



HUMAN PERFORMANCE PROJECT

— Illinois —

Implementation Manual

ABOUT THIS MANUAL

This Implementation Manual was designed with the intent of being user friendly, adaptable, and informative. The Illinois Human Performance Project (IL HPP) encompasses many moving parts that, with the help of this manual, will provide structure, organization, and direction for your chapter. This manual is meant to provide you with all of the necessary information you will need in order to get your chapter up and running, to grow your existing chapter, or to help guide your well-established chapter in a more structured or forward thinking manner.

Throughout this manual, you will find all of the information you will need to begin to implement IL HPP from the ground up. The complete process from 'Establishing a Healthy Lifestyle' to 'Fostering Student Leadership', and even through 'Running a Chapter' and 'Sustainability', is outlined on the following pages.

Should you find that your chapter has already accomplished certain aspects of this implementation process, you are then able to utilize this manual as a guide for future endeavors, or to retrospectively assess your chapter's implementation process. In doing so, you will be able to determine if there are steps you may have missed that could potentially help further the growth and development of your school's IL HPP chapter.

The information in this manual is not intended for use as a strict set of rules but rather serves as a set of recommendations for how chapters have achieved success, what systems or practices seem to work best, and upon which efforts to focus your energy.

Should you find that you are still left with questions or concerns, please reach out to an IL HPP Team member to discuss potential solutions, or contact us at info@ilhpp.org. Your feedback is always welcomed and appreciated.

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PROGRAM DESCRIPTION

PROGRAM DESCRIPTION

John Underwood



Founder, John Underwood

The Human Performance Project (IL 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 forty 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 IL 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.

IL 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, as well as 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 policy 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 IL 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 influences of change are 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 IL HPP chapter creates a lifestyle that *anyone* can adopt and sets a positive culture that becomes the norm for all students.



HOW TO START YOUR IL HPP CHAPTER

Starting Small and Building Strong

IL HPP offers a framework for leadership development, accountability standards, and the adoption of healthy lifestyle habits. By implementing this holistic program into your school you are taking the necessary steps to help your students become the best versions of themselves. When successfully implemented, you will see a culture shift away from negative influences, toward a lifestyle of healthy decisions. The IL HPP culture will remain an integral part of the lives of your student leaders as they continue to grow as individuals.

1.

Laying the Groundwork

Have a few student leaders help to create your chapter name and logo. This is also a good time to consider code of conduct, pledge, and creed development to set the standards and expectations of your chapter.

2.

Recruit Chapter Members!

Utilize your newly developed code, pledge, and creed to recruit staff and student chapter members. Remember to start small and build strong. It is better to focus on building a strong chapter before focusing on the size of your chapter.

3.

Planning and Goal Setting

Develop a chapter meeting schedule so that you can begin to focus on the goals of your chapter and what types of projects or events you would like to tackle in your first year. Again, it is okay to start small and build up. Do not overwhelm yourself with too large of a wish list this early on.

4.

Run with It!

During the beginning phases of chapter development you will not yet have all of the puzzle pieces to complete your chapter puzzle. This will come with time as you grow and evolve as an IL HPP chapter. This is the time to get your feet wet with projects and events to gain experience so you can continue to grow!

ROLES AND RESPONSIBILITIES

IL HPP Chapter Key Players

The outlined roles and responsibilities listed below serve as a template for how you may want to organize your school's IL HPP chapter. These are examples of how to structure your chapter for optimal functionality and efficiency. However, these roles and responsibilities are adaptable to suit the needs of your school and student body.

IL HPP Student Leaders



Learn it, live it, teach it to others. These students should lead by example. Their purpose is to further the growth of the IL HPP culture within their school by developing new ideas for chapter based projects and initiatives with the aid of their chapter advisors.

Chapter Advisors



Support the student leaders in guiding the development of the program. Chapter advisors may advocate for IL HPP by engaging with administration and other school staff in order to communicate the importance of promoting a healthy lifestyle for all students.

IL HPP Chapter Members



Learn it, live it, teach it to others. The IL HPP chapter members essentially serves as the ground forces or the hands and feet of the chapter. They work together to accomplish the set goals of the chapter.

Subcommittees: IL HPP chapter members may carry out specified goals of the IL HPP chapter pertaining to their overarching purpose (i.e. a subcommittee for each of the 4 science modules)

IL HPP Team



Support and provide technical assistance to statewide IL HPP chapters when called upon. Allow for opportunities for chapter growth through in person trainings, online programs, and educational materials.

Contact info@ilhpp.org for any of your support needs.

ROLES AND RESPONSIBILITIES

IL HPP Culture Influencers

Each of the individuals listed below play a vital role in influencing the IL HPP culture within your school. These individuals can support your chapter by first and foremost understanding its purpose; after which, they may choose to provide support by playing a more active role in your chapter by means of volunteering at IL HPP events, facilitating resources for the student leaders, or simply by encouraging others to get involved.

School Administration



Help the IL HPP chapter gain momentum by providing their seal of approval and encouraging school-wide support and involvement.

School Staff



Promote healthy lifestyle choices in their daily interactions with students. These individuals should also demonstrate a willingness to support IL HPP programs and events by providing aid to the IL HPP chapter when called upon.

Student Body



Participate in IL HPP programs and events. Student groups/clubs may also partner with the IL HPP chapter for a combined effort toward a common goal.

Parents



Lead by example through healthy life decisions and hold their children accountable to behavioral standards and expectations. Provide support to the IL HPP chapter by volunteering time or resources when called upon.

Community



Members of the community may take a stake in improving lifestyle choices among youth. Advocate for a healthier and safer community through the implementation of volunteer opportunities, partnerships, and community based events.

INTERACTION AND COMMUNICATION

Building Support Between the Chapter and School

While not all individuals within your school may choose to fully participate in your IL HPP chapter by means of attending regular meetings or partaking in goal planning processes, it is important to remember that there are still ways in which they could support the school's chapter. Having the support of your staff and faculty is valuable and can lead to greater success in positively shifting your school's culture.

There are many ways to encourage interaction and communication between your school's IL HPP chapter and your school's faculty and student body. The use of morning announcements and the school newspaper for IL HPP updates and event schedules is a great way to keep your entire student body informed about the ongoings of your IL HPP chapter, and might even encourage more participation! The use of e-blasts sent to parents and community members is another way to ensure that your IL HPP chapter messages are being heard! Keeping your parents and community informed can help with the strength and longevity of your school's chapter.

Promote your IL HPP chapter by hanging posters, banners, or other signs with healthy lifestyle messaging around the halls of your school to advocate for optimal performance and healthy life decisions. This will ensure that your message is being seen and heard throughout multiple facets of your school. You may even want to set up information tables during activity fairs and incoming freshman events to promote and encourage participation in your school's chapter.

Another way to increase the success of your chapter is by utilizing institute days for in-house IL HPP chapter trainings for staff. Some chapters choose to give their own presentation to the school's faculty and staff to gain support, whereas other chapters may want to utilize our IL HPP Team for a structured presentation about the basis of IL HPP, culture promotion and ultimate lifestyle implementation. Reach out to our IL HPP team at training@ilhpp.org for more information about the types of trainings offered and what might fit best with the needs of your chapter, school, and community.

The following page outlines interactions, collaborations, and communication that can help encourage a positive IL HPP culture within your school. Administration, teachers, coaches, and students all have the ability to support your IL HPP chapter through day to day interactions. For example, encourage your staff/faculty to wear your chapter's T-shirts on meeting days to promote the chapter and serve as a reminder to students to attend the meetings.

Parent and community efforts may take additional planning in order to facilitate supportive actions and/or events. These types of interactions are valuable and should be considered a key part of chapter program planning. The use of social media platforms is a great way to keep everyone involved and informed about the ongoings of your chapter!

INTERACTION AND COMMUNICATION

Building Support Between the Chapter and School

IL HPP Key Players

Student Leaders



Chapter Advisors



IL HPP Chapter Members



IL HPP Team



IL HPP Culture Influencers

Administration



School Staff



Student Body



Parents



Community



IL HPP students host events during national prevention week to advocate for substance use prevention and positive mental health.

School staff wear chapter T-shirts on a specified day each month to show support for school chapter.

IL HPP chapter members present educational information to the student body during advisory periods.

School spirit group partners with IL HPP students to host a fifth quarter event after a basketball game.

IL HPP students host a food drive to support the local community.

Local businesses partner with chapters for park clean up days for cleaner & safer spaces for outdoor physical activity.

INTERACTION AND COMMUNICATION

Getting Others On Board

Part of your role as an IL HPP chapter advisor is to spread the culture to other faculty and staff at your school. In the same way that you have influence over your students, you have influence over your colleagues. Promote IL HPP at your school and watch the culture change take place!

In order to gain the interest from your school administration and faculty you must first explain the benefits of IL HPP. It is important to introduce IL HPP as a build to suit program. Your school's chapter may choose to be as large or as small as they wish in order to adapt to the needs of the student body.

Begin by explaining that the students will benefit from IL HPP in a number of ways by means of promotion of the four science modules (nutrition, mood and mindset, chemical health, and sleep). These four science modules are the basis of living a healthy life and continuing to make healthy decisions moving forward. Sufficient sleep, proper diet and nutrition, best practices for handling stress, and abstinence from the use of alcohol, tobacco, and other drugs (ATOD) is pertinent for the optimal performance of these young adults. These decisions will impact their ability to perform at their best academically, socially, emotionally, athletically, and in all aspects of their life.

Reaching out to individuals who fulfill a variety of roles within the school is important for the widespread support of IL HPP. This will ensure that the IL HPP culture is being maintained and that the students are receiving proper health messages from a number of their teachers, administration, faculty, and coaches. Fluidity in support of IL HPP culture will create a strong base from which to grow.

While not all members of your school may choose to participate in your IL HPP chapter, it is important to remember that they still have influence over the decisions of the student body. Ensuring that your administration and faculty are adequately informed about IL HPP culture and core messages will allow for consistency in delivering those messages to the student body. Below are a few common challenges and proposed solutions to help you engage other faculty and staff.

OVERCOMING OBSTACLES

Challenges and Solutions to IL HPP Implementation



“How is this different than a club?”

IL HPP is a lifestyle. While its format within school based chapters may resemble other clubs or activities within your school, it is important to note that the main difference is that this program empowers student leaders to encourage a positive culture and healthy lifestyle for **all** students. IL HPP is meant to provide your students with the knowledge and understanding of the importance of healthy life decisions and optimal performance in all that they do.

The chapter based structure of IL HPP provides the avenue for leadership development, accountability standards, and science based education about healthy decisions for optimal performance with regards to nutrition, mood and mindset, chemical health, and sleep.

IL HPP will prepare your students to face important health and social decisions throughout their life. Providing them with the knowledge and understanding to make healthy choices will empower them to be their best in all aspects of their life (academics, sports, extracurricular activities, personal endeavors).

If you find that this program aligns with other clubs or activities you already have in place at your school, feel free to begin to implement IL HPP messaging into what currently exists to plant the seed for your school's chapter.



“My students are not getting consistent messages about lifestyle choices from all of their interactions with other staff members.”

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

- Remind other staff about the importance of providing your students with consistent messages. Students should know that all of their staff members care about the lifestyle choices they are making.
- Reinforce to each coach and club advisor that hosting code nights is mandatory.
- Communicate the key IL HPP messages that all staff should be implementing into their school culture.
- Host a professional development day to ensure that all staff have an understanding of IL HPP and learn the importance of promoting this positive culture.
- Distribute IL HPP resources such as this *Implementation Manual* and the four *science module guides* to all staff so they each have the necessary tools to become a supportive IL HPP staff member.

OVERCOMING OBSTACLES

Challenges and Solutions to IL HPP implementation



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

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



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

Although there are many components to IL HPP, it is important to be clear that the role of the staff is focused on the following:

- **Relationships:** regardless of what role they fulfill within the school, each and every student needs to feel that the staff care about them personally. Once a staff member shows the student that they care about them and their overall well being, then they will begin to show their full potential.
- **Goals:** helping students set goals and understand goal planning processes is important for their future success as a student leader within chapter development as well as personal development.
- **Lifestyle choices:** staff willing to discuss and address lifestyle choices show students that they are willing to tackle the tough issues to see the them reach their full potential.



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

Remind them that this is a student led, staff supported program. A small time investment will add great value to a student's overall experience!

- Making leadership a priority can have positive impacts on a student’s performance. Leadership provides structure, enforces expectations, and provides a plan for success.
- Staff have found that when they are able to work with their students to deal with small issues, they end up preventing larger issues down the line, which actually saves them time in the end.
- Having multiple chapter advisors is a great way to share responsibility for your chapter and delegate time commitments appropriately.



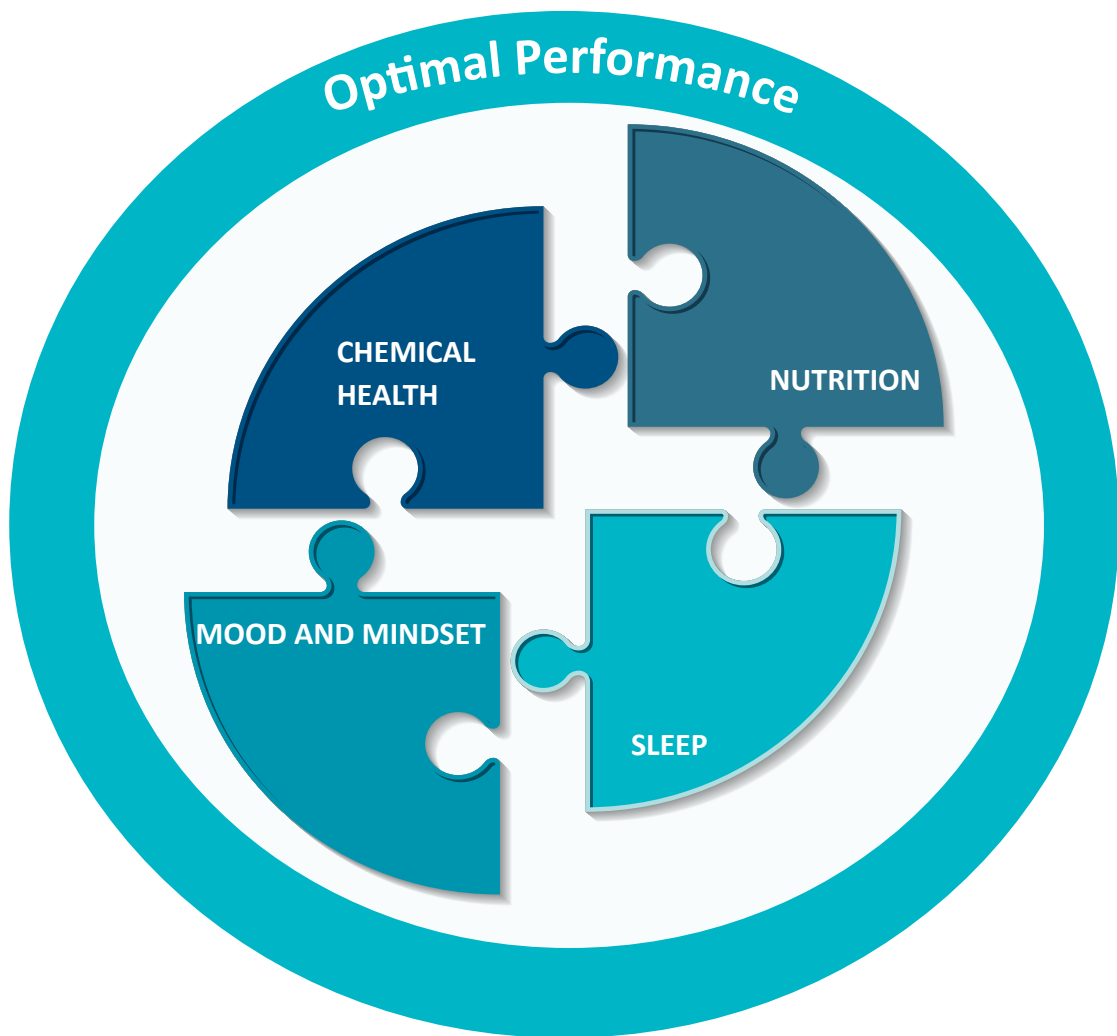
Establishing a Healthy Lifestyle

OPTIMAL PERFORMANCE

Being Your Best You

Optimal performance is something that all administration and faculty want for their students. IL HPP promotes optimal performance in all aspects of a student's life, whether that be academically, athletically, creatively, mentally, physically, or emotionally. Witnessing a student not only succeed, but thrive in their day to day activities and remain in good health is encouraging and continues to drive the IL HPP culture in existing chapters, and excites potential new chapters.

The following pages provide a brief overview of what optimal performance looks like according to the four science modules of IL HPP: nutrition, mood and mindset, chemical health, and sleep. These modules will allow you to grasp a better understanding of what influences may exist within a student's life and how they impact performance.



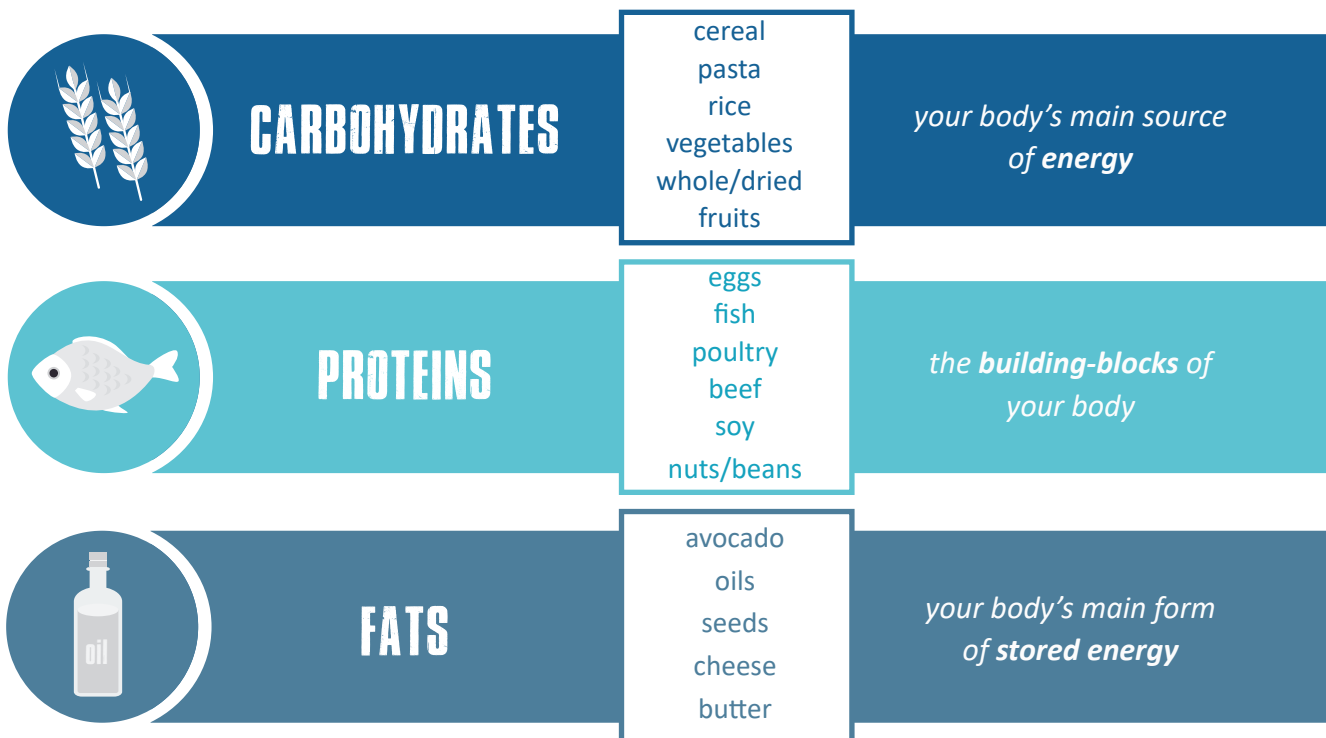
CORE MODULES

Impact on Optimal Performance

It is important to recognize that the core science modules of IL HPP all work together. Understanding key facts about each core module can strengthen the effectiveness of a chapter and provide critical education to students, staff, and communities about the impact that choices have on performance. For additional information on the core science modules, visit ilhpp.org for downloadable materials, resources, and trainings.

Nutrition

When it comes to optimal performance, nutrition can play a large role in how you feel, respond, and react to day to day events, extracurricular activities, and athletic performances. There are three major nutrients found in our foods that help us meet the performance needs of our bodies: carbohydrates, proteins, and fats. Each of these nutrients are vital for achieving optimal performance and help to ensure your body is getting what it needs to stay fueled! There are many different ways to include carbohydrates, proteins, and fats in your diet. By taking time to figure out what nutrients make up your favorite foods, you can better incorporate these appropriately into a performance-based diet.



Some foods listed above may contain a combination of protein, fats, and carbohydrates.

CORE MODULES

Impact on Optimal Performance

Mood and Mindset

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. Negative emotions reduce your ability to perform and minimize the potential of your outcomes.

One way to reduce stress 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.*¹



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



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 STUDENTS²

- 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!

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

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

CORE MODULES

Impact on Optimal Performance

Chemical Health

The teen brain continues to develop through adolescence until the mid twenties. These years are critical for brain development, particularly for regions of the brain that assist in impulse and emotional control. Alcohol, tobacco, and other drugs (ATOD) serve as negative impacts for such development.



Alcohol reduces REM cycle deep sleep causing your body to be incapable of fully reaching the stages of sleep that support your long-term memory, muscle repair, and body recovery.



Electronic smoking devices can impact our performance by causing attention problems, memory problems, decrease impulse control, and learning capacity.



The THC in marijuana/cannabis deposits itself all throughout the body, therefore impacting the regulation of several systems including memory, motivation, cognition, emotions, and coordination.



Misusing opioids or prescription drugs (Rx) can cause the risk of dependency which will lead to the inability to stay focused, loss of interests in activities, and the ability to function day to day.



Smoking tobacco reduces blood flow to the muscles, meaning your body needs to work harder to pump blood through your blood vessels.

CORE MODULES

Impact on Optimal Performance

Sleep

Sleep affects almost every type of tissue and system in the body including the brain, heart, lungs, metabolism, immune function, and mood. Research shows that a chronic lack of sleep, or getting poor quality sleep, increases the risk of disorders including high blood pressure, cardiovascular disease, diabetes, depression, and obesity. The amount of time we allow our bodies to rest and recover at night directly impacts our ability to perform in the following days.



Increases brain health, cognitive function, and CNS readiness

More sleep increases creativity and learning ability all while strengthening awareness, memory, and attention. Studies have shown creative problem solving to be enhanced by REM sleep. REM sleep helps achieve solutions by stimulating associative networks, allowing the brain to make new and useful associations between unrelated tasks.



Maintains immune system function and health

Sleep is very important for the immune system. Chronic sleep deprivation suppresses the immune system while getting adequate sleep can boost the immune system. Sleep deprivation can lead to an increase in the stress hormone 'cortisol', which can weaken the immune system and make you more prone to catching an illness.



Helps you recover from daily activities

During sleep, growth hormones are released to stimulate muscle growth, repair, and overall recovery. Chronic lack of sleep is associated with an increased risk of injury among physically active students. Studies have shown that students who sleep eight hours or more each night were sixty eight percent less likely to be injured than students who regularly slept less.



Improves overall sense of well-being

Sleep plays a vital role in good health and well-being throughout your life. Getting enough quality sleep at the right times can help protect your mental health, physical health, quality of life, and safety. We feel more alert, more energetic, happier, and better able to function following a good night of sleep.

Do not forget about blue light! Blue light is a color in the 'visible light spectrum' that can be seen by the human eye. It can effect the levels of the sleep inducing hormone 'melatonin' and affect our ability to fall asleep at night. Artificial sources of blue light include electronic devices (i.e., cell phones, laptop computers) and energy efficient fluorescent bulbs and LED lights. It is best at night to keep blue light emitting devices out of the areas where you sleep.





ESTABLISHING A CULTURE

CULTURE ADAPTABILITY

How to Implement IL HPP Culture to Best Suit Your School

Your school is unique and your chapter should be too.

.....
Your chapter's embodiment of IL HPP culture will set the tone for all individuals who choose to aid in your success.

1

Social influence plays a large role in culture adaptation. Students who lead by example will help your chapter grow and succeed.

2

When properly adopted and supported by your student body, IL HPP culture has the ability to neutralize any negative influences.

3

IL HPP culture exudes optimal performance in academics, athletics, and extra curricular activities.



In order to successfully implement the IL HPP lifestyle and culture into your chapter, you must first understand the needs and concerns of your student body. Implementing the Illinois Youth Survey (IYS) is a great way to assess the needs and concerns of your school in order to provide the necessary resources and appropriate chapter facilitated programs.

IL HPP is a lifestyle focused on healthy decisions, leadership, and accountability. The ability of your chapter to implement the IL HPP culture within your school depends upon the leadership skills and influence of your student leaders. Inspiring your student leaders to influence the decisions of their peers is the first step in culture implementation.

Holding each other accountable to the standards and expectations of your chapter will aid in the success of your chapter. Accountability can be expressed in a number of ways. The way in which we like to express accountability is by the **Team>Teammate>Self** model. This model stresses the importance of holding others accountable and of realizing how your actions impact yourself, your teammates, and your team. Holding your team accountable to their actions and decisions is just as important as holding your peers and yourself accountable to what is expected of you as student leaders.

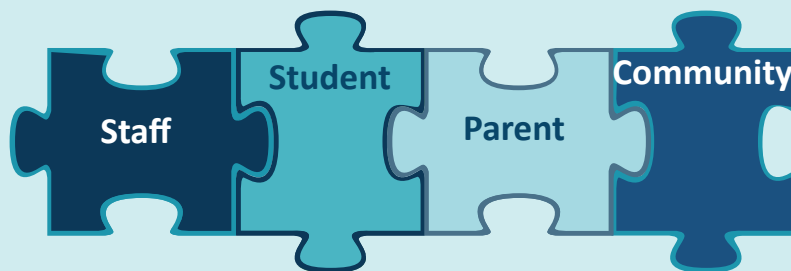
THE COMMITTED MODEL

Why is this important?

Staff, students, parents, and community members all play a greatly important part in the success of your IL HPP chapter. Staff and students fulfill the roles and responsibilities within the school and parents and community members help spread the messages of IL HPP outside of the school atmosphere.

Think of these four individuals as separate puzzle pieces. When they all fit together, they create a strong unity that will help establish IL HPP culture as a lifestyle of optimal performance. However, when one piece of the puzzle is not aligned with the mission and values of IL HPP, the puzzle loses its strength leaving room for negative influences and poor decision making.

Working together to create an environment of excellence, high standards, and healthy decision making is the foundation of your IL HPP success.



**Being *Committed* means
leading by *example*.**

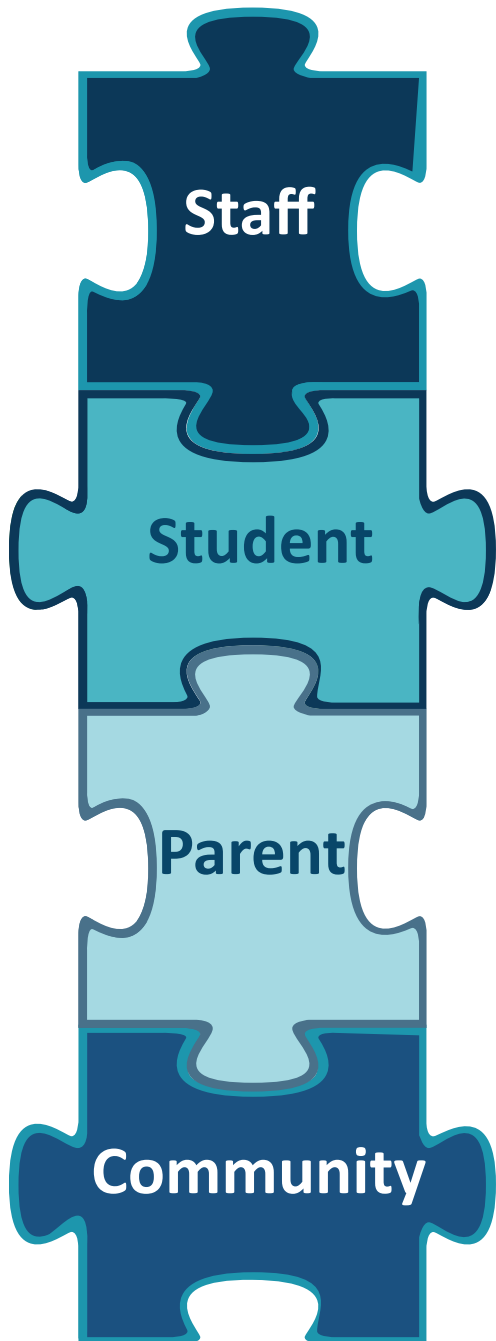
The collective commitment of your staff, students, parents, and community is what will create a strong framework for your chapter. Promoting IL HPP as a lifestyle and a culture will help to ensure that your key players understand the importance of leading by example and the value of optimal performance in all aspects of life.

The committed model provides a framework for what it means to be a part of the IL HPP culture as a staff, student, parent, or community member. They serve as a quick reference tool to remind ourselves of what is expected of us within the roles that we fulfill. By holding ourselves accountable to these standards and expectations, we are strengthening the culture within our chapter.

THE COMMITTED MODEL

What is it?

The committed model is a foundational aspect of IL HPP. Making a commitment to live the values of IL HPP is an important part of being a key player in your school's chapter. Commitment may look different for each individual and the specific role that they fulfill within your chapter. However, there are a few components of the committed model that are a part of everyone's role within IL HPP.



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

As Students Committed, we will:

- Challenge ourselves to make healthy decisions to perform our best in academics, extracurriculars, and athletics
- Strive to understand how our own actions and the actions of our peers shape the culture of our community
- Take initiative to lead beyond ordinary expectations by empowering our peers to live out a positive lifestyle

As Parents Committed, we will:

- Actively engage in our child's growth and development
- Seek conversation with other parents and continue learning about promoting healthy decisions for all of our children
- Advocate for the development, dispersal, and implementation of resources that promote the best possible environment for youth to thrive

As a Community Committed, we will:

- Support local efforts surrounding healthy decision making
- Be actively involved and engage with other community members to collaborate about youth leadership development & education
- Grow community involvement by empowering others to: promote knowledge, cultivate program support, and engage other stakeholders

THE COMMITTED MODEL

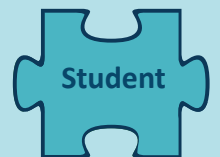
What is it?



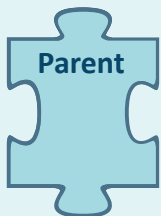
As staff members and chapter advisors, you become a role model for both students and other staff. A significant part of your job is fostering leadership in others. IL HPP is a student lead, staff supported program, meaning your students should be the ones taking the lead. That being said, we recognize that no chapter can thrive without the dedicated support of staff mentors. The major aspects of the chapter advisor role can be divided into two broad categories:

1. Developing leadership skills within your students
2. Cultivating support from other faculty and the administration

Student committed is a model for all students to follow. As a student leader, you are taking initiative to go a step further and lead beyond ordinary expectations by empowering your peers to live out a positive lifestyle. Having the ability to take initiative and ensure accountability is what sets you apart as a student leader. Being a leader is not simply about maintaining your program as it already exists; but rather, it is about envisioning peer and program growth.



Are you ready to put in extra effort and take initiative to bring your visions to life? Will you leave your mark on your school and in your community?



Parents, you are a critical part of your teen's life and the choices they make. Support them in making healthy choices by modeling healthy behaviors, purchasing healthy foods, and communicating regularly with your teen. You are your child's number one influence when it comes to preventing drug and alcohol use and encouraging a healthy lifestyle for your teen. Your actions, along with your communication about healthy choices send a strong message to your child. Try not to assume your child already knows how you feel about these important topics. Talking to them and making your position clear can make a significant difference when it comes to encouraging healthy behaviors.

Community members play an important role in the growth and longevity of your IL HPP culture. Community members have the ability to commit themselves as a stakeholder who is ready to engage in collaboration and support local chapter initiatives and events. Help to advocate for healthy choices and programs within your community.



View the full page commitment models in the appendix to use as handouts or posters around your school.

DEFINING STANDARDS

Code, Pledge, Creed

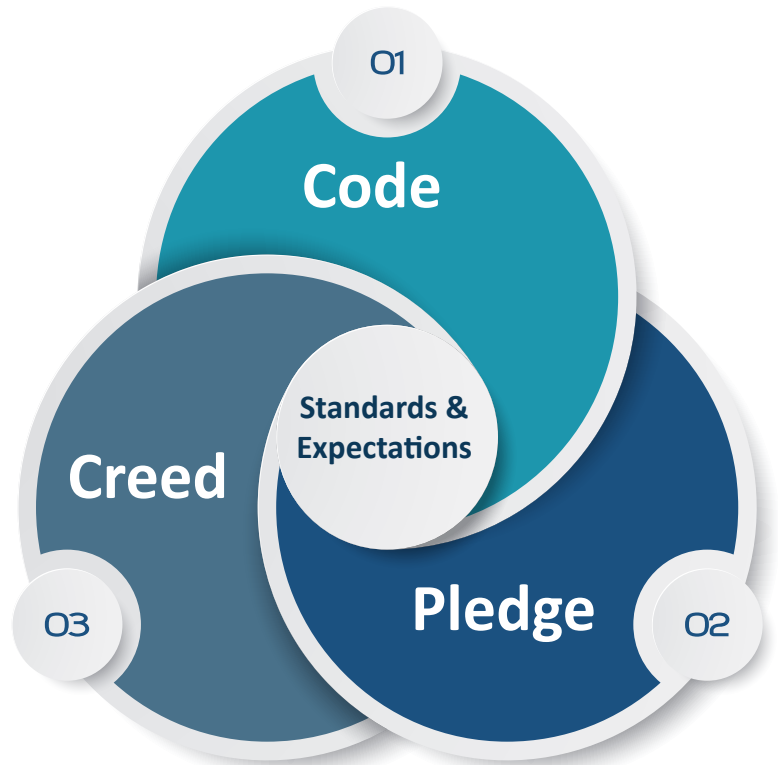
Setting the standards and expectations of your student leaders plays a big role in accountability. By utilizing a **code of conduct**, **pledge**, and **creed** to help your students understand what is expected of them, you will be better equipped to handle any circumstance that does not align with your predetermined standards.

First, read through your school's code of conduct and advocate for clear and language and expectations. Use the *Code of Conduct Checklist* found in the appendix to evaluate your existing policy.

Second, consider adopting a supplemental student pledge and a comprehensive restorative justice process. Incorporate this language into your school's code of conduct so that expectations and violation protocol are clear to all students and parents who sign the code.

Third, work with your student leaders to develop a chapter creed. This creed will be a great way for students to express who they are as individuals, as teammates, and as a chapter. A creed is a powerful way to represent your chapter through a narrative.

Finally, promote, promote, promote! Strengthening your code of conduct and developing these standards is not enough. Make sure your changes and language are articulated and shared with the entire student body and all parents/guardians. Implement mandatory code night meetings for all activities and use this time as an opportunity to discuss the additions to your code of conduct and to highlight the importance of signing the pledge and living by example of your developed creed.



STRENGTHENING YOUR CODE OF CONDUCT

Getting Started with Student Advocacy

Many schools' codes of conduct are pretty clear and comprehensive. However, new trends create a need to revisit code of conduct language to ensure it is fully comprehensive. This section will provide you with tools to review and strengthen your existing extracurricular codes of conduct.

Beginning steps to get you started:

1. Review your existing code of conduct and make revisions as appropriate
2. Establish an IL HPP pledge to support your code of conduct that makes the purpose of this program and developing your desired culture clear
3. Create and then educate staff on a restorative justice process to create supportive and consistent direction if code/pledge commitments are violated
4. Educate students, parents, and staff of the above policies so the expectations are clear to all

Quick links & resources to help you out:

1. School codes of conduct are often found on a school's extracurricular webpage
2. Refer to the code of conduct worksheet in the appendix for support and guidance on best practices and language to consider: www.ilhpp.org
3. Talk to your school and/or district's administrative team to better understand the process of making code changes



Creating a strong code of conduct sets the foundation for clear expectations for students involved in school programming. When taken seriously, these expectations become common values of all participating students and set the tone for committing to and living out the best choices.

Students who take the initiative to set clear expectations for their peers have more success in creating a shared understanding of what behaviors are and are not acceptable. Code of conducts are about more than chemical health, but also team comradery and support.



CONDUCTING PARENT CODE NIGHTS

Getting Started with Student Advocacy

Parent code nights allow students and advisors/coaches to discuss expectations for the group, define success, set goals for the individual and group, and communicate them to parents at the beginning of the year/season. It should be mandatory that the student and at least one parent/guardian attend; however, it is best practice to have an alternative way for the parent/guardian to get the messaging and information if they are unable to attend (i.e. video tape or audio record the meeting).

The meeting should discuss the concept that, by signing the code, an individual indicates that they have the knowledge, understanding, and agreement of all standards for involvement in extracurricular programs. Addressing expectations and cultural competencies as indicated by a code, pledge, and creed is important.

Beginning steps to get you started:

1. Select a date with school staff
2. Develop meeting goals and agenda
3. Manage logistics
4. Promote the event and send out invitations
5. Create and practice presentations
6. Host the meeting
7. Follow up with parents and students

Quick links & resources to help you out:

- 1.
2. [Guide to Youth Led Town Hall Meetings *](#)
- 3.



* For quick links to these resources, refer to the online version of this *Implementation Manual* at ilhpp.org

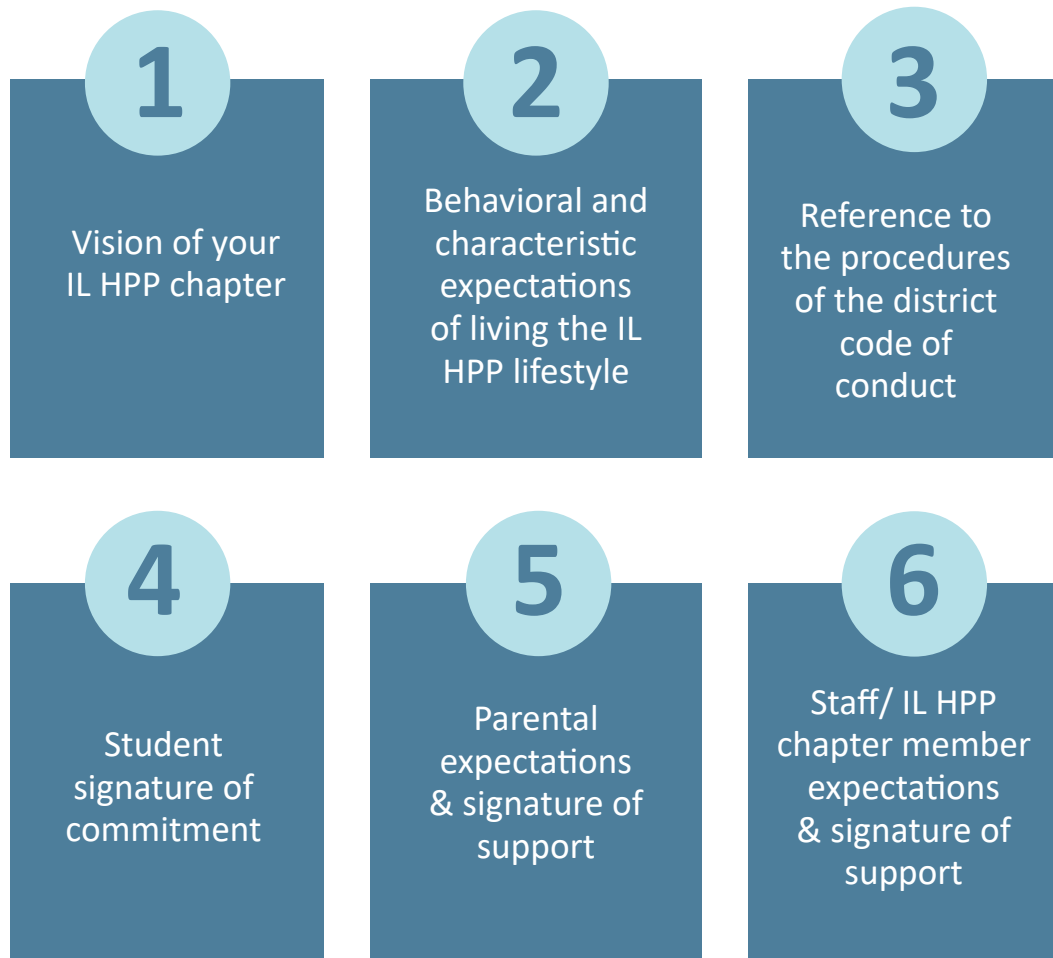
Your role in this initiative is important and valuable because you have the ability to educate parents and create a consistent culture of expectations. Adolescents and young adults have first hand knowledge of the issues that affect teens. This gives students the credibility that gains the attention of parents, the community, and important stakeholders.



STUDENT PLEDGE

Why Should I Have My Students Create a Pledge?

IL HPP chapter student leaders create a student pledge to supplement the school's code of conduct. This practice furthers the emphasis that they are serious about making choices that optimize their personal, team, and peer performance and holds students accountable to one another at a deeper level. By signing this pledge, participating students are making their commitment to their chapter's motto clear to the entire student body. When creating your pledge, some components to consider adding may be:



This pledge is often viewed as a way to formally welcome students as members of the IL HPP lifestyle. It also serves as a conversation starter for code violators to aid in a successful restorative justice process. On the following page you will find a sample of a pledge created for an IL HPP chapter's athletic program.

SAMPLE PLEDGE

IL HPP Chapter Contract

I, _____, pledge to make lifestyle choices in accordance with the understanding that my standards meet those of the (IL HPP chapter) culture, XHS, and each of its Athletic Programs.

I am dedicated to being an example to my team and peers. I am committed to living a healthy lifestyle through good nutrition, sufficient sleep, positive attitudes, and being drug and alcohol free. I understand the use of alcohol and/or drugs, poor nutrition, lack of sleep, and other unhealthy choices will negatively impact both my individual ability and my team's ability to perform at an optimal level.

I also pledge to be a great teammate. I will live the ideal of Team>Teammate>Self. I pledge to be mindful of my attitude, to commit to giving my best effort and to embrace the journey of continually striving to improve my skill and ability. I pledge to focus on the needs of my team, honor my opponents, and respect the officials.

Most importantly, I pledge to be a positive influence on my teammates and peers. I will encourage them to pursue a healthy, elevated lifestyle. I will support them through the positive choices they make and be willing to confront them if poor choices are made. I recognize that I am first and foremost responsible to the team by creating my best self.

Student Name _____

Student Signature _____

As parent(s)/guardian(s) we support the decision of our child to publicly commit to the (insert IL HPP chapter name) lifestyle and pledge never to knowingly support illegal drug or alcohol use in our home(s) by our child or any of their peers. We understand the consequences set forth by the district code of conduct, and agree to abide by the decision of the administration in any instance in which our son or daughter has been determined to have violated this established district code.

Parent/Guardian Name _____

Parent/Guardian Signature _____

I pledge that this individual's character and commitment correspond with the ideals of XHS's (IL HPP chapter name) and recommend his/her inclusion in this program

Sponsor Name _____

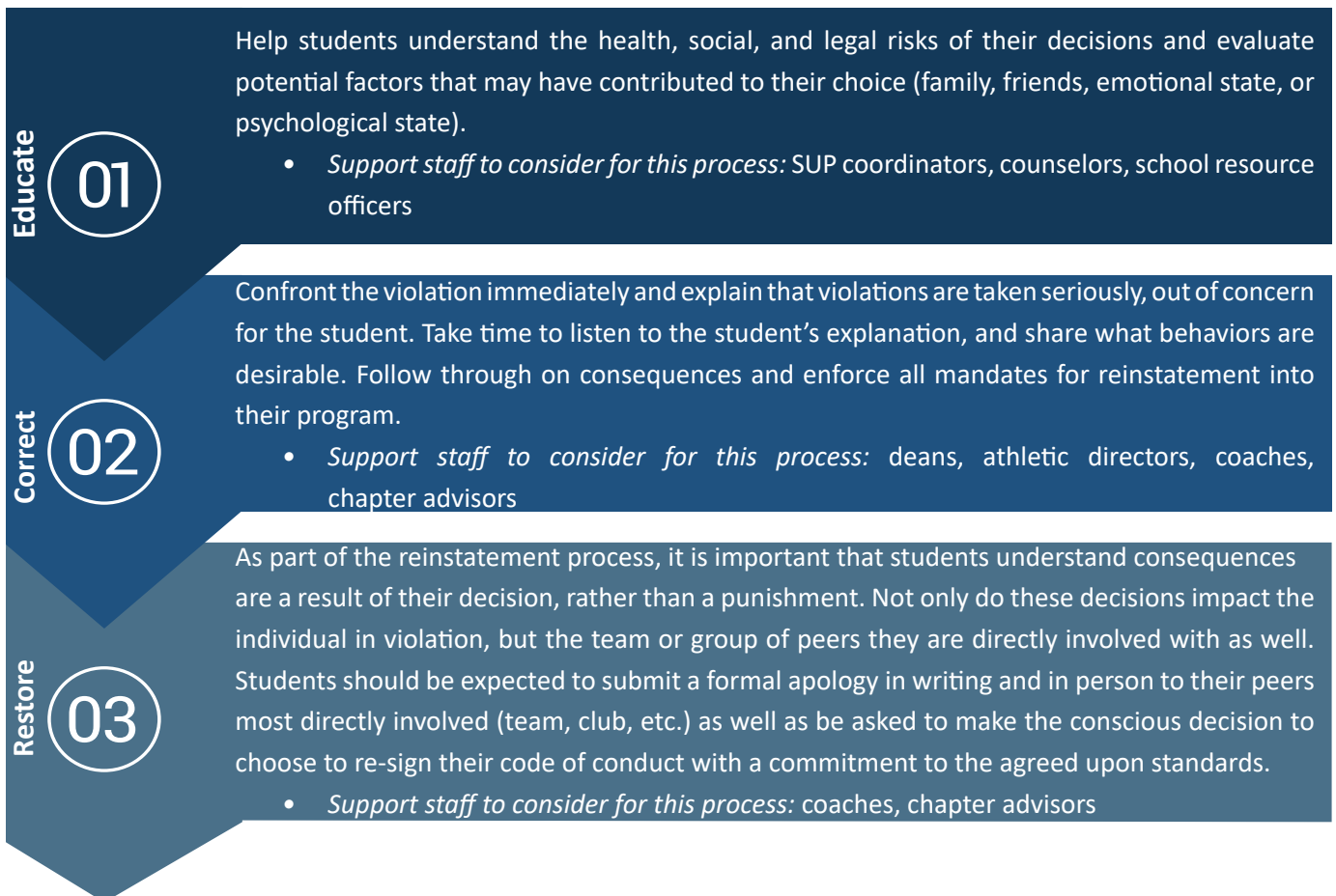
Sponsor Signature _____

RESTORATIVE JUSTICE PROCESS

Why Is It Important to Have a Comprehensive Care Plan?

While we can do our best to set up solid expectations through codes of conduct and pledges, 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, but rather to create a restorative justice process that helps the student understand how their choices influence their own health and performance as well as the dynamics of their teams or clubs. Having a comprehensive plan in place ensures that each student is treated in the same restorative fashion, and **that they are given the best opportunity to learn from the choice they made.**

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.



Most students will do a great job upholding the standards that are set by the school and their IL 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 the commitment to their code of conduct and pledge.

WHAT IS A CREED?

Individual, Team, and Chapter Creeds

A creed is a way of expressing a set of values, goals, or cultural components for an individual or group of people. A creed may serve as another form of standards and expectations for each individual who is involved. Creed development, whether for the individual, for the team, or for your entire chapter, is a great way to involve your student leaders in the determination of what is expected of them and their peers/teammates. Student involvement of creed development allows for them to advocate for what is important to them. It is also a great way to get them excited and motivated to be the best versions of themselves by means of healthy life decisions and optimal performance through leadership and accountability.

Check out these creeds from IL HPP chapters to get the inspiration needed to build your own!

TOGETHER
We will
Thrive on and off the field
Dig deep to build high
Do our part in order to succeed
Focus on the process and not the product
Hold our teammates accountable
Stay united through blood sweat and tears
Be better than we ever have been before

*UNDERRATED.
UNDERDOGS.
OVERLOOKED.*

TOGETHER WE WILL *ERASE THE DOUBT.*
TOGETHER WE WILL *RISE TO THE OCCASION.*
TOGETHER WE WILL *CONNECT THE DOTS.*

THIS IS OUR HOUSE.

AND IN OUR HOUSE, *FAILURE LEADS TO SUCCESS.*
IN OUR HOUSE, *WE RESPOND, NOT REACT.*
IN OUR HOUSE, *DISCIPLINE PREVAILS.*
THIS SEASON WON'T LAST FOREVER.
THE FOUNDATION WE LAY WILL.
WE WILL ... *PROVE IT.*

WHY NOT US?

Vikings Athletic Creed of Excellence

Show **RESPECT** to school, team, teammates, and opponents
REPRESENT your team with dignity and integrity on and off the playing venue
Be **RESPONSIBLE** for your choices and actions and those of your teammates
ACHIEVE excellence through discipline and maximum efforts
TRAIN for your competition and never give up
COMMIT TO THE VIKING



TAKING INITIATIVE AS A CHAPTER ADVISOR

CHAPTER ADVISOR ROLE

Roles and Responsibilities

A chapter advisor, or chapter advisors if there are multiple, supports the IL HPP student led school chapter in a variety of ways. The chapter advisor may serve as the liaison between the student leadership group and the school's administration and faculty in order to gain support for IL HPP endeavors, events, or projects. The chapter advisor may aid the students in determining their goals for their IL HPP chapter and initiating the goal planning process. The chapter advisor may also serve as a liaison for parents to ensure that standards and accountability are being met.

The purpose of a chapter advisor is to provide guidance when called upon, but also to provide structure and encourage the students to take initiative and to develop leadership and accountability skillsets. This ensures that the IL HPP chapter remains student led and staff supported. The intent of this program is to provide an opportunity to address the needs of your student body through the implementation of projects, events, services, and opportunities that are created and carried out by the IL HPP chapter to promote optimal performance.

Example Chapter Advisor Roles and Responsibilities

- **Locate trainings and resources for students growth and development**
- **Facilitate growth of the chapter and the individual students**
- **Aid the students in the development of meeting schedules and objectives**
- **Provide encouragement to student leaders**
- **Help students identify the needs of the student body**
- **Live by example of the IL HPP culture**
- **Mentor students as they establish their character and develop healthy habits**
- **Serve as the liaison between staff, parents and students**

CHAPTER ADVISOR ROLE

Starting from Staff Committed

The staff committed model demonstrates the importance of nurturing students' individual choices and character, building collaborative support to create a culture of excellence, and developing student leaders to carry on the work of the program long term. These three factors of staff committed can be exemplified by any adult within your school, not only chapter advisors. Chapter advisors, however, keep these missions at the forefront of their minds and continue to seek ways to develop student leaders and staff supporters in a way that will create long lasting impact for a positive school culture.

The IL HPP Team is here to assist you in your role as a chapter advisor in any way that we can. IL HPP trainings, resources, and support can help to facilitate the fulfillment of your role as a Chapter Advisor. Be sure to communication with an IL HPP Team member regularly in order to stay up to date on upcoming events, or even to schedule an event specific to your own chapter development.



As Staff Committed, we will:

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

CHAPTER ADVISOR ROLE

Starting from Staff Committed

1. Mentor students as they establish their character and develop healthy lifestyle habits

Nurturing students individually requires dialogue about one's values and goals in life. Helping students understand that the choices they make for themselves impacts their potential for reaching their goals. Remember that the frontal lobe of the brain is not fully developed until at least age 25, so helping students rationalize and think through their decisions is even more critical. Often times at younger ages, having chapter advisors be an additional level of support and accountability helps students stay committed to the positive lifestyle choices they have made for themselves.

It is also important to recognize that sometimes students (and adults!) do not always make the best decisions for themselves. When these moments happen, how we respond can be the biggest factor in a positive outcome. Utilizing conversation around behavioral expectations, standards, values, and accountability will help individuals understand the impact their choices can have on their future. Reference the prior restorative justice process page of the creating a culture section of this manual to get further tips and ideas of how to have these conversations and why they are so important.

2. Be intentional about creating a culture of staff respect and collaboration to achieve the highest level of support for students

As a Chapter Advisor, role modeling these conversations will begin to encourage other staff and students to do the same for their peers. As this approach is repeated, more collaborative support is established to create a stronger culture of excellence. Encouraging staff and students to be consistent with these conversations and establishing these values based goals will create consistency for the cultural movement of your school.

3. Ensure the development of the program by fostering new staff and student champions

The third and final point of staff committed reflects building upon your chapter's student leadership to empower them to run and delegate program implementation. Giving students the framework to train and lead their peers to implement programming creates a foundation for program sustainability. Having chapter participants assist with program implementation could allow for more programming to be accomplished by more than just the chapter leadership and it could allow for more long term involvement of chapter participants when student leadership transitions occur year to year.

ESTABLISHING A CHAPTER ADVISOR

Benefits of Having Multiple Advisors

More often than not, a staff/faculty member who exhibits a passion for healthy habits, leadership skills, and a positive school culture will volunteer their time to an initiative like IL HPP in order to empower student leadership and healthy decision making. Any staff member dedicated to shaping and influencing student leaders could be a good fit, including but not limited to teachers, coaches, athletic directors, and administrators.

Ensuring representation from a variety of school departments (sports, fine arts, academics) is vital in the recruitment of your diverse student body. IL HPP is a lifestyle, not a club. This is not a program that needs to be exclusive to one group of students. By encouraging your school staff, such as teachers or academic advisors, to participate and perhaps even fulfill a chapter advisor role, you are aiding in the outreach and longevity of your school's chapter.

That being said, there is added benefit in having multiple chapter advisors for your school's chapter. Multiple chapter advisors would allow for the responsibilities to be split among the advisors, rather than being placed upon one individual. However, while there may be members of the school who are passionate about the core messages of IL HPP, it is important to respect any prior time commitments they may already have, and find a role in the chapter that best fits their capacity.

While IL HPP allows you to grow at your own pace, it does still require a commitment to the culture and to the efforts of your student led chapter. The combined effort of even two to three chapter advisors would ensure that chapter goals are being met and that the student leaders are being adequately supported.

Aiding in the coordination of an IL HPP chapter is an investment. You will want to have advisors who are willing to meet with students, facilitate chapter growth, and be available when called upon. Utilize our committed model to ensure that your chapter advisors understand what it means to be a staff committed.

The following pages will provide an overview of facilitation as an integral part of being a chapter advisor.

Facilitation is a large part of your role as a chapter advisor. Whether facilitating student led chapter meetings, adherence to annual agendas, or even team building activities, your role as a chapter advisor/facilitator is important and valued! Review some of the tips for successful facilitation, the importance of facilitation, and the various types of facilitation and how they each render different results or conversations.

FACILITATING STUDENT LEADERSHIP

Creating Student Ownership

“
**LEADERS BECOME
GREAT NOT BECAUSE
OF THEIR
POWER
BUT BECAUSE OF
THEIR ABILITY TO
EMPOWER OTHERS**
”

-John Maxwell

Being a leader takes work, but often times younger student leaders need a bit more guidance to navigate the roles of leadership, program planning, and delegation. Ultimately, the goal of IL HPP student leaders is to develop chapter goals and provide a sense of direction for their chapter. Student leaders have the ability to create a chapter structure that promotes student led education, events, and a positive culture.

It is the role of chapter advisors to provide students with guided facilitation to accomplish these goals. By guiding your student leaders in such a way that promotes goal setting and program planning you are allowing them to take control of the direction of their chapter. Through your facilitation, they will learn how to achieve their goals by means of task management and delegation.

The more that chapter advisors can model effective group facilitation, the more leadership skills students will gain from a guided experience and the more role modeling they will have to effectively lead

their peers. At times, it can feel like more work to take a step back and guide others through creating their own path rather than taking the initiative to do it yourself, but the reward can multiply when students are empowered to learn to lead themselves!

Ultimately it is important to recognize that your participation and involvement in this program is valued by your student leaders. They are seeking structure from you to help them achieve their goals and head in a forward moving direction. While at times this may feel tedious to you, it is this good work that helps them not only become more successful with their chapter but throughout life in general. Using this program to teach students about planning, goal setting, and vision setting will impact them beyond the years of their time with you, and they will thank you for it!

FACILITATING STUDENT LEADERSHIP

An Overview

Facilitation not only focuses on orchestrating experiences to create learning and change, but also seeks to eliminate barriers hindering learning and change. Anything and everything you do before, during, and after a learning experience enhances people's reflection, integration, and continuation of lasting impact.

The ability to be a strong facilitator takes practice, but it is important to create a lasting impact on those you are guiding interactions between. It is also important to recognize that being a facilitator is not the same as being an instructor. Instructors bring a specific learning agenda to their audience, often times lecturing or driving the content in a direction that they direct for the retention of information by their participants. A facilitator uses an activity as a structure for the growth and development of participants who serve more as a team to facilitate problem solving skills. Facilitators manage a structure for participants to grow through experience, not through content.

The objectives of a facilitator include but are not limited to:

- *Establishing greater buy-in*
- *Creating and reinforce a more positive, efficient environment and learning experience*
- *Focusing on how the process can parallel to other aspects of life*
- *Encouraging involvement from participants*
- *Promoting problem solving initiatives from participants*
- *Empowering individuals and teams*
- *Building relationships among co-facilitators and participants*

By facilitating conversations, chapter development, and program implementation with student leaders, they are learning what it means to take ownership of a program and lead efforts start to finish. Being patient through this process is what builds the student led, staff supported approach of IL HPP chapters. By modeling behaviors in leadership and facilitation, student leaders will learn from your example and will begin to work with their peers in a similar fashion.

FACILITATING STUDENT LEADERSHIP

Structure and Tips for Chapter Advisors

The way and time in which you interact with your student leaders can impact how participants can learn through their experience. There are several approaches that could aid chapter advisors in the group facilitation process. Ultimately your role is to support the framework for students to develop their own process to achieve their goals.

1. Create a Safe Space:

Ensure that participants are comfortable with you and one another to assure they are willing to share their thoughts, provide alternative perspectives, and confront concerns or challenges when they see them. Building this dynamic takes time, but ultimately the trust individuals have in one another impact their comfort level. Taking time to do introductions, team building activities, and opening the floor for all to share their input will begin to create a safe atmosphere. Encouraging sensitive conversations to be kept confidential and responses to these conversations appropriate and understanding is important too. Many different dynamics and circumstances arise among student leaders so it is critical to make sure those interactions are happening in a safe space.

2. Be Prepared:

When meeting in a group, we all look to one another to bring the appropriate materials, information, or even attitudes to the table. Role model acts of preparedness so that student leaders understand the importance of being prepared themselves.

3. Establish Purpose:

Remind students why they have chosen to pursue the project they are working on. This could be done before, during, and/or after the time they spend together to achieve those goals.

4. Observe and Listen:

A facilitator's role is often times to simply watch and listen to the non-verbal and verbal communication among a group and to recognize interactions and dynamics that might not be as obvious to those involved. Being able to watch how leaders interact, treat one another, and communicate will help you provide feedback and direction to help them strengthen their interactions.

FACILITATING STUDENT LEADERSHIP

Structure and Tips for Chapter Advisors

5.

Ask Questions:

Rather than telling student leaders what to do, ask questions that will help them think through the planning, process, or dilemma they are working through. Asking questions helps individuals and groups come to their own conclusions which gives them ownership of the solutions they have identified.

6.

Provide Support:

Make your availability known to the group. Communicate that while you expect them to work hard and accomplish the tasks and goals they set out for themselves, that you are always a resource for them to talk through their thought process and ideas. Then follow up when that support is sought after. Sometimes students need to be reminded of your support, so don't hesitate to ask a question such as:

Would this be a good time for us to talk through the ideas you have in mind?

7.

Intervene (when necessary):

The process of problem solving can be a fantastic learning experience. Do not hesitate to allow student leaders to go back and forth in discussions and even disagreements, as long as it is done respectfully. When circumstances seem to be getting out of hand or not being handled in an appropriate way, try to help provide guidance and explanation so students understand why you are suggesting another way of handling the given situation. This may also be another time to go back to 'asking questions' so students can come to their own realization about the circumstance at hand.

8.

Debrief:

Encourage participants to have a dialogue to reflect on the interactions and experiences they have together and how that might impact the way they approach situations moving forward. The goal of debriefing is to learn from a recent experience and learn how to improve dynamics and create change for the future. A simple three step model to guide this conversation:

What? (reflection of what happened): What have we learned?

So what? (integration into life): How does this apply to our life?

Now what? (continuation for next time): What can we do differently?

THE INFLUENCE OF STAFF

Why You Matter

In the end, remember that the influence you have on your student leaders will continue to make an impact on their decisions for a lifetime. The knowledge they acquire from IL HPP will positively shape their future to reflect a positive, balanced, and healthy lifestyle. While there are many, here are a few examples of the impact you have on the lives of your student leaders. Keep being a great you!

01

You matter in the lives of teens! 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 staff who really do care about them -- keep up the good work!

- *Students that delay the onset of drinking until age twenty one will reduce their risk of addiction.*

03

When talking to students about the importance of nutrition, mental health, and the dangers of sleep deprivation, alcohol, tobacco, and other drugs, the message is more effective because the staff-student relationship opens many doors.

- *Supportive school staff are protective factors for students.*

05

The amount of influence staff have on their students cannot be over-stated. In many cases, a staff member may serve as a second parent to students.

02

Staff are role models and must remember to reinforce words and actions to encourage students to make lifestyle choices that will enhance their performance and the performance of their peers.

- *Having a positive adult role model, such as a teacher or coach, can help influence students to make healthy choices.*

04

As staff, you understand that students start learning after the 1,000th repetition and with that same principle in mind it is important to continue to promote the message that ATOD, poor sleep habits, and junk food have no place in the world of optimal performance.



FOSTERING STUDENT LEADERSHIP

STUDENT LEADERSHIP

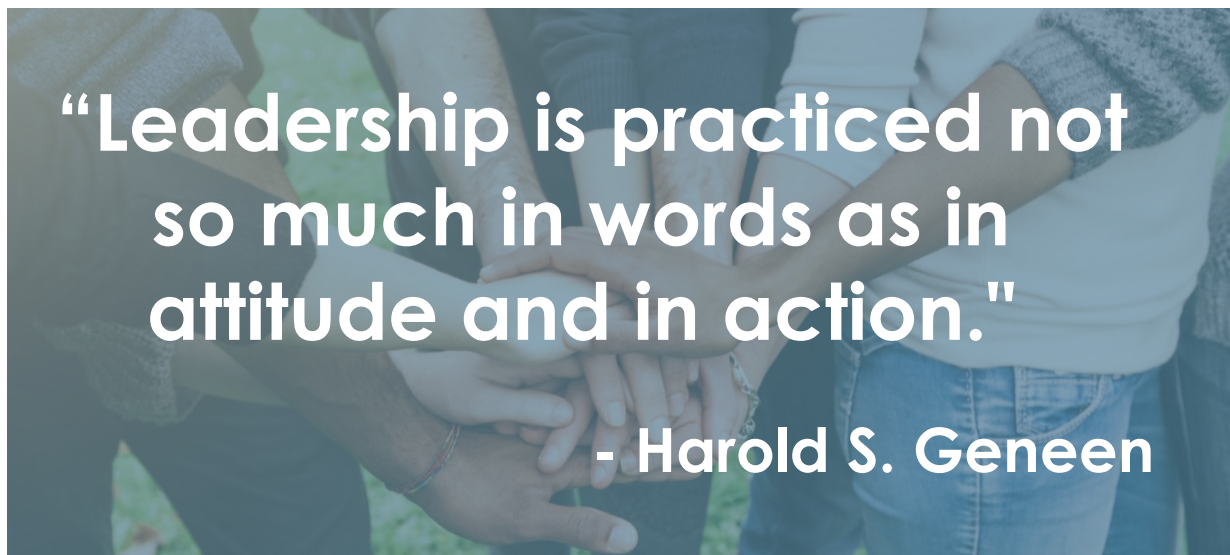
The 5 C's of Leadership Assessment Tool

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 IL HPP within a school community, but it is important that these staff members are fostering leadership within the students themselves.

The IL HPP Team encourages staff to identify student leaders by using the 5 C's of Leadership Assessment Tool, which can be found in the appendix. 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. The important thing about choosing student leaders is finding youth who are willing to commit to developing each of these areas on a daily basis.

This assessment will point out the strengths of students, which will likely be a gratifying experience for your student leaders. However, this tool is not meant only to compliment individuals on their strengths. Both the evaluating staff and the student 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.

Receiving criticism can be difficult for anyone, and especially difficult for youth. Take the time to explain the purpose of this leadership assessment to your students, and work together to reflect on strengths and weaknesses. The *IL HPP Student Leadership Manual* will help frame this assessment for student leaders and encourages them to see this constructive criticism as an opportunity for improvement.



STUDENT LEADERSHIP

The 5 C's of Leadership Assessment Tool

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.

5 C's of Leadership Definitions

COMPETENCE	Competence means having the necessary knowledge and understanding of IL 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.

As an IL HPP chapter advisor, it is important to be intentional about the student leaders chosen to represent this program. The IL HPP Team encourages you to use the *IL Student Leadership Manual* to intentionally work with your leaders on developing their leadership skills.

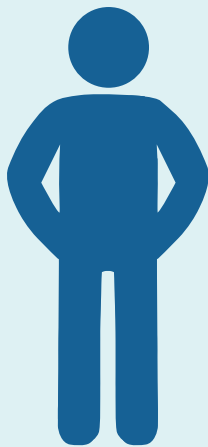
LEADERSHIP STYLES

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.

Leadership styles vary; it is important for student leaders to find their own style and then begin working to fine tune their strengths.³ As a chapter advisor, take time to understand the different leadership qualities your students may possess. Then, help your students develop a better understanding of who they are as leaders by talking about leadership styles.

Qualities of a Quiet Leader



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

- Working hard
 - Being respectful to faculty and peers
 - Staying focused during meetings and events
 - Performing well
 - Setting the bar high in the classroom
- Having confidence to take a stand on alcohol, drugs, and other prohibited substances
 - Making choices for nutrition and sleep based on solid statistics and studies

Qualities of a Vocal Leader

A vocal person leads by verbally motivating their peers [by demonstrating the following behaviors]:

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



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

³ This is adapted from Life of an Athlete New Hampshire's The Coaches' Playbook.

IMPLEMENTING STUDENT LEADERSHIP

Five Step Summary

STEP ONE

Recruit Students

Ensure student leaders are chosen based on their leadership abilities rather than solely on their popularity by using the 5 C's of Leadership (competence, character, civility, citizenship, chemical health) to assess potential student leaders. Consult with other staff mentors to make sure you are selecting students who can commit to the high standards of IL HPP leadership.

STEP TWO

Conduct Initial Meeting

Meet with your students to reinforce why they were chosen to be IL HPP leaders. Stress the importance of the committed model and emphasize the role these students play in setting and living up to high standards. Give each student a copy of IL HPP's *Student Leadership Manual* and make a plan for how you will all use it together to better understand the role of an IL HPP student leader.

STEP THREE

Conduct Trainings

Schedule multiple student leadership trainings to take place throughout the year. Use these times to discuss the importance of lifestyle choices on performance. We also recommend taking advantage of the student leadership trainings developed by the IL HPP Team. Visit ilhpp.org to find trainings complete with presenter notes, interactive activities, and worksheets that will help develop specific leadership skillsets within your students.

STEP FOUR

Send Student Leaders to In-Person Trainings

Take advantage of training opportunities hosted by the IL HPP Team. Look out for training dates, and invite IL HPP staff to come to your school to conduct leadership trainings for your students.

STEP FIVE

Conduct Regular Meetings

It is important to conduct regular meetings with your IL HPP students to keep them active with the program. Let students lead these weekly or monthly meetings and identify what they want the time to be used for. These meetings can be used to discuss the science behind lifestyle choices and performance, plan events that improve the culture of your community, plan mentoring activities for younger students, discuss any issues that arise related to commitment and accountability, or any other need that your students identify.

OVERCOMING OBSTACLES

Challenges and Solutions to Implementing Student Leadership

We recognize that implementing strong student leadership can be a big task. Below are a couple of common challenges and proposed solutions. Please know that the IL HPP Team is here to assist with any specific challenges faced by your chapter.

Contact the IL HPP Team for technical assistance by emailing info@ilhpp.org



Students say they do not have the time to coordinate all this work.

- Recruit student leaders from different grades, sports, clubs, and activities so students have varying other commitments. This will increase the chances of someone being able to step up when another student is too busy.
- Take the time to develop strong leadership in multiple students so the workload can be divided.
- Create subcommittees and task lists to divide up projects and work load equally among chapter members.



Students find it difficult to hold their peers accountable and to have difficult conversations.

- Remind your students that these conversations should not be seen as difficult but rather as constructive and caring. Holding your peers accountable is for their wellbeing as well as for the wellbeing of the team/group.
- Remind your students to utilize tools such as the code of conduct, pledge, or creed to remind their peers of:
 - Standards and expectations
 - Vision and mission of your team/chapter
 - Restorative justice practices



RUNNING AN IL HPP CHAPTER

WHERE DOES IL HPP FIT FOR YOU?

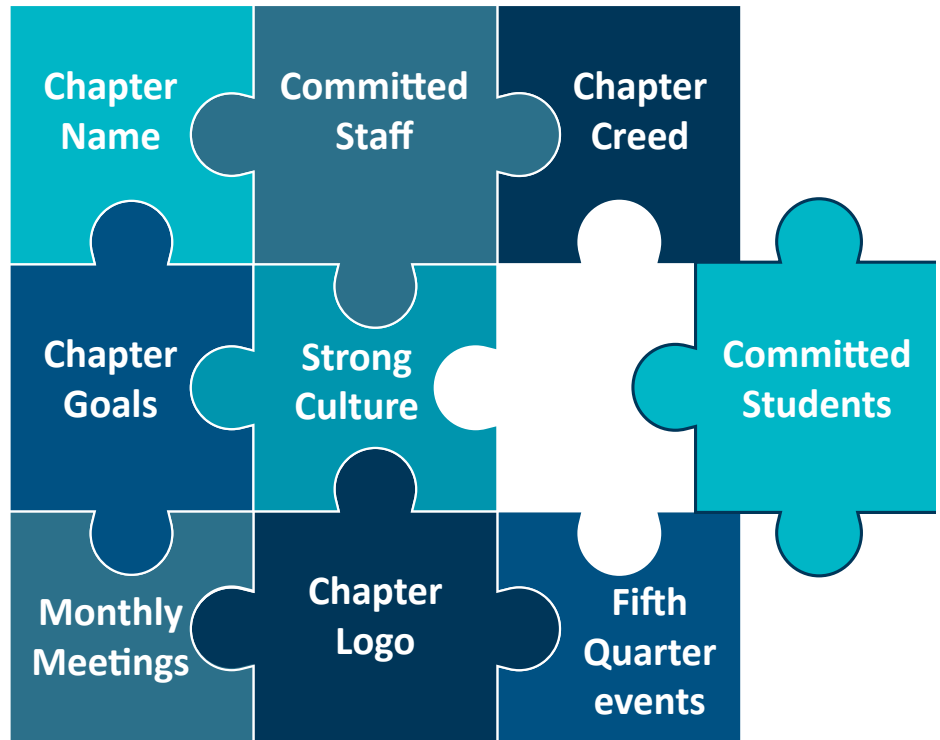
Constructing Your Chapter

IL HPP does not look the same for each chapter. In fact, IL HPP can be compared to a puzzle. While the overall picture may look similar for each chapter (i.e. obtaining and maintaining healthy lifestyles and optimal performance) the puzzle pieces used to complete your specific puzzle may be very unique when compared to the pieces that were used for another chapter's puzzle (i.e. growth and development).

The beauty of IL HPP is that it has the ability to address primary concerns that are specific to your school and/or community. By building your

chapter one puzzle piece at a time you are better able to provide the necessary resources to your school's student body. Once student leaders have been established, your group can begin the chapter development process. Consider initial steps such as developing a chapter name and logo, adjusting the language of your schools code of conduct, and creating a chapter pledge and creed. Once your identity and standards are established, consider your chapter meeting schedule and other chapter programs/projects you may want to pursue.

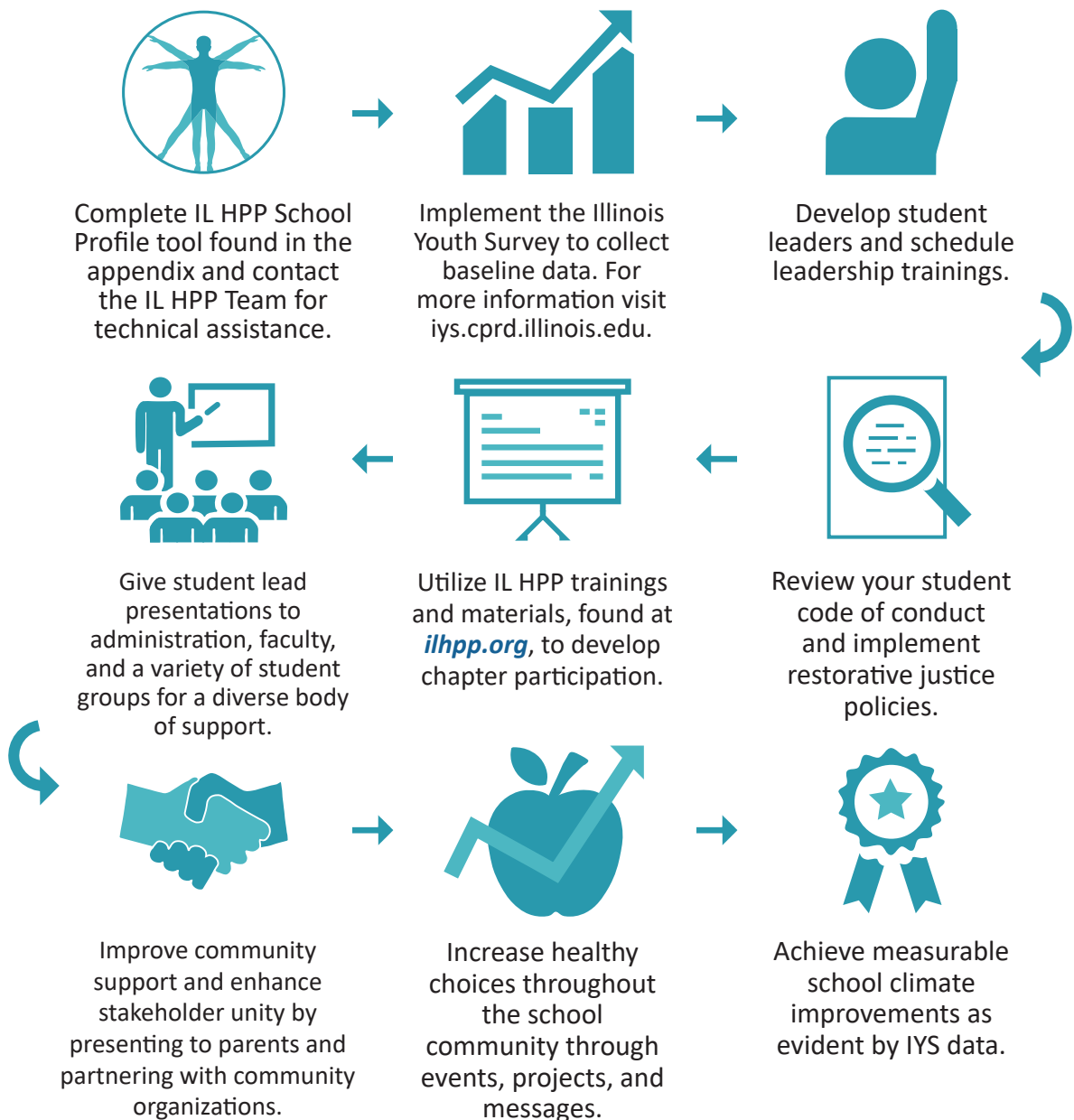
Your puzzle pieces may represent key players you hope will be involved with your chapter, goals that your chapter is collectively working to achieve, or perhaps even the projects or events that your chapter chooses to adopt/create. Each of these aspects of IL HPP play an important role in the growth, development, and sustainability of your school's chapter. It is up to you to decide which pieces will fit the mission, vision, and values of your school.



IMPLEMENTATION

How to Implement IL HPP in Your School

IL HPP will positively impact your school and community culture by empowering and educating youth leaders on healthy lifestyle choices. One of the strengths of this program is that it can be shaped to fit the specific needs of your community. While we understand every school is different and each implementation process will be unique; below is a diagram that highlights the most important components of program development. This visual representation will help provide you with a structure for implementation.



IL HPP CULTURE PROMOTION

Finding your Leaders and Gaining Support

1

Promoting IL HPP to Student Leaders

While this is a student led program, school staff will need to initially promote IL HPP to your students in order to determine who your student leaders are as well as to gain a grasp of general interest in the culture and lifestyle. Allow students the opportunity to determine whether or not they are able to take on the responsibility of being a student leader.

Promoting IL HPP to Administration, Faculty, and Staff

Initiating an IL HPP chapter within your school will require the support of your administration, faculty, and staff. Utilizing your students' voices to promote IL HPP not only encourages them to take on the responsibility of a student led organization, but it also holds a great deal of influence for the administration and faculty on the receiving end. While you may have the necessary influence to initiate an IL HPP chapter within your school, you have the opportunity to encourage students to advocate for a program that they value.

2

3

Student Leaders promoting IL HPP to the Student Body

A student's voice speaks great volume when discussing issues that are pertinent to their current time and place. Encouraging student leaders to promote the IL HPP culture among their peers and to the general student body will better depict IL HPP as a lifestyle and culture, rather than a club or activity.

Chapter members promoting IL HPP to the Community

Promoting the IL HPP lifestyle to your school's local community is a big step that can help your chapter grow and develop into a lifestyle and culture of excellence that is supported and adopted by the community at large. Encouraging your student leaders to reach out to local stakeholders is a way to promote IL HPP culture and to get your community involved.

4

In order to have a strong and committed chapter, it is important to promote IL HPP as a lifestyle and a culture. The promotion of IL HPP to the individuals listed above will ensure that the core messages regarding healthy lifestyle choices, leadership and accountability, as well as the four science modules are well received and widespread among your school and community.

HOW TO LEAD A STUDENT GROUP

Questions and Tools to Consider

Supporting students in a student led, staff supported initiative can be challenging. With the busy schedules for both students and staff, leading students to take ownership of a program could take additional patience and time. In the end, providing students with guidance for successful program development can be very rewarding for all individuals involved.

One aspect that makes this program so unique is it gives students the opportunity to learn how to make decisions and manage programs. Supporting students in doing so can be done through asking guiding questions, showing program examples, and engaging them in discussion not only about what they would like to do as a chapter but how they plan on getting that done. Remember, students are still learning how to think critically and plan projects from start to finish, so your assistance through this process will help them be successful.

To help students successfully brainstorm their goals and then follow through on their decisions, ask guiding questions! This can help students think about and execute goals more successfully. Consider some of these questions to help get the dialogue started:

- *What projects would you like to consider doing this year?*
- *What would each of these activities require from you to make it successful?*
- *What resources would we need for each of these activities to be successful?*
- *What have you learned from other chapters (project ideas/planning process)?*
- *Which ones are realistic to complete successfully with support we currently have?*

HOW TO LEAD A STUDENT GROUP

Questions and Tools to Consider

Once your chapter has had the time to decide upon which goals to set their focus, the next step is to guide students to understand in clear, concise steps how to get those things done. Whether planning for a chapter meeting, developing a presentation for National Prevention Week, or creating your own social media pages for your chapter, this basic planning model can help you to encourage this type of guided structure.

Project:

Date & Time:

Audience:

Step to complete project	Done by who?	By when?	Additional Notes
1.			
2.			
3.			

On the following pages, you will find program ideas, sample chapter meeting agendas, and sample annual schedules to help you visualize options for guiding your chapter into a successful year. All of these approaches are completely adaptable to the resources, needs, and goals specific to your chapter.

The programs that chapters choose to lead are completely up to them. There is a great amount of flexibility for IL HPP chapters so that they can support a positive culture and healthy choices in the best way that works for their school and community. If you have a particular community need or have a creative idea for a new program that you would like your student leaders to implement, by all means run with it!

Remember, these sample programs have a lot of room for adaptation. Utilize them in their current state or adapt them to best suit the functioning of your school and IL HPP chapter. Reach out to other IL HPP chapters to learn how they implemented these programs or ask about their processes for developing new programs.

IL HPP CHAPTER PROGRAMS

Successfully Implemented Programs

One of the most common questions asked by schools looking to implement IL HPP for the first time is “What do we do with it?”. While there is no single answer to this question, there are many programs that serve as great starting places for new chapters. Below you will find descriptions of nine IL HPP programs to consider, or create your own.



Brown Bag Program

The Brown Bag Lunch Program provides a healthy, inexpensive after-school meal/snack. This program is open to all students, but targets students who are in after-school programs. The Brown Bag encourages healthy eating by offering students an alternative to vending machines or fast food for their after-school snack.

Running a Brown Bag Program involves a number of tasks including working with administration and cafeteria staff, determining cost, food options, payment method (i.e. QR code, student accounts, cash), determining pick-up times and location, promotional methods (i.e. newsletter, decorations, flyers), and making a timeline for all tasks to take place.

The Brown Bag program can be started at any time during the school year and has been a great kick-off program for many IL HPP chapters. The impact of this program aids in optimizing performance, promotes a healthier student body, and encourages living a healthy lifestyle.



Program Presentations

Program Presentations involve chapter members presenting and educating high school students, school staff, and administration about IL HPP. Chapter members can teach and inspire excellence, leadership, and commitment! This is a great way to gain support for your chapter and spread the IL HPP message to more students.

Presentations can be made to freshman, mini conferences inclusive of all students, to faculty during institute days, and in a variety of other situations. The intention behind these presentations is to enhance support for your IL HPP chapter and to spread the IL HPP culture to more members of your community.

The logistics involved can include meeting with administration to plan a schedule, determining the length of the presentation, developing a PowerPoint, tech support, managing rooms or large assembly, and incorporating practice time. A great time to present to students is during National Prevention Week. Speaking to faculty can be incorporated into an Institute Day or a faculty meeting.

This effort inspires excellence, leadership, and commitment. It challenges and empowers peers by: setting positive standards, building culture, strengthening community, garnering interest in the chapter, and providing education.

IL HPP CHAPTER PROGRAMS

Successfully Implemented Programs



Awareness and Prevention Activities

Awareness and prevention activities offer interactive ways to create immediate positive change and get students excited about information that can help optimize their performance. Certain schools have adapted prevention activities through Stall Street Journals and Social Norms Marketing. Other large scale events include Red Ribbon Week, National Prescription Drug Take Back Day, National Prevention Week, Suicide Prevention Week, National Bullying Prevention Month, and Mental Health Awareness Week. Check out the chapter information page to learn how schools are using prevention activities to enhance healthy decision making and behaviors from others.



Prescription & Opioid Awareness Education

Having students recognize the importance of safe use, safe storage, and safe disposal of Rx medications creates a safer community for all. Activities that can be incorporated into prescription and opioid awareness include National Prescription Drug Take Back Day, distributing Deterra pouches, prescription lock bottles, and educational materials to coaches, parents, and student athletes. Student athletes are at higher risk for misusing and abusing pain killers due to athletic injuries that may require surgery or a pain medication. Consider partnering with local pharmacies, police departments, and coalitions to incorporate prescription and opioid education into your chapter and community!



Creed Development

The words in a creed define character and inspire positive culture for those committed to its' meaning. Creating a creed gives chapters, schools, teams, and/ or any other group a unified focus for a lifestyle of excellence. Students can begin by writing personal creeds with or without the Personal Creed Worksheet. Then in groups, finding the commonalities between these allows them to begin to shape a group creed. By articulating common values, students and chapters establish the culture they will work to adopt moving forward. This then becomes a tool to raise the bar of excellence as well as establish a name and legacy for a group, giving younger generations a vision to aspire to.

IL HPP CHAPTER PROGRAMS

Successfully Implemented Programs



Science Module Education

Science Module Education builds upon four major components of human performance (sleep, nutrition, mood and mindset, and chemical health). Schools, chapter advisors, and students can use educational resources for each of these topics to inform others on how these components can positively and negatively affect performance and understand how they consistently interconnect with each other. These topics offer relatable, engaging, and significantly important ways to improve students' abilities to make healthy decisions. With increased education and awareness on these topics throughout the school and community, you can create a culture that aims to reach optimal performance in all aspects of life.



Middle School Mentoring

Middle School Mentoring is a program that provides beneficial leadership experience for your current high school students and helps with overall sustainability of your chapter. Educating middle school students about IL HPP and introducing them to your chapter means those students will come into your school as freshman knowing about and potentially looking to join your IL HPP leadership team. Middle School Mentoring can look different based on the needs of individual feeder schools. Often times IL HPP chapters give presentations to middle school students that focus on introducing their chapter and the four science modules. This approach provides low risk public speaking practice, builds communication skills, develops accountability, and is a project for the entire chapter.

Preparing for this takes a few months. The tasks include: coordinating dates with middle schools, determining when can high school students miss school, identifying which middle school grades are included, presentation style (in classrooms or assembly), transportation, staff supervision, technology support, presentation groups, making a timeline, and allowing practice time. This program can include all students in your IL HPP chapter and can be done at any time of the year. Keep in mind that the fall season is an opportunity to kick start the year with events like orientations and Red Ribbon Week, while Spring is a great time to think about the 8th grade transition to high school and National Prevention Week.

The impact of this program is increased awareness of the group, healthy lifestyle choices, mentorship, getting younger kids involved, and camaraderie!

IL HPP CHAPTER PROGRAMS

Successfully Implemented Programs



Pledge Development

Establishing a set of high level standards for positive behavior and attitude gives students a clear understanding of what they are striving for. IL HPP chapters use student created pledges as a means to educate and hold their peers accountable to common expectations for optimal performance. Pledges may have varying language by chapter, but common components include: living a drug-free lifestyle, being a positive role model to your peers and community, and signing the pledge to show your dedication and commitment. Including signature lines for sponsors and/or parents creates a culture of accountability and becomes a conversation starter. The more students talk about their standards and behavioral expectations, the more they will be in the forefront of their mind. Set clear expectations for optimal choices for a culture of excellence!



Fifth Quarter Events

Fifth Quarter Events are alternative post-game activities that get the whole school involved! Fifth Quarter is a safe, healthy, and fun option that builds positive relationships. There is an unlimited possibility of activities and themes for your Fifth Quarter. A few examples include: inflatable nights, glow in the dark capture the flag, and carnival games. These events can be planned by a single school or between two schools.

The most impactful Fifth Quarter Events are after games where both schools have an IL HPP chapter and a big turnout (i.e. crosstown rivalry or a charity game such as Toys for Tots). At these events, all students from both schools are invested to stay and participate. These events could also be open to the community and used as an opportunity to fundraise for your chapter, or invite students from feeder middle schools to come to the game and stay for the Fifth Quarter festivities.

There are many logistics that need to be figured out for this program. Music, food, activities, service project, donations, raffle, sponsors, staff volunteers, space, promotion, prizes, T-shirts, individual's tasks, and a timeline of deadlines are all things to consider during the planning process.

A Fifth Quarter can be planned after a major sports game that a lot of students attend and can be hosted multiple times throughout the school year. The main impact of this program is building community and providing a safe alternative to a "party."

CHAPTER MEETINGS

Importance of Regularly Coming Together

Chapters use meetings as a way to stay connected, educate, and plan with those who are involved with IL HPP at their school. These meetings can follow a variety of structures depending upon the content you wish to cover. For example, scheduling regular chapter meetings will allow you to set aside time for potential science module presentations for your student leaders given by guest speakers who are willing to promote the IL HPP culture and lifestyle. Reach out to an IL HPP Team member for thoughts and ideas about potential speakers or speaking opportunities for our team to visit your chapter.

There are several types of meetings that chapters use to structure their program:

Leadership Team Meetings:

Held with the student leadership team to discuss future goals of the chapter, planning processes, and task delegation. This time may be used to work out the details of goal planning among a smaller group of individuals to minimize stress and maximize productivity.

Chapter Meetings

Held among all IL HPP chapter members to discuss roles and responsibilities, standards and expectations, as well as delegated tasks. These meetings may also be used for brainstorming sessions to provide the student leaders with direction for goal setting.

Subcommittee Planning Meetings:

Held among students pertaining to particular areas of IL HPP (i.e. subcommittees for each of the 4 science modules). Subcommittees may be determined by student leaders and/or may be on a volunteer basis depending upon the interests of the involved students.

Some schools may choose to set aside specific days and times for each of the meeting structures listed above. Others may opt to have time delegated for each of these purposes within one chapter meeting. The determination to follow either of the aforementioned formats is completely at the discretion of your chapter. This may depend on available meeting times and the frequency of meetings. Regardless of the structure your chapter decides upon, being organized and prepared is key when running a successful meeting, and in turn a successful chapter.

Remember to adequately advertise and encourage attendance at chapter meetings so that you may have active voices from as many of your chapter members as possible. Collaboration and teamwork to set goals and delegate tasks is important for the growth of your chapter.

Refer to the *IL HPP Experiential Manual* for a goal mapping activity to help you set and achieve your chapter goals!

SAMPLE AGENDA

A Guide to Meeting Structure

Below is an example of what a chapter meeting agenda may look like. These time frames are guidelines and may be adjusted based on the time you have available, number of attendees, the focus/goal of the meeting, or if there are particular events that are on your calendar for the near future. More time may be needed for larger projects, during which there may be value in having separate meetings for chapter subcommittees.



Meet & Greet Game

Take ten minutes to have your students get to know one another if this is one of your first chapter meetings. If you have had previous meetings with introductions, feel free to use this time for check-ins/updates.



Educational Component

Fifteen minutes may be utilized for an educational presentation given by a student leader or even a guest speaker. Be sure to maintain the educational core component of IL HPP by encouraging students to reference our science module guides for inspiration.



Program Planning

This time may be used to shift through any ideas for chapter growth or program planning that your students may have, and to fine tune the means by which to achieve such goals. Goal planning is key to a successful chapter.



Report Out/ Wrap Up

At the end of the meeting, set aside five minutes to review the topics you have covered, goals for the future, or even a task list you may have compiled during your program planning time.

ANNUAL AGENDA

Detailed Itinerary for the Year

Similar to the flexibility of developing chapter meeting agendas, annual schedules are flexible as well. There is great value in planning your schedule in advance to make sure everyone knows what is in store, what dates to save, and what planning needs to be done. Having a schedule also gives those with busier seasons an opportunity to identify what activities they can participate in during their less busy times of the school year.

Annual schedule components to consider are:

- **Meeting dates (i.e. weekly, monthly, quarterly)**
- **Meeting types (i.e. leadership meeting, subcommittee meeting, chapter meeting)**
- **Activities/Events (i.e. fifth quarter events, middle school presentations)**
- **IL HPP Trainings (i.e. conference, chapter networking opportunities)**

A sample annual chapter schedule might look as follows, but remember to include the meeting format and projects your chapter is most interested in running. Reference the below components of an annual agenda to begin your planning process.

Recurring Commitments:

1 *Examples:*
Every 2nd Tuesday: Chapter Meeting

Every 4th Monday: Leadership meeting

Trainings and IL HPP events:

2 Be sure to keep an eye out for upcoming trainings and events from the IL HPP team! Add these to your calendar as a reminder.

Goal Planning:

3 Schedule as needed depending on the time of year. National Prevention Week and Drug Take Back Days are great ways to get your chapter involved!

Program Planning:

4 Fifth quarter events take time to plan and to maintain. Make sure to schedule time in your calendar for this!

SAMPLE CALENDAR

Detailed Itinerary for the Year

8 August

4th Monday, 7am:
Leadership Meeting

August 20, 10-11am:
Teacher Orientation
Presentation

August 27, 2-3pm:
Freshman Orientation
Presentation

9 September

2nd Tuesday, 3pm:
Chapter Meeting

4th Monday, 7am:
Leadership Meeting

***Fall Sport Presentations
throughout the month/Code
Night*

10 October

2nd Tuesday, 3pm:
Chapter Meeting

October 24, 7pm:
District Board presentation

4th Monday, 7am:
Leadership Meeting

11 November

**November 4, 10:30am-
12:30pm:**
Middle School Presentations

2nd Tuesday, 3pm:
Chapter Meeting

4th Monday, 7am:
Leadership Meeting

12 December

2nd Tuesday, 3pm:
Chapter Meeting

**No Leadership Meeting:
Winter Break**

***Winter Sport Presentations
throughout the month/code
night*

1 January

2nd Tuesday, 3pm:
Chapter Meeting

4th Monday, 7am:
Leadership Meeting

2 February

2nd Tuesday, 3pm:
Chapter Meeting

4th Monday, 7am:
Leadership Meeting

3 March

2nd Tuesday, 3pm:
Chapter Meeting

4th Monday, 7am:
Leadership Meeting

***Spring Sport Presentations
throughout the month/Code
Night*

4 April

2nd Tuesday, 3pm:
Chapter Meeting

April 22, 6pm: Incoming
Freshman Recruitment Fair

4th Monday, 7am:
Leadership Meeting

5 May

2nd Tuesday, 3pm: Chapter
Meeting -LAST MEETING!;
Senior recognition

3rd week: National
Prevention Week events

4th Monday, 7am:
Leadership Meeting

6 June

IL HPP Summer Conference

7 July

Summer meeting for Fall
planning



SUSTAINABILITY

SUSTAINABILITY

Why is it Important and How to Achieve it

The sustainability of your school's IL HPP chapter is important for the future of your student body and their overall understanding and attitude toward healthy lifestyle habits. Ensuring that the programs you implement are able to be carried over to new student groups or populations is a vital aspect of chapter success. Always working on projects for the *here and now*, while important, will become difficult to maintain and certainly exhausting from a workload standpoint if you do not prepare for the *if and when* moments too.

The following pages will provide you with descriptions of what sustainability looks like in a variety of ways. While sustainability has many avenues, we will specifically review the six examples listed here.

1. Feeder Middle Schools

Your feeder middle schools are the future of your high school chapter. As seniors prepare to graduate, it is important to facilitate the passing along of leadership roles in order to prepare the new leaders for the responsibilities of guiding your chapter.

It is important to include your feeder middle schools in the events your IL HPP chapter may host, any projects they may initiate working on, or even simply inviting the feeder middle schools to freshmen breakfast functions or similar events. This will help to establish relationships early for a more seamless transition into a high school IL HPP chapter.

Mentoring programs or educational presentations are also a great way to get them involved and to help your high school students develop leadership and accountability skills.

2. Student Leadership

The growth and development of your IL HPP chapter depends upon the involvement of your students and particularly your student leaders. Maintaining strong student leaders and encouraging them to take action and responsibility for the IL HPP culture within your school.

One way you can support your student leaders is by holding regular student leadership meetings. Whether they are weekly, biweekly, or monthly, be sure to have meetings often enough so that students have a structured opportunity to discuss ideas and the future of IL HPP.

SUSTAINABILITY

Why is it Important and How to Achieve it.

3. Effective Codes of Conduct

Your school's code of conduct provides a set of guidelines by which student must adhere to in order to uphold their commitment to the IL HPP culture. Reviewing your school's code of conduct is important at the start of your implementation process, however it is also vital to continually review and revise your code of conduct as your student leaders begin to shift over the years.

Sustaining an up to date and effective code of conduct will ensure that your student leaders understand what is expected of them. A code of conduct is an important aspect of IL HPP in that it teaches students leadership and accountability skills.

4. Effective Code Nights

Code nights are a great way to keep your parents informed and involved. Holding regular code nights to review the standards that your students should be held accountable to is important to maintain strong expectations for their lifestyle choices. A seasonal code night may serve as a refresher to your code of conduct prior to the start of a sports season.

Parent involvement can be as in depth or as minimal as you see fit. However, parents have a great deal of influence over the behavior and lifestyle choices of their children. Ensuring their involvement on a regular basis can help your chapter run smoothly and effectively!

5. Engagement of Coaches

Coaches have the ability to serve as the mediator between students and their parents/guardians by means of regular communication about standards and expectations. The engagement of your coaches is vital for the integrity of your program as well as the strength of the IL HPP culture adaptation within your chapter.

6. Stakeholder Unity

Building relationships with local stakeholders will help your chapter establish itself within the community. Having the support of your stakeholders and continuing to build your network will ensure the longevity and strength of your program.

EDUCATION AND DEVELOPMENT

Assistance From the IL HPP Team

While IL HPP is fully customizable to each chapter and their specific needs, the IL HPP Team knows that further support can be helpful! Whether that support means providing resources and materials, helping a chapter with social media content, or even providing a more hands on type of technical assistance by attending monthly meetings, our IL HPP Team is here to assist you and your chapter in any way we can.

Check out a few of the ways in which we can help your chapter grow and develop to it's fullest potential.

1 Annual IL HPP Conference

Our annual IL HPP conference is designed to increase leadership and accountability among student leaders. Speakers, workshops, chapter networking and experiential activities provide students with an opportunity to increase their understanding of what it means to be a student committed.

2 Chapter Trainings

Chapter trainings offer insight to goal setting and planning, a more in depth overview of the four science modules, as well as a networking opportunity with other chapters.

3 Educational Materials

The use of our printed or downloadable resources such as the *Science Module Guides*, the *Student Leadership Manual*, or the *Coaches' Playbook* are available to all chapters for free.

4 IL HPP Technical Assistance

Our IL HPP Team is available to you and your chapter for any questions or concerns you may have. We are able to provide hands on assistance for your chapter. Reach out to an IL HPP Team member for support !

5 Online Resources at ilhpp.org

Create a free account online to access helpful resources! We have information ranging from downloadable materials to PSA videos, example presentations, and descriptions of other chapters.

6 Social Media

Our IL HPP Team works to create productive and informational content for our followers. We also encourage chapters to utilize our content for their own promotional purposes.



@IL_HPP



ILHPP



ilhumanperformanceproject



APPENDIX

IL HPP SCHOOL PROFILE TOOL

Assessment Tool



The IL HPP School Profile is an assessment tool that will help evaluate your school's readiness to implement this program. This tool is meant to assist you, as well as the IL HPP Team so we can know how best to support your chapter. Please complete the following assessment and share your results with us by sending a copy to info@ilhpp.org. An electronic copy of this document can be found at ilhpp.org.

Date:

Profile Assessor:

SCHOOL INFORMATION:

School:	
Address:	
County:	
Direct Person of Contact:	
Contact Phone Number:	
Contact E-mail:	
School Website:	
School Hours of Operation:	

STUDENT LEADERSHIP:

1. What are the existing student leadership groups at your school?
 - a. How often do they meet?
2. What existing student leadership course(s)/seminar(s) do you offer?
3. What leadership trainings have your student leaders attended in the past year?

COACHES/CLUB SPONSORS:

4. What kind of professional development opportunities do you offer for your coaches/club sponsors?
5. How often are your coaches/club sponsors talking to their students about the importance of lifestyle choices?
6. What healthy behaviors are your coaches/club sponsors modeling for their students?

MANDATORY PARENT MEETINGS:

7. What mandatory parent meetings does your school hold? (Ex.: freshman orientation, parent-teacher conferences, parent nights, athletic nights, etc.)
 - a. How often are these meetings held?
 - b. What kinds of topics are addressed?

MANDATORY STUDENT MEETINGS:

8. What mandatory student meetings does your school hold? (Examples: freshman orientation, assemblies, seminars, etc.)
 - a. How often are these meetings held?
 - b. What kinds of topics are addressed?

CODE OF CONDUCT:

9. When was the last revision of your athletic/extracurricular code of conduct?
10. What steps are taken by your school if there is a code infraction (Examples: restorative justice model)?
11. What school and community resources are available for your students who have substance use concerns?

DRUG TESTING:

12. Does your school offer mandatory and/or voluntary drug testing?
13. If yes,
 - a. When and where does this take place?
 - b. How are parents involved in this process?

CURRICULUM:

14. Do you use an evidence-based health education curriculum? If so, which one(s)?

HUMAN PERFORMANCE PROJECT:

15. Does your school currently have an existing IL HPP chapter?
16. If yes,
 - a. How long has it been in existence?
 - b. What is the name of the chapter?
 - c. Who are the staff contacts?
17. Has your school had any previous exposure to John Underwood, IL HPP?
 - a. Please provide your experiences below.

Please send a copy of this school assessment to the IL HPP Team at info@ilhpp.org.

An editable PDF can be found at ilhpp.org.

THE COMMITTED MODEL

Staff Committed

The role of an IL HPP staff committed goes beyond the typical job description. By agreeing to promote the IL HPP culture within your school, you are becoming a **staff committed**. The committed model is a foundational aspect of IL HPP. Making a commitment to live the values of HPP is an important aspect of being an IL HPP staff 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

As a chapter advisor, you become a role model for both students and other staff. A significant part of your job is fostering leadership in others. IL HPP is a student lead, staff supported program, meaning your students should be the ones taking the lead. That being said, we recognize that no chapter can thrive without the dedicated support of staff mentors. The major aspects of your role can be divided into two broad categories:

1. Developing leadership skills within your students
2. Cultivating support from other faculty and the administration

THE COMMITTED MODEL

Students Committed

The committed model is a foundational aspect of IL HPP. Making a commitment to live the values of IL HPP is an important step in becoming a student leader. Check out the model below to understand what it means to be a **student committed**.

Student 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 **Students Committed**, we will:

- Challenge ourselves to make healthy decisions to perform our best in academics, extracurriculars, and athletics
- Strive to understand how our own actions and the actions of our peers shape the culture of our community
- Take initiative to lead beyond ordinary expectations by empowering our peers to live out a positive lifestyle

Student committed is a model for all students to follow. As a student leader you are taking initiative to go a step beyond and *lead beyond ordinary expectations by empowering our peers to live out a positive lifestyle*. Having the ability to take initiative is what sets you apart as a student leader. Being a leader is not simply about maintaining your program as it already exists, instead it is about envisioning peer and program growth.

Are you ready to put in extra effort and take initiative to bring your visions to life? Will you leave your mark on your school and in your community?

THE COMMITTED MODEL

Parents Committed

The committed model is a foundational aspect of the Human Performance Project. Making a commitment to live the values of IL HPP is an important step in becoming an active and involved parent in your child's IL HPP chapter. Check out the model below to understand what it means to be a **parent committed**.

Parent 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 **Parents Committed**, we will:

- Actively engage in our child's growth and development
- Seek conversation with other parents and continue learning about promoting healthy decisions for all of our children
- Advocate for the development, dispersal, and implementation of resources that promote the best possible environment for youth to thrive

Parents, you are a critical part of your teen's life and the choices they make. Support them in making healthy choices by modeling healthy behaviors, purchasing healthy foods, and communicating regularly with your teen. You are your child's number one influence when it comes to preventing drug and alcohol use and encouraging a healthy lifestyle for your teen. Your actions, along with your communication about healthy choices send a strong message to your child. Try not to assume your child already knows how you feel about these important topics. Talking to them and making your position clear can make a significant difference when it comes to encouraging healthy behaviors.

THE COMMITTED MODEL

Community Committed

The committed model is a foundational aspect of the Human Performance Project. Making a commitment to live the values of IL HPP is an important step in becoming an active community member within your local IL HPP chapter. Check out the model below to understand what it means to be a **community committed**.

Community 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 a **Community Committed**, we will:

- Support local efforts surrounding healthy decision making
- Be actively involved and engage with other community members to collaborate about youth leadership development & education
- Grow community involvement by empowering others to: promote knowledge, cultivate program support, and engage other stakeholders.

Community members play an important role in the growth and longevity of your IL HPP culture. Community members have the ability to commit themselves as a community stakeholder who is ready to engage in collaboration and support local chapter initiatives and events. Help to advocate for healthy choices and programs within your community.

MANDATORY CODE NIGHT CHECKLIST

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 IL 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.

SAMPLE PLEDGE

IL HPP Chapter Contract

I, _____, pledge to make lifestyle choices in accordance with the understanding that my standards meet those of the (IL HPP chapter) culture, XHS, and each of its Athletic Programs.

I am dedicated to being an example to my team and peers. I am committed to living a healthy lifestyle through good nutrition, sufficient sleep, positive attitudes, and being drug and alcohol free. I understand the use of alcohol and/or drugs, poor nutrition, lack of sleep, and other unhealthy choices will negatively impact both my individual ability and my team's ability to perform at an optimal level.

I also pledge to be a great teammate. I will live the ideal of Team>Teammate>Self. I pledge to be mindful of my attitude, to commit to giving my best effort and to embrace the journey of continually striving to improve my skill and ability. I pledge to focus on the needs of my team, honor my opponents, and respect the officials.

Most importantly, I pledge to be a positive influence on my teammates and peers. I will encourage them to pursue a healthy, elevated lifestyle. I will support them through the positive choices they make and be willing to confront them if poor choices are made. I recognize that I am first and foremost responsible to the team by creating my best self.

Student Name _____

Student Signature _____

As parent(s)/guardian(s) we support the decision of our child to publicly commit to the (insert IL HPP chapter name) lifestyle and pledge never to knowingly support illegal drug or alcohol use in our home(s) by our child or any of their peers. We understand the consequences set forth by the District Code of Conduct, and agree to abide by the decision of the administration in any instance in which our son or daughter has been determined to have violated this established District Code.

Parent/Guardian Name _____

Parent/Guardian Signature _____

I pledge that this individual's character and commitment correspond with the ideals of XHS's (IL HPP chapter name) and recommend his/her inclusion in this program

Sponsor Name _____

Sponsor Signature _____

CREED DEVELOPMENT WORKSHEET

Finding Your Purpose

A personal creed is a formal statement of beliefs or principals – **something you live by.**

We all have a belief system. For most people though, it operates at a subconscious level and not always part of their daily consciousness. When people are not consciously aware of their belief system they tend to be reactive rather than proactive.

Becoming consciously aware of your value and belief system can have quite a dramatic impact. Once you become consciously aware, you are empowered to make choices and decisions that create a greater sense of balance, focus and drive in life.

Start with the big picture – grand scale. What would happen if you consistently lived your life by your values, beliefs and principals? What would happen if you didn't give in to what was easy? What would happen if at the end of every day, you felt confident that you gave 100%? These are the elements you want to consider when writing your creed.

Then, focus on your purpose. How can you be of service to others? What are you doing to contribute to the success of others? How are you helping to build others up? What about you do you want others to remember?

Hi! My name is _____ . I am _____ years old
(name) (age)

and a _____ at _____ .
(freshman, sophomore, junior, senior) (school)

I am involved in _____ .
(list the sport/activities you enjoy)

One of the most important reasons for my involvement in this activity/these activities is

The values that I live by and represent are _____

These values are important to me because _____

To me, being part of a team means _____

This is important to me because _____

I support my peers and clubs/teams by _____

The most important things I want from my team are _____

The most important things I want from my teachers/advisors are _____

These adults can depend on me because _____

My life motto is _____

I want people to remember this about me _____



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 IL 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 IL HPP, and indicates an ability to teach the lifestyle)

Knowledge of IL HPP

- Has actively engaged in learning the core science modules 1 2 3 4
- Demonstrates the skills necessary to teach others how to integrate IL 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 IL 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 IL 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:

SUSTAINABILITY ⁴

Tips for Sustaining IL HPP in Athletics



Sustaining Student Leadership

- Maintain regular weekly student leadership meetings
- Send students to local IL HPP trainings
- Encourage positive media messaging from students
- Ensure high school students are mentoring middle school and elementary school students



Sustaining Effective Code Nights

- Establish a well-done agenda that can be carried over from season to season and from year to year
- Provide parents, athletes, and coaches with IL HPP resources/materials at these meetings
- Encourage parents and athletes to use the IL HPP website modules: ilhpp.org



Sustaining Engagement of Coaches

- Incorporate discussion on healthy lifestyle choices into regular meetings with coaches
- Ensure coaches are having discussions on health lifestyle choices with their teams
- Encourage coaches to expand their personal education on sport and lifestyle choices



Sustaining Effective Codes of Conduct

- Develop an athletic/extracurricular policy committee within your community
- Continually assess and change policies



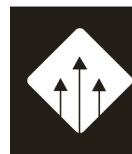
Sustaining Stakeholder Unity

- Encourage students to reach out to businesses
- Look for opportunities for students to get involved in the community
- Partner with community prevention programs to assist in the implementation of IL HPP

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



Life of an Athlete
Human Performance Project



APPLIED
PERFORMANCE
SCIENCES

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