

# Synchro Parents

2006/2007 Synchro Season



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Synchro Parents is a quick newsletter for parents. It has various helpful hints for new and old synchro parents. As well there are different articles reminding parents why children participate in sport and what children get out of participating in sport. As well on the back please take note of "The Parents Contract", this is a code of conduct to help you be reminded of what is needed from you as the parent of an athlete.

## Mini- Glossary of Synchro Terms

**Figures**– a succession of movements done as prescribed in the current syllabus bearing such strange names as "kip", "Eiffel Tower", "Crane", and "Barracuda".

**Routines**– A timed program performed to music containing parts of figures, strokes and body movements

**Routine Element**– a routine element is like a figure, it is a skill that must be performed in the routine. Elements differ for each tier level.

**Hair Pieces**– decorations worn on the head of the swimmer during a routine competition.

**Gel**– refers to a gelatin mix-

ture used on the swimmer's hair to hold the hair in place during a routine competition. (it washes out fairly easily and doesn't harm the hair– just messy!)

**FINA**– stands for the "Federation International Natation Amateur" and is the name of the international governing body which sets up policies for synchro around the world

**Tier**– A tier is a classification level for competitive swimmers. The tier program is a program that is skill based, a swimmer is then placed in a tier according to their level of skill as opposed to their age.

**Star Program**- is a develop-

mental skills program for swimmers of any age with instruction ranging from basic to advanced skills.

**Figure marks**– points are awarded out of 10 by a panel of judges who will who their marks at the same time.

**Synchro Saskatchewan Rules and Regulations**– is a rules package that denotes rules and regulations unique to Saskatchewan .

**Synchro Canada Competitive Tier Program Requirements**- is a package that contains all of the figures and routine elements that are required for each of the Tiers.

bership. Synchro Saskatchewan is only as good as its membership and Volunteers. So if you are interested in finding out more please contact: Kathleen Reynolds, Executive Director at 306-780-9227 or by email: synchro.sk@sasktel.net

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## Volunteering

Synchro Saskatchewan is the Provincial Sport Governing Body for synchro in Saskatchewan. The best way to get to know more about what is going on with synchro in Saskatchewan is to volunteer with Synchro Saskatchewan. There are many position available for which parents can

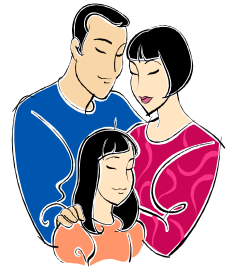
volunteer. You are able to commit as much or as little as you like. If you can spare a day or even more, Synchro Saskatchewan is happy to have parents help out. Because Synchro Saskatchewan is a non profit organization we need to rely heavily on our volunteers and general mem-

## Parents Roles and Responsibilities

To begin, parents should encourage participation in sports. But children should not be pressured, intimidated, or bribed into playing. In fulfilling their responsibility, parents should counsel their children, giving consideration to the sport selected and the level of competition at which the youngsters want to play. And, of course, parents should respect their children's decisions. Parents have a responsibility for acquiring an understanding and appreciation of the sport. This includes knowledge of basic rules, skills and strate-

gies. Coaches can serve as a valuable resource by answering questions, and referring them to sport related educational materials. Some parents might unknowingly become a source of stress to their children. All parents identify with their children to some extent, and thus want them to do well. Unfortunately, in some cases, the degree of identification becomes excessive. The child then becomes an extension of the parents. When this happens, parents begin to define their own self-worth in terms of how successful

their child is. Some parents thus become "winners" or "losers" through their child and the pressure placed on the child to perform can be extreme. A key to reducing parent-produced stress is for parents to understand that youth programs are for children and that children are not miniature adults. Parents must acknowledge the right of each child to develop athletic potential in an atmosphere which emphasizes participation, personal growth and fun.



**Do Not Allow  
Yourself to Use  
Destructive  
Criticism**

### Nutrition tips for your Athlete

- select a variety of pasta, rice, bread and bagels
- Chose hot cereals- oatmeal, cream of wheat or five grain- or unsweetened cold cereals
- Choose frozen product without added sauce
- Select dark green or orange vegetables and orange fruit. These are a good source of vitamins.
- Chose whole grain foods for more fiber.
- Select block cheese instead of processed cheese
- Use lower fat cooking methods such as steaming, poaching, roasting, braising, baking, broiling. Limit deep fat frying and pan frying.
- When making sandwiches, do not use any additional fact on the bread such as mayo or butter.
- Cook chili, stew, soups etc... one day ahead and skim off the fat that harden on the top.
- Include a variety of foods from the food groups.

### Gelling your child's Hair

Materials: Knox gelatin, old towel to protect clothes and catch drips, comb, ponytail holders, bobby pins, circular comb and hair net. Instructions: Prepare the gelatin. The thicker the better, try to make it smooth. Wet hair and squeeze out the excess water and comb out tangles. Put all the hair into a tight ponytail. Position the ponytail where you want the bun to be. Divide the pony tail into sec-

tions and braid each section. Secure with ponytail holders. Pour some gelatin into your hands or on a paint brush and smear all over the head. You may have to microwave gelatin to make it smooth. Wrap braids around the base of the ponytail one at a time and pin the ends towards the center of the ponytail. Apply more gelatin to head and bun- be generous. Stretch hair net around the bun- you

may have to bring it back over the bun 2-4 times. Depending on how stretched out your circular comb is you may have to wrap it around twice. Put the circular comb on the near scalp line and fasten it. Slowly push it towards the bun so it pulls the hair tight. Apply more gelatin and then you are done.





**Why do Children play Sports?**

- |                            |                              |  |
|----------------------------|------------------------------|--|
| 1. To Have Fun             | 5. For excitement            | 9. To learn new skills   |
| 2. To improve skills       | 6. To get exercise           | 10. To win   |
| 3. To make new friends     | 7. To play as part of a team | (From "Children in Sport- A fundamental skill development program) |
| 4. To be good at something | 8. For the challenge         |  |

**The Six Cornerstones of Successful Sports Participation**

How your child feels in any sports program is important. There is evidence to suggest that a program that makes young athletes feel safe, welcome, competent, connected, empowered and special enhances their self-esteem or feelings of self-worth. As a result, they enjoy the program more.

1. Safe: if children fear their own safety in a sporting environment, they are not likely to relax and enjoy participating. Sports programs should protect young athletes from physical and emotional harm.
2. Welcome: Children should feel welcome in a sporting environment, regardless of their age, gender, ability, cultural background or the language they speak. Sports programs for young people should be inclusive, not exclusive. Children should not feel discriminated against or harassed.
3. Competent: Young athletes

should feel competent. Perceived incompetence is a major barrier to participation in physical activity and sport among children. Young people should have the opportunity to develop skills they need to feel competent.

4. Connected: Young athletes feel connected to a program when they gain satisfaction from associations that are important to them and when these associations are accepted by others, especially parents, coaches and peers. Their associations can be to the people, places or things involved with a sport.
5. Empowered: Children develop a high sense of power when they have the resources, opportunities and capabilities to affect the circumstances surrounding their own lives. They also feel powerful when they think they are competent in

a variety of life skills, such as problem solving and decision making, and can effectively use these skills. In the sporting environment, young people gain a sense of power when coaches allow them to make meaningful decisions and give them responsibility.

6. Special: Children need to be recognized for their successes. They feel special when others think that they're special and when they are able to do things that no one else can do. Being encouraged to be creative and expressive also makes them feel special. To feel special in the sporting environment, young people should receive approval, acceptance and enjoy being different.

**Let your child's coach know about your child's sport experience- are they enjoying the activities or having fun?**

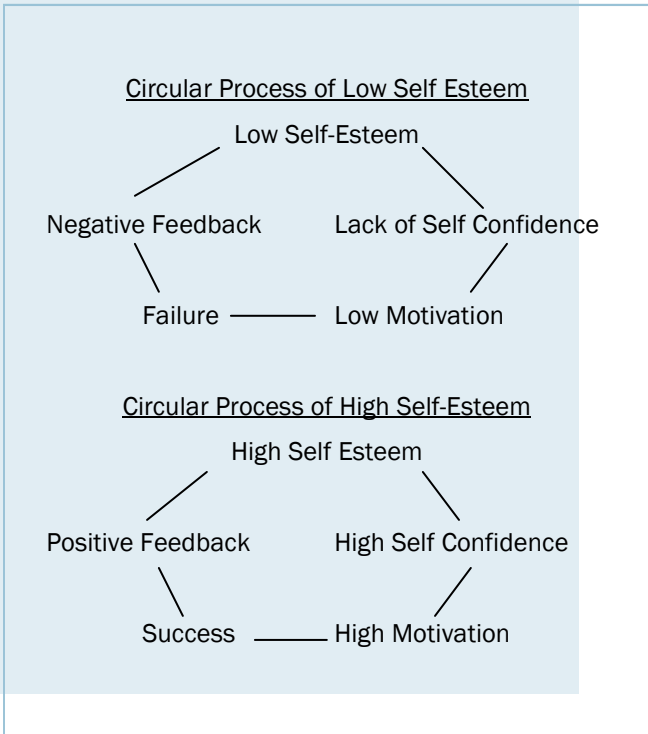


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**Were on the Web**  
[www.synchrosask.com](http://www.synchrosask.com)



**The Parent Contract**

The following code of conduct is modeled after one developed by the Canadian Centre for Ethics in Sport:

- ◇ I will remember that my child plays sport for his or her own enjoyment, not mine.
- ◇ I will encourage my child to play by the rules and resolve conflicts without resorting to hostility or violence.
- ◇ I will teach my child that doing one's best is as important as winning, so that my child will never feel defeated by the outcome of an event.
- ◇ I will make my child feel like a winner every time by offering praise for competing fairly and trying hard
- ◇ I will never ridicule or yell at my child for making a mistake or losing a competition
- ◇ I will remember that children learn best by example. I will applaud good player's performance by both my child's team and their opponents
- ◇ I will not force my child to participate in sports
- ◇ I will never question the official's judgment or honesty in public
- ◇ I will support all efforts to remove verbal and physical abuse from children's sporting activities
- ◇ I will respect and show appreciation for the trained coaches who give their time to provide sport activities for my child, understanding that I have a responsibility to be a part of my child's development
- ◇ I will respect and show appreciation for the other parents who share these beliefs.
- ◇ I will be a good role model for my child.
- ◇ I will become more familiar with my child's sport

Signed: \_\_\_\_\_