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April 2021 ISSUE



IHSAA EXPRESS

Supporting Education Through Activities

THE DAILY COACH

Prioritizing Yourself Isn't Selfish

We cannot serve, lead, help and love others to our maximum ability if we do not first show up for ourselves and prioritize our own self-care.

If you've ever flown commercially, you've likely heard some variation of this announcement before takeoff:

"Oxygen and the air pressure are always being monitored. In the event of a decompression, an oxygen mask will automatically appear in front of you. To start the flow of oxygen, pull the mask toward you. Place it firmly over your nose and mouth, secure the elastic band behind your head and breathe normally. Although the bag does not inflate, oxygen is flowing to the mask. If you are traveling with a child or someone who requires assistance, secure your mask on first, and then assist the other person. Keep your mask on until a crew member advises you to remove it."

Every time we hear this, the flight attendant is bestowing us with a timeless lesson and a gentle reminder of prioritizing ourselves. Securing our mask first before assisting someone else is not selfish — it's vital.

But this message isn't just relevant to air travel. It pertains to life as well. We cannot serve, lead, help and love others to our maximum ability if we do not first show up for ourselves and prioritize our own self-care.

Many organizations and researchers have tried to define self-care. While there is no concrete definition, self-care ultimately comes down to the active and intentional process of nurturing ourselves while mindfully focusing on our thoughts, environment, habits, stressors, and triggers. Taking time to invest in ourselves enables us to positively influence our well-being while improving our social, mental and physical health.

As leaders, teachers, parents, coaches, positive difference-makers and agents of change, we pour into others every day. But we need to make sure we're also committing that same level of time, energy, support and nurturing care into ourselves.

Self-care will look different to each of us but always encompasses re-immersing ourselves back into the present moment. Self-care is not selfish or self-indulgent. Rather, it's a transformative act of self-preservation that's ultimately necessary to bring our whole and true selves to the forefront of the table and the spaces we navigate. Without it, we can't fully tap into our unique superpowers of authenticity and vulnerability. Self-care graces us with the opportunity to nurture our spirit and our narrative. While it can be easier to look outside of ourselves for answers and validations, self-care always starts within.

Each day, we are given the gift of life to lead without fear and to take flight on our dreams. Today, let's focus on the present, not yesterday or tomorrow. As we cultivate these moments, let's make sure we find time to disconnect from the outside busyness, the mental chatter and the connectivity of our devices. Let's use that time to lean into our self-discovery and self-care by reconnecting with ourselves.

Wisdom surrounds our daily life the same way the pre-flight announcement does. Today we have a chance to look up, smile, breathe deeply and continue on slowly.

“
Choose to put yourself first and make you a priority. It's not selfish, it's necessary.
KEYSHA JADE
Your Language”

MAKE HIGH SCHOOL A MOVING EXPERIENCE.



#MYREASONWHY

Participate in sports and activities in high school.



ADMINISTRATION CORNER

DATES TO REMEMBER

4/1	Winter Sports Concussion Survey Due
4/4	Easter
4/6	IHSAA Board of Directors Work Session
4/7	IHSAA Board of Directors Meeting via ZOOM
4/9-10	State Speech
4/10	Interscholastic Star Scholarship Applications Due
4/16	Spring Sports Eligibility Verifications Due
4/30	Activities Participation Survey Due

APRIL CHECKLIST

- ___ Add spring team rosters and pictures to your MaxPreps account
- ___ Send sportsmanship information to parents
- ___ Sign contracts for 2021-2022 sports seasons
- ___ Verify Eligibility and Complete EV Forms
- ___ Turn in concussion survey for winter sports
- ___ Nominate a student for the IHSAA Student Advisory Council
- ___ Nominate a student for the Interscholastic Star Scholarship
- ___ Nominate a student for the Spirit of Sport Award
- ___ Put together a Unified Activities Program for your school



MODELING SPORTSMANSHIP

THANK YOU!!!

Lloyer Driggs

Thunder Ridge High School

2021 IDAHO STATE COACHES ASSOCIATION CLINIC CANCELLED

The annual coaches clinic in Jackpot, NV has been cancelled due to COVID restrictions. See you in 2022!

STATE IDAHO HIGH SCHOOL DEBATE CHAMPIONSHIPS

TEAM RESULTS

LARGE SCHOOL	MEDIUM SCHOOL	SMALL SCHOOL
1st Rigby	1st Pocatello	1st Bishop Kelly
2nd Highland	2nd Twin Falls	2nd Renaissance
3rd Rocky Mountain	3rd Columbia	3rd Mountain Home

INDIVIDUAL RESULTS

POLICY

- 1st Devery Peck/Kylie Scott Highland
- 2nd Sarah Danklefsen/Paxton Sheppard Rigby

PUBLIC FORUM

- 1st Peyton Peterson/Lauren Heaps Rigby
- 2nd Grace Fisher/Henry Johnson Highland

CONGRESSIONAL

- 1st Levi Hostetler Renaissance
- 2nd Jesse Risch Bishop Kelly

LINCOLN-DOUGLAS

- 1st Kaitlyn DeBie Twin Falls
- 2nd Rafael Whyman Rocky Mountain



idaho_SAC

@idaho_SAC



Battle of the Fans 2020-21 (Covid-19)

While we all have been battling COVID-19, we want your school to battle for the title of 2020-21 Battle of the Fans.

- Sports teams, cheerleaders, clubs, dance team, band, or fans. (Follow social distancing guidelines for your area.) Create a Tik Tok, lip sync, or video.
- Video Content: Edit it to be no more than two minutes. You must introduce your school and share why your school should win Battle of the Fans. You can use video, Tik Tok clips or lip syncs to show off your school spirit.
- Post to YouTube. The deadline for your video is April 5.
- Email your link: Send the link to federicom@idhsaa.org.
- Judging Criteria: Your videos will be judged on Sportsmanship, School Spirit, and Originality. Have Fun and Be Positive.



HOW COACHES CAN BECOME MORE AWARE OF THEIR ATHLETES MENTAL HEALTH

@BELIEVEPHQ

- Check in with your athletes on a regular basis. A text can go a long way
- Learn about common mental health problems and the signs and symptoms. This will help to develop great awareness
- Support your athletes to monitor their mental health through the use of diaries
- Schedule time within training where you focus on mental and physical wellbeing
- Make sure to ask your athlete what they are thinking and how they are feeling
- Questionnaires can be a useful tool to measure anxiety and low mood. Before using make sure you understand the advantages and disadvantages to using questionnaires
- Include mental health into regular conversations. Understand how your athlete responds to stress/pressure and the impact it has on them

WE WANT YOU...

Be a Part of the Idaho High School Activities Association

**INTERSCHOLASTIC
STAR
SCHOLARSHIP**



**2020 Idaho Interscholastic Star
Sarah Cole
Mt. View High School**

Do you have a “jock” in your dance/cheer program? If so, this scholarship opportunity may be perfect for him/her. The Idaho High School Activities Association sponsors the Interscholastic Star Scholarship program.

This award is geared towards those well-rounded, leaders in your school who participate in IHSAA sports and activities.

Five, \$1000 awards are given (one for each classification) to the recipients’ college of choice. Five, \$500 awards are given (one for each classification) for each runner-up. Not only do the kids get money, five schools will also receive money from the IHSAA (\$500 for winners’ schools). It is a GREAT program! Here are the basics:

- All applicants must be current JUNIORS
- All applicants must participate in at least one IHSAA sport and one IHSAA activity (or have done so at some point in their first three years of high school). It’s not an either/or thing, they have to have done both!
- All applicants must be nominated by their principal. There are a limited number of applications allowed per school (see application and guidelines attached).
- **All applications are due to the IHSAA by APRIL 10th.**
- Applications on-line at www.idhsaa.org

Identify a deserving student and encourage them to submit an application.

If you have any questions, please feel free to contact the IHSAA

**STUDENT
ADVISORY
COUNCIL**

The SAC is a diverse group of students who participate in interscholastic athletics/activities and are focused on providing education and leadership through open and honest communication with all member school students, administrators and coaches. The committee serves as a liaison between students, administrators, the IHSAA Staff and Board of Directors. The Student Advisory Council promotes the ideals of the IHSAA, including leadership, sportsmanship and integrity.

Students nominated for the IHSAA Student Advisory Council must:

- Display strong character and commitment to sportsmanship and integrity
- Demonstrate leadership in your school
- Be involved in at least two IHSAA sponsored activities
- Demonstrate a commitment to representing the interest of all students participating in interscholastic activities

The 2021-22 SAC will consist of two students from each activity district. Any IHSAA member school administrator can nominate one current Sophomore or Junior student to be a member of the 2021-22 Council.

Two students will be chosen for an all expense paid trip to attend the National Student Leadership Summit in Indianapolis, Indiana in the summer of 2021.

Applications are due May 1st



**SPIRIT
OF SPORT
AWARD**



**2020
Spirit
of
Sport**

Regan Chambers - Twin Falls HS

The IHSAA has developed the “Idaho High School Spirit of Sport Award”. The recipient must be an individual from a high school that is a member of the IHSAA.

The recipient must be a current coach or student-athlete involved with the schools’ athletic or activities program.

This award seeks to recognize those individuals who exemplify the ideals of the positive spirit of sport that represent the core mission of education-based participation. The award may be given in recognition of a specific act or for an activity of longer duration.

For example, it could be given to an individual who has gone beyond the normal everyday expectations of assisting others within the school or community. It could also be given to an individual who has overcome some sort of adversity or challenging circumstances.

The IHSAA seeks to identify worthy award recipients by nominations submitted from anyone from the school or community. All nominations must be forwarded to the IHSAA. A committee made up of IHSAA Board of Directors members will then review all nominations and select the one Spirit of Sport Award winner.

If you have a candidate you wish to nominate, please complete and return the nomination form to the IHSAA.

Applications may be submitted electronically by completing the application form and emailing it to IHSAA Assistant Director, Julie Hammons at hammonsj@idhsaa.org

Deadline for returning the completed nomination is May 1.

The 5 Stages Of A Coach's Career

BY

Coach Dawn Redd-Kelly

Originally published on her coaching blog, Coach Dawn Writes

Rocking Chair Statement

-As a coach, write a statement about what you want players to remember about you when you are old in a rocking chair on your front porch!



Let me tell you what I think about coaches: we're crazy in our preparation and dedication, we work long hours and weekends, we give up our nights and weekends, we mentor our student-athletes, we demand big things from them and even more from ourselves, we're passionate in our belief in our team and our love for

our sport, we believe in the power of sport to have a positive and long-lasting impact in our athlete's lives. So when I saw "The 5 Stages of Your Career" over at Bob Starkey's blog, I wanted to expand on it over here. It's interesting to figure out what stage you're in and those that you've already gone through... or have you circled back around to some you thought you were finished with? Check them out and see what you think.

The 5 Stages of Your Career

1. Survival: Don't Know What You Don't Know:

Coaches, you remember what this stage felt like don't you? Or maybe you're in the middle of this stage now and feel like you're flailing. I remember being beyond clueless...that's back when I thought I just needed to know volleyball to be a volleyball coach! Turns out also I needed to formulate a recruiting plan, balance a budget, create practice plans, order equipment, manage assistant coaches, and make in-game adjustments. Color me unprepared, but thank goodness for a veteran coach who took me under his wing.

2. Striving for Success: You Want Folks to Recognize You Can Coach;

Your motivation? Winning, plain and simple. You're obsessed with conquering the competition and put in hours and hours of your time to make it happen. Being the best is what drives you and to be the best, you need the tangible accolades that go along with that: lots of W's in the win column, all-league awards for your team, and maybe a coach of the year for you.

3. Satisfaction: You Relax, Set Another Goal, & Want To Get Better

Now that you've achieved a few of your goals, you can relax and know that you're a good coach and you have the respect of your peers. You attend conferences to network and visit with old friends as much as you do to learn some new things...you're getting established. Each year you set new goals to accomplish that will push you and your team forward...you're focused.

4. Significance: Changing Lives For The Good:

At this stage you're more concerned with how you impact your teams and your legacy than you are with personal glory...after all, you've already accomplished a lot. Now you want to make sure your teams understand the value of sport and hope that you're teaching them how to be better people, not just better players. With all of your experience and years in the game, you're very knowledgeable. And because of the success you've had in your career, this is the stage where people solicit your opinion and ask for your help with their coaching conundrums.

5. Spent: No Juice Left, Can't Do It Any More:

The busses, the trips, preseason, recruiting, the hustle, the grind...you're over it. You're ready to hang with the family and actually make it home before nine o'clock at night. And your weekends? You want them back. Not even the prospect of that super sweet and talented recruiting class that you just brought in is enough to bring you back into the fold. As much as you love your sport, you're just not that fired up about the season this year...it's time to hang it up.

What To Do When Your Most Talented Player Has the Worst Attitude

BY

Casey Miller, PCA Director of External Relations,
Former Assistant High School Basketball Coach

It can be an incredibly frustrating situation if your best player has a bad attitude. She could bring your team down by having her bad attitude rub off on teammates, even though she could help you on the scoreboard. It might feel easy to let her get away with a bad attitude, if she's helping you win, but you'd be doing your team a disservice in the long run.



The first place I would start is why. Why does she have a bad attitude?

It depends on what level you're coaching, but let's take high school for example. There are a myriad of things that could be causing a player to have a bad attitude: Problems at home with family member; Issues with school; A girlfriend or boyfriend break up; Trouble with authority figures; understanding why the bad attitude exists will help you develop trust with that player.

If trust is developed with the player early on about things other than just the sport, she will respect you more later when discipline is needed. Try offering to rebound for this player before or after practice. Ask how her school day was. Try to engage with this (and ideally all) player to get to know her better as a person, not just as a basketball player. Connecting with players on a personal level earns trust.

At PCA we encourage coaches and parents to reinforce the positive when they see it. When that player shows a good attitude, really praise her to show her attention for doing something well. Also, consider having a calm conversation outside of practice or games to make the player aware that a bad attitude brings down teammates and can hurt on the scoreboard. Hopefully this will encourage her to improve her attitude for the team's sake.

Finally, when this player acts out, she should face the same consequences other players face, if they are disrespectful. Just because she is the best player doesn't mean she should get away with more. Make an effort to treat all players fairly, and they will respect you more.

Bad attitudes can be very draining as a coach, but if you first try to better understand why this attitude exists, it will hopefully allow you to empathize with that player. Developing a relationship outside of the sport and earning trust from players will make it easier to provide feedback on their attitude. If you can get this player to see how her attitude impacts the team (positively and negatively), you will have taught her a life lesson that transcends basketball.

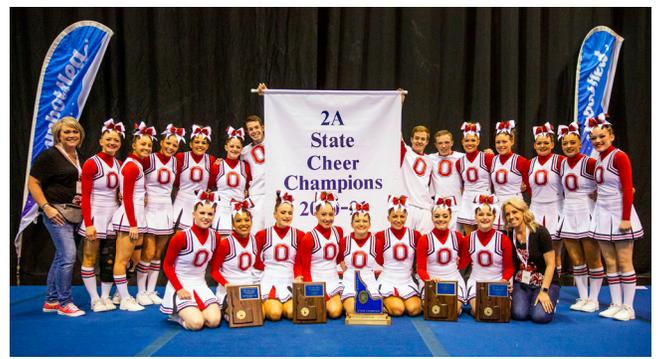
A bad attitude is the
only true handicap.

Scott Hamilton

IDAHO HIGH SCHOOL

DANCE & Cheer

STATE CHAMPIONSHIPS



2A OVERALL TEAM RESULTS

Champions - **Oakley**
 Runner-Up - Soda Springs 3rd Place - Declo



3A OVERALL TEAM RESULTS

Champions - **Idaho Arts**
 Runner-Up - Declo 3rd Place - American Falls



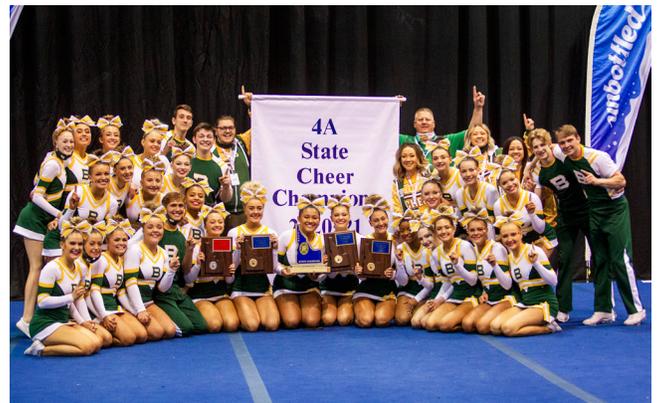
3A OVERALL TEAM RESULTS

Champions - **Sugar-Salem**
 Runner-Up - Weiser 3rd Place - American Falls



4A OVERALL TEAM RESULTS

Champions - **Columbia**
 Runner-Up - Preston 3rd Place - Shelley



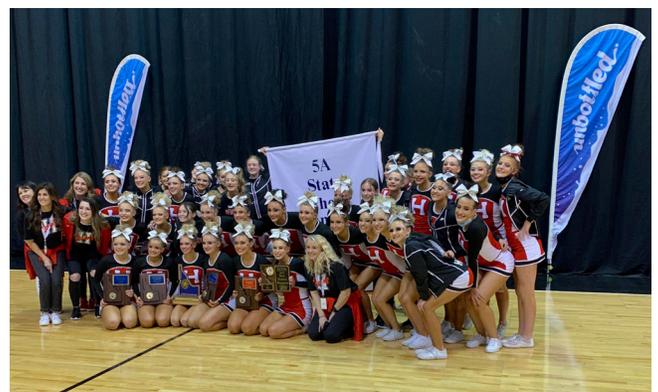
4A OVERALL TEAM RESULTS

Champions - **Bonneville**
 Runner-Up - Nampa 3rd Place - Blackfoot



5A OVERALL TEAM RESULTS

Champions - **Eagle**
 Runner-Up - Mountain View 3rd Place - Centennial



5A OVERALL TEAM RESULTS

Champions - **Highland**
 Runner-Up - Idaho Falls 3rd Place - Madison

10 Ways to Give Better Feedback

BY

This post was syndicated from the Inner Drive blog.

Giving feedback can be a double-edged sword. The Sutton Trust reports that if it is done right, it can be one of the most effective ways to help someone improve their learning; however, research suggests that 38% of feedback interventions actually do more harm than good.

What we intend to be encouraging and constructive can easily be interpreted as judgement and criticism. So how can we save ourselves from the pitfalls of giving unhelpful and potentially damaging feedback?

Here are ten tips on how to give better feedback:

Don't delay too much— An interesting review on when to give feedback found something quite curious. The researchers discovered that in experiments conducted in a laboratory, delayed feedback were more helpful; however, in a real world setting, especially in classrooms, immediate feedback was more beneficial. This makes sense when you think about it: the real world is messy and complicated; leave things too long and things get forgotten; memories get distorted; other pressing events crop up.

It is not always possible or practical to give immediate feedback. This is especially true if emotions are running high. The trick is to give timely feedback in a way that doesn't smother people (too much too soon can be just as bad), but early enough that the event is still fresh in their mind. As with all things in psychology, there are some caveats to the rules. Research suggests that in some situations, delaying feedback may actually be better. These may include when the task is simple and when there is plenty of time available (giving the other person enough time to try several different strategies)

Be specific— When you say 'good', the assumption is that the person will know exactly what was good. This is not always the case. It is easy for people to misunderstand what you mean. This is especially true when giving feedback to teenagers, who as a result of their brain restructuring, can find it harder to understand someone else's perspective and thought process. The more detailed and specific the better. This will remove any ambiguity. It is far better to say, 'The way you did X was really good.'

Focus feedback on their process, not their natural ability— Praising someone's effort (instead of their intelligence) will help them to develop a growth mindset. This impact has been found in even very young children, with the type of praise given to 1-3 years old impacting on if they have fixed or growth mindset up to 5 years later. Praising someone's effort increases their intrinsic motivation and provides a template for them to follow next time. A separate study found that the type of praise children receive actually drives the type of feedback they then seek out themselves

post task. In this study, 86% of children who had been praised for their natural ability asked for information about how their peers did on the same task. Only 23% of children who had been praised for effort asked for this type of feedback, with the vast majority of them asking for feedback about how they could do better.

Avoid lavish praise— When someone has repeatedly struggled, it is tempting to heap lots of praise on them when they achieve some level of success, no matter how small. This can actually do more harm than good. Insincere praise is very easy to detect. Too much praise can convey a sense of low expectation and, as a result, be demotivating.

Limit public feedback— Teenagers care a lot about what their peers think of them. Public feedback, even if well intended, can easily be interpreted as a public attack on them and their ability. This can quickly lead to a fear of failure. This can result in teenagers putting on a front, accompanied with bundles of bravado. A nice way to overcome this is what author Doug Lemov calls 'Private Individual Correction'. This limits the publicness of the feedback, whilst still getting the message across clearly. This is similar to the technique he calls 'The Whisper Correction', which although done in public, the pitch and tone of voice is done to limit everyone else's attention to the individual feedback.

Combine open and closed statements— A closed question is one where the answer is 'yes' or 'no' (i.e. 'Were you nervous before the exam?'). The problem with these questions is that if the answer is no, the conversation can grind to a halt. You may find out that they weren't nervous, but you won't find out what they were actively feeling (sad, angry, not bothered, tired etc.). An open question, such as 'how were you feeling in the morning?', encourages someone to tell their story. A combination of open and closed questions and statements can help when it comes to giving feedback. Closed statements help you to convey the information you want and can potentially save time and keep the conversation focused. Open questions allow for a good two-way conversation and can help students develop a sense of ownership of the situation.

Avoid comparisons with others— It is far better to focus your feedback on their individual development and improvement instead of in comparison with others. A recent study found that being positively compared to someone else can lead to narcissistic behaviour. This sort of comparison can also reduce someone's intrinsic motivation, which has been associated with lower confidence, emotional control, academic performance and increased anxiety.

Discuss the strategy they used— This can help them identify helpful thought processes so that they can do the same again next time. Psychologists call this 'metacognition'. Put simply, metacognition is the awareness and control of your thought process. This is a very valuable skill and has been found to significantly help students improve their grades.

Maintain high expectations— A famous study, conducted almost fifty years ago, found that high expectations can have a powerful effect. Teachers were falsely told that some of their students had been identified as potential high achievers; they were expected to bloom over the course of the year. Several months later, when compared to the rest of their classmates, these students had in fact made significantly more progress. What drove this change? The teachers' increased expectation for these students. This is known as the Pygmalion Effect (named after the mythical Greek sculptor who loved his statue so much that it actually came to life). Have high standards and people will often up their game in order to match them. Sometimes students need someone to believe in them before they can believe in themselves.

Suggest clear action points to move forward— This is one of the key points from the 'What Makes Great Teaching Report'. Feedback that doesn't lead to behaviour change is redundant. There must be a point to it. What do you want them to do differently? What are they going to do after this conversation to improve? The more detailed and specific the action points the better.

FINAL THOUGHT

Giving feedback isn't easy. If done right, however, it has the ability to transform someone's learning and performance. If done wrong, it can actually do more harm than good. So don't delay, focus on their effort, be specific, avoid lavish praise, limit public feedback, use both open and closed questions, avoid comparisons with others, and suggest clear action points moving forward.



- 1 Don't delay too much
- 2 Focus feedback on their effort
- 3 Be specific
- 4 Avoid lavish praise
- 5 Discuss the strategy they used
- 6 Limit public feedback
- 7 Combine open and closed statements
- 8 Maintain high expectations
- 9 Avoid comparisons with others
- 10 Suggest clear action points to move forward

OFFICIAL FUEL OF
IHSAA

unbottled.

“To get the most out of your body, you need to put the best into it. And that’s what our Greatness Guide is all about. Here, you’ll find simple tips on how to make food and lifestyle choices that help fuel your greatness—game days, training days, travel days and every day! - Provided by local dairy farm families”



For more information on how to fuel your everyday greatness, scan the QR code or visit: Greatness.Unbottled.com



NCAA Eligibility Center

LIVE

WEBINAR

Learn about the latest initial-eligibility news and requirements as you assist recruits with their dreams of studying and competing at your NCAA school.



AUDIENCE
MEMBER
INSTITUTIONS



DATE
THURSDAY
APRIL 22



TIME
2-3 P.M.
EASTERN



VS. CANCER

Competing together with one voice to change the game for kids with cancer.

NATIONAL EVENT

1 SET YOUR GAME

Visit vs-cancer.org/contact/ to Submit Your Info & Set Your Game on a Date April 16-25.

2 START YOUR FUNDRAISING

Fundraise Today Through Your Game Date. We'll Set Up Your Online Fundriaser.

3 CURE KIDS' CANCER

Celebrate with the Vs. Cancer Community in April!

APRIL 16-25

Click: vs-cancer.org/contact/ & submit your info to get started!

Don't have a home game in this window? That's okay! Get your opponent involved or schedule your game for another date