen/Speichern:** \_\_\_\_\_

Öffnen...

Speichern...

**Seitentitel:** \_\_\_\_\_

-- Seitentitel --

Ok

**Seitenlayout anpassen:** \_\_\_\_\_

- eine Übung pro Blatt
- zwei Übungen pro Blatt
- drei Übungen pro Blatt
- vier Übungen pro Blatt

Hochformat     Querformat

**Seiten hinzufügen/blättern:** \_\_\_\_\_

Seite hinzufügen

|< < > >|

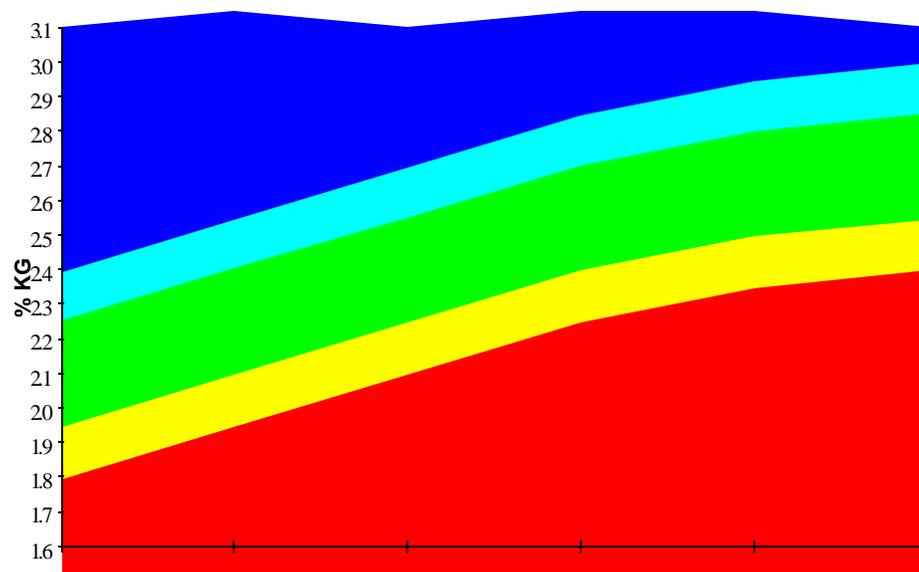
**Trainingsplan ausdrucken:** \_\_\_\_\_

Drucken...

9 sport motor tests  
standardized with tests with 8000  
pupils

- Hurdles Bumerang Test
- Jump and reach
- Stand and reach
- Standing long jump
- Gattertest

- Abdominal test
- Back test
- 45 sec. Jump
- Cooper test



# NORM FIGURES

Jahre	14	15	16	17	18	19
sehr gut	2,41 u. mehr	2,56 u. mehr	2,71 u. mehr	2,86 u. mehr	2,96 u. mehr	3,01 u. mehr
gut	2,26 - 2,40	2,41 - 2,55	2,56 - 2,70	2,71 - 2,85	2,81 - 2,95	2,86 - 3,00
befriedigend	1,96 - 2,25	2,11 - 2,40	2,26 - 2,55	2,41 - 2,70	2,51 - 2,80	2,56 - 2,85
genügend	1,81 - 1,95	1,96 - 2,10	2,11 - 2,25	2,26 - 2,40	2,36 - 2,50	2,41 - 2,55
nicht genügend	1,80 u. weniger	1,95 u. weniger	2,10 u. weniger	2,25 u. weniger	2,35 u. weniger	2,40 u. weniger



**THANK YOU**