



HUMAN PERFORMANCE PROJECT

— Illinois —

Coaches' Playbook

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PROGRAM DESCRIPTION



PROGRAM DESCRIPTION



Founder, John Underwood

The Human Performance Project (HPP) is a comprehensive prevention program developed by Olympic Trainer John Underwood. His passion for teaching the science behind optimal performance in youth started at the beginning of his career and has remained a pivotal component of his work. John takes his 35 years of experience studying elite performers and shares the secrets of their success with the up and coming generations.

Since his work in designing a Human Performance Project for the US Navy Seals, John has partnered with veterans of his training program and founders of Applied Performance Sciences (APS) to help share his message. APS has been instrumental in complementing John's science-based research with the leadership training and skill development that every person could benefit from. The combination of these two themes, science and leadership, are the key aspects of HPP that allow students the opportunity to not only live a healthy lifestyle first hand, but influence their peers in positive ways to do the same.

HPP takes a proactive approach to improving school climate by coordinating all aspects of high school student life including: teachers, administrators, parents, communities, prevention professionals, and students themselves. The program is centered on developing student leadership and providing them the skills to lead their peers to healthy lifestyle choices.

This is a program that gives staff and students the tools to learn the academic side of human performance, practice and teach integral leadership skills, and serve younger students and the community. Ultimately, when adopted comprehensively, the Human Performance Project has the ability to create a positive, respectful culture where students become energized to make a difference for themselves, their peers, and generations to come.

PROGRAM CONTENT

Science, Leadership, and Policy

The Human Performance Project is all about providing individuals with as much knowledge and as many skills as possible to become strong leaders and optimal performers in all that they do. John Underwood's messages focus on compelling facts and applicable details of how nutrition, mood and mindset, chemical health, and sleep impact our day to day performance.



The leadership training taught and modeled by the APS team brings John's science to a real world application. These trainings teach the value of creating a culture where students are leaders of positive change and hold one another accountable to being the best they can be. There are many leadership development trainings available with this program. Some of the topics include commitment and accountability, resilience, conflict management and confrontation, and leadership facilitation.

Step-by-step training modules for both science and leadership topics can be downloaded from ilhpp.org. Trainings come complete with facilitator notes, worksheets, and activities to help build the knowledge and skill sets of your student leaders.

PROGRAM CONTENT

Science, Leadership, and Policy

The ultimate goal of the Human Performance Project is to create a culture where positive lifestyle choices are the norm in your school and community. Students thrive in an environment in which there are clear boundaries and expectations. Strengthening policies is an important component of this program because it ensures that all are committed to promoting healthy choices among youth. Putting these policies in place, in collaboration with student leaders, will show you support their decision to make healthy choices and strive for optimal performance.

There are three policy components to this program. The IL HPP Team can help you incorporate each into your school and community.

Code of Conduct

The first step in addressing the policy component of this program is to review your school's extracurricular code of conduct. Revisit your school or district's code to ensure clear language and expectations.

Pledge

Create a pledge that outlines the values and commitments required to be considered a representative of this lifestyle. This process should be led by the students who will make the commitment to sign the pledge.

Restorative Justice

This level of policy will ensure that in the event of a code or pledge violation, the response will be restorative, rather than simply punitive. This approach addresses the underlying reasons for the violation and connects the individual to further support.

PROGRAM STRUCTURE

The Chapter Model

The next level of this program, beyond simply teaching the materials provided, is developing a school chapter. The beauty of this program is that it means whatever each school wants it to mean. Each school and chapter has the flexibility to turn this initiative into what fits best for their community. We often say that the best way to get a clear picture of what your HPP chapter could look like is to see what other schools are doing. These perspectives are available online, at in-person trainings, and through conversation with the IL HPP Team.

There are, however, a couple common components that make many of these chapters successful. First and foremost, this is a **student led, staff supported initiative**; meaning the greatest influence of change is the students. If students have buy-in and feel empowered to lead this movement, then that is what will drive the positive culture that this program is all about.

Getting students trained in this program will help them become motivated and ready to take the lead. Staff supported means that it is important for student groups to have faculty advisors and even the support of administration. The role staff advisors play in each chapter varies, but the liaison from students to adults is vital to the success of this program.

One more important component of the chapter model is the motto: **“This program is not a club, it is a lifestyle!”** Sometimes, the term *club* sets the tone of being *in* or *out*, and adds an element of exclusivity. The ideal HPP chapter creates a lifestyle that *anyone* can adopt and sets a positive culture that becomes the norm for all students.



NOTES:



THE COACHES' ROLE



COACHES' ROLE OVERVIEW

Coaches Committed

The role of an HPP Coach Committed goes beyond the typical job description of any other athletic coach. By agreeing to promote an HPP culture within your team, you are becoming a ***coach committed, or staff committed***. The committed model is a foundational aspect of the Human Performance Project. Making a commitment to live the values of HPP is an important aspect of being an HPP Coach Committed. Check out the model below to understand what it means to be a ***staff committed***.

STAFF COMMITTED

Being ***committed*** means to hold ourselves and others accountable to:

- Make optimal decisions about health and wellness
- Role model positive behaviors and attitudes
- Be dedicated to the process of establishing a culture of excellence and living high standards

As ***staff committed***, we will:

- Mentor students as they establish their character and develop healthy lifestyle habits
- Be intentional about creating a culture of staff respect and collaboration to achieve the highest level of support for our students
- Ensure the development of the program by fostering new staff and student champions

Part of your responsibility as a coach committed to the Human Performance Project means understanding the program itself. We recommend you take the time to go through the introduction section of this manual in order to grasp the important components of HPP. In your role as an HPP Coach Committed you will conduct a Code Night meeting to go over the Code of Conduct, hold regular meetings to discuss lifestyle issues that may arise with your athletes, continue to revisit individual and team goals, choose team leaders based on *The 5 C's of Leadership* assessment, integrate HPP science module education, know the impact of alcohol, tobacco, and other drugs (ATOD) on performance, and lead by example by living a healthy lifestyle and making positive choices.

Check out the *Coaches' Task List* in the Appendix to help you in establishing an HPP culture for your team.

THE INFLUENCE OF A COACH

Why Be A Coach Committed

It is important to understand the influence you have over your athletes and the choices they make. Being a coach is about being a role model. A coach should strive to be someone that is respected by all stakeholders within the community. Below are five justifications for why you should go above and beyond average expectations by becoming an HPP Coach Committed.



1. You matter in the lives of your athletes! It is important to recognize that students look to you for support, rule setting, and positive adult role modeling. Students say they feel there are coaches who really do care about them— keep up the good work!

- Supportive coaches are a protective factor for student athletes.
- Having a positive adult role model, such as a coach, can help influence student athletes to make healthy choices.
- Students that delay the onset of drinking until 21 will reduce their risk of addiction.

2. Coaches are role models and must remember to reinforce words and actions to encourage their athletes to make lifestyle choices that will enhance their performance and the performance of the team.



3. When talking to student athletes about the importance of nutrition and positive mindset and the dangers of sleep deprivation, alcohol, tobacco, and other drugs, the message is more effective because a positive coach-player relationship opens many doors for strong communication.

4. As coaches, we understand that athletes start learning after the 1,000th repetition and with that same principle in mind we need to continue to promote the message that ATOD use, poor sleep habits, junk food, and negative attitude have no place in the world of optimal performance.



5. The amount of influence a coach has on their athletes cannot be over-stated. In many cases, a coach is like a second parent to athletes.

SELECTING TEAM LEADERS

The 5 C's of Leadership Overview

One of the foundational components of this program is that it is **student lead, staff supported**. We recognize that committed staff members are vital to the success of HPP within a school community, but it is important that these staff members are fostering leadership within the students themselves. As an HPP Coach Committed, we ask you to take a look at the way you are choosing your team captains and consider the following before selecting your leaders for next season.

The traditional view of team captains meeting before a competition to shake the opponent's hand for good sportsmanship has been unchanged for many decades. However, through HPP, we encourage coaches to set new standards for choosing student athlete leaders with higher expectations to become captains of their teams.

Human Performance Project founder John Underwood stated, "We have seen a significant number of incidents involving both drug use and out-of-character behaviors, as well as criminal acts committed by team leaders in recent years. There seems to be a trend toward pack mentality in sport that has greatly diminished the ability of individuals to positively impact teams and teammates."

In light of the recent string of high-level scandals in the sports world, it is important that at this developmental and impressionable level of high school athletics, we are proactive about educational prevention and intervention programs. Realizing that today's athletes face unprecedented social and behavioral issues, developing leaders is a difficult task, and even more difficult is finding potential leaders among the masses. Although this can be a long process, the value of the potential outcome is worth the time and energy. If we can find, train, and develop leaders, they can have a positive impact on their peers.

The Human Performance Project encourages team leaders to have significant tasks, duties, and responsibilities that will help lead the team into a program of excellence. How we choose potential leaders needs to go beyond athletic skills and popularity. The best candidate for team captain is not always the best player on the team.

The IL HPP Team encourages coaches to identify student leaders by using *The 5 C's of Leadership* assessment tool. The 5 C's stand for *competence, character, civility, citizenship, and chemical health*, which are qualities that lay the foundation for effective leadership. Student leaders tend to be strong in some areas, and weaker in others. We encourage you to recognize existing strengths as well as potential for growth in your athletes. The important thing about choosing student leaders is finding athletes who will commit to developing all 5 C's on a daily basis.

When using *The 5 C's of Leadership* assessment tool it is important to realize that the objective is to improve the leadership skills of the athlete being evaluated. No student athlete is ever perfect, and it is the role of a coach to help their athletes grow.

This assessment will point out the strengths of students, which will likely be a gratifying experience for your athletes. However, this tool is not meant only to compliment individuals on their strengths. Both the evaluating coach and the athlete who is being evaluated should know that the intention of this assessment is also to identify areas for improvement. In other words, this tool is a way to provide and receive constructive criticism. Below you will find a summary of the 5 C's. The complete *5 C's of Leadership* assessment tool can be found at the end of this manual in the Appendix or online at ilhpp.org.

5 C's of Leadership Definitions

COMPETENCE	Competence means having the necessary knowledge and understanding of HPP and indicates an ability to teach the lifestyle.
CHARACTER	Character means demonstrating attitudes and behaviors that relate to moral strength; including responsibility, accountability, dedication, trustworthiness, and self-control.
CIVILITY	Civility means demonstrating behavior that exemplifies consideration for others through respect, fairness, and caring.
CITIZENSHIP	Citizenship means representing social responsibility to extracurriculars and the community through commitment, teamwork, and role modeling.
CHEMICAL HEALTH	Chemical Health means supporting zero tolerance of substance use individually and for the group through role modeling, communication, and enforcement.

We recommend that you use IL HPP's *Student Leadership Manual* with your team captains to help everyone understand the roles and responsibilities associated with this prestigious position. Strong student leadership is vital to the success of a team, and taking the time to work on leadership development with your team captains will benefit everyone. The *Student Leadership Manual* can be found at ilhpp.org.

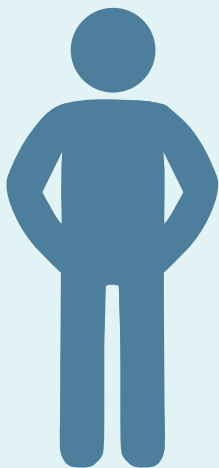
LEADERSHIP STYLES

Quiet and Vocal Leaders

Leadership is a process of mutual influence directed at achieving purposeful results. The development of leadership begins with personal initiative and awareness, and understanding one's passion, motivations, strengths, limits, and personal values. The process of self-discovery is ongoing and the pursuit of leadership requires perseverance and a commitment to perpetual learning. As the coach, you are in a position to help your students increase awareness about their own leadership styles.

Leadership styles vary; it is important for captains to find their own style and then begin working to fine tune their strengths.¹

Qualities of a Quiet Leader



A quiet person leads by example by demonstrating the following behaviors:

- Playing hard
- Being respectful to officials
- Staying focused during practice and games
- Setting the bar high
- Having confidence to take a stand against the use of alcohol, drugs, and other prohibited substances
- Making choices for nutrition and sleep based on solid statistics and studies
- Maintaining a positive attitude in the face of success and failure
- Performing well

Qualities of a Vocal Leader



A vocal person leads by verbally motivating the team by demonstrating the following behaviors:

- Playing hard
- Maintaining a positive atmosphere
- Setting the bar high
- Discussing non-use choices for alcohol, drugs, and other prohibited substances
- Discussing choices for nutrition and sleep based on solid statics and studies
- Discussing the importance of a positive team culture
- Performing well

Both quiet and vocal leaders are valuable for your team dynamics. IL HPP's *Student Leadership Manual* will help your athletes understand their own leadership strengths. This manual contains personal leadership assessments and tools that we recommend you use to foster leadership development among your athletes.

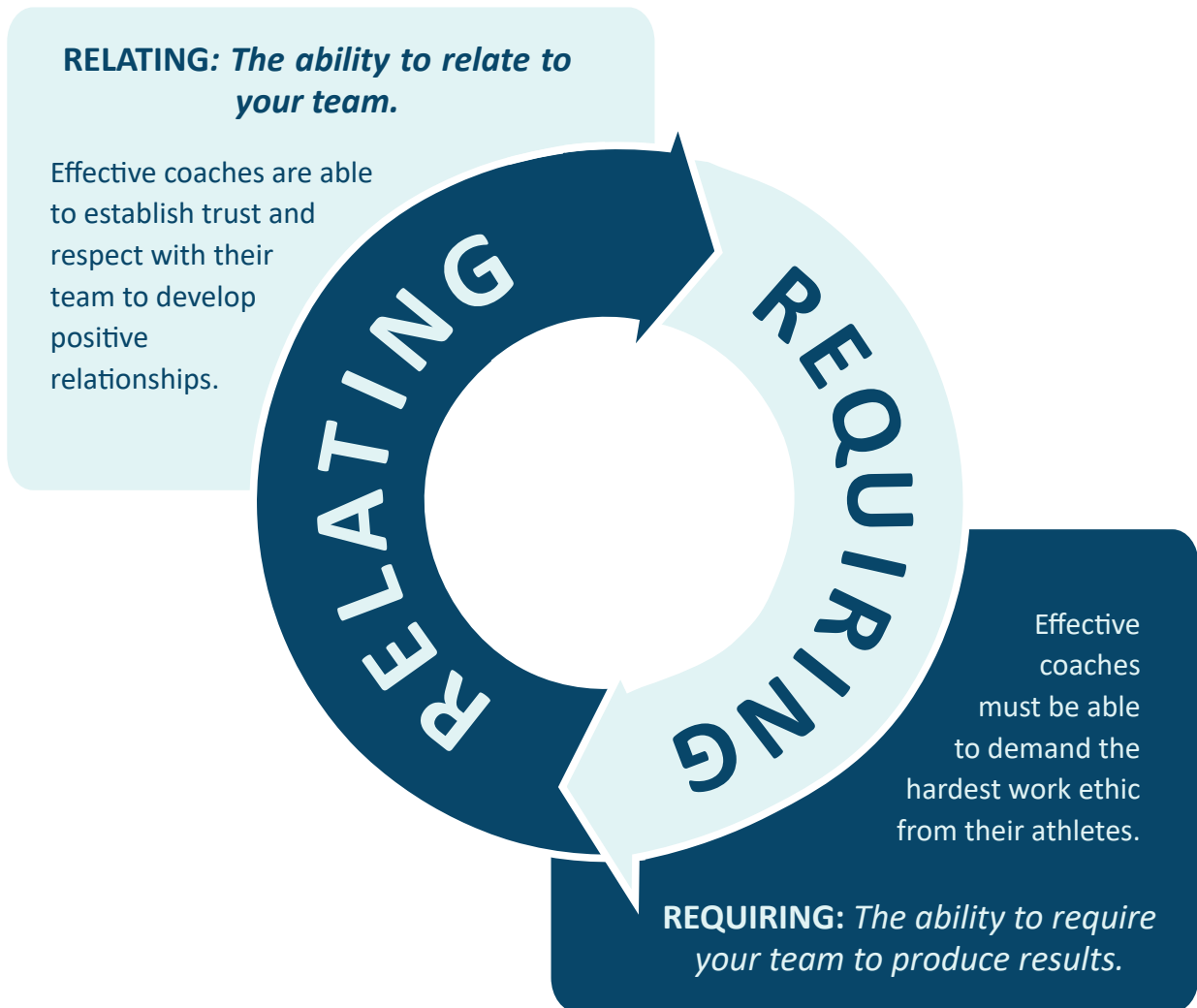
¹ Adapted from Life of an Athlete New Hampshire's *The Coaches' Playbook*.

BALANCING THE TWO R'S OF COACHING

*Relating and Requiring*²

“There are many skills to coaching that can improve team success, team dynamics, and a coach’s level of success. One skill that must be mastered is the balance between *relating* and *requiring*. Coaches must be willing to challenge and raise expectations of their athletes. It is important for coaches to hold their team accountable to these standards. Relying too much on a particular coaching style can lead to many problems. Coaches who rely too much on relating may worry about being liked and avoid confronting athletes for poor performance. Coaches who require too much may be perceived as overbearing and not concerned about their athletes.”

-Jeff Janssen, Sports Leadership Center, Cary, North Carolina



² Adapted from Life of an Athlete New Hampshire's *The Coaches' Playbook*.

TEAM CULTURE

T.E.A.M. Approach

The coach has the power to set the initial tone of the team and lay the foundation for a positive team culture. As an HPP Coach Committed, we encourage you to use the T.E.A.M. approach when establishing your team's culture.

T.E.A.M. Approach³

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

ENFORCE good behaviors. If a coach hears about a potential party with alcohol and drugs, call a team meeting and remind athletes of the code they signed. If a coach finds out someone violated the code, the coach must enforce the consequences and begin the restorative process.

ADVOCATE for proper training, nutrition, sleep, positive mindset, and a chemical-free lifestyle.

MODEL the behavior that athletes on the team are expected to demonstrate. Just as coaches want to remind students that others are watching, coaches need to understand this as well. Students are watching their coaches' behavior on and off the field. Students are watching how coaches treat the team, other coaches, and the officials.



The Human Performance Project is not a standalone event that occurs at the parent/athlete Code Night, instead it is a comprehensive approach that is incorporated into the team experience to create a more unified and healthier community. The T.E.A.M. Approach will foster a winning attitude within your team, and throughout your community.

Consider planning post-game events and encourage all teammates to attend, holding study groups to make sure all athletes are in good academic standing, and planning "out-of-season" team-building activities to foster a positive team culture. Using what we know from the science modules to promote healthy lifestyle choices will also greatly improve your team culture.

- Incorporate post-workout nutrition (see Power Back Diet) into every practice and performance to ensure maximum recovery and adaptation.
- Promote 8-10 hours of sleep and have athletes agree to eliminate their blue-light exposure for 90 minutes prior to going to bed.
- Provide daily time for debriefing with the team.
- Require no use - zero tolerance ATOD message.

³Adapted from Life of an Athlete New Hampshire's *The Coaches' Playbook*.

TEAM CULTURE

*Character Code of Conduct*⁴

Another way to establish a positive team culture is to have your athletes sign a Character Code of Conduct. Discuss the importance of having good character with your athletes and then hold them to high standards. Below is a sample Character Code of Conduct. The IL HPP Team recommends you revise and personalize this Code with your athletes in the beginning of the season. Giving your athletes a chance to contribute to the Character Code will increase the accountability they feel when signing. Be sure to add signature lines for students *and* parents so parents can know the standards their children are committing to.

I understand that in order to be a member of this team, I must act in accord with the following:

- **TRUSTWORTHINESS** - Be worthy of trust in all I say and do.
 - **Integrity:** Live up to high ideals of ethics and sportsmanship, pursue victory with honor, and above all do what is right even when it will be costly.
 - **Honesty:** Don't lie, cheat, steal, or engage in any other dishonest conduct.
 - **Accountability:** Fulfill commitments.
 - **Loyalty:** Be loyal to my school, team, and coach above my personal glory.

- **RESPECT** - Treat *all* people with respect *all* the time.
 - **Class:** Live and play with class, show sincere respect in pre and post-game rituals.
 - **Disrespectful Conduct:** Do not engage in this conduct at all, including profanity, obscene gestures, remarks of racial nature, trash talking, taunting, hazing, or any action that demeans an individual or sport.
 - **Respect Officials:** Treat all officials with respect. Be an athlete, be a fan, or be a coach. Leave officiating to the officials.

- **RESPONSIBILITY** - Understand the importance of education, be a student first, and commit yourself to that understanding.
 - **Modeling:** Participation in sports is a privilege, not a right, and you are expected to represent your school with honor on and off the field. Suspension or removal from the participation privilege is within the sole discretion of the school administration.
 - **Control:** Exercise self-control.
 - **Healthy Lifestyle:** Safeguard your health. Do not use any unhealthy substances, including but not limited to alcohol, tobacco, and other drugs. Engage in proper nutrition, proper workout programs, and adequate sleep.

- **FAIRNESS** - Live up to the high standards of play.

- **CARING**- Demonstrate concern for others.

- **TEAMWORK**- Help promote the well-being of teammates and be willing to report unhealthy or dangerous conduct to coaches.

- **CITIZENSHIP**- Play by the rules, including the spirit of the rules.

⁴Adapted from Life of an Athlete New Hampshire's *The Coaches' Playbook*.

COMMUNITY STAKEHOLDERS

Yellow/Red Card Fan Behavior

The culture of your team goes well beyond your individual athletes' attitudes. That is why one of the core messages of HPP is to involve your community stakeholders in the program to foster culture change on a community level. In the world of athletics, fans are incredibly important stakeholders. Often times fans provide a positive energy that motivates athletes to play better. However, fans have also been known to cross the line and sometimes their behavior turns negative and becomes a distraction. Mood and mindset is one of the core science modules of HPP. If a positive environment is going to be fostered and maintained, then we need a way to address negative fan behaviors.

Program founder, John Underwood, has come up with a productive way to address this issue. He wrote the following article on *Dealing with Out of Control Fans* for the magazine [High School Today](#). As an IL HPP Team, we encourage you to hold your fans to the standards you set with your school's HPP culture.

Dealing with Out-of-Control Fans ⁵

By: John Underwood

You deserve what you accept – that is a prevention standard that unfortunately is absolutely true. The second reality is that once a negative behavior is accepted as normative behavior, it accelerates to the next level. At that point, it is much more difficult to change.

Foul language, chants, taunting, interfering with a contest, fan rivalry conflict and irrational acts are quite common at athletic venues today. No one should have to simply put up with such behaviors. The privilege of attending a game or contest has been challenged in recent years by increasing perception that the purchase of a ticket somehow entitles the holder to any choice of behaviors, including many behaviors of concern.

The problem of negative fan behavior has reached levels of concern in all sport venues and needs to be seriously addressed. The American Athletic Institute through its mandated high school chemical-health program, "Life of an Athlete, Human Performance Project," suggested a yellow card/red card warning system for any individual

or group that violates the fan standards of behavior at an athletic contest, (Fan behavioral exceptions or privileges should be posted on the school district's website and at venues). The original basis for the concept is unknown but certainly deserves credit for originality and content. These cards can be wallet-size and easy to remove and use.

The response in New York was immediate and highly successful. This simple, non-confrontational method of addressing out-of-control character behaviors has helped establish decency and clear and consistent boundaries for behavior that ensures positive environments for any youth community setting. A school district or sport league logo may be added to the cards to indicate the authority of a host organization.

Often, fans simply act out based on the flow of emotions taking place during a contest. Many of these disruptive individuals are oblivious to the negative ripple effect their behavior is having on those around them; however, no one should have to put up with

violent, disruptive, expletive or out-of-character behaviors while they are spectators at any youth community setting.

A simple strategy modeled after the yellow card/red card system and used in the sport of soccer, is a highly successful deterrent for such behaviors. These cards were issued statewide during the first year of the New York State Public High School Athletic Association’s “Life of an Athlete” program. At the annual state athletic directors meeting the follow year, most athletics directors said they used the yellow card, but only two indicated they had to use the red card.

Another aspect of this successful approach is that it is non-confrontational. Certainly, from a liability standpoint, we must have someone supervising an athletic contest. Often it is not an individual who has a high level of authority within the school district. This can potentially be a powder keg in the worst way. When an individual simply walks up into the stands and hands you “the card,” your options are in play.

Quite simply, the message, context, and delivery of the message to an out-of-control fan gives that individual or group of individuals three options: 1) They can cease the behavior of concern, 2) they can leave the venue or 3) they can be made to leave. In this day of cell phones, the next level of authority is just a phone call away. Your local police, SRO, or law enforcement should also be made aware of the implementation of this program so that they may respond appropriately and timely.

The feedback from many is that the message written by youth for spectators is the most powerful part of the message. I would have to agree. Most out-of-control spectators simply get lost in the emotions of the moment.

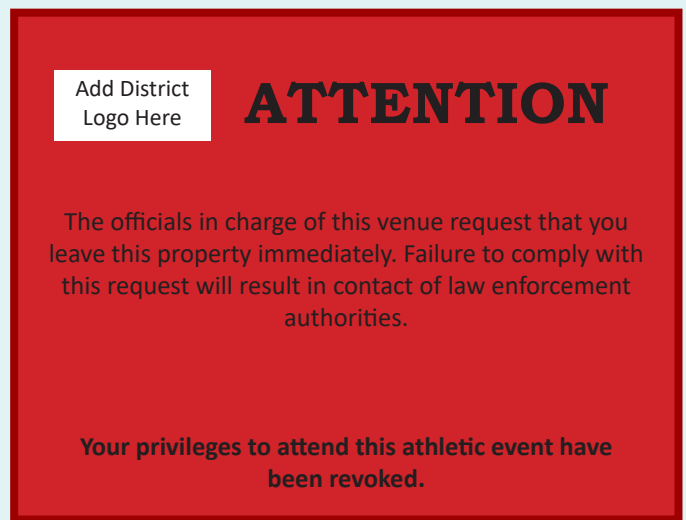
SPINOFFS: The village of Hoosick Falls, New York took this concept to the next level by instituting the

yellow card/red card system village-wide, for all youth venues, as a part of a community-wide code of conduct for youth and adults. They presented the impact of that program at the Department of Justices’ National Leadership Conference in 2008.

Many referee and officiating associations have utilized these cards and have actually stopped contests to hand cards to out-of-control fans. The National Field Hockey Coaches Association approached the American Athletic Institute in 2009 to ask for these card templates.



The image shows a yellow rectangular card template. In the top left corner, there is a white box containing the text "Add District Logo Here". To the right of this box, the word "WARNING" is written in large, bold, black, sans-serif capital letters. Below the title, there is a paragraph of text: "This card has been given to you as a warning that your behavior may not be appropriate for this youth educational setting. Please realize that your admittance to this venue is a privilege to observe and support this athletic event, not a license by act, word or deed to assault anyone. The athletes participating here today wrote you the follow message:". Below this paragraph is a quote: "It's not your game – it's our game, the athletes. We hope you will watch and enjoy, encourage us and be proud of us, win or lose. We need your support and enthusiasm.". At the bottom of the card, there is a line of text: "Please conduct yourself with CHARACTER and CLASS".



The image shows a red rectangular card template. In the top left corner, there is a white box containing the text "Add District Logo Here". To the right of this box, the word "ATTENTION" is written in large, bold, black, sans-serif capital letters. Below the title, there is a paragraph of text: "The officials in charge of this venue request that you leave this property immediately. Failure to comply with this request will result in contact of law enforcement authorities.". Below this paragraph, there is a line of text: "Your privileges to attend this athletic event have been revoked.". The card has a dark red border.

⁵ Underwood, J. (2010, January). Dealing with Out-of-Control Fans. High School Today, 10-11. doi:http://www.nfhs.org/media/155456/High_School_Today_January_10.pdf

MANDATORY CODE NIGHTS

Meet the Coach Night

Participation in high school activities is dependent on eligibility. Protect that eligibility by reviewing the Code of Conduct with parents/guardians. Extracurricular programs contribute to the educational, emotional, and social development of students. Since students are not required to participate in extracurricular programs, the choice to participate is a **privilege** and students are required to follow the Code of Conduct to retain eligibility. Extracurricular activities include student body offices, athletics, theater, chorus, and any other activities that are outside the regular school day and not a requirement of a course of instruction.

Students who choose to participate in extracurricular activities are expected to conduct themselves in a manner that reflects the values of the school and communities they represent. In addition to the behavioral standards and disciplinary consequences applicable to all students in the district, each student desiring to participate in an extracurricular activity must comply with the district's extracurricular Code of Conduct.

The IL HPP Team recommends you host mandatory Code Nights to ensure all key stakeholders are on the same page. Please refer to the Appendix for the *Mandatory Code Night Checklist*.

Include the following language in your extracurricular Code of Conduct about mandatory Code Nights:

Code Night meetings for all involved students and at least one parent/guardian are mandatory annually prior to the start of the student's chosen activity in order for the student to participate in that activity. If a parent/guardian is unable to attend, have an alternative way for the parent/guardian to get the messaging (ex. video tape the meeting, meeting with the head of Student Activities/Athletic Director, etc.). It is our recommendation that the Fall meeting be larger with the Winter and Spring meetings smaller and offered as make-ups so parents of students involved in multiple activities do not need to attend more than one meeting. The meeting will impress upon all stakeholders, that by signing the code an individual indicates they have KNOWLEDGE, UNDERSTANDING, AND AGREEMENT to all the standards set forth for the privilege of being involved in extracurricular programs. Create this climate by having all stakeholders sign the Code of Conduct together.

Students and advisors/coaches discuss their expectations for the group, define success, set goals for individuals and the group for the season ahead, and communicate them to the parents.

RESTORATIVE JUSTICE PROCESS

Responding to Violations

While we can do our best to set up solid expectations through Codes of Conducts and a positive team culture, there may be times when those expectations are not met. In instances of violations of these agreements, it is important to not just punitively address the matter, rather to create a restorative justice process that helps your athlete understand how their choices influence their own health and performance as well as the dynamics of their team. Having a comprehensive plan in place ensures that each athlete is treated in the same restorative fashion, and **that they are given the best opportunity to learn from the choice they made.** As a coach committed you should understand the restorative justice process. Work with your Athletic Director and school counseling staff to figure out the best way for you to play a role in this process.

Educate, Correct, and Restore is a three step model that provides solid support in working with a student who has violated their commitment to appropriate conduct.

- 1 Educate:** Help students understand the health, social, and legal risks of their decisions and evaluate for potential factors that may have contributed to their choice (family, friends, emotional state, or psychological state).
 - *Support staff to consider for this process:* SAP coordinators, Counselors, School Resource Officers
- 2 Correct:** Confront the violation immediately and explain that violations are taken seriously out of concern for the student. Take time to listen to the student's explanation, and share what behaviors are desirable. Follow through on consequences and enforce all mandates for reinstatement into their program.
 - *Support staff to consider for this process:* Deans, Athletic Directors, Coaches, Club Advisors
- 3 Restore:** As part of the reinstatement process, it is important that students understand consequences are a result of their decision, rather than a punishment. Not only do these decisions impact the individual in violation, but the team or group of peers they are directly involved with as well. Students should be expected to submit a formal apology in writing and in-person to their peers most directly involved (team, club, etc.) as well as be asked to make the conscious decision to choose to re-sign their code of conduct with a commitment to the agreed upon standards.
 - *Support staff to consider for this process:* Coaches, Club Advisors

Most athletes will do a great job upholding the standards that are set by the team and their HPP Chapter to achieve excellence. For those who make mistakes, a clear restorative justice process can help them learn from their mistakes and find new meaning and dedication to their commitment to the Code of Conduct.

ENGAGING COACHES

Common Challenges and Solutions to Engaging Coaches

Part of your role as an HPP Coach Committed is to spread the culture to other faculty and staff at your school. In the same way that you have influence over your athletes, you have influence over your colleagues. Promote HPP to other coaches at your school and watch the culture change take place! Below are a few common challenges and proposed solutions to help you engage other coaches.



Coaches say, “I don’t have the time to work on the Human Performance Project.”

Remind coaches that a small time investment will add great value to a team!

- Making leadership a priority can have positive impacts on team performance. Leadership provides structure to the team, enforces expectations, and provides a plan for success.
- Building strong, positive relationships will help solidify competitive results.
- Coaches have found that when they are able to work with their teams to deal with small issues, they end up preventing larger issues down the line, which actually saves them time in the end.



Coaches say, “I already have a great system in place.”

Ask coaches some questions to get them thinking about how they define a great system such as:

- What is the most important thing that youth can gain by playing in sports?
- Are you looking at anything beyond wins and losses?
- What benchmarks are in place to help your athletes with their team goals?
- Are there expectations that consider lifestyle choices and team dynamics?

Remind coaches that in education-based athletics, we’re obligated to provide skills that will help our student athletes become productive members of society, not just focus on the X’s and O’s. Years later, those student athletes will look back on the relationships they formed and lessons they learned about life, not just the games they won.



Coaches say, “I find that substance use is not a problem.”

That’s great! The reality is that students typically make healthy chemical health decisions and choose to be drug free. This is why continual conversation and education about the impacts of use are valuable for athletes. This conversation reminds athletes why they make those positive choices. It is important to be aware that substance use may be occurring without your knowledge, this use would be impacting the performance of that individual and the team as a whole. Thus continuing to set strong expectations and a culture of commitment and accountability to a substance-free lifestyle is critical.



Coaches say, “There are so many components to HPP that I do not know where to start or focus my efforts.”

Although there are many components to HPP, it is important to ensure that it's clear the role of the coach is focused on the following:

- **Relationships:** regardless of what role they're playing on the team, each and every kid needs to feel that the coach cares about them personally. Once a coach shows the student athletes that they care about them on and off the field and that they're part of the team, then they'll show their full potential.
- **Team goals:** teams almost always identify state championship as their goal. Coaches should work to ensure team goals are attainable and have benchmarks, the season has to be worth something even if a team is out of contention.
- **Lifestyle choices:** coaches willing to discuss and address lifestyle choices show the team they are willing to tackle the tough issues to see the team reach their full potential.

Use IL HPP's *Coaches' Task List* to help make sure you are implementing the key program components. This tool can be found in the Appendix as well as online at ilhpp.org.



Coaches say, “My students are not getting consistent messages about lifestyle choices from all their coaches.”

It is important to get other coaches on board so that students are always hearing consistent messages about the importance of their lifestyle choices.

- Remind other coaches about the importance of providing your students with consistent messages. Students should know that all of their coaches care about the lifestyle choices they are making.
- Reinforce that hosting Code Nights is mandatory.
- Communicate the key HPP messages that all coaches should be implementing into their team culture.
- Host a professional development day to ensure that all coaches have an understanding of HPP and learn the importance of promoting this positive culture.
- Distribute IL HPP resources such as the *Implementation Manual* and this *Coaches' Playbook* to all coaches so they each have the necessary tools to become a successful HPP Coach Committed.

NOTES:

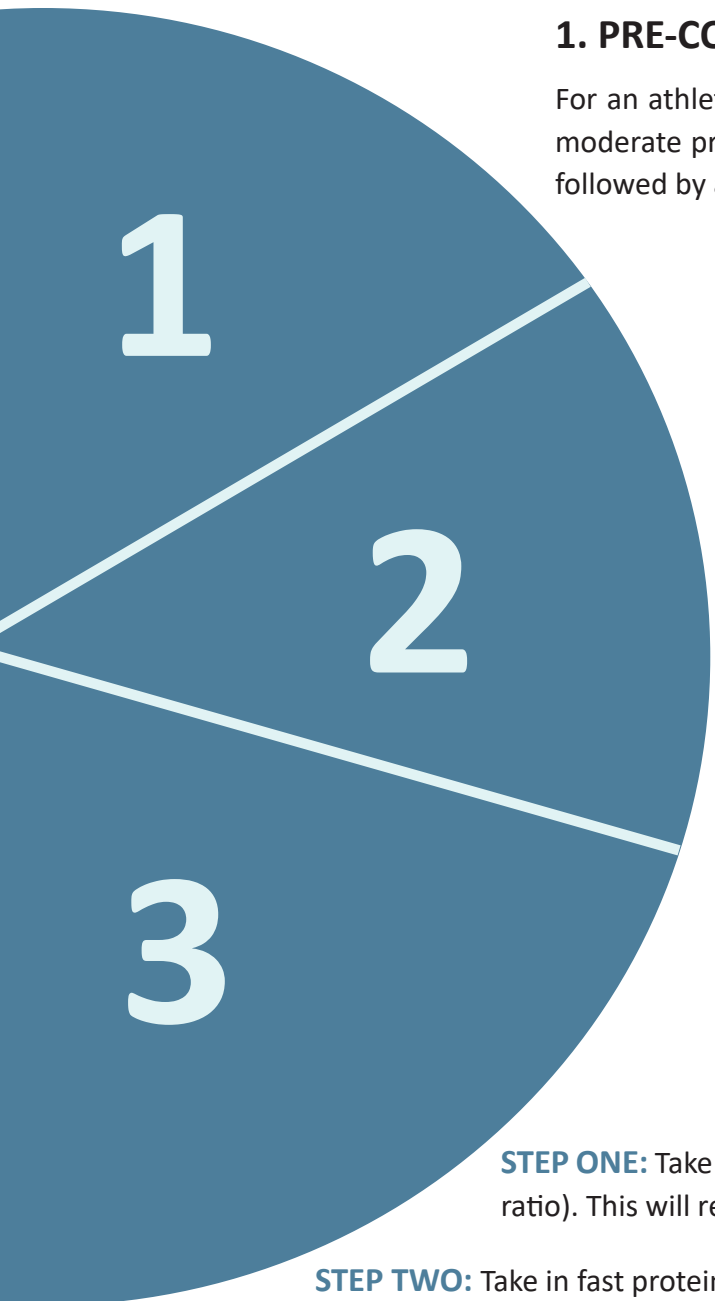


HPP SCIENCE AND ATHLETES



NUTRITION AND PERFORMANCE

Quick Facts for Athletes ⁶



1. PRE-COMPETITION:

For an athlete to perform at their best, it is important to eat a high-carb, moderate protein, low-fat meal three hours before training or competing, followed by a snack every hour.

2. DURING COMPETITION:

Athletes lose 10% of their overall performance for every 2% they are dehydrated.⁷ Athletes must stay hydrated during competitions. Preventing dehydration is a key to sustained performance, especially when competing for long periods of time and in multiple events in a day. During competition, athletes should stay hydrated with at least 10 oz. of a water/sports drink mix in a 50/50 ratio. It is important to sip, not gulp, this mixture throughout the competition or workout.

3. POST-COMPETITION:

Nutritional recovery should occur immediately after competition. Waiting after training to take in nutrients causes a lost training effect. When a workout is done, training is not done. Until an athlete recovers from the stress of training, their muscles cannot adapt properly.

STEP ONE: Take in 4-6 oz. of a sports drink (glucose mixed with water in a 50/50 ratio). This will release insulin to refuel depleted muscles.

STEP TWO: Take in fast protein (liquid form) such as protein drink, protein shakes, or yogurt. It is easier for the body to use liquid forms of protein than solid forms such as a protein bar.

STEP THREE: Take in 75g of carbohydrates. This is important to prevent muscle damage.

STEP FOUR: Within one hour eat a nutritional meal. The plate should be filled 1/2 with fruits or vegetables, 1/4 with lean protein, and 1/4 with complex carbohydrates.

⁶ Power Back Diet

⁷ American Athletic Institute Study, 2008

SLEEP AND PERFORMANCE

Central Nervous System Readiness ⁸

“Athletes who get 8 to 10 hours of sleep are more likely to improve their performance in the game. It’s not common knowledge, because if people understood how much of a difference (getting more sleep) could make athletically, they’d incorporate it more into their lives and not focus solely on nutrition and exercise.”

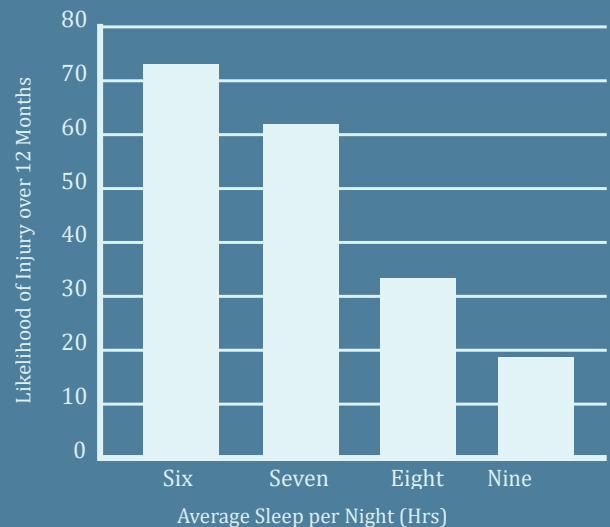
-Cheri Mah

(Stanford Researcher,
Stanford Sleep Study)

SLEEP IS THE EQUALIZER

If the brain doesn’t work, the body doesn’t work. Sleep is the fatigue factor in brain function for both mental and physical performance. Research by Cheri Mah, Stanford Researcher, indicates that the more athletes sleep, the better they perform. After a night of sleeping 8 to 10, hours athletes store up roughly 14 hours of central nervous system readiness. When athletes sleep less than 8 hours, readiness decreases dramatically which reduces the athlete’s pre-movement, movement, balance, and reaction time. When this occurs, chances of injury increase. The graph pictured below compares an athlete’s time sleeping to their injury rate.

Likelihood of Injury Based on Hours of Sleep per Night



Six Reasons Why We Need to Sleep:

- 1. BOOSTS MEMORY** - Sleeping strengthens the neural connections that form memories.
- 2. IMPROVES THE HEART** - A lack of sleep increases calcium build-up in arteries, which increases the risk of heart diseases.
- 3. DECREASES DEPRESSION** - Sleeping releases melatonin and serotonin, which help eliminate stress hormones, adrenaline, and cortisol, which in turn makes us happier.
- 4. INCREASES CREATIVITY** - With memory at its peak, the mind restored, and hormones balanced, the mind has a healthier imagination, resulting in increased creativity.
- 5. SUPPORTS WEIGHT LOSS** - A lack of sleep creates a lack of the hormone leptin which is stored in the fat cells and tells us when to stop eating.
- 6. MAKES YOU HEALTHY** - Immune systems rely on sleep to regain strength.⁹

⁸ Adapted from Life of an Athlete New Hampshire’s *The Coaches’ Playbook*.

⁹ Research by 1800pap.com, The Journal of the American Medical Association

CHEMICAL HEALTH AND PERFORMANCE

*Alcohol, Tobacco, and Other Drugs and Athletes*¹⁰

Quick Facts About ATOD and Athletes:

- Athletes who drink are twice as likely (54.8%) to be injured than non-drinkers (24.8%).
- Elite Olympic level athletes lose over 11% from their overall performance when they drink alcohol. For high school and college athletes, it's between 15% and 30% from their overall performance.
- Reaction time can be reduced up to 38% when using ATOD. This translates to how quickly you get off the line or starting blocks, swing a bat, or block a shot.
- The use of ATOD interferes with training, recovery, and adaption effect. A body trying to rid itself of ATOD cannot heal or recover as quickly because of the reduction of HGH and testosterone.
- Consumption of alcohol reduces blood flow to the brain, which decreases athletic performance by reducing speed, agility, strength, and concentration.

“As coaches you understand the amount of influence you have with your athletes. We need to take that power of influence and channel it to making our athletes make the right choices in their athletic and life careers.”

-John Underwood

ATOD FREE TEAM

As a coach you are in a special position to prevent ATOD use by your players. See below for guidelines on how to handle situations you may encounter.

- Confront the athlete immediately if you suspect ATOD use. Make sure that he or she knows that you are aware of what is going on. Failure to act may cause the athlete to assume that this behavior is OK or that you don't care. Explain that ATOD use is illegal and that the athlete can be arrested or suspended from school and sports for using it. Follow through on your school's Code of Conduct violations and restorative justice process.
- Set rules and enforce them consistently. When a coach looks away, team morale will suffer, as will your own moral leadership. By opting to look the other way, you also fail in your responsibility to the athlete.
- Ensure that everyone on your staff sets a good example. Your players will notice not just what you say, but what you do.

¹⁰ Adapted from Life of an Athlete New Hampshire's *The Coaches' Playbook*.

STRESS AND PERFORMANCE

Mindfulness and Athletes

Feeling worried, anxious, angry, frustrated, annoyed, tired, fatigued, exhausted, unhappy, and/or unmotivated causes a physiological reaction in the body. Hormones are released in response to these negative emotions, which take control of our body's ability to physically and mentally perform well. This causes a downward spiral that correlates with declining physical sensations. This means negative emotions reduce your athlete's ability to perform and minimizes the potential of their outcomes. One way to reduce stress and the negative emotions often associated with it is to practice **mindfulness**. Oxford Dictionaries defines mindfulness as *a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations*.¹¹



HEALTH BENEFITS OF MINDFULNESS

- Reduced stress
- Reduced muscle tension
- Increase pain tolerance
- Encourages self-awareness
- Promotes mental and physical relaxation
- Enhances the body's immune system
- Improves tolerance and understanding
- Natural reward to your body



PERFORMANCE BENEFITS OF MINDFULNESS

- Improves learning ability
- Improves memory function
- Improves concentration
- Enhances academic performance
- Enhances emotional resilience
- Improves pain tolerance
- Helps to mentally prepare
- Helps visualize success

SHARE THESE POSITIVE MESSAGES WITH YOUR ATHLETES¹²

- The brain interprets doubt as a signal that the body is not ready for high level performance. Have confidence in yourself and your training. Know that you can succeed in your upcoming game—stay positive!
- The goal in a day is not to see how much stress you can accumulate, rather to reduce as much as possible the stress and stressors that impair and degrade mental and physical performance.

Minimize Stress → Maximize Performance

- No more negative self-talk. It's time to rise up and be all you are meant to be—good mood, high enthusiasm, healthy attitude, positive outlook, and high expectations will lead to great reward!
- Mental preparation, psychological readiness, and physiological function equate to positive mood. Make positive mood a part of your training!

¹¹Mindfulness|Definition of mindfulness in English by Oxford Dictionaries. (n.d.). Retrieved from <https://en.oxforddictionaries.com/definition/mindfulness>.

¹²Adapted from John Underwood's Life of an Athlete Human Performance Project.

NOTES:



APPENDIX





The 5 C's of Leadership:

An assessment tool to assist in the identification of student leaders.

Because a leader needs to have more than skills, this assessment tool frames student excellence around five educational aims or characteristics (the 5 C's) for an effective leader: competence, character, civility, citizenship and chemical health.

This instrument is designed to be used by chapter advisors, staff mentors, coaches, athletic directors, or administrators to assess an individual's potential as an effective leader.

Usage:

- A chapter advisor should observe a potential student leader for a limited period of time.
- Circle the appropriate number that best describes the potential leader on each of the five components.
- Determine average and calculate the total of the average scores.
- Make a recommendation whether the student should be an HPP chapter leader, has potential, or should not be considered based on the average scores.
- Be sure to include comments about both positive and negative behaviors of the things that were observed.

Student Name: _____

Athletic and Extracurricular Involvement: _____

Surveyor Name: _____

Calculation: (To calculate average take total score of each category and divide by number of questions in category.)

Competence average	_____
Character average	_____
Civility average	_____
Citizenship average	_____
Chemical Health average	_____

Total Average Score _____

Scoring Key: Student Leader 4.0 – 3.0; Leader in Training 2.9 – 2.1; Would not Recommend ≤ 2.0

Recommendation: Student Leader Leader in Training Would Not Recommend

Circle the number that best describes the evidence of the character of the potential leader.

1= not evident 2 = sometimes evident 3 = mostly evident 4 = strongly evident

COMPETENCE

(Has the necessary knowledge and understanding of HPP, and indicates an ability to teach the lifestyle)

Knowledge of HPP

- Has actively engaged in learning the core science modules 1 2 3 4
- Demonstrates the skills necessary to teach others how to integrate HPP into their lifestyle 1 2 3 4

Knowledge of the Extracurricular

- Demonstrates knowledge of rules and guidelines related to chosen extracurricular 1 2 3 4
- Demonstrates knowledge of strategies related to chosen extracurricular 1 2 3 4

Healthy Behaviors

- Demonstrates a commitment to living a healthy lifestyle 1 2 3 4
- Shows commitment to health in multiple areas of their life, i.e. nutrition and chemical health 1 2 3 4

Competence Score Average: _____

CHARACTER

(Demonstrates attitudes and behaviors that relate to moral strength including: responsibility, accountability, dedication, trustworthiness, and self-control)

Responsibility

- Dependable in fulfilling obligations and commitments 1 2 3 4

Accountability

- Accepts responsibility for consequences of actions; doesn't make excuses or blame others 1 2 3 4

Dedication

- Strives to excel 1 2 3 4
- Is committed 1 2 3 4
- Perseveres, gives 100% effort; doesn't give up in the face of setbacks 1 2 3 4

Trustworthiness

- Demonstrates truthfulness 1 2 3 4
- Respects the rules and doesn't cheat 1 2 3 4

Self-control

- Controls anger and frustration; refrains from displays of temper and bad language 1 2 3 4
- Accepts success/failure gracefully 1 2 3 4

Character Score Average: _____

Circle the number that best describes the evidence of the character of the potential leader.

1= not evident 2 = sometimes evident 3 = mostly evident 4 = strongly evident

CIVILITY

(Demonstrates behavior that exemplifies consideration for others through respect, fairness, and caring)

Respect

- Practices good manners in all environments 1 2 3 4
- Treats all persons respectfully, regardless of individual differences 1 2 3 4
- Shows respect for legitimate authority (e.g. teachers, coaches, and other adults) 1 2 3 4

Fairness

- Is fair; treats others as one wishes to be treated 1 2 3 4

Caring

- Listens to and tries to understand others; is sensitive and compassionate 1 2 3 4
- Actively supports peers 1 2 3 4

Civility Score Average: _____

CITIZENSHIP

(Represents social responsibility to extracurriculars and the community through commitment, teamwork, and role modeling)

Commitment

- Is faithful to the ideals of HPP, including having a positive attitude 1 2 3 4
- Keeps commitments 1 2 3 4
- Shows school/team spirit (encourages others, contributes to good morale) 1 2 3 4

Teamwork

- Puts the good of the group ahead of personal gain 1 2 3 4
- Works well with classmates/teammates to achieve group goals 1 2 3 4

Role Modeling

- Sets a good example for peers, younger students, and the school community 1 2 3 4

Citizenship Score Average: _____

Circle the number that best describes the evidence of the character of the potential leader.

1= not evident 2 = sometimes evident 3 = mostly evident 4 = strongly evident

CHEMICAL HEALTH

(Supports zero tolerance of chemical use individually and for the group through role modeling, communication, and enforcement)

Role Modeling

- Follows the chemical use standards for the school code of conduct 1 2 3 4
- Signs the HPP pledge and follows the guidelines for higher standards 1 2 3 4

Communication

- Speaks of standards of behavior especially of chemical health issues among peers 1 2 3 4
- Acts as a conduit between the peers and staff mentors 1 2 3 4

Enforcement

- Confronts any group members/teammate that discourages or fails to comply with chemical health standards 1 2 3 4
- Takes any behaviors of concern or noncompliance of code of conduct to adult authority 1 2 3 4

Chemical Health Score Average: _____

Additional Notes

Areas of Strength:

Areas for Improvement:

Additional Comments:

MANDATORY CODE NIGHT CHECKLIST ¹²

Communicating The Code to Parents

Mandatory Code Nights are vital to strengthening your school's extracurricular code of conduct because this is when you can ensure key stakeholders are on the same page. Use the following checklist when planning your code night.

- Send a letter to parents.** This letter is to remind parents/guardians of the code meeting and that the meeting is mandatory. Include in the letter **IF YOU OR A GUARDIAN DOES NOT COME TO THIS MEETING YOUR CHILD'S EXTRACURRICULAR PARTICIPATION WILL BE LIMITED.**
- Educate attendees on the affects of alcohol and drugs.** At the Code meeting share information from IL HPP. Utilize different HPP modules to keep Code meetings fresh. Share school survey data or student opinions that support the non-use of alcohol and drugs of students. Remind parents of their responsibility to model good behavior and communicate their disapproval of alcohol and drug use. (This is a great time to have your student leaders present the information and express the expectations for parents to support a chemical free lifestyle for the child.)
- Review code, expectations, and consequences.** Take the time to review what is in the Code; don't rely on parents/guardians to read the details. Reiterate expectations and highlight those specific for chemical health. Clearly define the consequences for code violations. State that the consequences are set to hold students accountable and that the consequences will be enforced for ALL violations accompanied with a restorative justice process to aid in child's understanding of behavioral implications.
- Signature of Agreement.** Read the signature line out loud, emphasizing that their signature is more than a cursory measure. It states that they have knowledge of the Code, they understand the Code, and they agree to the Code. Be sure the parent/guardian, child, and coach/advisor all sign the Code.
- Establish parent/fan expectations.** In the program materials, there are forms that can be used to establish the expectations of the parents' role in the child's performance and the standards for fans during a game or performance. This can help establish how the parent can be a help and not a hindrance to their child's performance.

¹² Adapted from Life of an Athlete New Hampshire's *The Coaches' Playbook*.

COACHES' TASK LIST

Evaluation

NAME: _____

SCHOOL: _____

SPORT: _____

YEAR: _____

How long have you been implementing the Human Performance Project? _____

STEPS	YES	NO	COMMENT
Attended in-person trainings hosted by the IL HPP Team.			
Used your influence to model healthy behaviors.			
Selected team captains using <i>The 5 C's of Leadership</i> assessment Tool.			
Trained team captains using IL HPP's <i>Student Leadership Manual</i> .			
Used strong student leaders to confront behaviors of concern when an issue became apparent within the team.			
Promoted a positive team culture.			
Addressed out-of-control fans to ensure a positive environment at all competitions.			
Hosted mandatory Code Night meetings.			
Utilized the restorative justice process to address code violations by athletes.			
Educated athletes, parents, and other community stakeholders on the impact of nutrition, sleep, chemical health, and mood and mindset on optimal performance.			



Life of an Athlete
Human Performance Project



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PERFORMANCE
SCIENCES

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