Most high school athletic directors and administrators would agree that their greatest challenge in hosting an event is not getting the facilities ready for a competition or preparing for hundreds or even thousands of spectators, but dealing with behavior issues and lack of sportsmanship during the game. When sportsmanship is mentioned, images of a rowdy student section or a disrespectful student-athlete may come to mind, but the issue is bigger than that. Unfortunately, the bad behavior on display is often perpetrated by adults – the coaches leading the teams and the parents who have come to watch their kids compete.

Handling student issues is admittedly an easier task for school personnel than addressing those issues caused by adults. Whether it is players on the team or fans in the bleachers, all student issues can be addressed by individuals – teachers and administrators – who know them well and are enforcing a code of conduct that students are required to follow.

Likewise, athletic directors and administrators positively influence fan behavior by addressing expectations with students before they even make it to the stadium or the gym. Knowing where the line is and what the consequences are for crossing it certainly helps students to be fans and not fanatics. If students know the rules but don't adhere to the standards that have been set, the consequences that are imposed at least seem fair since they received ample warning.

Dealing with behavior and sportsmanship issues with coaches and parents can be a bit more difficult, but it is essential to ensure that a culture of sportsmanship exists in your school. When confronted by an administrator, a student shouldn't be able to say "what about Joey's dad? He said the same thing I did and nothing's happening to him." Or an athlete who gets ejected for arguing with officials complains to the coach that "she didn't do anything that the coach also didn't do."

If student-athletes on a team misbehave and demonstrate poor sportsmanship, it is most likely because their coach allows it and potentially engages in the same behavior himself. Coaches have to recognize that the young men and women they work with take their lead from them. If they want their players to show good sportsmanship, they have to model it for them.

Parent spectators can be the most difficult group to work with in an attempt to promote good sportsmanship, but it helps if schools and school personnel receive adequate support at the district level. Whether it is players on the team or fans in the bleachers, all student issues can be addressed by individuals – teachers and administrators – who know them well and are enforcing a code of conduct that students are required to follow.

Coaches must demonstrate through their words and their actions that they respect the other team. It's easy to talk badly about a team that isn't very talented, to tell players that "they should mop the floor with these guys" or use other insulting phrases. No matter what a team's record is, it deserves respect. This respect begins with how the coach talks about the other team, but also extends to outward displays of sportsmanship such as shaking hands and post-game interviews with the media.

Modeling good sportsmanship also includes respecting the officials. Student-athletes think it's acceptable to argue a call with a referee if they see their coach also doing it. While it is sometimes necessary to get clarification about a penalty or a foul, it ends there. Getting into a shouting match with an official never helps a situation and it sends a message to student-athletes that such behavior is acceptable. In addition, an arguing coach is sure to fire up that rowdy student section.

Although it is more challenging to deal with coaches than with students, they must be held accountable for their actions if they do not represent the school in a positive light. If athletic directors and administrators stand idly by when a coach engages in inappropriate behavior, they are tacitly acknowledging that it is acceptable to behave in that manner.

Parent spectators can be the most difficult group to work with in an attempt to promote good sportsmanship, but it helps if schools and school personnel receive adequate support at the district level. Districts need to create a handbook for athletics or some other document that delineates the role of parents – what that role should be and should not be. Having the expectations spelled out very clearly helps reduce the questions about what may be allowed at a sporting event.

At the school level, promoting good sportsmanship with parents begins much like it does with students, that being sharing expectations at the beginning of each season. Athletic directors and administrators should not be afraid to address the issue directly and let parents know that poor sportsmanship ruins the experience for their kids and the rest of the spectators.

At the school level, promoting good sportsmanship with parents begins much like it does with students, that being sharing expectations at the beginning of each season. Athletic directors and administrators should not be afraid to address the issue directly and let parents know that poor sportsmanship ruins the experience for their kids and the rest of the spectators.

Athletic directors and other school administrators can take advantage of the great resources that are available to help present the situation in an entertaining, but educational format. Perhaps the most current useful information on this subject is the NFHS Sportsmanship Course, which is available online at www.NFHSlearn.com. School leaders can even engage booster clubs or parent-teacher organizations to help take a stand against their overzealous friends.

Unfortunately, the parents who are likely to cause problems at a sporting event probably aren't checking out the website for tips about sportsmanship and they may not respond well to friendly reminders from other parents to act appropriately. It is important for athletic directors and administrators to remember that they can and should address any inappropriate behavior by parents and remove them from the event if necessary.

To create a culture where good sportsmanship is valued and celebrated, athletic directors and administrators must address the behavior of not just the students, but coaches and parents as well. High school athletic directors and school administrators may not be able to influence the behavior that students see at college or professional sporting events, but they can control their own high school stadiums and fields, and that's a good start.
ADMINISTRATION CORNER

DATES TO REMEMBER
12/1          Fall Sport Concussion Survey Due
12/3          Wrestling Weight Assessment Window Closes
12/4          First Wrestling Competition Date
12/6-7        State Drama
12/9          Board of Directors Work Session
12/10         Board of Directors Meeting
12/12         Christmas Day
12/23-1/3     IHSAA Office Closed (Holiday Break)
1/1           New Years Day

DECEMBER CHECKLIST
___ Enjoy the Holidays with family and friends
___ Work with student section on an appropriate sportsmanship
    plan for home Basketball games
___ Publish Spring Schedules
___ Organize Fall Opponents
___ Organize Winter Opponents
___ Develop/Review Winter Cancellation Checklist
___ Spring Facility Emergency Plans
___ Spring Coaches Requirements
___ Send a citizenship reminder to parents and coaches

ADMINISTRATOR RESPONSIBILITIES - PREVENTATIVE MEASURES
** Meet regularly with staff to inform them of game management procedures and
   reinforce the ideals of good sportsmanship. Keep administrators informed of any
   problems that occur.
** Maintain control over student groups involved in activities/athletics and encourage
   growth in sportsmanship.
** Be at the game site (home or away) in advance of everyone's arrival.
** Have regular, informal sessions with the local media and elicit their participation and
   assistance in the program.
** Establish contact with the opponent's athletic director in advance of each contest to
   offer assistance with arrangements and equipment.
** Arrange security escorts for officials. Provide secure quarters for officials and visiting
   teams, and extend every courtesy to make them enjoy their visit to your school.

COACHES CORNER

Nebraska Football Coach Scott Frost Reveals How Cussing and Yelling at Players Can Be Poisonous to Success
by Brandon Hall

If Scott Frost is able to turn around Nebraska football, it won't be through an endless tirade of red-faced shrieking.
Frost, who led the University of Central Florida to an undefeated 2017 season before accepting the head coaching job at Nebraska,
said as much during a recent media session.

"No fear of failure"—This is a great quote from Coach Frost on teaching his players by not
yelling at them or cussing at them.

"We're not going to yell and scream at kids. We're not going to cuss at kids. I don't think
that's the right thing to do. And I also don't want to make kids afraid to make a great
play. If someone misses a tackle or drops a ball, they don't need to be yelled at—they
need to be taught the right way to do it so it doesn't happen again. Once you take away
that fear of what might happen if you make a bad play, it really frees you up to go make
great plays. I want our team to always play with a desire to excel and no fear of failure,"
Frost said.

For Frost, there's little benefit in reaming out a kid and embarrassing him in front of his
teammates when he already knows he missed a play. In fact, it's counterproductive. It
can put the player play in a state of constant fear where they're dwelling on all the bad
things that will happen if they don't make a play. Frost would rather have his players
focus on playing fast and free and thinking about making great plays. That's why he's
striving to build a culture of "no fear of failure" inside the program.

It's a simple coaching strategy, but it's obviously of great importance to Frost. It's also
one we can certainly get behind.

In mid-November, the IHSAA Student Advisory Council met for their fall meeting in Boise. The main topic of the meeting was our
Lead & Achieve leadership summit, which should take place this spring. There will be one summit for each district ran by the SAC
representatives from that district. Each school in the district will select two students, one junior and one sophomore to attend.
Our theme for this year’s summit is “Reach out of your Range.”
There will be various activities and learning opportunities like
breakout sessions, ice breaker games, and speakers.
The goal is to encourage students to be proactive leaders within
their schools and other areas of influence. We want students to
be excited about their leadership possibility. We’ll have more
information as we continue to plan, so prepare to see more on our
Lead & Achieve Summit!

-Dakota Gorges, SAC Reporter

FOLLOW US

IHSAA
Student Advisory Council

Girls Soccer
5A - Coeur d'Alene Vikings
4A - Twin Falls Bruins
3A - Kimberly Bulldogs

Boys Soccer
5A - Borah Lions
4A - Idaho Falls Tigers
3A - CDA Charter Panthers

Volleyball
5A - Madison Bobcats
4A - Bonneville Bees
3A - Fruitland Grizzlies
2A - Orofino Maniacs
1A DI - Valley Vikings
1A DII - Watersprings Warriors

FALL SPORTSMANSHIP AWARDS

Fall Sportsmanship Awards
AUTOMATED SPORT PRODUCTION

The NFHS Network has partnered with Pixellot to offer a new hardware & software solution for automated live event production.

One-time installation in your athletic venue
One-time payment, zero recurring costs
Fully automated (no people required)

How it works

- Auto-tracking feature enables cameras to follow the action (panning and zooming)
- No camera operator required
- Score graphics sync with venue scoreboard
- All events stream to your branded school page on NFHSnetwork.com
- Each Pixellot unit can integrate with your coaching software

Hardware

- Fixed installation includes:
  - Camera unit - Weatherproof camera in a single mounted unit
  - Scoring device - plugs into scoreboard for automated score integration into the broadcast
  - Desktop Computer - for production integration & video processing

The NFHS has extended the 2 for 1 Pixellot offer until June 1, 2020

Contact Us
In a recent influx of research on early sport specialization, many papers have been drafted detailing its effects. National Leadership Council Member Dr. Joe Donahue shared some of the latest reports from Seth Cheatham, Mia Smucny, and several other professionals. Below is a summary of the impacts of early youth sport specialization.

In today’s society, there is a strong cultural emphasis on elite status as a requirement for athletic success. Whether this status is gained through scholarships or professional participation, it goes consistently in hand with pressuring children towards single sport training. Parents and coaches are looking to fulfill the 10,000 hour practice requirement perpetuated in the media; they are urged towards early age, high-intensity training by the popularized triumphs of Tiger Woods and Andre Agassi. The consequence of such promotion is an increase in early sports specialization.

Early specialization in a single sport has increased tremendously in recent years. Young athletes are participating more in multiple, high-commitment teams of the same sport and are pursuing extra training from specialists. While this intensified training might be expected to produce a higher caliber of athlete, in reality it can be mentally and physically damaging. The repetitive microtrauma of specialization leaves athletes vulnerable to overuse injury and burnout as well as can deter athletes from long-term participation in a sport. Alternatively, multi-sport participation has shown to build strong athletic foundations and increase chances of gaining elite status (whilst maintaining enjoyment) in one sport.

It is critical for parents and coaches to promote a regimen of diverse athletic activity that accommodates a young athlete’s interests. When physiological and skeletal development are still occurring, the practice of repetitive movements will increase risk of injury. Additionally, serious athletic time commitments can be socially isolating and psychologically stunting. Young athletes should instead immerse themselves in a variety of sports to attain long-term success. A focus on comprehensive, physical skills rather than specifics as well as avoidance of excessive time commitments can prevent burnout and injury and create a healthier lifestyle for the athlete.

Below are some key statistics around early sport specialization:

- Only 0.2% to 0.5% of high school athletes ever make it to the professional level
- Up to 54% of all injuries seen in pediatric sports medicine are related to overuse
- Young athletes who are highly specialized are 36% more likely to suffer a serious overuse injury than those who are not
- Focus on one sport can slow critical social development and lead to stunted psychosocial growth
- 88% of Division 1 athletes at one US university had participated in 2 to 3 sports as children and nearly 70% delayed sports specialization until the age of 12 or older
- 97% of professional athletes believed being a multi-sport athlete was beneficial to their success
- Current college athletes experience depression rates that are twice as high as those of former, graduated college athletes

If interested in learning more about a specific study on early sport specialization, you can reach out to PCA’s Director of External Relations at Casey Miller at her email, casey_miller@positivecoach.org. Thank you again to Dr. Joe Donahue for sharing these articles and to The Nueva School summer volunteer Aliya George for summarizing this research!
FALL STATE CHAMPIONS

CROSS COUNTRY

GIRLS
Boise 5A
Idaho Falls 4A
Sugar-Salem 3A
Soda Springs 2A
Oakley 1A

BOYS
Timberline
Idaho Falls
Sugar-Salem
Salmon
Liberty Charter

SOCCER

GIRLS
Rocky Mt. 5A
Sandpoint 4A
CDA Charter 3A

BOYS
Eagle
Caldwell
SV Community

SWIMMING

GIRLS
Boise 5A
Sandpoint 4A

BOYS
Boise
Bishop Kelly

VOLLEYBALL

5A
Thunder Ridge

4A
Bonneville

3A
Sugar-Salem

2A
Firth

1A DI
Troy

1A DII
Watersprings

FOOTBALL

5A
Rigby

4A
Kuna

3A
Sugar-Salem

2A
West Side

1A DI
Prairie

1A DII
Lighthouse Christian

Thank You Dairy West
State Tournament Sweatshirts

2019 IDAHO HIGH SCHOOL
STATE CHAMPIONSHIPS

December 6-7
Thunder Ridge High School

PIONEERS BY NATURE
dairy west
I’m thankful to have had the opportunity to work with, learn from and talk shop with countless hall-of-fame basketball coaches over my career. There were dinners with Bobby Knight and Hubie Brown, and I watched Mike Krzyzewski and John Calipari run practices. I also met John Wooden and Dean Smith, and interviewed Brad Stevens, Tom Izzo, and Jay Wright. Through these experiences, I’ve been able to closely observe the qualities of a master leader.

13 Qualities of Great Leaders

1. A great leader is purpose driven. Their position is simply their platform to teach life lessons. They want to positively influence people and be a part of something they love.

2. A great leader is a big thinker. They think long term and they dream on a macro level. They don’t look at where their team/company is, but rather where their team/company should be and will be. Also, they know that their own creativity and imagination on their only limiting factors.

3. A great leader has high character. They do the right thing when no one is watching. They hold everyone in their company to a high standard of excellence. They’ll willingly sacrifice winning to do what’s right, and they model high character every day of their lives.

4. A great leader embraces change. They embrace the societal change that comes with millennials. They embrace the spur-of-the-moment changes that require split second decisions and strategic adjustments.

5. A great leader has empathy. They know empathy is one of the sharpest tools they have in their toolbox, as empathy helps forge meaningful connection with their team. Before rushing to judgment, they always take the time to view each situation through the other person’s lens.

6. A great leader takes calculated risks. They don’t play it safe for a sense of false security. They know you can’t achieve much in business or in life unless you are willing to leave your comfort zone and take intelligent risks. And, they have no problem living with the consequences of their decision.

7. A great leader is decisive. They have strong convictions relating to their company culture and standards. They believe in their business philosophy and have no problem making decisions to fully support each.

8. A great leader uses their authority appropriately. They know that respect must be earned. They know that the title “leader” carries a tremendous responsibility — a responsibility they gladly shoulder.

9. A great leader is an effective communicator. They know that nothing has been taught until something has been learned. They are able to communicate one-on-one, with the entire organization and through digital platforms like text message and social media.

10. A great leader is a servant leader. They put the needs of the organization, their teammates and their employees before their own. They consciously serve everyone in their company on a daily basis and acknowledge that the organization is bigger than them.

11. A great leader is courageous. They don’t fear failure. They don’t worry what other people think.

12. A great leader is committed to the betterment of their employees on and off the court. They are fully devoted to developing employee skills, as well as their leadership, communication, toughness and respect.

13. A great leader works on their craft every single day. They take pride in learning on a daily basis. They have the humility to know that no matter long they have been coaching or how successful they have been, that the day they stop learning is the day they need to retire.
2019
Battle of the Fans
WINNERS

LARGE SCHOOLS
Lewiston Bengals

SMALL SCHOOLS
South Fremont Cougars

CONGRATULATIONS
Gisselle Villaycana Norato
Jerome High School
DESIGN WINNER

IHSAA Student Advisory Council
Sportsmanship T-Shirt Design Contest

IHSAA Student Advisory Council brings to you...

Battle of the Fans

1. Film your student section: Film your student section during an athletic event.

2. Video Content: Edit your video so it is no more than 90 seconds. You must introduce your school and discuss why your school should win.

3. Post to YouTube: The deadline for your video is January 15.

4. Email us your link: Send the link to federicom@ihsaa.org

5. Judging criteria: Your videos will be judged on Sportmanship, School Spirit, Originality, and Student Section Leadership. Be LOUD and POSITIVE!
5 Powerful Tips for Coaching Millennial Athletes

by Tyler Johnson

Nothing drives me more crazy than hearing adults despairingly utter the words, “kids have changed.”
I sure hope they have! The world has undergone rapid change over the past decade and will continue to do so moving forward. Today’s youth are different than the kids before them. But so were the kids before that, and the ones before that.
If coaches want to connect with their kids and lead a competitive team, they must adapt as well. Change is scary but essential.
With that in mind, here are five ways coaches can better meet millennial athletes where they are and help elevate them into better athletes and better people.

**Give Them Time to Switch Gears**
Rarely did I ever enjoy a school day as much as a sports practice. But that doesn’t mean I never carried stress from the school day with me into sports play. Getting kids to transition out of the “sit still and be quiet” mindset common in many modern classrooms to a more engaged, lively state is key to more productive practices and training sessions.
You don’t want kids to feel like they just walked into boot camp every time they get to practice.
Today’s student-athlete has more stress than past teens and finding ways to get them to transition to practice mode is key. Fun is the element that disconnects the school stress and invigorates their full court press. Allow athletes to connect with each other during warm-ups or through a game that loosens the body and focuses the mind.

**Help Them Communicate**
Connections create learning environments, and great connections create commitment. Find ways to have your team collaborate or solve a problem related to the teams success. Take a step back and let them discover solutions and coach one another.
Collaborative learning is how many NFL and NBA players spend their summers. Think Von Miller’s pass rush camp or the countless star-studded NBA pick-up games.
Small-sided games can be one way to get greater collaboration out of your athletes, but really, putting them in any goal-based scenario where they have to work with their teammate(s) to figure out a solution is going to be beneficial. When the goal relates to something they need to do on game day, then you’re really onto something.
When we engage people’s ideas, we engage them!

**Admit Your Mistakes**
Coaching is tough. We won’t be perfect. When we do make a mistake or see an error in our ways, one of the greatest things we can do for this generation is step up, take ownership, and explain ourselves. Display accountability by illuminating your errors, imperfections and mistakes.
If you don’t do it yourself, how can you expect it from your athletes?
Through the social lens of today’s athlete, not enough light is shown upon adults who handle their issues openly, honestly and productively. The media provides more than enough examples of how not to do things. But as an athlete’s coach, you can be an incredible role model in their life. Showing them how to step up and handle difficult situations is one of the greatest gifts we can give them.

**Follow the ‘Commercial Break’ Rule**
Student-athletes tend to learn best in small chunks. You can either complain about their attention span or you can adapt to use it in your favor.
If millennial athletes are doing the same thing over and over for a long period of time, learning is usually going to decline. Keep this in mind as you structure your practices and film sessions. Can you build-in a transition or adjustment every seven minutes or so?
This is called the Commercial Break Principle because if you don’t engage young people by the first commercial break, they are tuning in somewhere else. Teenagers also need a break often as well. This might be a quick several reps on your own at practice. A minute to get a drink and prepare for the next drill, etc. Micro-break is the idea. Then back to work.

**Know Their Favorites**
As coaches, we’re going to have to cover and drill some things that our teams may find mundane and stale. Such is life.
But we can counteract those potential energy-drainers by allowing our players to regularly perform their favorite drills.
If you don’t know their two or three favorite drills, simply ask them. Mixing these in to your practice plan will keep energy, focus and morale high. Think of it like letting kids out for recess before they come back into the class room.
And don’t just stop with drills. Asking your athletes their favorite plays gives you valuable insight into the strategies and concepts they’re most comfortable and confident in.

Tyler Johnson is a former NCAA football captain and sports business professional in the MLB and NBA. He is the creator of Elevate Educate Rejuvenate, an athlete-driven endeavor with the mission to elevate positive mindsets, educate student-athletes and rejuvenate routines.