



# Fundamentals of Coaching

Blended Learning

Instructors Guide





National Federation of State  
High School Associations



# Fundamentals of Coaching

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# ABOUT THIS COURSE

## Course objectives

At the end of this course participants will:

- Be able to describe the mission and purpose of interscholastic athletics as it relates to a student-centered coaching philosophy
- Develop systems and processes to fulfill teacher/coach responsibilities related to management, administrative as well as the health and well-being of students
- Understand how interpersonal skills impact the student experience and athletic performance
- Be able to develop an effective training program that addresses the unique physiological demands placed on students
- Understand the role of the teacher/coach in the learning process

## Blended learning

NFHS Fundamentals of Coaching consists of two components of instruction:

- Units one and two are taught in a face-to-face group setting, which allows for presenter and group interaction
- Units three, four and five must be taken online
- All testing must be accomplished online in order to complete the course and print the certificate of completion.
- Each participant will receive a Blended License Code found in the inside cover of the participant guide to be redeemed online at [www.nfhslearn.com](http://www.nfhslearn.com). Please see page 33 for more details.

## Workshop setup

NFHS Fundamentals of Coaching blended learning training is designed for group participation. The following will assist in preparation and meeting setup:

- Make sure the room is available and includes enough tables and chairs required for expected attendees
- Make sure equipment (computers, LCD's, monitors, etc.) are in working order. Remember this presentation requires audio as well as video equipment.
- Determine rules for breaks in advance (when they will occur, how long, locations, refreshments, etc.)
- Remind participants to shut off all cell phones during the session
- The optimal class size is 15-25 participants
- Identify the location of restrooms
- Make the temperature in the room comfortable for the participants

## Materials and equipment checklist:

- A copy of this Instructor Guide
- Enough purchased copies of the Participant Guide to be issued to each participant. Note: Record the license code and the name of the person it was distributed to in the event the Participant Guide is lost.
- Pens and note pads for each participant
- A laptop or desktop PC with CD player for showing video segments and support slides (*For current system requirements, go to [www.nfhslearn.com](http://www.nfhslearn.com).)*
  - NFHS Fundamentals of Coaching CD
- NFHS Fundamentals of Coaching* CD
- Monitor(s) for viewing media elements
  - Audio speakers
  - Television or LCD projection
- Flip chart, white board or other lecture support method for use during group discussions
- Refreshments for breaks as needed
- Review the instructor guide prior to the training session to become familiar with its contents (transcripts for each video segment are included in the appendix)

## Using the Instructor Guide

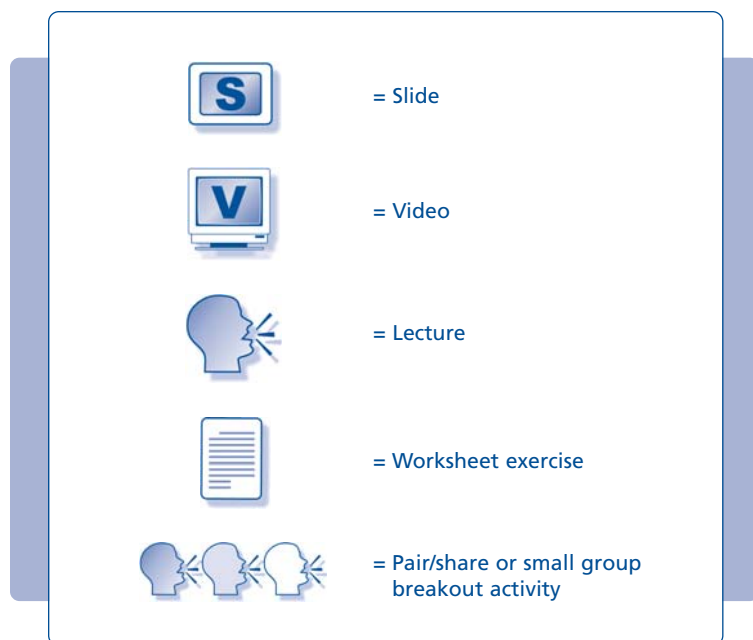
- Detailed lesson plans can be found on pages “v” and “vi” of this guide
- Optional content and activities are noted at the bottom of the lesson plans and included in the Instructor Guide and Appendix
- The Instructor Guide page number will always be the same as the Participant Guide page number
- Icons to indicate slides, videos, lectures, exercises and group activities are shown in the left margin on the instructor page
- If text slides are used in the session, the first slide is shown in the upper right hand corner to cue the instructor
- A clock is shown at the top of the instructor page indicating the approximate time to complete the session
- Activity forms and worksheets contain annotations for the instructor. These suggested responses are not included in the Participant Guide for the teacher/coaches
- Instructor pages includes the following:
  - video synopses
  - discussion questions
  - key points
  - optional content and activities
- White space is designed in both the Instructor Guide and Participant Guide for note taking

### Using this guide

This manual has been designed to help you structure and effectively present a comprehensive training session. Content is presented in sequence and is designed to allow the use of lecture, multi-media and interactive exercises for maximum participation, discussion and effective use of time.

Each left-hand page contains the exact content found in the Participant Guide on that page number. Right-hand pages provide instructions and guidance for the meeting instructor including suggested times and topics for discussion and breakouts.

Symbols are used throughout to indicate when and how to use appropriate media. Thumbnails of slides that are included on the CD are shown on appropriate pages.



### Instructor guidelines for teaching adult learners

- Adult learners are ready and eager to learn, especially concepts that relate directly to carrying out their jobs as coaches.
- Participants' time outside the class is limited and they need to know in advance how much time they will need to devote to training.
- Adult learners benefit from collaborative situations in which they can share experiences and solve problems in paired or group exercises.
- Just as other learners, adults need recognition. Get to know their names quickly and appreciate their life experiences.
- Establish a relaxed environment that relies less on lecture and more on interaction.
- Avoid lengthy discussions that stray off topic. Staying on target helps learners anticipate what is to come.



## Breakout activities

An important element of a live training session is the opportunity for participants to learn from one another through sharing and discussion. There are several opportunities for participation outlined in this guide with suggestions for conducting breakouts.

- **Individual worksheet exercise.** Several of the exercises are best suited for an individual to gather his or her personal thoughts when filling in a worksheet.
- **Pair/share.** A pair/share activity would involve individuals completing a worksheet then exchanging it with a partner for feedback. Another form of pair/share involves partners developing and agreeing upon a response then presenting to the group for further discussion.
- **Small group breakouts.** Break the class into smaller groups of 4 to 6 participants. Each group is to discuss and develop a group response to the situation. After a designated amount of time regroup as a class and ask a member of each group to report their responses.

In general, allot more time for group breakouts than for pair/share or individual activities. It is suggested that you determine in advance how you will conduct each breakout session.

## Time schedule

Each unit should take from 2 to 2½ hours to complete. Timings are indicated in this guide for lectures, breakouts, group discussion and video segments. These are designed to allow some flexibility. However, you will benefit by staying within suggested timings to keep the training sessions on a predictable schedule.

## Lesson plan

The following lesson plan has been designed to assist you in making the best use of the time allotted. Several “optional” exercises are included should you decide to extend the workshop. Some of the breakouts and worksheets may be designated as individual exercises that participants may accomplish outside the training session. You will need to increase the total training session time to accommodate any of the optional activities.

Slides are provided on the CD as visual presentation support.

## LESSON PLAN

Total time	Subject
	<b>Unit 1: Educational Athletics and the Role of the Teacher/Coach</b>
10 min	<b>Welcome to NFHS Fundamentals of Coaching</b>
	7 min.....Welcome and introduction 3 min.....Unit objectives
35 min	<b>History, Mission and Purpose of Interscholastic Athletics</b>
	2 min.....“Teachable Moment” video: “Coaching during competition” 15 min.....“Teachable Moment” breakout activity 3 min.....Video: “History of interscholastic athletics” 10 min.....Educational outcomes of interscholastic athletics 5 min.....Student first. Athlete second.
20 min	<b>The Role of the Teacher/coach</b>
	3 min.....The role of the teacher/coach introduction 2 min.....Video: “Teacher/coach as role model” 5 min.....What do you think students want in an interscholastic teacher/coach? Introduction 10 min .....What do you think students want in an interscholastic teacher/coach? Breakout activity
11 min	<b>Student-centered Coaching Philosophy</b>
	2 min.....Student-centered introduction 2 min.....Why do you want to be a coach? Activity 2 min.....Video: “Why do you want to be a coach?” 2 min.....Group discussion: Why do you want to be a coach? 3 min.....Student-centered coaching philosophy introduction
19 min	<b>The Place of Winning in Interscholastic Athletics</b>
	4 min.....Video: “The place of winning” 10 min.....The place of winning breakout activity 5 min.....The place of winning closing comments
7 min	<b>Self-awareness</b>
	2 min.....Video: “Self-awareness” 5 min.....Coaching skill sets discussion
5 min	<b>Unit 1 Review</b>
	<b>Unit 1 Optional Activities</b>
	** How do you define developmentally appropriate? .....page 42 ** Communicating your coaching philosophy.....page 43 ** How can a teacher/coach better meet student expectations?.....page 44 ** Student-centered coaching philosophy breakout/discussion .....page 45 ** Rate your coaching skills .....page 46

<b>Total time</b>	<b>Subject</b>
	<b>Unit 2: The Teacher/Coach as Manager</b>
29 min	<b>Organization</b> 3 min.....Unit objectives 3 min.....Video: "Organization" 6 min.....Seasonal planning activity 2 min.....Video: "Leadership" 15 min.....Leadership breakout activity
33 min	<b>Administration</b> 10 min.....Chain of Administrative Authority 2 min.....Video: "Eligibility" 5 min.....Eligibility Activity No. 1 1 min.....Teachable moment video: "Eligibility" 15 min.....Eligibility Activity No. 2
15 min	<b>Health and Well-being</b> 3 min.....Health and well-being introduction 2 min.....Video: "Health and well-being" 3 min.....Emergency care plan 1 min.....Overview of Content 2 min.....Video: "Minimizing risks" 4 min.....Minimizing risks
8 min	<b>Management Stakeholders</b> 1 min.....Overview of Content 5 min.....Managing stakeholders 2 min.....Video: "Know your stakeholders"
40 min	<b>Legal/liability Concerns</b> 1 min.....Overview of Content 2 min.....Video: "Legal/liability concerns" 10 min.....Legal/liability concerns 15 min.....Breakout activity scenario No. 1: Legal/liability concerns 12 min.....Fourteen obligations or duties related to negligence litigation
5 min	<b>Unit 2 Review</b>
	<b>Unit 2 Optional Content and Activities</b> ** Administration activity.....page 20 ** Coordinating responsibilities content and activities.....page 21 ** Budget content and activity .....page 24 ** Four foundations of negligence litigation content .....page 31 ** Administration breakout activity scenario No. 1 .....page 50 ** Administration breakout activity scenario No. 2 .....page 50 ** Administration breakout activity scenario No. 3 .....page 52 ** Ethical dilemma breakout activity .....page 53 ** Emergency care plan content .....page 54 ** Legal/liability breakout activity scenario No. 2 .....page 55

# WELCOME TO NFHS FUNDAMENTALS OF COACHING

## WELCOME

Congratulations on your decision to become a better coach. NFHS Fundamentals of Coaching deals with the specific needs, challenges and issues that relate to coaching at the interscholastic level and in our nation's schools.

The content has been designed to provide you with a road map for team success, not simply in terms of assisting you in the development of a competitive program, but more to the point in understanding the role that athletics must play as part of the educational mission of our schools.

Your decision to participate in the NFHS Coaching Education program demonstrates a high degree of commitment and investment in the lives of our nation's youth. Interscholastic athletics can be a wonderful vehicle to teach positive life-skills and learn important lessons for life. But sports also have the potential to be a negative experience that can teach young people undesirable behaviors and values. There is nothing inherently good or bad about interscholastic athletics. But it's up to you as the coach to create a favorable, developmentally appropriate experience for your students.

How you define success as a coach is critically important. It will determine whether your students will have an enriching experience through interscholastic athletics or just be an experience that seeks to win games.

As a coach you have been entrusted with a special gift – it's the opportunity to help your students maximize their physical, social, personal and psychological development and to help them establish a Game Plan for Life.

## *Get Certified!*

### **Become an Accredited Interscholastic Coach**

Complete the following courses and you will automatically become an AIC at no cost:

- Fundamentals of Coaching
- First Aid, Health and Safety for Coaches (some equivalent courses are accepted)
- Sport-Specific course or Teaching Sport Skills
- Concussion in Sports




# WELCOME AND INTRODUCTION



**Five Unit Course**

- Educational Athletics and the Role of the Teacher/Coach
- The Teacher/Coach as Manager
- The Teacher/Coach and Interpersonal Skills
- The Teacher/Coach and Physical Conditioning
- The Coach as Teacher



## Begin the session with a personal welcome.

Using the slides for visual support, provide an overview of the Blended Learning course components:

- 5-unit course (Use the slide to review unit contents).
- Units 1 and 2 will be covered in this training session.
- Units 3, 4 and 5 must be taken online.
- Participants must login ([www.NFHSLearn.com](http://www.NFHSLearn.com)) to take the online components, complete all unit tests and review the course in order to finish the course.
- A license code is issued for each participant and will be required when taking the online course components. A license code is included with each participant guide. Record each participant's corresponding license number. This will be important if he/she loses the participant guide.



## Key point:

Emphasize that teacher/coaches work with "students" rather than "student-athletes." Interscholastic athletics is about learning through participation and using athletics as an extension of the classroom. Remember "Student First – Athlete Second."

- NFHS Fundamentals of Coaching is based on a student-centered philosophy.
- The term "teacher/coach" is used throughout this course as a reminder of the important part we play in teaching our youth the educational outcomes participation in interscholastic athletics can achieve.
- Everything we do as teacher/coaches is built upon a philosophy of **Student First. Athlete Second.**

# Educational

## Athletics and The Role of the Teacher/Coach

### UNIT 1

Unit 1 of the NFHS course emphasizes the history, mission and purpose of educational athletics in our nation's schools. The role of the teacher/coach in interscholastic athletics is to establish an environment that will facilitate success for all participants. This is a constant theme throughout the course, along with the positive outcomes that should occur as a function of the teacher/coach's actions as they impact on the students' experience.

#### **UNIT OBJECTIVES**

At the conclusion of this unit you will be able to:

- ▶ Describe the mission and purpose of interscholastic athletics.
- ▶ Recognize developmentally appropriate experiences.
- ▶ Trace the history of athletics in our schools.
- ▶ Explain how interscholastic athletics becomes a part of the educational process.
- ▶ Describe how the teacher/coach can act as a positive role model.
- ▶ Develop a student-centered coaching philosophy.
- ▶ State the top five educational outcomes of interscholastic athletics.

# UNIT 1 OBJECTIVES



**Educational Athletics and the Role of the Teacher/Coach**

Unit Objectives

At the conclusion of this unit you will be able to:

- Describe the mission and purpose of interscholastic athletics
- Recognize developmentally appropriate experiences
- Trace the history of athletics in our schools
- Explain how interscholastic athletics becomes a part of the educational process
- Describe how teacher/coach can act as a positive role model
- Develop a student-centered coaching philosophy
- State the top five educational outcomes of interscholastic athletics

Coach Education  
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## Present an overview of the Unit 1 Objectives

At the conclusion of this unit you will be able to:

- Describe the mission and purpose of interscholastic athletics.
- Recognize developmentally appropriate experiences.
- Trace the history of athletics in our schools.
- Explain how interscholastic athletics becomes a part of the educational process.
- Describe how the teacher/coach can act as a positive role model.
- Develop a student-centered coaching philosophy.
- State the top five educational outcomes of interscholastic athletics.



3 min

## TEACHABLE MOMENT VIDEO VIGNETTE – “COACHING DURING COMPETITION”

### Worksheet

A serious technical foul has cost the Community High School basketball team an important game, resulting in the end of a promising season. The technical was called because one of the students – in a fit of anger – talked back to one of the referees. Immediately after the game, Coach Davis assembles his team in the locker room. He is clearly upset and demands to know where the student at fault learned that such language was OK to use with an official. The coach finds himself in a very embarrassing situation when the student states, “I learned it from you, coach. It was something I heard you say.”

What are the issues in this teachable moment?	<ul style="list-style-type: none"><li>• <i>Teacher/coach as role model</i></li><li>• <i>Use of inappropriate language by student</i></li><li>• <i>Place of winning in interscholastic athletics</i></li><li>• <i>Self-regulation skills of teacher/coach; clearly out of control</i></li></ul>
What is the mission and purpose of interscholastic athletics?	<ul style="list-style-type: none"><li>• <i>Promote learning</i></li><li>• <i>Contribute to the educational mission of our nation's schools</i></li><li>• <i>Use athletics as the vehicle to educate our nation's youth in becoming good citizens</i></li></ul>

### What is a Teachable Moment?

Notes: \_\_\_\_\_

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## VIDEO VIGNETTE: "COACHING DURING COMPETITION"



### Teachable Moment

Describes a moment of educational opportunity.

It is a time when a person, particularly a child or adolescent, is likely to be disposed to learn something or is especially responsive to being taught or made aware of something.



2 min

### Play the video

Teachable Moment: "Coaching During Competition"

Begin the training session by playing the video "Coaching During Competition." This video makes a powerful statement about the impact that teacher/coaches have on their students. Most coaches will recognize the situation, how it reflects what they've seen in others and how it may reflect their own behaviors.

### Video synopsis:

A serious technical foul has cost the Community High School basketball team an important game and puts the team in jeopardy of losing the state championship, resulting in the end of a promising season. The technical was called because one of the players – in a fit of anger – made an inappropriate remark and talked back to one of the referees. Immediately after the game, Coach Davis assembles his team in the locker room. He is clearly upset and demands to know where the player at fault learned that such language was OK to use with an official. The coach finds himself in a very embarrassing situation when the student states, "I learned it from you, coach. It was something I heard you say."



15 min

### Discussion

After the video, discuss the scenario as it pertains to the mission and purpose of interscholastic athletics. The discussion can include the full class or you may want break the class into small groups or pair/share.

### Pose the following questions:

- What are the issues in this teachable moment?
- What is the mission and purpose of interscholastic athletics?

### Activity

You may use the worksheet in the participant guide for small groups or pair/share, or it can be used by individuals for taking notes on the discussion.



### Define the term "Teachable Moment."

The term describes a moment of educational opportunity. It is a time when a person, particularly a child or adolescent, is likely to be disposed to learn something or is especially responsive to being taught or made aware of something.



### Key points:

Many teacher/coaches recognize the need to help a student become better at the technical or tactical aspects of their sport. But they often miss those "Teachable Moments" when they can make an even more meaningful impact on a student.

One of the most important goals of this course is to help you recognize opportunities to turn everyday coaching into teachable moments.

## HISTORY, MISSION AND PURPOSE OF INTERSCHOLASTIC ATHLETICS

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*“A teacher affects eternity; he can never tell where his influence stops.”*

– Henry Adams (1838-1918)  
U.S. author, autobiographer and historian

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At the interscholastic level, learning is far more important than winning. The skills and strategies you will acquire in this course, however, will enhance not only your students’ knowledge, but will also help your teams and students to be competitively successful. You will be introduced to concepts and insight into how best to structure a coaching environment that promotes the educational mission of interscholastic athletics.

To this end, it cannot be stressed enough that successful coaching at this level is much more than winning games and championships. Successful coaches create the conditions necessary for students to master new skills, enjoy competition with others, and experience enhanced self-esteem. Although successful coaches are well-trained in the tactics and techniques of their sport, they recognize that this is only part of their craft; the other part is the use of athletics as the vehicle to educate our nation’s youth in becoming good citizens.

American author, autobiographer and historian Henry Adams (1838–1918) stated, “A teacher affects eternity; he can never tell where his influence stops.” The same applies for coaches. It is widely accepted that coaches hold the key to the positive or negative outcomes of the interscholastic athletic experience. Coaches are truly the delivery system for all that is positive, and at times negative, about the interscholastic athletic experience.

Your presence today places you in the company of hundreds of thousands of individuals who have chosen to coach interscholastic athletics over the course of our country’s history. You are now part of that group and share in their legacy. Before we start discussing your role as teacher/coach, let’s take a look at the history of athletics in America’s schools and discuss the mission and purpose of the activity.

# HISTORY, MISSION AND PURPOSE OF INTERSCHOLASTIC ATHLETICS



## Play the video

Host Video: "History of Interscholastic Athletics."

3 min



## Video synopsis:

- The primary purpose of interscholastic athletics is "The Promotion of Learning."
- Teacher/coaches have an important role to play in fostering the educational value of athletics.
- The concept of "Interscholastic" athletics has been part of our educational system since the mid-1800s.
- The widespread institutionalization of sport in our schools took place in order to address four societal concerns:
  - Education
  - Socialization
  - Military preparedness
  - Health
- The most widely held justification for organized athletics in our schools emphasized the educational and character-building benefits of participation.
- The teachable moments and lessons learned on the playing field are vital to the overall development of each individual.
- The educational value of athletics is largely dependent on how the activity is structured and what the teacher/coach chooses to teach and model.

## TOP FIVE EDUCATIONAL OUTCOMES



When a teacher/coach implements a student-centered coaching philosophy that stresses the educational mission of the activity, the experiential outcomes are almost entirely positive and contribute significantly to the holistic development of each and every student.

### Promotion of learning:

Students should acquire new knowledge or skills that will lead to long-term behavior change. This learning is not limited to the development of physical skills and should also facilitate the social, personal and psychological development of each student.

### Life skills:

Students should learn how to balance their life, emotional well-being, leadership, personal growth and decision-making skills.

### Healthy lifestyle:

Students should become committed to an addiction-free, physically active and long-term healthy lifestyle.

### Sportsmanship:

Students should learn respect and concern for rules and officials, opponents, and the spirit and customs of sport.

### Citizenship:

Students should acquire knowledge, attitudes, experience and skills that will prepare them to be productive and responsible members of society.

Notes: \_\_\_\_\_

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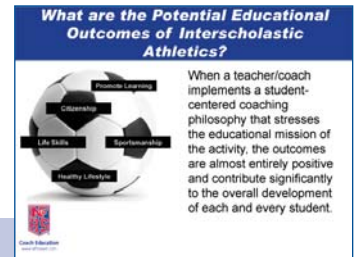
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# EDUCATIONAL OUTCOMES OF INTERSCHOLASTIC ATHLETICS

(6 slides)



## Discussion

Ask the group: “What are the potential educational outcomes of interscholastic athletics?” You may post responses to this question on a whiteboard, blackboard or flip chart. After taking responses, use the slides to present the Top Five Educational Outcomes of Interscholastic Athletics.



## Key points:

What positive outcomes should a teacher/coach strive for with his or her students and program? This is a critical question, and a teacher/coach needs to have the end in mind in the way the program is built, along with plans for the season and the structure of the coaching environment.

10 min

**Remind participants that the primary purpose of interscholastic athletics is the promotion of learning.**

If winning is either everything or the only way success is defined, serious limits are placed on the educational value of the experience.

When a teacher/coach implements a student-centered coaching philosophy that stresses the educational mission of the activity, the experiential outcomes are almost entirely positive and contribute significantly to the holistic development of each and every student.

These outcomes do not happen automatically or by chance. They happen because you as teacher/coach adopt a planned and purposeful approach to the interscholastic athletic experience.



## STUDENT FIRST. ATHLETE SECOND.

As teacher/coaches we spend a lot of time and energy focused on our sport. But we are first and foremost teachers. We must never forget that every one of our participants is a student first and an athlete second.

### Interscholastic athletics becomes part of the education process when...

- Learning objectives are clearly stated and integrated into the experience.
- Teacher/coaches purposefully plan for learning to take place.
- Teacher/coaches purposefully explain to students what they are going to teach.
- Teacher/coaches teach what they said they were going to teach.
- Teacher/coaches reinforce what the students learned.
- The program is designed to enhance academic achievement.
- Teacher/coaches ensure that the athletic program never interferes with opportunities for academic success.
- Teacher/coaches use the unique teachable moments that occur in athletics to promote the development of each individual.
- Teacher/coaches stress personal responsibility and accountability for each participant.
- Like most activity programs such as art, band and theater, athletics can increase the commitment of students who are less interested in traditional academic subjects.

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*"The quality of a person's life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavor."*

– Vince Lombardi

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*"Success is peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best you are capable of becoming."*

– John Wooden

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Notes: \_\_\_\_\_

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(2 slides)

## STUDENT FIRST. ATHLETE SECOND.



Use the slides to emphasize athletics' important role as part of the education process.

### Key points:

As teacher/coaches we spend a lot of time and energy focused on our sport. But we are first and foremost teachers. We must never forget that every one of our participants is a student first and an athlete second.



5 min

### Interscholastic athletics becomes part of the education process when...

- Learning objectives are clearly stated and integrated into the experience.
- Teacher/coaches purposefully plan for learning to take place.
- Teacher/coaches purposefully explain to students what they are going to teach.
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- Teacher/coaches stress personal responsibility and accountability for each participant.
- Like most activity programs such as art, band and theater, athletics can increase the commitment of students who are less interested in traditional academic subjects.

## HOW DO YOU DEFINE DEVELOPMENTALLY APPROPRIATE?

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A developmentally appropriate experience –

One that is consistent with the ability and maturity of the student.

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It is vitally important that teacher/coaches remember that a developmentally appropriate experience is one that is consistent with the ability and maturity of the student. Students, even in high school, are not miniature adults. This simple but important recognition will significantly reduce or remove a great deal of frustration you may experience, particularly when coaching middle school children.

Remember, if your students do not look like professional athletes such as Peyton Manning or Serena Williams, do not expect them to understand the game or play like Peyton or Serena! This may seem obvious, but often teacher/coaches' expectations are inconsistent with their students' stage of cognitive, motor-skill and/or physical development.

While the physical and motor-skill development characteristics of students are relatively easy to assess, see and measure, cognitive and psychological development characteristics are less obvious. Teacher/coaches need some understanding of key development issues and must be able to maximize their students' learning and development. Consider these questions:

- Will the student understand what I say?
- How many coaching points will he/she be able to take in?

Clearly knowing the answer to these questions will assist coaches in planning practice sessions, and thus optimize learning and enjoyment. In addition, it is important that interscholastic teacher/coaches have knowledge of psychological development.

**This knowledge will provide the basis for understanding:**

- How and why students are likely to react in different situations.
- The psychological demands sport places on participants, and its powerful psychological effects on them.

You must also be aware of the effects of your behavior on students. Such issues are important to consider at all times.



## HOW DO YOU DEFINE DEVELOPMENTALLY APPROPRIATE?



The material on developmentally appropriate student experiences is covered in the online course. It is presented in the participant guide but is optional to your live training session. A worksheet is included in the appendix of the participant guide. You may direct participants to use the worksheet outside of the workshop.

**If presented in the training session emphasize the following points:**

- A developmentally appropriate experience is one that is consistent with the ability and maturity of the student.
- Students, even in high school, are not miniature adults.
- Do not expect students to understand the game or play like professionals or college athletes.
- Be aware of key developmental issues such as age, physical and motor-skill development and psychological maturity.



# THE ROLE OF THE TEACHER/COACH



3 min

## Key points:

Briefly emphasize the importance of the teacher/coach as role model.

- Your influence goes far beyond your ability to teach sport skills – in fact, one could argue that this is the least important aspect of being a teacher/coach at the interscholastic level.
- The lessons you choose to teach your students will impact their lives far after their involvement in athletics has concluded.
- Direct the participant attention to Robert Fulghum quote in the participant guide on page 8 prior to showing the next video.



2 min

## Play the video

Host Video: "The Teacher/Coach as Role Model"

## Video synopsis:

- Students look to their teacher/coaches as a source for guidance and inspiration.
- Teacher/coaches are role models who can affect students for the rest of their lives.
- Teacher/coaches must model the behaviors they expect students to exhibit.
- A student's interscholastic athletic experience is expected to be most enriched when there is a strong bond and good communication among all members of the "athletic triangle" – students, parents, teacher/coach.
- What teacher/coaches do matters!
- A teacher/coach's commitment to being a role model will set high standards for students... on the playing field... AND for life.

## WHAT DO YOU THINK YOUR STUDENTS WANT IN AN INTERSCHOLASTIC TEACHER/COACH?

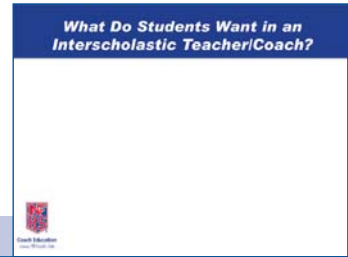
### Worksheet

Just as you have expectations for your students, your students have expectations for you.

*Use the spaces below to list the coaching attributes you believe students want in their teacher/coaches.*

1.
2.
3.
4.
5.
6.
7.

# WHAT DO YOU THINK YOUR STUDENTS WANT IN AN INTERSCHOLASTIC TEACHER/COACH?



### After the video

Pose the question: "What do you think your students want in an interscholastic teacher/coach?"

Show the slide "What do you think students want in an interscholastic teacher/coach?"



5 min



Break the class into small groups or pair/share to discuss this question. Have each group use the worksheet to list the coaching attributes they believe students desire.



Reassemble the class and ask each group or pair/share how they responded. Post responses for all to see.

### Show the slide that lists attributes that research shows students want.

- Competence
- Approachability
- Confidence
- Fairness and consistency
- Motivation
- Personal Concern
- Support



10 min

Points to guide your discussion:

- Research indicates that high school students are looking for the attributes listed.
- The vast majority of students who participate in interscholastic athletics are not looking for a master coach in terms of tactics and winning.
- Students are looking for a competent individual who respects and values them first and foremost as young adults who are exploring how to interact effectively with their environment and work out who they are, what they believe, and what they want to achieve in life.
- Because of this, your role as a leader is critical in creating the best learning environment.
- Ask the participants how their responses match up to the research findings.
- If there are inconsistencies, how will these affect their experience and your ability to lead and act as role model?



### Optional activity

If time permits, you may build upon this activity by using the form "What Students Really Want," which is included on page 44 of the appendix. The form allows individuals to compare what they think students want to what research says students really want. They can then enter comments describing how they can better meet student expectations.



This can be carried out as an individual exercise or as an activity where responses are shared and discussed as a group.

# STUDENT-CENTERED COACHING PHILOSOPHY

## Worksheet

### Why do you want to be a teacher/coach?

In light of what you learned earlier about what students want in a teacher/coach, it's time to examine your motives for coaching. Use the spaces below to describe the reasons why you want to be a teacher/coach.

*Motives consistent with the educational mission of interscholastic athletics:*

- *Enjoy working with young people – for the kids – teach kids good values, skills, self-esteem, etc. (variations on this theme)*

- *Love of the sport – give back to the sport – (variations on this theme)*

*Motives inconsistent with the educational mission of interscholastic athletics:*

- *Win state – teach kids to be winners – get kids a college scholarship (variations on this theme)*

- *Help me get to the next level – relive my glory days (variations on this theme)*

# STUDENT-CENTERED COACHING PHILOSOPHY



## Why Do You Want to Be a Teacher/Coach?

### What motivates you?

- Love of the sport
- Personal satisfaction
- The opportunity to have a positive influence on students
- Winning



## Why do you want to be a teacher/coach?

Each of us has reasons for wanting to coach interscholastic athletics. Think about what motivates you.

- Love of the sport
- Personal satisfaction
- The opportunity to have a positive influence on students
- Winning



2 min

How do your personal reasons for wanting to be a teacher/coach influence your coaching philosophy?



## Activity

Ask participants to identify their personal reasons for wanting to be a teacher/coach by using the worksheet “Why do you want to be a teacher/coach?”

2 min



## Play the video

Host Video: “Why Do You Want to be a Teacher/Coach?”

### Video synopsis:

Two questions to consider:

- Why do you want to be a teacher/coach?
- What are the values that define you as a person?
  - Knowing those answers will help you integrate your motives and values into your coaching philosophy.
  - Your coaching philosophy represents your beliefs, principles, opinions and values about coaching.
  - The choices you make will determine how much success you and your students will experience.

2 min



## Closing comments

- Interscholastic coaching is not for everyone.
- If your motivation is to help students, being a teacher/coach may be a good fit.
- If you are ego-centric and your main motivation is winning, coaching at the interscholastic level may not be a good fit.

2 min

## **CREATING A STUDENT-CENTERED COACHING PHILOSOPHY**

Creating and ensuring a safe, non-threatening and respectful environment that provides each student opportunities to develop skills and learn personal responsibility is your No. 1 responsibility as a teacher/coach at the interscholastic level. This statement places the welfare of the student at the core of the interscholastic athletic experience and emphasizes the need for the teacher/coach to be proactive in creating an environment that promotes the value of each individual and provides participation opportunities for as many students as possible.

In many ways a student-centered coaching philosophy is one that has as its goal the positive development of each student.

**Research has shown that positive development is likely to occur when students:**

- are active participants in their schools;
- have a range of opportunities to develop and display competence in settings where they are noticed and rewarded; and
- have chances to prove they are becoming valued adults in their communities.

If interscholastic athletic programs are organized to achieve these three things, they will contribute to education and development because students will be noticed in positive ways and will be more likely to identify with the school and its educational mission.

**Notes:** \_\_\_\_\_  
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# CREATING A STUDENT-CENTERED COACHING PHILOSOPHY



**Student-centered Coaching Philosophy**

- Provides each student opportunities to develop skills and learn personal responsibility
- Is safe, non-threatening and respectful
- Promotes the value of each individual
- Provides participation opportunities for as many students as possible




## Teacher/coaches must be proactive in creating an environment that:

- provides each student opportunities to develop skills and learn personal responsibility.
- is safe, non-threatening and respectful.
- promotes the value of each individual.
- provides participation opportunities for as many students as possible.



3 min

In many ways a student-centered coaching philosophy is one that has as its goal the positive development of each student.

## Research has shown that positive development is likely to occur when students:

- are active participants in their schools;
- have a range of opportunities to develop and display competence in settings where they are noticed and rewarded; and
- have chances to prove they are becoming valued adults in their communities.

If interscholastic athletic programs are organized to achieve these three things, they will contribute to education and development because students will be noticed in positive ways and will be more likely to identify with the school and its educational mission.



## Optional activity

Break the class into small groups or pair/share to discuss the concept of implementing a student-centered coaching philosophy in their school. The form can be found on page 45 of the appendix (page 39 in Participant Guide).

## Important points to guide the discussion:

- What are some of the issues that distract you from a student-centered philosophy?
- What part should each of the following play in implementing a student-centered philosophy and what can you do to make it happen?
  - YOU as teacher/coach or AD
  - Students
  - Parents
  - Faculty
  - Other athletic organizations and teacher/coaches within the school

Bring the group back together to share their responses with the entire class.

## Points to consider during this discussion:

- Remind participants that they aren't alone in fulfilling their coaching duties.
- What are the difficulties in implementing a student-centered philosophy when others (parents, faculty and administration) don't see its value?
- Who can and should assist in your efforts?

Post some of the responses and identify those that are the most common or misunderstood among the participants.

## **TEACHABLE MOMENT VIDEO VIGNETTE – “THE PLACE OF WINNING”**

Dan recently joined Franklin High School as a teacher and head football coach and has been called into the athletic director's (Mr. Smith) office to talk about where “winning” fits into the school's athletic program. In a recent competition, Dan made a decision to keep a student in a game despite the fact he had injured his knee in the second quarter. Mr. Smith questions Dan's judgment in this matter and is concerned that the decision could have resulted in sacrificing a student's health and future for the sake of a win. He admonishes Dan to teach his team that “Winning is important... but not at the expense of someone's health.”

*Use the space below to describe how this situation could be handled better.*

<p>What issues were identified by the athletic director in the video?</p>	<ol style="list-style-type: none"> <li><i>1. Choosing to ignore medical advice (team doctor) and play an injured student.</i></li> <li><i>2. Message to own students was that the coach was prepared to sacrifice their future to win the game.</i></li> <li><i>3. Place of winning in interscholastic athletics – winning is important but never at the expense of a student's health.</i></li> </ol>
<p>How can you as teacher/coaches anticipate and address such issues in your own situations?</p>	<ol style="list-style-type: none"> <li><i>1. Remember the educational mission of interscholastic athletics.</i></li> <li><i>2. Adopt a student-centered coaching philosophy.</i></li> <li><i>3. Student first. Athlete second.</i></li> <li><i>4. Place winning in perspective.</i></li> </ol>
<p>How do you as teacher/coaches address the concept of winning with your students, parents and school colleagues?</p>	<p><i>As a teachable moment – A moment of educational opportunity to teach your students, parents and school colleagues how to behave when they have success – specifically, how to win with class.</i></p>
<p>How do you as teacher/coaches address the concept of losing with your students, parents and school colleagues?</p>	<p><i>As a teachable moment – A moment of educational opportunity to teach your students, parents and school colleagues about how to deal with setbacks and adversity. Your students will experience far greater losses during life than the one they experienced today. How they respond to the defeat will say much about them as athletes and persons.</i></p>

# THE PLACE OF WINNING IN INTERSCHOLASTIC ATHLETICS



4 min

## Play the video

Teachable Moment: "Student-centered Coaching (The Place of Winning)"

### Key points:

- While we all strive to win, winning is not everything.
- When the goal of winning is taken to an extreme, interscholastic athletics is no longer in line with the mission and purpose of an educational activity.

### Video synopsis:

Dan recently joined Franklin High School as a teacher and head football coach and has been called into the athletic director's (Mr. Smith) office to talk about where "winning" fits into the school's athletic program. In a recent competition, Dan made a decision to keep a student in a game despite the fact he had injured his knee in the second quarter. Mr. Smith questions Dan's judgment in this matter and is concerned that the decision could have resulted in sacrificing a student's health and future for the sake of a win. He admonishes Dan to teach his team that "Winning is important... but not at the expense of someone's health."



10 min

After playing the video, break the class into small groups or pair/share. Have each group discuss what it saw in the video. The discussions should center around the following points:

- What issues were identified by the athletic director in the video?
- How can you as teacher/coaches anticipate and address such issues in your own situations?
- How do you as teacher/coaches address the concept of winning with your students, parents and school colleagues?
- How do you as teacher/coaches address the concept of losing with your students, parents and school colleagues?

## THE PLACE OF WINNING IN INTERSCHOLASTIC ATHLETICS

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*"If you can react the same way to winning and losing, that is a big accomplishment. That quality is important because it stays with you the rest of your life"*

– Chris Evert,

• 18 Grand Slam singles titles, including a record seven at the French Open. • Three Grand Slam doubles titles. • Career win-loss record in singles matches of 1,309-146 (.900), the best of any professional player in tennis history

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*"Winning is important to me, but what brings me real joy is the experience of being fully engaged in whatever I'm doing"*

– Phil Jackson,  
Former Los Angeles Lakers Coach

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### What role should winning play in interscholastic athletics?

Phil Jackson, former head coach of the Los Angeles Lakers, and an individual who knows a little about winning as a coach, once said, "Winning is important to me, but what brings me real joy is the experience of being fully engaged in whatever I'm doing."

Jackson's quote speaks to a philosophy about winning to which all interscholastic teacher/coaches can aspire. Like Jackson, we are sure that you like to win, but his quote speaks to the striving and total investment in the process, which is crucial to being a successful teacher/coach at any level of sport. At the interscholastic level, this should reinforce the physical, social, personal and psychological development of each student who participates in athletics.

It is important to emphasize that interscholastic athletics has a dramatically different mission and purpose than coaching at the professional level.

The goals of professional sports are to entertain and, ultimately, to make money. Financial success is of primary importance and depends on winning. The goals of interscholastic athletics are different for all concerned, including the teacher/coach.

*"Winning on the professional level is required. Winning on the collegiate level has become expected. Winning on the high school level should be a pleasant by-product of what you're really supposed to be doing, which is developing young people into productive citizens."*

– Robert Kanaby,  
Executive Director of the NFHS

Because interscholastic athletics is part of the educational process, losing provides just as critical a teachable moment for a student as winning. The very different ways that both are handled will reveal the characters of both the teacher/coach and his or her students. Learning to win with class and lose with dignity are key life lessons and are educational outcomes all teacher/coaches should be teaching. In life, individuals will be faced with many forms of adversity and challenges, and will face losses far more severe than any they may experience in athletics. What better way to teach young people how to handle such losses than through athletics. This doesn't mean that in your role as teacher/coach that you like to lose; rather it means that you should recognize the teachable moment that a loss offers you.

# THE PLACE OF WINNING IN INTERSCHOLASTIC ATHLETICS



## The Place of Winning

"Winning on the professional level is required. Winning on the collegiate level has become expected. Winning on the high school level should be a pleasant by-product of what you're really supposed to be doing, which is developing young people into productive citizens"

—Robert Kanaby,  
Former Executive Director of the NFHS



5 min

### Closing comments

To wrap up this section, remind participants of the place of winning in interscholastic athletics:

- Professional and college athletics are different than interscholastic athletics.
- The striving and total investment in the process of winning is crucial to being a successful interscholastic coach.
- In every contest, teach your students to compete and try to win.
- When winning a game is the only way that an individual or team can feel successful, it sets the stage for some moral and ethical challenges.
- Winning with class and losing with dignity are important life lessons and have educational outcomes all teacher/coaches should be teaching.
- The mission of interscholastic athletics is different than professional and college sports. Consequently, the place of winning is different. Specifically, winning at the high school level should be a pleasant by-product of what a teacher/coach should be doing which is developing young people to be good citizens (Kanaby quote).
- The number one educational outcome of interscholastic athletics is the promotion of learning. Winning and losing provide teachable moments that a teacher/coach can use to teach important life lessons, e.g., Win with dignity, lose with class; how to deal with adversity.
- When winning becomes the only way an individual or program can feel successful it sets the stage for moral and ethical challenges – "if winning is everything, then an individual will do anything to win."

## SELF-AWARENESS

One of the realities of coaching is that your performance is “out there” for the entire school community to see. Parents, administrators and students will all have opinions about you and of your strengths and weaknesses as both a teacher/coach and, potentially, a person. Opinions will be formed by everyone with whom you interact. The bottom line is that you have little if no control over what others think; how and what you think about yourself, though, is vitally important in terms of your development and performance as a teacher/coach.

So what is your perception of yourself as a teacher/coach? Can you identify your current strengths and areas of your coaching where you’re limited and where improvement is needed? One of the main skills you can develop is being aware of yourself and your motivation for coaching. Let’s say, for example, that the school district’s superintendent asked you to describe your three major strengths and limitations. Could you answer the question? Do you have a process for identifying your strengths, limitations and motives?

Generally, four main skill sets can determine a teacher/coach’s success. The usage of the term “skill set” is deliberate in that it represents the belief that coaching is indeed a skill that can be developed and enhanced.

Those four skill sets are:

- **Technical:** Knowledge base of sport.
- **Tactical:** Analytical/decision-making component of coaching; skills that help win contests.
- **Managerial:** Maintenance and organization of a systematic approach to coaching in terms of preparation, time management, administration, programming, and so on.
- **Interpersonal:** The most critical category that underpins everything a teacher/coach does, such as communication, social skills and motivation.

Notes: \_\_\_\_\_

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# SELF-AWARENESS



Four Main Skill Sets	
Technical	Knowledge base of sport
Tactical	Analytical/decision-making component of coaching; skills that help win contests.
Managerial	Maintenance and organization of a systematic approach to coaching in terms of preparation, time management, administration, programming and so on.
Interpersonal	The most critical category that underpins everything a coach does, such as communication, social skills and motivation.



## Play the video

Host Video: "Self-awareness."

2 min

### Key points:

- One of the realities of coaching is that your performance is "out there" for the entire school community to see.
- Parents, administrators and students will all have opinions about you and of your strengths and weaknesses as both a teacher/coach and a person.
- You have little or no control over what others think.
- How and what you think about yourself is vitally important in terms of your development and performance as a teacher/coach.



After the video encourage participants to consider their own strengths and weaknesses by asking:

- What is your perception of yourself as a teacher/coach?
- Can you identify your current strengths and weaknesses?
- What is your motivation for coaching?
- Do you have a process for identifying your strengths, limitations and motives?



5 min

Use the slides to outline the four main skill sets that can determine a teacher/coach's success. The usage of the term "skill set" is deliberate in that it represents the belief that coaching is indeed a skill that can be developed and enhanced.

Those four skill sets are:

- **Technical:** Knowledge base of sport.
- **Tactical:** Analytical/decision-making component of coaching; skills that help win contests.
- **Managerial:** Maintenance and organization of a systematic approach to coaching in terms of preparation, time management, administration, programming, etc.
- **Interpersonal:** The most critical category that underpins everything a teacher/coach does, such as communication, social skills and motivation.

### Optional activity

An optional activity "Rate Your Coaching Skills" is included beginning on page 46 in the appendix of this guide (pages 40-41 in Participant Guide). The activity is designed for individuals to examine their coaching skill sets, identify their strengths and weaknesses and develop strategies for improvement. You may incorporate the activity into your training session or have participants complete the worksheet on their own.

# UNIT 1 REVIEW

## Worksheet

Unit objectives	Notes
What is the mission and purpose of interscholastic athletics?	<ol style="list-style-type: none"> <li>1. <i>Promote learning</i></li> <li>2. <i>Contribute to the educational mission of our nation's schools</i></li> <li>3. <i>Use athletics as the vehicle to educate our nation's youth in becoming good citizens</i></li> </ol>
What must a teacher/coach consider in order to create a developmentally appropriate experience for students?	<ol style="list-style-type: none"> <li>1. <i>Consistent with ability and maturity of student.</i></li> <li>2. <i>Students are not miniature adults.</i></li> <li>3. <i>Students are not professionals or college athletes.</i></li> <li>4. <i>Be aware of age, physical and motor skills development and psychological maturity.</i></li> </ol>
When did interscholastic athletics begin in our nation's schools?	<ol style="list-style-type: none"> <li>1. <i>Interscholastic sports played virtually no role in American schools until the mid-1800's.</i></li> <li>2. <i>It was believed by educators that sports addressed following four societal concerns: education, socialization, military preparedness and health.</i></li> <li>3. <i>Participation in sports developed discipline, perseverance, delayed gratification and teamwork in the students who participated.</i></li> </ol>
How do interscholastic athletics become part of the educational process?	<ol style="list-style-type: none"> <li>1. <i>Learning objectives are clearly stated.</i></li> <li>2. <i>Teacher/coaches plan, explain, teach and reinforce.</i></li> <li>3. <i>Program enhances academic achievement.</i></li> <li>4. <i>Use teachable moments to promote individual development.</i></li> <li>5. <i>Stress personal responsibility and accountability.</i></li> <li>6. <i>Increases commitment of students – same as Art, Band and Theatre.</i></li> </ol>
What behaviors exemplify a teacher/coach as a positive role model?	<ol style="list-style-type: none"> <li>1. <i>Students look to them as a source for guidance and inspiration.</i></li> <li>2. <i>They affect students for the rest of their lives.</i></li> <li>3. <i>Teacher/coaches must model the behaviors they expect students to exhibit.</i></li> <li>4. <i>Create a strong bond and good communication among all members of the "athletic triangle" – students, parents, teacher/coach.</i></li> <li>5. <i>What teacher/coaches do matters!</i></li> </ol>
What do we mean by a "student-centered" coaching philosophy?	<ol style="list-style-type: none"> <li>1. <i>Student first. Athlete second</i></li> <li>2. <i>A philosophy that has as its primary goal the promotion of a healthy, non-threatening and respectful environment that provides each student opportunities to develop skills and learn personal responsibility.</i></li> <li>3. <i>A student-centered coaching philosophy has the physical, social, personal and psychological development of each student as a goal within a competitive environment.</i></li> </ol>
What is the place of winning in interscholastic athletics?	<ol style="list-style-type: none"> <li>1. <i>The mission of interscholastic athletics is different than that of professional and collegiate sports. Consequently, the place of winning is different. Specifically, winning at the high school level should be a pleasant by-product of what a teacher/coach should be doing, which is developing young people to be good citizens (Kanaby quote).</i></li> <li>2. <i>The No. 1 educational outcome of interscholastic athletics is the promotion of learning. Winning and losing provide teachable moments that a teacher/coach can use to teach important life lessons, i.e., win with dignity, lose with class, how to deal with adversity.</i></li> <li>3. <i>When winning becomes the only way an individual or program can feel successful, it sets the stage for moral and ethical challenges – "if winning is everything, then an individual will do anything to win."</i></li> </ol>
What are the top five educational outcomes of interscholastic athletics?	<ol style="list-style-type: none"> <li>1. <i>Promotion of learning</i></li> <li>2. <i>Citizenship</i></li> <li>3. <i>Sportsmanship</i></li> <li>4. <i>Healthy Lifestyle</i></li> <li>5. <i>Life Skills</i></li> </ol>



# UNIT 1 REVIEW



## Unit 1: Review

- What have we learned?**
- What is the mission and purpose of interscholastic athletics?
  - What questions must a teacher/coach consider in order to create a developmentally appropriate experience for students?
  - When did interscholastic athletics begin in our nation's schools?
  - How have interscholastic athletics become a part of the educational process?
  - What behaviors exemplify a teacher/coach as a positive role model?
  - What do we mean by a "student-centered" coaching philosophy?
  - What are the top five educational outcomes of interscholastic athletics?



Finish Unit 1 by reviewing the objectives described at the beginning of the unit. Each of the objectives is shown on the slide as a question.



The review may be conducted in one of three ways as time permits:

- Have participants use the wrap up worksheet to add notes on what they learned about each objective.
- A quick review by the instructor.
- Ask a volunteer to write responses from the group on a chalkboard, whiteboard or flip chart.

5 min

### Unit 1 Review

What have we learned?

- What is the mission and purpose of interscholastic athletics?
- What questions must a teacher/coach consider in order to create a developmentally appropriate experience for students?
- When did interscholastic athletics begin in our nation's schools?
- How have interscholastic athletics become a part of the educational process?
- What behaviors exemplify a teacher/coach as a positive role model?
- What do we mean by a "student-centered" coaching philosophy?
- What are the top five educational outcomes of interscholastic athletics?

# The Teacher/Coach

## As Manager

### UNIT 2

#### **UNIT OBJECTIVES**

At the conclusion of this unit you will be able to:

- ▶ Identify the managerial skills necessary for being a successful teacher/coach.
- ▶ Classify management responsibilities into three main timeframes (i.e., off-season, preseason and in-season) in order to develop a timeline to accomplish your management responsibilities.
- ▶ Describe the administrative chain of command operating in most schools.
- ▶ Recognize your coordinating responsibilities in facility management, scheduling, transportation and budgeting.
- ▶ Explain the general rationale for many of the state associations' eligibility rules.
- ▶ Establish procedures for emergency care of your students.
- ▶ Explain components of sport safety in order to minimize risk of injury.
- ▶ Indicate strategies for working effectively with all stakeholders in the sport program.
- ▶ Describe legal liability concerns related to interscholastic coaching.

# UNIT 2 OBJECTIVES

## THE TEACHER/COACH AS MANAGER



### Unit 2: The Teacher/Coach as Manager

#### Unit Objectives

- At the conclusion of this unit you will be able to:
- Identify the managerial skills necessary for being a successful teacher/coach.
  - Classify management responsibilities into three main time frames (i.e., off-season, preseason, and in-season) in order to develop a timeline to accomplish your management responsibilities.
  - Describe the administrative chain of command operating in most schools.
  - Recognize your coordinating responsibilities in facility management, scheduling, transportation and budgeting.
  - Explain the general rationale for many of the state associations' eligibility rules.



### Key points to emphasize when introducing this unit:

- You have many responsibilities and obligations as a teacher/coach.
- Your management and administrative responsibilities, as well as your attention to legal and safety concerns, cannot be overstated.



### Present an overview of the Unit 2 objectives.

#### At the conclusion of this unit you will be able to:

- Identify the managerial skills necessary for being a successful teacher/coach.
- Classify management responsibilities into three main time frames (i.e., off-season, preseason and in-season) in order to develop a timeline to accomplish your management responsibilities.
- Describe the administrative chain of command operating in most schools.
- Recognize your coordinating responsibilities in facility management, scheduling, transportation and budgeting.
- Explain the general rationale for many of the state associations' eligibility rules.
- Establish procedures for emergency care of your students.
- Explain components of sport safety in order to minimize risk of injury.
- Indicate strategies for working effectively with all stakeholders in the sport program.
- Describe legal liability concerns related to interscholastic coaching.

3 min

## ORGANIZATION

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*"I never did anything by accident, nor did any of my inventions come by accident; they came by work."*

– Thomas Edison

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As courts in the United States continue to define the legal responsibilities of a teacher/coach, you must understand that you are not immune from legal action. More importantly, it is critical that you learn a number of well-established procedures that will not only reduce your risk of being sued but enhance the health, well-being, development and athletic performance of your students.

No matter how knowledgeable you may be about the technical or tactical aspects of your sport, your ability to run a smooth and efficient program is an important aspect of being a successful interscholastic coach. Indeed, the more efficiently you manage and organize all aspects of your program, the more time and energy you will have to devote to actually working with your students. The reverse also applies; the less efficient your program, the less time you will have to work with your students because you will constantly be dealing with one organizational crisis after another.

## ORGANIZATION



3 min

As “teachers” we know the importance of lesson plans in making sure students have learned the subject matter by the end of school year. We have the same responsibilities as “teacher/coaches.”

### **Play the video**

Host Video: “Organization”

### **Key points about the video:**

- Among the four skill sets described in Unit 1, a teacher/coach must have good management skills, which include:
  - Preparation
  - Time management
  - Knowledge of the administrative structure of the school district
  - Programming
  - Legal responsibilities
- Teacher/coaches need to understand they are not immune from legal action and must take responsibility for reducing risk.
- A written plan should be developed relative to all areas of the athletic program.
- For better organization, program needs can be broken into three main timeframes:
  - Off-season
  - Pre-season
  - In-season

## SEASONAL PLANNING

### Worksheet

In your role as a manager and administrator, knowing what to do and when to do it are crucial to your program's success. Below is a list of 15 needs you must address throughout the year. Place a checkmark in the appropriate column to indicate when each item should be addressed.

	Off-season	Pre-season	In-season
Learn about any special health and/or physical conditions that may affect your students.		X	
Ensure student eligibility.		X	
Evaluate current facilities, uniforms and equipment and make necessary changes.	X		
Evaluate all aspects of the program – What worked? What needs to change?	X		
Publicize program and encourage students to participate.		X	
Evaluate team policies and procedures, including injury or accident-tracking system.	X		
Ensure first aid/CPR certifications are current.	X		
Direct supervision of students during travel to away contests.			X
Complete next year's budget and scheduling of both contests and facility.	X		
Confirm procedures for emergency care plan.		X	
Conduct meetings with students and parents/guardians during which you warn them about potential dangers and risks involved.		X	
Develop conditioning and practice plans.	X		
Meet with team or captains to review season.	X		
Provide adequate and proper equipment and teach correct use and any unique features of that equipment.		X	
Complete injury and all other required reports in a timely and professional manner.			X

# SEASONAL PLANNING



The video will have introduced the concept of breaking needs of your program into three time periods: off-season, pre-season and in-season.



1 min



Have each participant use the Seasonal Planning worksheet to indicate the appropriate time of year when a program need is to be addressed.

2 min



**Reconvene the class after the worksheet exercise and take some time to discuss the results.**

3 min

- Ask participants to describe what they consider to be the most important needs to be addressed during each time period.
- Have someone write the responses on a white board or flip chart. You are likely to get responses that overlap seasons, but try to get participants to focus on needs that are specific to a season.
- Discuss how these results might vary from the responses marked on the worksheet.
- Point out that the appendix on page 49 (page 42 in Participant Guide) contains lists by season of the 10 most important items for which teacher/coaches should plan.

## TEACHABLE MOMENT VIDEO VIGNETTE – “LEADERSHIP”

### Worksheet

This is coach Curtis’ first season as the hockey team’s coach. His method for how and why a team captain is picked differs from what occurred in the past. So before students hit the ice for a practice session, the coach brings players together to make sure everyone understands his leadership policies.

<p>What are the issues portrayed in this teachable moment?</p>	<ol style="list-style-type: none"> <li>1. <i>Captain selection was based on performance and the new coach is changing the selection based on leadership abilities.</i></li> <li>2. <i>The coach is using the selection of captain(s) as a teachable moment, promoting learning.</i></li> </ol>
<p>How would you communicate your philosophy concerning captains and leadership to your students?</p>	<ol style="list-style-type: none"> <li>1. <i>Conduct a preseason meeting to discuss team policies and the criteria for selecting a captain(s).</i></li> <li>2. <i>If the students are involved in the selection of the captain(s), they should know the attributes of effective leaders to aid in the process.</i></li> </ol>
<p>How does this scenario apply to the mission and purpose of interscholastic athletics?</p>	<ol style="list-style-type: none"> <li>1. <i>The coach is demonstrating through this teachable moment that he has a student-centered philosophy.</i></li> <li>2. <i>The coach is using the situation to teach students how to select their leaders.</i></li> </ol>
<p>When should you elect and announce captains?</p>	<ol style="list-style-type: none"> <li>1. <i>Up to the head coach to determine.</i></li> <li>2. <i>End of season or beginning of the season.</i></li> <li>3. <i>Final banquet – parent concern if son/daughter not selected.</i></li> <li>4. <i>Role of captains during off season and during season.</i></li> <li>5. <i>Sub-varsity teams and captains – rotating, other.</i></li> <li>6. <i>Process – open and explained at pre-season meeting.</i></li> <li>7. <i>Other leadership models.</i></li> </ol>



# LEADERSHIP



2 min

## Play the video

Teachable Moment: "Leadership"

### Video synopsis:

This is coach Curtis' first season as the hockey team's coach. His method for how and why a team captain is picked differs from what occurred in the past. So before students hit the ice for a practice session, the coach brings players together to make sure everyone understands his leadership policies.



15 min

After the video discuss the scenario with the group as it pertains to their own coaching experiences.

### Pose the following questions:

- What are the issues portrayed in this teachable moment?
- How would you communicate your philosophy concerning captain's and leadership to your students?
- How does this scenario apply to the mission and purpose of interscholastic athletics?

### Activity

The discussion can include the full class or you may want to break into small groups or pair/share. Participants can use the worksheet to describe responses to the questions.

# ADMINISTRATION

## CHAIN OF AUTHORITY

You may be familiar with this quote from John Donne: “No man is an Island, entire of itself; every man is a piece of the Continent, a part of the main . . .” The essence of these words is very applicable to the interscholastic coach. As only one part of a much larger system, you should know the administrative chain of authority for athletics in your school district; specifically, who is your boss, who is your boss’ boss, and who is ultimately responsible for what in the school district? Although there may be geographical differences, the following description of the chain of administrative authority is relatively standard throughout the country.

### Board of Education

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Superintendent/District Athletic Director

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### School Principal

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Athletic Director

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Head Coach

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Assistant Coach

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### State Association

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# ADMINISTRATION



Use the slide to describe the “Chain of Administrative Authority.”



10 min

## Emphasize the following points:

- The teacher/coach is only one link within a larger chain of authority.
- Although the chain of authority presented is fairly standard across the country. The participants must be aware of the specific chain in their state/school district.
- Although the information presented here is relatively standard throughout the country, a teacher/coach understands how the chain of authority applies to individual circumstances.
- Encourage participants to use the accompanying worksheet to add real names and titles that apply to their program.



## Optional activity

Allow participants time to use the notes section to add comments about their own chain of administration. After a few minutes, have participants share their comments with the group.

## COORDINATING RESPONSIBILITIES

### Facilities

Facility usage will probably be scheduled through the athletic director and recorded on a master calendar/schedule book to avoid double-booking and to ensure the maximum use of available facilities. During scheduling meetings with the athletic director, you should inform him of any special requests or needs you may have for your program. When facility use has been assigned or designated, it is your responsibility to adhere to the schedule and not overlap into the time of other teams. You also must ensure that you are well-prepared for every practice and that your students are on task and productive during this time.

**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Transportation

The school or district's transportation policies should be adhered to at all times. A common policy is that all members of the team travel to events on a bus or in school-operated vehicle(s), and you are expected to travel on the bus with them. Reports of a number of hazing incidents have highlighted the need for the coach to not only travel on the bus with the students but also to take a direct supervisory role in trying to ensure the safety of each individual. For example, sitting at the front of the bus talking with your fellow coaches and not directly supervising the students' activities behind you is unacceptable and may leave you legally liable if any harm occurs to your students.

A student who travels to a contest on school transportation is generally expected to return by the same means, although a policy may be in place to permit some flexibility such as allowing a student to travel back with his or her parents(s) if approved in advance. In most instances, a written request to allow this is required before the contest.

As a teacher/coach, it is very important to strictly adhere to school and/or school district transportation policies. If you have any questions, it is strongly recommended that you discuss them with your athletic director.

**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Scheduling

At the varsity level, head coaches usually have input into their independent schedules that are ultimately the responsibility of the athletic director. Usually, schedules for junior varsity or freshman coaches are provided by the league or their athletic director. All coaches should communicate with the athletic director about scheduling concerns. When changes are needed because of weather or conflicts, the coach must notify all affected parties, such as the athletic director, transportation services and parents.

**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## COORDINATING RESPONSIBILITIES FACILITIES, TRANSPORTATION AND SCHEDULING



Ask participants “Who is responsible for facilities, transportation and scheduling in their program?” You are likely to get responses that name people other than themselves for those roles. Then ask, “What are your responsibilities in each of these areas?”

### Points to emphasize:

- Although the athletic director is often responsible for each of these, the teacher/coach must be proactive in communication, implementation and follow-up.
- **Facilities.** Determine who is responsible for scheduling facilities for practices to avoid double-booking and overlap conflicts.
- **Transportation.** Understand the school’s policies for travel to and from contests and how behavioral problems are addressed. This is important from a legal and liability standpoint as well as logistical coordination of activities.
- **Scheduling.** Although scheduling is usually outside their control, teacher/coaches should communicate with the athletic director about scheduling concerns. They also have an obligation to inform students, parents, transportation services and other affected by changes or conflicts in scheduling.



### Optional activity

Allow participants time to use the notes section to add comments about their own athletic program. After a few minutes have participants share their comments with the group.

- Which stakeholder would you approach to answer questions dealing with facilities? Transportation? Scheduling?
- What are the important issues in planning for each of these items?

## ELIGIBILITY

Select the appropriate term for each of the definitions written below. Use the space provided to describe state-specific terms and their definitions as they apply to your school's program.

- Age Eligibility • Enrollment/Attendance • Maximum Participation
- Transfer/Residency • Academic • Non-school Participation
- Pre-participation Evaluation • Amateur/Awards • Recruiting/Undue Influence

### *Academic*

\_\_\_\_\_ As interscholastic athletics are part of a school's total environment, they should uphold certain expectations of academic achievement as a priority of the student's reason for being there.

State-specific information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ *Enrollment/Attendance* This places an emphasis on the student's enrollment and attendance as part of his/her academic fulfillment.

State-specific information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ *Maximum Participation* To ensure that students focus on their progression toward graduation and to promote fair competition, all students are afforded the same number of semesters of academic eligibility.

State-specific information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ *Age Eligibility* Giving a specific age cut-off for students promotes maximum participation, fairness and safety among schools and their athletes.

State-specific information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ *Transfer/Residency* A transfer/residency requirement inhibits students from seeking out or being recruited by other schools solely for athletic purposes.

State-specific information: \_\_\_\_\_

\_\_\_\_\_

### *Non-school Participation*

\_\_\_\_\_ Restricting non-school participation can help alleviate the trend toward year-round competitive sport seasons and assist in time management, academic responsibility (reducing probability of missing classes for events), and team/coach loyalty issues for the student.

State-specific information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ *Pre-participation Evaluation* Not only should physical evaluations of students be conducted before any interscholastic athletic practice or competition, but the evaluation process itself should be reviewed every three years at a minimum.

State-specific information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ *Amateur/Awards* This encourages participation for the sake of sport, competition, learning and physical activity as opposed to any extrinsic or monetary reward.

State-specific information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ *Recruiting/Undue Influence* This prohibition aids in keeping the focus of interscholastic athletics within its interscholastic context and discourages adults from jeopardizing a student's eligibility and gives more students an equal chance at participation.

State-specific information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# ELIGIBILITY



## Play the video

Host Video: "Eligibility"

2 min

### Video synopsis:

- Teacher/coaches have responsibilities regarding who is allowed to participate in their athletic program.
- Teacher/coaches must understand eligibility requirements as established by the state association, the school district and the school.
- Students and parents/guardians should have opportunities to appeal any decisions or punishments related to eligibility.



## Activity

- After the video, have participants use the Eligibility worksheet to match eligibility terms with their appropriate definitions.
- After the matching exercise, bring the class back together to discuss how these rules are affected by state-specific regulations as they apply to the participants' situations.
- This is an excellent opportunity to provide the participants with state-specific information for each of the eligibility terms.



5 min

## TEACHABLE MOMENT VIDEO VIGNETTE – “ELIGIBILITY”

### Worksheet

Coach Marian Butler is concerned that one of her students, Tamara Shines, may be having difficulty in her academic studies. She learns from math teacher Susan Furman that Tamara has missed homework assignments and her test scores have continually dropped. Both coach and teacher are concerned how Tamara’s academic performance could affect her team eligibility as well as her plans for college. The teachers decide to work together to help Tamara receive additional tutoring to improve her grades. The video shows how coaching and academic faculty can work together for the good of a student.

<p>What are the issues for you as the teacher/coach in this situation?</p>	<ol style="list-style-type: none"><li><i>1. Do you put the student's academic success ahead of everything else?</i></li><li><i>2. How far would you go to help improve a student's academic success? Speak with teachers? Administrators? Parents? Student?</i></li></ol>
<p>How would you handle this situation?</p>	<ol style="list-style-type: none"><li><i>1. The example in the video is an excellent way to assist in the improvement of one of your students.</i></li><li><i>2. You could meet with parents/guardians, the athletic director or the student to determine the best way to support the academic mission of the school.</i></li></ol>



# TEACHABLE MOMENT ELIGIBILITY



1 min

## Play the video

Teachable Moment: "Eligibility"

### Video synopsis:

Coach Marian Butler is concerned that one of her students, Tamara Shines, may be having difficulty in her academic studies. She learns from math teacher Susan Furman that Tamara has missed homework assignments and her test scores have continually dropped. Both coach and teacher are concerned how Tamara's academic performance could affect her team eligibility as well as her plans for college. The teachers decide to work together to help Tamara receive additional tutoring to improve her grades. The video shows how coaching and academic faculty can work together for the good of a student.



15 min

## Activity

After the video ask the participants for comments about the situation portrayed.

- What are the issues for you as the teacher/coach in this situation?
- How would you handle this situation?

## Optional activity

If time permits you may present the optional activity found on pages 50-53 in the appendix (pages 43-44 in Participant Guide).

The form allows participants to:

- Identify the issues in the scenario that the teacher/coach must handle.
- Identify how the teacher/coach would handle this situation.

## **BUDGET**

The teacher/coach is expected to manage the program's budget and be accountable for all expenditures and revenues. In all activities, the teacher/coach will be expected to utilize the program's funds in a fiscally responsible and ethical manner. Budgetary responsibility is likely to be shared with the athletic director and should fit into the athletic department's policies and guidelines. Uniforms, equipment, travel and medical kit are examples of items likely to be included in your budget.

Further, the teacher/coach may be involved in fund-raising activities and work with a booster club to raise revenue for the program. In all activities, the teacher/coach must maintain accurate and complete financial records and operate within established school district guidelines in terms of fund-raising. This particularly applies to the role of booster club members, who must be provided clear direction from the teacher/coach in terms of what they can and cannot do.

# BUDGET



## Key points:

- Remind participants that budgeting is an important part of the teacher/coach's responsibilities. Refer participants to the sample budget request form, which is included under the resource tab in the online course.
- If time permits, you can relate the importance of working with the school's bookkeeper or treasurer and keeping accurate records.
- Mishandling of budgets including equipment inventories, travel costs and other expenses is one of the areas where coaches get fired.
- Budgeting categories can include:
  - Uniforms
  - Equipment
  - Repairs to equipment
  - Medical and first-aid kits
  - Transportation (personal auto)
  - Entry fees for all tournaments, relays, etc.
  - Clinics
  - Booster Club
  - Fund-raising

# HEALTH AND WELL-BEING OF STUDENTS

## EMERGENCY CARE PLAN

---

### Good Samaritan Law

Interscholastic teacher/coaches and administrators are held to a higher standard of care than ordinary persons and, as a consequence, ARE NOT excused as a Good Samaritan.

---

Your emergency care plan should consist of the following steps:

- In the case of life threatening injuries, administer first aid to the injured athlete.
- Personally call or have someone call emergency medical personnel.
- Notify parents/guardians promptly when emergency care is needed. Emergency telephone numbers for the parents/guardians of each of your students should be immediately accessible. The NFHS recommends that emergency telephone numbers for parents/guardians (ICE: In case of emergency) be kept in each team's dedicated medical kit.
- If the injury does not require that a student be transported by emergency medical care personnel, she or he should be released only to her parent, guardian or designated representative. Develop or be aware of school policies for transportation of injured students.
- Completion of a student accident report form should be done promptly, with copies given to at least your athletic director and school principal.

# HEALTH AND WELL-BEING OF STUDENTS



## Emergency Care Plan Steps

1. Administer first aid to the injured student.
2. Call emergency medical personnel.
3. Notify parents/guardians promptly. Keep emergency telephone numbers accessible for the parents/guardians of each student. The NFHS recommends that emergency telephone numbers for parents/guardians (ICE: In case of emergency) be kept in each team's dedicated medical kit.



3 min

### Present an overview of the content

As a teacher/coach at the interscholastic level, your No. 1 responsibility is to create and promote a healthy, non-threatening and respectful environment that provides each student opportunities to develop skills and learn personal responsibility. Because of the inherent risks involved in all athletic participation, it's important to be proactive in the prevention, reporting and care of injuries. Check your athletic director about the Good Samaritan Law in your state. In most states teacher/coaches are not excused as a Good Samaritan.

#### Possible questions to start your discussion:

- What would you do if a student collapsed on the practice field, which is located 5 miles from the school?
- Would you be prepared to handle an emergency situation?



2 min

### Play the video

Host Video: "Health and Well-being"

#### Video synopsis

- Information about student health concerns, restrictions or needing special attention should be kept on file and made available if an injury or other health issue should occur.
- "Consent-to-treat" forms should be kept on file in case a parent or guardian is unavailable.
- It is important to ensure that an injured student is only allowed to return to play when physically and psychologically ready.
- Teacher/coaches have the duty to provide or secure appropriate medical assistance for any injured student they coach.
- The school should have an arrangement with local emergency medical personnel and facilities in the event emergency assistance is needed.
- The teacher/coach should consider that he or she is to be the individual most likely to administer first aid to an injured athlete.
- A medical kit should be available at all practices and contests.
- A set of procedures should be in place in the event emergency care is needed.



3 min

After the video, discuss the importance of having an Emergency Care Plan and what it should contain (this and other forms are available for download and print from the online course.)

- Use the sample Emergency Care Plan included in the Participant Guide to guide your discussion.
- Advise participants that interscholastic teacher/coaches and administrators are held to a higher standard of care than ordinary persons and, as a consequence, ARE NOT excused as a Good Samaritan in the event they utilize emergency care methods improperly.
- Refer to Emergency Care Plan on page 54 (page 46 in Participant Guide).

## **IMPLEMENTING AN APPROPRIATE SPORT SAFETY PROGRAM**

The major goal of any sport safety program is to prevent situations that cause accidents. Your sport safety program should be inclusive of all the components described in this section.

### **1. Facilities**

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **2. Equipment**

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **3. Conditioning**

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **4. Injury Reports**

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **5. Dangers and Risks**

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **6. Matching Athletes**

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **7. Rules and Regulations**

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## MANAGEMENT OF STAKEHOLDERS

A stakeholder is an individual or group with an interest in the success of your program. Critical stakeholders in interscholastic athletics include your students, parents/guardians, administrators, fellow coaches and the faculty at the school. Each stakeholder will influence your program and require your attention. In many cases the success of your program will be determined by these relationships, so it is vitally important that you understand the needs of each stakeholder and develop a plan to work with each individual.

### Students

Notes: *Maintain a professional relationship with students. Crossing the line with students is illegal. Be fair, honest and considerate of individual differences. Conduct a mandatory preseason meeting with your students to educate them about the mission and purpose of athletics. Advise them how they will be evaluated during tryouts and discuss eligibility, team rules and discipline procedures.*

### Parents/Guardians

Notes: *Develop a verbal and written communication system with your parents and guardians. Conduct a mandatory preseason meeting to educate them about the mission and purpose of interscholastic athletics, explain your student-centered philosophy and describe your expectations of students and parents.*

### Fellow Coaches

Notes: *It is important to actively promote, support and cooperate with other teacher/coaches and support their teams and programs. Never compete for or unfairly pressure students to concentrate on your sport to the exclusion of others. Your students will only be in high school once.*

### School Faculty and Staff

Notes: *Work with faculty and staff to help develop each and every student on your team. Classroom teachers, administrators and counselors will assist you to help develop each student's academic performance to its fullest.*



# KNOW YOUR STAKEHOLDERS



## Know Your Stakeholders

Individuals or groups with an interest in the success of your program

- Students
- Parents/guardians
- Fellow coaches
- School faculty and staff



### Present a brief overview of the content

- Stakeholders are individuals or groups with an interest in the success of your program.
- Critical stakeholders include your students, parents/guardians, administrators, fellow coaches and the faculty at the school.
- The success of your program will be defined by the relationships among stakeholders.



1 min



### Play the video *(These 2 videos play back to back.)*

Host Video: "Know your Stakeholders"

Teachable Moment Video: "Preseason Parent Meeting"

2 min

### Video synopsis:

Coach Joan King is holding a preseason meeting for the parents of her students. She thanks parents for their time and commitment to the team. The purpose of the meeting is to advise parents about the team philosophies, and she intends to keep the lines of communication open to all students and parents. One of the parents takes exception with coach King's philosophy of sportsmanship and behavior during competition. The coach reminds the parents that students often take their cues about behavior from fans and parents who can best help the team by being positive role models.



### After the video

- Ask participants how they would have handled the question from the parent.
- Discuss the role of each of the stakeholders, their influence on your program and how teacher/coaches must take a proactive approach to minimize problems at the beginning of the season.
- This would be a good place for the instructor to relate his or her own experiences using preseason parent meetings to prevent problems during the season.
- If time allows, ask participants to relate their experiences.

5 min

## LEGAL/LIABILITY CONCERNS

While most legal issues at the interscholastic level are the concern of athletic directors, it is VERY IMPORTANT to be aware of and knowledgeable about all the possible ramifications of careless coaching. This material is not an exhaustive document nor is it comprehensive of every school or athletic situation. Most importantly, the NFHS does not authorize this information to be used as a substitute for legal advice.

During the past century, American interscholastic athletic programs have been improved and standardized through the implementation of numerous procedures and policies enacted to enhance the health and well-being of students. Many of these improvements have resulted from proactive thought and planning; however, a significant number have evolved because of litigation, contract arbitration, court decisions and educational laws. In this regard, in-depth risk assessments, focused staff orientations, and detailed hazard reduction plans have become the norm for interscholastic athletic programs.

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### **Title IX**

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.”

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### **Constitutional and Federal Law Foundations**

Notes: \_\_\_\_\_

### **Americans with Disabilities Act (ADA)**

Notes: \_\_\_\_\_

### **Due Process**

Notes: \_\_\_\_\_

### **Free Expression**

Notes: \_\_\_\_\_

### **Freedom from Unreasonable Search and Seizure**

Notes: \_\_\_\_\_

### **Anti-harassment Issues**

Notes: \_\_\_\_\_

### **Confidentiality**

Notes: \_\_\_\_\_

### **Equal Treatment/Equal Opportunity**

Notes: \_\_\_\_\_

### **State Law Foundations**

Notes: \_\_\_\_\_

### **Local Policy/Handbook**

Notes: \_\_\_\_\_

# LEGAL/LIABILITY CONCERNS



## Legal/Liability Concerns



1 min

### Present a brief overview of the content

You wear many hats as an interscholastic teach/coach – administrator, manager, role model, planner and most importantly, teacher. These roles have several things in common – making a positive impact on the health, safety and welfare of your students. Your actions and decisions can also have a negative impact on your students and your schools, placing your teaching and coaching career in a precarious position. So it is imperative that you understand the legal and liability issues involved.



2 min

### Play the video

Host Video: "Legal and Liability Concerns"

#### Video synopsis:

- Teacher/coaches must be aware of and knowledgeable about the ramifications of careless coaching.
- The standardization and improvements in interscholastic athletic programs have resulted from proactive thought and planning.
- Some improvements have come as a result of litigation, contract arbitration, court decisions and educational laws.
- It is incumbent on athletic program staff to understand and have plans for reducing legal and liability consequences.



10 min

After the video use the slides to review each of the legal foundations described in the Participant Guide.

- Give some personal examples regarding the legal concepts, including examples where legal consequences were averted by proactive planning and intervention.
- Indicate the importance of communicating policies in written form using an Athletic Policies Handbook.

## LEGAL/LIABILITY SCENARIO 1

### Worksheet

Head coach Peters and his three assistant coaches are conducting the second practice of the day during mid-August football two-a-days. Practice is held at a facility several miles away from the school – to and from which the team is bused. It is a sunny day with a temperature in the mid-90s. There is no shade at the practice facility, which consists of three football fields located on an open piece of land owned by the school district. Fifteen minutes before the end of practice, a student complains of extreme fatigue and nausea, so the coaches instruct the student to take a seat on the bus (the only place out of the sun) and drink some water. When practice ends and the team begins to board the bus for the return trip to the school, the player is feeling even more ill and overheated, so upon arriving at the school, the coaches ask several team members to escort the overheated player into the showers in order to cool him. Once under the water in the showers, the ill player begins to feel chilled, so his teammates, assuming they have cooled him excessively, take him into the locker room, where they have him lay down on a bench and they cover him with towels. A few minutes later, a father arriving to pick up his son from practice comes into the locker room and sees the ill player lying covered with towels. The father calls a doctor, who in turn calls 911 and within an hour of being transported to a hospital, the young man dies of heat stroke.

<p>What are the legal duties owed by interscholastic teacher/coaches to the student in their charge?</p>	<ul style="list-style-type: none"><li>• <i>Supervision</i></li><li>• <i>Planning</i></li><li>• <i>Emergency medical response</i></li><li>• <i>Assistance</i></li><li>• <i>Safe playing environment.</i></li></ul>
<p>Which of those legal duties were violated by the coaches in the above scenario?</p>	<ol style="list-style-type: none"><li>1. <i>Coach didn't plan for the severe weather conditions.</i></li><li>2. <i>Coach didn't provide reasonable care to assist a student who was having classic symptoms of heat illness.</i></li><li>3. <i>Coach should not have other students supervising an ill player.</i></li></ol>
<p>What should the coaches have done in order to satisfy their legal duties in the above scenario?</p>	<ol style="list-style-type: none"><li>1. <i>Could have practiced earlier in the day or not at all.</i></li><li>2. <i>Coach should have called in medical assistance, taken measures to cool down the body.</i></li><li>3. <i>The head coach or one of the assistant coaches should have stayed with the ill player to monitor any changes in behavior until medical assistance arrived.</i></li></ol>

## LEGAL/LIABILITY CONCERNS



### Activity

The following breakout activity scenarios may be used to examine and discuss legal duties that are expected of interscholastic teacher/coaches. The first breakout activity is required while the second one is optional. Worksheets are provided for each scenario for individual note-taking. Appropriate responses are indicated in this Instructor's Guide.

### Method 1

- Select one scenario and ask the class to “pair/share” to discuss the issues involved.
- After 5 minutes have the pairs team up in groups of four to examine the issues further.
- After 10 minutes ask each group to share their responses with the class.

### Method 2

- Divide the group by the number of scenarios you want to have discussed.
- Increase the amount of time for sharing by 15 or more minutes.



15 min

### Legal/liability scenario No. 1

Head coach Peters and his three assistant coaches are conducting the second practice of the day during mid-August football two-a-days. Practice is held at a facility several miles away from the school – to and from which the team is bused. It is a sunny day with a temperature in the mid-90's. There is no shade at the practice facility, which consists of three football fields located on an open piece of land owned by the school district. Fifteen minutes before the end of practice, a player complains of extreme fatigue and nausea, so the coaches instruct the player to take a seat on the bus (the only place out of the sun) and drink some water. When practice ends and the team begins to board the bus for the return trip to the school, the player is feeling even more ill and overheated, so upon arriving at the school, the coaches ask several team members to escort the overheated player into the showers in order to cool him. Once under the water in the showers, the ill player begins to feel chilled so his teammates, assuming they have cooled him excessively, take him into the locker room, where they have him lay down on a bench and they cover him with towels. A few minutes later, a father arriving to pick up his son from practice comes into the locker room and sees the ill player lying covered with towels. The father calls a doctor, who in turn calls 911 and within an hour of being transported to a hospital, the young man dies of heat stroke.

- What are the legal duties owed by interscholastic teacher/coaches to the student in their charge?
- Which of those legal duties were violated by the coaches in the above scenario?
- What should the coaches have done in order to satisfy their legal duties in the above scenario?

The discussion should focus on duties of planning, supervision, emergency medical response plan preparedness, emergency medical assistance, safe playing environment, etc.

### Optional breakout session

### Legal/liability scenario No. 2

This form can be found on page 55 (page 47 in Participant Guide).

## FOURTEEN OBLIGATIONS RELATED TO NEGLIGENCE LITIGATION

Fourteen obligations or duties have been identified as absolute requirements for interscholastic coaches. These standards have evolved as a result of various case law proceedings and legal judgments against individuals and school districts.

- 1. Duty to Plan:**  
Notes: Written practice plans including times, techniques and method of instruction.
- 2. Duty to Supervise:**  
Notes: Providing adult supervision when more than one facility is used.
- 3. Duty to Provide a Safe Environment:**  
Notes: Inspecting practice field prior to each practice to be sure it doesn't have holes, broken glass, etc.
- 4. Duty to Evaluate Injury/Incapacity:**  
Notes: Not allowing an injured player to return to play without a medical release from a qualified physician.
- 5. Duty to Provide Safe Equipment:**  
Notes: Reconditioning all used helmets prior to each season.
- 6. Duty to Teach Properly:**  
Notes: Teaching technical skills according to current NFHS rules, such as not using the head to tackle.
- 7. Duty to Condition Properly:**  
Notes: Increasing training and conditioning over time to prepare for competition.
- 8. Duty to Warn:**  
Notes: Advise student and parents/guardians that fatal injuries may occur through participation in a collision sport.
- 9. Duty to Provide Emergency Care:**  
Notes: When a student is in heat distress, taking appropriate steps to prevent further injury or death.
- 10. Duty to Design an Emergency Response Plan:**  
Notes: Develop a written plan that can be executed when an injury occurs that provides immediate assistance for the injured student.
- 11. Duty to Select, Train and Supervise Coaches:**  
Notes: Head coaches must ensure they take steps to select, train and supervise individuals who exemplify a student-centered coaching philosophy.
- 12. Duty to Match/Equate Athletes:**  
Notes: Don't allow a 103-pound wrestler to train or compete against a 150-pound student.
- 13. Duty to Provide Safe Transportation:**  
Notes: Follow school and athletic department policies for transportation.
- 14. Duty to Provide Insurance Disclosure:**  
Notes: Prior to tryouts, ask students if they have insurance to cover costs of injury. This should be a written declaration by the parents/guardians.

(2 slides)

## FOURTEEN OBLIGATIONS RELATED TO NEGLIGENCE LITIGATION



### 14 Obligations or Duties Related to Negligence Litigation

- Duty to Plan
- Duty to Supervise
- Duty to Provide an Environment Free of Unreasonable Hazards
- Duty to Evaluate Injury/Incapacity
- Duty to Provide Appropriate Equipment
- Duty to Teach Properly
- Duty to Condition Properly



### Present a brief overview of the content

Fourteen obligations or duties have been identified as absolute requirements for interscholastic coaches. These standards have evolved as a result of various case law proceedings and legal judgments against individuals and school districts.



12 min

Use the slides to briefly describe each of the 14 duties. A worksheet is provided in the Participant's Guide for note taking. Ask participants to use the worksheet to note actions they can take to ensure each duty is implemented.

- An example of each of the legal duties is included in the worksheet.
- Point out that if coaches are negligent in their duties they could be sued.
- Indicate that supervision, safe environment, evaluating injury and providing safe equipment are the duties where most lawsuits are filed against coaches and school districts.
- On a positive note, coaches who adhere to the 14 duties have made athletics much safer for the students.

## **FOUR FOUNDATIONS OF NEGLIGENCE LITIGATION**

In order to prove negligence, a plaintiff must demonstrate tangible injury and/or loss and prove that the supervisor(s) of an activity or program had a duty that was not fulfilled; breached (failed to perform) the duty through commission of a dangerous act or omission of a required supervisory responsibility; was the proximate cause of an injury; or caused actual loss or damage.

Notes: \_\_\_\_\_

\_\_\_\_\_

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## **DEFENSES AGAINST NEGLIGENCE LITIGATION**

Included in these defenses are that a defendant had no supervisory responsibility for the circumstances related to the loss; public policy may exempt a school supervisor from litigation or damages through enactment of immunity legislation; and the proximate cause of injury or loss cannot be directly attributed to the duties or performance of a supervisor. Also, the injury resulted from an unforeseeable event or factor (no negligence); the injured student accepts (assumes) a certain degree of risk by participating in sports programs; and the student contributed totally or partially to his/her injury by ignoring prohibited actions.

Notes: \_\_\_\_\_

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# FOUR FOUNDATIONS OF NEGLIGENCE LITIGATION

## OPTIONAL



As a teacher/coach, it is important to know the elements that must exist for negligence to be proven in a court of law. All of the following elements must exist for negligence to be proven:

1. A plaintiff must demonstrate tangible injury or loss (the student was in a car accident and became a paraplegic.)
2. A duty had to exist that was not fulfilled. (The coach was responsible for supervising the student on the way to the game.)
3. The failure to perform the duty was because of commission of a dangerous act or omission of a required supervisory duty. (The bus didn't show up and the coach decided to let the students drive to the game.)
4. The failure to perform the duty was the cause of the injury which caused actual loss or damage. (Because the coach decided to let the students go to the game the accident occurred.)

### Key points:

Give examples of each element of negligence. Some examples are in parentheses below.

**In the event you are accused of negligence there are several defenses you and your counsel will claim as a defense:**

1. The defendant had no supervisory responsibility. (The coach happened to be in the gym for another reason and the coach responsible for the team was not in the gym with his players.)
2. Public policy exempted the defendant from litigation. (There are states where coaches have sovereign immunity.)
3. The cause of the injury cannot be attributed to the duties or performance of the supervisor. (The coach was properly supervising the activity, but the injury would have occurred regardless. It could not have been prevented.)
4. It was an unforeseeable event or an act of God (lightning struck a tree and injured the student.)
5. The injury was due to the inherent risk of participating in the sport. (The student was tackled in football and broke a leg. This is part of the sport and could not have been prevented as it was a legal tackle.)

### Key points:

Give examples from your own experiences of each of the defenses against negligence.

# UNIT 2 REVIEW

## WORKSHEET

Unit objectives	Notes
What are the key managerial skills to being a successful teacher/coach?	<ol style="list-style-type: none"> <li>1. A teacher/coach is responsible for preparation, time management, administration, scheduling, etc.</li> <li>2. Establishing systems and processes for all aspects of the program.</li> </ol>
What types of systems and processes will help you accomplish your management responsibilities?	<ol style="list-style-type: none"> <li>1. Plan for off-season, pre-season and during the season.</li> <li>2. Be familiar with the chain of authority in your school district and the role of the state association.</li> <li>3. Work with the athletic director and/or facilities, transportation, scheduling, eligibility, budget and insurance.</li> <li>4. Implement a sport safety training program to minimize risks.</li> <li>5. Conduct meetings to manage stakeholders.</li> <li>6. Be knowledgeable about local, state and federal laws and your legal duties as a coach.</li> </ol>
What is your school district's administrative chain of command?	<ol style="list-style-type: none"> <li>1. Board of Education</li> <li>2. Superintendent of Schools</li> <li>3. District Athletic Director</li> <li>4. School Principal</li> <li>5. Athletic Director</li> <li>6. Head Coach</li> </ol>
What coordinating responsibilities are teacher/coaches responsible for?	<ol style="list-style-type: none"> <li>1. Coordinate time with A.D. and make maximum use of each practice.</li> <li>2. Check facility for safety prior to each practice.</li> <li>3. Schedule will be coordinated via Head Coach and Athletic Director – know school cancellation policies.</li> <li>4. Follow school transportation policy and outline it at pre-season meeting with parents and athletes.</li> <li>5. Utilize funds in a fiscally responsible and ethical manner.</li> <li>6. Maintain accurate and complete financial records and follow school district guidelines.</li> <li>7. Provide clear direction to any booster club members and coaches on fund raising – A.D. needs to have fund-raising guidelines defined. Discussion should include all possible purchases – from uniforms to non-essential gear (sweats, hats, jackets, etc...).</li> </ol>
What factors do state association eligibility rules address?	<ol style="list-style-type: none"> <li>1. Fair and equitable play for all student-athletes.</li> <li>2. Need to know what your state eligibility rules are and the importance of all students understanding them.</li> <li>3. Waiver and appeal process needs to be understood.</li> <li>4. Most should be covered at pre-season meeting with parents and athletes.</li> </ol>
What types of procedures should you establish for emergency care of your students?	<ol style="list-style-type: none"> <li>1. Develop an emergency care plan.</li> <li>2. Be familiar with local, state and federal laws that deal with care of students.</li> <li>3. Implement an appropriate sport safety program.</li> <li>4. Match athletes by physical maturity, height, weight and ability.</li> </ol>
What components of sport safety can minimize risk of injury?	<p>Each coach must be well versed in each component listed below to prevent accidents:</p> <ol style="list-style-type: none"> <li>a. Facilities</li> <li>b. Equipment</li> <li>c. Conditioning</li> <li>d. Injury Reports</li> <li>e. Dangers and Risks</li> <li>f. Matching Athletes</li> <li>g. Rules and Regulations</li> <li>h. Emotional Safety – know your state rules on hazing, bullying, harassment, other</li> </ol>
Who else has a stake in your sport's program and how can you work effectively with them?	<ol style="list-style-type: none"> <li>1. Students:             <ol style="list-style-type: none"> <li>a. Maintain a professional relationship.</li> <li>b. Be fair, honest and considerate of individual differences.</li> <li>c. Pre-season meeting – cover eligibility, rules/regulations and tryouts.</li> <li>d. Outline a process for concerns – how to address and who to contact.</li> </ol> </li> <li>2. Parents/Guardians             <ol style="list-style-type: none"> <li>a. Develop verbal and written communication system.</li> <li>b. Explain your student-centered philosophy at a pre-season meeting.</li> <li>c. Make them aware they are part of the athletic triangle and the importance of working together for the success of their son/daughter.</li> </ol> </li> <li>3. Fellow Coaches             <ol style="list-style-type: none"> <li>a. Promote, support and cooperate with other teacher/coaches.</li> <li>b. Encourage the 3-sport athlete.</li> <li>c. Outline a process for concerns – how to address and who to contact.</li> </ol> </li> <li>4. School Faculty and Staff             <ol style="list-style-type: none"> <li>a. Work with faculty and staff on the development of your student-athletes.</li> <li>b. Teachers and administrators will work with you to help develop each student's academic performance to its fullest.</li> <li>c. Outline a process for concerns – how to address and who to contact.</li> </ol> </li> <li>d. Outline a process for concerns – how to address and who to contact.</li> </ol>
What are some legal/liability concerns related to interscholastic coaching?	<ol style="list-style-type: none"> <li>1. Due Process</li> <li>2. Americans with Disabilities Act</li> <li>3. Freedom from unreasonable search and seizure</li> <li>4. Anti-harassment</li> <li>5. Fourteen legal duties related to negligence</li> <li>6. Confidentiality</li> <li>7. Equal treatment/equal opportunity</li> <li>8. Free expression</li> <li>9. Local, state and federal law foundations</li> <li>10. Athletic policy handbook</li> </ol>

## UNIT 2 REVIEW



### Unit 2: Review

#### What have we learned?

- What are the key managerial skills to being a successful teacher/coach?
- What types of systems and processes will help you accomplish your management responsibilities?
- What is your school district's administrative chain of command?
- What coordinating responsibilities are teacher/coaches responsible for?
- What factors do state association eligibility rules address?
- What types of procedures should you establish for emergency care of your students?
- What components of sport safety can minimize risk of injury?
- Who else has a stake in your sport's program and how can you work effectively with them?
- What are some legal/liability concerns related to interscholastic coaching?



5 min

Review Unit 2 by reviewing the objectives described at the beginning of the unit. Each of the objectives is shown on the slide as a question. The review may be conducted in one of three ways:

- Have participants use the review worksheet to add notes on what they learned about each objective.
- A quick review by the instructor.
- Ask a volunteer to write responses from the group on a chalkboard, whiteboard or flip chart.

### Unit 2 Review

#### What have we learned?

- What are the key managerial skills to being a successful teacher/coach?
- What types of systems and processes will help you accomplish your management responsibilities?
- What is your school district's administrative chain of command?
- What coordinating responsibilities are teacher/coaches responsible for?
- What factors do state association eligibility rules address?
- What types of procedures should you establish for emergency care of your students?
- What components of sport safety can minimize risk of injury?
- Who else has a stake in your sport's program and how can you work effectively with them?
- What are some legal/liability concerns related to interscholastic coaching?

## COMPLETING THE COURSE ONLINE

- A license code will be provided by your instructor and will be required when taking the online course components.
- Participants must be registered to login ([www.NFHSLearn.com](http://www.NFHSLearn.com)) to take the online components, complete all unit tests and review the course in order to complete certification.
- After completing all components and tests, participants may view and print a copy of their completion certificate.
- Additional information about this and other courses may be found online at ([www.NFHSLearn.com](http://www.NFHSLearn.com)).

**Minimum system requirements for access to the Internet components:**  
These can be found on [www.nfhslearn.com](http://www.nfhslearn.com) in the “Help” section.

## COURSE REVIEW



### Introduction to the Online Units



2 to 5 min

### Course completion requirements

End the training session by reminding participants about the steps they must take to complete this course.

- This concludes the training components for units 1 and 2.
- Units 3, 4 and 5 must be taken online.
- Play the video preview of units 3, 4, and 5 that will introduce content focused on the psychological, physiological, and pedagogical aspects of coaching.
- A license code is issued for each participant and will be required when taking the online course components. Remember to distribute one license number to each participant. It would be a good idea to record the license number and the name of the person it was issued to for future reference.
- Participants must be registered to login ([www.NFHSLearn.com](http://www.NFHSLearn.com)) to take the online components, complete all unit tests and review the course.
- After completing all components and tests, participants may view and print a copy of their completion certificate.
- Additional information about this and other courses may be found online at ([www.NFHSLearn.com](http://www.NFHSLearn.com)).

**NOTES TO INSTRUCTOR:** Inform participants that: 1) For membership in the NFHS Coaches Association, they can go to [www.nfhs.org](http://www.nfhs.org) to join (there is a fee). 2) Recommended system requirements for the online course can be found on [www.nfhslearn.com](http://www.nfhslearn.com). 3) Information for FREE courses and NFHS Coach Certification is also on [www.nfhslearn.com](http://www.nfhslearn.com).

# VIDEO TRANSCRIPTS

## UNIT 1 VIDEO SEGMENTS:

- ▶ History of interscholastic athletics
- ▶ Teacher/coach as role model
- ▶ Why do you want to be a teacher/coach?
- ▶ The place of winning
- ▶ Self-awareness

### Host video

#### *History of interscholastic athletics*

It would be easy to assume that sports have always been an important component of our schools. Prior to the mid-1800s, however, organized athletics played virtually no role in the education of our nation's youth and did not begin to be available for our female students until the 1970s.

It was only during the 19th century that America's attitude toward the value of sport as an educational and character-building vehicle began to change. The widespread institutionalization of sport in our schools took place in order to address four societal concerns:

- Education
- Socialization
- Military preparedness
- Health

The most widely held justification for organized athletics in our schools emphasized the educational and character-building benefits of participation. While lessons learned in math, science and English were considered important, the teachable moments and lessons learned on the playing field in terms of discipline, delayed gratification, perseverance and teamwork were also vital to the overall development of each individual. This view quickly became embedded within the American psyche, leading to the widespread and unquestioned belief that these outcomes are inevitable consequences of sport participation in our schools.

Fast forward to the 21st century. Although the games may have changed, the lessons learned remain the same. Is this true? Is interscholastic sport in the 21st century an educational vehicle that teaches character, discipline, teamwork, perseverance and delayed gratification?

The research shows that participating in interscholastic athletics does not automatically result in positive or negative outcomes. Sports are not in and of themselves educational; however, if they are organized and played in certain ways, they do support educational goals. The educational value of athletics is largely dependent on how the activity is structured and that means what YOU as the teacher/coach choose to teach and model. When structured appropriately, athletics offers a vehicle to teach students skills that contribute to the overall development of each participant.

## Host video

### ***Teacher/coach as role model***

“Don’t worry that children never listen to you. Worry that they are always watching you.”

– Robert Fulghum, author

All I Really Need to Know I Learned in Kindergarten.

#### **Host:**

That’s a great quote. But rather than focusing on the word “worry,” you should have pride in the fact that students look to you for guidance and inspiration. You are an important role model that will affect students for the rest of their lives.

It is important to emphasize the word MODEL because it is your behavior, what you actually do, that will have the most significant impact on the lives of the students in your charge. It is also important to remember that in a culture that sometimes glorifies negative role models, the most effective method of instruction is to model the behaviors you expect your students to exhibit.

You play a central role, not only in defining the experience for the students, but also for their families. The relationship between student, parents and teacher/coach is often referred to as the athletic triangle. The student is at the apex of the triangle with parents and teacher/coach forming a base of support. The student’s interscholastic athletic experience is expected to be most enriched when there is a strong bond and good communication among all participants. When a disconnect occurs between any of the three parties, it is likely that the positive outcomes of interscholastic athletics will be diminished.

The issue is not whether you choose to convey values but rather whether you consciously convey values that are consistent with the educational mission of interscholastic athletics.

Teacher/coaches must be professional in the way they teach and behave with their students, parents, colleagues and administrators. What you do matters!!

You’re commitment to being a role model will set high standards for your students... on the playing field... AND for life.

## Host video

### ***Why do you want to be a teacher/coach?***

#### **Host:**

Before we move on there are two critical questions that impact everything that follows in this course:

First, why do you want to coach interscholastic athletics?

And second, what are the values that define you as a person?

Your answers to these questions are fundamental in determining whether coaching is a good fit for you. If you believe that your motives are consistent with the mission and purpose of interscholastic athletics we described earlier, then it is time to begin to integrate your motives and values into your coaching philosophy.

So what is a coaching philosophy and why do you need one?

Your coaching philosophy is the road map of your coaching life – it represents your beliefs, principles, opinions and values about coaching and should be consistent with your views on the mission and purpose of interscholastic athletics. Your success as a teacher/coach will depend more on your beliefs, values and principles that guide your behavior than on any other factor. The choices you make as a teacher/coach will determine how much success you and your students will experience.

### **Host video** ***The place of winning***

**Host:**

Many people say “Winning is everything!” Well, it’s certainly something for which we all strive. But what is the place of winning in interscholastic sports?

The key is to not let the goal of winning get in the way of what interscholastic sports is all about. Here’s an example: In his book **Friday Night Lights**, author H.G. Bissinger described a town that defined itself by the performance of its high school football team. Bissinger described how the head coach returned to his home after a loss to find “For Sale” signs planted in his front yard. There are many towns across the United States where the success of a high school’s athletic program is central to community identity and pride. When it is taken to an extreme as this story illustrates, interscholastic athletics is no longer in line with the mission and purpose of an educational activity.

### **Host video** ***Self-awareness***

**Host:**

One of the realities of coaching is that your performance is “out there” for the entire school community to see. Parents, administrators and students will all have opinions about your strengths and weaknesses as both a coach and, potentially, a person. You have little control over what other people think, but how and what you think about yourself is extremely important in terms of your development and performance as a coach.

One of the most important abilities that you can develop as a teacher/coach is being aware of yourself and your motivation for coaching. Let’s say that in the next minute the district superintendent asked you to describe your three major strengths and limitations as a coach. Would you be able to answer? Do you have a process to identify your strengths and limitations and motives for coaching?

It is generally agreed that there are four main skill sets that will determine the success of a coach. Use of the term “skill set” represents the belief that coaching is a skill that can be developed and enhanced. The four coaching skill sets are: 1) technical skills – the knowledge base of the sport; 2) tactical skills – the analytical or decision-making component of coaching i.e., the skills that help win contests; 3) management skills – the maintenance and organization of a systematic approach to coaching in terms of preparation, time management, administration, programming; 4) interpersonal skills – the most critical category that underpins everything a coach does, such as communication, social skills and motivation.



## UNIT 2 VIDEO SEGMENTS:

- ▶ Organization
- ▶ Eligibility
- ▶ Health and well-being
- ▶ Minimizing risk
- ▶ Know you stakeholders
- ▶ Legal and liability concerns

### Host video *Organization*

#### Host:

Abraham Lincoln once said that “If I had eight hours to chop down a tree, I'd spend six hours sharpening my ax.”

Why?

Would it not be better just to start chopping?

You know the answer to that question. It's all about preparation and it's not just about Abraham Lincoln. It applies to YOU as a successful teacher/coach. The concept of preparation speaks directly to one of the four coaching skill sets introduced in Unit 1, namely management skills.

Organizing an approach to coaching includes preparation, time management, administration and programming as well as issues related to your legal responsibilities as a teacher/coach and your position in the administrative structure of your school district.

We could very easily have titled this unit “All the things I wish I had known before I started coaching.” It's based on the experiences of hundreds of coaches who have gone before you. A lot of it is common sense; however, our experience tells us that common sense is, in fact, far from common.

As the courts in the United States continue to define the legal responsibilities of a teacher/coach, it's very important that you understand that you are not immune from legal action. It is critical that you learn a number of well-established procedures that will reduce your risk of being sued and enhance the health, well-being, development and athletic performance of your students.

No matter how knowledgeable you may be about the technical or tactical aspects of your sport, your ability to run a smooth and efficient program is a critical aspect of being a successful coach. In other words, efficient management and organization of your program equals more time and energy to devote to working with your students.

So, how can we be better organizers? Although information in this unit may appear overwhelming, it is strongly recommended that you develop a written plan relative to all areas of your program. This is important to maximize the development and performance of your students, and is crucial to aspects of your program that may require review in the event of any legal challenge.

To assist you in this task, we recommend that you break the needs of your program into three main timeframes:

- Off-season
- Pre-season
- In-season

Use this as a starting point to determine what needs to be done and when over the course of a year.

### **Host video** ***Eligibility***

**Host:**

So, who gets to play and who doesn't?

That's a good question that YOU have the responsibility to answer. Students in your program must be eligible to participate in interscholastic athletics. Your understanding and knowledge of school, district and possibly state association eligibility rules is critical if you are to be a successful coach.

In most instances, failure to meet all eligibility requirements by students while competing in an interscholastic event will result in forfeiting the contest or in the disqualification by the offending school.

It's also possible that additional punishment will be imposed by the school district or state association on the school, coach and student. Eligibility requirements are likely to vary from state to state, and there may be exceptions and the opportunity for students and their parents or guardians to appeal.

This list represents the general rationale for areas addressed by state association eligibility rules.

### **Host video** ***Health and well-being***

**Host:**

Creating and ensuring a safe, non-threatening and respectful environment that provides each student opportunities to develop skills and learn personal responsibility is your No. 1 priority. Before practice or competition begins, you need to prepare yourself by learning about any special health and/or physical conditions that may affect your students.

Check with your athletic director to determine the best place for these records to be kept. Information about any student who has a physical restriction, limitation or health problem that will require special attention should reside with the physicals.

“Consent-to-treat” forms should be on kept on file in case a parent or guardian is unavailable. Because of the inherent risks involved in participating in athletics, it is important that you establish a clear communication channel with parents or guardians to facilitate the prevention, reporting and care of injuries. This is important to ensure that the student is only allowed to return to play when physically and psychologically ready. Check with your athletic director as to the “clearance-to-play” policy and procedure in your school.

So what are your responsibilities if a serious injury occurs?

You have the duty to provide or secure appropriate medical assistance for any injured student you coach. It is vital that your school have an arrangement with local emergency medical personnel and facilities so that a paramedic unit can be called immediately to the scene of a serious injury.

If medical assistance is not immediately available, you are the “first responder” – that is, you will be the individual most likely to administer first aid to an injured athlete. Each team should have a designated medical kit available at all practices and contests and have an established set of procedures in the event emergency care is needed.

## **Host video** ***Minimizing risk***

**Host:**

What are the chances that one of your athletes will be injured as a result of playing sports?

Pretty high, actually.

It has been reported that high school athletes account for an estimated two million injuries, 500,000 doctor visits, and 30,000 hospitalizations annually. Although accidental injuries are an inevitable aspect of interscholastic sports, it is the coach’s responsibility to minimize the number and severity of incidents by implementing an appropriate sport safety program.

Not all accidents are preventable. For example, the physical contact in some sports makes it simply impossible to prevent all injuries and still play the sport. Most accidents have multiple causes and range from operating, supervisory and management errors to general sport safety program errors. The time, attention and effort you take in developing management and supervision plans will have great impact and long-lasting effect in preventing situations that cause accidents...

...like this!

Phew...that’s gotta hurt.

Your sport safety program should be inclusive of all components shown here.

## **Host video**

### ***Know your stakeholders***

#### **Host:**

You're not alone out there as a coach. Other individuals and groups have an interest in the success of your program. Critical stakeholders include your students, parents, administrators, fellow coaches and the faculty at the school. Each stakeholder will influence your program and will require your attention. In many cases the success of your program will be determined by these relationships, so it is vitally important that you understand the needs of and develop a plan to work with each stakeholder.

(This Host segment is followed immediately by the Teachable moment: "Pre-season Parent Meeting.")

## **Host video**

### ***Legal and Liability concerns***

#### **Host:**

While most legal issues at the interscholastic level are the concern of athletic directors, it is VERY IMPORTANT that you are aware of and knowledgeable about the ramifications of careless coaching. We can't cover it all in this course nor can we be comprehensive of every school or athletic situation. Most importantly, the NFHS does not authorize this information to be used as a substitute for legal advice.

During the past century, American interscholastic athletic programs have been improved and standardized with the goal of enhancing the health and well-being of students. Many of these improvements have resulted from proactive thought and planning; however, a significant number have evolved because of litigation, contract arbitration, court decisions and educational laws. In this regard, in-depth risk assessments, focused staff orientations and detailed hazard reduction plans have become the norm for interscholastic athletic programs. Here are some of the legal concepts that apply to interscholastic athletics.

## APPENDIX

### **OPTIONAL ACTIVITIES**

Several optional activities have been included in this manual to allow additional flexibility in tailoring your training sessions to a desired time and/or to customize them to meet specific training needs. Several of these activities are designed to expand the scope of activities taught earlier in the course.

Each of the optional activities can be performed as individual worksheet, pair/share or small group exercises, which incorporate follow-up discussion to share responses.

## UNIT 1 OPTIONAL ACTIVITIES

### HOW DO YOU DEFINE DEVELOPMENTALLY APPROPRIATE?

#### Worksheet

Use the spaces below to list areas of your program where you can and should ensure that students engage in developmentally appropriate experiences.

In what parts of your program will students most benefit from a developmentally appropriate experience?	What are you doing (or what can you do) to ensure this is carried out?
<p><i>Physical Conditioning</i></p>	<ul style="list-style-type: none"> <li>• <i>The concept of individualization is central to maximizing the development of each student you coach. Recognize that each student will be at a different level of cardiovascular and muscular-skeletal development and that your training plan should account for these differences.</i></li> <li>• <i>Recognize the differences in physical maturity between the different year groups you coach. Freshmen, for example, should not, in general, be expected to successfully complete the same level of training of a senior who has been participating in interscholastic athletics for four years.</i></li> </ul>
<p><i>Motor-Skill Development</i></p>	<ul style="list-style-type: none"> <li>• <i>Create a learning environment that accommodates different rates of motor-skill development.</i></li> <li>• <i>Students at the beginning, intermediate or advanced stages of learning will require different practice schedules if they are to be optimally challenged. Practice sessions, therefore, should be appropriate to the level of skill of each student.</i></li> <li>• <i>Ensure that tactical skill development is introduced at the appropriate stage of learning.</i></li> <li>• <i>Engage in tactical interviewing to understand a student's level of tactical awareness.</i></li> </ul>
<p><i>Psycho-social Development</i></p>	<ul style="list-style-type: none"> <li>• <i>All students will experience doubts and worries as they attempt to develop a coherent identity during high school, which may lead to low self-esteem. A teacher/coach must be aware of the influential role he or she plays in this process as adolescence is a time when the critical evaluation of significant others may lead to self-criticism.</i></li> <li>• <i>Develop a student-centered coaching philosophy that promotes a healthy, non-threatening and respectful environment that promotes the value of each student and provides opportunities for all participants to develop skills and learn personal accountability.</i></li> </ul>

## COMMUNICATING YOUR COACHING PHILOSOPHY

Every practice and competitive contest provides an opportunity to communicate your coaching philosophy to your students. This does not happen by chance and will only be successful if you approach each occasion purposefully and with a plan. Take advantage of every opportunity to communicate your student-centered coaching philosophy to students, parents/guardians and program staff in both verbal and written form.

*Use the space below to describe how you will communicate your coaching philosophy to each of these groups.*

### Describe how you will communicate your coaching philosophy to your **students**.

- *Verbally and in writing at a mandatory preseason meeting with students.*
- *By actions at practice, contest and all times when in the presence of students.*
- *By words and actions when dealing with all stakeholders in the athletic environment, especially when students are present.*

### Describe how you will communicate your coaching philosophy to **parents/guardians**.

- *In verbal and written form at a mandatory preseason meeting for parents/guardians.*
- *By actions when coaching the students at practice and contests.*
- *In all dealings with parents/guardians, particularly when students are present.*

### Describe how you will communicate your coaching philosophy to **program staff**.

- *In word and in writing at regular staff meetings.*
- *In actions and words when at practice and contests and at all times when students and parents/guardians are present.*

## HOW CAN A TEACHER/COACH BETTER MEET STUDENT EXPECTATIONS?

It may surprise you to learn that the attributes students look for in a coach have little to do with X's and O's and more to do with how you treat and value each student as an individual.

The vast majority of students who participate in interscholastic athletics are not looking for a master coach in terms of tactics and winning. Rather, they are looking for a competent individual who respects and values them first and foremost as young adults who are exploring how to interact effectively with their environment and work out who they are, what they believe and what they want to achieve in life. Because of this, your role as a leader is critical in creating the best learning environment.

Research indicates that high school students are looking for the attributes listed in the center column. How does your perception match your students' perception of what they want in a coach? Use this worksheet to examine your own coaching philosophy and describe how you can better meet student expectations.

What you think students want	What students say they want	What can you do to better meet expectations?
1.	Competence	<i>Attend clinics and take courses such as this one to learn to be a more effective teacher/coach.</i>
2.	Approachability	<i>Encourage students to ask questions and communicate concerns. Be an active listener.</i>
3.	Confidence	<i>Be there for the students. Be a trusted mentor.</i>
4.	Fairness and Consistency	<i>Treat all students the same when it comes to policies and rules.</i>
5.	Motivation	<i>Help students set reachable goals and the actions necessary to attain those goals.</i>
6.	Personal concern	<i>Ask students about their lives outside of your sport; i.e., does the student have siblings?</i>
7.	Support	<i>Recognize the differences in each of your students and accept them as contributing members of your team.</i>



## STUDENT-CENTERED COACHING PHILOSOPHY BREAKOUT/DISCUSSION

What are the ways a student-centered coaching philosophy is currently or can be implemented in your school?

<p>What are the issues that distract you from implementing a student-centered philosophy?</p>	<ul style="list-style-type: none"> <li>• <i>Perceived expectations of students, parents/guardians, media and community</i></li> <li>• <i>Existing sports culture</i></li> <li>• <i>Inability to handle certain situations because of ignorance or lack of skill.</i></li> </ul>
<p>How can you as a teacher/coach anticipate and address such issues in your own situations?</p>	<ul style="list-style-type: none"> <li>• <i>Practice my student-centered beliefs.</i></li> <li>• <i>Control the emotion of sport and focus on my behavior so that it reflects my student-centered coaching philosophy.</i></li> <li>• <i>Control what I can and don't worry about things I cannot control such as the media or what people think of me.</i></li> </ul>
<p>What part should each of the following play in implementing a student-centered philosophy and what can you do to make it happen?</p> <ul style="list-style-type: none"> <li>• YOU as teacher/coach or AD</li> <li>• Students</li> <li>• Parents</li> <li>• Faculty</li> <li>• Other athletic organizations and teacher/coaches within the school</li> </ul>	<p><i>"YOU" Key person is me. I must plan for and practice a student-centered coaching philosophy.</i></p> <p><i>"Students" Explore with your students what their needs are inside and outside of interscholastic athletics and support and accept those needs.</i></p> <p><i>"Parent/Guardians" Enlist parents/guardians to model behavior that reinforces the mission and purpose of interscholastic athletics.</i></p> <p><i>"Faculty" Work with your student's classroom teachers to ensure they are maximizing their academic potential.</i></p> <p><i>"Other" Support other teams and programs in the school inside and outside of your sport's season. Attend contests of other programs and develop positive relationships with other teacher/coaches.</i></p>

## HOW DO YOU RATE YOUR COACHING SKILLS?

For each coaching skill set, describe your strengths and weaknesses, in the last column, honestly rate yourself on each skill set on a scale of 1-10 where 1=very poor and 10=outstanding. Use the space at the bottom to note strategies and action you can take to build upon strengths or improve upon weaknesses. This exercise should help you understand your current strengths and limitations as a coach and assist you in the development and improvement of self-awareness.

<b>Technical skills:</b> Knowledge base of sport.		
Describe your strengths.	Describe your weaknesses.	Rating (1-10)
Describe how you can build upon strengths or improve upon weaknesses.		
<b>Tactical skills:</b> Analytical/decision-making component of coaching. Skills that help win contests.		
Describe your strengths.	Describe your weaknesses.	Rating (1-10)
Describe how you can build upon strengths or improve upon weaknesses.		

# RATE YOUR COACHING SKILLS



## OPTIONAL



6 min

The “Rate Your Coaching Skills Worksheet” is designed as an exercise for individuals to examine their coaching skill sets, identify their strengths and weaknesses, and develop strategies for improvement. You may incorporate it into your training session or have participants complete the worksheet on their own.

Before starting the exercise, review the four coaching skill sets.

**Use the slide to explain how participants are to use the worksheet.**

- Complete a sheet for each skill.
- Describe your strengths in a particular skill.
- Describe your weaknesses in a particular skill.
- Rate yourself on each skill using a scale of 1 to 10, one being the lowest and 10 the highest.
- Use the space at the bottom to describe how you can build upon your strengths and improve upon your weaknesses.

### **Key points:**

- Participants should recognize how outside influences, pressures and stresses affect their performance.
- They should also recognize how internal factors such as organization, delegation and planning affect skill performance.
- Participants should consider how to use their strengths to improve upon their weaknesses. For example, how can a teacher/coach use his or her management skills to better implement weaknesses in interpersonal skills?
- Identify sources for improvement and guidance (mentors, other teacher/coaches, role models who are outside of the interscholastic environment).

**Management skills:** Maintenance and organization of a systematic approach to coaching in terms of preparation, time management, administration, programming, etc.

Describe your strengths.

Describe your weaknesses.

Rating  
(1-10)

Describe how you can build upon strengths or improve upon weaknesses.

**Interpersonal skills:** The most critical category that underpins everything a coach does, such as communication, social skills, motivation.

Describe your strengths.

Describe your weaknesses.

Rating  
(1-10)

Describe how you can build upon strengths or improve upon weaknesses.

## UNIT 2 OPTIONAL ACTIVITIES

### TOP 10 SEASONAL RESPONSIBILITIES

Efficient management and organization of your program equals more time and energy to devote to working with your students. This is important to maximize the development and performance of your students, and is crucial to aspects of your program that may require review in the event of any legal challenge. We recommend that you break the needs of your program into three main timeframes:

- Off-season.
- Pre-season.
- In-season.

Top Ten List – Off-season	Top Ten List – Pre-season	Top Ten List – In-season
<ol style="list-style-type: none"> <li>1. Complete all end-of-season paper work and file with the appropriate individual.</li> <li>2. Ensure all uniforms and equipment are returned.</li> <li>3. Evaluate current facilities, uniforms and equipment and make necessary changes.</li> <li>4. Evaluate all aspects of the program – what worked? what needs to change?               <ul style="list-style-type: none"> <li>• Self – what type of job did I do?</li> <li>• Strengths? Weaknesses?</li> <li>• Staff</li> <li>• Policies and procedures</li> <li>• Stakeholder relationships</li> <li>• Schedule</li> <li>• Practices</li> </ul> </li> <li>5. Evaluate team policies and procedures including injury or accident tracking system.</li> <li>6. Engage in professional development activities – ensure first-aid/CPR certifications are current and will be for next season.</li> <li>7. Meet with athletic director to review season and plan for next season.</li> <li>8. Meet with team or captains to review season.</li> <li>9. Plan preseason conditioning and practice plans.</li> <li>10. Complete next year’s budget and scheduling of both contests and facility.</li> </ol>	<ol style="list-style-type: none"> <li>1. Confirm procedures for emergency care plan.</li> <li>2. Publicize program and encourage students to participate.</li> <li>3. Conduct meetings with students and parents/guardians during which you warn them about potential dangers and risks involved.</li> <li>4. Ensure that all students successfully complete a pre-participation physical before taking part in any conditioning.</li> <li>5. Learn about any special health and/or physical conditions that may affect your students.</li> <li>6. Ensure student eligibility.</li> <li>7. Establish and communicate in written and verbal form a clear and transparent evaluation and selection process of students to make the program.</li> <li>8. Establish a clear communication channel with parents/guardians to facilitate the reporting and care of injuries. Gather an ICE (In case of Emergency) number for each student to be kept accessible at all time.</li> <li>9. Provide adequate and proper equipment and teach correct use and any unique features of that equipment.</li> <li>10. Clearly define roles and responsibilities for all individuals involved.</li> </ol>	<ol style="list-style-type: none"> <li>1. When games commence, remember the mission and purpose of interscholastic athletics.</li> <li>2. Constantly reinforce in written and verbal form your student-centered coaching philosophy to all stakeholders.</li> <li>3. Focus on conducting efficient and effective practices.</li> <li>4. Plan, execute and review coach performance in all contests and practices.</li> <li>5. Efficiently manage staff and any other key individuals with responsibilities related to the program.</li> <li>6. Ensure all pre-, during-, and post-contest responsibilities are completed by the responsible staff member.</li> <li>7. Confirm the presence of emergency medical personnel when appropriate at home contests.</li> <li>8. Complete injury and all other required reports in a timely and professional manner.</li> <li>9. Directly supervise students during travel to away contests.</li> <li>10. Be professional in all interactions with school and non-school personnel.</li> </ol>

## OPTIONAL BREAKOUT SCENARIO 1

### Worksheet

Throughout a junior-varsity boys basketball game between rival schools, an assistant coach of one team has been involved in a running verbal confrontation with the head coach of the opposing team. A bench-clearing brawl occurs at the conclusion of a game involving coaches and students. As the varsity head coach, you confront the assistant coach following the game. He claims that the verbal jousting with the opposition head coach is “part of the game,” and that he was actively trying to stop the brawl after the game.

<p>What are the issues for you as the teacher/coach in this situation?</p>	<ul style="list-style-type: none"> <li>• <i>The JV coach does not understand that his behavior does not agree with a student-centered coaching philosophy.</i></li> <li>• <i>Students are learning negative outcomes from the behavior of the coach.</i></li> <li>• <i>Although the coach might have tried to stop the brawl, the verbal jousting throughout the game may have contributed to the brawl taking place.</i></li> <li>• <i>The JV coach thinks that verbal jousting is part of the role of the interscholastic coach.</i></li> </ul>
<p>What should you as the teacher/coach do in this situation?</p>	<ul style="list-style-type: none"> <li>• <i>Don't verbally joust with other teacher/coaches or officials as this does not help fulfill the mission and purpose of interscholastic athletics and may lead to more volatile unsportsmanlike behavior.</i></li> <li>• <i>Your actions set the tone for students and spectators. You have to keep your emotions in check even if those around you are not. Take the necessary steps to provide positive behavior for your students and do everything you can to prevent a brawl from taking place. This might include a public-address announcement asking for cooperation and appropriate support for the students, or a time-out to discuss with the opposing teacher/coach actions that can be taken to calm emotions.</i></li> </ul>

## OPTIONAL BREAKOUT SCENARIO 2

### Worksheet

You are a head coach who becomes aware that a parent from your basketball program has been recruiting two “star” players through a club team to play for your school. This is a clear violation of your state association’s bylaws; however, the two players immediately make your varsity basketball team a state championship-caliber program. And, anyway, everyone else is doing it.

<p>What are the issues for you as the teacher/coach in this situation?</p>	<ul style="list-style-type: none"> <li>• <i>Illegal recruiting of students for athletic purposes.</i></li> <li>• <i>Allowing a parent to recruit students and not stopping it before the students enrolled in school.</i></li> <li>• <i>The situation sends a message to students and other stakeholders that winning is more important than other educational outcomes because the teacher/coach will do anything to win, including violating state association regulations.</i></li> </ul>
<p>What should you as the teacher/coach do in this situation?</p>	<ul style="list-style-type: none"> <li>• <i>Try to stop the recruiting before the students enroll in school. Meet with the school principal and the recruited students and inform the students they would be violating a state association regulation if they enrolled in your school.</i></li> <li>• <i>Contact your state association to let it know the situation and that you have informed the principal and the students and will not allow them to enroll. If the students have already enrolled in your school, you can ask the advice of the state association as to the steps to be taken.</i></li> <li>• <i>Meet with the students on the team to let them know that you have discovered a violation and explain what you are doing and why. This will send a strong message that your ethics and integrity transcend winning illegally.</i></li> </ul>

## OPTIONAL BREAKOUT SESSIONS



The following optional breakout scenarios pose some ethical issues a teacher/coach may encounter. You may use one or all of these scenarios. Worksheets are provided for each scenario for individual note-taking. Appropriate responses are indicated in this Instructor's Guide. Decide which of the following methods you will use:

### Method 1

- Select one scenario and ask the class to “pair/share” to discuss the issues involved.
- After five minutes have the pairs team up in groups of four to examine the issues further.
- After 10 minutes ask each group to share their responses with the class.

### Method 2

- Divide the group by the number of scenarios you want to have discussed.
- Increase the amount of time for sharing by 15 or more minutes.

### Method 3

- Each group would discuss all three scenarios.
- Increase the time by 30 minutes.

### Optional breakout scenario 1

Throughout a junior-varsity boys basketball game between rival schools, an assistant coach of one team has been involved in a running verbal confrontation with the head coach of the opposing team. A bench-clearing brawl occurs at the conclusion of a game involving coaches and students. As the varsity head coach, you confront the assistant coach following the game. He claims that the verbal jousting with the opposition head coach is “part of the game,” and that he was actively trying to stop the brawl after the game.

- What are the issues for you as the teacher/coach in this situation?
- What should you as the teacher/coach do in this situation?

### Optional breakout scenario 2

You are a head coach who becomes aware that a parent from your basketball program has been recruiting two “star” players through a club team to play for your school. This is a clear violation of your state association’s bylaws; however, the two players immediately make your varsity basketball team a state championship-caliber program. And, anyway, everyone else is doing it!

- What are the issues for you as the teacher/coach in this situation?
- What should you as the teacher/coach do in this situation?

### Optional breakout scenario 3

Team chemistry is an extremely important ingredient for success at the high school level. As the teacher/coach of a varsity team, you actively encourage students to build strong relationships on and off the playing field. You become aware that certain seniors are planning a series of initiation exercises for underclassmen in an effort to enhance camaraderie and team spirit. You are unsure as to the exact nature of the activities planned but believe that, historically, this process has improved your team’s spirit, even if some of the activities have been questionable.

- What are the issues for you as the teacher/coach in this situation?
- What should you as the teacher/coach do in this situation?

## OPTIONAL BREAKOUT SCENARIO 3

### Worksheet

Team chemistry is an extremely important ingredient for success at the high school level. As the coach of a varsity team, you actively encourage students to build strong relationships on and off the playing field. You become aware that certain seniors are planning a series of initiation exercises for underclassmen in an effort to enhance camaraderie and team spirit. You are unsure as to the exact nature of the activities planned but believe that, historically, this process has improved your team's spirit, even if some of the activities have been questionable.

<p>What are the issues for you as the teacher/coach in this situation?</p>	<ul style="list-style-type: none"><li>• <i>Trusting the leadership of the team.</i></li><li>• <i>Permitting possible hazing to take place by not taking action.</i></li><li>• <i>Not recognizing that this is an important teachable moment where students can learn leadership.</i></li></ul>
<p>What should you as the teacher/coach do in this situation?</p>	<ul style="list-style-type: none"><li>• <i>Meet with seniors to investigate and give them the opportunity to be responsible. Explain how hazing and harassment actually break down the team and create a negative culture among the participants.</i></li><li>• <i>Reinforce the mission and purpose of interscholastic athletics and make this a teachable moment by suggesting alternative rituals that will bring the team together.</i></li></ul>



## ETHICAL DILEMMA ACTIVITY

### Worksheet

You are a varsity coach whose team has progressed to the state semifinal. On the Monday prior to the game, an English teacher informs you that two of your senior starters have been caught cheating on an exam. The process at your school is such that it will take longer than a week for any action to be taken against these students.

<p>What are the issues for you as the teacher/coach in this situation?</p>	<ol style="list-style-type: none"><li><i>1. Does this violate school, athletic or team policies?</i></li><li><i>2. Are consequences for violations in writing and have they been expressed verbally prior to the start of the season?</i></li><li><i>3. Will your actions reinforce your student-centered philosophy?</i></li></ol>
<p>How would you handle this situation?</p>	<ol style="list-style-type: none"><li><i>1. Be sure to follow due process as outlined in athletic and team policies.</i></li><li><i>2. Make decisions based on a student-centered philosophy, not on ability of the team to be more competitive.</i></li></ol>

## EMERGENCY CARE PLAN

Date: \_\_\_\_\_ School: \_\_\_\_\_

Coach: \_\_\_\_\_ Contact Number: \_\_\_\_\_

Sport: \_\_\_\_\_

Game Site Street Address: \_\_\_\_\_

Specific directions to game site from nearest major intersection: \_\_\_\_\_

Practice Site Street Address: \_\_\_\_\_

Specific directions to practice site from nearest major intersection: \_\_\_\_\_

Directions. Please complete and distribute a copy to all members of your coaching staff, the athletic administrator, designated first-aid responder or athletic trainer. Discuss this plan with your coaching staff. Proper preparation can lead to quick, appropriate action.

- \_\_\_\_\_ Where should EMS come to have quick access to the injured athlete?
- \_\_\_\_\_ Who will give primary care to the athlete?
- \_\_\_\_\_ Where is the first-aid kit?
- \_\_\_\_\_ Where are the emergency care cards?
- \_\_\_\_\_ Who calls EMS?
- \_\_\_\_\_ From which cell phone/telephone will the call to EMS be made?
- \_\_\_\_\_ Who will notify the parents that the athlete is being transported to an emergency care facility?
- \_\_\_\_\_ To which emergency care facility will athletes be transported?
- \_\_\_\_\_ Who will notify the athletic administrator or athletic trainer?
- \_\_\_\_\_ Who will manage the rest of the team while care is given to the injured athlete?
- \_\_\_\_\_ Who will open any gates or doors for EMS?
- \_\_\_\_\_ Who will meet EMS and direct them to the injured athlete?
- \_\_\_\_\_ Who will travel with the injured athlete to the emergency care facility?
- \_\_\_\_\_ Who will follow-up with the parents?
- \_\_\_\_\_ Who will document the injury?
- \_\_\_\_\_ Who will speak to parents in the instance of catastrophic injury?

Emergency Telephone Numbers

EMS: \_\_\_\_\_ Athletic Trainer: \_\_\_\_\_

Emergency Care Facility: \_\_\_\_\_ Athletic Administrator: \_\_\_\_\_

*Prepared by Nancy Burke, ATC, for the Virginia High School League.*

## LEGAL/LIABILITY SCENARIO 2

### Worksheet

The head volleyball coach, along with his two assistants, has concluded volleyball practice for the day and all of the players have been picked up by their parents, except for one. After waiting outside the locker room for an hour, she goes to the school cafeteria, located at the opposite end of the school building from the athletics facilities and locker rooms, to wait for her ride home (the cafeteria has windows facing out onto a circle drive in front of the school through which she will be able to see her ride home when it arrives). The cafeteria is deserted at the late afternoon hour and while waiting for her ride home, she is attacked and badly beaten by several gang members, resulting in a lengthy hospital stay and extensive medical expenses to her family. As a result, her parents bring a lawsuit against not just the school, but also her coaches, related to the incident.

<p>What were the legal duties owed to the injured student by her coaches?</p>	<p><i>1. Supervision 2. Planning</i></p>
<p>Under the circumstances of the above scenario, which of those legal duties were violated by the coaches?</p>	<p><i>1. The coach has a duty to supervise students for a reasonable time before and after practice. 2. If the coach releases students early from practice, the coach should inform students and parents of the change to allow them to make adjustments in their schedules.</i></p>
<p>What should the coaches have done in order to satisfy their legal duties in the above scenario?</p>	<p><i>The coach or one of the assistant coaches should have remained with the student until she was picked up.</i></p>

## GLOSSARY

**Athletic Triangle:**

Student at the apex supported by parents and coach at the base of the triangle.

**Coaching Philosophy:**

The road map of your coaching life that represents your beliefs, principles, opinions and values about coaching.

**Developmentally Appropriate:**

An activity that is commensurate with the ability and maturity of the student.

**Educational Athletics:**

An approach to athletics that stresses learning and considers sport as a vehicle to supplement and reinforce lessons learned in the classroom.

**Education-based Activity Programs:**

Outside the regular academic curriculum. May include band, athletics, theater, speech and debate.

**Interscholastic Athletics:**

For the purpose of the present course, interscholastic athletics refers to sport competition between schools in grades 6-12.

**Learning Objective:**

A brief, clear statement of what the student should be able to do as a result of the experience.

**Student-centered Coaching Philosophy:**

A philosophical approach to coaching that has as its primary goal the holistic development of each student. The approach recognizes that the student is an active participant in the process.

**Teachable Moment:**

A moment of educational opportunity when a person is likely to be particularly disposed to learn something or particularly responsive to being taught or made aware of something.

## THE NFHS COACHES CODE OF ETHICS

National Federation of State  
High School Associations



The function of a coach is to educate students through participation in interscholastic competition. An interscholastic program should be designed to enhance academic achievement and should never interfere with opportunities for academic success. Each student should be treated with the utmost respect and his or her welfare should be considered in decisions by the coach at all times. Accordingly, the following guidelines for coaches have been adopted by the NFHS Board of Directors.

- The coach** shall be aware that he or she has a tremendous influence, for either good or ill, on the education of the student and, thus, shall never place the value of winning above the value of instilling the highest ideals of character.
- The coach** shall uphold the honor and dignity of the profession. In all personal contact with students, officials, athletic directors, school administrators, the state high school athletic association, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct. This shall include appropriate use of all electronic/social media.
- The coach** shall take an active role in the prevention of drug, alcohol and tobacco abuse.
- The coach** shall avoid the use of alcohol and tobacco products when in contact with players.
- The coach** shall promote the entire interscholastic program of the school and direct the program in harmony with the total school program.
- The coach** shall master the contest rules and shall teach them to his or her team members. The coach shall not seek an advantage by circumvention of the spirit or letter of the rules.
- The coach** shall exert his or her influence to enhance sportsmanship by spectators, both directly and by working closely with cheerleaders, pep club sponsors, booster clubs, and administrators.
- The coach** shall respect and support contest officials. The coach shall not indulge in conduct which would incite players or spectators against the officials. Public criticism of officials or players is unethical.
- The coach** should meet and exchange cordial greetings with the opposing coach to set the correct tone for the event before and after the contest.
- The coach** shall not exert pressure on faculty members to give students special consideration.
- The coach** shall not scout opponents by any means other than those adopted by the league and/or state high school athletic association.





National Federation of State  
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