



# THE COACH'S PLAYBOOK

STANISLAUS COUNTY  
COMMITTED



# INFLUENCE OF A COACH

Coaches have a special relationship with their players, but coaches often underestimate the amount of influence they have. As a coach, you hold an important leadership role, at a very significant and impressionable time in your athlete's lives. When you talk to your players or other students about the danger of drugs and alcohol, the message is more effective because their "coach" is speaking.

It's not an overstatement to say the lives and future of the young people you coach are at stake. Recent research shows that nearly half of all alcohol and drug addicts in the United States become addicted before the age of 25. The most dangerous years of a young person's life are between the ages of 14-24. What happens during that decade can set the course for the rest of their life.

What you say or don't say to your athletes about the use of "alcohol and other drugs" (AOD) is very important. Equally important, your own personal life will become an unspoken example for your athletes' behavior. If you want athletes to stay away from AOD, you must send that message clearly and forcefully, in words and in actions. If team members do not hear your opinion on this important subject, they will assume that you don't care or that it's okay to use AOD and still be an athlete. As a coach, you need to send a strong message that AOD doesn't mix with athletics.

*"Coaches vastly underestimate the amount of influence they have with their athletes. Even the coaches who know they have an influence underestimate the amount of influence they have. A coach can have a huge influence over the lifestyle choices of a young athlete, especially the use of alcohol and other drugs."*

**John Underwood**  
*Olympic Trainer and Director of the  
American Athletic Institute*

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# COMMITTED KEY COMPONENTS

**CODE OF CONDUCT:** A comprehensive code includes clear character based expectations of student athletes, as well as clear consequences to any code violation.

**MANDATORY PARENT/ATHLETE CODE MEETING:** This meeting is to ensure all parents and athletes are well informed of the Code of Conduct that was signed by athletes and parents. This meeting is imperative so you can educate the athletes and their parents/families about how chemical use (alcohol, tobacco, and other drugs) impacts peak performance. This also gives you the opportunity to review the code. This ensures that everyone is on the same page, receives the same information and has no questions before the start of the season.

**TEAM LEADERS:** Ensuring teammates hold each other accountable to the team goal. This includes choosing and building strong team leaders and creating a culture of high expectation among teammates. Hold team meetings to discuss weekend activities, school or grade issues among teammates, and general team attitude and culture.

**A COACH READY TO IMPLEMENT:** Coaches and athletic administrators have an important role to play in dealing with substance abuse among their athletes but many are not prepared or willing to address these areas of concern. Conducting coach's training is imperative both to raise coach consciousness and equip them to deal with the issue of alcohol, tobacco and drug use. Committed supports coaches to address all behaviors of concern among their team. This approach not only includes coaching to increase athletic performance among players but also viewing sport as an opportunity to build character.

**ADMINISTRATIVE SUPPORT:** Principals, VP's, Superintendents, Athletic Directors, and school Board members need to be educated on the aspects of the program and supportive of its implementation. Be prepared to address code infractions and support the investigative process. In addition, prioritize the opportunity for Coach's training.

## COMMITTED COACH'S ROLE

Understand the Committed model

Know the Impact of AOD on athletes and students

Integrate nutrition and sleep components into training and practice

Ensure team attends mandatory code meetings

Hold a mandatory team meeting following the code meeting

Choose team leaders based on the 5 C's

Continue to revisit individual and team goals

Hold Monday team meetings to discuss lifestyle issues

Check in with team leaders to get the pulse of the team



## ATHLETES AND AOD

Athletes remain one of the highest "at risk" groups for substance abuse. When athletes win, they celebrate, often with AOD. When they lose, they try to kill the pain of defeat with AOD. An NCAA study discovered that between 68% and 95% of college athletes (depending on the sport) drink alcohol regularly and approximately one third use marijuana.

High school athletes are not an exception. 2014/2015 California Healthy Kids Survey shows that 30% of Stanislaus County 11th graders have had at least one alcoholic beverage in the past 30 days.

# 58%

*of Stanislaus County 11th graders reported having used alcohol or illicit drugs.*

## WATERFORD HIGH SCHOOL COMMITTED CREED

I lead by example and with uncompromising integrity  
I will be better than I was yesterday  
I will take responsibility for my actions, always representing my school, family, and community  
I will commit to a healthy lifestyle  
I will work hard and push those around me to succeed  
I will exceed expectations  
I will sacrifice what I am for what I will become  
I will not quit  
I will not fail  
I AM COMMITTED

## HUGHSON HIGH SCHOOL LIFE OF A HUSKY CREED

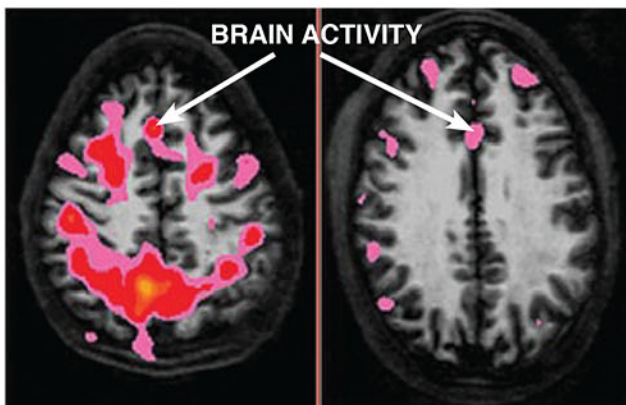
Respect your team, teammate, and self  
Serve with honor and integrity  
Lead and be led  
Be a part of something larger than yourself  
Excel as a Husky through discipline and hardwork  
Set the standard, Achieve the standard, Raise the standard



# THE NEGATIVE IMPACT OF AOD ON ATHLETIC PERFORMANCE

What research shows (research performed by John Underwood, Olympic Trainer and Director of the American Athletic Institute).

- AOD will not enhance performance on the playing field. There are no positive performance effects, only negative ones.
- 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 high school and college athletes it's between 15% and 30% negative impact.
- Reaction time can be reduced up to 38% - this translates to how quickly you get off the line, off the starting clock, swing a bat, or block a shot.
- The use of AOD interferes with training, recovery, and adaptation effect. A body trying to rid itself of AOD cannot heal or recover as quickly because drinking dramatically reduces HGH (human growth hormone) and testosterone.
- 40% of young people who start drinking before the age of 15 will become alcoholics at some point in their life.
- Consumption of alcohol reduces the blood flow to the brain which directly relates to decreased athletic performance – decreased speed, endurance, agility, strength, and concentration; all key factors in the success of an athlete.



Non-User

Heavy User

This is a normal 15 year old's brain on the left with no alcohol use. On the right is a teenage alcohol user.

**One night drunk equals 2 weeks of lost training effect**

## AOD FREE TEAM

As a coach you are in a special position to prevent AOD use by your players. The "Do's and Don'ts" below are common sense guidelines for handling situations you may encounter.

**Don't**

Pretend that you did not hear an athlete discussing plans for a party that will involve alcohol or drugs.

**Do**

Immediately address the problem with the athlete and tell him or her that the plans are inappropriate and unacceptable for any member of your team. Tell the athlete that you are concerned and that you care.

**Don't**

Choose to ignore the smell of marijuana or alcohol.

**Do**

Confront the athlete immediately. Make sure that he or she knows that you know. If you fail to act, the athlete may assume that his/her behavior is OK or that you don't care. Explain that marijuana and alcohol use is illegal and that the athlete can be arrested or suspended from school and sports for using it.

**Don't**

Avoid enforcing rules – or enforcing them selectively.

**Do**

Set rules and enforce them consistently. Once you look 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. If he or she gets hurt, how will you feel? Emphasize that the same rules apply to all team members and that you, as a coach, have a responsibility to enforce rules consistently.

**Don't**

Ignore drug use by the coaching staff.

**Do**

Ensure that everyone on your staff sets a good example. Your players will heed not just what you say, but what you do.



## PRE COMPETITION FOOD CHOICES

To perform your best, it is important to eat a high-carb, moderate protein, low fat meal 3 hours before training or competing, followed by a snack every hour. Below are options to ensure you are fueling up appropriately.

### CHOOSE ONE FOOD OR DRINK FROM EACH OF THE LISTS BELOW AND PLAN ACCORDINGLY BEFORE COMPETITION

#### 3-4 HOURS (CHOOSE ONE)

- Toast bread with jam or honey + Sport drink
- Baked potato + Cheese + Fruit juice
- Breakfast cereal with milk
- Pasta or rice with sauce

#### 1-2 HOURS (CHOOSE ONE)

- Sports bars
- Fruit
- Fruit-flavored yogurt

#### LESS THAN 1 HOUR BEFORE (CHOOSE ONE)

- Sports drink
- Sports bar
- Raisins

## POST COMPETITION/WORKOUT -POWER BACK DIET

### IMMEDIATE TIMING OF NUTRITIONAL RECOVERY

There is a very important timing and nutritional window for recovery to take place. This means that if you wait too long after training to take in nutrients, there is lost training effect. When your workout is complete, your training is not. Until you recover from the stress of training, you cannot gain the adaptation in muscle.

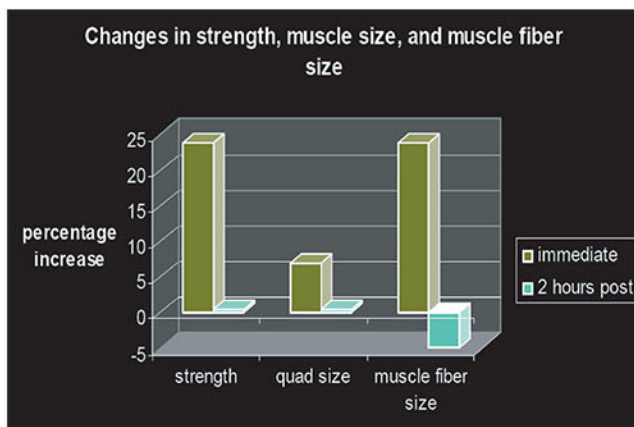
**STEP ONE:** Take in 4-6 ounces of a very sweet drink for Glucose or Fructose (Gatorade or Powerade 50/50 mix with water). This gives you quick sugar intake and results in the release of insulin which makes your fuel depleted muscles uptake glucose from your bloodstream, restarting the refueling process.

**STEP TWO:** Take in fast protein (liquid form) such as chocolate milk (12-16 ounces), Myoplex protein drink, protein shakes or yogurt. Liquid protein is easier for the body to utilize than solid forms of protein, like a protein bar. This contributes greatly to the recovery as well as determining whether training effect will be optimal.

**STEP THREE:** Take in 75g of carbohydrates (raisins and fig bars). A small box of raisins contains 56g of carbs (two handfuls or 2-3 fig bars). Within one hour eat a nutritional meal containing more than 75g of carbohydrates.

The importance of recovery nutrition is critical in either gaining or losing condition. So remember, if you wait too long or fail to take in nutrients after training, your workout effect will be lost. Don't waste your workout because you are not willing to take this important step in helping your body recover.

Below are two slides that illustrate the harmful effects of a lack of post workout nutrition. Do Not Wait!



Nutrition taken in immediately after a workout compared to waiting 2 hours post workout



Muscle damage if only taking in Carbs compared to muscle damage of those who use the Power Back Diet.



# SLEEP AND CENTRAL NERVOUS SYSTEM READINESS

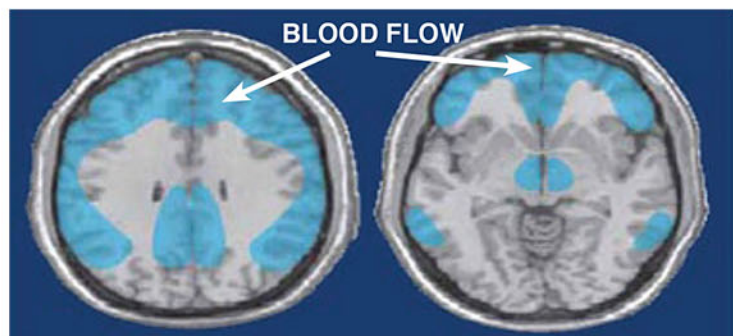
## SLEEP

The single most significant factor in optimal athletic performance is central nervous system readiness.

A Stanford University study may help persuade student athletes to make more time for sleep. Cheri Mah, a researcher at Stanford, worked with basketball players who ran faster and made more shots over a period in which they slept at least 10 hours at night.

Here is a brain scan showing exactly what Cheri Mah is referring to in her Stanford sleep study. There is a dramatic increase in blood flow to a brain that received at least 8 hours of sleep in comparison to a brain that received no sleep. As stated above "The single most significant factor in optimal athletic performance is central nervous system readiness."

**If the brain doesn't work, the body doesn't work**



8 hrs of Sleep

No Sleep

## CENTRAL NERVOUS SYSTEM READINESS

After a night of sleeping 8-10 hours, you have stored up roughly 14 hours of Central Nervous System readiness. These 14 hours can quickly be depleted if you spend a large majority of your day watching TV, surfing the internet, playing video games or playing on your phone. Your brain uses significantly more energy to look at the internet than it

### 6 REASONS WHY WE NEED SLEEP *Something to rest your victory on...*

**AMAZING MEMORY** – Sleeping strengthens the neural connections that form our memories.

**IMPROVES THE HEART** – A lack of sleep will increase calcium build up in heart arteries increasing 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, making you more creative.

**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** – Your immune system relies on sleep to regain strength.

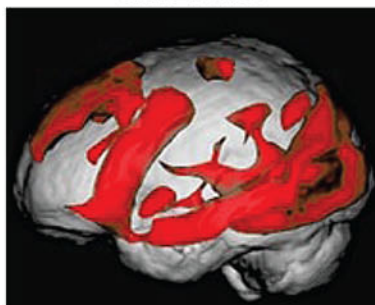
would to read a book. If you wake up at 6:30 am and play on electronics all day, by the time it is 3:00 pm and time to practice you are mentally exhausted, resulting in lack of focus and a decrease in your body's ability to perform and adapt.

**Your brain runs your body so make sure you take the appropriate steps to be mentally prepared!**

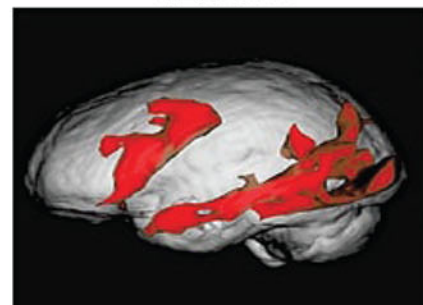
Brain activity of someone who is reading a book compared to the brain activity of someone who is on the internet.

- The internet uses 2/3 of the brain's activity
- Rest means rest: the CNS can reset and reboot critical energy when the brain function is minimal.

INTERNET



READING





# CODE OF CONDUCT



A well written code should be a positive document that establishes a comprehensive structure for running a program of excellence. Athletic programs should ask, "Is our code to punish individuals for their mistakes or to educate them and set clear and consistent boundaries for their behavior"?

## INCLUDE A STATEMENT OF PURPOSE

- First, it defines the positive expectations that we have for coaches, parents and athletes. The common values in our program need to reflect shared goals, a framework of principles agreed upon by the stakeholders and a need for active support from other stakeholders: school board, school administration, other school staff and the community.
- Second, as in a clearly laid out playing field, it defines how we as a school will establish and maintain a healthy environment in which students athletes can mature through athletics, while considering the responsibilities of all stakeholders.
- Third, this Athletic Code is meant to be a useable, dynamic document to guide the educational process through our school's athletic program. It defines the mission, philosophy, goals and parameters of the program, and the priority activities.
- Fourth, it spells out the consequences for behavioral issues and violations but links the identified individual to a process for help and change. The code shall be a living document that is proactive and character based.

## MANDATORY PARENT/ATHLETE CODE MEETING

- Get it right from the start...
- Pre-season meetings: Seven non-negotiable areas are discussed with all stakeholders. It is also impressed upon all stakeholders that by signing the code, an individual indicates they acknowledge, understand and agree with all standards set forth in the code for the privilege of being involved in the athletic program. Coaches and athletes discuss their expectations for the team, define 'success' and set forth individual and team goals for the season ahead, while sharing those goals with parents. Create a climate of KNOWLEDGE, UNDERSTANDING AND AGREEMENT with Parents/Guardians and Athletes. Parents/Guardians and Athletes read, acknowledge and sign the Code of Conduct together.

## IN THE PRESENCE OF AOD AT PARTIES

*If a student-athlete attends a party/gathering, where alcohol or drugs are being illegally used, the student-athlete must leave the party/gathering immediately (LEAVING MEANS LEAVING IMMEDIATELY) and report their attendance to a coach or administrator before the end of the next school day. Possession and use of alcohol or drugs by youth under age 21, is against the law, it is our intent to prevent any community youth, including athletes from being in an environment which greatly increases the risk of use, danger and all negative behaviors of concern.*

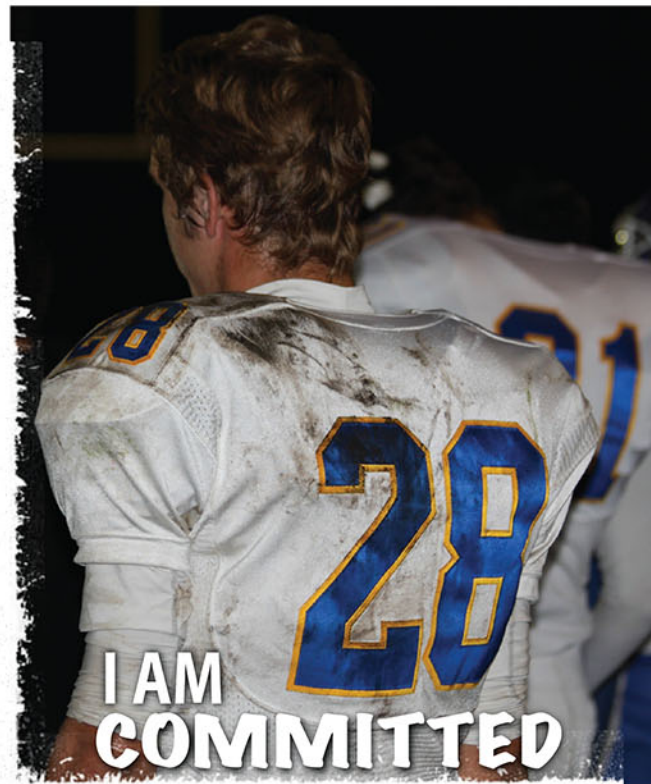


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## COOPERATION DURING INVESTIGATION

- Athletes have the right to remain silent...but they may be in the bleachers on game day.
- It is important for all student athletes to understand that involvement in our athletic programs is a privilege. With the responsibility of being an athlete, comes a commitment, which are conditions of this code of conduct. In the event that a student-athlete comes under investigation for possible violations to the provisions of this code, it is expected that:
  1. The student-athlete shall be truthful
  2. The student-athlete be forthcoming with information
  3. The student-athlete not be deceptive or untruthful
  4. The student-athlete be cooperative
- During the investigation of any student-athlete violation, the student-athlete must be truthful and forthcoming with information. The Athletic Director has within his/her power to impose a greater level of consequence if it is determined that the student-athlete has lied, been deceptive or untruthful, prior to, or after the determination of guilt and or consequences. Great weight must be placed on the privilege of representing our community outside the confines of our community and any athlete that would fail to be truthful and/or cooperative would jeopardize the perceived character of our programs.
- Failure to comply with the above conditions may result in full expulsion from the athletic program for the duration of the student-athlete's athletic career.



## EDUCATIONAL COMPONENT FOR CHEMICAL HEALTH VIOLATIONS

- As a pivotal part of our consequences for chemical health violations, the student athlete and or parent/guardian shall be referred to the appropriate program and/or required to complete an educational program as a part of the process that may lead to resumption of participation in athletic programs. If we fail to educate athletes and parent/guardians when such violations occur, we fail to help them learn from their mistakes and are negligent in our duties as an educational institution.

## CYBER IMAGE POLICY

- Cyber Image Policy – Any identifiable image, photo, or video which implicates a student-athlete to have been in possession or presence of alcohol or drugs or portrays actual use, or out of character behavior or crime, shall be confirmation of a violation of the code. Since there is no way to establish a timeframe for when or location of where the image was taken, it shall be a responsibility that the student-athlete must assume. It must also be noted that there may be persons, who would attempt to implicate an athlete, by taking such images, to place them in a situation where they might be in violation of this code standard. This is our rationale for demanding that our athletes not place themselves in such environments.



# MANDATORY PARENT/ATHLETE CODE MEETING

The agenda is divided up into two main parts. Part I is for athletes and their parents/guardians. Part II the athletes are excused and sent to the Team Meeting (see agenda following this page) while parents/guardians remain with the Athlete Committed coordinator. Part III parents join their athlete/child in the team meeting.

## PART I PARENT/GUARDIAN/ATHLETE

- Athletes, parents/guardians, and coaches are provided with a clear description of the code.
- Expectations are reviewed on what it means to represent the school as an athlete.
- Up to date nutrition information related to athletic performance and recovery is provided.
- Information on sleep and its impact on athletic performance.
- Impact of alcohol and drugs on athletic performance (includes brain development).
- Review the Athlete Commitment, Coach Commitment, and Parent Commitment. Everyone (parents/guardians, athletes, and coaches) must sign to participate on a team.

## PART II PARENT/GUARDIAN MEETING

- When and how to talk to coaches.
- Being an "our team" fan not a "my kid" fan.
- A review of data collected from athletes
- The "Hands On vs. Hands Off Parenting."
- Strategies to support athletes to reduce access to alcohol and steer clear of being in the presences of illegal drug or alcohol use.

## PARTICIPATION IS A PRIVILEGE

*Participation in high school activities is dependent on eligibility. **PROTECT that eligibility by reviewing with parent(s)/guardian(s) 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, cheerleading, 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 community they represent.** In addition to the behavioral standards and disciplinary consequences applicable to all students in the district, each student desiring to participate in a co-curricular activity must comply with the district's co-curricular Code of Conduct.*



# PARENT/ATHLETE TEAM MEETING

## THIS MEETING WILL FOLLOW THE PARENT/ATHLETE

### CODE MEETING

**MEETING OBJECTIVE:** You send a clear message to the team about player character, team dynamics, and chemical health issues. To increase coaches, teams, and parents understanding of athletes team goals and personal performance goals.

1. **CODE** - Review the document and reinforce in your own words the team expectations. Each player can read a section of the document – you facilitate an open discussion about what each section means to the team.

**SAY SOMETHING LIKE** – I know what you do outside of practice or games will impact team performance. I do not want any player to waste the team's time by staying up late, trashing their body by eating bad, or coming to practice not ready to give their best. We just heard the impact that using alcohol or drugs has on performance. I will not tolerate chemical use by the athletes on my team. I want all athletes to be honest with me. If you are ever in a situation where you are in the presence of illegal alcohol or drugs use, I expect you to leave and take all your teammates with you. I also expect that you come directly to me with the situation. I do not want to hear from another coach, parent, teacher, or principal about my team's unacceptable or inappropriate behavior.

2. **REVIEW TEAM DATA** – Share the team data. Discuss how the team can create a culture of support during the season. Talk about upcoming key social events and activities that may lead to potential code violations.
3. **CREATE A TEAM COMMITMENT** – Ask the team to create a simple commitment statement that clarifies the agreement they are making as a team. This works best when an action is associated with the individual making the commitment. Like signing a poster that is up at every practice or stepping into the end zone of a football field. The more ceremonial the action, the more likely for the team to take it seriously. If you have a respected team leader, he/she is the best person to initiate the teams commitment.
4. **GOAL SETTING** – Provide an example of a team goal and a personal goal. Have players fill out the goal card. Create a team goal for performance, attitude or support. This team goal can be shared with parents along with a list of ways parents can support the team goal.
5. **PARENTS JOIN MEETING** – Welcome parents; review what has been covered during the meeting. Have each player share their goal with their parent. Review the parent section of the Code of Conduct. Describe your expectations of parents and of athletes.
6. **PARENT SIGNATURE** – The goal sheet verifies their attendance – ensure parent signature. The goal card is turned into the coach. The athlete fills out a goal card to take home.

## KEY POINTS

### HOW TO GET YOUR MESSAGE ACROSS

1

*Clearly express your expectation that players will not use AOD. Some coaches, especially those who have used AOD in the past, find it difficult to talk to their team about substance abuse. Athletes in high school and college sometimes receive mixed messages about the use of AOD. Be the coach who clearly states what is expected.*

2

*Have team leaders reinforce the idea that truly committed athletes don't use AOD. They disapprove of it. Heightening the perception of disapproval by peers is one of the most powerful ways to prevent AOD use.*

3

*Let players know how they can talk with you about AOD issues. Many athletes may find it easier to talk to a coach than to their parents about topics such as AOD. By responding openly you will encourage your players to trust you and keep important lines of communication open.*



# COMMITTED TEAM CULTURE

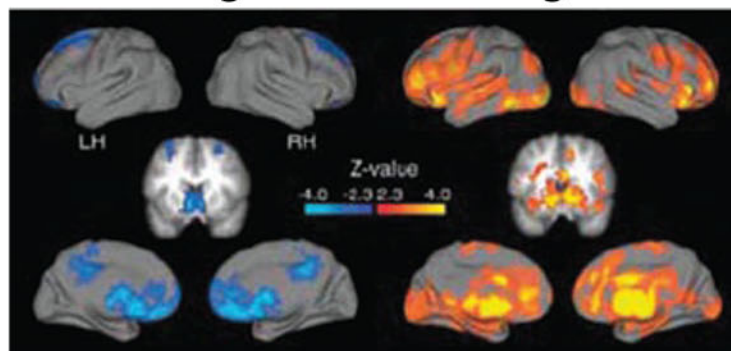


Committed is not a standalone program that occurs at the Parent/Athlete code meeting but a comprehensive approach to incorporate into the team experience and create a team culture.

## MONDAY TEAM MEETING AT PRACTICE

- Start Monday practice with a team meeting to discuss any lifestyle issues – this includes sleep, nutrition, recovery, weekend activities, and alcohol/drug use issues. Address any weekend activities, and create an environment where any behavior of concern can be shared by the team and reported to the coach. Coaches do not want to be the last person to find out about an academic issue, school fight, or party where drugs and alcohol are present.
- Create an opportunity for the athletes to revisit their individual goal and team goals.
- Meet with your trained Committed team leaders before the Monday meeting to get the pulse of the team and prepare them to contribute to the meeting.
- Create a culture that fosters the winning brain. Someone who believes in a positive outcome has more blood flow to the brain resulting in higher performance.

## Losing Brain Winning Brain



The colored areas above represent the blood flow to your brain

## TEAM CREATES A WINNING ATTITUDE

- Plan post game events, encouraging all teammates to attend.
- Hold team 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 agreement to turn off phone, computers, TV, and or video games early.

*If coaches raise their expectations  
– athletes will rise to meet them.*

## T.E.A.M. APPROACH

### Teach

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

### Enforce

Enforce good behaviors. If you hear of a potential party with alcohol and drugs, call a team meeting and remind them of the code they signed. If you find out that someone violated the code, you must enforce the consequences. It sets the standard for enforcement, sends a message of importance and will help the athlete become a better athlete, student, and citizen.

### Advocate

It is important to advocate for proper training, nutrition, sleep, and chemical free lifestyle.

### Model

Just as we want to remind students that others are watching, coaches need to understand this as well. Their students are watching their behavior on and off the field. Students are watching how coaches treat the team, treat other coaches, and treat the referee. Model what you expect from your athletes.



# 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 Committed program, we hope to set new standards for choosing student athlete leaders with greater expectations for being a student athlete leader.

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 world sport, it is important that we are proactive in regard to education, 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.

## TEAM LEADERS MUST BE CHOSEN BASED ON THE FIVE C’S OF AN EFFECTIVE LEADER:

**COMPETENCE:** Has the necessary level of skill development and knowledge of game/strategies, and fitness/conditioning/healthy behavior.

**CHARACTER:** Demonstrates attitudes and behaviors that relate to moral strength including: responsibility, accountability, dedication, trustworthiness/fair play, and self-control.

**CIVILITY:** Demonstrates behavior that exemplifies consideration for others through respect, fairness, and caring.

**CITIZENSHIP:** Represents the social responsibility to the team and community through commitment, team work, and role modeling.

**CHEMICAL HEALTH:** Supports zero tolerance of alcohol and other drug use individually and for the team through role modeling, communication and enforcement.

Once chosen, it is imperative to encourage and develop the student as a true team leader. By investing in the students to be team leaders, the student can be a conduit between the coach and the team and reinforce the behaviors wanted for the team. A team leader can help or hurt team dynamics, so it is important to have a team leader who can model and lead at the same time.

## STUDENT – ATHLETE LEADER JOB DESCRIPTION:

*Exemplifies the highest standards of character and duty to team, school and community. Must conduct themselves on and off the fields of play with behavior that is an example to others. This individual must possess high level communication skills and be willing to confront any behaviors of concern or violations of student-athlete code of conduct among peers. Must act as a conduit between the team and coach. Must be willing to bring any serious concerns to the attention of the adult authority. Must be willing to hold team meetings to discuss chemical health (AOD use) and behavioral issues. Must act to insure and inspire team goals and effectiveness. Student athlete leaders will be held to the highest levels of conduct and character because they are setting the example for the rest of the team.*





## ATHLETE COMMITTED LEADER TRAINING

Recent American Athletic Institute surveys indicate that as many as 48% of team student leaders are involved in the party culture. Who is in charge of your teams? Student-athlete leaders will be held to the highest standard of behavior, because they chose to be an example to their peers. Providing support and training to team leaders ensures they are prepared for the job.

### Training Outcomes

- Team leaders increase their knowledge on the overall Committed program and the role team leaders play in setting the tone.
- Increase knowledge of the role chemical health, nutrition, and sleep play in athletic performance and provide opportunities for leaders to practice presenting the material.
- Increase understanding of leadership and the behaviors and characteristics that are present in a team leader.
- Increase team leaders ability to talk to teammates and the coach about team behaviors of concern.

## ATHLETE LEADERS KNOW YOURSELF AND SEEK SELF- IMPROVEMENT

You as a team LEADER must evaluate yourself and recognize your strengths and weaknesses. You must emphasize your strong points and develop your weak points. Are you over weight and out of physical condition? Are you temperamental? Take a good look at yourself in the mirror. Are you worthy to be a LEADER? Your teammates and coaches thought so. Demonstrate you are the leader they saw in you. With these values firmly entrenched in your mind you must look at the ways and means to present these items to the squad. These are basic leadership techniques that a LEADER can employ to help present himself/herself to the team as a genuine leader.

**Know the way  
Go the way  
Show the way**

***We cannot expect our young  
people to appropriately handle  
difficult situations if we never  
provide the tools for them to do so.***

### BELOW IS THE SITUATION MODULE TEAM LEADERS ARE WALKED THROUGH DURING THE TRAINING.

Determine a course of action that you would take if an incident arises and you are put in a situation where leadership is necessary and your decision will impact the team.

1. A teammate, who is one of your best friends, tells you he/she was drunk at a party over the weekend and asks you not to tell the coach...
2. A hazing incident is taking place when you walk into the locker room...
3. You go to a party with teammates. You soon discover many people are drinking and smoking pot...
4. You find out on Monday that your teammates were drunk over the past weekend...
5. During the summer break your teammates are not training at all...
6. You hear some teammates talking about their parents going away and plans for a huge house party after the upcoming game...
7. You hear some teammates planning to go to a rival school and vandalize the stadium and school...





# HUDDLE UP AND TAKE A KNEE

When you stop and think about the purpose of activities for youth, it is important to be reminded that the objective goes far beyond winning championships, season records, and the scoreboard. Athletics is the largest target population that exists in any school. In small rural schools 60-90% of students may be involved in at least one sport per school year, while in the larger schools 40-55% of students are involved in sports.

The Committed program provides a targeted opportunity to use mandatory meetings to get 40-90% of your school/community parents into a venue to show them valuable prevention data, strategies, and educate them to the concerns their children face during their high risk teen years.

## COMMITTED IS A SYSTEMIC COMMUNITY APPROACH TO:

1. Reducing risk.
2. Increasing protective factors in student-athletes.
3. Setting clear and consistent boundaries for behavior.
4. Building awareness and accountability.
5. Teaching an appropriate athlete lifestyle.
6. Establishing a process to identify and help those involved in alcohol and drug use or other behaviors of concern.

## PRO SOCIAL BONDING

Joining the Committed program provides students with an opportunity to join a positive group activity that calls for positive health behaviors, a negative attitude toward negative societal issues, build positive relationships with adults, establish positive bonding to social institutions and commit to pro-social values. Through athletics, we will establish a social order with a basis of achievement, develop common interests and achieve excellence.

## CLEAR AND CONSISTENT BOUNDARIES

Standards for youth behavior set by adults, but also standards set by youth and monitored within their social order. Many of these standards are set to address concerns for health, safety, and performance.

## LIFE SKILLS

"Abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life." Try to impart to those involved in high school athletics a learning experience that offers skills and abilities that can be used throughout the "game of life" long after their athletic career is over.

## CARING AND SUPPORT

Show those involved in high school athletics that all stakeholders in the program care and support those who partake, win or lose. That the adults in the community appreciate the athletes and what they are trying to achieve. That we are proud of them, not just for how well they play and what they achieve, but also the kind of young people they are with regard to character and citizenship.

## SET HIGH BUT REALISTIC EXPECTATIONS

Set expectations for youth to always try their best, to believe in themselves and to show dedication, focus and commitment in whatever they do. To instill in them that their athletic experience is a privilege and honor afforded them to represent their community as ambassadors.

## OPPORTUNITY FOR MEANINGFUL EXPERIENCE

To not simply offer athletics as an activity, but to make it a special experience unlike any other and to provide, as much as possible, for a young person to gain a positive outlook and perspective from being involved in athletics. Try to visualize how important your job in athletics is and the positive impact it can have on youth and communities; the potential it has in developing in youth many of the life skills and abilities they will need to be successful as adults in the world. Your job is monumental. Take pride in what you do and how you do it. Set standards that are never compromised. Remember, first and foremost your job is to teach young people how to prepare for life. Now it is up to you to make a positive difference in the life of every young person you interact with on and off the playing field.

For more information about Stanislaus County's Committed Program, please contact Stanislaus County Behavioral Health and Recovery Services, Substance Use Education and Prevention Services at <http://www.stancounty.com/bhrs/> or <http://www.crowdproject.org/>



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