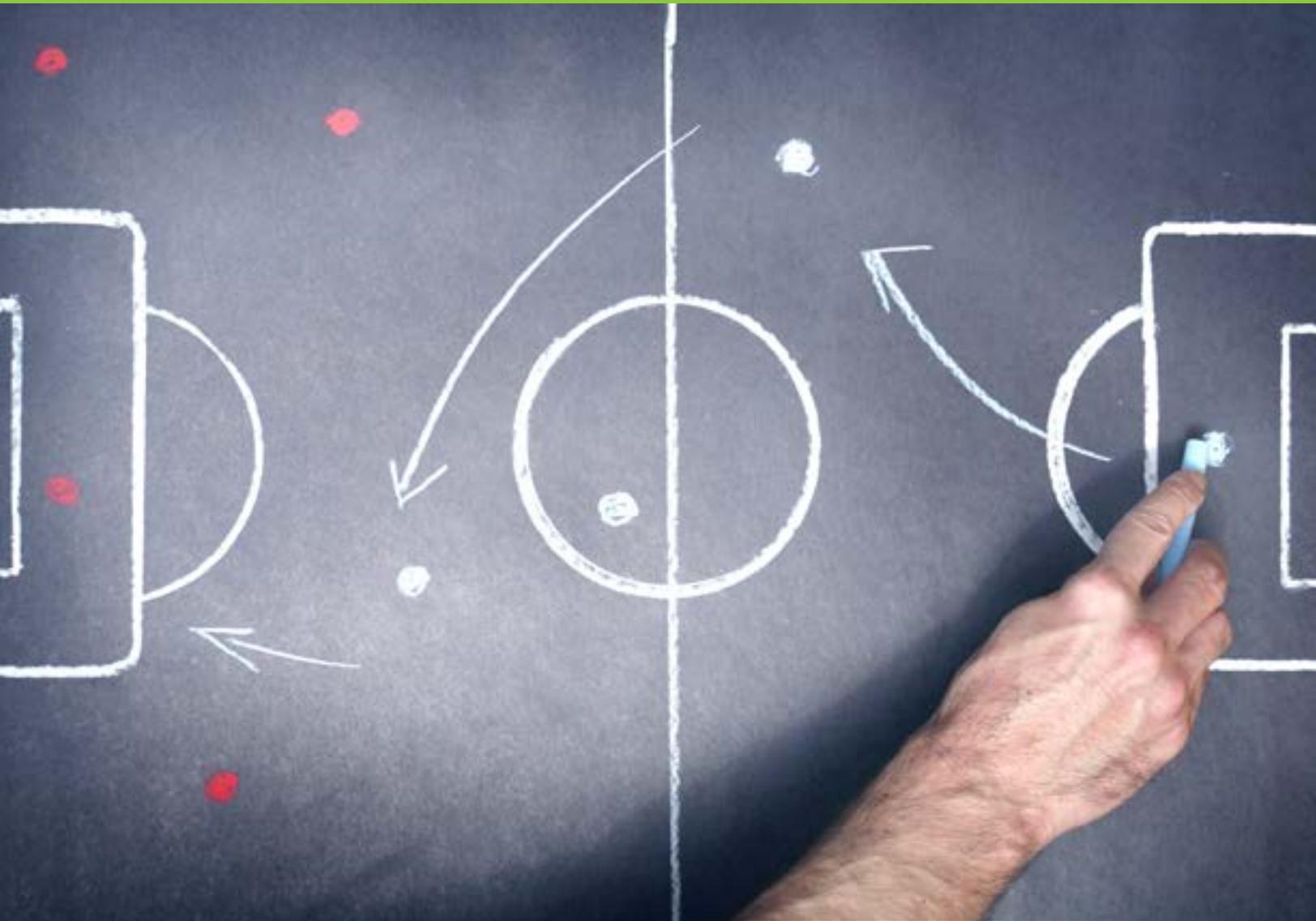


THE COACHES PLAYBOOK

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

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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 affects 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.¹

■ 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

When talking to players or other students about the importance of nutrition, the dangers of sleep deprivation and alcohol, tobacco and other drugs the message is more effective because the coach-player relationship opens many doors.

■ Justification #4

As a coach, we understand that athletes start learning after the 1,000th repetition and with that same principle in mind, 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 their athletes can not be over-stated.
- » In most cases, a coach is a second parent to an athlete.

¹American Athletic Institute Study, 2008

A COACHES 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, alcohol, tobacco and other drug components.
- Know the impact of alcohol, tobacco and other drugs on athletic performance.
- Lead by example by living a healthy lifestyle and making positive choices.

SELECTING AND TRAINING LEADERS

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

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 in regard to 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:

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



CHEMICAL HEALTH:

supports zero tolerance of chemical health 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:

show 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, 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 working hard and verbally motivating the team by demonstrating the following behaviors:

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



BALANCING THE 2 R'S OF COACHING

“Balancing the 2 R’s”

There are many skills to coaching that can improve team success, team dynamics, and a coaches level of success. One skill that must be mastered to be a great coach is the balance between relating and requiring. Coaches must be willing to challenge and raise expectations for 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. If a coach relies too much on relating they may have problems with worrying about being liked and avoid confronting athletes for poor performance. On the other hand, if a coach requires too much they 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. Affective coaches are able to establish trust and respect with their team to develop positive relationships.



Requiring

The ability to require that your team produces results. Affective coaches must be able to demand the hardest work ethic from their athletes.



TEAM CULTURE



T.E.A.M APPROACH

T**EACH** not only the fundamentals, but good character and the importance to 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 a potential party with alcohol and drugs, call a team meeting and remind them 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 chemical free lifestyle.

M**ODEL** Model the behavior the 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. Student 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 to incorporate into the team experience and create a more unified and healthier community.

TEAM CREATES A WINNING ATTITUDE

- Plan postgame events, encouraging all teammates to attend.
- Hold study groups making 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, ensuring the maximum recovery and adaptation.
- Promote 8–10 hours of sleep and agrees to turn off phone, computers, TV and/or video games early.
- Provide daily time for debriefing with team.

TEAM DYNAMICS—THE COACH



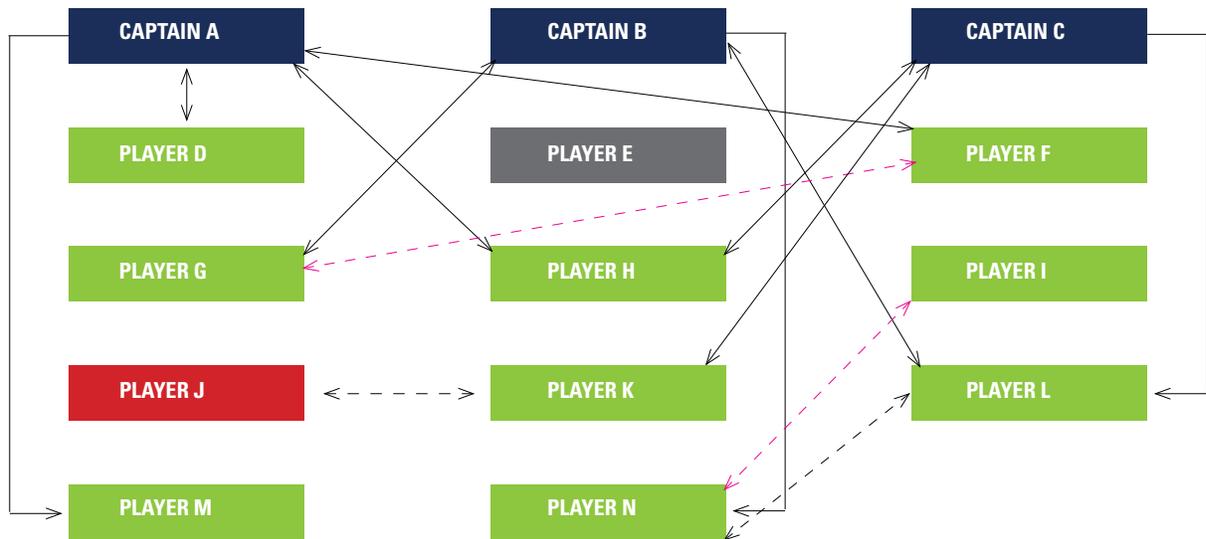
THINGS TO THINK ABOUT...

- Meet with team captains to reinforce why they were picked for the role they are in and to make sure they understand captains and the team are expected to live up to a standard.
- Use the opportunity to discuss in detail all the characteristics that he/she saw and how they can convey those characteristics to their teammates.
- Set up 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 their 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 years 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 freshman on another. Draw a line to from captain to each person that they believe will follow without hesitation.
- Draw a dotted line for which players 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 between teammates or negative relationships between teammates. These are the students the coach must have their captains reach out to in the beginning of the season to build a 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, using the 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 of the underlying issues that may exist. A punishment based approach can often further marginalize a student who is already struggling to figure out their place as a part of the team, ultimately driving them away from the one thing that is positive in their life. A Restorative Approach instead focuses on working with the offender on how their action negatively impacted those around them. 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 by what you have done? In what way?
- What do you think 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 do you think needs to happen to make things right?

RESTORATIVE JUSTICE



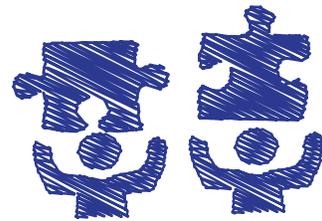
EDUCATE:

If a student athlete violates the code it is important to correct the behavior while offering the education and support to do so. There can be many influences for a student's behavior: family, friends, emotional or psychological. 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 incurred a violation, it is recommended to 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 out of concern for the student, 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 models to the offender that the offense and the code is not to be taken seriously. There are many athletes who will keep drinking or doing drugs, because their coach did not hold them accountable. This is what 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 would have 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 of justice that emphasizes repairing the harm caused and is the foundation for the Life of an Athlete program. It is best accomplished through cooperative processes that include all stakeholders. 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, and 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 not only affect the individual but the whole team. To establish this understanding 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 offer forgiveness and show understanding 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 their best, it is important for them to eat a high-carb, moderate protein, low-fat meal 3 hours before training or competing then followed by a snack every hour.

DURING COMPETITION

For every 2% an athlete is dehydrated they lose 10% of their overall performance.¹ It is important for an athlete to stay hydrated during competitions and preventing dehydration is a key to sustained performance, especially competing for long periods of time and multiple events in a day. During competition it is important to 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

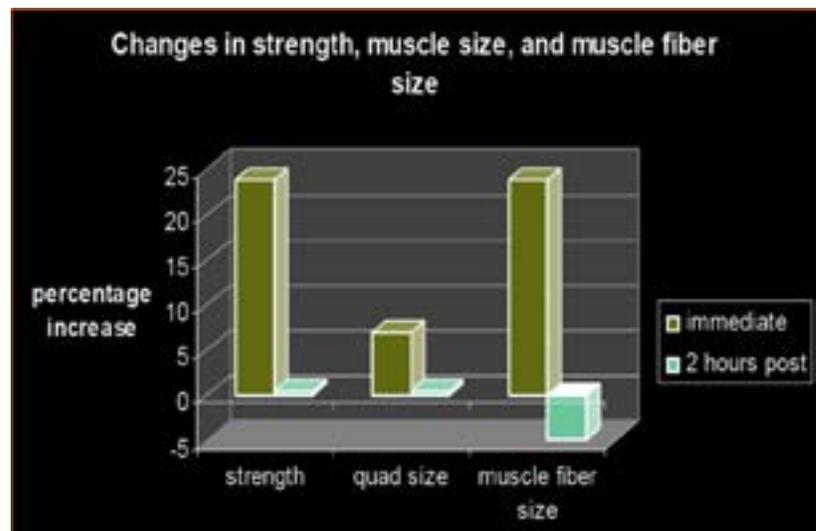
Immediately after competition is a very important time for nutritional recovery. Waiting after training to take in nutrients causes a lost training effect. When a workout is done, training is not done. Until an athlete recovers from the stress of training they cannot gain the adaptation needed in their muscles.

STEP ONE: Take in 4-6 oz. of a sports drink for glucose mixed with water in a 50/50 ratio. Resulting in the release of insulin to refuel depleted muscles, restarting the refueling process.

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.



¹American 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...

AMAZING MEMORY- Sleeping strengthens the neural connections that form memories.

IMPROVES THE HEART- A lack of sleep increases calcium build up in heart arteries increasing 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.

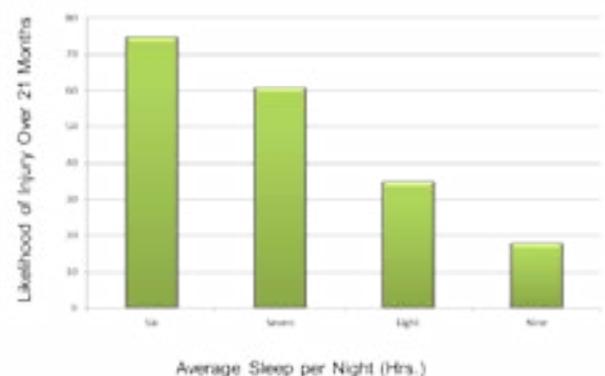
SUPPORTS WEIGHT LOSS- A lack of sleep creates a lack of the hormone leptin which is stored in the fat cells and tells us when to stop eating.

MAKES YOU HEALTHY- Immune systems rely on sleep to regain strength.¹

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, that has been documented in research done by Cheri Mah, Stanford Researcher, that indicates that the more athletes sleep the better athletes 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 there is a dramatic decrease which affects the athlete's pre-movement, movement, balance, and reaction time. When an athlete's pre-movement, movement, balance, and reaction time are decreased there is an increase in chance of injury. The graph pictured below shows the comparison of an athlete's time sleeping and their injury rate.

Likelihood of Injury Based on Hours of Sleep per Night



¹Research by 1800pap.com, The Journal of the American Medical Association

ATHLETES AND ATOD

STATISTICS DON'T LIE!

So don't ignore the facts

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
Winnipisaukee 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*). The data 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 and in reports on the NH Department of Education web-site: www.education.nh.gov/instruction/school_health/hiv_data.htm

You may be asking yourself how this data relates to your athletes. Well, the data shows that in most of the schools in the state a majority of the students participate in athletics. For example, over 70% of New Hampshire's youth participate in organized sports at some point in their middle and high school career, and 38.1% of students as a whole have used alcohol in the past 30 days. The numbers cross. Unfortunately, the program 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 (This was a 5.6% increase since 2005).
- Over half of student-athletes who indicated that they used alcohol in the past year, said they began using alcohol before the age of 18.
- The majority of those reporting alcohol usage, report drinking alcohol less than two days per week.
- Approximately 49% of those reporting alcohol usage report drinking 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 New Hampshire youth begin drinking alcohol is 13.6 years.
- Athletes who drink are twice as likely to be injured(54.8%) as non-drinkers(24.8%).
- Elite Olympic level athletes lose over 11% from their overall performance when they drink alcohol. For a high schooler and college athlete 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, off a starting block, swing a bat, or block a shot.
- The use of ATOD interferes with training, recovery, and adaptation 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 decreasing 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)

ALCOHOL, TOBACCO AND OTHER DRUGS FREE TEAM

ATOD FREE TEAM

As a coach you are in a special position to prevent ATOD use by your players. The “Do’s” and “Don’ts” below are guidelines for handling situations you may encounter.

DO

- Immediately address the problem with the athlete and tell him or her that the plans are inappropriate and unacceptable for any member of the team. Express concern for the athlete, connect with them. Ask if he or she needs any help.
- Confront the athlete immediately. Make sure that he or she knows that you know. 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
- ATOD 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 with parents/guardians the Code of Conduct. 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 in these programs is a privilege and students are required to follow the code of conduct to remain eligible to participate. Co-curricular activities include student body offices, athletics, theater, chorus, SADD, 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 districts co-curricular Code of Conduct.

SAMPLE CODE OF CONDUCT FOR JOINING A TEAM

Scholastic 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 students/athletes involved in interscholastic sports, clubs or performing arts in high school. 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. It is this commitment that 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!

