

# Life *of an* Athlete

NEW HAMPSHIRE  
HUMAN PERFORMANCE PROJECT

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***New Hampshire Program Manual***

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## LETTER FROM PROGRAM DEVELOPER

Dear Colleagues:

Thank you for joining me to change lifestyles through Life of an Athlete Human Performance Project!

Worldwide, lifestyle choices have continued to deteriorate significantly in the past decade. Lifestyle choices include sleep, use of stimulants (energy drinks), nutritional choices, stress, making time for recovery, over-stimulation of the brain and CNS by technology and the use and abuse of social drugs like alcohol and marijuana.

We have studied the normative societal values that are influencing these issues of concern and have developed Life of an Athlete Human Performance Project to support youth, parents and adults who work in youth venues such as schools, sport clubs, organizations and community health organizations to make healthy lifestyle choices.

Life of an Athlete Human Performance Project has been used by more than 700 colleges and universities and thousands of schools in thirty nine states. The impact of this program has also led to a media campaign that could easily be utilized in any state or nation. To impact any negative problem in any age or demographic group there must be lifestyle change. This innovative program educates target populations and gives them the basis for that change.

Sincerely,



**John Greig Underwood**

Director, Human Performance Project USA

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Life of an Athlete  
Human Performance Project

## ACKNOWLEDGEMENTS

The New Hampshire Interscholastic Athletic Association (NHIAA) and NH Department of Health and Human Services Bureau of Drugs and Alcohol Services' (BDAS) Regional Public Health Networks would like to thank John Underwood, president and founder of the Human Performance Project, for developing these materials and providing training, along with New Hampshire Charitable Foundation for providing the funding that made it possible to make this program available to all of our member schools. The NHIAA works in partnership with the BDAS Regional Public Health Networks to implement Life of an Athlete. The New Hampshire Center for Excellence has provided technical assistance related to implementation and evaluation of NH Life of an Athlete.

### NEW HAMPSHIRE INTERSCHOLASTIC ATHLETIC ASSOCIATION



### LIFE OF AN ATHLETE COMMITTEE MEMBERS

Campbell High School /Principal's Association	Laurie Rothhaus
Littleton SAU /Superintendent's Association	Paul MacMillan
Timberlane High School /Athletic Director's Association	Angelo Fantasia
School Board Association	Liz Hennig
Dartmouth Injury Prevention Center	Howard Hedegard
School Councilors Association	Tina Hamilton
Police Chief's Association	Richard Crate, Enfield Police
Regional Network System	Mary Forsythe Taber
NHIAA	Hank Basil
Bureau of Drug and Alcohol Services	Jeff Metzger

**Anne Wang, CAPT Service to Science Technical Assistance Provider, has provided invaluable guidance towards the development of this manual through SAMHSA's Service to Science program.**

**The following partners and funders have made a long term commitment to the Life of an Athlete program in New Hampshire:**



## PURPOSE

This manual is provided by the New Hampshire Interscholastic Athletic Association (NHIAA) to assist athletic directors, coaches, administrators, prevention professionals and community members in improving athletic performance through the implementation of Life of an Athlete (LoA). This manual is intended to serve as a guide for implementing the components of NH LoA fidelity. Checklists and a description of available resources are included for each component. The checklists are designed to ensure that NH LoA is implemented completely and consistently across the state, thereby producing the intended outcomes. All resources are included on the CD accompanying this manual. It is expected that each community will utilize the resources provided that fit their needs.

## TRAININGS

In addition to this manual, the NHIAA has made trainings and technical assistance available to support implementation of Life of an Athlete in New Hampshire.

John Underwood, LoA developer, will be visiting New Hampshire periodically to deliver a series of three trainings to support the implementation of this program. For information about future trainings please go to the NHIAA Life of an Athlete website: [www.nhiala.org](http://www.nhiala.org).

## TECHNICAL ASSISTANCE

- Donna Arias, Life of an Athlete Director at the NHIAA, is the primary contact for all assistance related to LoA in NH. Donna can be reached at [darias@nhiala.org](mailto:darias@nhiala.org) or through the NHIAA website at <http://nhiala.org>.
- Local and Regional prevention professionals are available to provide assistance in every community. To find a prevention professional in your area go to <http://drugfreenh.org/get-involved/reach-out-to-your-community>.
- The New Hampshire Center for Excellence provides substance misuse prevention, treatment and recovery technical assistance to local and state organizations in New Hampshire. You may contact the center through their website <http://www.nhcenterforexcellence.org/request-assistance/nh-center-for-excellence>.
- Online support: You can find web modules and all of the documents included in this manual by going to [www.nhiala.org](http://www.nhiala.org) and clicking on the *Life of an Athlete* tab. You can also visit [www.lifeofanathlete.us](http://www.lifeofanathlete.us), find Life of an Athlete on Facebook or contact [lifeofanathlete@gmail.com](mailto:lifeofanathlete@gmail.com).
- NH LoA CD: The accompanying CD contains electronic versions of all documents referenced in this manual that can be modified to suit your school's needs.

## INTRODUCTION

### OVERVIEW

Life of an Athlete is expected to lead to changes in the school climate and behaviors among the student body. Program activities include: revision of student codes of conduct to support healthy lifestyle choices; policy changes that encourage positive behavior among the athletic community; youth leadership training to develop team unity; and student athlete, coach, parent, and community education on the impact of lifestyle choices and how to make healthier ones. All of these activities are designed to support student behavior changes which focus on proper nutrition, adequate sleep and abstinence from substance use.

### GOALS

- ▷ Reduce rates of substance abuse among student athletes
- ▷ Increase positive lifestyle choices made by student athletes

### GETTING STARTED

- ▶ Program Overview
- ▶ Program Checklist
- ▶ Finding Champions
- ▶ Frequently Asked Questions
- ▶ Risk and Protective Factors

### ADDITIONAL RESOURCES ON CD

- ▶ Assess Community Support Worksheet
- ▶ Building Support Worksheet

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*"We encourage all NHIAA member schools to seriously consider implementing New Hampshire Life of an Athlete. The ready availability of such a great resource, at no cost, provides the tools necessary to proactively influence student athletes and others."*

*-R. Patrick Corbin, Executive Director, New Hampshire Interscholastic Athletic Association*

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## PROGRAM OVERVIEW

The Life of an Athlete (LoA) program is a comprehensive program developed by Olympic Trainer John Underwood that identifies and works with all aspects of high school athletics, including coaches, athletic directors, administrators, parents, communities, prevention professionals and athletes themselves with a proactive approach to athletic participation. While this program focuses on athletes, the model will have residual impacts on all segments of the school and community. The program is laid out in a five sections and includes:

### PRE-SEASON MEETING

Establishing mandatory seasonal meetings for parents and athletes to discuss conditions for involvement, expectations, philosophy and what it means to be an athlete.

### CODES OF CONDUCT

Bringing a code of conduct from conceptualization to implementation & enforcement based on the principles of Restorative Justice; includes strategies for fan behavior, parental issues and seven non-negotiable conditions for being part of an athletic team.

### TRAINING FOR COACHES

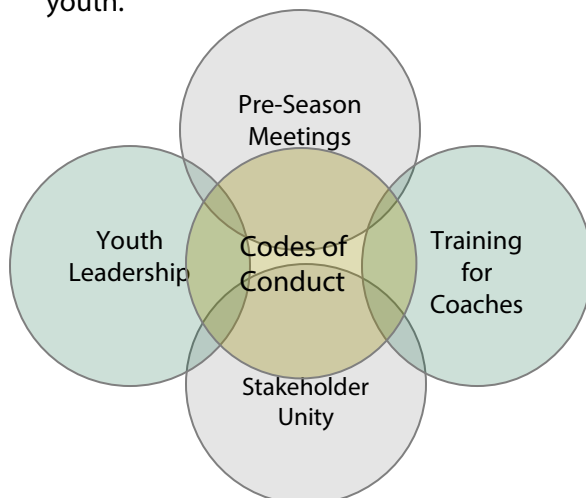
Training all coaches at all levels to understand and promote positive lifestyle choices amongst athletes, including workshops on how to send a message to the team and use student leaders to monitor team dynamics.

### YOUTH LEADERSHIP

Identifying and developing student team leaders who assist the coach in improving athletic performance and team unity through the promotion of positive lifestyle choices.

### STAKEHOLDER UNITY

Ensuring all members of the community take a stake in increasing positive lifestyle choices among youth.



Life of an Athlete is centered around Athletic Codes of Conduct.

The following activities support the enforcement of athletic codes:

- Pre-Season Meetings
- Training for Coaches
- Youth Leadership
- Stakeholder Unity

LOA is evolutionary and ongoing. The program components can be implemented in the order that best meets the needs and readiness of the school community.

## PROGRAM CHECKLIST

School District Information			
District/School Name		Contact Person	
Contact Email		Phone	
Activities to Strengthen Program	Existing	Want to Add	Achieve By
<b>Hold mandatory pre-season meetings for parents and athletes</b> (Require meetings to ensure all stakeholders know the expectations and the consequences if expectations are not met.)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Educate about substance use on performance</b> (Utilize mandatory seasonal meetings to educate on the effects of substance use to the brain and performance.)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Ensure knowledge, understanding and agreement of codes</b> (A signature needs to ensure participant not only understands rules but agrees to them.)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Review and strengthen codes</b> (Create a committee to review, modify and present codes for school board approval.)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Establish a restorative justice model to address code violations</b> (Consequences should not be punitive but restorative, which educates, corrects and restores.)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Set standards for coaches</b> (Coaches should teach the basics, enforce the code, advocate for positive behaviors and model expectations and behaviors.)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Enforce code violations</b> (Teach faculty how to effectively address code violations: confront, empathize, educate, correct and restore.)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Pick student athlete leaders appropriately</b> (Student leaders should be chosen by competency and character, civility, citizenship, chemical- free lifestyle.)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Develop and implement a student leadership training</b> (Define expectations for the student leader and start leadership development as a Freshman.)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Promote Life of an Athlete to community and fans</b> (Post information of the program and expectations in newspaper, sports programs, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Implement fan control standards</b> (Set standards for fan behavior by posting and consistently enforcing your expectations for behavior during competition)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Generate community support</b> (Encourage community members to support the program by not providing substances that would lead to code violations.)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Evaluate student's opinion of code effectiveness</b> (Based on a survey for students you can assess the effectiveness of the code and team behaviors.)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Gather stakeholder feedback</b> (Gain opinions from all stakeholders of the importance and success of the program.)	<input type="checkbox"/>	<input type="checkbox"/>	



## **FINDING CHAMPIONS**

Important for successful implementation:

- Find your key champions
- Provide opportunities for those implementing to take ownership

This is an evolving process that requires continued efforts in education, advocacy and support.

**The following list describes the key stakeholders in a community and their potential role in implementing LoA.**

**SCHOOL ADMINISTRATORS:** They need to be on board and supportive of the changes that will be made and consistently enforced. Everyone needs to be supportive and create and maintain clear expectations of athletic directors and coaches.

- ▶ Suggestions for involvement: Superintendent, Principal, Vice Principal

**ATHLETICS:** Specifically to LoA, they are the ones who will be on the front lines when it comes to executing the program – both from an enforcement stand point as well as the leadership development team. Both athletic directors and coaches have to be supportive and define expectations of each other to be effective.

- ▶ Suggestions for involvement: Athletic Directors, Coaches, Student Leaders

**LAW ENFORCEMENT:** Need to be aware of the situation, willing to share the information they hear back with athletic directors and police departments. Will need to conduct the investigations and enforce the rules.

- ▶ Suggestions for involvement: School Resource Officer, Police Chief or other designee, Sherriff's Department Representative, District Court Representative

**SCHOOL BOARD MEMBERS:** Need to identify the member who is supportive of the program and understand that there may be resistance from some parents who do not want to change the status quo.

- ▶ Suggestions for involvement: Chair, Vice-Chair, Other Members

**SUBSTANCE ABUSE PROFESSIONALS:** Key pieces of LoA deal with prevention before it goes into the intervention phase. Having the substance abuse professionals on board allows the expansion of the program into other curriculum areas, including health classes and physical education classes.

- ▶ Suggestions for involvement: Regional Network Representative, Local Substance Abuse Prevention Coalition Representative, Student Assistance Person, Licensed Drug and Alcohol Counselor, Court Diversion Program Representative, Local Hospital/Medical Practice Representative

**PARENT NETWORKS:** Parents will need to be educated about the program and given as much information as possible. They will also need to have support networks to help their student athletes live up to the new codes of conducts and create positive atmospheres for youth to grow up healthy.

- ▶ Suggestions for involvement: Booster Club Member, Parent Teacher Organization Member, Interested Parent

**COMMUNITY REPRESENTATIVES:** Working with a community coalition will help support the overall goal of the program which is to give the youth in our community every opportunity to grow up healthy and develop into productive future citizens and workers.

- ▶ Suggestions for involvement: Leaders from local groups such as Rotary, Lions, Kiwanis, Chamber of Commerce, Area Non-profit Groups

**MEDIA:** Media advocacy will be critical to the overall success of the program. A lot of emphasis is placed on sports in our community – taking the focus from the win- loss column for a season and developing a win-loss column for positive growth and development will further strengthen the long-term impact of the program.

- ▶ Suggestions for involvement: Local Newspaper, Radio, Television, Public Access Television, Student Newspaper Representative, Sports Blog Writer

**OTHERS:** Sectors of the community that will further enhance support for the program and bring in additional resources

- ▶ Suggestions for involvement: Area Businesses, Religious Institutions, Government Representatives such as Mayor, Aldermen, Councilmen, Town Manager, State Representative, State Senator, County Commissioner's Office

## FREQUENTLY ASKED QUESTIONS

**Q. What is Life of an Athlete?**

A. The Life of an Athlete (LoA) program is a comprehensive program that is offered to NHIAA member schools at no cost. LoA takes a proactive approach to athletics and includes coaches, athletic directors, administrators, parents, communities and athletes themselves. While this program focuses on athletes, the model will have residual impacts on all segments of the school and community.

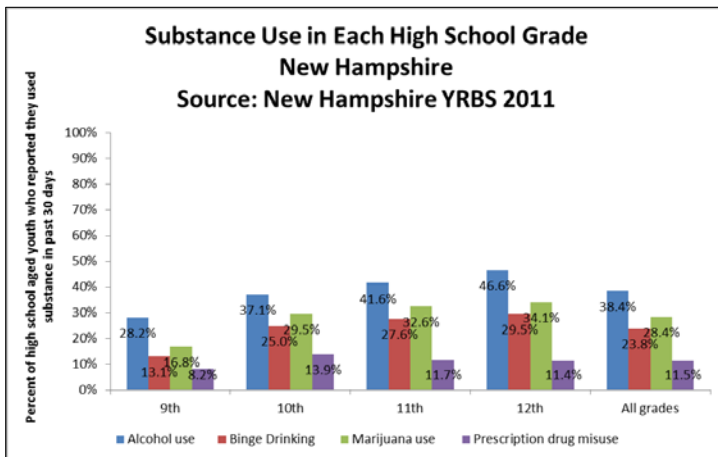
LoA is a systemic community approach to reducing risk and increasing protective factors in student athletes while setting clear consistent boundaries for behavior, increasing consequence beliefs, teaching appropriate athlete lifestyle and establishing a process to identify and help those involved in drug use or who are demonstrating behaviors of concern.

**Q. What can LOA do for our school and community?**

A. LoA offers a strategic approach to address substance use among athletes. Because athletics are so important to many schools and communities in NH, LoA has the potential to reach a large portion of the school and community populations. LoA can help bring those who care about athletics together to promote positive lifestyle choices and dispel the myth that athletics and substance use go hand in hand.

**Q. How many youth in NH really use alcohol and other drugs?**

A. Social drug use is often perceived as normative although the data shows that New Hampshire high school students are not using regularly:



- ▶ Among the different substances youth were asked about, alcohol use is highest in each grade.
- ▶ Alcohol use, binge drinking and marijuana use increase as youth age.
- ▶ It is hoped that participation in LoA will slow the increase of use of substances as youth age.

**Q. What is the big deal? Drinking is part of growing up, right?**

A. NH data indicates that 28.2% of youth report alcohol consumption during the school year in 9th grade. This use progresses to 46.6% by 12th grade. Alcohol use by minors is against the law and dangerous, as alcohol has been linked to nearly all high risk behaviors and health crises. When we

combine this 'partying' with other high risk behaviors normally experienced by youth, we greatly magnify the propensity for disaster.

**Q. Who does the LoA program target?**

A. High school administrators, athletes, parents/guardians, coaches and other community stakeholders

**Q. Why athletes?**

A. Prevention and intervention often focuses on target populations which share risk factors. Athletes are the largest target population that exists in any community or any school. Sixty to 70 percent of NH students are involved in at least one sport. There are compelling reasons for athletes to make positive lifestyle choices; alcohol, a metabolic poison, has only negative effects on all physiological parameters. Without proper sleep, athletes reduce reaction time. Without proper nutrition, the positive impact of training is reduced. High school athletics are an integral part of many communities throughout NH. The local sports teams are the focal point of community life: they are a source of pride, a spot for social gatherings, and often where the initial perception of a community begins; because of this performance matters; the performance of the athletes as well as their behavior.

**Q. Besides better athletes and winning teams what else can LoA do for our youth?**

A. The following are some of the additional benefits for student-athletes who choose a healthy lifestyle:

- Academic or athletic performance will not be hampered.
- The risk of breaking school rules or the law is greatly reduced.
- Serious and life threatening problems related to poor lifestyle choices such as substance abuse, driving while intoxicated and sexual decision-making, injury, arrest, and even death are eliminated or reduced.
- There is reduced risk of becoming addicted to alcohol and other drugs.
- The ability to develop appropriate life skills such as stress management, problem solving, conflict resolution, interacting with others, and goal setting is enhanced.
- Young people can learn what it means to join a social order and be held to agreed-upon standards for the group.

**Q. Can Life of an Athlete Program's be used as a co-curricular code?**

A. Yes, in fact we recommend it! The basis of the program can cross over into a co-curricular code. The American Athletic Institute focuses on the athlete, because most of their studies show the results of chemical use effect on the athletic performance. However, those same studies relate to all types of performance including academics.

**Q. What if parents do not want to come to the mandatory pre-season meeting?**

A. Remember, the goal of the meeting is to set standards for everyone involved in a child's athletic experience. It is imperative that the parent/guardian understand the basis for the athletic code and why it will be strictly enforced. The mandatory meeting also gives the school ample opportunity to

emphasize positive lifestyle choices and the impact on athletics. A school may choose not to allow an athlete to play if his/her parent does not attend. If a school offers an alternative to the meeting, the time commitment should be longer than the mandatory meeting!

**Q. What if I find out that a coach knew of a player who had a violation, but did nothing about it?**

A. First, it is important to talk to the coach about the importance of not turning a blind eye. Next, set a standard of what the consequences are, if it is revealed that the coach is not holding students accountable. If this happens, the coach should apologize to the student who was in violation for not holding them accountable. Finally, the coach must follow through on the consequences. The coach should also apologize to the team and express why the student is now facing the consequences as well as reminding the students that in the future, all consequences will be given at the time of the offense.

**Q. What if coaches let the best players sit due to a code violation and some of the school board members want to let those players play?**

A. The first question to school board members should always be, "What is in the best interest of the students?" It is very easy to want to give students another chance. However, more chances do not equal more learning. If the students do not receive their consequence, it demonstrates that we are not serious about the code or holding them accountable. This may lead to many to reoffend or stop adhering to the code. It is also easy to want to let them play so the whole team does not have to suffer a loss. Yet the team will suffer, especially those who have not broken the code, if those who do not follow the rules do not face the consequences of their actions. Furthermore, this is why the LoA program calls for students who offend to be accountable to the team and apologize to them for their actions.

**Q. What if a parent threatens to call their lawyer to demand that their child plays even though they had a code violation?**

A. Remind the parents that they and their child signed the code which stated that they have, "knowledge, understanding and agreement to the code of conduct and the consequences associated with it." Also remind the parents they could fight it but even if they did win, it is ultimately the coach who will determine who plays during those games.

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## **RISK AND PROTECTIVE FACTORS**

Protective and risk factors addressed by LoA by socio-ecological domain:

### **PROTECTIVE FACTORS**

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INDIVIDUAL DOMAIN: Knowledge and understanding of athletic lifestyle  
Knowledge of the effect of social drug use and performance  
Perception of personal achievement and self-efficacy

SCHOOL DOMAIN: Team vigilance  
Individual responsibility  
Collective responsibility  
Team leadership  
Coaching vigilance  
Parent vigilance  
Fan responsibility  
Universal code enforcement

COMMUNITY DOMAIN: Community norms supporting positive lifestyle choices

### **RISK FACTORS**

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INDIVIDUAL DOMAIN: Personal vulnerability to use drugs

SCHOOL DOMAIN: Drug use norms

COMMUNITY DOMAIN: Availability of drugs to athletes  
Lack of enforcement of all laws pertaining to underage use

## PRE-SEASON MEETINGS

This section provides the guidance, templates, and tools necessary to establish mandatory seasonal meetings to discuss conditions for involvement, expectations, philosophy and what it means to be an athlete.

### OVERVIEW

The pre-season meeting is established to ensure that everyone understands both the rules and the rationale behind them. By holding these mandatory meetings you will create a consistency across student athletes, parents, and coaches throughout the sports offered in your high school. This will increase healthy lifestyle choices and improve buy-in, communication, and performance.

### GOALS

- ▷ Increase parental support of healthy lifestyle choices
- ▷ Increase parent-child communication around sensitive issues
- ▷ Increase parental and student athlete support for code of conduct

### GETTING STARTED

- ▶ Implementation Checklist
- ▶ Resource List

### ADDITIONAL RESOURCES ON CD

#### PREPARING FOR PRE-SEASON MEETINGS

- ▶ Parent Invite
- ▶ Parent Code of Commitment

#### IMPLEMENT PRE-SEASON MEETINGS

- ▶ Pre-Season Meeting Design Guidance
- ▶ Pre-Season Meeting Agenda
- ▶ Parent Letter
- ▶ Presentation Templates
- ▶ A Parents' Role in Interscholastic Athletics
- ▶ Before a Child Quits a Team
- ▶ Hands-on VS. Hands-Off Parent Study

#### PROVIDE FOLLOW-UP TO INTERESTED PARENTS

- ▶ Local Resource List and/or Volunteer Opportunities

## CHECKLIST: PRE-SEASON MEETINGS

- ▷ Person Responsible: Athletic Director
- ▷ Frequency: Beginning of Each Season

Expanded guidance can be found on the accompanying CD or through NHIAA, your Regional Network and local prevention professionals. Additional copies of this checklist can be printed from the accompanying CD.

STEPS	Completed	Partially Completed	Not Completed	Reason for partially completing or not completing
<b>Step 1: Prepare for Pre-Season Meetings (one meeting per season)</b>				
Incorporate LoA materials into existing pre-season meetings				
Choose a dynamic, well respected person (the identified Champion: a popular coach or athletic director) who will present and endorse the program				
Include in materials that you send to parents ahead of the pre-season meetings:				
Information in the letter home about LoA*				
Student athlete survey *				
<b>Step 2: Implement Pre-Season Meetings</b>				
Include LoA messages in the presentation*				
Consequences of lifestyle choices on athletic performance				
Overview of codes*				
Stress the importance of the code and the need to have parental and team support when enforcing the code				
Set expectations for fan behavior				
Set expectations for respectful and open communication				
Open door policy for coaches				
How and when to approach coaches				
Emphasize mentoring role of coaches				
Encourage parents and athletes to maintain ongoing involvement				



Incorporate LoA into breakout group sessions by sport				
Present best ways for parents and athletes to communicate with the coach				
Set/review team goals				
Plan activities for team unity				
<b>Step 3: Provide alternative for those parents and athletes that cannot attend meeting that takes longer than going to the pre-season meetings</b>				
Meet one-on-one with those athletes and parents/guardians that miss the meeting to go over codes and expectations for the season				
Require parents and athletes to complete web module that will show the impact of lifestyle choices on health (45 minutes)				
<b>Step 4: Provide follow-up to parents with varying levels of interest</b>				
Send follow-up letter: Recommend that interested parents join the local committee of Life of an Athlete* Recommend connecting with booster clubs*				
Provide list of community resources for parents around: how to talk with their kids about substances, how to talk to other parents, where they can get additional resources and parenting strategies*				

\*indicates there is a template document available on resource CD.

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*“Life affords no greater responsibility, no greater privilege, than the raising of the next generation.”*

*-C. Everett Koop, former Surgeon General*

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## **PRE-SEASON MEETING RESOURCE LIST**

The materials listed below can be used as needed in planning and implementing pre-season meetings. All materials are available on the accompanying NH Life of an Athlete CD or by contacting NHIAA. Materials on the CD are in an editable format so schools implementing LoA can put on their own logo and make any necessary edits for them to use in their community.

### PREPARING FOR PRE-SEASON MEETINGS

#### **Parent Invite**

Sending a well written invitation to parents/guardians for the mandatory pre-season meetings will begin to set the tone for the year. This letter should include a statement stressing the amount of influence a parent still has on their teen and the importance of collaborating for a successful season; include the date, time, and location of the meeting; and send the invitations out at least three weeks prior to the meeting. A template letter can be found in the Pre-Season Meeting Resources folder on the accompanying CD.

#### **Parent Code of Commitment**

When sending out the invitation, including a sample code for parents to sign and agree with during pre-season meetings will further promote the collaborative tone you are setting for the year. Providing the materials ahead of time will help parents/guardians that wish to do so prepare any questions they may have for the meeting. This code should include positive role modeling, being a fan of the team as a whole, respecting coaches and officials' decisions, and supporting a "no tolerance" policy for alcohol, tobacco, and other drug use and other poor lifestyle choices. A template can be found in the Pre-Season Meeting Resources folder on the accompanying CD.

### IMPLEMENT PRE-SEASON MEETINGS

#### **Parent Letter**

A well written letter from the athletic director to parents will really help to solidify how important parent/guardian support is to the success of the team. It will have a stronger impact if you take a few minutes to read the letter or incorporate aspects of the letter into the presentation during pre-season meetings. This letter should include language on how 'we look forward to working with you on encouraging, helping, supporting, and enforcing rules with our athletes'. A template can be found in the Pre-Season Meeting Resources folder on the accompanying CD.

#### **Meeting Design**

Divide your pre-season meeting into three parts:

Part I is for athletes and their parents/guardians. Here expectations, presentations mentioned below, and commitments should be reviewed.

Part II separates the athletes from their parents/guardians. Parents/guardians continue to meet with AD or LoA coordinator to go over fan behavior, how to talk to coaches, strategies to support athletes by reducing access to and being in the presence of illegal drugs and alcohol. At the same time, athletes meet with their team to reinforce team commitment to positive lifestyle choices and honoring the code and set goals for the year.

Part III Parents join their athletes in the team meeting. Template agendas and guidance can be found in the Pre-Season Meeting Resources folder on the accompanying CD.

### **Presentation**

Doing a comprehensive review of the impact of lifestyle choices on athletic performance will build the excitement and support necessary for full implementation of the program. Follow this with a review of codes and expectations for the year. A presentation template drafted by the NHIAA for use during pre-season meetings, which can be tailored to meet each community's needs, can be found in the Pre-Season Meeting Resources folder on the accompanying CD.

### **A Parents' Role in Interscholastic Athletics**

Including an article describing the roles and responsibilities of a parent/guardian of an athlete in the handout material will provide helpful information and guidance for parents/guardians to use in communications with their athlete, coaches, and athletic director. A sample can be found in the Pre-Season Meeting Resources folder on the accompanying CD.

### **Before a Child Quits a Team**

Including an article describing the benefits of following through with a commitment and the potential negative consequences of quitting a team in the handout materials will help parents support and guide their student athlete if they begin to struggle with their role on the team. A sample can be found in the Pre-Season Meeting Resources folder on the accompanying CD.

### **Hands-on VS. Hands-Off Parenting**

Including an article describing the benefits of parenting with clear rules and boundaries in the handout materials will provide information and guidance for parents/guardians. A sample can be found in the Pre-Season Meeting Resources folder on the accompanying CD.

### **Other Articles**

Include articles on related topics with your pre-season meeting handouts. The following samples: *Alcohol and Sleep*, *Parenting style plays key role in teen drinking*, and *Social drug use and performance* can be found in the Pre-Season Meeting Resources folder on the accompanying CD.

## **PROVIDE ALTERNATIVE FOR THOSE PARENTS AND ATHLETES THAT CANNOT ATTEND MEETINGS**

The NHIAA is developing a web module anticipated for Fall 2013 that can be used as an alternative to attendance. This web module is not meant to take the place of a meeting with the athletic director for those

who are not able to attend the pre-season meeting, but instead enhance it with specific information on lifestyle choices and how they impact athletic performance. Contact NHIAA for more information on the web modules.

## PROVIDE FOLLOW-UP TO INTERESTED PARENTS

It is important to be prepared to provide interested parents with additional resources. Please refer to your local community resources to identify volunteer options for parents who want to become more involved.

## CODES OF CONDUCT

This section provides the guidance, templates, and tools necessary to bring a code of conduct from conceptualization to implementation & enforcement.

### OVERVIEW

The codes of conduct are updated and consistently enforced using the restorative justice model to ensure everyone understands that standards for behavior are critical for the team to succeed. These standards are as relevant on the weekends and during the summer as it is on game day. The development and enforcement of strong codes provide the structure and guidance necessary to ensure success.

### GOALS

- ▷ Decrease substance use related code violations

### GETTING STARTED

- ▶ Implementation Checklist
- ▶ Resource List

### MORE ADDITIONAL RESOURCES ON CD

#### DEVELOP STAKEHOLDER BUY-IN AND INVOLVEMENT IN CHANGING CODES

- ▶ Fair Play Code

#### REVIEW AND REWRITE CODES

- ▶ What Belongs in a Code
- ▶ Twelve Ways to Improve your Athletic Code
- ▶ Sample Code

#### CREATE PLAN FOR CONSISTENTLY ENFORCING CODES

- ▶ Bringing Life to a Piece of Paper
- ▶ Addressing a Code Violation
- ▶ Guide for Implementing the Balanced and Restorative Justice Model

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*"This is endorsed by the NHIAA, there is a strength in numbers –if all schools are doing it, it isn't just your code it's the code for New Hampshire." -John Underwood, Olympic Trainer and Director of the Human Performance Project*

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## CHECKLIST: CODES OF CONDUCT

- ▷ Person Responsible: LoA Champion
- ▷ Frequency: Beginning of Each Season

Expanded guidance can be found on the accompanying CD or through NHIAA, your Regional Network and local prevention professionals. Additional copies of this checklist can be printed from the accompanying CD.

STEPS	Completed	Partially Completed	Not Completed	Reason for partially completed or not completed
<b>Step 1: Develop stakeholder buy-in and involvement in changing codes</b>				
Develop a list of key stakeholders:				
School board				
Superintendent				
Principal				
Parents				
Students				
Police Department				
Prevention Professional				
Send a letter inviting stakeholders to participate in updating the codes*				
Ask those that have committed to sign a letter of commitment				
<b>Step 2: Identify and evaluate existing codes</b>				
Review model codes*				
<b>Step 2: Writing codes</b>				
Rewrite the codes appropriate to each school:				
Provide a rationale for each component in the model code*				
Use positive language (proactive rather than reactive) to frame the codes				
<b>Step 3: Create plan for consistently enforcing codes</b>				

Use restorative justice model*				
Choose Student Athlete Leaders*				
Teach Student Athlete Leaders to confront behaviors of concern				
Teach Student Athlete Leaders to hold "student athlete only" meetings to reinforce the need to adhere to the code				

\*indicates there is a template document available on resource CD.

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## CODES OF CONDUCT - RESOURCE LIST

### DEVELOP STAKEHOLDER BUY-IN AND INVOLVEMENT IN CHANGING CODES

#### **Fair Play Code**

The fair play code sets the stage for how you want athletes, coaches, and fans to behave. Emphasizing good sportsmanship and respectful interaction will promote the positive healthy environment needed for a successful season. Enlarge and post the fair play code in the athletic director's office as well as in the gym or on the field. A template can be found in Codes of Conduct folder on the accompanying CD.

### REVIEW AND REWRITE CODES

#### **What Belongs in a Code**

A well written code is a living document. There is a minimum standard of content for a code to improve athletic performance by encouraging healthy lifestyle choices. This content will need to remain in the code as it goes through changes over the years. A template list along with definitions can be found in the Codes of Conduct Resources folder on the accompanying CD.

#### **Twelve Ways to Improve Your Athletic Code**

Changing your codes of conduct may mean a major shift of emphasis from reactive, punishment-based to proactive, character-based. It is important that while doing this, you define positive expectations for stakeholder groups - coaches, athletes, parents and focus on what high school athletics can build into the high school culture. The document provides 12 simple steps necessary to optimize your codes: Codes of Conduct Resources/ Twelve Ways to Improve Your Code.doc

### SAMPLE CODE

Why reinvent the wheel? Lakeview School District in Battle Creek, Michigan and North Warren Central School in Chestertown, New York worked very hard to develop their codes. Use their work to simplify yours! These sample codes are in the Codes of Conduct Resources folder on the accompanying CD.

*Student athletes use alcohol, yet every school year most athletes sign a code of conduct which prohibits that use, pointing to ineffective codes of conduct.*

### CREATE PLAN FOR CONSISTENTLY ENFORCING CODES

#### **Bringing Life to a Piece of Paper**

Our code of conduct will simply set down expectations for positive behavior, based on knowledge, understanding and agreement. The five essential elements to effective codes of conduct are:

1. Certainty - the enforcement of consequences must follow all violations
2. Severity - the consequence must be a fair penalty for the act committed
3. Clarity - the process must be prompt
4. Consistency - the process must be consistent for all participants
5. Due Process - students' rights must not be violated; they must be given due process required by law



The health and safety of our youth is at stake. We need to hold our students accountable and teach them that signing the code of conduct does mean something, and we hold our student athletes to a higher standard with greater expectations.

## ADDRESSING A CODE VIOLATION

*When an influential adult fails to respond to a student's inappropriate behaviors, that lack of response is often interpreted as a lack of caring or as acceptance of the behaviors.*

**Confront the student.** Let the student know that you are aware or suspect he/she has violated the code.

**Empathize.** Express your concern and care for the student's health. Remind the student that he/she is not only jeopardizing his/her season, but that of the team's, as well.

**Listen.** Many will try to justify or make excuses why they violated the code. Some, however, will breakdown and share issues beyond the violation itself.

**Educate.** Refer the student to see a qualified student assistance person or counselor to discuss the magnitude and status of the issue the individual is facing. At least one meeting should also include the parent. The student must also see the School Resource Officer or another law enforcement representative to discuss the law and legal ramifications of the behavior of concern as well as youth risk behaviors such as drinking and driving.

**Correct:** Enforce the required games to be sat out and communicate with the team of the situation. Do not hide the situation. This is a learning opportunity.

**Restore:** Have the student submit, in writing, an apology that includes what rule was broken and how the student plans to ensure not breaking the rule again. The student then must stand in front of the team to apologize, ask for their help for accountability and re-sign the athletic code with a new commitment to the standards set within the code.

**Discuss:** Allow for the team as a whole to discuss what happened and how to prevent future violations. Take time to address it as well. Your speech doesn't have to be fancy. Simply remind them of the rationale behind the code and the consequences for breaking the rules and tell them that if they need help, you'll be there.

### **Guide for Implementing the Balanced and Restorative Justice Model**

When there is a code violation, it is critical that the code be enforced. It is just as critical that the violation be used to educate both the violating athlete and the team as a whole, correct the behavior while showing concern and empathy for the individual(s) and repair the harm that was caused by having the individual(s) take responsibility and re-commit to the code in front of the entire team. This process is designed to successfully help youth learn from mistakes. More information on the restorative justice model can be found in the Codes of Conduct folder on the accompanying CD.

*A code violation is a great opportunity to teach the team how to offer forgiveness and show understanding that although the student made a bad choice, he/she is not a bad person.*

## TRAINING FOR COACHES

This section provides the guidance, templates, and tools necessary to train all coaches at all levels to understand and confront negative lifestyle choices, including how to send a message to your team and use student leaders to monitor team dynamics.

### OVERVIEW

The Training for Coaches is designed to increase coaches' ability to support positive lifestyle choices in student athletes. This will be done by providing coaches with the training and skills necessary to teach character development, set and communicate expectations including codes; read, confront, and address issues in both athletes and fans; and choose, work, and communicate well with effective youth leaders.

### GOALS

- ▶ Increase coaches' ability to support positive lifestyle choices in student athletes

### GETTING STARTED

- ▶ Implementation Checklists
- ▶ Resource List

### ADDITIONAL RESOURCES ON CD

#### CREATE MECHANISM FOR SUSTAINING COACHES

- ▶ Coaching Evaluation for Professional Improvement Plan
- ▶ Coach's Commitment

#### PROVIDE CONTINUOUS TRAINING AND SUPPORT FOR COACHES

- ▶ T.E.A.M. Coaching
- ▶ Coaches Checklist to Improve Lifestyle Choices

#### ADDITIONAL RESOURCES

- ▶ Coaches Playbook

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*"When you raise the bar for kids, they'll jump over it."*

*–John Underwood,*

*Olympic Trainer and Director of the Human Performance Project*

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## CHECKLIST: TRAINING FOR COACHES

- ▷ Person Responsible: Athletic Director
- ▷ Frequency: Beginning of Each Season

Expanded guidance can be found on the accompanying CD or through NHIAA, your Regional Network and local prevention professionals. Additional copies of this checklist can be printed from the accompanying CD.

STEPS	Completed	Partially Completed	Not Completed	Reason for partially completed or not completed
<b>Step 1: Create mechanism for sustainability</b>				
Promote expectations of coaches*				
Stress to coaches and potential coaches that they are part of the educational team				
Talk to coaches about the importance of modeling healthy lifestyle choices				
Offer coaches training about how to confront behaviors of concern**				
Provide mentoring opportunities for coaches				
Create check-in points during the year				
Connect with where to get knowledge of particular sport				
Use athletic directors as a support system				
<b>Step 2: Create support for training for coaches</b>				
Develop a list of administrative entities from whom buy-in is needed. For example, school board members, superintendents, principal or assistant principal, athletic director, guidance staff and health/ wellness staff				
Develop a plan for who should reach out to each person on the list (use cheerleaders that support LoA)				
Follow up on communication with 'champions'				
Acknowledge and appreciate those who support LoA				
Maintain a database of supporters				

\*i indicates there is a template document available on resource CD.

\*\*this training will be provided by NHIAA

## **TRAINING FOR COACHES RESOURCE LIST**

### CREATE MECHANISM FOR SUSTAINING COACHES

#### **Coaching Evaluation for Professional Improvement Plan**

Maintaining qualified coaches is critical to both improving the team and increasing positive lifestyle choices. Evaluating performance and developing a professional improvement plan will help build and maintain the team unity and positive lifestyle choices necessary for success. A template (Coaches Professional Improvement Plan.doc) can be found in the Training for Coaches Resources folder on the accompanying CD.

#### **Coach's Commitment**

Asking coaches to sign a commitment confirms from the start that lifestyle choices are just as important to the team as winning. A template (Coaches Commitment.doc) can be found in the Training for Coaches Resources folder on the accompanying CD.

### PROVIDE CONTINUOUS TRAINING AND SUPPORT FOR COACHES

#### **T.E.A.M. Coaching**

Being a coach goes beyond a win-loss ratio. A good coach works with athletes on their competency, character, civility, citizenship, and understanding of chemical health issues, all of which helps students be good athletes and leaders. One way a coach can do this effectively, is to add the T.E.A.M. (Teach, Enforce, Advocate, Model) Coaching philosophy to their playbook. This information can be found in the Training for Coaches Resources\TEAM Coaching.doc.

#### **Coaches Checklist to Improve Lifestyle Choices**

Addressing lifestyle choices is a necessary responsibility and enforcing code violations can be difficult. However, how you handle education about lifestyle choices and violations will determine your leadership and how the team will respond to your leadership. Always work with your student athlete leaders and have them hold meetings without you to have open discussion and drive home the importance of healthy lifestyle choices for the individual and the team. This information can be found in Training for Coaches Resources\TEAM Coaching.doc.

### ADDITIONAL RESOURCES

#### **Coaches Playbook**

Coaches have a special relationship with their players, but sometimes coaches underestimate the amount of influence they have. Coaches hold an important leadership role at a very significant and impressionable time in a student athletes' life. Distribute the Playbook to coaches to help them lead this discussion. The Playbook can be found on the accompanying CD in Training for Coaches Resources/NH Coaches Playbook.pdf.

## YOUTH LEADERSHIP

This section provides the guidance, templates, and tools necessary to identify and develop student team leaders who will assist the coach improving athletic performance and team unity through the promotion of positive lifestyle choices.

### OVERVIEW

Youth Leadership is designed to increase positive lifestyle choices made by student athletes by educating them on the impact lifestyle choices have on their performance, empowering them to support each other in making positive lifestyle choices, and encouraging them to become positive role models.

### GOALS

- ▷ To increase the positive lifestyle choices that student athletes make
- ▷ To empower students to support each other to make positive choices
- ▷ To empower student athletes to be positive role models

### GETTING STARTED

- ▶ Implementation Checklist
- ▶ Resource List

### ADDITIONAL RESOURCES ON CD

#### CHOOSE LEADERS

- ▶ Selecting and Training Student Athletes
- ▶ An Assessment Tool to Determine an Effective Leader
- ▶ The Five Cs of an Effective Leader

#### COORDINATE AND ENGAGE YOUTH LEADERS

- ▶ Conflict Resolution Process
- ▶ Student Athlete Leader's Scenario Sheet

#### RESOURCES

- ▶ Powerback Diet

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*"Encourage your student leaders to go into elementary and middle schools and talk about healthy lifestyles. The high school athletes are role models for the younger athletes." – John Underwood, Olympic Trainer and Director of the Human Performance Project*

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## CHECKLIST: YOUTH LEADERSHIP

- ▷ Person Responsible: Coach or Athletic Director
- ▷ Frequency: Beginning of Each Season

Expanded guidance can be found on the accompanying CD or through NHIAA, your Regional Network and local prevention professionals. Additional copies of this checklist can be printed from the accompanying CD.

STEPS	Completed	Partially Completed	Not Completed	Reason for partially completed or not completed
Identify an existing group focused on prevention, community service, school climate, or youth leadership where group/team unity activities can originate (will usually be the Student Athletic Leadership Team: SALT group)				
Consult with regional network coordinator or local prevention professionals				
Consult with Principal, Vice Principal, or Director of Student Services on existing groups/clubs within your school				
Identify student leaders that are already part of the existing group or can join/maintain membership in the group (1-2 from each sport) using Five Cs document*				
Train group advisor (with help of students) on LoA				
Oversee team unity activities				
Offer training to student athlete leaders**				
Incorporate student leaders in pre-season meeting. For example, have them present on positive lifestyle choices, share a personal story about the importance of positive lifestyle choices in their own lives or share the importance of consistently enforcing codes for team performance and to ensure healthy team unity				
Involve youth leaders in revising the code				
Invite student athletes to be a part of code revision team				
Provide tools to code revision team on how to incorporate youth voice in the revision process*				

\*indicates there is a template document available on resource CD.

\*\*this training will be provided by NHIAA

## DEVELOPING YOUTH LEADERSHIP TO CONFRONT BEHAVIORS OF CONCERN

The following checklist is designed to prompt the **Student Athlete Leader**, to take the steps necessary to implement the developing youth leadership to confront behaviors of concern phase of the program with fidelity. Expanded guidance can be found on the accompanying CD or through NHIAA, your Regional Network and local prevention professionals.

STEPS	Completed	Partially Completed	Not Completed	Reason for partially completed or not completed
<b>Step 1: Youth leaders plan and implement team activities and community service projects aimed at increasing team unity</b>				
Work with NHIAA Student Leadership Ambassadors to choose activities				
Review and vote on activities				
Set a schedule for activities, including who is responsible for what				
Meet weekly to discuss progress on activities				
<b>Step 2: Youth leaders meet once a week with team members to reinforce impact of lifestyle choices on athletic performance</b>				
Have a discussion about lifestyle choices and their impact on athletic performance				
Have a conversation about the team's level of commitment around positive lifestyle choices and adhering and enforcing codes				
Discuss any upcoming events that may challenge commitments to positive lifestyle choices and adhering to the codes				
Collect feedback on team unity activities				

## YOUTH LEADERSHIP RESOURCE LIST

### CHOOSE LEADERS

#### **Distribute a Job Description**

Every team will have strong leaders. Before selecting the leaders for your team, prepare candidates by sharing a job description. This will help potential candidates prepare for the position by making your expectations clear. A template can be found in the Youth Leadership Resources folder on the accompanying CD.

#### **Selecting and Training Student Athlete Leaders**

The traditional view of athletic team captains – meeting in the middle of the field to shake hands with the opponent for good sportsmanship - has remained unchanged for many decades. However, through the Life of an Athlete program, the hope is to set new standards for choosing student athlete leaders with greater expectations for what that means. Team leaders have significant tasks and duties that will help lead the team into a program of excellence. On the accompanying CD, this document can be found in the Youth Leadership Resources folder.

#### **The Five Cs of an Effective Leader**

Because a leader needs to have more than skills, this assessment tool frames athletic excellence around five educational aims or characteristics (the 5 Cs) for an effective leader: competence, character, civility, citizenship and chemical health. This instrument is designed to be used by athletic directors, administrators, or coaches to assess an individual's potential as an effective team leader. On the accompanying CD, this document can be found in the Youth Leadership Resources folder.

### COORDINATE AND ENGAGE YOUTH LEADERS IN PREVENTION

#### **Conflict Resolution Process**

Including a clear conflict resolution process will improve communication and a sense of unity. A template for the Conflict Resolution Process and Incident Compliant Form is available [insert location on CD].

#### **Student Athlete Leader's Scenario Sheet**

Work through scenarios to help your team prepare for how to confront behaviors of concern in a way that will build rather than harm team unity. This document is available in the Youth Leadership Resources folder on the accompanying CD.

### RESOURCES

#### **Powerback Diet**

Provide student athletes with the information they'll need to maximize their training through proper nutrition. This document is available in the Youth Leadership Resources folder on the accompanying CD.



## STAKEHOLDER UNITY

This section provides the guidance, templates, and tools necessary to ensure all members of the community take stake in eliminating poor lifestyle choices among students.

### OVERVIEW

Stakeholder unity is designed to change the culture of the community to focus on good sportsmanship, proper fan behavior, and positive lifestyle choices along with athletic performance, while increasing community support for the integral role of coaches in the Life of an Athlete.

### GOALS

- ▷ Change the culture of the community to focus on good sportsmanship and positive lifestyle choices along with athletic performance
- ▷ Increase community support for the integral role of coaches in the life of an athlete

### GETTING STARTED

- ▶ Implementation Checklist
- ▶ Resource List

### ADDITIONAL RESOURCES ON CD

#### POSITIVE LIFESTYLE CHOICES

- ▶ Evidence-Based Health Curriculum

#### EDUCATION AROUND IMPORTANCE OF ROLE OF COACHES

- ▶ Educational PowerPoint Presentation

#### CREATE EXPECTATIONS FOR FAN BEHAVIOR

- ▶ Fair Play Code

#### TARGETED OUTREACH TO PARENTS

- ▶ Tools and Templates

## CHECKLIST: STAKEHOLDER UNITY

- ▷ Person Responsible: LoA Implementer
- ▷ Frequency: Ongoing

Expanded guidance can be found on the accompanying CD or through NHIAA, your Regional Network and local prevention professionals. Additional copies of this checklist can be printed from the accompanying CD.

STEPS	Completed	Partially Completed	Not Completed	Reason for partially completed or not completed
<b>Step 1: Engage in media marketing and education (include current data where relevant) around positive lifestyle choices</b>				
Distribute statewide messaging through TV, radio, newspaper, billboards, flyers, posters, social media, website, presentations,* etc.				
Promote online modules available for parents, coaches, and athletes to educate themselves				
Encourage discussions at informal social gatherings				
Present at local organizations*				
Disseminate information at sporting events (handouts, announcements, posters, etc.)				
<b>Step 2: Educate around importance of role of coaches</b>				
Have student athlete leaders stress the importance of coaches when they do presentations at local organizations and during informal social gatherings				
<b>Step 3: Create expectations for fan behavior</b>				
Post expectations for fan behavior at sporting events*				
Announce statement of expectations at the beginning of games*				
Implement card system at sporting events from ‘Create Expectations for Fan Behavior’ on page 30*				
<b>Step 4: Outreach to Parents</b>				
Have coaches invite parents to practice sessions (exhibition of what their kids do during practice)				

Have coaches hold group parent and coach meetings during practice sessions				
Remind coaches to keep channels of communication open with parents by giving updates and providing opportunities to give feedback throughout the season (during one-on-one meetings with parents, in letters home, through email, and/or social media)				

\*indicates there is a template document available on resource CD.

## **STAKEHOLDER UNITY: RESOURCE LIST**

### MEDIA MARKETING AND COMMUNITY EDUCATION

For Life of An Athlete to be successful, the community will need to understand the immediate impact poor lifestyle choices have on athletic performance. This knowledge will be used to build the support necessary to update and consistently enforce a strong, fair code. NHIAA will work with partners such as the New Hampshire Center for Excellence, Partnership for a Drug Free New Hampshire and the Regional Prevention Network system and Drug Free Communities to develop and distribute messaging to support the program. Please contact Life of An Athlete staff at NHIAA for additional information [www.nhiala.org](http://www.nhiala.org) or (603)228-8671.

### POSITIVE LIFESTYLE CHOICES

A comprehensive evidence-based health curriculum taught in the schools will be essential to building support for positive lifestyle choices throughout the school. With the entire school receiving consistent messaging about healthy choices, the culture shift within the school will support the shift needed to improve performance among athletes. A list of evidence-based health curriculum can be found on the accompanying CD in the Stakeholder Unity Resources folder.

### EDUCATION AROUND IMPORTANCE OF ROLE OF COACHES

Coaches have a huge influence on student athletes. There was a time when educators in the schools were also coaches for the sports teams. This has become the case less and less over time. With that shift over time both the value of coaches as educators and the expectation of coaches to educate has diminished. During that same timeframe there has been an increase in turnover of coaches and a decrease in pay. A critical part of building stakeholder unity is reinstating the value of coaches as educators. This needs to be part of all discussions around improving athletics and is incorporated into template PowerPoints for educating different sectors of the community. The PowerPoint can be found on the accompanying CD in the Stakeholder Unity Resources folder.

### CREATE EXPECTATIONS FOR FAN BEHAVIOR

Fan behavior has the potential to make or break the experience at a competition. Setting and enforcing clear expectations for behavior will help achieve the positive, fun atmosphere all school events should have.

- ▶ An enlarged, laminated copy of the Fair Play Code should be posted at all events. A copy can be found on the accompanying CD in the Stakeholder Unity Folder
- ▶ Prior to the game choose 1-2 responsible, respected adults (the person with the most authority present-Principal, Assistant Principal, Athletic Director, etc.) to hand the fan in question the following:
  - A 'yellow card' if their behavior is not in line with the Fair Play Code for a first incident. The yellow card explains fan expectations and warns that further incident will result in their removal.
  - A 'red card' for a second incident, which will notify them that they have five minutes to leave or the police will be called to remove them.

If they refuse to leave within 5 minutes, ask the police to remove them.

This card system removes much of the confrontation that has potential to escalate and become very disruptive. Once there is a clear understanding of expectations for fan behavior that will be enforced, fan behavior should fall in line. On the accompanying CD: Stakeholder Unity Resources/Yellow and Red Cards.pdf

## OUTREACH TO PARENTS

Parental support for positive lifestyle choices is critical for the success of this program. Engage the booster clubs in the implementation of the program and outreach to parents. Distribute materials at competitions and present information to parents. Tools and templates to help with parental outreach can be found in the Stakeholder Unity Resources folder on the accompanying CD.

## PROGRAM EVALUATION

Implementation of Life of an Athlete is expected to lead to changes in the school climate and behaviors among the student body. Program activities include: revision of student codes of conduct to support healthy lifestyle choices; policy changes that encourage positive behavior among the athletic community; youth leadership training to develop team unity; and student athlete, coach, parent, and community education on the impact of lifestyle choices and how to make healthier ones. All of these activities are designed to support student behavior changes which focus on proper nutrition, adequate sleep and abstinence from substance use.

In order to measure the successes of LoA, as well as areas for improvement, an evaluation design will be integrated into the program components. A large portion of the data for the evaluation will not entail more than that which is routinely collected in the schools. In the first year of LoA implementation in New Hampshire (2013-2014), the evaluation activities will be focused more strongly in a few select schools rather than in all the schools implementing the program. Evaluation activities will include voluntary and anonymous data collection methods such as surveys, focus groups, interviews and/or checklists. Administrators, athletic directors, coaches and student athletes may be asked to participate in the evaluation activities. The information collected will be used to monitor the extent to which each component of the program is carried out, whether the desired outcomes are seen, and the extent of satisfaction with the program among participants across the school community.