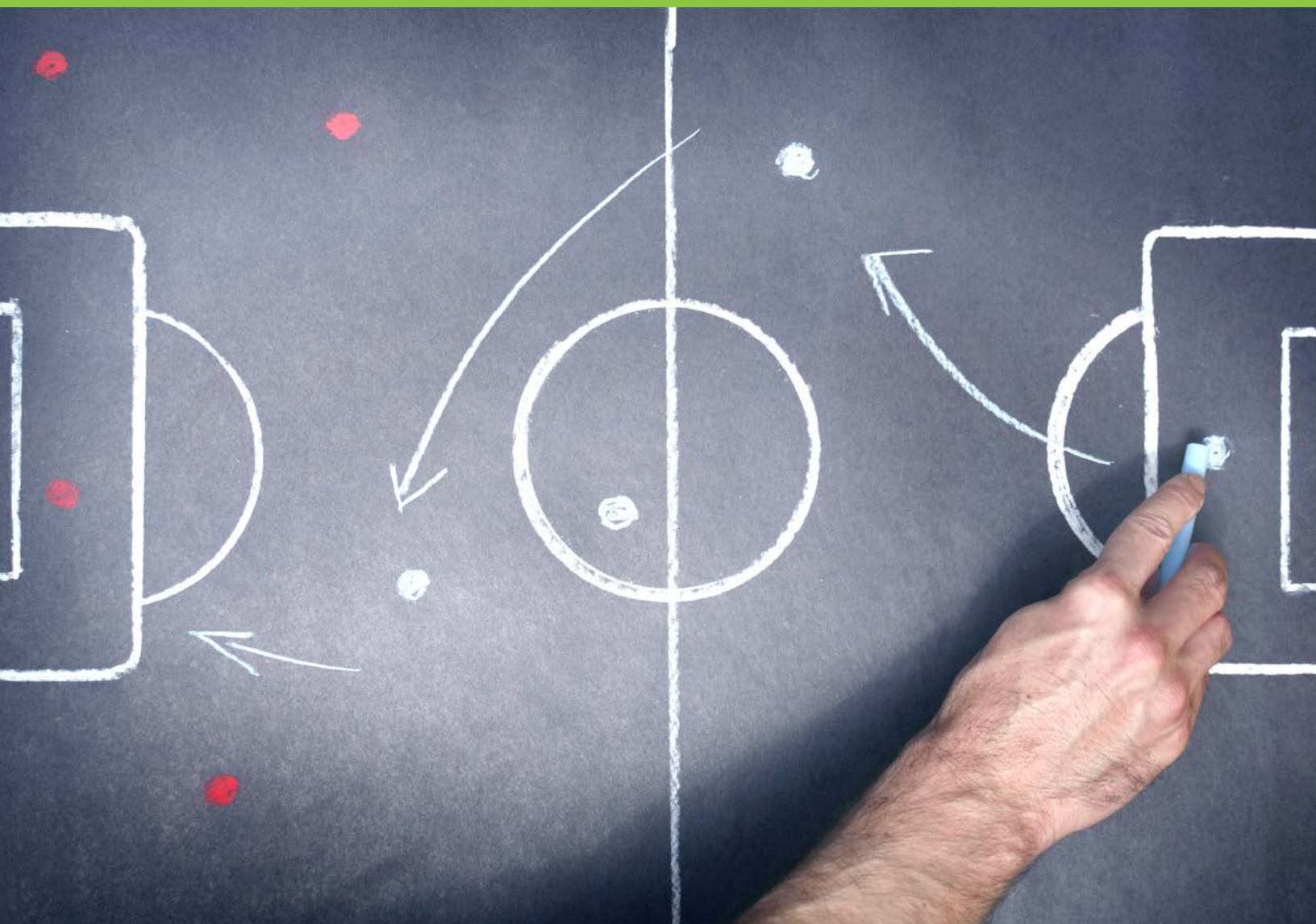


# THE COACHES' PLAYBOOK

By Life of an Athlete NH



"Our coaches are dedicated to shaping the lives of our athletes. As a small token of our appreciation we've secured funding to assist them through Life of an Athlete. I'd like to strongly encourage all coaches to consider taking advantage of these free resources."

**-Jeffrey T. Collins**  
(Executive Director, NHIAA)



**LIFE OF AN  
ATHLETE**



# INSIDE THE PLAYBOOK

- 1.** Thank You Coaches
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- 4.** Selecting and Training Student Athlete Leaders
- 5.** Leadership Styles
- 6.** Balancing the 2 R's Coaching
- 7.** Team Culture
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# THANK YOU, COACHES!

In an effort to develop more consistency within all sports teams, this **Coaches' Guide** was developed in conjunction with the **Life of an Athlete's Captains' Guide** for student leaders.

The purpose and mission of this material is to help develop and facilitate more communication and leadership for all parties involved in a team environment.

We believe that through solid leadership- from the coaches to the team captains to the entire team- we will develop sport teams with strong character, great work ethic, and a better understanding about the effects a healthy lifestyle has on the overall culture of a team.

Our goal is not to try to teach the X's and O's of a sport because coaches are the ones with this knowledge. Our goal is to provide resources to establish a strong team foundation by building leaders, relationships, and a positive environment within the team that all works as one unit.

In summation, understanding and using leadership works to reduce problems and drama. Healthy lifestyle and the development of solid relationships within the sports family, community, and school systems will equal more time to coach and educate student athletes on the game at hand. Take a little time up front to focus on leadership and over the long term there will be more time to focus on excelling to the next level.

-Life of an Athlete New Hampshire



# INFLUENCE OF A COACH

## ■ **Justification #1**

The lives and future of young people are influenced heavily by their coaches. Recent research shows that nearly half of all alcoholics and drug addicts in the U.S. become addicted before the age of 25. Additionally:

- » The age when most young people begin using alcohol is now 12 years old.
- » The 10 most dangerous years of life are between the ages 14-24.
- » What happens during this decade can set the course for the rest of their life.<sup>1</sup>

## ■ **Justification #2**

Coaches are role models and must remember to reinforce words and actions to encourage athletes to make lifestyle choices that will enhance their performance and the performance of the team.

## ■ **Justification #3**

The coach-player relationship opens many doors and messaging is more effective when a coach talks to players or other students about the importance of nutrition and the dangers of sleep deprivation, alcohol, tobacco, and other drugs.

## ■ **Justification #4**

As coaches, we understand that athletes start learning after the 1,000th repetition, so we need to continue to promote the messages that alcohol, tobacco, and other drugs, poor sleep habits, and junk food have no place in the world of athletics.

## ■ **Justification #5**

- » The amount of influence a coach has on his or her athletes can not be over-stated.
- » In most cases, a coach is a second parent to an athlete.

<sup>1</sup>American Athletic Institute Study, 2008

# A COACH'S ROLE



- Understand the Life of an Athlete program.
- Conduct a team meeting following the pre-season meeting.
- Hold regular meetings to discuss issues, such as lifestyle choices, that may arise.
- Continue to revisit individual and team goals.
- Choose team leaders based on the 5 C's of leadership according to the Life of an Athlete model.
- Integrate nutrition, sleep, and alcohol, tobacco, and other drug (ATOD) components.
- Know the impact of ATOD on athletic performance.
- Lead by example by living a healthy lifestyle and making positive choices.

# SELECTING AND TRAINING LEADERS

The traditional view of team captains meeting before a competition to shake the opponent's hand for good sportsmanship has been unchanged for many decades. However, through the Life of an Athlete program, we encourage coaches to set new standards for choosing student athlete leaders with higher expectations to become captains of their teams.

Life of an Athlete founder John Underwood stated, "We have seen a significant number of incidents involving both drug use and out-of-character behaviors, as well as criminal acts committed by team leaders in recent years. There seems to be a trend toward pack mentality in sport that has greatly diminished the ability of individuals to impact teams and teammates."

In light of the recent string of high-level scandals in the sports world, it is important that at this developmental and impressionable level of high school athletics, we are proactive about educational prevention and intervention programs. Realizing that today's athletes face unprecedented social and behavioral issues, developing leaders is a difficult task, and even more difficult is finding potential leaders among the masses. If we can find and train leaders, they can have an impact on their peers.

The Life of an Athlete program encourages team leaders to have significant tasks and duties that will help lead the team into a program of excellence. How we choose potential leaders needs to go beyond skills and popularity.

## THE 5 C'S OF LEADERSHIP:



### COMPETENCE:

Has necessary level of skill development, knowledge, fitness, and healthy behavior.



### CITIZENSHIP:

Demonstrates social responsibility to the team through commitment, teamwork and role modeling.



### CHEMICAL HEALTH:

Supports zero tolerance of chemical use, both individually and on the team.



### CHARACTER:

Demonstrates attitudes and behavior that relate to moral strength, including responsibility, accountability, dedication, self-control, trustworthiness, and fair play.



### CIVILITY:

Shows characteristics of honesty, loyalty, enthusiasm, decisiveness, endurance, fairness, and courage.

# LEADERSHIP STYLES

Leadership is a process of mutual influence directed at achieving purposeful results. The development of leadership begins with personal initiative and awareness, and understanding one's passion, motivations, strengths, limits, and personal values. The process of self-discovery is ongoing and the pursuit of leadership requires perseverance and a commitment to perpetual learning.\*

Leadership styles vary; it is important for captains to find their own style and then begin working to fine tune their strengths.

## Quiet Leadership

A quiet person leads by example by [demonstrating the following behaviors]:

- Playing hard
- Being respectful to officials
- Staying focused during practice and games
- Performing well
- Setting the bar in the classroom
- Having confidence to take a stand on alcohol, drugs, and other prohibited substances
- Making choices for nutrition and sleep based on solid statistics and studies

## Vocal Leadership

A vocal person leads by verbally motivating the team [by demonstrating the following behaviors]:

- Playing hard
- Maintaining a positive atmosphere
- Setting the bar in the classroom
- Discussing prevention choices for alcohol, drugs, and other prohibited substances
- Discussing choices for nutrition and sleep based on solid statistics and studies
- Performing well





# BALANCING THE 2 R'S OF COACHING

There are many skills to coaching that can improve team success, team dynamics, and a coach's level of success. One skill that must be mastered is the balance between relating and requiring. Coaches must be willing to challenge and raise expectations of their athletes. It is important for coaches to hold their team accountable to these standards. Relying too much on a particular coaching style can lead to many problems. Coaches who rely too much on relating may worry about being liked and avoid confronting athletes for poor performance. Coaches who require too much may be perceived as overbearing and not concerned about their athletes.

*-Jeff Janssen, Sports Leadership Center,  
Cary, North Carolina*



## Relating

*The ability to relate to your team.*

Effective coaches are able to establish trust and respect with their team to develop positive relationships.



## Requiring

*The ability to require your team to produce results.*

Effective coaches must be able to demand the hardest work ethic from their athletes.

**RELATING**

**REQUIRING**

# TEAM CULTURE



## T.E.A.M. APPROACH

**T****EACH** not only the fundamentals, but good character and the importance of a positive lifestyle on and off the field. This includes good nutrition, proper sleep, and staying alcohol- and drug-free.

**E****NFORCE** good behaviors. If a coach hears about a potential party with alcohol and drugs, call a team meeting and remind athletes of the code they signed. If a coach finds out someone violated the code, the coach must enforce the consequences.

**A****DVOCATE** for proper training, nutrition, sleep, and a chemical-free lifestyle.

**M****ODEL** the behavior that athletes on the team are expected to demonstrate. Just as coaches want to remind students that others are watching, coaches need to understand this as well. Students are watching their behavior on and off the field. Students are watching how coaches treat the team, other coaches, and the official.

# TEAM CULTURE



There is no team without a coach, just like there is no coach without a team.

## IT'S ALL ABOUT BUILDING RELATIONSHIPS

Life of an Athlete is not a stand-alone event that occurs at the parent/athlete meeting but a comprehensive approach that is incorporated into the team experience and create a more unified and healthier community.

## TEAM CREATES A WINNING ATTITUDE

- Plan post-game events, and encourage all teammates to attend.
- Hold study groups to make sure all athletes are in good academic standing.
- Plan “out-of-season” workouts.
- Incorporate post-workout nutrition (see Power Back Diet) into every practice and performance to ensure maximum recovery and adaptation.
- Promote 8-10 hours of sleep and have athletes agree to turn off phone, computers, TV, and/or video games early.
- Provide daily time for debriefing with team.

# TEAM DYNAMICS—THE COACH



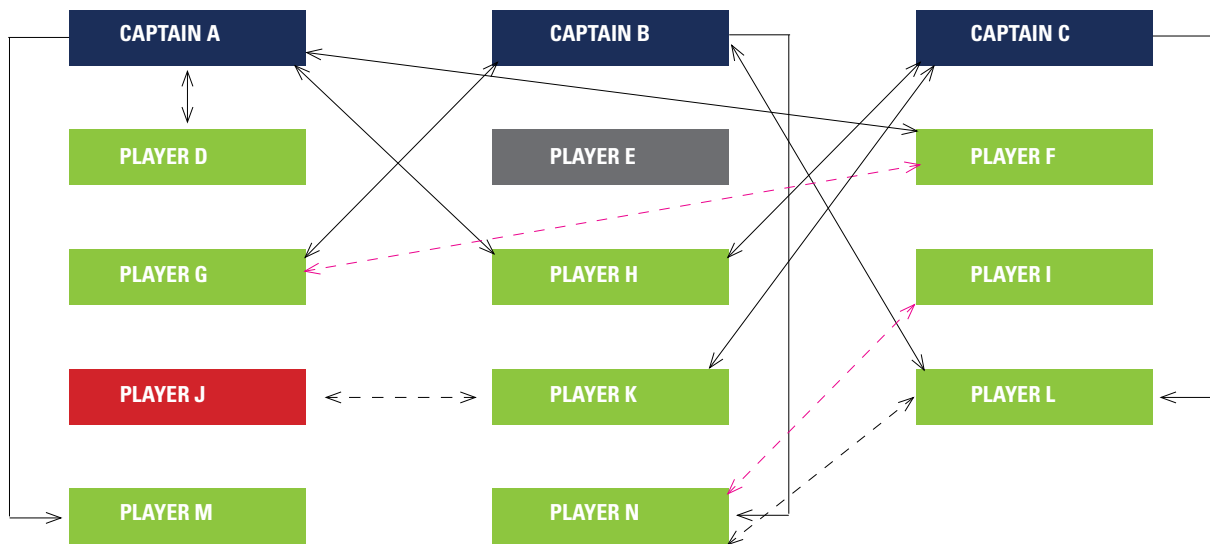
## THINGS TO THINK ABOUT...

- Meet with team captains to reinforce why they were picked for the leadership role and that they and the team are expected to live up to a high standard.
- Discuss with the team captains details about the characteristics you saw in them and how they can convey those characteristics to their teammates.
- Set up a daily time with the captains to debrief about events that took place.

**ALL IN**  
**WE** not **I**  
**OURS** not **MINE**  
**US** not **ME**

**We are all in this together as one!**

# TEAM DYNAMICS—THE CAPTAINS



**Question:** Player J has been skipping school to hang out with friends. As captains, how would you address this problem with Player J?

**Answer:** Captain C would work with Player K, who has a connection with Player J, to address the problem at hand.

## START HERE:

- Through the leadership of the coach, begin the process of dissecting the team to build a leadership model.
- Discuss the positives and negatives of last year's leadership, where things went wrong, and what went well. Ensure that any animosity amongst the players or any irritant is solved in this meeting.
- Put on a board all the names of the seniors in one line, juniors on another, sophomores on another, and freshmen on another. Draw a solid line from captain to each person who they believe will follow without hesitation.
- Draw a dotted line between players who are strongly connected to each other (It can be more than one connection). Draw a red line where there are negative relationships.
- The captains now have a chart to determine who is best equipped to address when there is a problem with an athlete.
- It is important to find where there may be no relationships or negative relationships between teammates. The coach must instruct their captains to reach out to these students in the beginning of the season to build cohesion. (see Player E)(Player F-G, I-N)
- Once we know and understand the physical and mental make-up of the team, we are now ready to meet and set the vision for that season.
- We all understand that leadership isn't done on our own and that it is the ability to bring out the best in others. We will empower our teammates to inspire, motivate, and set a positive example to change the culture of the team.

# RESTORATIVE JUSTICE

It can be tempting to simply issue a punishment for bad behavior (a punishment-based approach), when someone does something against the rules. There's a desire to "make them pay." However this approach doesn't consider any underlying issues that may exist. A punishment-based approach often can further marginalize a student who is already struggling to figure out his or her place as a part of the team. The punishment drives the student away from the one thing that is positive in his or her life. Conversely, a restorative approach focuses on working with the offender on how his or her action negatively affected people in his or her life. The educate, correct, restore model used in the restorative approach exemplifies education-based athletics.

## 2 TYPES OF APPROACH TO AN INCIDENT



### Restorative

- What harm has been caused?
- Who is responsible for repairing the harm?
- How will the harm be repaired?



### Punishment-Based

- What rule or policy was broken?
- Who did it?
- How do we punish them?

#### Conversation to have with athlete who violated the contract

- Tell us what happened.
- What were you thinking of at the time?
- What have you thought about since?
- Who have you affected your actions?  
In what way?
- What do you need to do to make things right?

#### Conversation to have with the team

- What did you think when you first realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What needs to happen to make things right?

# RESTORATIVE JUSTICE



## EDUCATE:

If a student athlete violates the code, it is important to correct the behavior while offering the education and support to do so. Family, friends, and emotional or psychological factors can influence a student's behavior. By teaching the risks, conducting an assessment, and offering counseling, we can address the negative behaviors and help the student succeed on and off the field.

## CORRECT:

When confronting an athlete who has committed a violation, use a well-accepted intervention approach to achieve maximum results. The person who meets with the athlete should:

- 1) Confront the student and address the violation.
- 2) Show concern for the student and express that the violations are taken very seriously.
- 3) Listen to the athlete's explanation (which will almost certainly include significant denial and rationalization).
- 4) Explain the desired behaviors and the consequences of non-compliance, being specific about the official sanctions involved.
- 5) Enforce all mandates for reinstatement.



More chances do not equal more learning. In fact, "letting offenders off" or not enforcing all actions for reinstatement conveys to the offender that the offense and the code are not to be taken seriously. Many athletes will keep drinking or doing drugs because their coach did not hold them accountable. This is called enabling. Unfortunately, many of these individuals end up with serious addiction problems, and some may even end up in jail. Others may question whether they would have had these issues if someone had held them accountable for their actions immediately and dealt with the severity of the issue rather than denying and ignoring the behavior. We need to hold them responsible now so they will be accountable and successful in the future.

## RESTORE:

Restorative justice is a theory that emphasizes repairing the harm and is the foundation for the Life of an Athlete program. It is best accomplished when all stakeholders cooperate. It is important for the athlete to take responsibility for his/her actions. The violation was an infraction to a code that he/she signed. Sitting on the bench was not a punishment from the coach, but a result of bad choices. The athlete also needs to understand that the actions affect not only the individual but the whole team. It is imperative for the offender to apologize to the coach and the team. This is also a great opportunity to teach the team how to forgive and understand that it is not the student who is bad, but the choice of violation.



# NUTRITION=OPTIMAL PERFORMANCE

## PRE-COMPETITION

For an athlete to perform at his or her best, it is important to eat a high-carb, moderate protein, low-fat meal three hours before training or competing, followed by a snack every hour.

## DURING COMPETITION

Athletes lose 10% of their overall performance for every 2% they are dehydrated.<sup>1</sup> Athletes must stay hydrated during competitions. Preventing dehydration is a key to sustained performance, especially when competing for long periods of time and in multiple events in a day. During competition, athletes should stay hydrated with at least 10 oz. of a water/sports drink mix in a 50/50 ratio. It is important to sip, not gulp, this mixture throughout the competition or workout.

## POST-COMPETITION

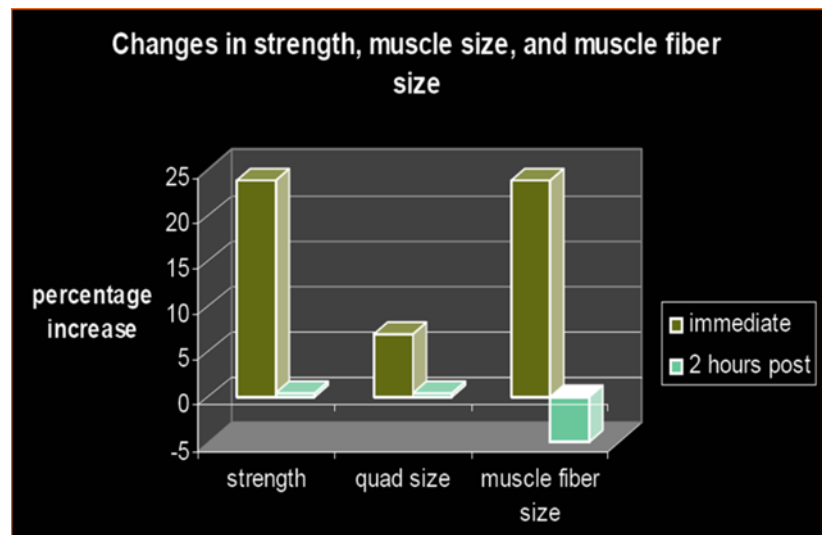
Nutritional recovery should occur immediately after competition. Waiting after training to take in nutrients causes a lost training effect. When a workout is done, training is not done. Until an athlete recovers from the stress of training, his/her muscles cannot adapt properly.

**STEP ONE:** Take in 4-6 oz. of a sports drink (glucose mixed with water in a 50/50 ratio). This will release insulin to refuel depleted muscles.

**STEP TWO:** Take in fast protein (liquid form) such as chocolate milk, protein drink, protein shakes, or yogurt. It is easier for the body to use liquid forms of protein than solid forms such as a protein bar.

**STEP THREE:** Take in 75g of carbohydrates. This is important to prevent muscle damage.

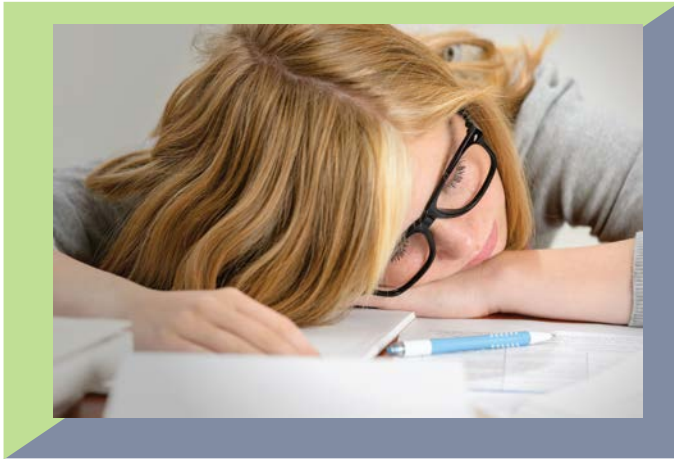
**STEP FOUR:** Within one hour eat a nutritional meal. The plate should be filled 1/2 with fruits or vegetables, 1/4 with lean protein, and 1/4 with complex carbohydrates.



<sup>1</sup>American Athletic Institute Study, 2008



# SLEEP AND CENTRAL NERVOUS SYSTEM READINESS



“Athletes who get 8 to 10 hours of sleep are more likely to improve their performance in the game. It’s not common knowledge, because if people understood how much of a difference (getting more sleep) could make athletically, they’d incorporate it more into their lives and not focus solely on nutrition and exercise.”

-Cheri Mah (Stanford Researcher, Stanford Sleep Study)

## 6 REASONS WHY WE NEED TO SLEEP

**Something to rest your victory on...**

**BOOSTS MEMORY-** Sleeping strengthens the neural connections that form memories.

**IMPROVES THE HEART-** A lack of sleep increases calcium build-up in arteries, which increases the risk of heart diseases.

**DECREASES DEPRESSION-** Sleeping releases melatonin and serotonin, which help eliminate stress hormones, adrenaline, and cortisol, which in turn makes us happier.

**INCREASES CREATIVITY-** With memory at its peak, the mind restored, and hormones balanced, the mind has a healthier imagination, resulting in increased creativity.

**SUPPORTS WEIGHT LOSS-** A lack of sleep creates a lack of the hormone leptin which is stored in the fat cells and tells us when to stop eating.

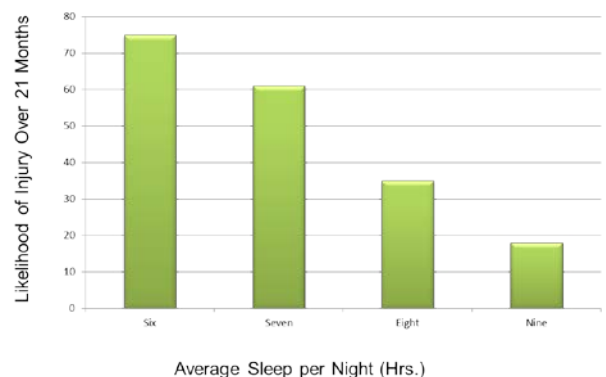
**MAKES YOU HEALTHY-** Immune systems rely on sleep to regain strength.<sup>1</sup>

<sup>1</sup>Research by 1800pap.com, The Journal of the American Medical Association

## SLEEP IS THE EQUALIZER

If the brain doesn't work, the body doesn't work. Sleep is the fatigue factor in brain function for both mental and physical performance. Research by Cheri Mah, Stanford Researcher, indicates that the more athletes sleep, the better they perform. After a night of sleeping 8 to 10, hours athletes store up roughly 14 hours of central nervous system readiness. When athletes sleep less than 8 hours, readiness decreases dramatically which reduces the athlete's pre-movement, movement, balance, and reaction time. When this occurs, chances of injury increase. The graph pictured below compares an athlete's time sleeping to their injury rate.

**Likelihood of Injury Based on Hours of Sleep per Night**



# ATHLETES AND ATOD STATISTICS DON'T LIE!

So don't ignore the facts about athletes and alcohol, tobacco, and other drugs

New Hampshire Regional Networks	% Use Alcohol	% Use Marijuana	% Use Rx Drugs
North Country	39.1	23	6.3
Upper Valley	32.7	22.5	6.2
Central County	35.3	24.8	9.4
Carroll County	39.5	32.4	10.1
Sullivan County	35.8	23.4	7.8
Winnepesaukee County	34.6	23.1	8.1
Cheshire County	36.9	27.2	8.2
Capital Area	32	21.7	7.2
Strafford County	31	24.4	8.8
Greater Manchester	30.9	22.1	6.8
Greater Nashua	34.9	24.8	8.1
Greater Derry	20.9	14.9	4.8
Seacoast Area	36.3	27.1	8.4

The information gathered for this table was collected through the bi-annual administration of the Youth Risk Behavior Survey (YRBS) from 2013.

Data from YRBS is available in the Community Data Profile which can be found on the NH Center for Excellence website: [www.nhcenterforexcellence.org/data/nh-regional-data-profiles](http://www.nhcenterforexcellence.org/data/nh-regional-data-profiles) and in reports on the NH Department of Education web-site: [www.education.nh.gov/instruction/school\\_health/hiv\\_data.htm](http://www.education.nh.gov/instruction/school_health/hiv_data.htm).

You may be asking yourself how this data relates to your athletes. It shows that in most New Hampshire high schools a majority of students participate in athletics. Over 70% of the state's youth participate in organized sports at some point in their middle and high school career, and 38.1% of students surveyed have used alcohol in the past 30 days. The numbers cross. Unfortunately, LoA in New Hampshire is new so data has not been gathered on athletes alone.

College NCAA Sport	% Who Use Alcohol		% Who Use Marijuana	
	Male	Female	Male	Female
Baseball	83.4		26.9	
Softball		85.3		28.8
Basketball	74.1	71.5	23.6	21.1
Football	76.2		27.3	
Volleyball		77.5		22.4
Wrestling	85.4		30.4	
Field Hockey		88.2		37.6
Track & Field	68.8	71.3	17.3	37.6
Golf	82.8	83.7	26.4	20.9
Gymnastics	83.0	77.5	31.9	13.5

Retrieved from: <http://www.ncaapublications.com/p-4266-research-substance-usenational-study-of-substance-use-trendsamong-ncaa-college-student-athletes.aspx>

## THINGS FOR YOUR CAPTAINS TO REMEMBER:

- LEADERSHIP** is not about a position or title
- LEADERSHIP** is about relationships and credibility
- LEADERSHIP** is not about personality, but rather behavior
- LEADERSHIP** is a dialogue, not a monologue
- GO OUT** and **INSPIRE** this season!!

# THE NEGATIVE IMPACT OF ATOD ON PERFORMANCE

## HIGHLIGHTS

We can simply say “It doesn’t happen to my team” or we can do the things that will make the difference on your team...

According to research done at the American Athletic Institute:

- Over 83.1% of the respondents indicated drinking alcohol within the last 12 months (5.6% increase since 2005).
- Over half of student athletes who indicated that they used alcohol in the past year said they began using it before the age of 18.
- Of those reporting alcohol usage, the majority report drinking alcohol fewer than two days per week.
- Approximately 49% of those reporting alcohol usage report consuming five or more drinks in one sitting.
- 54% of the respondents indicated drinking during both competitive and off-seasons.
- The majority of respondents indicated obtaining alcohol from a friend, family member, or teammate.
- The average age that New Hampshire youth begin drinking alcohol is 13.6 years.
- Athletes who drink are twice as likely (54.8%) to be injured than non-drinkers (24.8%).
- Elite Olympic level athletes lose over 11% from their overall performance when they drink alcohol. For high school and college athletes, it’s between 15% and 30% from their overall performance.
- Reaction time can be reduced up to 38% when using ATOD. This translates to how quickly you get off the line or starting blocks, swing a bat, or block a shot.
- The use of ATOD interferes with training, recovery, and adaption effect. A body trying to rid itself of ATOD cannot heal or recover as quickly because of the reduction of HGH and testosterone.
- Consumption of alcohol reduces blood flow to the brain, which decreases athletic performance by reducing speed, agility, strength, and concentration.

“As coaches you understand the amount of influence you have with your athletes. We need to take that power of influence and channel it to making our athletes make the right choices in their athletic and life careers.”

-John Underwood (Olympic Trainer & Director of the American Athletic Institute)

# ATOD-FREE TEAM

## ATOD-FREE TEAM

As a coach you are in a special position to prevent ATOD use by your players. See below for guidelines on how to handle situations you may encounter.

### DO

- Confront the athlete immediately. Make sure that he or she knows that you are aware of what is going on. Failure to act may cause the athlete to assume that this behavior is OK or that you don't care. Explain that ATOD use is illegal and that the athlete can be arrested or suspended from school and sports for using it.
- Set rules and enforce them consistently. When a coach looks away team, morale will suffer, as will your moral leadership. By opting to look the other way, you also fail in your responsibility to the athlete.
- Ensure that everyone on your staff sets a good example. Your players will heed not just what you say, but what you do.

### DON'T

- Choose to ignore the smell of marijuana or alcohol.
- Avoid enforcing rules—or enforcing them selectively.
- Ignore alcohol or drug use by the coaching staff in the presence of team members or members of the community.
- Pretend that you did not hear an athlete discussing plans for a party that will involve alcohol or drugs.

# MEET THE COACH NIGHT



## IMPORTANT TOPICS FOR ATHLETIC DIRECTORS TO COVER WITH COACHES:

- Continuation of Education
- Team Expectations
- Education-Based Athletics
- Parent/Fan Expectations
- LoA's 5 C's document to pick captains
- Alcohol, Tobacco and Other Drug Policy
- Conflict resolution chain of command
- Importance of modeling healthy behaviors

## PARTICIPATION IS A PRIVILEGE

Participation in high school activities is dependent on eligibility. Protect that eligibility by reviewing the Code of Conduct with parents/guardians. Co-curricular programs contribute to the educational, emotional and social development of students. Since students are not required to participate in co-curricular programs, the choice to participate is a privilege and students are required to follow the code of conduct to retain eligibility. Co-curricular activities include student body offices, athletics, theater, chorus, Students Against Destructive Decisions, and any other activities that are outside the regular school day and not a requirement of a course of instruction. Students who choose to participate in co-curricular activities are expected to conduct themselves in a manner that reflects the values of the school and communities they represent. In addition to the behavioral standards and disciplinary consequences applicable to all students in the district, each student desiring to participate in a co-curricular activity must comply with the district's co-curricular Code of Conduct.

# SAMPLE CODE OF CONDUCT FOR JOINING A TEAM

Education-based athletic competition should demonstrate high standards of ethics and sportsmanship and promote the development of good character and other important life skills. The highest potential of sports is achieved when participants are committed to pursuing victory with honor according to seven core principles: trustworthiness, respect, responsibility, fairness, caring, teamwork, and good citizenship. This code applies to all high school students/athletes involved in interscholastic sports, clubs, or performing arts.

I understand that, in order to participate in high school athletics, clubs, or performing arts, I must act in accord with the following:

■ **TRUSTWORTHINESS-** Be worthy of trust in all I say and do.

**INTEGRITY-** Live up to high ideals of ethics and sportsmanship, pursue victory with honor, and above all do what is right even when it will be costly.

**HONESTY-** Don't lie, cheat, steal, or engage in any other dishonest conduct.

**RELIABILITY-** Fulfill commitments.

**LOYALTY-** Be loyal to my school, team, and coach above my personal glory.

■ **RESPECT-** Treat all people with respect all the time.

**CLASS-** Live and play with class, show sincere respect in pre- and post-game rituals.

**DISRESPECTFUL CONDUCT-** Do not engage in this conduct at all, including profanity, obscene gestures, remarks of racial nature, trash talking, taunting, or any action that demeans an individual or sport.

**RESPECT OFFICIALS-** Treat all officials with respect. Be an athlete, be a fan, or a coach. Leave officiating to the officials.

■ **RESPONSIBILITY-** Understand the importance of education, be a student first, and commit yourself to that understanding. This commitment will get you to the college of your choosing.

**MODELING-** Participation in sports is a privilege, not a right, and you are expected to represent your school with honor on and off the field. Suspension or removal from the participation privilege is within the sole discretion of the school administration.

**CONTROL-** Exercise self-control.

**HEALTHY LIFESTYLE-** Safeguard your health. Do not use any unhealthy substances, including but not limited to alcohol, tobacco, and other drugs. Engage in proper nutrition and proper workout programs.

■ **FAIRNESS-** Live up to the high standards of play.

■ **CARING-** Demonstrate concern for others.

■ **TEAMWORK-** Help promote the well-being of teammates and be willing to report unhealthy or dangerous conduct to coaches.

■ **CITIZENSHIP-** Play by the rules, including the spirit and the letters of the rule.

I HAVE READ, UNDERSTOOD, AND AGREE TO THE REQUIREMENTS OF THIS CODE OF CONDUCT. I UNDERSTAND THAT I AM EXPECTED TO PERFORM WITHIN THESE CODES AND UNDERSTAND THAT THERE MAY BE SANCTIONS IF I DO NOT.

PARENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_  
STUDENT/ATHLETE SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_





# LIFE OF AN ATHLETE



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**SCAN TO FIND OUT MORE!**

