

National Federation of State  
High School Associations



# Supplement for Fundamentals of Coaching

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# Introduction

## About This Course – For College and University

The Supplement for *Fundamentals of Coaching* was originally designed for the college and university setting. While in development, it was determined that school administrators – particularly interscholastic athletic administrators – need this resource to help them guide and assist their coaches to become models for their students in an education-based setting.

We encourage both college and university instructors and school administrators to read and understand the information in “About This Course” to better prepare them for their role in facilitating a more comprehensive experience for those who complete the NFHS Fundamentals of Coaching online course.

The Supplement for *Fundamentals of Coaching* sets a new standard for coaching education. Offering maximum flexibility and choice, it provides instructors the guidance and resources necessary to influence students toward the essential skills and knowledge needed to be effective teacher-coaches. By utilizing the National Federation of State High School Associations (NFHS) Fundamentals of Coaching online course as the student resource, participants receive the best of both worlds. Students have the advantage of a face-to-face, professor-guided, university-level educational experience, and at the same time, the opportunity to complete the core course of the NFHS Coach Education Program. The comprehensive content, outstanding design and real-life application of the NFHS Fundamental of Coaching online course will interest and motivate your students like no other coaching resource. Most importantly, this total teaching program will empower your students with the knowledge and confidence to make choices that will positively impact student-athletes for years to come.

## RESEARCH-BASED CONTENT

The Supplement for *Fundamentals of Coaching* provides the necessary resources and current scientific-based information needed to feel confident that your coaches or students are receiving the most up-to-date sport science content available. The Resources section of each lesson allows for further inquiries into the topics covered and provides a solid foundation for engaging, inspiring and stimulating both you and your students. Because the NFHS’ online course is the primary student resource for the supplement for Fundamentals of Coaching, your students or coaches will have 24-hour access to course

materials both during and after your class is finished. Once the student registers and logs on to the NFHS Fundamentals of Coaching online course, he or she has one year to access the course and its resources.

**NOTE:** Instructions for ordering courses in bulk and redeeming course licenses can be found starting on page 120.

## DESIGNED FOR ALL LEARNING STYLES AND ABILITY LEVELS

The Supplement for Fundamentals of Coaching offers engaging, relevant and appropriate content for all educational settings. The manual's pick-and-choose design makes it adaptable to the specific situations of your classroom. Care was given to provide activities for all types of learners and all types of teaching preferences. **Re-Teaching Activities** found in each lesson, provide the opportunity to further the learning process for students not quite grasping the initial content. These re-teaching activities can also be utilized for situations such as when a student has missed class and requires a make-up opportunity. Regardless of educational requirements at your particular university, the outlines in this manual will allow you the freedom to meet the demands and provide students with the educational experience they deserve.

## MEETS ESSENTIAL NEEDS FOR TEACHER-COACHES

The Supplement for Fundamentals of Coaching is just what the title implies. The material in this program introduces students to the basic concepts and vocabulary all teacher-coaches must know. Most states are moving toward minimum education standards for coaches working with youth. This manual, along with the NFHS Fundamentals of Coaching online course, helps to ensure those standards are met. Following the lesson outlines in this manual will ensure that your students come away with not only a quality educational experience, but also a NFHS Fundamentals of Coaching certificate. Even more important, your students will be ready to face the challenges of coaching at the interscholastic level.

## ADAPTABLE PLANNING FORMAT FOR COLLEGES/UNIVERSITIES

The Supplement for Fundamentals of Coaching is designed to fit any university setting. The program assumes a traditional 3-credit, 15-week format, which includes a class meeting twice a week for 90 minutes of class time per session. But because of the open design, it would be very easy to alter the format to fit any credit or meeting time requirements. Instructors have the freedom to choose the activities that are most relevant to their students and teaching environment. Utilizing the NFHS Fundamentals of Coaching online course as the student resource, **Homework Assignments** outlined in each lesson become convenient and easy for students to navigate. The manual lessons follow the online course with no jumping from topic to topic. Numerous classroom activities integrate the information students cover online with practical in-class assignments.

**Reminder** – This manual should be utilized as an aid in planning the best course for your students. **It was not meant for every activity in each lesson to be incorporated into your class.** Use the activities that relate to your particular curriculum and ability level of the classes you teach, the materials available for activities and the time allotted for teaching. The *Fundamentals of Coaching: Expanded Course Manual* will assist you in developing and following a schedule that will enable your students to complete the specific educational goals you have established.

## PURCHASING NFHS COACH EDUCATION COURSES

Information for ordering the NFHS online course in bulk quantities is available at [www.nfhslearn.com](http://www.nfhslearn.com) and on page 124.

## LESSON ORGANIZATION

Lesson plans are organized in an order that follows the NFHS Fundamentals of Coaching online course. The teaching materials follow a consistent, easy-to-use pattern. A complete lesson cycle – Focus, Teach, Assess and Close – makes lesson planning easy, understandable and consistent. Below is a breakdown of the teaching cycle and the types of activities found in each category.

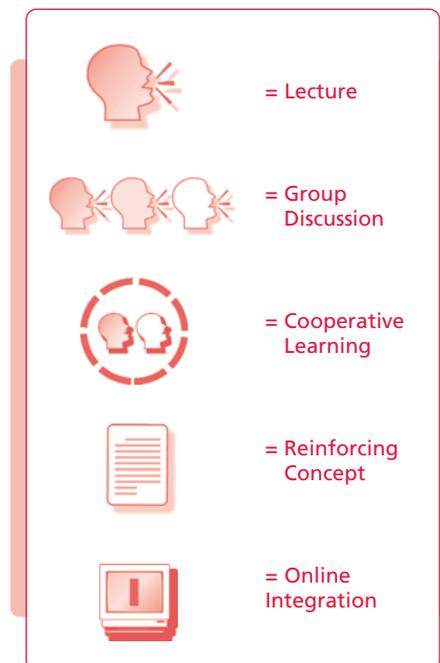
**Focus** – Briefly introduces the topic(s) of the lesson and builds a foundation for what’s to come.

- **Quick Start** – motivator activity that immediately engages students
- **Prior Knowledge** – connects content with what students already know
- **Vocabulary** – activity that helps students build sport science vocabulary skills

**Teach** – Activities related to the lesson content.

Each activity can be adapted to utilize the entire time allocation, or multiple activities can be chosen for the lesson. Varying the activity types allows for different learning styles and student abilities.

- **Lecture** – a more traditional teacher-centered approach to presenting the course content
- **Group Discussion** – encourages student feedback and participation
- **Cooperative Learning** – utilizing small group or pair-sharing to explore a topic
- **Reinforcing Concept** – active manipulation of materials such as worksheets or course readings
- **Online Integration** – utilizing and exploring the Coaching Content and/or Teachable Moments videos found in the NFHS online course.



**Resources** – Lists supplemental journal articles and books that can be used to enrich content presented in the lesson.

Complete reference information is provided with the manual. Most resources can be accessed through your university library database. All copyright requirements should be strictly enforced.

**Assess** – Assessment techniques help determine the level of mastery and understanding of students.

- **Practical Evaluation** – allows students to explore a real-life example of coaching and apply the skills learned during the lesson
- **Assignment Check** – requires students to turn in a work-product, usually completed during class time
- **Reflection** – provides students an opportunity to reflect on a concept presented in the lesson
- **Outlining** – asks students to highlight in abbreviated form the main points of the lesson
- **Vocabulary Building** – provides an ongoing opportunity to build vocabulary skills by having students create a Coaching Dictionary

**Closing** – Bringing closure to the lesson, these activities reinforce important concepts from the lesson.

- **Discussion** – gives both instructor and students an opportunity to highlight key points from lesson
- **Personal Connection** – allows instructor an opportunity to relay personal examples of concepts important to the lesson

**Re-Teaching Activities** – Activities designed to enrich a lesson or used to help students having difficulties understanding a particular concept.

The Re-teaching Activities can also be utilized for students who may need to make up a lesson because of absence or some other reason.

## HOMWORK ASSIGNMENT – NFHS FUNDAMENTALS OF COACHING ONLINE COURSE

Each lesson provides a corresponding homework activity students can be assigned. These assignments are designed to follow the course content and prepare students for the following lesson. **If followed, the homework assignments will allow students to complete the NFHS Fundamentals of Coaching online course and be entered into the NFHS National Coaching Database.**



# UNIT 1: LESSON PLAN 1

## WELCOME/INTRODUCTIONS

### OBJECTIVES

- Welcome and introductions of class members
- Introduce the subject of coaching

### SETTING THE STAGE

It is important to convey the proper expectations and tone for your class (McKeachie & Svinicki, 2006). Allowing students to shift their attention from their hectic lives to your class – in the first few minutes of each and every class – will help your students gain the most from the learning experience. It is vital in this first class period to establish the expectation of participation for your class. Even before the period begins, asking a student to help arrange the desk, posting an agenda and chatting with early arrivals helps send the message of your interests in them as students and lets them know participation is welcomed.

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#### Focus – 30 minutes

##### Ice Breaker

##### Introductions

- Begin by introducing yourself
  - Provide a brief background of both teaching and coaching experience.
- Student introductions
  - Provide an outline of questions the students should answer in their self introductions. Examples include: hometown, year in school, major concentration, athletic experience, future goals and class expectations, etc.
- Introduce Class Syllabus
  - Explain class format, including class goals, general schedule, materials, assignment list, rules, regulations, etc.
  - Ensure proper registration instructions for the NFHS Fundamentals of Coaching course are included.

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#### Teach – 30 minutes

##### Online Integration (Video)



- Play “Navigating Site” video (approx. 2 minutes).
- Explain how the NFHS online course will be utilized as part of the overall learning experience.
- Discuss registration procedures and format of online course.
  - Do not assume that all students have had the same exposure and access to the technology utilized in this course.

Answer any questions pertaining to online navigation.

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### Online Integration (Video)



- Play “Welcome from NFHS Executive Director Bob Gardner” video (approx. 2½ minutes).
- A group discussion should 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.”

### Key points include:

- NFHS Fundamentals of Coaching is based on a student-centered philosophy.
- The term “teacher-coach” is used throughout the course as a reminder of the important part coaches 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**.

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### Reinforcing Concepts



- Have students create a personal Coaching Dictionary that will be used to record important terms throughout the course.
- List the following terms on the board: *Teacher-Coach, NFHS, Team Sport, Individual/Team Sport*.
- Conduct a group discussion bringing the class to a consensus on appropriate definitions for terms, and have students incorporate into their Coaching Dictionary

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### Assess – 15 minutes

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#### Reflection

- Have students take a few minutes to briefly write their reactions to the first day of class (this activity could be completed anonymously).
- Students should highlight what they expect to gain from the course, personal coaching goals, and/or what situations they hope the course will address.
- Encourage students to ask any questions they may not have asked earlier.
  - ☑ It is important the students have the sense you as the teacher care about their learning and that this learning experience will be fair and meaningful for them.

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#### Outlining

Have student briefly write an outline of the lesson presented in class, including registration procedures for the NFHS Fundamentals of Coaching course.

Outlines should:

- Demonstrate if the students have a sense of where the course is going.
- Identify problem areas concerning class format or technology.

## **Closing – 15 minutes**

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### **Discussion**

Express to the students, this class is a safe and open setting which encourages participation.

- ☑ If any time remains in class, and access to a computer is available, allow students the opportunity to register with the NFHS online Fundamentals of Coaching course. Provide any assistance with the registration process.

## **RE-TEACHING ACTIVITY**

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### **Synopsis**

Have student(s) review and write a brief summary about the video “Welcome from NFHS Executive Director Bob Gardner” found in the NFHS Fundamentals of Coaching online course.

- ☑ Having the student(s) complete the video summary, also ensures they are registered with the NFHS and signed up for the Fundamentals of Coaching online course.

## **HOMEWORK ASSIGNMENT**

### **NFHS Online Course Review**

Unit 1 – Section(s)

- (1) Unit 1 Objectives
- (2) History, Mission, Purpose

## LESSON PLAN 2

# PURPOSE OF INTERSCHOLASTIC ATHLETICS

### OBJECTIVES

- Describe the mission and purpose of interscholastic athletics
- Describe the history of athletics in our schools

### SETTING THE STAGE

This course is about helping students realize their potential as teaching/coaching professionals. Coaching is NOT a behavior to be copied, but a cognitive skill to be learned (Abraham & Collins, 1998). Understanding the possible outcomes of interscholastic athletics is a great jumping-off point for assisting students toward a richer awareness of their coaching responsibilities. The ability of a teacher-coach to promote learning among his or her athletes will be at the heart of this entire program. As the field of coaching science has grown, the awareness that coaching is a central element to athlete development and program success has also increased (Abraham & Collins, 1998). By taking a Student First – Athlete Second approach, coaches will be able to positively influence all interscholastic athletes toward the goal of learning.

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#### Focus – 15 minutes

##### Quick Start

- Have students write a reflection using the following prompt: A good coach helps interscholastic athletes by ...
- Discuss student responses

##### Prior Knowledge

- Have students discuss what they personally gained from participating in interscholastic sports.
  - ☑ Explain that this topic will be explored more thoroughly as they study Unit 1– Educational Athletics

##### Vocabulary

- Write the following words on the board: **Teachable Moment, Socialization, Behaviors, Interscholastic Athletics and Educational Athletics.**
- Have students create a personal definition for each term, and discuss how the vocabulary is inter-related.

## Teach – 45 minutes

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### Group Discussion



Guide the class in a discussion around how our current society judges good and poor coaches.

#### Key points include:

- Modern media
- Legendary coaches
- Demands placed on coaches
- Possible outcomes for interscholastic athletics

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### Cooperative Learning



- Divide students into small groups, and have each group discuss ways of ranking the five possible outcomes of interscholastic athletics presented in the NFHS online course: promotion of learning, learning to compete, enhance school pride, improve athletic ability and enhance self-esteem.
- Have each group present and justify its rankings.
  - ☑ Remind students that the primary purpose of interscholastic athletics is the promotion of learning.

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### Reinforcing Concepts



- Review the term “teachable moment” presented in the NFHS online course.
- Ask the question: What is a teachable moment?
  - ☑ Guide students toward defining the term as an opportunity when a person is likely to learn something or is especially responsive to being taught or made aware of something. Have students generate examples or concepts coaches can utilize as teachable moments.

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### Online Integration (Video)



- Play the video, “History of Interscholastic Athletics” (approx. 3 minutes).
- Pause video after key points have been presented and have students explore appropriate examples and concepts that highlight the material.
  - ☑ Remind students that the value of interscholastic athletics is largely dependent on how the activity is structured and what the teacher-coach chooses to teach and model.

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### Lecture



Present a brief history of interscholastic athletics.

#### Key points include:

- Athletics addressing the needs of society (education, socialization, military preparedness and health)
- Title IX
- Education- and character-building benefits
- Teaching youth concepts such as teamwork, discipline, delayed gratification and perseverance

## RESOURCES

For further information on the topics covered in this lesson see:

- High School Athletics, History Justifies Extracurricular Status. Thomas, J. J. (1986).
- From student control to institutional control of high school athletics: three Michigan cities. Mirel, J. (1982).
- *Sports in School: The Future of an Institution*. Gerdy, J. R. (2000).
- *Shooting for Excellence: African American and Youth Culture in New Century Schools*. Mahiri, J. (1998).
- *Sports in Society: Issues and Controversies (8th Edition)*. Coakley, J. (2004).
- Examining and extending research in coach development. Abraham, A., & Collins, D. (1998).
- Teaching coaches to coach holistically: Can Problem-Based Learning (PBL) help? Jones, R.L., & Turner, P. (2006).

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### Assess – 15 minutes

#### Reflection

- Ask students how they would revise the statement they made in the Quick Start assignment at the beginning of class.
  - Statements can be collected and reviewed to evaluate for understanding.

#### Outlining

- Have students work independently or in pairs to write informal outlines of the lesson presented in class.

#### Vocabulary Building

- Assign students to create a personal Coaching Dictionary, in which they will continue to add terms throughout the course.
- Have students add the words presented at the beginning of class to their Coaching Dictionary utilizing the definitions discussed during class.

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### Closing – 15 minutes

#### Discussion

- Post the statement, “The End Justifies the Mean.”
- Explain that positive outcomes in athletics do not happen automatically or by chance. They happen when a teacher-coach implements a student-centered coaching philosophy that stresses the educational mission of an activity. It is only after a teacher-coach chooses the promotion of learning as the desired outcome of his or her program that a planned and purposeful approach can be adopted.

## **RE-TEACHING ACTIVITIES**

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### **Synopsis**

- Have student(s) review “The Case for High School Activities” found on the NFHS Web site ([www.nfhs.org](http://www.nfhs.org)).
- Have student(s) write a brief review of this document and summarize the information.

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### **Synopsis**

- Have student(s) review the “NFHS Brochure” found in the resources section of the NFHS Fundamentals of Coaching online course.
- Student(s) should write a summary of the brochure, including a review of how the NFHS is committed to the professional education and development of interscholastic athletics.

## **HOMEWORK ASSIGNMENT**

### **NFHS Online Course Review**

Unit 1 – Section(s)

- (3) Role of the Teacher-Coach

## LESSON PLAN 3

### TEACHER-COACH AS ROLE MODEL

#### OBJECTIVES

- Investigate the different roles of a teacher-coach.
- Identify personal values that are congruent with the educational mission of interscholastic athletics.

#### SETTING THE STAGE

It is important that students in your course realize the values they convey in their coaching behaviors will impact student-athletes. Identifying those values that are consistent with the educational mission of interscholastic athletics is an important step in the learning process for coaches. It has been reported that quality youth sport coaches develop a role frame that helps guide their decision-making (Gilbert & Trudel, 2004). A coach's role frame not only helps guide the decisions a coach makes in planning practices and games, but it also helps a coach in evaluating the success of the program. Role frames and values are constructed by the individual coach and are often at the tacit level of consciousness. The more aware a teacher-coach can become of these behavioral influences, the more likely he or she will send a consistent and congruent message to student-athletes.

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#### Focus – 10 minutes

##### Quick Start

- Have students complete the following statement: **A coach takes responsibility when he or she ...**
- Discuss student responses, and relate them to the different roles frames a coach can hold.

##### Prior Knowledge

- Have students write the names of three to five coaches or teachers from their own past that they admire. Have students also indicate a value or trait those past teacher-coaches attempted to instill in their student-athletes. A few students can briefly describe one of their past teacher-coaches, and share the behaviors the coach used to instill values.

##### Vocabulary

- Write the following words on the board: **Role Frame, Values, Modeling, Extracurricular and Athletic Triangle.**
- Have students attempt to define them in their Coaching Dictionary.

## Teach – 50 minutes

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### Cooperative Learning



- Divide students into small groups and have each group discuss behaviors that would demonstrate the attributes student-athletes indicated they look for in a coach (presented in the NFHS online course).
- Have each group present and justify the behaviors they came up with for each of the seven attributes.
  - ☑ Remind students that the attributes important to student-athletes have little to do with the X's and O's of their sport, and more to do with making a personal connection.

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### Reinforcing Concept



- Print the templates of pages 1 and 2 from the “Your Coaching Philosophy Worksheet” found in the online course for each student.
- Have students complete the worksheets independently.
  - ☑ When students are completing page 2, you may choose a specific number of behaviors students are to identify for each attribute.

---

### Lecture



- Present information that covers the role of teacher-coaches in interscholastic athletics.

#### Key points include:

- Values congruent to the educational mission of interscholastic athletics
- Role Frame Theory
- Socio-environmental issues related to value establishment
- How people from the past influence our values
- Importance of being a role model

---

### Group Discussion



- Guide students through a discussion about the influence of the media in establishing the values for athletics.

#### Ask:

- What are the most influential media outlets in our society?
- What values and traits do those media outlets most often portray?
- How can we as teacher-coaches use the media to transmit the educational values of interscholastic athletics?

## RESOURCES

For further information on the topics covered in this lesson, see:

- Role of the coach: How model youth team sport coaches frame their roles. Gilbert, W.D., & Trudel, P. (2004).
- *All I really need to know I learned in kindergarten*. Fulghum, R. L. (2003).
- Role modeling and female athletes. Whitaker, G., & Molstad, S. (1988).
- Family socialization, gender, and sport motivation and involvement. Fredricks, J. A., & Eccles, J. S. (2005).

## Assess – 20 minutes

### Reflection

- Ask students to re-write the statement from the Quick Start assignment at the beginning of class.
- Ask students to incorporate ideas mentioned during the teaching portion of class.

### Outlining

- Have students record the main ideas of the lesson.
  - Outlines can be collected and reviewed to evaluate student understanding

### Vocabulary Building

Have students add any revised definitions for vocabulary presented at beginning of class to their Coaching Dictionaries.

- Students should incorporate practical example when appropriate.

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## Closing – 10 minutes

### Discussion

- Reiterate the notion that values help guide behavior. Ensure that students understand the question is not if they will pass on values; the question becomes, “**What** values will they as a coach pass on to student-athletes?” Recognizing that your values are in-line with the educational message of interscholastic athletics is vital for all teacher-coaches.

## RE-TEACHING ACTIVITY

### Critical Thinking

- Have student(s) review and complete the first two pages from the “Your Coaching Philosophy Worksheet (presented in the online course).
- Student(s) can write a compare/contrast synopsis of their responses to the attributes presented as “research findings” on page 2 of the worksheet.

## HOMEWORK ASSIGNMENT

### NFHS Online Course Review

Unit 1 – Section(s)

- (4) Your Coaching Philosophy

## LESSON PLAN 4

# BUILDING A COACHING PHILOSOPHY

### OBJECTIVE

- Develop a student-centered coaching philosophy

### SETTING THE STAGE

A philosophy, also referred to as a belief system, is a unique configuration of broad theories which, in a general manner, explain how success is achieved (Pajares, 1992). This is not a “one-size fits all approach” to success, but rather a philosophy constructed by each individual teacher-coach to explain his or her path to future goal attainment. The development of a formal coaching philosophy is an essential step for all teacher-coaches (Thibert, 2008). You should help your students recognize and internalize that a philosophy goes well beyond the offensive or defensive strategies they hope to employ on the field, but a philosophy also serves as the building blocks of all decisions they must make when dealing with their program. By asking your students to consider questions related to their past athletic experiences, efficacy, role frame and communication skills your students will come to terms with how they hope to accomplish their goals as a teacher-coach. If such consideration is not given, coaches often develop a result-centered as opposed to student-centered philosophy. If a teacher-coach is overly concerned with the results of a contest, research has shown that negative sportsmanship behaviors are more likely to occur.

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### Focus – 10 minutes

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#### Quick Start

- Using a piece of paper folded in half, have students write five personal coaching behaviors they consider strengths on one-half of the paper, and five coaching behaviors they consider personal weaknesses on the other half.
  - ☑ Explain that what they believe they do well as a coach is related to coaching efficacy, and considering our efficacy is important when formulating a philosophy.

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#### Prior Knowledge

- Have students write three to five behaviors a coach who follows a “winning-is-everything” philosophy may exhibit on the practice or game field.
- Ask a few students to share their responses.

---

#### Vocabulary

- Write the following words on the board: **Coaching Philosophy, Efficacy, Success, Student-Centered and Mission Statement.**
- Have students define the terms in their Coaching Dictionary.

## Teach – 50 minutes

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### Reinforcing Concept



- Use the Parsh (2007) article, found in the resource section of this lesson as an outline, and guide students to complete the eight steps to building a coaching philosophy.
- Students should complete the activity independently.
  - You may ask students to share their responses as they proceed through the steps.

---

### Online Integration (Teachable Moment)



- Play the video “Student-Centered Coaching” (approx. 5 minutes).
- Pause the video after key points and have students explore appropriate examples and concepts that highlight a student-centered coaching philosophy.

### Keys include:

- The coach viewing winning and teaching as separate goals.
- Teaching on the field.
- Teacher first, winning coach second.
- Why might a coach want to play an injured player?
- What should a coach be willing to sacrifice for a student?

---

### Cooperative Learning



- Have a copy of template pages 3 to 6 from “Your Coaching Philosophy Worksheet” for each student.
- Have students complete the worksheets independently.
- Instruct students to partner with another student who has similar responses to the worksheet questions.
- Have students compare and contrast their responses with their partner, also highlighting the similarities and differences in athletic backgrounds.
- Finally, have students give a brief presentation explaining what they discovered in the exercise.
  - Remind students that a teacher-coach’s socio-environmental background plays a role in the development of a coaching philosophy.

---

### Lecture



- Present information that helps students consider key issues in the formation of a coaching philosophy.

### Key points include:

- Ethics
- Coaching efficacy
- Mission statements
- Student-centered vs. result-centered

## RESOURCES

For further information on the topic covered in this lesson see:

- 8 steps to a coaching philosophy. Parsh, D. (2007).
- Teachers' beliefs and educational research: Cleaning up a messy construct. Pajares, M.F. (1992).
- Developing your coaching philosophy. Thibert, H. (2008).
- Teaching values and implementing philosophies: Dilemmas of the youth sport coach. McCallister, S.G., Blinde, E.M., & Weiss, W.M. (2000).
- Locating the coaching process in practice: Models "for" and "of" coaching. Cushion, C.J., Armour, K.M., & Jones, R.L. (2006).

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### Assess – 10 minutes

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#### Assignment Check

- Have students turn in their completed "Your Coaching Philosophy Worksheet" pages 3 to 6.
  - Worksheets can be reviewed and comments concerning student progress can be written; paper should be returned during following class.

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#### Assignment Check

- Following the completion of the Reinforcing Concept activity mentioned above, have students turn in for review their completed eight steps of building a coaching philosophy.
  - Papers can be reviewed and returned during the following class.

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#### Vocabulary Building

- Have students add any revised definitions for vocabulary presented at beginning of class to their Coaching Dictionaries.
  - Students should incorporate practical example when appropriate.

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### Closing – 20 minutes

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#### Personal Connection

- When helping your students understand a concept, sometimes it is best to give them a personal example. By taking a few minutes and explaining in simple terms your own coaching philosophy, your student may better understand. Tying your own values and motivations for coaching into a student-centered philosophy will express the importance of considering philosophy in all of the decisions a teacher-coach must make.

## **RE-TEACHING ACTIVITIES**

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### **Critical Thinking**

- Ask student(s) to write a brief paper in which they compare and contrast their philosophies as a teacher in a classroom setting, and themselves as a teacher on a sports field.
- Student(s) should be encouraged to incorporate their interpretations of “success” and “communication” into their response.

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### **Synopsis**

- Have student(s) review the Teachable Moment video “Student-Centered Coaching.”
- Student(s) should write a brief summary of the important lessons the video highlighted.
- Student(s) should consider the key points listed in the Online Integration activity described in the Teach portion of this lesson plan.

## **HOMEWORK ASSIGNMENT**

### **NFHS Online Course Review**

Unit 1 – Section(s)

- (5) The Place of Winning
- (6) Expected Outcomes

# LESSON PLAN 5

## OUTCOMES OF INTERSCHOLASTIC ATHLETICS

### OBJECTIVES

- Identify the top five educational outcomes of interscholastic athletics
- Discuss the place of winning in interscholastic sports

### SETTING THE STAGE

Numerous research studies have shown that sport can have a positive impact on the physical, social, psychological and intellectual development of youth (Fraser-Thomas, Cote, & Deakin, 2005). It is important for interscholastic teacher-coaches to be aware and concerned with influencing student-athletes toward building more positive assets they can carry into their future lives, while at the same time reducing the problem behaviors that may hinder their development. Interscholastic sport has the potential to play a large role in the development of student-athletes, but it is vital teacher-coaches recognize that positive youth development is not an automatic outcome. Many factors have been shown to influence the sport experience, including sport specialization, coaches' emphasis on winning, parental attitudes and coaches' instructional styles. This lesson will focus on the desired educational outcomes of interscholastic sport, including citizenship, life skills, healthy lifestyles, learning and sportsmanship. Emphasis should also be focused on helping students recognize the proper attitude toward competition and winning in order to be in-line with the educational mission of interscholastic athletics.

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### Focus – 10 minutes

#### Quick Start

- Have students write a brief statement to the following question: **If winning isn't everything – what else is there?**
- Discuss student responses and relate them to the notion of educational outcomes.

#### Prior Knowledge

- Invite students to discuss a time when they experienced “losing with dignity” as well as “winning with class.”
  - ☑ Explain that a teacher-coach's attitude toward competition and success has a large impact on the development of his or her student-athletes.

#### Vocabulary

- Write the following words on the board: **Competition, Technical Skills, Tactical Skills, Managerial Skills and Interpersonal Skills.**
- Have students define the terms in their Coaching Dictionary.

## Teach – 60 minutes

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### Lecture



Present information that identifies the educational outcomes of interscholastic athletics.

#### Key points include:

- The five outcomes presented as part of the NFHS online course (citizenship, life skills, healthy lifestyle, learning and sportsmanship)
- Coaching skill sets
- The place of winning
- Pressures placed on coaches
- Cheating/ Unsportsmanlike behaviors
- Coaching Efficacy

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### Group Discussion



- Guide students through a discussion about the perceived connection between money and winning.

#### Ask:

- Does more money equal more success?
- What place does fund-raising have in interscholastic sports?
- Describe some unethical behaviors that may result from an overemphasis on money in interscholastic athletics

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### Cooperative Learning



- Divide the class into two groups – assign one as the comparing group and the other as the contrasting group.
- Have each group brainstorm examples (that correspond to their group title) that highlight the similarities and differences between interscholastic athletics and pro/college athletics.
- Have each group present their findings, allowing time for group discussion and questions.
  - ☑ End the lesson by displaying the quote from Robert Kanaby, former NFHS executive director, found in “The Place of Winning” section of the NFHS online course.

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### Reinforcing Concept



- Discuss with students the importance of a coach communicating both their coaching philosophy and their attitude toward winning to everyone involved in their program.
- Provide each student with template page 7 of the “Your Coaching Philosophy Worksheet” found in the online course.
- Have students complete the worksheet independently.
- Allow students to share their responses in a group discussion.

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### Cooperative Learning



- Divide class into small groups or share pairs.
- Have each group identify a process that would help a teacher-coach identify, on an ongoing basis, their coaching strengths and weaknesses.
- Have each group present their process in a brief statement to the rest of the class.
  - ☑ Remind students that as a teacher-coach, your performance is “out there” for the entire school community to see. Using the community to make you more aware of your strengths and weaknesses is an important strategy to remember.

## RESOURCES

For further information on the topic covered in this lesson see:

- Youth Sport programs: An avenue to foster positive youth development. Fraser-Thomas, J.L., Cote, J., & Deakin, J. (2005).
- *Friday Night Lights*. Bissinger, H.G. (1990).
- Ambiguity of outcome and causal attributions. Spink, K.S., & Roberts, G.C. (1980).

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### Assess – 10 minutes

#### Practical Evaluation

- Have students write a brief statement to the following situation: At a preseason media day event, you're asked what you believe your program's chances are of winning the state championship during the upcoming season.

#### Outlining

- Have students outline the key concepts presented in the lesson.  
 Outlines can be collected and reviewed for student understanding.

#### Vocabulary Building

- Have students add any revised definitions for vocabulary presented at the beginning of class to their Coaching Dictionary.

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### Closing – 10 minutes

#### Discussion

It is vital that students have a good grasp of the five positive educational outcomes associated with interscholastic athletics that are mentioned in the NFHS online course. Reiterate the notion that winning is important to everyone involved in a sports program, but it cannot come at the expense of failing to develop all aspects of a young person's life. A teacher-coach must consider the physical, social, personal and psychological development of each student who participates in athletics.

## **RE-TEACHING ACTIVITIES**

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### **Synopsis**

- Have student(s) review the NFHS Coaches Code of Ethics found in the NFHS online course.
- Student(s) can present coaching behaviors that promote the 11 codes described in the document.
  - This assignment can be completed in written or oral form.

---

### **Student Presentation**

- An individual or group presentation can be assigned that highlights the “Ongoing Professional Development” information mentioned at the end of the Educational Outcomes section of the online course.

## **HOMEWORK ASSIGNMENT**

### **NFHS Online Course**

Unit 1 – Section(s)

- Complete/Review Unit 1 Test section
- (1-6) Review

## LESSON PLAN 6

### UNIT 1 REVIEW/ASSESSMENT

#### OBJECTIVE

- Evaluate student understanding and mastery of concepts related to educational athletics and the role of the teacher-coach

#### SETTING THE STAGE

In any educational setting, it is vital that the level of student understanding is evaluated. This lesson will highlight a more traditional method of evaluating the students in your class. Currently, there is much interest in other non-traditional assessment techniques; unfortunately lack of space prevents discussion in this manual. For information on other non-traditional methods, see the Resource section below. What students learn depends as much on your evaluation techniques as on your teaching – possibly even more (McKeachie & Svinicki, 2006). Students value what a teacher measures. Any type of test should facilitate learning for both you and your students. Most agree it is best if student assessment is an ongoing process in any class (Ory & Ryan, 1993). That being said, if students’ needs are to be met, the testing program you choose must fit the goals and structure of the class. Choosing a format other than unit test, as outlined in this manual, is the decision of the instructor.

---

#### Focus – 20 minutes

##### Test Preparation

Finish Unit 1 by reviewing the objectives described at the beginning of the unit.

##### Key Questions:

- What is the mission and purpose of interscholastic athletics?
- What are the top five educational outcomes of interscholastic athletics?
- What is meant by a “student-centered” coaching philosophy?
- What is the place of winning in interscholastic athletics?

##### Test Preparation

- Review key vocabulary and concepts from Coaching Dictionaries.
  - ☑ Remind students to provide practical examples of concepts when appropriate.

**Teach/Assess – 60 minutes**

Below is a testing blueprint meant to help outline and develop a classroom exam by filling in the table with testing items. After an item is written, the corresponding content area and objective level can be marked. By completing the entire grid, it is ensured that both what was covered in class and the appropriate level of understanding appears on the exam. It should be noted that the instructional objectives written for the Unit 1 Testing Blueprint correspond with the six levels of Bloom’s Taxonomy. From left to right: Knowledge (boxes 1 and 2), Comprehension, Application, Analysis, Synthesis and Evaluation.

Content Areas	Instructional Objectives							Total Items
	Vocabulary	Important Facts	Connect to Prior Knowledge	Provide Examples	Analyze & Recognize Assumptions	Express Personal Interpretations	Interpret Adequacy of Concepts	
Interscholastic Mission/outcomes								
History								
Roles of Teacher-Coaches								
Values/Behaviors								
Coaching Philosophy								
Educational Outcomes								
Place of Winning								
Total Items								

## RESOURCES

For further information on testing and assessment see:

- *Tips for Improving Testing and Grading*. Ory, J.C., & Ryan, K.E. (1993).
- *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (12th ed.). McKeachie, W.J., & Svinicki, M. (2006).
- Using stories in coach education. Douglas, K. & Carless, D. (2008).
- Coaching education and continuing professional development: Experience and learning to coach. Cushion, C.J., Armour, K.M., & Jones, R.L. (2003).
- Knowledge transfer: How do high performance coaches access the knowledge of sport scientists? Reade, I., Rodgers, W., & Hall, Nathan (2008).

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### Closing – 10 minutes

Take this opportunity to prepare your students for the next unit, “The Coach as Manager: Unit 2.” Have a brief discussion explaining how the values and the philosophy that a coach holds should be reflected in his or her managerial skills. Understanding the mission of not only interscholastic athletics, but also the particular mission of the district and school, is vital in order to be an effective teacher-coach. Preparing a plan of action to uphold the legal liabilities involved when working with student-athletes is the legal, ethical and educational responsibility of every teacher-coach.

## HOMEWORK ASSIGNMENT

### NFHS Online Course

Unit 2 – Section(s)

- Review Unit 2 Objectives
- (1) Organization



## UNIT 2: LESSON PLAN 7

### OFF-SEASON, PRE-SEASON AND IN-SEASON RESPONSIBILITIES

#### OBJECTIVES

- Explain the important responsibilities for teacher-coaches during the off-season, pre-season and in-season.
- Develop systems and processes to accomplish teacher-coach management responsibilities.

#### SETTING THE STAGE

It is essential coaching education students develop a way of structuring the responsibilities they will face as a practicing teacher-coaches. By breaking the season into three parts (off-season, pre-season and in-season), teacher-coaches can better manage duties and consider ways of ensuring that all athletes' needs will be met. Currently the responsibilities, roles and obligations of a teacher-coach are almost countless (Lyle, 2002). They range from establishing team performance goals to ensuring the safety of every member in the program – and everything in between. Helping your students establish a structured method of processing their responsibilities is what this lesson – and all of Unit 2 – will focus on. Preparing for the legal, moral and administrative duties that teacher-coaches must consider is fundamental to the demanding environment of interscholastic athletics.

---

#### Focus – 15 minutes

##### Quick Start

- Have students describe different ways of breaking an athletic season into segments.
- Ask students to brainstorm some important issues or tasks that coaches must consider for each segment.

##### Prior Knowledge

- Write the following statement on the board: **“All the things I wish I would have known before I started college...”**
- Have students write three to five issues related to the statement on the board.
  - ☑ Relate the student responses to the notion of preparation, and explain the importance of preparation to being an effective teacher-coach.

##### Vocabulary

- Write the following words on the board: **Supervision, Time Management, Pre-Season, Off-Season and In-Season.**
- Have students define the terms in their Coaching Dictionary.

## Teach – 50 minutes

---

### Lecture



- Highlight for your students the important issues to consider for each of the three segments involved in an athletic season (off-season, pre-season and in-season).
- Concentrate your presentation on the “Top 10 List” presented in the online course.

### Key points include:

- Reviewing past season strengths and weaknesses
- Engaging in professional development classes
- Staff evaluations
- Conducting parent meetings
- Team leadership (captains)
- Communication systems
- Game management

---

### Online Integration (Teachable Moment)



- Play the video “Leadership” (approx. 2 minutes)
- After viewing the video, lead the class in a discussion about team leadership

#### Ask:

- Why might a teacher-coach choose or not choose to have a team captain?
- What are some traditional ways team captains have been selected?
- What are some values you hope a team captain in your program possesses?

---

### Cooperative Learning



- Divide the class into three teams; assign each team as an Off-Season, Pre-Season or In-Season group.
- Have each group brainstorm ways of implementing one of the “Top 10 Keys to Remember” for its given time period. For example, the Off-Season group could choose “evaluate current coaching staff” as an important aspect of off-season preparation. This group would describe activities and behaviors a teacher-coach could do to accomplish the task at hand.
  - Allow groups to present their responses.

## RESOURCES

For further information on the topic covered in this lesson see:

- *Sports coaching concepts: A framework for coaches’ behavior*. Lyle, J. (2002).
- Team captains’ perceptions of athlete leadership. Dupuis, M., Bloom, G.A., & Loughead, T.M. (2006).
- The keys to professionalizing coaching. Wuerflinger, J. (2003).

## Assess – 10 minutes

### Outlining

- Have students work independently or in pairs to write informal outlines of the lesson presented in class.

### Reflection

- Ask students to list any forms or procedural outlines they now know will be necessary in order to run an effective and efficient interscholastic athletic program.
  - ☑ After students have completed the reflection, explain that the remainder of Unit 2 will highlight many of the forms they probably mentioned in their responses.

### Vocabulary Building

- Have students add any revised definitions for vocabulary presented at the beginning of class to their Coaching Dictionary.
  - ☑ Students should incorporate practical examples when appropriate.

---

## Closing – 15 minutes

### Discussion

Utilizing the “Unit 2 Objectives” slide from the online course, review the goals and objectives of the unit. Explain that preparation is the key to effective management of interscholastic athletics. Part of that preparation must include the creation of a written plan that outlines the procedures to be followed in the event some scenario occurs on the practice field or game field. Pre-planning for certain events is the responsibility of all teacher-coaches.

## RE-TEACHING ACTIVITY

### Synopsis

- Have student(s) review and write a brief outline of the material highlighting important things to consider for Off-season, Pre-season and In-Season. This material was presented as virtual books in the NFHS online course Unit 2 section (1) Organization.
  - ☑ Student(s) can present their findings in the form of possible coaching behaviors.

## HOMEWORK ASSIGNMENT

### NFHS Online Course Review

Unit 2 – Section(s)

- (2) Administration
- (3) Health and Well-being

# LESSON PLAN 8

## ADMINISTRATION OF INTERSCHOLASTIC ATHLETICS

### OBJECTIVES

- Describe a typical school district's administrative chain of command.
- Establish procedures for emergency care of student-athletes.

### SETTING THE STAGE

Creating and ensuring a safe, non-threatening and respectful environment is the No. 1 responsibility of all teacher-coaches. This environment should allow each student-athlete the opportunity to develop both athletic skills and, at the same time, learn personal responsibility. In large part, issues related to leadership, accountability, efficiency, morale and a sense of order are all dependent upon an organization's chain of command (Hoch, 2005). This lesson will investigate who is responsible for administering interscholastic athletics along with important issues related to athlete safety, eligibility and planning. Ensuring your coaching education students understand the necessity of planning ahead and providing them examples of forms and procedures to assist them is a vital function of this lesson.

---

#### Focus – 10 minutes

##### Quick Start

- Have students write what they believe is the chain of command for a typical interscholastic athletic program.
- Have students brainstorm possible outcomes for scenarios when the chain of command is not followed.
  - ☑ Explain the necessity of knowing and following the established chain of command for all teacher-coaches.

##### Prior Knowledge

- Have students fold a piece of paper in half length-wise. On one side students should describe a sports-related injury they or someone they know has experienced. On the other side of the folded paper, students should investigate possible ways that injury could have been avoided (include responsible individuals).
- Have a few students share their experiences and allow the class to brainstorm possible preventable measures.

##### Vocabulary

- Write the following words on the board: **Eligibility, First Responder, Chain of Command, Budget and Good Samaritan Law.**
- Have students define the terms in their Coaching Dictionary.

## Teach – 60 minutes

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### Group Discussion



- Introduce to students information concerning accident/injury likelihood at the interscholastic level.
  - ☑ See supplemental resources below for information on this topic.
- Lead students in discussing causes for injuries to student-athletes.
- Have students explore the concepts of **Operating Error, Supervisory Error, Management Error and General Sport Safety Error.**

Conclude the discussion by covering the following key points and how they relate to sports injuries:

- Facilities/Equipment
- Athlete Conditioning
- Matching Athletes
- Rules/Regulations

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### Reinforcing Concept



Make available for students a copy of the following forms (found in the “Resources” section of the NFHS online course):

- Announcement Agenda for Parent Organization
- Budget Form
- Eligibility Form
- Facilities Form
- Fundraising Form
- Injury Report Form
- Inventory Form
- Parent-Coach Communication Form
- Risk Warnings-Permission Form
- Scheduling Form
- Transportation Form
- Medical Consent to Treat Form
- Emergency Care Plan

Review each form with students, and allow time for comments and questions.

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### Online Integration (Teachable Moment)



- Play the video “Eligibility” (approx. 2 minutes).
- Have students explore appropriate examples from the video that highlighted what the teacher-coach did right.

Have students reflect on the following:

- Role of the coach concerning student-athlete eligibility.
- Appropriate and inappropriate actions concerning eligibility.
- What is considered recruiting/undue influence at the interscholastic level?

---

### Lecture



- Present information that helps students to appreciate the need to run an efficient and well-organized program.

#### Key points include:

- Athletic Budgets
- Coordinating Responsibilities
- Eligibility
- Injury Preparation Plans

## RESOURCES

For further information on the topics covered in this lesson see:

- Legal liability: The consequences of school injury. Barrios, L.C., Jones, S. E., & Gallagher, S.S. (2007).
- Academics vs. athletics: Eligibility requirements for interscholastic athletic participation. Callari, M. (2002).
- The importance of the chain of command. Hoch, D. (2005).
- Injury patterns in selected high school sports: A review of the 1995-1997 seasons. Powell, J.W., & Barber-Foss, K.D. (1999).

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### Assess – 10 minutes

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#### Reflection

- Have students write out the chain of command for a typical interscholastic athletic program.
- Students should include a brief explanation of responsibilities for each member of the chain.

---

#### Practical Evaluation

- Have students write a brief statement explaining what they plan to do as a teacher-coach in order to help their student-athletes maintain academic eligibility.
  - Students can present their statements to the class orally.

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#### Vocabulary Building

- Have students add any revised definitions for vocabulary presented at the beginning of the lesson to their Coaching Dictionary.
  - Students should incorporate practical examples when appropriate.

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### Closing – 10 minutes

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#### Discussion

- Write the following prompt on the board: “A key element to effective program management is...”
- Lead students in a brainstorming discussion that highlights important concepts presented in the lesson.
  - Examples might include; communication, preparation, structure, etc.

## RE-TEACHING ACTIVITIES

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### Synopsis

- Have student(s) research the Good Samaritan Law in your state.
- Student(s) can write a brief explanation, present a poster or share an oral presentation on their findings.

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### Synopsis

- Have student(s) download and review the article, *“Psychology of sport injury: Psychosocial antecedents and consequences of sport injury,”* found in the Resources section of the NFHS online course.
- Student(s) should write an article summary explaining the key concepts. Have student(s) include any important vocabulary.

## HOMEWORK ASSIGNMENT

### NFHS Online Course Review

Unit 2 – Section(s)

- (4) Management of Stakeholders
- (5) Legal/Liability Concerns

## LESSON PLAN 9

### TEACHER-COACH LEGAL LIABILITY

#### OBJECTIVE

- Understand legal liability concerns related to interscholastic coaching.

#### SETTING THE STAGE

The reported cases of court decisions involving interscholastic sports number in the thousands. With the increased sophistication of our legal system – not to mention parents and student-athletes alike – it is imperative that teacher-coaches become adept at identifying and eliminating unreasonable risk before an injury can occur (Gray, 2002). This lesson is designed to inform coaching education students of not only general liability concerns for teacher-coaches, but also help students understand they are not alone as a coach and where they can turn for guidance and support. All teacher-coaches must strive to meet or exceed the standards that apply to their sport in order for the true purpose of interscholastic athletics to be fulfilled. Your instruction during this lesson should center on providing accurate information that highlights the duties legislated by federal, state and local agencies.

---

#### Focus – 10 minutes

##### Quick Start

- Write the following question on the board: **Where can a teacher-coach turn for help and advice when questions related to risk and liability arise?**
- Have students brainstorm different individuals and groups that might be appropriate advisors for teacher-coaches.
- Lead a brief class discussion on the services that each example provides.
  - Ensure that national, state and local coaches associations are mentioned as possible support agencies.

##### Prior Knowledge

- Ask students to give brief statements of fact concerning what they know about Title IX.
- Write student statements on board.
- Lead a brief discussion introducing the topic of federal/state regulations using the student statements as jumping-off points.
  - Explain that this lesson will be about investigating the legal/liability issues for interscholastic athletics.

---

## Vocabulary

- Write the following words on the board: **Stakeholders, Title IX, Due Process, Americans with Disability Act and Code of Conduct.**
- Have students define the terms in their Coaching Dictionary.

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## Teach – 60 minutes

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### Online Integration (Teachable Moment)



- Play the video “Policies” (approx. 4 minutes).
- Have students discuss the positives and negatives of the coach’s presentation.
- Have students write and share ideas of other “major themes” besides sportsmanship that the coach could have chosen to discuss at the parent meeting.
  - ☑ Ensure the students mention issues related to facilities, transportation and scheduling.

---

### Lecture



- Present accurate and relevant information connecting the legal concepts of interscholastic athletics to your students.
- Utilize the online slide that displays a series of legal books as a framework for your presentation.

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### Reinforcing Concept



- Provide a brief presentation on the topic of Codes of Conduct.
- Have students form pair-shares, and instruct each group to create a “Student-Athlete Code of Conduct” as well a “Parent Code of Conduct.”
- Conclude the activity with students sharing some of the things they included in their documents.

---

### Cooperative Learning



- Divide students into small groups or pair-shares.
- Using the 14 “Duties of a Coach” listed in the online course, assign each group a series of duties.
- Each group should create a number of coaching behaviors that would ensure each particular coaching duty is met.
  - ☑ Groups can present their behaviors to the rest of the class at the conclusion of the assignment.

## RESOURCES

For further information on the topic covered in this lesson see:

- An ounce of prevention is better than a pound of cure. Gray, J.T. (2002).
- Managing risk in interscholastic athletic programs: 14 Legal duties of care. Doleschal, J. K. (2006).
- Title IX and its effect on sports programs in high school and collegiate athletics. Vest, B., & Masterson, G. (2007).
- Splinters from the bench: Feasibility of lawsuits by athletes against coaches and schools for lack of playing time. Epstein, T.L. (2005).
- Sports liability of coaches and school districts. Davis, M. L. (1989).
- Sports liability: Athletic director, coach view issue from different sides of fence. Appenzeller, H. (1988).

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### Assess – 10 minutes

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#### Assignment Check

- After giving students the necessary time to complete the Reinforcing Concept activity from above, collect Codes of Conduct from students.
  - Papers can be reviewed and returned during the following class.

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#### Reflection

- Have students reflect, in writing, experiences from their personal past that could be viewed as liability issues.
- Students can describe past coaches or situations at previous schools that were related to Title IX, failure of coaching duties, recruiting/eligibility issues or emergency care-related.
  - Reflections can be collected and reviewed for understanding.

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#### Vocabulary Building

- Have students add any revised definitions for vocabulary presented in class to their Coaching Dictionary.

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### Closing – 10 minutes

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#### Discussion

- Utilizing whichever Assessment assignment you chose as a springboard, lead the class in a discussion of the importance of organization and preparation in interscholastic athletics.
- Legal liability is a concern that must always remain at the forefront for all teacher-coaches.
  - Reinforce to your students the different stakeholders involved with interscholastic athletics, as well as the many sources coaches can utilize as risk management resources.

## **RE-TEACHING ACTIVITIES**

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### **Critical Thinking**

- Have student(s) conduct a mock parent meeting.
- The other student(s) can take the role of parent – or even student-athletes – and ask appropriate questions to give a realistic feel to the experience.

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### **Synopsis**

- Assign student(s) one of the articles from either the Resources section of this lesson or the Resources section of the NFHS online course.
- Have student(s) review and write a brief summary of the article.
  - ☑ Any important vocabulary pertaining to the legal liability of teacher-coaches should be included.

## **HOMEWORK ASSIGNMENT**

### **NFHS Online Course Review**

Unit 2 – Section(s)

- Complete/Review Unit 2 Test section
- (1-5) Review

# LESSON PLAN 10

## UNIT 2 REVIEW/ASSESSMENT

### OBJECTIVE

- Evaluate student understanding and mastery of concepts related to the teacher-coach as manager and legal liability of interscholastic athletics.

### SETTING THE STAGE

In any educational setting, it is vital that the level of student understanding is evaluated. This lesson will highlight a more traditional method of evaluating the students in your class. Currently, there is much interest in other non-traditional assessment techniques; unfortunately lack of space prevents discussion in this manual. For information on other non-traditional methods, see the resource section below. What students learn depends as much on your evaluation techniques as on your teaching – possibly even more (McKeachie & Svinicki, 2006). Students value what a teacher measures. Any type of test should facilitate learning for both you and your students. Most agree it is best if student assessment is an ongoing process in any class (Ory & Ryan, 1993). That being said, if students' needs are to be met, the testing program you choose must fit the goals and structure of the class. Choosing a format other than unit test – as outlined in this manual – is the decision of the instructor.

---

#### Focus – 20 minutes

##### Test Preparation

Finish Unit 2 by reviewing the objectives described at the beginning of the unit.

##### Key Questions:

- What is the administrative structure most interscholastic athletic programs follow?
- How can a coach structure his or her own season to maintain an effective program?
- What are some ways a teacher-coach can help his or her student-athletes remain eligible for athletic participation?
- What are the responsibilities of a teacher-coach before, during and after a serious injury occurs to a participant?
- Who are the many stakeholders involved with interscholastic athletics and what are their responsibilities?
- How have the legal procedures and policies improved interscholastic athletics in the past century?

##### Test Preparation

- Review key vocabulary and concepts from Coaching Dictionaries.
  - ☑ Remind students to provide practical examples of concepts when appropriate.

**Teach/Assess – 60 minutes**

Below is a testing blueprint meant to help outline and develop a classroom exam by filling in the table with testing items. After an item is written, the corresponding content area and objective level can be marked. By completing the entire grid it is ensured that both what was covered in class and the appropriate level of understanding appears on the exam. It should be noted that the instructional objectives written for the Unit 2 Testing Blueprint correspond with the six levels of Bloom’s Taxonomy. From left to right: Knowledge (boxes 1 and 2), Comprehension, Application, Analysis, Synthesis and Evaluation

Content Areas	Instructional Objectives							Total Items
	Vocabulary	Important Facts	Connect to Prior Knowledge	Provide Examples	Analyze & Recognize Assumptions	Express Personal Interpretations	Interpret Adequacy of Concepts	
Program Planning								
Administrative Structure								
Managerial Responsibilities								
Key Managerial Issues								
Health and Safety								
Stakeholder Management								
Legal/Liability Issues								
Total Items								

## RESOURCES

For further information on testing and assessment see:

- *Tips for Improving Testing and Grading*. Ory, J.C., & Ryan, K.E. (1993).
- *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (12th ed.). McKeachie, W.J., & Svinicki, M. (2006).
- Using stories in coach education. Douglas, K. & Carless, D. (2008).
- Coaching education and continuing professional development: Experience and learning to coach. Cushion, C.J., Armour, K.M., & Jones, R.L. (2003).
- Knowledge transfer: How do high performance coaches access the knowledge of sport scientists? Reade, I., Rodgers, W., & Hall, Nathan (2008).

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### Closing – 10 minutes

Use any time remaining in class to introduce your students to the next unit, "The Coach and Interpersonal Skills: Unit 3." Explain that Unit 3 will explore ways a teacher-coach communicates with his or her athletes, and just as important the impact of the student-athletes' perceptions within the learning process. Unit 3 will discuss issues related to the feedback a coach gives his or her student-athletes, and other important psychological skills such as goal setting, concentration, confidence and performance state. It is also very important to remind your students of the need to incorporate concepts already learned into this new upcoming unit.

## HOMEWORK ASSIGNMENT

### NFHS Online Course Review

Unit 3 – Section(s)

- Review Unit 3 Objectives
- (1) An Optimal Coaching Environment – Frames 1-4

## UNIT 3: LESSON PLAN 11

### TASK/EGO ORIENTATIONS

#### OBJECTIVES

- Compare/contrast the concepts of task- and ego-involved student-athletes.
- Understand how perceptions of success and basic psychological needs impact your students' athletic experiences.

#### SETTING THE STAGE

Every teacher-coach wants his or her students to achieve success. If a coach is going to communicate, motivate and instruct his or her student-athletes, the coach must consider how each athlete perceives success. Why do some athletes choose challenging activities rather than easy ones? What determines the level of effort a student-athlete exerts in their pursuit of success? Why does an athlete decide to drop out of an activity? These questions and more are all related to motivation. The amount of research that has attempted to connect Achievement Goal Theory (Nicholls, 1989) to questions of motivation has grown at a staggering rate during the past few decades (Weiss & Ferrer-Caja, 2002). This lesson investigates the nature of athlete motivation through a task/ego perspective. The writings by Nicholls (1989, 1992) originally describe the differences between the two types of student-athlete motivation, and have led to even greater insight into the minds of interscholastic athletes. It is your responsibility to help your students grasp this important concept, so they are prepared to interact with their players as the unique individuals they truly are.

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#### Focus – 10 minutes

##### Quick Start

- Invite students to share their ideas concerning what motivates athletes to compete.
- Through a group discussion, relate student responses to the notion of athletes being task- or ego-involved.
  - Explain the purpose of this lesson is to investigate the psychological state of athletes.

##### Prior Knowledge

- Have students write a brief paragraph explaining what images went through their own minds before they participated in a sporting competition.
- Invite students to share their responses.
  - Relate their personal experiences to the idea of being task or ego involved

##### Vocabulary

- Write the following words on the board: **Task-Involvement, Ego-Involvement, Achievement Setting, Achievement Behaviors and Motivation.**
- Have students define the terms in their Coaching Dictionary.

## Teach – 50 minutes

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### Lecture



- Present information that highlights the motivations for student-athletes in terms of task/ego involvement.

### Key points include:

- Perceptions of success
- Task/ego comparing and contrasting
- Achievement Behaviors
- Persistence
- Level of ability and challenge

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### Cooperative Learning



- Divide students into small groups, and assign each group a sport as well as a motivation type (task or ego).
- Each group should describe how a player in that sport with that particular motivation type might behave in both game and practice situations.
- Groups can present their player profiles to the class at end of the assignment.
  - The whole group should be encouraged to question and add to the descriptions.

---

### Group Discussion



- Lead the class in exploring more in-depth issues related to task/ego involvement.
- See the resources list below for possible topic areas.

#### Ask:

- Are certain motivation types more likely to join particular sports?
- What impact can teammates play in the motivation of athletes?
- What impact does competition level have on task/ego involvement?

## RESOURCES

For further information on the topics covered in this lesson see:

- Motivational orientations and sport behavior. Weiss, M.R., & Ferrer-Caja, E. (2002).
- *The competitive ethos and democratic education*. Nicholls, J.G. (1989).
- Achievement goals in sport: The development and validation of the Perception of Success Questionnaire. Roberts, G. C., Treasure, D.C., & Balague, G. (1998).
- Motivational profiles and psychological skills use within elite youth sport. Harwood, C., Cumming, J., & Fletcher, D. (2004).

### Assess – 15 minutes

#### Outlining

- Have students compare/contrast the similarities between task- and ego-involved student-athletes.
  - Papers can be collected to check for concept understanding.

#### Reflection

- Students can reflect on their own personal motivation either as an athlete or as a student.
- Ask students to include examples of behaviors that explain their choice.
  - Papers can be collect to check for understanding

#### Vocabulary Building

- Have students add any revised definitions for vocabulary presented at the beginning of class to their Coaching Dictionary.

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### Closing – 15 minutes

#### Personal Connection

- Explain to your students how you evaluate your own personal motivation in different context. By explaining what happens in your own mind and incorporating the vocabulary related to task/ego involvement, your students should come away with a better understanding of the topic.
  - Encourage students to ask questions and clarify any unclear ideas they might have.

## RE-TEACHING ACTIVITY

#### Critical Thinking

- Have student(s) choose a character from a sports-related movie (example: Rocky, Varsity Blues, Remember the Titans, Rudy).
- Have student(s) write a brief profile of the character in terms of task/ego involvement.
  - Student(s) should include example from the movie that support their claims.

## HOMEWORK ASSIGNMENT

### NFHS Online Course

Unit 3 – Section(s)

- An Optimal Coaching Environment – Frames 5-8

# LESSON PLAN 12

## MOTIVATION AND THE TEACHER-COACH

### OBJECTIVE

- Describe how to create the optimal coaching environment.

### SETTING THE STAGE

Research has shown that the state of motivation is dependent on both the situation and the dispositional orientation of the student-athlete. When it comes to motivation, it only makes sense that the coach plays a big role in establishing the environmental factors that affect the level of task involvement and/or ego involvement a student-athlete experiences. To support student-athletes within the competitive experience, coaches should focus on mastery criteria, success feedback and fostering a supportive social climate (Pensgaard & Roberts, 2002). This lesson highlights the things a teacher-coach can do to influence the motivational climate of their program. This lesson will also introduce concepts related to autonomy, competence and relatedness.

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### Focus – 15 minutes

#### Quick Start

- Write the following on the board: **How do you define success?**
- Ask students to write a brief statement outlining their perceptions of interscholastic athletic success.
- Invite students to share their responses with the rest of the class.

#### Prior Knowledge

- Have students write a brief description of a past teacher or coach from either their high school or college experience.
- Require students to describe the teacher-coach in terms of supporting a task or ego orientation.
  - Invite students to share their responses with the rest of the class.

#### Vocabulary

- Write the following words on the board: **Developmentally Appropriate, Perception of Success, Autonomy, Competence and Relatedness.**
- Have students define the terms in their Coaching Dictionary.

## Teach – 50 minutes

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### Online Integration (Teachable Moment)



- Play the video “Ego Involvement” (approx. 3 minutes).
- After viewing the video, lead the class in a discussion about the motivational orientation of both the student and the teacher-coach.

#### Ask:

- How typical of an attitude did the student in the video portray with today’s student-athletes?
- How typical was the coach’s attitude?
- Do you think this type of approach with a student-athlete would have the desired effect?

---

### Group Discussion



- Lead students in a discussion on the ways a teacher-coach can influence the environment of both practices and games.
  - ☑ Highlight the need to continually consider the students “perception of success” when planning for practice and games. Also, encourage your students to consider previous knowledge covered in the topics of “Role Frames” and “Coaching Philosophy.”
- Have students brainstorm behaviors that encourage a mastery environment.
- Have students consider different reward systems and how they influence motivation in different ways.

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### Lecture



- Present information that explains the “Basic Psychological Needs” of student-athletes, as presented in the online course.
- Review current research in the area of basic needs, and encourage students to consider future areas of research that will continue this line of inquiry.
  - ☑ See resource list below for more information on this topic.
- Help students brainstorm coaching behaviors that will foster feelings of autonomy, competence and relatedness among interscholastic athletes.

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### Cooperative Learning



- Divide students into small groups or pair-shares. Assign each group a particular interscholastic sport.
- Have groups brainstorm ways a teacher-coach could attempt to evaluate the motivational orientation of an athlete within only one practice setting (such as a try-out situation).
- Groups can present their ideas to the rest of the class.
  - ☑ Encourage the students to provide feedback to the presents to further the learning process.

## RESOURCES

For further information on the topics covered in this lesson see:

- Assessing achievement goals in sport: Caveats for consultants and a case for contextualization. Harwood, C. (2002).
- Elite athletes' experiences of the motivational climate: The coach matters. Pensgaard, A. M., & Roberts, G.C. (2002).
- Exploring the relationships between collective efficacy, perceptions of success, and team attributions. Chow, G.M. & Feltz, D. L. (2008).
- Motivation reconsidered: The concept of competence. White, R.W. (1959).
- The need to belong: Desire for interpersonal attachments as a fundamental human motivation. Baumeister, R.F., & Leary, M.R. (1995).

---

### Assess – 10 minutes Practical Evaluation

- Have students write a brief statement explaining how they would plan to allow all student-athletes on their team an opportunity to experience a feeling of competence.
- Other concepts such as autonomy or relatedness could also be incorporated into this activity.
  - Papers can be collected and evaluated for understanding.

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### Reflection

- Have students reflect on different ways past teachers or coaches encouraged task orientation in the activities in which they participated.
- Students can highlight different teaching-coaching behaviors they hope to incorporate into their own coaching style.

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### Vocabulary Building

- Have students add any revised definitions for vocabulary presented in class to their Coaching Dictionary.
  - Encourage students to include practical example when appropriate.

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### Closing – 15 minutes

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#### Discussion

Ensure your students understand there is a time and a place for teacher-coaches to encourage a more ego-involved motivation within their athletes. Interscholastic athletics is competitive. Many student-athletes will have a natural ego-involved disposition, but the more a coach can move athletes toward a mastery approach, the more the athletes will be in line to fully experience the educational outcomes involved with interscholastic athletics. Everyone wants to win, but how an athlete or coach perceives success should never be solely through the win/loss column.

## RE-TEACHING ACTIVITY

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### Synopsis

Have student(s) choose an article from either the Resources section of this lesson or the Resources list found in the online course Unit 3.

- ☑ The article should be related to Achievement Goal Theory. Student(s) can write a summary of the article, highlighting the purpose of the study and any important conclusions.

## HOMEWORK ASSIGNMENT

### NFHS Online Course

Unit 3 – Section(s)

- (2) Communication
- (3) Feedback

## LESSON PLAN 13

### COMMUNICATION/FEEDBACK

#### OBJECTIVES

- Describe the communication process.
- Understand how to provide appropriate feedback to student-athletes.

#### SETTING THE STAGE

One of the most important behaviors a teacher-coach exhibits is related to the type, amount and quality of feedback communicated to his or her athletes. Effective coaches put a tremendous amount of exquisite and diligent planning into the information they present to student-athletes (Gallimore & Tharp, 2004). It is through this conscious awareness of what is being said and how it is being present that coaches pass on their values, philosophy, tactics, techniques and ultimately educational lessons to their athletes. This lesson will focus on both the verbal and non-verbal communication process involved in interscholastic athletics. Issues related to effective feedback, intrinsic vs. augmented feedback, and being a good communicator will all be covered in this lesson.

---

#### Focus – 10 minutes

##### Quick Start

- Have students create a Top 10 List using the following prompt: **“List the 10 worst things a coach can say to a student/athlete.”**
- Have students share their list with the rest of the class.
- Give a brief introduction concerning the importance of “good communication skills” for teacher-coaches.

##### Prior Knowledge

- Have students explain in a brief statement what they felt was the biggest source of feedback for them as an athlete.
- Using students’ responses as prompts, give a brief explanation concerning the differences in intrinsic vs. augmented feedback.

##### Vocabulary

- Write the following words on the board: **Intrinsic Feedback, Augmented Feedback, Arrogant Listener, Credibility and Empathy.**
- Have students define the terms in their Coaching Dictionary.

## Teach – 50 minutes

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### Cooperative Learning



- Provide a brief introduction to the qualities of verbal and non-verbal communication.
- Divide students into two groups (X's and O's). Groups will alternate going to the front of the room.
- Present a coaching scenario to the group at the front of the room. Have that group act out the scenario without talking – similar to charades.
- Seated students attempt to figure out what the “coaches” are saying from just the non-verbal communication.

Possible scenarios include:

- After a game lost in a blow-out
- Player hits his/her first home run
- Coach finds out about a hazing incident that occurred the day before

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### Lecture



Present information and examples that explains the notion of feedback.

#### Key Points include:

- Intrinsic vs. augmented feedback
- Appropriateness and accurate information
- Punishment vs. reinforcement
- Planning

---

### Online Integration (Teachable Moment)



- Play the video “Communication” (approx. 3 minutes).
- Pause video after the first section, and have students discuss the verbal and non-verbal messages given by the coach.
- Play remainder of video, and resume the group discussion by again critiquing the coach’s actions.

Ask:

- What are some other ways a coach could have handled this situation (consider both appropriate and inappropriate reactions)?
- What are your thoughts concerning the team rule talked about in the video?
- How would a coach with the tendency toward being an arrogant listener react to the student?

## RESOURCES

For further information on the topics covered in this lesson see:

- What a coach can teach a teacher, 1975-2004: Reflections and reanalysis of John Wooden’s teaching practices. Gallimore, R., & Tharp, R. (2004).
- Female athletes’ perceptions of head coaches’ communication competence. Haselwood, D.M., et al. (2005).
- Five ways to improve communication with your players. Mahoe, S. (2007).
- Expanding the interpersonal dimension: Closeness in the coach-athlete relationship. LaVoi, N.M. (2007).

## Assess – 10 minutes

### Outlining

- Have students outline the qualities associated with different listeners (active, superficial and arrogant).

### Reflection

- Have students consider an authority figure from their past (coach, teacher, boss, etc.) who seemed to truly have an “open door” policy.
- Assign students to write a brief reflection discussing the qualities that made the situation different than other situations from their past.

### Vocabulary Building

- Have students add any revised definitions for vocabulary presented in the class to their Coaching Dictionary.
  - Encourage students to include practical examples when appropriate.

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## Closing – 10 minutes

### Discussion

- Invite students to give their thoughts on the advantages and/or disadvantages of intrinsic vs. extrinsic rewards. Explain that this topic will be covered in more detail during other lessons. Highlight the connections reward and punishment have to coach-athlete feedback.

## RE-TEACHING ACTIVITY

### Critical Thinking

- Have student(s) write a mock letter addressed to the parents of student-athletes. The letter needs to discuss the program rules for communication.

Information in the letter should include:

- appropriate times for coach-parent meetings
- athletic program chain of command
- appropriate parent behaviors at games and practices in regard to communicating with coaches
- expectations for appropriate parent-athlete communications

## HOMEWORK ASSIGNMENT

### NFHS Online Course

Unit 3 – Section(s)

- (4) Mental Skills – Frames 1-8

# LESSON PLAN 14

## GOAL-SETTING AND CONFIDENCE

### OBJECTIVES

- Explain the types and effects of goal-setting in interscholastic sport.
- Describe ways of fostering positive thinking in student-athletes.

### SETTING THE STAGE

It has long been understood that in order for athletes to reach both the educational and athletic outcomes sport participation is meant to provide, more than just physical skills need to be addressed. This is even more true at the interscholastic level. Teacher-coaches must become skilled at delivering psychological skills training to their student-athletes. Even though mental-skills training have most often been associated with professional or Olympic athletes, it has also been shown to be very effective with high school-level athletes (Hughes, 1990). This first of two lessons concerning mental skills will focus on the types of goals appropriate for interscholastic student-athletes, as well as ways of helping student-athletes boost their self-confidence. These areas are two of the most important building blocks for all other psychological training a teacher/coach can provide his or her athletes. Sports can be a large part of the overall educational process at the interscholastic level, but only if the mental skills developed as part of participation are appropriate and well-planned.

---

### Focus – 10 minutes

#### Quick Start

- Provide each student a blank piece of paper.
- Have students consider a personal goal, and ask them to draw a picture of that goal on the blank paper.
- Invite students to share their drawings with the rest of the class.
  - ☑ Briefly explain the three types of goals presented in the NFHS online course (outcome, performance, process), and help students to interpret their own goal pictures in terms of goal type.

#### Prior Knowledge

- Through a class discussion, have students explain different examples of goal-setting instruction they have personally experienced.
- Invite students to share their feeling of how effective the training efforts worked.

#### Vocabulary

- Write the following words on the board: **Outcome Goal, Performance Goal, Process Goal, Self-confidence and Vicarious Experience.**
- Have students define the terms in their Coaching Dictionary.

## Teach – 60 minutes

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### Group Discussion



- Briefly present information that explains the three types of goals (outcome, performance, process). Also, mention the importance of helping student-athletes to set goals using the SMART method.
  - ☑ See the NFHS online course Unit 3 Mental Skills Section for an explanation of the SMART Goal Setting Strategy.
- Next, have the class brainstorm strategies for actually implementing a goal-setting program into a high school sports team. Have students explore the when, where and hows of the training.
  - ☑ It might be helpful to provide a specific sport context for students to use, such as a varsity girls softball team.

---

### Reinforcing Concept



- Provide a copy of the Goal Setting Worksheet for each student. The worksheet can be found in the Resources section of the NFHS online course.
- Have students write goals as if they were a high school student-athlete participating in the sport of their choice.
  - ☑ Require students to create at least one goal for each of the three types (outcome, performance and process).

Invite students to share their goal statements with the rest of the class.

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### Lecture



- Explain to students the connection between self-confidence and efficacy. Introduce information from Bandura's Social Cognitive Theory, highlighting the sources of self-efficacy.

#### Key points include:

- Past performances
- Vicarious experiences
- Verbal persuasion
- Physiological states
- Emotional states
- Visualization

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### Cooperative Learning



- Divide students into pairs; within each pair one student will be an X and the other an O.
- Assign the X's the task of "coin spinning," and assign the O's the task of "paper catching."
  - ☑ Coin spinning is flicking a coin so it will spin on a desk and then stopping it between your thumbs.
  - ☑ Paper catching is throwing a ball of paper over your head and catching it behind your back, then reversing the throw to catch it in front of your body.
- Have the pairs take turns performing their task; the student not currently performing is the "Coach."
- Concentrating on one or more of the "Sources of Self-confidence" mentioned in class, the "Coaches" should instruct their partner on their task before they attempt to do it.
- Have students discuss their experience with the rest of the class.

## RESOURCES

For further information on the topics covered in this lesson see:

- Implementing psychological skills training program in high school athletics. Hughes, S. (1990).
- *Social foundations of thought and action: A social cognitive theory*. Bandura, A. (1986).
- Goal setting: Training athletes to “Think Like Coaches”. Patchell, J., & Foster, P. (2007).
- A season-long team-building intervention: Examining the effect of team goal setting on cohesion. Senecal, J., Loughead, T.M., & Bloom, G.A. (2008).

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### Assess – 10 minutes

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#### Reflection

- Have students write a reflection about their experiences during the lesson(s) conducted in class.
- Students should include any new vocabulary appropriate to the lesson.

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#### Assignment Check

- If the Reinforcing Concept lesson was conducted in class, collect students “Goal Setting Worksheet”
  - Worksheets can be checked for concept understanding and returned to students the following class.

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#### Vocabulary Building

- Have students add any revised definitions for vocabulary presented in class to their Coaching Dictionary.

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### Closing – 10 minutes

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#### Discussion

Explain to your students that the review of mental skills will continue during the following class. Discuss the importance of planning and the level of commitment involved in incorporating a psychological skills training (PST) program at the interscholastic level. It has been shown that the teacher-coach is the most important component to an athlete experiencing the positive educational and physical outcomes associated with improved mental skills. It is vital to have a well-thought out plan for when, where and how a PST will fit into a sport program at the high school level.

## **RE-TEACHING ACTIVITY**

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### **Critical Thinking**

- Have student(s) design a goal-setting worksheet usable in their own current or future coaching situation.
- Student(s) should use the “Goal Setting Worksheet” from the online course as a model, but also incorporate their own twist to make it fit their own style and philosophy.
  - ☑ Student(s) can present their worksheet to the rest of the class, and explain any new features they might have included.

## **HOMEWORK ASSIGNMENT**

### **NFHS Online Course**

Unit 3 – Section(s)

- (4) Mental Skills – Frames 9-17

# LESSON PLAN 15

## MENTAL SKILLS

### OBJECTIVES

- Introduce a mental skills training program for student-athletes.
- Explain ways of helping student-athletes with performance anxiety.

### SETTING THE STAGE

A student-athlete's performance often reflects a coach's competence (Wang & Goldfine, 2007). This is also true when it comes to the emotional states and psychological skills a player uses in practice and competitions. This lesson will focus on issues that are very much related to an athlete's ability to perform at a peak level, namely optimal concentration, arousal and anxiety. It has been shown that when coaches create the proper mastery climate for athletes, even at the interscholastic level, they are able to concentrate more appropriately and experience less performance anxiety. It is your responsibility to ensure that students in your class understand this can only happen through planning, and that ultimately their competence as a teacher-coach will, in part, be measured from this coaching task. Research has shown that the decisions a coach make concerning the when, where and how a mental training program is conducted will impact athletes' psychological well-being, as well as physical and technical improvements (Wang & Goldfine, 2007).

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#### Focus – 10 minutes

##### Quick Start

- Write the following sentence on the board: **“Never teach athletes to concentrate on concentrating.”**
- Have students write a brief reaction to the statement. Then invite students to share their responses with the rest of the class.
  - ☑ Explain that this lesson will focus in part on how to help student-athletes concentrate on the appropriate aspects of their sport leading to higher levels of performance.

##### Prior Knowledge

- Have students create a top 10 list of things they recognized as distracting for them as athletes.
- Invite students to share their responses with the rest of the class.
  - ☑ Help students connect the ideas of concentration and performance anxiety.

##### Vocabulary

- Write the following words on the board: **Concentration, Ideal Performance State, Anxiety Arousal and Inverted-U.**
- Have students define the terms in their Coaching Dictionary.

## Teach – 50 minutes

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### Online Integration (Teachable Moment)



- Play the video “Anxiety” (approx. 3 minutes).
- After viewing the video, lead students in a group discussion about the appropriateness of the coaches’ actions.

Ask:

- How likely is it this type of scenario will actually occur in real life?
- What kind of psychological skills training program could facilitate this scenario?
- Do you think this type of approach would have the same effect for you as a student-athlete?

---

### Lecture



- Present information that highlights both issues of concentration, and the performance states of student-athletes.

#### Key points include:

- Distractions to athletes
- Relaxation and visualization strategies
- Ideal performance state and flow
- Arousal and anxiety
- Inverted-U hypothesis

---

### Reinforcing Concept



- Divide students into pairs and supply each pair with a copy of the journal article *Coaches’ Winning Psychological Strategies for Champions*, by Wang & Goldfine. See Resources list below for complete reference.
- Have pairs work together to create an outline of the article, explaining the steps for coaches to consider when addressing the psychological issues of student-athletes.
- Pairs should also include a brief summary of the article, including how appropriate they feel the strategies are for interscholastic athletic programs.

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### Group Discussion



- Provide a brief presentation concerning the importance of planning when implementing a psychological skills training program.
- Lead a group discussion on ways of addressing the when, where and hows a teacher-coach, at the interscholastic level, can carry out implementing a training program.

#### Key questions include:

- Who should be involved in the program?
- Who can/should conduct the program?
- Are there any special techniques or activities you, as coach, would ensure were a part of your training program?

## RESOURCES

For further information on the topics covered in this lesson see:

- Coaches winning psychological strategies for champions. Wang, J., & Goldfine, B. (2007).
- Positive performance states of athletes: Toward a conceptual understanding of peak performance. Jackson, S.A., & Roberts, G.C. (1992).
- The relationship between coaching behaviors and sport anxiety in athletes. Baker, J., Cote, J., & Hawes, R. (2000).
- Arousal-anxiety and sport behavior. Gould, D., Greenleaf, C., & Krane, V. (2002).

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### Assess – 10 minutes

#### Assignment Check

- If the Reinforcing Concept activity was assigned in class, have students turn in their completed outlines.
  - ☑ Papers can be checked for understanding and returned the following class.

#### Reflection

- Have students write a brief statement describing their personal experiences with psychological skill training.
- Students can write from the perspective of student-athlete, college student, teacher or coach.

#### Vocabulary Building

- Have students add any revised definitions for vocabulary introduced in class to their Coaching Dictionary.

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### Closing – 10 minutes

#### Discussion

- Discuss with students the responsibility all teacher-coaches have to train – and positively influence – the entire student-athlete. This includes helping young people mature physically, psychologically, morally, as well as in tactical and technical skills. At the interscholastic level, all of these areas are intertwined, and increases or decreases in one area will affect the others in the same direction.

## **RE-TEACHING ACTIVITY**

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### **Critical Thinking**

- Have student(s) choose a character who portrays an athlete in a sport-related movie (example: Rudy, The Express, Hoosiers, Miracle on Ice).
- Instruct student(s) to write a description of the character in terms of their positive and/or negative psychological skills.
  - A description of any changes the character might have experienced in the movie should also be included.

## **HOMEWORK ASSIGNMENT**

### **NFHS Online Course**

Unit 3 – Section(s)

- Complete/Review Unit 3 Test section
- (1-4) Review

# LESSON PLAN 16

## UNIT 3 REVIEW/ASSESSMENT

### OBJECTIVE

- Evaluate student understanding and mastery of concepts related to the coach and mental skill training of interscholastic student-athletes.

### SETTING THE STAGE

In any educational setting, it is vital that the level of student understanding is evaluated. This lesson will highlight a more traditional method of evaluating the students in your class. Currently, there is much interest in other non-traditional assessment techniques; unfortunately lack of space prevents discussion in this manual. For information on other non-traditional methods, see the resource section below. What students learn depends as much on your evaluation techniques as on your teaching – possibly even more (McKeachie & Svinicki, 2006). Students value what a teacher measures. Any type of test should facilitate learning for both you and your students. Most agree it is best if student assessment is an ongoing process in any class (Ory & Ryan, 1993). That being said, if students' needs are to be met, the testing program you choose must fit the goals and structure of the class. Choosing a format other than unit test – as outlined in this manual – is the decision of the instructor.

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#### Focus – 20 minutes

##### Test Preparation

Complete Unit 3 by reviewing the objectives described at the beginning of the unit.

##### Key Questions:

- What are the ways both students and coaches perceive success?
- What are some basic psychological needs for all human beings?
- What are examples of appropriate verbal and non-verbal communications?
- How can augmented feedback enhance the natural intrinsic feedback of sport?
- What are the important considerations when establishing a mental skills training program?

##### Test Preparation

- Review key vocabulary and concepts from Coaching Dictionaries.
  - ☑ Remind students to provide practical examples of concepts when appropriate.

**Teach/Assess – 60 minutes**

Below is a testing blueprint meant to help outline and develop a classroom exam by filling in the table with testing items. After an item is written, the corresponding content area and objective level can be marked. By completing the entire grid, it is ensured that both what was covered in class and the appropriate level of understanding appears on the exam. It should be noted that the instructional objectives written for the Unit 3 Testing Blueprint correspond with the six levels of Bloom’s Taxonomy. From left to right: Knowledge (boxes 1 and 2), Comprehension, Application, Analysis, Synthesis and Evaluation

Content Areas	Instructional Objectives							Total Items
	Vocabulary	Important Facts	Connect to Prior Knowledge	Provide Examples	Analyze & Recognize Assumptions	Express Personal Interpretations	Interpret Adequacy of Concepts	
Goal Orientations								
Success Perceptions								
Psychological Needs								
Verbal/Non-verbal Communications								
Listening Skills								
Feedback								
Goal Setting								
Confidence/Self-Efficacy								
Mental Skill Training								
Total Items								

## RESOURCES

For further information on testing and assessment see:

- *Tips for Improving Testing and Grading*. Ory, J.C., & Ryan, K.E. (1993).
- *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (12th ed.). McKeachie, W.J., & Svinicki, M. (2006).
- Using stories in coach education. Douglas, K. & Carless, D. (2008).
- Coaching education and continuing professional development: Experience and learning to coach. Cushion, C.J., Armour, K.M., & Jones, R.L. (2003).
- Knowledge transfer: How do high performance coaches access the knowledge of sport scientists? Reade, I., Rodgers, W., & Hall, Nathan (2008).

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### Closing – 10 minutes

Use any time remaining in class to introduce your students to the next unit, “Coach and Physical Conditioning: Unit 4.” Explain that Unit 4 will explore ways a teacher-coach can recognize the unique physical demands of interscholastic athletes, and develop an appropriate training program for his or her student-athletes. Unit 4 will discuss specific issues related to hydration, drugs, nutrition and injury prevention. This upcoming unit will highlight the physiological information all interscholastic teacher-coaches must understand to do their job effectively. It is also very important to remind your students of the need to incorporate concepts already learned into this new upcoming unit.

## HOMEWORK ASSIGNMENT

### NFHS Online Course Review

Unit 4 – Section(s)

- Review Unit 4 Objectives
- (1) Physiological Demands



## UNIT 4: LESSON PLAN 17

### PHYSIOLOGICAL DEMANDS

#### OBJECTIVE

- Recognize the unique physiological demands of interscholastic sport.

#### SETTING THE STAGE

Citius, Altius, Fortius – Faster, Higher, Stronger. The purpose of Unit 4 is to provide coaching education students with the basic and necessary information they need to help athletes in the area of physical development. All coaches have the responsibility to ensure a safe environment and provide students with accurate information related to physical conditioning. Information concerning the physical training of pre-teenage and early-teenage athletes is full of ambiguity and misconceptions that have achieved mythological status (Mannie, 2002). This lesson will concentrate on providing information related to the energy systems involved in sport. It is important your students understand the basic mechanisms of the ATP/CP, anaerobic and aerobic systems, and be able to translate that information to their own athletes.

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#### Focus – 10 minutes

##### Quick Start

- Write the following question on the board: **In your opinion, what is the most physically demanding interscholastic sport? Explain your reasoning.**
- Invite students to write a brief statement using the above prompt.
- Have students share their answers with the rest of the class

##### Prior Knowledge

- Have students discuss when and why they were in the best physical shape of their lives.
  - Help students see the connection between increased demand and physical improvement.

##### Vocabulary

- Write the following words on the board: **Maximal Voluntary Contraction, Motor Unit, Anaerobic Glycolysis, Aerobic Glycolysis and ATP/CP.**
- Have students define the terms in their Coaching Dictionary.

## Teach – 50 minutes

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### Lecture



Present information that highlights the energy systems involved in interscholastic athletics.

#### Key points include:

- Maximal voluntary contraction
- ATP/CP
- Motor units and fiber type
- Periodization

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### Cooperative learning



- Have students divide into small groups or pair-shares. Assign each group a particular interscholastic sport or sporting event.
- Groups should analyze the sport from an energy system perspective. Students should highlight the major motor units involved and the training procedures appropriate for conditioning that type of athlete.

---

### Reinforcing Concept



- Write the Olympic motto on the board: **Citius, Altius, Fortius – Faster, Higher, Stronger.**
- Assign students the task of creating a new Olympic motto. Students can incorporate vocabulary and ideas from the NFHS online course reading and in-class discussions.
  - Have students share their mottos with the rest of the class as a way of generating group discussions.

## RESOURCES

For further information on the topics covered in this lesson see:

- On the subject of adolescent strength training. Mannie, K. (2002).
- Anaerobic sport conditioning: Understanding the anaerobic energy systems to provide appropriate training for athletes. Twist, P. (2005).
- The new edge of endurance: A twist in traditional endurance training that can put a whole new championship edge on the next generation of runners. Karboviak, R. (2007).
- *Building the total athlete: Strength training and physical conditioning for junior and senior high school athletes.* Koehler, M. & Hanson, B. (1995).

## Assess – 15 minutes

### Outlining

- Have students compare/contrast the similarities between aerobic and anaerobic glycolysis.
- Students can include other important points made during the lesson.
  - Papers can be collected to check for concept understanding.

### Reflection

- Have students write a brief statement explaining how injuries can be addressed/prevented through a well-planned conditioning program.
- Encourage students to incorporate issues related to the energy systems and proper motor unit training.
  - Students can be assigned a particular sport or be allowed to choose their own.
  - Reflections can be collected and checked for concept understanding

### Vocabulary Building

- Have students add any new and/or revised terms introduced in class to their Coaching Dictionary.

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## Closing – 15 minutes

### Discussion

Explain the importance for a teacher-coach to understand which energy system a particular conditioning activity is targeting when he or she plans an overall training program. This is especially true when considering the proper patterns of periodization. Your students must see the role they play as coaches in weaving the types of activities they ask their athletes to complete into a program that places the correct amount of stress on the athlete's entire body.

## RE-TEACHING ACTIVITY

### Critical Thinking

- Have student(s) choose a particular interscholastic sport to focus on.
- Ask student(s) to create a chart that explains the role of the different energy systems in conjunction with the types of activities involved in that sport – similar to the chart found in the NFHS online course entitled “Physiological Demands of High School Sports.”
  - Student(s) can create a poster to be displayed in class.

## HOMEWORK ASSIGNMENT

### NFHS Online Course

Unit 4 – Section(s)

- (2) Rest and Recovery

# LESSON PLAN 18

## REST AND RECOVERY

### OBJECTIVE

- Provide practical examples of a proper training program, how it can promote adaptation and improved performance.

### SETTING THE STAGE

It is important to note that “overtraining” is a very real phenomenon. For interscholastic athletes, their teacher-coach is the key to protecting them from the negative effects of this issue by monitoring the rest and recovery intervals of their teams. Overtraining syndrome has been defined as the unexplained presentation of symptoms leading to underperformance in athletes. Researchers explain this is different than “over-reaching,” which is due to short-term over-conditioning at high intensity, which is resolved with two weeks of relative rest (Saremi, 2009). Overtraining syndrome can have long-lasting consequences and will influence not only the physical, but also the psychological development of an athlete. This lesson will concentrate on how coaches can best design training programs that protect athletes from harm by providing the proper intervals of rest and recovery. Issues related to stressors athletes might face that can influence training, and allowing athletes to recover from common illnesses, should also be covered during the class presentation.

---

#### Focus – 10 minutes

##### Quick Start

- Write the following question on the board: **What is the difference between “overtraining” and “over-reaching”?**
- Have students write brief statements that explain their perception of the two terms.
- Use the student responses to lead into an explanation based on research findings.
  - See the resource list below for more information on this topic.

##### Prior Knowledge

- Lead a group discussion where students talk about when they know their body needs rest.
- Have students relate this to their past athletic experiences.
  - Explain the important role teacher-coaches play in planning the recovery intervals for athletes.

##### Vocabulary

- Write the following words on the board: **Overtraining, Specificity, Aerobic, Muscle Glycogen and Anaerobic.**
- Have students include in their Coaching Dictionary, using practical examples when appropriate.

## Teach – 50 minutes

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### Online Integration (Teachable Moment)



- Play the video “Fitness as Punishment” (approx. 2 minutes).
- After viewing the video, lead students in a discussion about the appropriateness of using physical conditioning as a form of punishment.

Ask:

- What are some examples of how coaches have used physical conditioning as punishment?
- What are the positives and negatives of using this form of punishment?
- What are some alternative ways of getting a point across to athletes without using physical conditioning?

---

### Lecture



Highlight for your students the key issues related to recovery and rest for interscholastic athletes.

#### Key points include:

- Overtraining syndrome
- Stressors that affect physical conditioning and training
- Illness recovery
- Connection between body type/composition and training
- Issues related to body composition and female athletes

---

### Cooperative Learning



- Divide students into pair-shares.
- Have groups compare/contrast the similarities of training interscholastic boys and girls.
- Groups should consider physical, psychological and social issues, as well as issues related to “fun.”
  - ☑ Students can also be instructed to compare/contrast the notion of training boys and girls together.
- Have groups present their findings to the rest of the class, leading to a whole group discussion.

## RESOURCES

For further information on the topics covered in this lesson see:

- Overtraining syndrome. Saremi, J. (2009).
- Sleep of athletes: Problems and possible solutions. Davenne, D. (2009).
- Effects of physical conditioning on children and adolescents with asthma. Welsh, L., Kemp, J.G., & Roberts, R.G. (2005).
- *Exercise Physiology: Human Bioenergetics and its Applications* (4th Edition). Brooks, G.A. & Fahey, T.D. (2004).

## Assess – 20 minutes

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### Reflection

- Have students write a brief reflection discussing a time when physical conditioning was used as a punishment on them as an athlete.
- Have students include possible ways the coach could have made his point without the use of physical punishment.

---

### Practical Evaluation

- Provide students a particular interscholastic sport to consider for this assignment.
- Ask students to list a minimum of five signs they might see from an athlete who is experiencing overtraining syndrome.
  - Require students to be as specific as possible.
  - Lists can be collected and checked for concept understanding.

---

### Vocabulary Building

- Have students add any new or revised terms introduced in class to their Coaching Dictionary.

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## Closing – 10 minutes

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### Discussion

If not covered during the Teaching portion of the lesson, this would be a perfect time to discuss the relationship between athletic performance and body type/composition. You should note the special issues female athletes face concerning this relationship, especially at the interscholastic level. Also explain that issues surrounding female athletes and body composition will be addressed more in coming lessons.

## RE-TEACHING ACTIVITY

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### Synopsis

- Have student(s) review the homework assignment for this lesson (Unit 4, Section 2 – Rest and Recovery).
- While student(s) are reviewing the section, assign them to create a list of 10 to 15 terms important to the content.
- Have student(s) define and provide appropriate example of their terms.
  - Papers can be collected to check for concept understanding.

## HOMEWORK ASSIGNMENT

### NFHS Online Course

Unit 4 – Section(s)

- (3) Training Schedule
- (4) Individual Practice Session

# LESSON PLAN 19

## DEVELOPMENT OF A PHYSICAL TRAINING PROGRAM

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### OBJECTIVE

- Consider issues relevant to developing a season-long training plan.

### SETTING THE STAGE

In interscholastic athletics, the value and usefulness of careful planning has been widely recognized for quite some time. Coaches are expected to have a plan for success and not just leave the progression of their athletes to chance. The notion of periodization – originally developed in the former Soviet Union – is the theory of specific planning for athletes with the goal of obtaining optimal development and performance capabilities (Grosso, 2006). In this lesson, it is important to impress upon your students not only the need of developing a training schedule, but also some of the specific activities that should be included in all practice sessions. Issues related to warm-up and cool-down, stretching, the principle of reversibility, and how an athletic season can be segmented into training periods should all be addressed. Please note that research related to the advantages and disadvantages of certain training techniques – stretching being a prime example – are always being revised and the need to stay current with this type of research is imperative.

---

### Focus– 10 minutes

#### Quick Start

- Write the following quote on the board: **“Train, don’t strain.”** – Arthur Lydiard
- Have students write a personal interpretation of the quote.
- Use student responses to springboard into a group discussion about physical training.

#### Prior Knowledge

- Lead a group discussion on different training techniques your students experienced as athletes.
- Have students highlight the positive and negative aspects of their past experiences.

#### Vocabulary

- Write the following words on the board: **Principle of Periodization, Principle of Reversibility, Dynamic Stretching, Static Stretching and Individualization.**
- Have students include in their Coaching Dictionary, using practical examples when appropriate.

## Teach – 50 minutes

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### Lecture



Present information that highlights the aspects of a typical training season and session.

#### Key points include:

- Off-season, pre-season and competitive season
- Reversibility (use it or lose it)
- Periodization
- Proper warm-up and cool-down activities
- Fatigue

---

### Cooperative Learning



- Divide students into pair-share groups. Have each group consider two interscholastic sports.
  - One sport should focus on more explosive movements; the other should stress repetitive movements.
- Have each group brainstorm ways a teacher/coach could help athletes in that sport deal with the issues of fatigue and individualization.
  - Ask students to also consider the “building mental toughness” aspect of coaching.
- Groups can share their ideas with the rest of the class in a whole group discussion.

---

### Reinforcing Concept



- Have students create a “mesocycle” chart similar to the one found in the Training Schedule section of the NFHS online course.
  - A template can be copied from the resources section of the online course.
- Students can highlight a sport of their choice, or be assigned one by the instructor.
- Students can present their ideas in a short class presentation, allowing time for questions and comments.
  - This same activity can be completed with any of the other templates found in the resources section of the online course.

## RESOURCES

For further information on the topics covered in this lesson see:

- Training theory: A primer on periodization. Grosso, M.R. (2006).
- The use of static stretching in warm-up for training and competition. Young, W. B. (2007).
- Methods of testing physical development in the novice athlete. Saunders, R. (2006).

### Assess – 10 minutes

#### Assignment Check

- If the Reinforcing Concept activity was completed in class, forms can be collected.
  - ☑ Papers should be checked for concept understanding and returned to student the following class.

#### Reflection

- Have students write a brief reflection to explain how coaches and/or teachers from their own past worked the concept of individualization and periodization into their programs.
  - ☑ It should also be acceptable for students to explain how their past coaches did not consider these theories, and what the negative results might have entailed.

#### Vocabulary Building

- Have students add any new or revised terms introduced in class to their Coaching Dictionary.

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### Closing – 20 minutes

#### Personal Connection

It is often helpful for your students to have a model of the type of work you expect them to produce. This would be a great opportunity to provide that model in the form of a written reflection. Complete the reflection assignment from the Assess section of this lesson, and then share your thoughts with your students. Not only will you be reinforcing the concepts discussed in the lesson, but you will be modeling the type of work product you hope to see from them.

## RE-TEACHING ACTIVITY

#### Critical Thinking

- Assign student(s) to complete the scheduling templates not completed in class.
- Templates can be found in the resources section of the online course.
  - ☑ If multiple worksheets are assigned, instruct students to use the same sport as an example for each.
- Papers can be collected to check for concept understanding.

## HOMEWORK ASSIGNMENT

### NFHS Online Course

Unit 4 – Section(s)

- (5) Growth and Development
- (6) Nutrition

# LESSON PLAN 20

## GROWTH AND NUTRITION

### OBJECTIVES

- Identify key growth and development markers during adolescence
- Develop a nutrition plan for interscholastic athletes

### SETTING THE STAGE

When considering the physical performance capabilities of interscholastic athletes, two factors should always be near the top of the list for teacher-coaches: the natural growth and development of adolescence, and the nutritional qualities of their daily diets. Of these factors, educating athletes about the proper role nutrition plays in their sport is most controllable by the teacher-coach. Along that line, nutrition should also be the main focus of this lesson. It is essential that an athlete's diet be rich in nutritional value in order to provide the total amount of energy needed to maintain energy balance (Pate & Branch, 1992). This lesson will provide basic information coaches can pass on to their athletes, and the parents of athletes, concerning how to plan meals for pre-game, during the game and post-game. It is also important to remember that nutritional habits are best addressed in the pre-season and can set the stage for helping adolescent athletes establish the eating patterns that will carry them through a lifetime of healthy living. This lesson will also discuss issues related to peak growth velocity, body composition, the female triad and ways of supporting and promoting healthy habits.

---

#### Focus – 10 minutes

##### Quick Start

- Write the word "Diet" on the board; using student responses create a word web.
- This can be done by asking each student to add a new word to the web.
- When the web is completed, ask students to discuss if the majority of words are positive or negative and why?

##### Prior Knowledge

- Have students list the foods they ate on a typical game day as an athlete.
- Invite a few students to share their list with the rest of the class.
- Discuss the role a teacher-coach can play in influencing what an athlete eats.

##### Vocabulary

- Write the following words on the board: **Peak Height Velocity, Female Triad, Carbohydrates, Nutrition and Portion Control.**
- Have students include in their Coaching Dictionary, using practical examples when appropriate.

## Teach – 60 minutes

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### Reinforcing Concept



- Provide students with a copy of The Female Athlete Triad Brochure found in the resources section of the NFHS online course.
- Allow students an opportunity to review the material and ask them to outline three to five important pieces of information every interscholastic teacher-coach working with girls should know.
- Have students share their lists with the rest of the class, and lead a group discussion using the responses as springboard topics.

---

### Cooperative Learning



- Divide students into groups to concentrate on different interscholastic sports.
- Have each group create a poster that will highlight important nutritional information athletes in that sport should know.
- Groups can present their posters to the rest of the class and take questions from the whole group.

---

### Cooperative Learning



- Divide students into pairs (preferably with similar sport interest).
- Have groups create game day menus appropriate for adolescent student-athletes.  
Ensure students have considered the following issues in creating their menus:
- Pre-game, during-game and post-game food
- Length of day and transportation concerns
- Availability of adult supervision
- Enjoyable food

---

### Lecture



Provide a brief overview of important issues related to both adolescent growth and nutrition.

#### Key points include:

- Peak growth velocity
- Matching athletes of similar size, not necessarily age
- The Female Athlete Triad
- Proper nutritional habits
- Diet and body composition
- Meal planning

## RESOURCES

For further information on the topics covered in this lesson see:

- Training for endurance sport. Pate, R.R. & Branch, J.D. (1992).
- Tips from the fuel coach. Coleman, E. (2003).
- Factors in the school cafeteria influencing food choices by high school students. Shannon, C., Story, M., Fulkerson, J.A., & French, S.A. (2002).
- The relationship between peak height velocity and physical performance in youth soccer players. Philippaerts, R. M., et al. (2006).

### Assess – 10 minutes

#### Assignment Check

- After completing either of the Cooperative Learning or Reinforcing Concept activities, the work products can be collected and checked for concept understanding.

#### Reflection

- Write the following prompt on the board: Explain three possible situations that can be utilized by a teacher-coach as “teachable moments” to influence the nutritional habits of adolescent athletes.
  - Choose a few students to share their responses with the rest of the class.

#### Vocabulary Building

Have students add any new or revised terms introduced in class to their Coaching Dictionary.

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### Closing – 10 minutes

#### Discussion

Use this opportunity to reiterate the information presented in The Female Athletic Triad. The brochure found in the resources section of the online course can be used as a guide for a group discussion by following the questions provided. Remind your students it is important for all interscholastic coaches to understand issues critical to female participation. In the world of high school athletics, it is not uncommon for teacher-coaches to be asked to lead a team or sport with which they might not be very familiar.

## RE-TEACHING ACTIVITY

#### Synopsis

- Have student(s) download a copy of the “ACSM Position Stand” found in the resources section of the NFHS online course.
- Have student(s) write a brief summary of the article and explain the rationale behind the position taken by the American College of Sports Medicine.
  - Student(s) can be asked to present their review to the rest of the class.

## HOMEWORK ASSIGNMENT

### NFHS Online Course

Unit 4 – Section(s)

- (7) Hydration

# LESSON PLAN 21

## ATHLETES AND HYDRATION

### OBJECTIVE

- Develop an appropriate hydration plan for athletes

### SETTING THE STAGE

Helping student-athletes stay hydrated is not only an important issue because of the health and liability concerns, but also because of how much it can affect performance. Most research in this area now stresses the importance of coaches educating athletes about issues related to hydration. For example, the sweat responses to exercise are so variable that each athlete should assess their own individual sweat losses to determine if these are likely to be cause for concern (Shirreffs, Casa, & Carter, 2007). If high school-aged athletes are expected to help in the monitoring process of their own hydration levels, they must be educated about proper hydration first. As the instructor providing this course, you are also a link in the chain of information. It is critical to impress upon your students the sometimes life and death importance of hydration-related issues. Old myths still persist in the coaching world about how athletes should take in fluids. It is high time the correct information and proper hydration messages are given to coaches and student-athletes.

---

### Focus – 10 minutes

#### Quick Start

- Lead a class discussion describing how to prepare for different activities in different types of weather conditions (heat, cold, humidity, etc.)
  - ☑ Ensure students understand that hydration will play a role in all weather conditions.

#### Prior Knowledge

- Have students create a list of everything they drank in the past 24 hours including approximate amounts.
- Discuss concerns that their beverage choices might raise for an interscholastic athlete preparing for a competition.
  - ☑ Also, explain the techniques for monitoring fluid needs in the body.

#### Vocabulary

- Write the following words on the board: **Water Intoxication, Sodium, Sweat, Heat Stroke and Muscle Cramp.**
- Have students include in their Coaching Dictionary, using practical examples when appropriate.

## Teach – 60 minutes

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### Online Integration (Video)



- Play video “Gatorade Fueling Sports Performance” (approx. 10 minutes) found in the resources section of the NFHS online course.
  - ☑ It is important to stop the video after each of the five sections, review concepts and answer any questions students might have.
  - ☑ Students can be required to outline the information presented in the video as they watch.

---

### Lecture



Present information related to heat illnesses and the importance of having a hydration plan for interscholastic sports.

#### Key points include:

- Hydration options
- Sweat
- Signs and symptoms of heat illness
- Hydration monitoring

---

### Cooperative Learning



- Divide students into groups, and provide each group with a number of different beverage containers.
- Have groups compare/contrast the ingredients and possible effects of each product including cost.
  - ☑ Use beverages that might be popular among adolescent populations.
- Groups can present their findings to the whole class, leading to discussion and questions.

## RESOURCES

For further information on the topics covered in this lesson see:

- Fluid needs for training and competition in athletics. Shirreffs, S.M., Casa, D.J., & Carter, R. III (2007).
- The importance of salt in the athlete’s diet. Valentine, V. (2007).
- The health effects of stimulant drinks. Finnegan, D. (2003).
- Exercise in the heat: Strategies to minimize the adverse effects on performance. Terrados, N., & Maughan, R. (1995).

### Assess – 10 minutes

#### Assignment Check

- Collect any notes or outlines that might have been required during any of the teaching activities.
  - Papers can be checked for concept understanding and returned the following class.

#### Practical Evaluation

- Describe for students a scenario related to a high school athlete who experiences a heat-related illness.
- Ask students to create a list of procedures they would follow in the case of the given scenario.
  - Students can be asked to briefly explain their responses in a class discussion.

#### Vocabulary Building

Have students add any new or revised terms introduced in class to their Coaching Dictionary.

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### Closing – 10 minutes

#### Discussion

Ensure your students understand that the keys for proper hydration management of inter-scholastic athletes are education and planning. It is the teacher-coach's responsibility to educate student-athletes about proper fluid intake and monitoring. It is also the responsibility of the teacher-coach to have a plan in place to deal with any heat- (weather) related illnesses that his or her athletes might experience. Hydration cannot be an afterthought for coaches; it can be the difference between life and death.

## RE-TEACHING ACTIVITY

#### Synopsis

- Have student(s) review the "Gatorade Fueling Sports Performance" video.
- Ask student(s) to outline the information presented in the video.
- Student(s) can also be asked to create an action plan usable in the case of a heat-related illness.
  - Projects can be presented in poster form and displayed around the classroom.

## HOMEWORK ASSIGNMENT

### NFHS Online Course

Unit 4 – Section(s)

- (8) Injury Prevention
- (9) Drugs

## LESSON PLAN 22

# DRUGS AND INJURY TREATMENT

### OBJECTIVES

- Understand the major classes of performance-enhancing drugs.
- Describe treatment procedures involved with minor sports-related injuries.

### SETTING THE STAGE

This lesson focuses on two different coaching issues: 1) drugs that high school athletes might be attracted to in hopes of improving their athletic performances, and 2) how to treat minor sports-related injuries. The common element between these two issues is the vigilance a teacher-coach must demonstrate in helping his or her athletes not fall prey to these issues blossoming into larger long-term problems. Student-athletes usually have good, although misguided, intentions when they consider using drugs to boost their performance (Diacin, Parks, & Allison, 2003). This is why it is so important for teacher-coaches to recognize the warning signs of drug use, and help athletes understand the physical, emotional and social dangers involved with taking drugs. When it comes to minor injuries, all athletes experience minor problems from time to time. It is the vigilance of the teacher-coach that can prevent these small aches and pains from turning into major injuries that may result in the student-athlete missing valuable training and competition time. This lesson should focus on ensuring your students understand the principles behind the RICE method of injury treatment.

---

### Focus – 15 minutes

#### Quick Start

- Have students create a list of signs that a student-athlete might be using recreational or performance-enhancing drugs.
- Create a list of student responses on the board as they share their ideas with the rest of the class.
- Lead a brief discussion on the important role teacher-coaches play in helping student-athletes understand the dangers of drug use.

#### Prior Knowledge

- Have student fold a piece of paper length-wise.
- On the left side, students should create a list of drugs they know are used by athletes to improve performance.
- Have students explain on the right side of the paper how each drug may help an athlete perform better.
  - ☑ Explain to the students just how much they do understand about drugs and what a valuable resource they can be for student-athletes in their role as a coach.

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## Vocabulary

- Write the following words on the board: **RICE, Contusion, Anabolic Steroids, Blood Doping and Recreational Drugs.**
- Have students include in their Coaching dictionary, using practical examples when appropriate.

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## Teach – 50 minutes

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### Lecture



Present information that highlights the prevention and treatment of minor sports-related injuries.

#### Key points include:

- Strength training
- Fatigue and being overweight
- RICE method of treatment
- When to see a doctor

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### Online Integration (Teachable Moment)



- Play the video “Supplements” (approx. 3 minutes).
- After viewing the video, invite students to discuss what they know about protein and amino acid supplements.

#### Ask:

- How appropriately did the teacher-coach in the video handle the situation?
- Is this a typical occurrence in high school athletics?
- What are some other ways that a coach can educate student-athletes about the value of proper nutrition and physical conditioning?

---

### Cooperative Learning



- Assign students individually or as groups to research a particular recreational or performance-enhancing drug.
- Students can be asked to present their findings in either an oral or poster format.
  - ☑ Ensure students include how the drug might help an athlete perform and why student-athletes might be attracted to that type of drug.

---

### Group Discussion

Lead the class in a group discussion on the topic of drug-testing in interscholastic sports. Include topics related to:

- Rights of privacy
- Other legal issues
- Cost
- Consequences if athlete tests positive
- Treatment programs
- Signs and symptoms of drug use

## RESOURCES

For further information on the topics covered in this lesson see:

- Injury surveillance in youth athletics. Goldberg, A.S., Moroz, L., Smith, A., & Ganley, T. (2007).
- Voices of male athletes on drug use, drug testing, and existing order in intercollegiate athletics. Diacin, M.J., Parks, J.B., & Allison, P.C. (2003).
- Assessing the “gateway hypothesis” among middle and high school students in Tennessee. Choo, T., Roh, S., & Robinson, M. (2008).
- Protein and amino acid supplementation in sport. Nemet, D. & Eliakim, A. (2007).

---

### Assess – 10 minutes

#### Practical evaluation

- Have students create a mock contract to be signed by student-athletes pledging to remain drug free during their high school athletic career.
- Students should include appropriate language and provide a rationale for staying drug free in the contract.
  - Papers can be shared with a partner who should provide feedback and suggestions.

#### Outlining

- Have students write out the main ideas of the lesson presented in class.
  - Outlines can be collected and reviewed to evaluate student understanding.

#### Vocabulary Building

Have students add any new or revised terms introduced in class to their Coaching Dictionary.

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### Closing – 15 minutes

#### Personal Connection

Provide students with a personal example of a Coach/Athlete Contract that discusses the use of performance-enhancing drugs as well as recreational drug use while involved in interscholastic sports. Use the example contract to springboard the class into a wrap-up discussion on drug use among high school athletes.

## **RE-TEACHING ACTIVITY**

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### **Critical Thinking**

- Have student(s) explain and demonstrate the principles of the RICE method of injury treatment.
- This activity can be done as a hands-on demonstration for the entire class.
  - Student(s) can choose the injury they will be doing treatment on, or be assigned an injury by the instructor.

## **HOMEWORK ASSIGNMENT**

### **NFHS Online Course**

Unit 4 – Section(s)

- Complete/Review Unit 4 Test section
- (1-9) Review

## LESSON PLAN 23

### UNIT 4 REVIEW/ASSESSMENT

#### OBJECTIVE

- Evaluate student understanding and mastery of concepts related to physical conditioning of interscholastic athletes.

#### SETTING THE STAGE

In any educational setting, it is vital that the level of student understanding is evaluated. This lesson will highlight a more traditional method of evaluating the students in your class. Currently, there is much interest in other non-traditional assessment techniques; unfortunately, lack of space prevents discussion in this manual. For information on other non-traditional methods, see the resource section below. What students learn depends as much on your evaluation techniques as on your teaching – possibly even more (McKeachie & Svinicki, 2006). Students value what a teacher measures. Any type of test should facilitate learning for both you and your students. Most agree it is best if student assessment is an ongoing process (Ory & Ryan, 1993). That being said, if students' needs are to be met, the testing program you choose must fit the goals and structure of the class. Choosing a format other than unit test – as outlined in this manual – is the decision of the instructor.

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#### Focus – 20 minutes

##### Test Preparation

Finish Unit 4 by reviewing the objectives described at the beginning of the unit.

##### Key Questions:

- What are the three energy sources used by student-athletes during practice and competition?
- How is the principle of periodization used to help athletes?
- What is the Female Athlete Triad, and why is it important for a teacher-coach to consider?
- How does nutrition and hydration affect an adolescent athlete?
- What does the acronym RICE stand for?
- What are some signs and signals of student-athlete drug use?

##### Test Preparation

Review key vocabulary and concepts from Coaching Dictionaries.

- Remind students to provide practical examples of concepts when appropriate.

**Teach/Assess – 60 minutes**

Below is a testing blueprint meant to help outline and develop a classroom exam by filling in the table with testing items. After an item is written, the corresponding content area and objective level can be marked. By completing the entire grid, it is ensured that both what was covered in class and the appropriate level of understanding appears on the exam. It should be noted that the instructional objectives written for the Unit 4 Testing Blueprint correspond with the six levels of Bloom’s Taxonomy. From left to right: Knowledge (boxes 1 and 2), Comprehension, Application, Analysis, Synthesis and Evaluation.

Instructional Objectives								
Content Areas	Vocabulary	Important Facts	Connect to Prior Knowledge	Provide Examples	Analyze & Recognize Assumptions	Express Personal Interpretations	Interpret Adequacy of Concepts	Total Items
Energy Systems								
Training Theory								
Illness/Stressors								
Conditioning Planning/Development								
Growth and Development Markers								
Nutrition								
Hydration								
Injury Prevention/Treatment								
Drugs								
Total Items								

## RESOURCES

For further information on testing and assessment see:

- *Tips for Improving Testing and Grading*. Ory, J.C., & Ryan, K.E. (1993).
- *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (12th ed.). McKeachie, W.J., & Svinicki, M. (2006).
- Using stories in coach education. Douglas, K. & Carless, D. (2008).
- Coaching education and continuing professional development: Experience and learning to coach. Cushion, C.J., Armour, K.M., & Jones, R.L. (2003).
- Knowledge transfer: How do high performance coaches access the knowledge of sport scientists? Reade, I., Rodgers, W., & Hall, Nathan (2008).

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### Closing – 10 minutes

Use any time remaining in class to introduce your students to the next unit, “The Coach as Teacher: Unit 5.” Explain that Unit 5 will explore the role of the coach in the learning process and different ways to structure practice sessions. Unit 5 will discuss specific issues related to competition and how to establish an evaluation plan for student-athletes. This upcoming unit will highlight the differences between tactical and technical development of athletes. It is also very important to remind your students of the need to incorporate concepts already learned into this new upcoming unit.

## HOMEWORK ASSIGNMENT

### NFHS Online Course Review

Unit 5 – Section(s)

- Review Unit 5 Objectives
- Teaching and Learning

## UNIT 5: LESSON PLAN 24

### THE STAGES OF LEARNING

#### OBJECTIVES

- Define learning
- Describe how student-athletes learn at the novice and expert levels.

#### SETTING THE STAGE

Student-athletes move through three stages of skill acquisition: beginning, intermediate and advanced. Within each of these stages, coaches can concentrate on teaching their athletes either technical or tactical skills. Each sport has its own seamless transition of skill development that athletes go through as they progress from one stage to the next. It is important a teacher-coach is aware of the benchmarks for his or her sport because teaching strategies change as an athlete advances. Many people see coaching an athlete through the same lens as a teacher instructing a student in a classroom. Although there are some fundamental similarities, there are also some very big differences. One of those major differences is the role that time plays in physical-performance task versus knowledge-acquisition task. Most sports are designed to force athletes into snap judgments in a highly stressful environment (Dunn, 2008). It is important that teacher-coaches understand the principles behind teaching athletes skills they will use in competition, and applying those principles in a creative, constructive and thoughtful way.

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#### Focus – 10 minutes

##### Quick Start

- Write the following statement on the board: **What are the differences between technical and tactical skills?**
- Have students write a brief statement comparing and contrasting the two terms.
- Use student responses to springboard into a class discussion on skill acquisition.

##### Prior Knowledge

- Provide a short explanation of the differences between technical and tactical skills.
- Have students write a brief statement explaining what skill they feel it is easier for them to develop personally.
  - ☑ Explain the importance coaches should place on teaching both types of skills.

##### Vocabulary

- Write the following words on the board: **Motor Learning, Skill, Technical Abilities, Tactical Abilities and Deliberate Practice.**
- Have students define the terms in their Coaching Dictionary.

## Teach – 60 minutes

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### Cooperative Learning



- Divide students into three groups. Assign each a Beginning, Intermediate and Advanced group.
- Have each group brainstorm qualities associated with their type of student-athlete.
  - ☑ Students can highlight information presented in the NFHS On-line Course.
- Groups can present their results to the rest of the class, allowing time for discussion and questions.

---

### Lecture



Present information that highlights the stages athletes go through as they develop more skills.

#### Key points include:

- Three stages of skill acquisition
- Prior experiences/reasons for participating
- Motor learning
- Technical abilities
- Tactical abilities

---

### Group Discussion



- Lead the class in a discussion concerning the different stages of skill acquisition. Highlight the differences between technical and tactical abilities.

#### Ask:

- When is it most appropriate to switch the instructional focus from technical to tactical skills?
- What are the signs of an athlete entering the intermediate stage of skill acquisition?
- How likely is it that a high school teacher-coach will come into contact with an expert-level athlete?

## RESOURCES

For further information on the topics covered in this lesson see:

- Learning preferences. Dunn, J. (2008).
- *Coaches guide to teaching sport skills*. Christina, R.W., & Corcos, D. M. (1988).
- The relative effectiveness of explicit instruction, guided-discovery and discovery learning techniques in enhancing perceptual skill in sport. Smeeton, N.J., Williams, A.M., Hodges, N.J., & Ward, P. (2005).
- Expertise and expert performance in sport. Williams, A.M. & Ford, P.R. (2008).

### **Assess – 10 minutes**

#### **Outlining**

- Have students compare/contrast the differences between the three stages of athletic development.
  - Papers can be collected and checked for understanding

#### **Practical Evaluation**

- Provide students with a description of a beginning – level high school athlete.
- Have students write a statement explaining the amount of time, in percentages, they would devote to teaching technical and tactical skills.
- Have students explain their rationales in a brief class discussion.

#### **Vocabulary Building**

Have students add any new and/or revised terms to their Coaching Dictionary.

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### **Closing – 10 minutes**

#### **Discussion**

Explain the focus of the next two lessons will be on the strategies coaches can use to teach the technical and tactical skills needed by athletes at the high school level. Despite the fact the lessons will be general in nature, it is important each student think in more specific terms relative to the sports they want to coach. When students are asked to provide examples they should keep that in mind and use a consistent interscholastic sport. The lack of specificity inherent in fundamentals of coaching courses has been cited as one of the more frustrating aspects according to student feedback. By pre-warning students now, it may help students transition from topic to topic.

## **RE-TEACHING ACTIVITY**

#### **Synopsis**

- Have student(s) review the “stages of development” material from the NFHS online course.
- Ask student(s) to outline the progression from novice to expert as depicted in the reading.
  - Student(s) can present their outline in class and provide copies for fellow students to use as a study guide, or in a poster format.

## **HOMEWORK ASSIGNMENT**

### **NFHS Online Course**

Unit 5 – Section(s)

- (2) Technical Skill Development

## LESSON PLAN 25

# TECHNICAL SKILL DEVELOPMENT

### OBJECTIVE

- Understand the principles involved in teaching technical skills.

### SETTING THE STAGE

Possibly the most recognizable task a teacher-coach does is teaching the technical skills an athlete will use in his or her sport. Understanding how best to present a particular skill to athletes is important because sequential movements are thought to be relatively independent elements, which through progression and consolidation can be organized into motor chunks (Park, Wilde, & Shea, 2004). The concepts of open/closed skills are discussed in this lesson, as well as the importance coaches should give the planning process involved in technical skill development at the interscholastic level. Issues related to duration, part vs. whole teaching, and whether to teach a skill under constant vs. variable conditions will be the overriding themes of this lesson. Hopefully, after discussing technical skill development, your students will feel ready to design a training progression for their own student-athletes.

---

### Focus – 15 minutes

#### Quick Start

- Ask students to create a list of important factors a coach should consider when teaching a technical skill, like the serve in tennis.
- Using student responses, lead a brief discussion on the topics that will be covered in this lesson.
  - ☑ Students can also be asked to compare and contrast the important factors between the tennis serve and a more open skill like a forward pass in football.

#### Prior Knowledge

- Write the following question on the board: **What was the most difficult motor skill you have ever learned?**
- Have students write a brief reflection from the writing prompt.
- Ask students to share their responses and lead a discussion on the differences between open and closed skills.
  - ☑ Also mention the notion of teaching motor skills using the whole vs. part method.

#### Vocabulary

- Write the following words on the board: **Open Skill, Closed Skills, Whole Practice, Part Practice, Constant Practice and Variable Practices.**
- Have students define the terms in their Coaching Dictionary.

## Teach – 50 minutes

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### Online Integration (Teachable Moment)



- Play the video “Teaching Technique” (approx. 4 minutes).
- After viewing the video, lead students in a group discussion about the issues involved with teaching technical skills.
  - ☑ It may be necessary to replay the video, pausing it after important points are highlighted.

#### Ask:

- How did the coach in the video engage his athletes?
- What would “over-teaching” a skill look like?
- Is “exploring” a movement skill always a good idea?
- What are some other sports that would be on the same continuum as volleyball when considering open vs. closed skills?

---

### Lecture



Present information that highlights issues involved in teaching a technical skill.

#### Key points include:

- Open vs. closed skills
- Planning issues: duration, repetition, distribution
- Constant vs. variable practices
- Skill progressions

---

### Cooperative Learning



- Choose one open skill and one closed skill for the class to consider.
- Have the class as a whole design a progression plan for teaching the skills by having each student individual add one element to the plan.
  - ☑ Ensure students considered the important factors outlined in the online course material.

## RESOURCES

For further information on the topics covered in this lesson see:

- Part-whole practice of movement sequences. Park, J., Wilde, H., & Shea, C.H. (2004).
- Decision training: The effects of complex instruction, variable practice and reduced delayed feedback on the acquisition and transfer of a motor skill. Vickers, J.N., Livingston, L.F., Umeris-Bohnert, S., & Holden, D. (1999).
- Influence of closed skill and open skill warm-ups on the performance of speed, change of direction speed, vertical jump, and reactive agility in team sport athletes. Gabbett, T., Sheppard, J.M., Pritchard-Peschek, K.R., Leveritt, M.D., & Aldred, M.J. (2008).
- The role of deliberate practice in the acquisition of expert performance. Ericsson, K.A., Krampe, R.T., & Tesch-Romer, C. (1993).

## Assess – 10 minutes

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### Practical Evaluation

- Have students write a progression plan for the technical aspects of a skill.
- Students should include factors important for coaches to consider when designing a practice plan.
  - ☑ Students can also be required to create a timeline for implementing the plan.

---

### Outlining

- Show the Teachable Moment video again.
- Have students write an outline of the important information presented in the video.
  - ☑ Papers can be collected to check for concept understanding.

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### Vocabulary Building

Have students add any new and/or revised terms to their Coaching Dictionary.

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## Closing – 15 minutes

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### Personal Connection

Coaching has been referred to as both a science and an art. Use this opportunity to explain that coaching requires a certain creative ability. Give your students a personal example of a situation where your creativity helped in teaching a technical aspect of the sport you were coaching. The example may involve helping an individual athlete overcome a technical hurdle, or when creative planning helped a group of athletes master a skill more quickly.

## RE-TEACHING ACTIVITY

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### Synopsis

- Have student(s) view the Teachable Moment “Teaching Technique” from the NFHS online course.
- Ask student(s) to outline the information presented in the video.
- Have student(s) write a brief reflection on the video, including their thoughts about how they would incorporate the concepts highlighted into their own coaching situations.

## HOMEWORK ASSIGNMENT

### NFHS Online Course

Unit 5 – Section(s)

- (3) Tactical Awareness

# LESSON PLAN 26

## TACTICAL AWARENESS

### OBJECTIVE

- Utilize strategies involved in the teaching of tactical skills.

### SETTING THE STAGE

Teaching the skill of decision-making in sport has seen resurgence in theory development and practical application during the past few years (Raab, 2007). Tactical skills are the abilities of an athlete to “read the game” and make appropriate decisions in both space and time. It is important that your students understand – despite the fact tactical instruction should be limited for athletes at the beginning stage of development. As student athletes become more proficient at the “how” of a sport, the more important it is to teach them the “why” and “when” strategies involved with game play. A method of tactical interviewing will be discussed in this lesson as a means that coaches can use to help their athletes become more aware of tactical strategies. Another focus of this lesson should be on the observation techniques – like video analysis – that interscholastic teacher-coaches can use in their programs.

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### Focus – 10 minutes

#### Quick Start

- Lead students in a brief discussion about the differences between strategies and techniques.
- Ask students to brainstorm appropriate tactical strategies coaches can teach athletes involved in different interscholastic sports.

#### Prior Knowledge

- Explain to students the connection between the offensive/defensive strategies a coach chooses to use and the tactical skills athletes learn.
- Lead a discussion on the appropriateness of a coach attempting to employ strategies used at the college/professional level with his or her high school team.
  - ☑ Encourage students to give examples they have experienced where this approach was both successful and unsuccessful.

#### Vocabulary

- Write the following words on the board: **Performance Analysis, Modifications, Tactical Interview, Assess and Creativity.**
- Have students define the terms in their Coaching Dictionary.

## Teach – 50 minutes

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### Cooperative Learning



- Divide students into small groups or pair-shares.
- Describe for the class an interscholastic sport that you are familiar with or have coached in the past.
- Have groups brainstorm drill modifications that can be made to rules, equipment or participants that will help athletes become more aware of important game tactics.
  - ☑ Groups can present their modifications and explain their rationales to the whole class.
  - ☑ Express to students the importance of creativity in the process of planning.

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### Online Integration (Teachable Moment)



- Play the video “Tactical Interviewing” (approx. 4 minutes).
- After viewing the video, present students with information describing the process of tactical interviewing, and the advantages of using this technique.
- Utilizing the template “Tactical Interviewing Worksheet” as a guide, replay the video for students and have them note what the coach did for each of the steps involved in the process.

---

### Lecture



- Present information that highlights the factors coaches should consider when teaching their student-athletes to be more tactically aware.

#### Key points include:

- When to introduce tactical training
- Performance analysis
- Making modifications
- Tactical interviewing

## RESOURCES

For further information on the topics covered in this lesson see:

- Think SMART, not hard: A review of teaching decision-making in sport from an ecological rationality perspective. Raab, M. (2007).
- The effects of non-specific and specific concepts on tactical creativity in team ball sports. Memmert, D., & Roth, K. (2007).
- Can anticipatory skills be learned through implicit video based perceptual training? Farrow, D. & Hommel, B. (2002).

### **Assess – 10 minutes**

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#### **Assignment Check**

- Have students complete and turn in the “Tactical Interviewing Worksheet” from the Online Integration portion of the lesson.
  - Papers can be checked for concept understanding and returned to students the following class

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#### **Practical Evaluation**

- Provide students with an appropriate example of an interscholastic sport.
- Ask students to design a practice plan using the concept of modification discussed during the lesson to teach tactical awareness to the student-athletes.
  - Have students include a rationale for how the strategy will increase the athletes’ tactical awareness.

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#### **Vocabulary Building**

Have students add any new and/or revised terms to their Coaching Dictionary.

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### **Closing – 10 minutes**

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#### **Discussion**

Ensure students understand that just like technical skills, tactical skills should be introduced in some type of progression or sequence. It may not always be necessary or appropriate for a teacher-coach to explain the progression he or she is using to athletes, but it is vital the coach has a rationale for the order of strategy development he or she will be using. Mapping out – at the beginning of a season – the tactical development of a program will help maintain a sense of logic and order for everyone involved.

## **RE-TEACHING ACTIVITY**

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#### **Critical Thinking**

- Have student(s) review the teachable moment video “Tactical Interviewing.”
- Ask student(s) to write their thoughts in a reflection paper describing the actions and behaviors of the coach in the video.
  - A brief outline of the process involved in a tactical interview can also be required.

## **HOMEWORK ASSIGNMENT**

### **NFHS Online Course**

Unit 5 – Section(s)

- (4) Practice Planning

## LESSON PLAN 27

### PLANNING PRACTICE SESSIONS

#### OBJECTIVE

- Structure effective practice sessions

#### SETTING THE STAGE

The over-riding theme of this entire course has been the importance of planning in determining the success of an interscholastic teacher-coach. In this lesson, students will be asked to tie many of the concepts previously mentioned, into structuring an individual practice plan. Research has shown a difference does exist between expert and novice coaches in how they plan a practice session. Compared to novice coaches, expert high school coaches spend more time preparing a practice plan and more attention on the objectives of the session, and they considered more strategies for evaluating players' attainment of the objectives (Jones, Housner, & Kornspan, 1995). During this lesson you should push your students to consider more than just technical skills when planning a practice, but remind them to plan well-rounded sessions that include tactical development and physical conditioning, and allow for the necessary communication between all important parties to a high school athletic program.

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#### Focus – 10 minutes

##### Quick Start

- Have students describe a basic structure teacher-coaches can use in a typical practice plan.
- Have students share their responses with the rest of the class.
  - ☑ Make sure students mentioned: warm-up, activities, cool down and evaluation.

##### Prior Knowledge

- Write the word “plan” on the board.
- Using student responses, create a word web around the idea of planning.
  - ☑ Each student in class can be asked to provide one response.
- Point out the words that are more positive in nature, and end the discussion talking about the benefits of planning for coaches.

##### Vocabulary

- Write the following words on the board: **Structure, Evaluate, Instructional Methods, Learning Objectives and Instructional Routines.**
- Have students define the terms in their Coaching Dictionary.

## Teach – 60 minutes

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### Reinforcing Concept



- Lead students in a brief discussion concerning the different aspects of a practice session. Include topics related to practice segments, instructional routines and setting objectives.
- Have each student choose a sport, and write a practice plan for “Day 1” – as if they were the head coach.
  - ☑ Ensure students incorporated the factors mentioned above.
  - ☑ Circulate through the room, helping students as needed and/or have students present their plans to the rest of the class.

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### Cooperative Learning



- Divide students into four groups. Assign each group to one of the following topics: warm-up, activity, cool down and evaluation.
- Have each group design strategies that will be used during their particular practice segment.
  - ☑ Groups can present their segment to the rest of the class.
- Using students’ responses as a springboard, lead a class discussion on the need to coordinate the segments of a practice.

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### Group Discussion



- Present a vaguely written practice plan for students to consider.
- As a class, have students suggest ways of making the plan better.
- Use student responses to cover topics important to practice design.

## RESOURCES

For further information on the topics covered in this lesson see:

- A comparative analysis of expert and novice basketball coaches’ practice planning. Jones, D.F., Housner, L.D., & Kornspan, A.S. (1995).
- Practice planning and organization observations from the USA. Munns, D. (2006).
- 10 ideas on practice planning. Croft, C. (2000).
- *Coaches guide to teaching sport skills*. Christina, R.W., & Corcos, D. M. (1988).

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## Assess – 10 minutes

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### Assignment Check

- If students participated in the “Reinforcing Concepts” portion of the lesson, practice plans can be collected and checked for concept understanding.
  - ☑ Constructive criticism should be written on papers and returned the following class.

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### Vocabulary Building

Have students add any new and/or revised terms to their Coaching Dictionary.

### **Closing – 10 minutes**

Reiterate to your students the necessity of coordinating the different segments of a practice into a smooth and well-designed plan. Explain the need to consider the intensity level for activities as athletes move from one drill to the next. Also, review the consideration coaches must make concerning the intensity level from one day to the next, especially when a team is in season. Force students to think about how they will incorporate instructional routines into their practice plan so that athletes are constantly exposed to the fundamentals involved in a sport.

## **RE-TEACHING ACTIVITY**

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### **Critical Thinking**

- Either require student(s) to obtain a copy of a practice plan from a teacher-coach in the community, or provide them with a copy of a practice plan.
- Ask student(s) to evaluate the plan and write a statement describing the positive and negative qualities.
  - Statements can be collected and checked for concept understanding.

## **HOMEWORK ASSIGNMENT**

### **NFHS Online Course**

Unit 5 – Section(s)

- (5) Coaching During Competition

# LESSON PLAN 28

## COACHING AND COMPETITION

### OBJECTIVE

- Develop strategies for coaching during competitions

### SETTING THE STAGE

The topic of competition is one of the most important issues both novice and experienced coaches must consider. Athletics is meant and designed to have an emotional component. The ability of a coach to model a calm and confident demeanor during competition will have a big influence on the overall success of any athletic program. Through movies, television and tradition, we all have experienced the magical powers of a pregame pep talk. In fact, research has shown that most coaches believe that giving their team an emotional message before a game is a “must” (Mack, 1999). This lesson will focus on helping your students to consider the positive and negative consequences of their coaching behaviors in pre-game situations, during the game and post-game situations. It is vital, especially for novice coaches, to reflect on how they want their own behaviors to affect their players, before the coach finds himself or herself in the throes of an emotional and competitive situation. It is also important to have your students attempt to connect their general coaching philosophy to the behaviors they hope to exhibit during competitions.

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### Focus – 10 minutes

#### Quick Start

- Play a short clip from a sports movie in which the actor gives a rousing pep talk. Examples include: Hoosiers, Rudy, Any Given Sunday, etc.
- Lead a brief discussion on how scenes and movies like the one shown has influenced interscholastic coaches.

#### Prior Knowledge

- Have students write a brief reflection on some of their own experiences, both positive and negative, concerning pre-game and post-game behaviors of coaches.
- Ask a few students to share their reflections.
  - ☑ Explain the importance of reflecting on these types of issues before becoming involved in an emotional situation.

#### Vocabulary

- Write the following words on the board: **Compete, Encouragement, Overloading, Self-Regulation and Individualized Arousal Strategies.**
- Have students define the terms in their Coaching Dictionary.

## Teach – 50 minutes

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### Online Integration (Teachable Moment)



- Play the video “Coaching during Competition” (approx. 4 minutes).
- After viewing the video, have students write a brief reflection about the thoughts they had while watching the coaching episode.
- Lead a discussion with the entire class, asking students to share their reflections.

#### Ask:

- How do you see yourself, and don't see yourself, in the coach from the video?
- How common is this type of scenario in interscholastic sports?
- How could the situation been handled differently?

---

### Lecture



- Present information that highlights issues interscholastic teacher-coaches need to reflect upon concerning their competition behaviors.

#### **Key points include:**

- Raising anxiety levels of athletes
- Extent of in-game interaction as a function of the sport
- Impulse control
- Interactions with officials
- Post-competition behaviors
- Connection between coaching philosophy and coaching behaviors
- Importance of displaying congruent behaviors (leadership behaviors)

## RESOURCES

For further information on the topics covered in this lesson see:

- Pep talks: Why didn't my team “win one for the Gipper”? Mack, M.G. (1999).
- An exploratory examination of the effects of coaches' pre-game speeches on athletes' perceptions of self-efficacy and emotion. Vargas-Tonsing, T.M. (2009).
- Leadership in sport: A review. Chelladurai, P. (1990).
- Coaches' and athletes perceptions of efficacy enhancing techniques. Vargas-Tonsing, T.M., Myers, N.D., & Feltz, D. (2004).

### Assess – 10 minutes

#### Outlining

- Have students outline the important points made during the lesson.
  - Papers can be collected and checked for concept understanding

#### Reflection

- Have students write a brief reflection in which they describe a situation they see themselves choosing to give an emotion-generating pre-game message to their athletes.
- Ask students to briefly share their responses with the rest of the class.
  - Explain that athletics does involve emotion; the objective is not to eliminate this important aspect of sport, but to control it.

#### Vocabulary Building

Have students add any new and/or revised terms to their Coaching Dictionary.

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### Closing – 10 minutes

#### Discussion

Reiterate to your students that the educational mission of interscholastic athletics doesn't end during competitions. Instilling a sense of purpose, modeling appropriate behaviors and providing productive feedback is a responsibility for all teacher-coaches. It is very important athletes see congruence between coaches' core beliefs and their overt behaviors. The manner in which a teacher-coach handles himself or herself around competition will go a long way in helping student-athletes reach not only the goals they have set for themselves, but the goals of interscholastic athletics as well.

## RE-TEACHING ACTIVITY

#### Synopsis

- Provide a copy of the "Pep Talks: Why Didn't My Team Win One for the Gipper?" article from the Resources section above.
  - Student(s) can also retrieve their own copy from the Internet.
- Have student(s) review the article and write a brief overview of the key point raised by the author.
  - Papers can be collected and checked for concept understanding.

## HOMEWORK ASSIGNMENT

### NFHS Online Course

Unit 5 – Section(s)

- (6) Evaluation

# LESSON PLAN 29

## EVALUATION STRATEGIES

### OBJECTIVE

- Implementation of a comprehensive evaluation plan

### SETTING THE STAGE

This lesson represents the last set of concepts introduced to your students. As part of the last lesson, it is important to close the circle of information and return to one of the first concepts introduced in the class: the educational mission of interscholastic athletics. Typically, sports at the interscholastic level are seen as a struggle for supremacy with coaches and athletes doing their best to emerge as “winners.” It is very important that your students understand that this course painted a deeper picture of what success truly means at the high school level for both student-athletes and coaches. Winning isn’t everything, and winning cannot be used as the sole means of evaluating a high school sports program. The overall climate created by the interscholastic coach is more closely related with how a student-athlete will evaluate the worth of his or her athletic experience (Cumming, Smoll, Smith, & Grossbard, 2007). This lesson will focus on strategies a coach can implement that will allow him or her to evaluate the complete success – beyond just wins and losses – for individual athletes, the program, the experience and himself or herself as an interscholastic teacher-coach.

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### Focus – 10 minutes

#### Quick Start

- Ask students to create a list of different achievement standards that can be used to evaluate both an athlete and a team.
- Lead a group discussion using student responses to springboard into different areas of consideration.

#### Prior Knowledge

- Write the following question on the board: **Is winning everything?**
- Ask students to consider a positive athletic experience from their past, and have them describe in a reflection how big of a role winning played in the enjoyment of that situation.
  - ☑ Explain to students that competition is an important aspect of interscholastic athletics, but it is only one of many important aspects. Winning should not be the sole indicator of success in any high school sports program.

#### Vocabulary

- Write the following words on the board: **Goal Attainment, Evaluation Period, Improvement, Performance Feedback System and Positive Psychological Outcomes.**
- Have students define the terms in their Coaching Dictionary.

## Teach – 50 minutes

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### Reinforcing Concepts



- Provide copies of the evaluation templates found in the Resources section of the NFHS online course.
- Ask students to create their own evaluation tools for an interscholastic sport using the templates as a guide.
  - ☑ Circulate through the room helping students as needed and/or have students present their work to the rest of the class.

---

### Group Discussion



- Lead the class in a discussion that highlights the important factors a coach must consider when designing an evaluation system.

Ask:

- When would an appropriate time be to both evaluate student-athletes and discuss the evaluations with student-athletes?
- Who should be involved in an evaluation system?
- Should there be areas of a student-athlete's performance that are "off-limits" to evaluation?
- Should parents be a part of an evaluation system?

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### Cooperative Learning



- Divide students into pair-shares. If possible, have students with similar sports interest paired together.
- Have groups design an evaluation tool that could be used as a coach evaluation.
- Encourage students to include at least a portion of their tool devoted to discovering how athletes would evaluate the coach's performance.
  - ☑ Have groups share any aspects of their evaluation tool they feel is unique or important for other to coaches to consider.

## RESOURCES

For further information on the topics covered in this lesson see:

- Is winning everything? The relative contributions of motivational climate and won-lost percentage in youth sports. Cumming, S.P., Smoll, F.L., Smith, R.E., & Grossbard, J.R. (2007).
- Player evaluations: Creating a positive experience for all. McIntosh, D. (2008).
- *Way to go coach! A Scientifically-proven approach to coaching effectiveness.* Smith, R.E., & Smolls, F.L. (2002).

## Assess – 10 minutes

### Assignment Check

- If students participated in the “Reinforcing Concepts” portion of the lesson, evaluation tools can be collected and checked for concept understanding.
  - ☑ Comments should be made and papers returned the following class.

### Reflection

- Have students write a personal reflection on the importance winning will be as an evaluation outcome in their coaching philosophy.
- Remind students to incorporate ideas and personal insights gained from their experiences during Unit 1 of the course.
  - ☑ Students can be asked to share their reflections with the rest of the class.

### Vocabulary Building

Have students add any new and/or revised terms to their Coaching Dictionary.

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## Closing – 10 minutes

### Discussion

Explain how technology has changed the way we can gather information. Evaluation might be an area coaches can incorporate technology into their programs. Lead the class in a brief discussion on the possible uses technology and the Internet can play in evaluating the effectiveness of an interscholastic program. Look to interject the idea of coaches using technology to evaluate their own coaching effectiveness.

## RE-TEACHING ACTIVITY

### Critical Thinking

- Have student(s) design an evaluation tool that would give insight into the learning outcomes of your course.
- Encourage students to include ways of assessing the teacher’s performance, the emotional outcomes for students and the effectiveness of specific methods commonly used in the course.
  - ☑ Papers can be distributed during class for feedback and assessment.

## HOMEWORK ASSIGNMENT

### NFHS Online Course

Unit 5 — Section(s)

- Complete/Review Unit 5 Test section
- (1-6) Review

## LESSON PLAN 30

### UNIT 5 REVIEW/ASSESSMENT

#### OBJECTIVE

- Evaluate student understanding and mastery of concepts related to the learning and teaching of interscholastic athletes.

#### SETTING THE STAGE

In any educational setting, it is vital the level of student understanding is evaluated. This lesson will highlight a more traditional method of evaluating the students in your class. Currently, there is much interest in other non-traditional assessment techniques; unfortunately, lack of space prevents discussion in this manual. For information on other non-traditional methods, see the resource section below. What students learn depends as much on your evaluation techniques as on your teaching – possibly even more (McKeachie & Svinicki, 2006). Students value what a teacher measures. Any type of test should facilitate learning for both you and your students. Most agree it is best if student assessment is an ongoing process (Ory & Ryan, 1993). That being said, if students' needs are to be met, the testing program you choose must fit the goals and structure of the class. Choosing a format other than unit test – as outlined in this manual – is the decision of the instructor.

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#### Focus – 20 minutes

##### Test Preparation

Finish Unit 5 by reviewing the objectives described at the beginning of the unit.

##### Key Questions:

- What are the stages of student-athlete skill development?
- What are factors coaches should consider when teaching technical skills?
- Describe ways a teacher-coach can improve the tactical ability of athletes.
- What are the key components coaches should incorporate into most practice plans?
- Describe some common coaching errors made during competition.
- Besides wins/losses, what are other ways teacher-coaches can assess the effectiveness of their coaching?

##### Test Preparation

Review key vocabulary and concepts from Coaching Dictionaries.

- Remind students to provide practical examples of concepts when appropriate.

**Teach/Assess – 60 minutes**

Below is a testing blueprint meant to help outline and develop a classroom exam by filling in the table with testing items. After an item is written, the corresponding content area and objective level can be marked. By completing the entire grid, it is ensured that both what was covered in class and the appropriate level of understanding appears on the exam. It should be noted that the instructional objectives written for the Unit 5 Testing Blueprint correspond with the six levels of Bloom’s Taxonomy. From left to right: Knowledge (boxes 1 and 2), Comprehension, Application, Analysis, Synthesis, and Evaluation

Content Areas	Instructional Objectives							Total Items
	Vocabulary	Important Facts	Connect to Prior Knowledge	Provide Examples	Analyze & Recognize Assumptions	Express Personal Interpretations	Interpret Adequacy of Concepts	
Stages of Motor Learning								
Technical Skill Development								
Factors Affecting Practice Sessions								
Tactical Skill Development								
Observing Athletic Performances								
Practice Planning								
Competition Considerations								
Player Evaluation								
Coach/Program Evaluation								
Total Items								

## RESOURCES

For further information on testing and assessment see:

- *Tips for Improving Testing and Grading*. Ory, J.C., & Ryan, K.E. (1993).
- *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (12th ed.). McKeachie, W.J., & Svinicki, M. (2006).
- Using stories in coach education. Douglas, K. & Carless, D. (2008).
- Coaching education and continuing professional development: Experience and learning to coach. Cushion, C.J., Armour, K.M., & Jones, R.L. (2003).
- Knowledge transfer: How do high performance coaches access the knowledge of sport scientists? Reade, I., Rodgers, W., & Hall, Nathan (2008).

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### Closing – 10 minutes

Any time remaining in class should be used to thank your students for their effort, and wish them well in their future endeavors. Ensure students have your accurate contact information in case they need to get in touch with you concerning grades or some other school-related issue. It is also a good idea to ensure you have the ability to contact them. Education, especially at the college/university level, is a journey for both teachers and students. Make sure your students understand that you have enjoyed this journey, and hope they can say the same. An appropriate way of ending the course might be to write the first quote used in the NFHS online course on the board, as a way of reminding your students of the power an interscholastic teacher-coach can have on the world: "A teacher affects eternity; he can never tell where his influence stops." (Henry Adams)



# Glossary

<b>Term</b>	<b>Unit/Lesson</b>	<b>Definition</b>
Achievement Behaviors	3/11	The actions a person takes in the effort to reach a predetermined goal, most often as part of a competitive situation such as interscholastic athletics.
Achievement Setting	3/11	A situation characterized by the striving for both immediate and distal goals, usually involving competition and the determination of a winner and loser.
Aerobic	4/18	Exercise or metabolism where the energy is replenished with the use of oxygen. This can produce energy for hours, but the amount of energy at any one time is somewhat limited. Endurance sports rely on aerobic mechanisms.
Aerobic Glycolysis	4/17	The breakdown of glucose with oxygen eventually resulting in energy, CO <sub>2</sub> and water.
Americans with Disability Act	2/9	A wide-ranging civil rights law that protects individuals with disability defined as having a physical or mental impairment that substantially limits a major life activity.
Anabolic Steroid	4/22	A class of chemical compounds which generally act to build or re-build tissue. Can be naturally occurring or synthetic. Taking exogenous (from outside the body) anabolic steroids is illegal, unethical and banned in all sports.
Anaerobic	4/18	Exercise or metabolism where the energy supplies are replenished without the use of oxygen. This can produce energy in large amounts and quickly, but is of limited duration. Sprints and explosive sports rely on anaerobic metabolism.

<b>Term</b>	<b>Unit/Lesson</b>	<b>Definition</b>
Anaerobic Glycolysis	4/17	The breakdown of glucose without oxygen eventually resulting in energy, lactate and water. Glucose comes from the blood or from the breakdown of muscle glycogen.
Anxiety	3/15	A feeling of psychological and physiological uneasiness and distress usually caused by fear, uncertainty or danger.
Arousal	3/15	A state of physical and mental activation that can range from a comatose state to one of extreme excitement such as a panic attack.
Arrogant Listener	3/13	Someone who is only interested in what they themselves have to say rather than what the other individuals involved in the interaction is saying.
Assess	5/26	To estimate or judge one's ability or status; evaluate.
ATP/CP	4/17	Abbreviation for adenosine tri-phosphate (ATP) and creatine phosphate (CP). As a group, they are called intracellular phosphates, and are the "energy currency" of the cell. The amount of intracellular phosphates in muscle is limited and requires replenishing after only a few seconds of exercise. The energy is replenished by aerobic and anaerobic glycolysis and fatty acid metabolism.
Athletic Triangle	1/3	A framework that explains the student-centered philosophy of interscholastic athletics and is made up of the student-athlete at the apex supported by parents and coaches at the base of the triangle.
Augmented Feedback	3/13	Information provided by a source external to the execution of a movement or technique such as time on a stopwatch, a video replay or the comments of a coach.
Autonomy	3/12	A sense that a person is the perceived source of their own behavior and existence.
Behaviors	1/2	The aggregate of responses to internal and external stimuli; response to a decision.
Blood Doping	4/22	The process of increasing the number of circulating red blood cells, either by transfusing or by administering erythropoietin, as a means of increasing athletic endurance.
Budget	2/8	An estimate, often itemized, of expected income and expense for a given period in the future, usually involving a plan or strategy based on that estimate for future success.
Carbohydrate	3/20	Sugars that can be broken down in the digestive tract, absorbed primarily as glucose, transported to cells and used as the predominant source of energy in sport.

<b>Term</b>	<b>Unit/Lesson</b>	<b>Definition</b>
Chain of Command	2/8	The organizational structure involved with governing a group. In the case of interscholastic athletics, this ranges from the state board of education to the on-site head coaches and assistant coaches.
Closed Skills	5/25	Skills performed in a relatively stable, predictable environment.
Coaching Philosophy	1/4	A framework of general theories that represents a coach's beliefs, principles, opinions and values concerning their perceived path to future team or athlete success.
Code of Conduct	2/9	A set of principles or standards to which a group agrees to hold themselves accountable.
Compete	5/28	Having a sense of rivalry and striving to do one's best as a way of beating an opponent.
Competence	3/12	Perceptions of ability and effectiveness in accomplishing particular tasks.
Competition	1/5	To seek together, to coincide, to agree. The struggle between two teams for the same outcome, usually related to winning.
Concentration	3/15	Placing exclusive attention on the task at hand.
Constant Practice	5/25	Learning a skill under conditions that do not vary.
Contusion	4/22	A common athletic injury in which tissue is damaged but the skin is not broken; a bruise.
Creativity	5/26	A coach's ability to go beyond traditional ideas, rules, patterns, relationships or the like, and to create meaningful new ideas, forms, methods, interpretations, etc.; originality, progressiveness or imagination.
Credibility	3/13	Worthy of belief or confidence; trustworthy.
Deliberate Practice	5/24	Practice that requires effort while generating no immediate rewards and is motivated by the goal of improving performance rather than inherent enjoyment.
Developmentally Appropriate	3/12	An activity or skill that is commensurate with the ability and maturity of the student-athlete.
Due Process	2/9	A course of formal proceedings carried out regularly, fairly and in accordance with established rules and principles established to safeguard the rights of all individuals involved.
During-season	2/7	Time period that begins with the direct preparation for competitive games.

<b>Term</b>	<b>Unit/Lesson</b>	<b>Definition</b>
Dynamic Stretching	4/19	Muscle stretching that involves going back and forth from the limits in the whole range of motion for a given joint.
Educational Athletics	1/2	An approach to athletics that stresses learning and considers sport as a vehicle to supplement and reinforce lessons learned in the classroom.
Efficacy	1/4	The judgment in one's ability based primarily on retro-active appraisals to execute a specific task successfully.
Ego-involvement	3/11	A state of goal involvement where perceptions of success are based on outperforming others – preferably with less effort.
Eligibility	2/8	Meeting a particular academic standard before a player is allowed to participate in interscholastic athletics.
Empathy	3/13	The intuitive understanding of another's current feeling or situation. Appreciation for another's actions and behaviors within a given context.
Encouragement	5/28	Expressions by a coach that serve to incite, support, promote or advance the confidence of an athlete or team; incentive; increase of confidence.
Extracurricular	1/3	Outside the regular academic program.
Evaluate	5/27	Monitoring the progress of established goals. Checking for goal attainment.
Evaluation Period	5/29	A specific time set aside in which a coach determines and communicates the levels of technical, tactical, physical and psychological improvement among players.
Female Triad	4/20	A framework consisting of three inter-related health issues seen in female athletes: disordered eating habits, amenorrhea (loss of menstrual period) and osteoporosis (weak bones).
First Responder	2/8	The initial qualified person on a scene able to administer first aid in the case of an emergency.
Goal Attainment	5/28	Accomplishing pre-determined objectives; how coaching effectiveness is determined.
Good Samaritan Law	2/8	A law that protects a person from being sued in the event he or she provides appropriate and timely first aid to an emergency victim.
Heat Stroke	4/21	A serious condition associated with high body temperature that requires immediate medical attention. Symptoms include: headache, muscle cramps, nausea, disorientation, "goose bumps."

<b>Term</b>	<b>Unit/Lesson</b>	<b>Definition</b>
Ideal Performance State (IPS)	3/15	A state of optimal psychological and physiological arousal that is likely to result in high level performance; being in the “zone.”
Improvement	5/29	A positive change or addition to technical or tactical skills.
Individualization	4/19	The ability of a coach to recognize the different needs of student-athletes, adapt training accordingly and know when training is counter-productive.
Individualized Arousal Strategies	5/28	Different strategies created by athletes in consultation with coaches to best prepare themselves emotionally for a competition.
Instructional Routines	5/27	A customary or regular course of procedures established by a coach to help athletes learn the technical and tactical skills of a sport.
Instructional Methods	5/27	The manner in which a coach instructs his or her athletes, usually consisting of an orderly, logical and systematic way of teaching, inquiry, investigation, experiment or presentation.
Interpersonal Skills	1/5	The skills involved with communication, social tasks and motivation.
Interscholastic Athletics	1/2	For the purpose of the present course, sport competition between schools in grades 6-12.
Intrinsic Feedback	3/13	Information a student receives as a natural outcome of executing a particular movement or skill and is provided by the student's own sensory system.
Inverted-U	3/15	A psychological concept that helps to explain the relationship between arousal and performance.
Learning Objective	5/27	A brief, clear statement of what the student-athlete should be able to do as a result of an experience or practice.
Managerial Skills	1/5	Maintenance and organization of a systematic approach to coaching in terms of preparation, time management, administration, programming, etc.
Maximum Voluntary Contraction (MVC)	4/17	The maximum amount of force that can be applied voluntarily. The MVC is different for different muscles or groups of muscles.
Mission Statement	1/4	The formulation of official goals that define the purpose, participants and measure of success for a group or organization.
Modeling	1/3	The act of expressing a standard or example for another to imitate.

<b>Term</b>	<b>Unit/Lesson</b>	<b>Definition</b>
Modification	5/26	When rules, equipment, playing area or number of players is altered during practice as a way of increasing tactical abilities.
Motivation	3/11	A process that involves the direction, intensity and regulation of behavior.
Motor Learning	5/24	A set of processes associated with practice or experiences leading to relatively permanent changes in the capability for responding a given movement.
Motor Unit	4/17	The basic unit of muscle contraction. Creates all human movement. A grouping consisting of the motor nerve and the muscle fibers in innervates.
Muscle Cramp	4/21	Involuntary and often painful contractions of a muscle, most often due to a loss of fluid during exercise.
Muscle Glycogen	4/18	The stored carbohydrate in a muscle. When glucose enters muscle cells, an enzyme (glycogen synthetase) starts linking glucose molecules and water to make muscle glycogen.
Nutrition	4/20	Deals with the proper intake of fuel for the body and mind.
Off-season	2/7	The period beginning with the end of a season and running up to the beginning of an intramural period. Usually marked by the opportunity to grow for both coaches and players.
Open Skills	5/25	Skills executed in an environment that is ever-changing and unpredictable so that the student-athlete must constantly adjust.
Outcome Goal	3/14	A goal that is focused on a specific consequence or result of an event.
Overloading	5/28	When a coach gives too much information (either tactically or technically) or speaks too long in an attempt to motivate athletes to "super-human" levels of performance causing anxiety levels among athletes to rise to nonproductive levels.
Over-training	4/18	A physiological concept related to the unexplained presentation of symptoms leading to underperformance in athletes.
Part Practice	5/25	Breaking the technique of a sport down into a series of parts and practicing each part independently prior to putting them together into a whole.
Peak Height Velocity	3/20	The maximal rate of growth (not the tallest one gets). When a student/-athlete is growing the fastest.
Performance Analysis	5/26	Utilizing some type of system to break down the technical and/or tactical abilities of athletes, such as video, direct observation or vicarious experiences.

<b>Term</b>	<b>Unit/Lesson</b>	<b>Definition</b>
Performance Feedback System	5/29	The selection of specific behaviors that will be tracked over time, with the results being communicated to athletes as a way of marking areas of improvement or decline.
Performance Goal	3/14	A goal that is focused on an individual's or team's improvement relative to a previous performance.
Perception of Success	3/12	The cognitive awareness of goal attainment or lack of attainment. A person's understanding of personal achievement.
Portion Control	4/20	Being aware of both size and make-up of the food taken in at each meal. This includes the proportions of carbohydrates, protein and fat content.
Positive Psychological Outcomes	5/29	Increases in an athlete's mental and/or emotional wellbeing, both short-term and long-term, as a result of their experiences during interscholastic athletics.
Pre-season	2/7	The period just prior to the establishment of a team, usually marked by the introduction of players and parents to the culture, goals and objectives of a program. Also referred to as the intramural period.
Principle of Periodization	3/19	The optimal way to apply stress to a biological system. By applying stress and then relieving it, the body adapts and can perform at higher levels relative to those forms of stress.
Principle of Reversibility	3/19	How the body reacts when too little stress has been applied for too long. The reduction of functional capabilities related to an athlete not doing an activity. Referred to as the "use it or lose it" phenomena.
Process Goal	3/14	A goal that is largely in a student-athlete's control and specifies the processes the athlete will engage in during the performance; often involves the technical aspects of a skill.
Recreational Drugs	4/22	Substances that alter the mental state of users and are illegal for minors to possess or consume.
Relatedness	3/12	A sense of belongingness or connectedness both with other individuals and with one's community.
R.I.C.E.	4/22	An acronym that highlights the treatment for commonly occurring athletic injuries; stands for Rest, Ice, Compression, Elevation.
Role Frame	1/3	A framework that describes the way coaches define the duties and responsibilities to which they hold themselves accountable. A coach's sense of duty.

<b>Term</b>	<b>Unit/Lesson</b>	<b>Definition</b>
Self-confidence	3/14	Realistic faith in one's own overall abilities. A "can-do" attitude.
Self-regulation	5/28	The ability of coaches and athletes to control their own feelings and impulses during competition.
Skill	5/24	A student's current level of technical and tactical ability.
Socialization	1/2	The process of shaping and being shaped by the dominant beliefs of a society.
Sodium	4/21	Most critical electrolyte lost in sweat, helps maintain blood volume and reduces the risk of muscle cramps during exercise.
Specificity	4/18	The notion of training athletes in a manner that is directly related to the intensity and environment they will experience in competition.
Stakeholders	2/9	The people who share in the investment of time, resources and energy involved in interscholastic athletics. Individuals include students, parents, coaches, faculty and administrators.
Static Stretching	4/19	To hold a position at one end of the range of motion, usually maintaining the stretch for 30-60 seconds.
Student-centered Coaching Philosophy	1/4	A philosophical approach to coaching that has as its primary goal the holistic development of each athlete. This approach recognizes that the student-athlete is an active participant in the athletic process.
Structure	5/27	The relationship or organization of the component parts of an athletic program. The system a coach puts into place to help administer team functions.
Success	1/4	The outcome of positive goal attainment.
Supervision	2/7	Attempting to reduce the chances of harm for an individual or group by accepting the responsibility of overseeing and managing.
Sweat	4/21	The body's way of regulating excessive heat, consists of mainly water, salt and electrolytes.
Tactical Ability	5/24	The ability to determine what strategies are most appropriate in a given situation and whether the strategy can be successfully executed.
Tactical Interview	5/26	A coaching strategy that focuses an athlete's attention on tactical skill development. Utilizing a question-and-answer format to instruct athletes toward skill advancement.
Tactical Skills	1/5	The capabilities necessary to incorporate strategies and tactics of a sport at the correct time and place.

<b>Term</b>	<b>Unit/Lesson</b>	<b>Definition</b>
Task-involvement	3/11	A state of goal involvement where perceptions of success are based on gaining skill and knowledge, trying hard, performing to the best of one's ability and experiencing personal improvement.
Teachable Moment	1/2	A time 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.
Technical Ability	5/24	Coordinated, refined and efficient movement patterns emerging largely as a function of years of extended and systematic practice.
Technical Skills	1/5	The skills gained through extended and systematic practice and repetition, most often related to the physical competencies of a sport.
Time Management	2/7	The ability to plan, prioritize, guide, multi-task, etc., as a means of reaching an outcome goal.
Title IX	2/9	A clause in the 1972 Education Act stating that no one because of sex shall be denied the benefits of any educational program or activity that receives direct federal aid.
Values	1/3	The ideals, customs, traditions, etc., of an individual or group that is held in positive regard.
Variable Practice	5/25	Learning a skill under changeable and adjustable conditions.
Vicarious Experience	3/14	Altering a person's sense of efficacy by having him or her watch a task being performed by someone else.
Water Intoxication	4/21	Drinking too much fluid (over-hydrating) which can lead to a condition called hyponatremia; usually occurs when blood sodium concentration becomes diluted, causing the brain to swell.
Whole Practice	5/25	The process of learning an entire technique or skill as a single unit.

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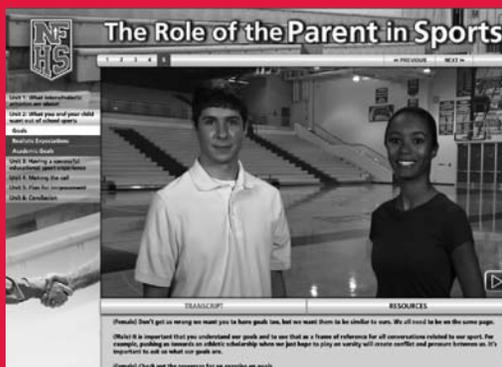
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