Life of an Athlete

It is not just that you put on uniform, or show up every day at practice or the games...
You are an athlete all the time, on and off the field.
You represent your family, your community, your school, your teammates, your coach and yourself.
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What’s Life of an Athlete all about?

By John Underwood, American Athletic Institute

When you stop and think about the purpose of activities for youth, it is important to be reminded that the objective goes far beyond winning, championships, season records and the scoreboard. Athletics is the largest target population that exists in any school. In small rural schools we have seen 60-90% of students involved in at least one sport per school year, while in the larger schools 40-55% of students are involved in sports.

The Life of an Athlete (LOA) program provides a targeted opportunity to use mandatory meetings to get 40-90% of your school/community parents into a venue to show them valuable prevention data, strategies and educate them to the concerns their children face during their high risk teen years.

LOA is a systemic community approach to (1) reducing risk and (2) increasing protective factors in student athletes while (3) setting clear consistent boundaries for behavior, (4) increasing consequence beliefs, (5) teaching appropriate athlete lifestyle and (6) establishing a process to identify and help those involved in drug use or behaviors of concern.

From a prevention standpoint, there are some critical areas of purpose in athletics that should not be overlooked, basics that have the potential to build strengths and reduce risk in all.

Pro Social Bonding: The opportunity to take membership in a positive group activity that calls for positive health behaviors, negative attitude toward negative societal issues, positive relationships with adults, positive bonding to social institutions and commitment to pro-social values. Through athletics, we are attempting to establish a social order with a basis of achievement, common interest and excellence.

Clear and Consistent Boundaries: Standards for youth behavior set by adults, but also standards set by youth and monitored within their social order. Many of these standards are set to address concerns for health, safety and performance.

Life Skills: “Abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.” To try to impart to those involved in high school athletics a learning experience that offers skills and abilities that can be used throughout the “game of life”, long after their athletic career is over.

Caring and Support: To show those involved in high school athletics that all stakeholders in the program care and support those who partake, win or lose. That the adults in a community appreciate the athletes and what they are trying to achieve. That we are proud of them, not just for how well they play and what they achieve, but also the kind of young people they are with regard to character and citizenship.

Set High but Realistic Expectations: To set expectations for youth to always try their best, to believe in themselves and to show dedication, focus and commitment in whatever they do. To instill in them that their athletic experience is a privilege and honor afforded them to represent their community as ambassadors.

Opportunity for Meaningful Experience: To not simply offer athletics as an activity, but to make it a special experience unlike any other and to provide, as much as possible, for a young person to gain a positive outlook and perspective from being involved in athletics.

Try to visualize how important our job in athletics is and the positive impact it can have on youth and communities; the potential it has in developing in youth many of the life skills and abilities they will need to be successful as adults and in the world. Our job is monumental. Take pride in what you do and how you do it. Set standards that are never compromised. Remember, first and foremost, our job is to teach young people how to prepare for life. Now it is up to you to make a positive difference in the life of every young person.
The Life of an Athlete program is a comprehensive program that identifies and works with all aspects of high school athletics, including coaches, Athletic Directors, administrators, parents, communities and athletes themselves with a proactive approach to athletic participation. While this program focuses on athletes, the model will have residual impacts on all segments of the school and community. The program is laid out in a 5 phase process and includes:

**Phase 1 – Pre Season meetings for Entry Level Athletes and Parents**
- Establishing mandatory seasonal meetings to discuss conditions for involvement, expectations, philosophy and what it means to be an athlete.

**Phase 2 – Athletic Codes of Conduct Conditions for involvement**
- Bringing a code of conduct from conceptualization to implementation & enforcement; includes strategies for fan behavior, parental issues and seven non-negotiable conditions for being part of an athletic team.

**Phase 3 – Coaching Effectiveness Training**
- Training all coaches at all levels to understand and confront chemical health issues, including workshops on how to send a message to your team and use student leaders to monitor team dynamics.

**Phase 4 – Developing Leadership to Confront Behaviors of Concern**
- Identifying and developing student (team) leaders who assist the coach with identifying behaviors of concern with the peers.

**Phase 5 – Stakeholder Unity**
- Ensuring all members of the community take stake in eliminating drug and alcohol use among youth.

Who needs to be at the table?

1. **Administration representative**: They need to be on board and supportive of the changes that will be made, especially to co-curricular codes. They must be willing to stand up to the parents who are going to say “this is great, but not for my child.” Once accepted and approved as the code for the school, there is no going back. Need to be supportive and have clear expectations of AD’s & coaches.

2. **Athletic representatives (includes AD’s and Coaches)**: Specifically to LOA, they are the ones who will be on the front lines when it comes to executing the program – both from an enforcement stand point as well as the leadership development team. Both AD’s and coaches have to be supportive and have defined expectations of each other to be effective.

3. **School Resource Officers**: Need to be aware of the situation, willing to share the information they hear back with AD’s and police departments. Will need to conduct the investigations and enforce the rules.

4. **School Board representatives**: Need to identify the SBR who is supportive of the program and understands that there may be resistance from some parents who do not want to change the status quo.

5. **Chemical health representatives**: Key pieces of LOA deal with prevention before it goes into the intervention phase. Having the CHR on board allows the expansion of the program into other curriculum areas, including health classes and physical education classes.

6. **Parent Networks**: Parents will need to be educated about the program and given as much information as possible. They will also need to have support networks to help their student athletes live up to the new codes of conducts and create positive atmospheres for youth to grow up healthy.

7. **Community representatives**: Working with a community coalition will help support the overall goal of the program which is to give the youth in our community every opportunity to grow up healthy and develop into productive future citizens and workers.

8. **Media**: Media advocacy will be critical to the overall success of the program. A lot of emphasis is placed on sports in our community – taking the focus from the win loss column for a season and developing a win-loss column for positive growth and development will further strengthen the long-term impact of the program.

9. **Others**: Including health care providers, athletic trainers, area businesses, civic organizations, religious institutions, etc.

**Important keys for successful implementation**
- Find your key champions
- Provide opportunities for those implementing to take ownership
- You are never finished. This is an evolving program that requires continued efforts in education, advocacy and support.
Frequently asked Questions about the Life of an Athlete Program (LOA)

Q. What can LOA do for our school and community?
A. The “just do it” generation has been marketed to and it has indeed worked. Today’s athlete has assumed the adventurer/risk takers stance on how far to push their luck. Athletes have always portrayed the assumption of risk as behavior as usual. The recent onset of increases in pack mentality has certainly increased the problems and behaviors of concern we presently see. Even non-risk takers boldly portray themselves as risk takers to fulfill a “wan-a-be” identity. Social drug use is now normative. It is “Just what they do…” This puts today’s athletes at incredible risk for many negative behaviors of concern.

Q. What is the big deal? Kids party?
A. It begins at onset in 7th grade with 14.1% reporting alcohol consumption during the school year. This use progresses to 58.5% by 12th grade. It is understandably of concern that the use is associated with increasing amounts throughout high school, although the number of occasions per month remains relatively constant at five drinking episodes per month, which leads us to believe that it is for most once per week on the weekend. Nonetheless, this activity is against the law and dangerous, as alcohol has been linked to nearly all high risk behaviors and health crises. When we combine this alcohol use with high risk behaviors normally experienced by youth, we greatly magnify the propensity for disaster and watch our young adolescents enter the ten most dangerous years of life, ages 14-24.

Q. Who does it target?
A. High School Administrators, Athletes, Parents/Guardians, Coaches and Community Stakeholders.

Q. Why Athletes?
A. Prevention and intervention efforts focus on target populations. Often they look for populations with something in common. Athletes are the largest target population that exists in any community or any school. 40-90% of students in most U.S. schools are involved in at least one sport. More than any other group of adolescents, we have compelling reasons for athletes not to drink, health and performance. Alcohol, a metabolic poison has only negative effects on all physiological parameters. This can be our initial rationale for non-use. High school sports do matter! High school athletics are an integral part of many communities throughout the United States. The local sports teams are the focal point of community life: it’s a source of pride, a spot for social gathering, and where initial perception of a community begins; because of this performance matters; the performance of the athletes as well as their behavior. The choice by student-athletes to use drugs greatly affects both of these domains. The athletes are usually the leaders in the school and the way the athletes go the school goes.

Q. What is the prevention basis to LOA?
A. The Prevention Basis to Athlete Programs and Team Effectiveness
   • Programs to prevent athlete substance abuse inherently rests on certain assumptions about why athletes would use alcohol and other drugs. Strategies for prevention, in turn, are based on these assumptions.
To date, most prevention efforts have focused on changing the traits and behaviors of individuals, with heavy emphasis on their personalities, their backgrounds, or their ability to respond to their environment. Thus, some educational programs teach individuals about the dangers of substance use in order to promote fear of those dangers.

Others teach them skills for dealing with inter- and intra-personal social influences (such as stress and peer pressure).

Still others emphasize the improvement of personal qualities, such as self-esteem, that help people function in a complex world. These education efforts are based on theories that locate the causes of substance abuse primarily within the individual.

Even in cases where the role of the social environment is given prominence, the responsibility for action is placed on the individual.

If we hope to change a particular behavior (e.g., excessive use of alcohol), we must change the social context—the institution or group—that shapes the behavior. In other words, we must address the effects of social influence, within the team on the members of that team. (HANSEN) Adapted UNDERWOOD

Q. What is the emphasis of the program?

**Phase #1 Pre-Season Meetings for Entry Level Athletes and Parents**
Phase one employs a strategy for school districts to establish mandatory seasonal meetings to discuss conditions for involvement, expectations, philosophy and also to address the issues of chemical health and social drug use by athletes. A clear perspective of the privilege and personal and collective responsibility required to be afforded the opportunity to be an athlete. This program allows you to impact the majority of your entire student body and most importantly the parents. Athletics is the largest target population that exists in any school. Drug data and research is shared with all stakeholders

**Phase #2 Athletic Codes of Conduct Conditions for Involvement**
The #1 issue reported by high school Athletic Directors is the problem of enforcing Codes of Conduct. This program helps schools to understand what a code is for, what it can impact and how to rewrite them for today’s athlete and the dilemmas they face. This program includes strategies for controlling adult fan/stakeholder behaviors of concern, parental issues, and the seven non-negotiable conditions for involvement to partake in high school sports. It also addresses the problem of modern day codes, which are reactive punishment based documents. Codes are re-written as proactive character based documents, taking us to a valuable paradigm shift, supporting our young athletes by telling them what we want them to do and our rationale for why, rather than telling them what we don’t want and what we will do to them, if they fail to follow the rules.

**Phase #3 Coaching Effectiveness Training for Chemical Health Issues**
Phase 3 focuses on training of all coaches at all levels to understand and confront chemical health issues for today’s student athlete. Training includes the use of the document “Greatest Threat” which helps a coach impact his/her team with valuable lessons against drug use and affords any coach a perspective of the present day problem and how they can impact it.
**Phase #4 Developing Leadership to Confront Behaviors of Concern**

This workshop is designed to identify, evaluate and develop hand-picked student-athlete leaders. Once chosen, the primary focus is to teach the individual what it means to be a leader and how to handle the responsibility that comes with a position of authority, influence, and importance. We teach the leaders how to confront their peers with behaviors of concern and to take matters that merit immediate action or continual issues to an adult authority. This workshop gives the coach and administrator a conduit to behaviors in the group. Individual and team success depends on good leadership. The first school to use this program had 27 athletes turned in for chemical health violations in the first year, for failure to follow the code of conduct.

**Phase 5 Stakeholder Unity**

The fifth and final phase in Life of an Athlete is to ensure that all members of the community take stake in eliminating drug and alcohol use among youth. Only by coordinating our efforts and taking a “many messengers with the same message” approach can we ensure that all individuals receive that message. This workshop allows a school district to take a comprehensive look at all aspects of their existing programs and determine priorities for the future. Year five allows all stakeholders to share their views of the entire athletic program. This process gives any school district a valuable perspective of establishing priorities, strengths and limitations for the future directions of the programs. An evaluative process is utilized to garner valuable information on student athlete chemical health issues within your athletic program. The information gained is incredible.

What domains, protective factors and risk factors does LOA affect?

**Protective Factors:**

**Individual Domain:**

- Improved knowledge and understanding of athlete lifestyle, training effect and goal and social cohesion.
- Accurate knowledge of the effect of social drug use and performance.
- Improved perception of personal achievement and self efficacy, through greater normative understanding and personal and collective responsibility.

**School Domain:**

- Team Vigilance
- Individual responsibility
- Collective responsibility
- Team leadership
- Coaching Vigilance
- Parent Vigilance
- Stakeholder Knowledge Understanding Agreement
- Fan responsibility
- Universal Code enforcement

**Community Domain:**
• Debunk any perceptions that use is acceptable
• Get community involved in after contest activities
• Create community tone of healthy athletes with character
• Community wide support of Code

Risk Factors:

Individual Domain:

• Personal vulnerability to use drugs

School Domain:

• Drug use norms

Community Domain:

• Availability of drugs to athletes
• Enforcement of all laws pertaining to underage use

Besides better athletes and winning teams what else can LOA do for our youth?

The following are some of the additional benefits for student-athletes who choose not to drink alcohol:

• Academic or athletic performance will not be hampered;
• The risk of breaking school rules or the law is greatly reduced;
• Serious and life threatening problems related to being alcohol impaired such as drunk driving and sexual decision-making, injury, arrest, death are eliminated or reduced;
• There is reduced risk of becoming addicted to alcohol; and,
• The ability to develop appropriate life skills such as stress management, problem solving, conflict resolution, interacting with others, and goal setting is enhanced.
• Young people can learn what it means to join a social order and be held to agreed upon standards for the group.
## SCHOOL DISTRICT INFORMATION

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<th>District/School Name</th>
<th>Contact Person</th>
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## Activities to Strengthen Program

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<th>Existing</th>
<th>Want to Add</th>
<th>Achieve By:</th>
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<tr>
<td>Mandatory seasonal meetings (Require meetings to ensure all stakeholders know the expectations and the consequences if expectations are not met.)</td>
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<td>Education of substance use on performance (Utilize mandatory seasonal meetings to educate on the effects of substance use to the brain and performance.)</td>
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<td>Ensure knowledge, understanding and agreement (A signature needs to ensure that the participant not only understands the rules but agrees to them.)</td>
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<td>Review and strengthen codes (Create a committee to review, modify and present codes for school board approval.)</td>
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<td>Establish a restorative justice model to address code violations. (Consequences should not be punitive but restorative which educates, corrects and restores.)</td>
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<td>Set standards for coaches (Coaches should Teach the basics, Enforce the code, Advocate for positive behaviors and Model expectations and behaviors.)</td>
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<td>Enforce code violations (Teach faculty how to effectively address code violations: confront, empathize, educate, correct and restore.)</td>
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<td>Pick student athlete leaders appropriately (A student leader should be chosen by their competency AND character, civility, citizenship and chemical free lifestyle.)</td>
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<td>Develop and implement a student leadership training (Define expectations for the student leader and train them to be a leader starting even as a Freshman.)</td>
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<td>Promote Life of an Athlete to community and fans (Post information of the program and expectations in newspaper, sports programs, etc.)</td>
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<td>Implement fan control standards (The whole program is about a better way for stakeholders and fans should also be held to a standard of excellence.)</td>
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<td>Generate community support (Encourage community members to support the program by not providing substances that would lead to code violations.)</td>
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<td>Evaluate student’s opinion of code effectiveness (Based on a survey for students you can assess the effectiveness of the code and team behaviors.)</td>
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<td>Gather stakeholder feedback (Gain opinions from all stakeholders of the importance and success of the program.)</td>
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## ADDITIONAL COMMENTS OR QUESTIONS

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CHECKLIST BASED ON LIFE OF AN ATHLETE PROGRAM BY AMERICAN ATHLETIC INSTITUTE

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7
Improving Student Athlete Codes of Conduct

Twelve ways to improve your athlete code:

1. **Statement of Purpose: What is your Code for?**
   Is our code to punish individuals for their mistakes or to educate them and to set clear and consistent boundaries for their behavior? A well written code should be a positive document that establishes a comprehensive structure for running a program of excellence.

   **Statement of Purpose**

   *First,* it defines the positive expectations that we have for coaches, parents and athletes. The common values in our program need to reflect shared goals, a framework of principles agreed upon by the stakeholders and a need for active support from other stakeholders, such as the school board, school administration, other school staff and the community.

   *Second,* as in a clearly laid out playing field, it defines how we as a school will establish and maintain a healthy environment in which student athletes can mature in, through athletics, while considering the responsibilities of all stakeholders.

   *Third,* this Athletic Code is meant to be a useable, dynamic document to guide the educational process through our school’s athletic program. It defines the mission, philosophy, goals and parameters of the program, and the priority activities.

   *Fourth,* it spells out the consequences for behavioral issues and violations but links the identified individual to a process for help and change. The code shall be a living document that is proactive and character based rather than reactive and punishment based. We shall simply tell our student athletes what is expected from them behaviorally, if they are to be afforded the privilege of representing this community. Consequences shall be universal and the timing of any incident shall not be any consideration in the logical series of events that are initiated upon any confirmed violation.

2. **Use the Power of a Greater Authority**
   Supreme Court Upholds Codes for Athletes

   Sport and athlete specific Athletic Codes of Conduct and drug testing have been upheld five times by the Supreme Court of the United States of America. That is referred to as a shutout! The basis for that support is due to the fact that in athletics we must insure the health and safety of those that partake in high level physical activities.

3. **Use The Law To Establish Every Rationale For Your Code**
   Training Rules and Regulations and The NY State Law

   First and foremost, the possession or use of alcohol by anyone under the age of 21 years of age is against the law. Marijuana and all classified street drugs and controlled substances are illegal for all and punishable by criminal arrest and prosecution.

   Prescription drug possession or use of without a medical authorization is against the law and punishable by criminal arrest and prosecution.

   Our message to Student Athletes is loud and clear and should be understood by all Stakeholders: There will be “NO USE” of alcohol or marijuana or any illicit substances.

4. **Stop the problem by going after the source**
   Athletes Who Host Lose the Most Initiative
Ringleaders in parties- there shall be a greater consequence for any student athlete, if it is determined that they were involved in the organization, facilitation, promotion, or hosting of any gathering or social event where alcohol or drug are available or use has occurred. This penalty shall be a one year suspension. (Or a tier 2 violation - double the first violation status).

5. Parties/ Presence At Parties With Drugs (In The Presence Of)
If a student-athlete attends a party/gathering, where alcohol or drugs are being illegally dispensed, the student-athlete must leave the party/gathering immediately* (LEAVING MEANS LEAVING IMMEDIATELY *) and report their attendance to a coach or administrator before the end of the next school day. Because possession and use of alcohol or drugs by youth under age 21, is against the law, it is our intent to prevent any community youth, including athletes from being in an environment which greatly increases the risk of use, danger and nearly all youth negative behaviors of concern.

If we allow our athletes to be present in this illegal environment, we promote and allow the possibility for them to be involved in this illegal culture and we must assume some will partake in the use of these substances. * And to take as many of your teammates with you as possible.

6. Possession or Use on School Property (DRUG FREE ZONE) or at/during school sponsored events.
Possession or use of ILLEGAL DRUGS on school property in conjunction with a school activity or sponsored event, including use or possession during transport to or from any event or activity, shall result in immediate and permanent suspension for the remainder of athlete’s career.
Participation in a contest or practice session while under the influence of an illegal substance.
Distribution, dispensing or sale of any such drugs to any other student or student-athlete shall result in immediate and permanent suspension for the remainder of athlete’s career.
There shall be no recourse for a student-athlete for any violation listed above.

7. Cooperation During Investigation
You have the right to remain silent...But you may be in the bleachers on game day.
It is important for all student-athletes to understand that involvement in our athletic programs is a privilege. With the responsibility of being an athlete, comes a commitment, which are the conditions of this code of conduct. In the event that a student-athlete comes under investigation for possible violations to the provisions of this code, it is expected that:

1. The student-athlete shall be truthful.
2. That the student-athlete be forthcoming with information.
3. That the student-athlete not be deceptive or untruthful.
4. That the student-athlete be cooperative.
During the investigation of any student-athlete violation the student-athlete must be truthful and forthcoming with information, or the Athletic Director has within his/her power to impose a greater level of consequence, if it is determined that the student-athlete has lied, been deceptive or untruthful, prior to, or after the determination of guilt and or consequences. Great weight must be placed on the privilege of representing our community outside the confines of our community and any athlete that would fail to be truthful and/or cooperative, would jeopardize the perceived character of our programs.
Failure to comply with the above conditions may result in full expulsion from the athletic program for the duration of the student-athletes’ future career.

8. Mandatory Seasonal Meetings
Get it right from the start...
Pre-season meetings: Seven non-negotiable areas are discussed with all stakeholders. It is also impressed upon all stakeholders, that by signing the codes an individual indicates that they have knowledge, understanding and agreement to all standards set forth for the privilege of being involved in the athletic program. Coach and athletes discuss their expectations for the team, define ‘success’ and set goals for individuals and teams for the season ahead and communicate with parents. (Create a climate of KNOWLEDGE, UNDERSTANDING AND AGREEMENT WITH ALL STAKEHOLDERS. All stakeholders sign a Code of Conduct together).

9. Time to help our athletes, not just have them sit out two games...Process for Return to Athletic Privileges

EDUCATIONAL COMPONENT FOR CHEMICAL HEALTH VIOLATIONS

As a pivotal part of our consequences for chemical health violations, the student athlete and or parent/guardian shall be required to complete an educational program as part of the process that may lead to resumption of participation in athletic programs. If we fail to educate athletes and parent/guardians when such violations occur, we fail to help them learn from their mistakes and are negligent in our duties as an educational institution.

STUDENT ATHLETE ASSISTANCE PROCESS

If a violation of the __________ High School or Middle School occurs, the Code requires immediate administrative action and involves a STUDENT ATHLETE ASSISTANCE PROCESS.

This process must be attended by the student athlete and a parent or guardian.

Parents/Guardians must take parental responsibility for their child and be involved with this process. This helps insure that they are informed and aware of the nature of the violation and in full understanding that any future violations will result in greater consequences. The parent can also come to understand their role in helping their child learn a valuable lesson. Every incident or violation must be documented. It is the first time the student has been caught in a violation but not likely the first time they have used these substances.

Failure by a parent or guardian to comply will result in the athlete being able to practice but not compete, provided the athlete completes the process.

This process is educationally based and is patterned after the restorative justice model. This process shall include provisions that the student-athlete and parent/guardian shall receive the following:

EDUCATION: The parent and student-athlete must see a qualified Chemical Health specialist. The parent/guardian and student-athlete must attend an informative intervention seminar, concerning the implications of use and the effect on physiological, psychological, social development and learning as well as discussion of harm reduction issues and personal and collective responsibility. The education must address affect on athletic performance, brain development, learning and development of the student as a young adult.

The process requires the parent/guardian and student-athlete to see the SRO (School Resource Officer) to discuss the legal ramifications of the behavior of concern and to discuss the law and youth risk behaviors such as drinking and driving.

The process requires that the parent/guardian and student-athlete see a qualified Chemical Health Specialist, counselor or social worker to discuss the magnitude and status of the chemical health of the individual.

CORRECTIVE: The student-athlete and parent/guardian must come to an understanding, that corrective measures are necessary, in order to resume the athletic career or to practice and compete again. This
shall include a document, signed by the student-athlete and parent/guardian, which clearly states agreed to changes and conditions. This document acknowledges that a violation has occurred, that they (parent/guardian and student-athlete) are willing to make changes in order to resume/continue, athletic participation and that they will adhere to the code standards. It also indicates that the parent/guardian and student-athlete are aware of the next level of consequence that would result, should another violation occur.

RESTORATIVE: The student-athlete must address the teammates and coaches and admit to the violation, show remorse, ask to come back to the team and recommit to provisions of CODE by resigning it in front of teammates and coaches.

*Failure of any Parent/guardian, student-athlete to complete any part of this process will result in permanent suspension for any future involvement in athletics.*

10. Team Leaders Held to Higher Standards
Recent AAI surveys indicate that as many as 48% of team student leaders are involved in the party culture. Who is in charge of your teams?
Student-athlete leaders will be held to the highest standard of behavior, because they chose to be an example to their peers. Any student-athlete in a leadership role will face a greater consequence for violations of the code than team members.
A team leader should receive a tier two or tier three violation for any serious code violations.
See Job Description for Student-Athlete leaders below.
Student-Athlete Leadership Job Description:
A caring and nurturing individual willing to exemplify the highest standards of character and duty to team, school and community. Must conduct yourself on and off the fields of play with behavior that is an example to others. This individual must possess high level communication skills and be willing to confront any behaviors of concern or violations of standards of student-athlete code of conduct among peers. Must act as a conduit between team and coach. Must be willing to bring any serious concerns to the attention of adult authority. Must be willing to hold team meetings to discuss chemical health and behavioral issues. Must act to insure and inspire team goals and effectiveness. You will be held to the highest levels of conduct and character because you are in charge of the group.

11. Cyber Image Policy
Cyber Image Policy- Any identifiable image, photo or video which implicates a student-athlete to have been in possession or presence of drugs or portrays actual use, or out of character behavior or crime, shall be confirmation of a violation of the code. Since there is no way to establish a timeframe for when or location of where the image was taken, it shall be a responsibility that the student-athlete must assume. It must also be noted that there may be persons, who would attempt to implicate an athlete, by taking such images, to place them in a situation where they might be in violation of this code standard. This is our rationale for demanding that our athletes not place themselves in such environments.

12. What are we agreeing to????
You really need to get the point across to parents/guardians on your code night, as to what signing the code means. Rather than simply having a line with “parent sign here”, you can use this clause...

By signing this document, I ________________parent/guardian, indicate that I have knowledge, understanding and agreement to these standards, set forth in order for my son/daughter ________________to be afforded the privilege of representing ________________High School as a student-athlete. I am also aware that any
violation on the part of my child, to any of these standards, shall result in the consequences contained within
this policy.

americanathleticinstitute.org 518-796-6337
Guide for Implementing the Balanced and Restorative Justice Model

This is the source of the AAI Educate, Correct, and Restore process for code violations. It is one of the only processes utilized to successfully help youth learn from mistakes.

We are only as good as the information we have. In order to have a program of excellence it is imperative that all players and parents know the expectations. Alcohol and drugs can have a huge impact on the performance of an athlete and team. It is important to go beyond “just say no” to alcohol and drugs. By teaching the effects of alcohol on performance, athletes learn why it is important to say no in order to stay healthy and competitive.

Students need to understand that playing sports is a privilege, not a right. With this privilege there are the traditional expectations for sport involvement: skill, commitment, focus, dedication, team work, and loyalty. Athletes also need to understand for success their privilege for involvement goes beyond the playing field. In order to achieve a program of excellence their lifestyle outside of the game affects the outcome. Grades, sleep, nutrition and refraining from alcohol and drugs are just as important as the plays themselves.

Unfortunately some students will not be as dedicated to the sport as others and when violations occur, it is important enforce the rules for ALL players.

Enforcing codes through a restorative justice model:
Instead of just issuing a punishment for bad behavior, the Code should establish a process to help the student-athlete learn from their mistake and take corrective action. The Student Athlete Assistance Process is educationally based and is patterned after the restorative justice model to include provisions for the following:

EDUCATE:
Alcohol and drugs are at an all-time use among youth, including student athletes. Many students already have drug dependence issues. If a student athlete violates the code it is important to correct the behavior while offering the education and support to do so. There can be many influences for a student's behavior: family, friends, emotional or psychological. By teaching the risks, conducting an assessment and offering counseling we can address the negative behaviors and help the student succeed on and off the field.

Recommended Process: The parent and student-athlete must see a qualified Chemical Health specialist to discuss the magnitude and status of the chemical health of the individual. They (parent and student-athlete) must also see the School Resource Officer to discuss the legal ramifications of the behavior of concern and to discuss the law and youth risk behaviors such as drinking and driving.

CORRECT:
When confronting an athlete who has incurred a violation, it is recommended to use a well-accepted intervention approach to achieve maximum results. The person who meets with the athlete should:

1) Confront the student and address the violation.
2) Show concern for the student and express that out of concern for the student, the violations are taken very seriously.
3) Listen to the athlete’s explanation (which will almost certainly include significant denial and rationalization).
4) Explain the desired behaviors and the consequences of noncompliance, being specific about the official sanctions involved.
5) Enforce all mandates for reinstatement.

Continued on back.
More chances do not equal more learning. In fact “letting offenders off” or not enforcing all actions for reinstatement models to the offender that the offense and the code is not to be taken seriously. There are many athletes who will keep drinking or doing drugs, because their coach did not hold them accountable. This is what is called enabling. Unfortunately, many of these individuals end up with serious addiction problems, and some may even end up in jail. Others may question whether they would have had these issues if someone would have held them accountable for their actions immediately and dealt with the severity of the issue rather than denying and ignoring the behavior. We need to quit enabling our students to partake in risky behavior and instead hold them responsible now so they will be accountable and successful in the future.

**Process:** Consequences for code violations must be enforced for ALL offenders. Life of an Athlete promotes: 1) 25% of games missed for the first offense (this can cross over to other seasons if need be). 2) Three strikes you’re out. If the athlete has not learned to follow the expectations laid out in the code by the third violation, it is reasonable to conclude that the athlete does not take their athletic performance seriously. Furthermore it shows an unwillingness to play by the rules as well as a lack of respect for the organization. 3) Consequences follow student for athletic career, not just that year.

Students must attend practices but can’t play. Some coaches have also not let students dress in uniform for the game.

**RESTORE:**
Restorative justice is a theory of justice that emphasizes repairing the harm caused and is the foundation for the Life of an Athlete program. It is best accomplished through cooperative processes that include all stakeholders.

**Process:** It is important for the athlete to take responsibility for his/her actions. The violation was an infraction to a code that he/she signed, and sitting on the bench was not a punishment from the coach but a result of bad choices. The athlete also needs to understand that the actions not only affect the individual but the whole team. To establish this understanding it is imperative for the offender to apologize to the coach and the team. It is recommend the offender submit, in writing, an apology to the coach that includes what rule was broken and how the student plans to ensure not breaking the rule again. It is also recommended the student then stand in front of the team to apologize, ask for their help for accountability and re-sign the athletic code with a new commitment to the standards set within the code. This is also a great opportunity to teach the team how to offer forgiveness and show understanding that it is not the student who is bad but the choice of violation.

**OVERVIEW:**
The Life of an Athlete program recommends the above model to ensure a strong athletic program and the development of responsible, respectable young adults. To only set the standards but not to enforce them, will encourage the athletes to not take the codes seriously and will continue to engage in substance use. To only enforce the codes will simply teach the athletes that we only care about following the rules. But, by **educating, correcting and restoring**, all vested stakeholders are aware that everyone is held accountable for their actions and we care about each individual’s success - on and off the field.
Student Athlete Codes Of Conduct

By John Underwood, American Athletic Institute

Nearly 60% of student athletes use alcohol, yet every school year 585,000+ student athletes sign a code of conduct which prohibits that use. The lacking perception of consequence beliefs for chemical health violations, is fueling a culture of rampant underage drinking and partying in this population. Data collected by the American Athletic Institute substantiated previous claims that athlete alcohol use actually surpasses general student population use between tenth and eleventh grade. Much of the problem was attributed to ineffective codes of conduct. Data also shows that marijuana and prescription drug use is also being used by students and student athletes alike.

Our code of conduct will simply set down expectations for positive behavior, based on knowledge, understanding and agreement. Our school's code of conduct is not to punish those who break the rules. A code of conduct which is well thought out, clearly written, and effectively communicated in a variety of ways sets behavioral standards to assist youth in making good decisions. It also sets the clear and consistent boundaries for our programs. The five essential elements to effective codes of conduct are:

1. **Certainty** - the enforcement of consequences must follow all violations;
2. **Severity** - the consequence must be a fair penalty for the act committed;
3. **Clarity** - the process must be prompt;
4. **Consistency** - the process must be consistent for all participants;
5. **Due process** - students' rights must not be violated and they must be given due process as required by law.

Why this code is so significant is that research from the American Athletic Institute shows:

- Alcohol and drugs increases the time for recovery of androgenic training hormones (Up to 96 hours- 4 days)
- Alcohol greatly increases the release of cortisol (the stress hormone) Cortisol negates training effect
- Alcohol and drugs decreases the protein synthesis for muscle fiber repair
- Alcohol and drugs reduces the immune system capability - Athletes who use alcohol or drugs get sick more often.
- Drinkers are twice as likely to become injured as non-drinkers
- Alcohol and drugs reduces performance potential by up to 15-30% in high school athletes
- Alcohol impairs reaction time up to 12 hours after consumption
- Alcohol negatively affects heart lungs and muscle performance
- **One day drunk results in projected losses of up to 14 days of training effect**

When a significant adult fails to respond to a student's inappropriate behaviors, that lack of response is often interpreted as a lack of caring or an acceptance of the behaviors. The health and safety of our youth is at stake. We need to hold our students accountable and teach them that signing the code of conduct does mean something and we hold our students athletes to a higher standard with greater expectations.
Student Athlete Violations Tracker

School Year: ______________

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Offense Date</th>
<th>Offense #</th>
<th>Violation</th>
<th>Consequence Enforced</th>
<th>Student’s Response/Follow-Up</th>
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What is an effective code of conduct

- Major shift of emphasis from reactive, punishment-based to proactive, character-based)
- Using the 4C's from SED’s “Educational Framework for Athletics” (EFA)
- Defining positive expectations for stakeholder groups - coaches, athletes, parents;
- Focus on what HS athletics can build into students and the HS culture

What belongs in a CODE:

PREFACE
TODAYS CHALLENGES
DRUG FREE STATUS REQUIREMENT
INTRO
TO PARENT
TO ATHLETES
DRUG EDUCATION
EDUCATIONAL COMPONENT FOR VIOLATIONS
STUDENT ATHLETE ASSISTANCE PROCESS
CONDITIONS FOR RETURN TO PROGRAM
INVESTIGATION PROCESS
ASSIGNMENT OF CONSEQUENCES
CIRCUMSTANCES FOR IMMEDIATESEVERE CIRCUMSTANCES
SPECIAL CIRCUMSTANCES MAGNITUDE OF CONSEQUENCES
SELF REFERREL
3 TIERS OF CONSEQUENCE
SUBSTANCE CATEGORIES
COACH CODE
PARENT CODE
ATHLETE CODE
FAN CODE
DOCUMENTS
ADDING CHARACTER TO CODES

CODE: ONE THAT WORKS

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NYSPHSAA
Coaches Checklist to Address Chemical Health

Addressing chemical health concerns is a necessary responsibility and enforcing code violations can be difficult. However, how you handle chemical health education and violations will determine your leadership and how the team will respond to your leadership.

**Send a Message:** At the first practice take time to educate your team about the effects of social drug use, review the code of expectations, reinforce consequences for violation and commitment to uphold the code and hold students accountable. If they do not hear your opinions on this important subject, your athletes will assume you don’t care.

**Open Discussions:** Make sure chemical use isn’t a secret or taboo subject. Encourage open discussions about alcohol and other drugs among your team members. Let your athletes know you are always accessible to talk with them privately if they want to confide in you. Chemical abuse incidents that have occurred in your schools are relevant and meaningful to your athletes, and they can learn valuable lessons when these issues are discussed in a meaningful manner.

**Team Ownership:** The team must also make their own deal and discuss drug use issues. Allow them to have a meeting amongst themselves to come to a team agreement. Encourage the team to send the message that drug use will not be tolerated and will be confronted, including going to the coach if necessary. Have them take time to also create a plan on how they will support one another to remain drug free. This plan can include hosting substance free parties and having a code word to use to get out of a party where alcohol and drugs are present.

**Address Party Concerns:** If you overhear about party plans that will involve alcohol or drugs immediately address the problem and explain that the plans are inappropriate and unacceptable for a member of your team. Call a team meeting immediately to confront the behavior of concern. Let the entire group know you are aware of the party and discuss ramifications including the code violation consequences. Make it known that you will enforce the consequences.

**Send out Reminders:** Weekends are big party times. After Friday games or practices, remind athletes of their commitment to the code. Wins and/or loses can encourage drinking, a message supported by the cultural's acceptance of alcohol use for both celebrations and defeats. You must remind athletes of the codes and discourage drinking no matter win or loss.

**Encourage Substance-Free Parties:** The number one reason students say they use substances is because there is nothing to do. One way to encourage parents, businesses and the community at large to get involved with your athletic program is ask them for their help in providing positive activities to keep the students healthy and safe. Parents can be encouraged to host a substance-free party, businesses can provide discounts for bowling, movies, etc. for student athletes, and faculty may volunteer to supervise an open gym after the game.

**Act on Suspicion:** If you smell alcohol, smoke, or marijuana, confront the athlete immediately. Make sure the athlete knows that you know. If you fail to act, the athlete may assume that this behavior is OK, or that you don’t care. Explain and enforce the restorative justice model: educate, correct and restore. Be sure to get the student the help he/she needs.
Effectively addressing a student with a code violation:

**Confront** the student. Let the student know that you are aware or suspect he/she has used or been in the presence of alcohol or drugs.

**Empathize.** Express your concern and care for the student's health. Remind the student that he/she is not only jeopardizing his/her season, but that of the team's, as well.

**Listen.** Many will try to justify or make excuses why they violated the code. Some, however, will breakdown and share issues beyond the alcohol or drug issue.

**Educate.** Refer the student to see a qualified Chemical Health Specialist or Counselor to discuss the magnitude and status of the chemical health of the individual. At least one meeting should also include the parent. The student must also see the School Resource Officer to discuss the law and legal ramifications of the behavior of concern as well as youth risk behaviors such as drinking and driving.

**Correct:** Enforce the required games to be sat out and communicate with the team of situation. Do not hide the situation. This is a learning opportunity.

**Restore:** Have the student submit, in writing, an apology that includes what rule was broken and how the student plans to ensure not breaking the rule again. The student then must stand in front of the team to apology, ask for their help for accountability and re-sign the athletic code with a new commitment to the standards set within the code. This is also a great opportunity to teach the team how to offer forgiveness and show understanding that it is not the student who is bad but the choices that were made.

**Discuss:** Allow for the team as a whole to discuss what happened and how to prevent future violations. Take time to address it as well. Your speech doesn't have to be fancy. Simply remind them of the consequences for breaking substance abuse rules and tell them that if they need help, you'll be there.

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**Slaughter’s team loses but wins integrity.**

"We allowed ourselves the dream this was going to be the year we’d go all the way," Slaughter said. Then came the party at the home of a classmate whose parents were away. There was no debate, Slaughter said, no talk of letting the starters slide through the playoffs and pay for their mistakes another way. His own son was one of the suspended players. At first, some parents called and said things like, "Surely, you'll find a way to let these boys play," Slaughter said. "But we stand for certain things. Kids have to be responsible for their actions."

Slaughter told the suspended players they could skip the game. Instead, each appeared on the sidelines, donning jerseys, to cheer on their teammates. "We went out there and gave it all we had," player Nick Mooshegian said. "We held our heads up high." It boils down to accountability, It doesn't matter if they drank a half a beer or a six pack they broke the rules...

I always told my boys, if you get in trouble with alcohol, tobacco or drugs, I will suspend you from the team... "We were so proud of the second- and third-string players who gave it everything they had," said Anna Haine, whose son was one of only four regular starters to play. "In the end, what they got was far more important than just another win."
T.E.A.M. Coaching

What you can deliver
Being a coach goes beyond a win-loss ratio. A good coach works with athletes on their competency, character, civility, citizenship, and understanding of chemical health issues, all of which helps students be good athletes and leaders. One way a coach can do this effectively, is to add the T.E.A.M. Coaching philosophy to their playbook.

T.E.A.M. Coaching: Teach – Enforce – Advocate - Model

Teach. If we really want our athletes to adopt winning practices, we have to teach those practices explicitly. This is particularly important in the ‘softer’ skill areas of competitive character, self direction, teamwork, and leadership. In many cases, our athletes only have a vague idea of what we really mean by those concepts. A simple approach is to pick a winning practice to emphasize at the beginning of practice (for example, ‘we need more spark at practice.’) Define its importance. Tell a personal story about it. Make it clear you expect the team to embrace it and practice it. Come back around to that theme at the end of practice. You can also use teachable moments. Teachable moments are opportunities for coaches and other adults to use everyday situations and current events to teach adolescents positive messages about alcohol use or nonuse. When using teachable moments, remember, sixty one-minute messages are much more effective than one, sixty minute lecture! The following are examples of teachable moments:
  1) Discussing how to celebrate victories without the use of alcohol.
  2) Reinforcing the positive choices student-athletes make by not going to the parties where alcohol is present.
  3) Reviewing the negative impact breaking of team rules has on the entire team. Addressing some of the real consequences of substance use and also some of the reasons people choose to use.

Enforce. We can enforce our teaching by assigning responsibilities and holding our athletes accountable. For example, assign the captains specific leadership practices to be completed on a daily basis. Give the entire team specific behaviors to work on in the areas of character, competence, and teamwork. Then hold them accountable for delivering.

Advocate. We can further reinforce our teaching by advocating for those behaviors we want to see. Take the time to recognize and reward your athletes for demonstrating the winning practices in the Elevation Model. This is especially effective for athletes who are important to the team but not seeing much playing time. Also point out positive behaviors by opponents or by athletes on television. This kind of positive reinforcement will encourage your athletes to keep character, self direction, teamwork, and leadership at the front of their minds.

Model. When it comes to things like character, competence, teamwork, and leadership, what we do is often more important than what we say. We have to model the very values and behaviors we expect our athletes to deliver. When we don't, we send mixed signals to our athletes - signals which cause them to hesitate before stepping up. When we do model the things we want to see, we give our athletes the assurance they need to step up and deliver.

Consistency
Broken down to its elements, T.E.A.M. Coaching is nothing earth-shattering. We all teach, enforce, advocate, and model various skills and behaviors for our athletes. The problem for most of us is that we do not always do these things consistently and with a clear purpose in mind. If truth be told, many of us make the occasional mistake of teaching one thing and enforcing, advocating, or modeling something contradictory. This kind of inconsistent or even contradictory teaching confuses our athletes and dilutes team trust.

The real value of T.E.A.M. Coaching is in the focused consistency it brings to our coaching. When we operate with the T.E.A.M. model in mind, we are more likely to teach the right thing at the right time in the right way. The T.E.A.M. method makes us more self-aware, so that we more consistently enforce, advocate, and model the behaviors we want to see in our athletes. The T.E.A.M. method also reminds us to catch ourselves before we send contradictory messages to our athletes by teaching one thing and enforcing, advocating, or modeling another.

T.E.A.M. Coaching is just one method that, when applied consistently, can be an extremely useful approach to help coaches be more efficient and effective in the limited time available with the athletes.
Selecting and Training Student Athlete Leaders

The traditional view of athletic team captains – meeting in the middle of the field to shake hands with the opponent for good sportsmanship - has remained unchanged for many decades. However, through the Life of an Athlete Program, we hope to set new standards for choosing student athlete leaders with greater expectations for being a student athlete leader.

John Underwood stated, “We have seen a significant number of incidents involving both drug use and out of character behaviors as well as criminal acts, committed by team leaders in recent years. There seems to be a trend toward pack mentality in sport that has greatly diminished the ability of individuals to impact teams and teammates”. In light of the recent string of high level scandals in world sport, it is important that at this developmental and impressionable level of high school athletics, we are proactive in regard to educational prevention and intervention programs. Realizing that today’s athletes face unprecedented social and behavioral issues, developing leaders is a difficult task and even more difficult is to find potential leaders among the masses. If we can find and train leaders, they can have an impact on their peers.

The Life of an Athlete program encourages team leaders have significant tasks and duties that will help lead the team into a program of excellence.

How we choose potential leaders needs to go beyond skills and popularity. Team leaders must be chosen based on the five C’s of an effective leader: competence, character, civility, citizenship and chemical health. Once chosen, it is imperative to encourage and develop the student as a true team leader. By investing in the students to be team leaders, the student can be a conduit between the coach and the team and reinforce the behaviors wanted for the team. A team leader can help or hurt team dynamics, so it is important a team leader who can model and lead at the same time.

More than ever before in history, we need young leaders to step forward and make a difference for their teammates, school, communities and sport.

Student Athlete Leadership Job Description

Wanted:
A caring and nurturing individual willing to exemplify the highest standards of character and duty to team, school and community. Must conduct yourself on and off the fields of play with behavior that is a positive example to others. This individual must possess high level communication skills and be willing to confront any behaviors of concern or violations of standards of student athlete code of conduct among peers. Must act as a conduit between the coach and team. Must be willing to bring any serious concerns to the attention of adult authority. Must be willing to hold team meetings to discuss chemical health and behavioral issues. Must act to insure and inspire team goals and effectiveness.

Any previous violators of athlete code of conduct need not apply.

A New York coach’s example of an athlete leadership program:
“I don’t have captains anymore—I went to a system of senior leaders. Around the end of February, I go over our senior leadership program with all of the next year’s senior football players and ask if they want to be involved. For seven weeks, I teach a morning leadership class to those who do. They are then responsible for the other players—whether it is behavior, succeeding in the classroom, or working in the weightroom, they provide leadership for our program. I decided to teach leadership because I think it’s something that isn’t present in kids as often as it used to be. We have to show kids how to be leaders today. In their Leadership class I talk about leaders setting an example, the responsibility of being a leader, and the idea of being a servant and a giver. I talk about standing up to do what is right when nobody else will, and letting other players know when they’re doing something wrong. I also explain the importance of being a role model—that leaders have to set the tone for other players to follow. I talk about the respect that they have to gain with other young people. I tell them that everyone might not always like you, but you should act in such a way that they respect you.”
Developing student leadership

Look for leaders when selecting your team. Of course you will look for talent when you select athletes for your team - but also be on the lookout for leadership ability. Look for athletes who were team captains at other levels, involved with student council, or voted class president. It is much easier to help athletes further develop their leadership skills than to start from scratch.

Acknowledge the importance of your leaders. Let your leaders know how important they are to you and to the program's success. Don't be afraid to let them know how much you will rely on them to set the standards, keep the team focused, and handle conflicts. You will be there to coach them but ultimately it's the student leaders who determine how far the team will go.

Explore your leaders' definition of leadership. Ask your leaders to describe their philosophy of leadership and what it means to be an effective leader. Their experience of leadership might be quite different from yours. Talk about the leaders whom they respect in their lives and why. Also ask them about leaders they don't respect and why. This will give you tremendous insights into their model of leadership.

Discuss what you expect of your leaders. Sit down with your leaders to discuss exactly what you expect from them. Let them know their responsibilities and how you expect them to conduct themselves. Clarifying your expectations and their roles ahead of time will greatly minimize problems down the road.

Discuss the risks and hazards of being a leader. Talk frankly about the inherent challenges and problems your leaders are likely to face. They will have to deal with conflict, they won't always be liked, and they are always being watched. Be sure they understand that these challenges go with the territory and that they have to be willing to handle them. Express your confidence in their ability to tackle these challenges and offer your support to them throughout the process.

Provide captains with opportunities to lead. Look to provide your leaders with various opportunities to lead the team. Let them run warm-ups before practice. Let them make any announcements that need to be made for the benefit of the group. Have them call their teammates to inform them when you have changes in your schedule. You can even involve them as leaders in various drills you will use throughout practice. Or take it a step further and let them plan a practice from time to time. Give them as many opportunities as reasonably possible to help them become better leaders.

Give captains input on decisions. Solicit your leaders input on decisions that affect the team. These can be with minor choices like where to eat after the game to major decisions like giving their input on how to handle discipline situations. The more responsibility and input you give them, the better leaders they will become.

Encourage your leaders to build a relationship with each teammate. Encourage your leaders to invest the time to build a working relationship with each of their teammates. Just as you need to know each of your players as a coach, so too must your captains be able to relate to each of their teammates.

Have frequent discussions, chats, check-ins. You and your leaders should communicate frequently. Whether you designate specific meeting times or check-in with each other informally, you will need to continually be on the same page to be effective.

Model effective leadership as a coach. Last but certainly not least, the best way to develop team leaders is to model effective leadership principles yourself. Your prospective and current team leaders will learn infinitely more about leadership by your actions than what you preach to them. Be sure that you are just as demanding, if not more, of your own leadership skills as you are of your leaders. Be sure that you are a Leader by Example and a Vocal Leader yourself.
ATHLETE’S GOAL CARD

Name: _____________________________________________

Team:______________________________________________

My Individual Goal for this upcoming season is:

My Team Goal for this upcoming season is:

ATHLETE’S GOAL CARD

Name: _____________________________________________

Team:______________________________________________

My Individual Goal for this upcoming season is:

My Team Goal for this upcoming season is:

ATHLETE’S GOAL CARD

Name: _____________________________________________

Team:______________________________________________

My Individual Goal for this upcoming season is:

My Team Goal for this upcoming season is:

ATHLETE’S GOAL CARD

Name: _____________________________________________

Team:______________________________________________

My Individual Goal for this upcoming season is:

My Team Goal for this upcoming season is:
“Parents Who Host, Lose The Most: Don’t be a party to teenage drinking”

Parents play a major role in their children’s choices about alcohol, tobacco or other drugs. In a recent national survey of parents and teens by the National Center on Addiction and Substance Abuse at Columbia University, one-third of teen partygoers have been to parties where teens were drinking alcohol, smoking pot, or using cocaine, Ecstasy or prescription drugs while a parent was present. By age 17, nearly half (46 percent) of teens have been at such parties where parents were present. Drug-Free Action Alliance has developed the “Parents Who Host, Lose The Most: Don’t be a party to teenage drinking” public awareness campaign to provide parents with accurate information about the health risks of underage drinking and the legal consequences of providing alcohol to youth. The campaign encourages parents and the community to send a unified message at prom and graduation time that teen alcohol consumption is not acceptable. It is illegal, unsafe, and unhealthy for anyone under age 21 to drink alcohol.

Here are the facts:

• Parents who give alcohol to their teen’s friends under any circumstances, even in their own homes, are breaking the law.
• Parents who knowingly allow a person under 21 to remain in their home or on their property while consuming or possessing alcoholic beverages can be prosecuted and everything associated with such a violation can be confiscated, including personal property.
• Parents can be sued if they give alcohol to anyone under 21 and they in turn hurt someone, hurt themselves or damage property.

Underage use of alcohol is a serious problem that too often leads to harmful consequences for youth and their families. Parents can protect themselves and their teens by following these guidelines when hosting parties for their children:

• Host safe, alcohol-free activities and events for youth during prom and graduation season
• Refuse to supply alcohol to children or allow drinking in your home or on your property
• Be at home when your teenager has a party
• Make sure your teenager’s friends do not bring alcohol into your home
• Talk to other parents about not providing alcohol at youth events
• Report underage drinking

More information about “Parents Who Host, Lose The Most: Don’t be a party to teenage drinking” is available at www.DrugFreeActionAlliance.org.
What communities & coalitions need to know?

Local program components are:

1. **A public information campaign to either support or shape strong community norms against providing alcohol to youth.**
   Effective public information campaigns occur simultaneously on several levels. Community public information campaigns will rely on well designed and attractive materials provided to each group. Materials include information packets, Fact sheets and cards to use as bill or payroll stuffers, window clings and similar promotional materials. Materials are provided without charge, but coalitions are responsible for mailing or other distribution costs.

2. **Media advocacy to support and shape community norms against providing, purchasing or pouring alcohol for youth.**
   Media advocacy is strategic involvement with the media to highlight the proposed solution to a community problem. The number of alcohol-related stories in both print and on the air offer imaginative citizens plenty of opportunities to raise concerns in the media.

3. **Alcohol age compliance checks and/or party patrols:**
   Law enforcement requires resources to enforce the law and then community support for the enforcement action. Community funding for this enforcement effort will be available for both alcohol age compliance checks and subsequent Party Patrols through the Wisconsin CARD (Comprehensive Alcohol ReDuction Program) program operated by the Wisconsin Department of Transportation. The CARD grant funds the officer overtime required for these labor intensive underage drinking projects.

Why would a community want to implement this project?

These are effective, financially sustainable approaches with significant support and assistance available to communities that adopt the program this year. Wisconsin law places responsibility for alcohol control and the resulting alcohol environment squarely on local government, but few Wisconsin communities fully exploit that authority.

This project allows community coalitions to articulate a positive healthy community standard and support for local police enforcement. Wisconsin law is clear; providing, purchasing or pouring alcohol to underage youth is illegal. Underage drinking isn’t inevitable and reducing youth access to alcohol certainly reduces underage drinking. It is important to reduce both commercial and noncommercial access to youth to reduce
underage drinking and federal funding distributed by the Wisconsin Department of Transportation can support law enforcement in this area.

Wisconsin communities are at a turning point; families and communities understand the importance of preventing and reducing underage drinking, law enforcement agencies apply for enforcement (CARD) funds from the Wisconsin Department of Transportation and community coalitions apply for materials and training from the Alliance for Wisconsin Youth.

Together, these agencies assume most community costs for Parents Who Host Lose the Most: Don’t be a Party to Underage Drinking. Local printing, mailing and similar distribution costs must be covered locally.

**How can we start?**

In January a series of training sessions in each CESA district and on the web provide information to community coalitions and others on the elements of the program and the application process. A web-based training with downloadable support documents will be available in January.

In January, police or sheriff departments should contact the Wisconsin Department of Transportation about filing a CARD grant application. Community coalitions should make general plans for their public information and media advocacy campaigns then complete their Application and Materials Request for submission no later than February 6, 2009.

**Are free materials and the CARD grant only available for existing coalitions?**

All coalitions are eligible, but it may be hard to pull a new group together that quickly. Most communities have one or more safety or anti-drug groups that could implement this campaign with some dedicated volunteer assistance. Build on what exists in your community and you build on the experiences of others.

CARD grants go directly to the police departments; community coalitions can’t apply for or receive CARD funding. Many coalitions provide support for police activities funded by CARD grants. It is a great opportunity for communities to build better relations with law enforcement for a safer community.

**Are PTA and school groups the most effective way to implement this community effort?**

The research shows effective efforts to prevent and reduce underage drinking require a community effort. Community change happens in the community, not just in the school yard. Schools and educators are a very important part, but we want to change community norms and standards. School based groups should partner with a community group if they want to undertake this project. Together, they would be unstoppable!
How long does the project operate?

Community applicants should begin planning immediately, plan to kick off the effort in late March and April, peaking in May and wrapping up as the school year ends in late May or June. In general it is a 4 to 6 month volunteer community commitment.

Do we know this will work?

There are no magic bullets in efforts to prevent and reduce underage drinking. We know that when alcohol is less available to youth, fewer youth drink. Research has shown that, if repeated, this campaign reduced both the number of youth knowing of alcohol parties in the community and reduced the number of parents who knew other parents that served alcohol to youth. It has been labeled a “Promising Program” by the U.S. Department of Health and Human Services. Most important changes require an effort over time, quitting smoking, exercising, raising reading scores or deterring juvenile crime all take lots of effort over a number of years. This project allows us to focus our efforts where other communities and states have succeeded.

Everyone, every family, every legally aged sibling, every adult of any age has the power to prevent and reduce underage drinking just by saying – not here, not ever. This project helps build and strengthen resolve to take that stand. It also encourages those who want to prevent and reduce underage drinking to call the authorities when they see underage drinking in their community. And finally, it applies legal sanctions to individual who illegally sell alcohol to youth.
Alcohol and sleep by John Underwood American Athletic Institute

I often find that, if I have been drinking, I sleep badly and wake early or wake feeling less rested. Why is this?

This is a common problem. Though many people associate alcohol with promoting sleep, due to its sedative properties, the effects of alcohol upon chemicals in the brain mean that you are more likely to have a fitful night’s sleep that is far from optimal..

When you consume alcohol close to bedtime, it will suppress the first REM (vivid dream) stage of sleep and send you straight into deep sleep which is usually the second stage of the sleep process. Often with heavy alcohol use this crash resembles passing out.

As long as the body registers that a metabolic poison is in your system, you will not be able to pass into REM sleep phase. This is the most critical phase of sleep that allows our brain to reboot or recover. It is only about 1 ½ - 2 ½ hours of REM in 8 hours of sleep or in an entire 24 hours of daily activity. It is critical that you get maximal REM or your brain and CNS is greatly fatigued upon awakening. An athlete must also remember that your brain controls every aspect of physical performance including the impulses sent to muscle.

Once the body has metabolized all the alcohol from your system, this suppressed REM stage kicks in, normally much earlier than it should. Since you wake much more easily from REM sleep, you can find yourself waking after only 4 or 5 hours of slumber, and you may not be able to get back to sleep. This sleeplessness disturbs the overall quality of the CNS rest.

Also, while normal sleep usually involves 6-7 cycles of REM sleep, adding up to 1 ½ - 2 ½ hours total of brain/CNS rest, (this enables you to wake feeling refreshed) someone who has been drinking will typically only have 1-2 cycles, or none if one drinks to intoxication. This means you wake up feeling as if you had never slept at all. Good luck trying to train or compete. It will be less than optimal.

The best advice when trying to avoid sleep related problems or be at your best, is to refrain from using alcohol.

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What if there was a simple dietary secret to success with regard to recovery or the ability to recover from high level training quicker, so you could in effect train with a greater quality than your opponents?... There is.

The B-complex vitamins are actually a group of eight vitamins, which include:

- thiamine (B1)
- riboflavin (B2)
- niacin (B3)
- pantothenic acid (B5)
- pyridoxine (B6)
- cyanocobalamin (B12)
- folic acid
- biotin

These vitamins are essential for:

- The breakdown of carbohydrates into glucose (this provides energy for the body and your muscle fuels used every day to train and compete)
- The breakdown of fats and proteins (which aids the normal functioning of the nervous system and to repair muscle fiber damage)
- Muscle tone in the digestive tract
- Eyes
- Liver, the organ utilized to produce muscle fuels and filter toxins from our systems including alcohol
- Recovery from physical stress of training or competition and hormonal conversion.

Vitamins are essential for the body to function properly, but there may be a link between the B-vitamins (thiamin, riboflavin, vitamin B-6, B-12 and folate) and performance in high-level athletes. The B-vitamins are called ‘micronutrients’ and are used to convert proteins and carbohydrates into energy. They are also used for cell repair and production.

Researchers at Oregon State University found that athletes who lack B-vitamins have reduced high-intensity exercise performance and are less able to repair damaged muscles or build muscle mass than their peers who eat a diet rich with B-vitamins. The study results were published in the International Journal of Sport Nutrition and Exercise Metabolism.

They found that even a small B-vitamin deficiency can result in reduced performance and recovery. Individual B-vitamin requirements vary and may depend upon the type and intensity of exercise, the amount of nutrients lost through sweat, and urine, and individual differences in diet.

According to the researchers, the USRDA (United States Recommended Daily Allowance) for B-vitamin intake may be inadequate for athletes. Especially when college food and diet is often lacking in nutrition.

Those most at risk for the B-vitamin deficiencies include athletes who are limiting calories or have specialized, consistent or restricted eating plans. Wrestlers are notoriously low on B’s...
You get B-vitamins from whole and enriched grains, dark green vegetables, nuts, and many animal and dairy products. The study authors stated that based upon the available literature on this topic, exercise may increase an athlete’s requirement for riboflavin and vitamin B-6, however, the data for folate and vitamin B-12 are limited. They also recommend that athletes who have poor or restricted diets should consider supplementing with a multivitamin/mineral supplement.

It is highly recommended that elite athletes take B vitamin supplements, as they truly are the catalysts for recovery in the human body. They are water soluble thus they cannot build up in the body and create a negative effect. Alcohol consumption on a regular basis elicits an effect on the diuretic hormone, which increases the urination rate greatly. This in turn results in loss of the water soluble vitamins which leach out of the body. Often this is characterized by urination which visually changes from yellow early in the evening during heavy drinking, to clear during the late stages of a night of heavy drinking as the soluble leave the body. They unfortunately take 3-4 days to regain if in fact an individual is taking supplements or eating a diet source rich in these vitamins.

As stated above B5 or Pantothenic Acid, is the catalyst, which converts testosterone our main training hormone. Without B5 you cannot produce testosterone at levels needed for training or recovery.

One of the only side effects of B vitamins is that it changes the color of your urine to bright yellow in a matter of minutes. Literally your urine is the color of a highlighter… Don’t be alarmed, it is simply how quickly it can get into your system.

B vitamin depleted athletes exhibit many of the symptoms of overstrain, overtraining or sometimes even chronic fatigue syndrome. A seven day course of B’s can literally bring you back from the dead. If you ever go through a period of training during which you have day after day of exhaustion despite taking in to account all proper methods for recovery, try B’s. It can literally be a shot in the arm and could save your entire season.
Caffeine: Not For ATHLETES

Energy Drinks Should Be Off Limits

John Underwood American Athletic Institute

The following is from "What you should know about caffeine" published by the International Food Information Council (IFIC) in Washington DC. A list of 'supporters' of the IFIC included Pepsi, Coca-Cola, M&M, NutraSweet, Nestle and Hershey - all of whom have caffeine in their drinks and foods. 'Partners' of the IFIC included groups such as the National Association of Pediatric Nurses and the Children's Advertising Review Unit of the Council of Better Business Bureau Inc.

This brochure says that "Caffeine is normally excreted within several hours after consumption". In fact, only 1% is excreted. The remaining 99% has to be detoxified by the liver.

It can take up to 12 hours to detoxify a single cup of coffee. This pathway is the same for any highly caffeinated drink including energy drinks. Many studies regarding coffee and hypertension were flawed, because the test studies came off coffee for only one or two weeks. It takes many more weeks than this for stress hormone levels of the body to return to normal. The 'half-life' of a drug is the time it takes the body to remove one half of the dose. Caffeine is a drug. The half-life of a single dose of caffeine ranges from three to TWELVE hours.

If your liver is dealing with the toxicity of caffeine breakdown, it cannot be utilized to function in fuel restoration (refueling muscles) and other critical physiological functions for the athlete.

Caffeine puts your body into stress. A single 250 milligram dose of caffeine (the equivalent of about 2.5 six ounce cups of coffee) has been shown to increase levels of the stress hormone epinephrine (adrenaline) by over 200%. Caffeine triggers a classic fight-or-flight reaction. The fight-or-flight response was designed for events that happened only occasionally (such as a lion chasing you). Now, we put our body in fight-or-flight every day with caffeine!!! Since we are in society, we don't respond in a fight-or-flight way. Instead, other things may happen. For example, sugar and fat get dumped unused in the bloodstream. The sugar creates more stress. The fat clogs the arteries. The digestive system slows or shuts down.

Caffeine DOES NOT improve learning or memory. In fact the exact opposite is true. Scientific studies show that caffeine as normally consumed can reduce cerebral flow by as much as 30%. That means less oxygen to the brain and reduced memory and cognition. It is also believed that this reduced blood flow to your head is a contributor to vision and hearing loss typically associated with aging.
Caffeine DOES NOT give you a lift. Caffeine is referred to as a mood elevator but this is inaccurate. If you take a person who doesn't drink caffeine and give them some, it doesn't elevate their mood. It makes them uncomfortable and tense. In habitual users, caffeine appears to elevate mood, but research clearly illustrates that it's simply enabling them to avoid the depression and fatigue associated with withdrawal. It's a classic addiction scenario. If you deprive a smoker of their cigarettes, they feel miserable. You give them a cigarette, they feel much better. Does that mean cigarettes give you a lift, or are somehow good for you?

Not only is caffeine addictive, it also encourages other addictions to substances like nicotine.

Caffeine is far more damaging to women, and Caffeine Blues contains an entire chapter devoted to women's health issues. It Highlights the effects of caffeine on bone mass and fracture risk, heart disease, anxiety and panic attack, menopause, PMS, anemia, fibromyalgia, chronic fatigue, depression, fertility and conception disorders and complications of pregnancy and childbirth.

Caffeine does not give you energy. It stimulates your nervous system and adrenals. That's not energy, that's stress.

The adrenal glands produce various hormones that are responsible for coordinating and monitoring a variety of physiological activities. The adrenal glands produce cortisol, DHEA, estrogen, testosterone, and a number of other hormones that allow your body to function. For example, the adrenal glands control the level of cortisol so that the body knows when to be active and when to rest. There are times when certain things, such as caffeine, keep the cortisol levels high preventing the body from resting when it should and preventing the adrenal glands from operating as they would. Cortisol negates training effect in human muscle. It is a catabolic hormone which destroys the increased capacity for muscle to do more work. The adrenal glands also produce adrenaline, the hormone that helps the body respond when danger is near. Adrenaline raises the heart rate and blood pressure and releases energy stores for physical strength and endurance. When in the system, caffeine can over stimulate the central nervous system and the adrenal glands to the point that the body is flooded with excess adrenaline and affected by an unnecessarily fast heart rate and blood pressure. Over the course of a day this decreases the body's ability to function at optimal levels due to fatigue.

Over stimulating the adrenal glands can result in fatigue, insomnia, weight gain, depression, suppression of the immune system, moodiness, skin problems and muscle and bone loss. This is because while the cortisol produced by the adrenal glands is good in the short term, however if high levels are sustained in the body, the adrenal glands and the body itself become tired and weaken. People sometimes turn to caffeine to counteract the weakness and fatigue, however, caffeine only helps to exacerbate the situation as it keeps the cycle going. The demands of modern day society on their own exert of lot of pressure on the body and on the adrenal glands. These demands, coupled with those that caffeine places on the adrenal glands, can wear out the adrenal glands and lead to a constant state of exhaustion.
A study conducted in the 1980s examined the impact caffeine has on the adrenal glands - the study focused on epinephrine and norepinephrine, both of which are produced by the glands. Previous studies had shown that caffeine increases the production of these hormones. Many of the study participants revealed that while caffeine helped them to feel energized, it left them feeling moody and with disrupted sleep patterns. Both mood and sleep are affected by the activities of the adrenal glands, thus, the study proves that caffeine has adverse effects on the body.

Psychological Effects Subjects apparently observed some differences in (1) energy (increase with caffeine); (2) sleep patterns (more difficult sleeping with caffeine); and (3) mood (more problems with caffeine). Most subjects observed some difference between the two weeks of caffeine and non-caffeine use. There was no obvious tolerance in the group who were regular caffeine users, although it would be difficult to document such effects in a panel of this small size. In a baseline survey conducted before the study, the researchers found that sixty-five percent of people who see a doctor because they are fatigued also consume three or more cups of coffee or tea a day.

These findings indicate that caffeine has adverse effects on the adrenal glands. As caffeine leads to long term exhaustion, it is important not to over stimulate them with caffeine.

The 'energy' that you think you get from caffeine is really just a loan from the adrenals and liver, and the interest you have to pay is very high. It creates stress in the body.

Stress is a major factor in disorders such as anxiety, insomnia, depression, ulcers, rheumatoid arthritis, headache, hypoglycemia, asthma, herpes, hypertension and heart disease. And yet hospitals provide coffee and tea, which put your body into stress!!! DHEA is our vitality hormone. A decreased level of DHEA is a cause of aging. Caffeine consumption leads to DHEA deficiency. DHEA is also a precursor for many of your training hormones that athletes use.

Caffeine lowers the stress threshold in virtually everyone. That is, if you have had caffeine, it will be easier for you to suffer from emotional stress. This means you have a shorter fuse for dealing with stress. (Therefore, when most research is done that is designed to show how safe caffeine is, any test subject who is under significant stress is removed from the study).

Caffeine is implicated in ulcers and irritable bowel syndrome: GABA is produced in the intestinal tract, where it calms anxiety and stress. Caffeine disrupts the normal metabolism of GABA. Caffeine disrupts sleep. Deep sleep is CRITICAL to good health. When there’s caffeine in your bloodstream, you are unlikely to experience deep sleep at all! Caffeine AT ANY TIME of the day can cause sleep problems, especially if you are under stress. The average teen gets 6 hours and 40 minutes of sleep per night which just isn’t enough for athletes or anyone. Caffeine reduces that even more you wake up each day exhausted instead of refreshed and ready to train or compete.
People do not develop a tolerance to the anxiety-producing effects of caffeine. Rather, people simply become accustomed to the feelings of stress, irritability and aggressiveness produced by the drug. 

Caffeine contributes to depression in well-defined ways. This is particularly due to the withdrawal effect, which can cause headache, depression and fatigue, even in light users. It is reported that 90% of people who suffered from depression and gave up caffeine completely for 2 months reported that their depression went away!

If you are a coffee (or tea or cola), energy drink drinker, you may be thinking, "Well, I drink coffee etc. and I'm not depressed." It's necessary to state that everyone is different, and also that depression can be subtle. It is suggested that you will never know the full effect the drug is having on you until you experience what life is like caffeine free (which takes two months to do). Students the world over use caffeine not only to stay awake, but also they believe the drug will improve their performance on exams. Solid research, however, illustrates that as little as 100 milligrams of caffeine (one cup of coffee, two cups of cola) can cause a significant DECREASE in recall and reasoning.

When people are relaxed and given caffeine, caffeine does not raise blood pressure significantly. But how many people are relaxed? When people are stressed and given caffeine, blood pressure is raised significantly.

Women who consume more than 24 ounces of coffee (6 moderate cups) per day had almost twice the risk of heart attack compared to non-coffee drinkers. Moderate coffee drinkers with high cholesterol had more than seven times the risk of heart attack, while heavy coffee drinkers had eighteen times the risk of non-coffee drinkers!

Malnutrition is one of the most well-defined effects of habitual caffeine intake. A single cup of coffee can reduce iron absorption from a meal by as much as 75%. Caffeine also depletes your supplies of thiamin and other B vitamins (the stress vitamins for athletes for recovery), calcium (muscle contraction), magnesium, potassium, and zinc. Magnesium is known as the anti-stress mineral. Many biochemical and physiological processes require magnesium. It is necessary for vitamin C and calcium metabolism. It keeps teeth healthy, brings relief from indigestion and can aid in fighting depression. Thiamine aids growth, maintains normal carbohydrate metabolism and nervous system functioning. It helps alleviate stress conditions, anxiety and trauma. Potassium is of great physiological importance, contributing to the transmission of nerve impulses, the control of skeletal muscle contractility, and the maintenance of normal blood pressure. Deficiency symptoms include weakness, anorexia, nausea, drowsiness and irrational behavior. Iron is a vital component of many enzymes; it can promote resistance to disease and prevent fatigue. Deficiency can cause anemia, resulting in impaired concentration, reduced physical performance and work capacity, and decrease immune function.

Zinc is an essential trace element that must be supplied in the diet of human beings so that growth and health can be maintained. It is necessary for protein synthesis and the metabolism of vitamin A; it helps the healing process of internal and external wounds, decreases cholesterol deposits and promotes mental awareness. A deficiency can cause loss of appetite, growth retardation and immunological abnormalities.
Caffeine increases calcium loss and risk of osteoporosis. In one large study, the risk for hip fracture for those women who consumed the most caffeine was 300% greater than it was for the group that consumed little or no caffeine. Stress fractures have risen dramatically in all athlete populations in recent years. This is related to calcium reduction in diet and absorption.

You are an ATHLETE: Take the Challenge! By now you may have no idea what life is like without the background effect of caffeine and stress hormones coursing through your veins. Even if you're only having a few energy drinks per day, chances are your personality is affected in ways that may be too subtle for you to associate with caffeine. We want to encourage you to conduct a trial period without caffeine. You owe it to yourself as an athlete.

It is hard go 'cold turkey'. To avoid headaches etc. when giving up caffeine, it is recommended that you take up to six weeks to come off it. Each week reduce the strength or amount in each serving. Soon you will see that the imprint caffeine had on your abilities was not positive at all, but was simply another drug holding you back from your true potential.

Conclusions:

Quite simply, the use of caffeine has a price on physiological systems and their function.

It is clear that optimal physical performance depends on a highly rested CNS (Central Nervous System).

What do you think will function better a totally rested brain and central nervous system or a totally exhausted brain and central nervous system jacked up on stimulants?
ENERGY DRINKS BEWARE AND BE AWARE - NOT FOR ATHLETES

John Underwood American Athletic Institute

A bottled beverage that usually contains fruit juice with any number of herbal extracts created to give you a physical or mental "boost". Some Energy Drinks are called "Sports Drinks" designed to give you an energy boost while working out. They can also contain large amounts of caffeine, sugar, minerals, and/or vitamins.

Energy drinks have become very commonly used by athletes at all levels. The beverage industry has marketed these drinks very aggressively to young athletes.

Some common brand names of energy drinks:

- 180 Energy X-3
- 180 Red Energy Drink
- ACT Energy
- Ace Energy + Juice
- Ace Lo-Cal Energy Drink
- Airforce Nutrisoda Energize
- Airforce Nutrisoda Immune
- Amazon Mist Iced Guarana
- Amp Energy Drink
- Amp Energy Overdrive
- Archer Farms Energy Drink Tropical Fruit
- Arizona Green Tea Energy Drink
- Arizona Green Tea Energy Drink Low Carb
- Bawls Energy Drink
- Bawls Sugar Free
- Bazza High Energy Raspberry Tea
- Bing Energy Drink
- BlackHole Energy
- Bliss Energy Drink
- Blue OX Orange Rush
- Blue OX Real Power (Black Cherry)
- Blue Ox Oxtails Orange flavor
- Bomba Energy
- Boo Koo Energy
- Boost active
- Bossa Natural Energy Light
- Budweiser B^E
- Buzz Bites
- CL-ONE
- Cascabel Energy Drink
Chaser 5 hour Energy Berry Flavor
Ciclon energy drink
Cocaine Energy Drink
Crazy Larry's Deep Space Blue
Crazy Larry's Orange Blast
Crunk Energy Drink
Damzl Energy Fuel
DareDevil Energy Drink
Defcon3 the healthy energy drink
Diablo Energy Drink
EX Extreme Energy Adrenalin Fuel
El Toro Loco Insane Energy
Elements Fire
Elements Rain
Elements Sub-Zero
Elements Sub-Zero
Emergen-C Cranberry Fizzing Drink Mix
Energy 69
Energy Boost Amazinger
Energy Fizz Citrus
Energy Fizz Offer
Enhance Energy Formula Lemon Lime
Enviga calorie burner drink Peach
Extreme Shock Fruit Punch
FRS Lemon Lime Antioxidant Energy Chews
FRS Plus Energy
FRS Wild Berry Antioxidant Energy Drink
FRS antioxidant energy drink lemon lime
FUZE Energize
Fair Warning Cool Sensation Drink
Foosh Energy Mints
Formula 7
Frappio Energy Beverage
Full Throttle
Full Throttle Fury
Ginseng Rush Sparkling Energy Soda
Gleukos Performance Beverage
Go Fast
Go Fast Light Energy Drink
Go Girl Energy Drink
Gorilla Juice energy drink
Guayaki Yerba Mate Empower Mint Energy Drink
Guayaki Yerba Mate Raspberry Revolution
Guru Energy Drink
H20 Blast
Hair of the dog Energy Drink
Hansen’s Energade Orange
Hansen’s Energy Pro
Hansen's Energy Water Berry
Hansen's Protein Smoothie Banana Blast
Hansens Energy Water Tangerine
Hansen's Energy Endurance Formula
Hansen's Power Formula
Hansen's energy original
Hi Ball Energy Orange Soda
Hooah! Soldier Fuel Energy Drink
Huracan
HyDrive Acai Berry Energy Drink
Hydrive Casaba Lime Energy Drink
Hydrive Dragonfruit Energy Drink
Hydrive Pomegranate Energy Drink
Hype
Hyper Active Orange
Hyper Active Starfruit
Iced'Spresso Mocha Mudslide
Independent Energy Drink
Inko's White Tea Energy
Invigor8
Iron Energy Lemon-Lime Energy Drink
Iron Energy Orange Energy Drink
Jelly Belly Sport Beans
Jet Up Action Fuel
Joker Mad Energy Drink
Jolt Blue Energy Drink
Jolt Red
Jones Soda Energy
KaBoom Orange Buzzz time-released Energy
Killer Buzz
Kombucha Wonder Drink
Korean Ginseng Drink
Kronik Entourage
Kronik Grind
Lift Off Lemon-Lime
Lift Off Orange
Lipovitan b3 Energy drink
Liquid Blow Power Pop
Liquid Ice Energy Drink
Liquid Ice Energy Sugar Free
Lo-Carb Monster Energy
Lost Five-O Energy Juice
Lost energy drink
MDX sugar free
Mad Croc
Mad Croc Energy Gum
Magic energy kick
Mc 2
Metro Mint Spearmint water
Mistic Berry RE
Mistic Citrus RE
Mona Vie Active energy drink
Monster Assault
Monster Energy Drink
Monster KHAOS Energy Juice
Mouth of the South High Energy Drink
NOS Energy Drink
Nexcite Energy Drink
No Fear Gold
Nuclear Waste Antidote SmartPower
Omega Energy
Orange County Choppers High Octane Fuel
PimpJuice
Piranha Outrageous orange pineapple
Pitbull
Pollen Burst
Power Dream Sky High Chai
Power Dream Vanilla Blast
Power Horse Energy Drink
Power Trip Energy Drink
Propel Fitness Water Lemon
Purepower Shotz
RadioActive Energy
RadioActive Energy No Carb
Rally Energy Effervescent
Rawling R EX2 Citrus punch
Reanimator naranja
Red Jak Energy Drink
Red Rave
Red Rhinos
Red Bull
Redline Energy Rush
Reload Energy Drink
Resurrect Anti-Hangover Mixer
Rhino’s Energy Drink
Rhinos Energy Gummies
Rip It Atomic Lime Wrecker Fuel
Rip It Energy Fuel - Power
Rip It Energy Fuel Atomic Pom
RockStar Energy Drink
Rockstar Energy Cola
Rockstar Juiced
Ronin
Root Beer Riot
Rox Energy Drink
Rumba Energy Juice
Rush Energy Drink
Samurai Energy Original Green Tea
Samurai Energy Raspberry Green Tea
Screamin Energy Max Hit
Shakti energy drink
SilverBack Extreme Energy
SoBe Adrenaline Rush
SoBe Adrenaline Rush Sugar Free
SoBe Energy
SoBe Essential Energy Berry Pomegranate
SoBe Essential Energy Orange
SoBe No Fear
SoBe Superman Super Power Energy Drink
Socko Energy
Soda Club Energy Drink
Source Burn Energy Drink
Sparks
Speed Zone Energy Drink
Stacker 2 Stinger Pounding Punch
Stacker 2 Stinger Sinful Citrus
Starbucks Double Shot Espresso
Sum Poosie
Syzmo Energy
Tab Energy
Tampico Energy Drink Citrus
Tiger Balance
Tiger Shot
Tilt
Tunnel Energy
Turn Left Energy Drink
TwinLab Energy Fuel
Twisted Chopper Energy Drink
Umph
Upshot Energy Shot Fruit
V&V Citrus premium energy drink
Vamp
Vault Energy Drink
Venon Energy Drink
Von Dutch Energy Drink
WOW Rockin Raspberry
WheyUP Energy Drink
Who’s Your Daddy Energy Drink
Who’s Your Daddy Green Tea Energy Drink Citrus
Wild Bull
Wired X3000
XELR8 energy drink
XS Citrus Blast
XS Cranberry-Grape Blast
XS Electric Lemon Blast
XTZ Orange Rageous
XTZ X-Drinx Grape Grenade
Xtazy Energy Cranberry Blast
Xtazy Energy Lime Blast
Xtazy Energy Orange Blast
Xtazy Energy Sugar Free
Xtra Sharp Fruit Flavor
Xtreme Shock Grape
Xtreme Shock Mandarin Orange
Xyience xenergy clear
Xyience xenergy cran|razz
Zipfizz Berry
Zipfizz Liquid Shot Energy Drink
Zoom

Some substances that energy drinks contain:

- Caffeine (typically the amount in 2.5 servings of Coca Cola - some as much as in 12 servings of Coca Cola)
- Guarana (caffeine-like stimulant from Brazil)
- Taurine (stimulant)
- Ephedrine (stimulant)
- Siberian Ginseng (stimulant)
- Green Tea (caffeine)
- Echinacea (herb)
- Ginkgo Biloba (herb)
- St. John's Wort (alleged antidepressant)
- Kava Kava (traditional Polynesian sedative)
- Damiana (herb)
- Mate (caffeine-like)
- Schizandra (herb)

Health and performance concerns over energy drinks alone:

- Ephedrine and caffeine together has been proven to cause deadly heart problems, including arrhythmias, which means your heart beats out of the normal sequencing.
- Some people have sensitivity to caffeine and/or other stimulants. The combination of these substances (synergistic effects) can be life threatening.
- Sugar in energy drinks slows the body's absorption of water, contributing to dehydration. In hot or humid conditions you dehydrate faster. Your performance physically decreases greatly.
- High sugar content gives you a sugar high so you release much of your insulin resulting in your blood glucose levels plummeting and then you have low blood sugar. With low blood sugar you cannot perform mentally or physically.
- You are so jumpy you cannot process information clearly (over-stimulated).
- You over react making over-adjustments or movements too extreme.
- Caffeine is a diuretic (promotes fluid loss).
“Over-stimulate” the Central Nervous System and you lose...

The brain can function at a very high cognitive (thinking skills) level, for up to fourteen hours, during a twenty four hour period. When we send nerve impulses vast distances for example from brain down the spine to transmit impulses to the muscles, it is far more taxing, with known limits of 2-3 hours per day of high level output, physical training or work. Using energy drinks over-stimulates the CNS to a degree that it operates for a short period of time at a heightened level and then crashes. The unfortunate use of these stimulant based drinks, in reality, creates an affect that decreases the maximal amount of time that your brain can be utilized for top level function, for physical activity or training. Basically you reduce the quality of the potential 2-3 hour total time limit for training. Think first and foremost, of this scenario. Which do you think will function optimally, a fatigued brain jacked up on stimulants or a well rested brain at its’ full functional capacity?

Concerns with mixing energy drinks with alcohol:

Many young people are using energy drinks and alcohol simultaneously. This is both dangerous and health debilitating, and may greatly increase the residual effect of alcohol when combined.

- Caffeine and alcohol are both diuretics (promote fluid loss), so dehydration is a possible issue and is suspected to be the cause of 3 deaths involving Red Bull and alcohol.
- Combining strong stimulants (caffeine or caffeine-like stimulants) with a heavy depressant (alcohol) could cause cardiopulmonary or cardiovascular failures.
- Both stimulants and alcohol contribute to a loss of coordination and balance.
- Both stimulants and alcohol affect the body's ability to regulate temperature.
- Stimulants may cause drinkers to feel more alert, making them perceive themselves as less impaired for driving or other dangerous activities.

Stimulants cause drinkers to stay awake and alert longer, possibly extending the length of time they will continue drinking and thus increase the amount they consume.

Capsule summary: You have no idea what is in these drinks and even less of an idea how your body will react to them. Athletes shouldn’t need stimulants to train or compete. If you are so fatigued that you feel you need energy drinks, try rest and/or sleep, it is the real solution to recovery and training adaptation.
There are no regulations regarding the amount of caffeine in energy drinks

“Energy drinks ‘need caffeine alert on cans’”, is the headline in the *Daily Mail*. The newspaper reports on a study that looked at 28 energy drinks and showed some have up to 14 times the caffeine content of a can of cola. Doctors have warned that these drinks should “carry health warnings”, so young people do not overdose on caffeine, says the newspaper.

The study is a review of the history and regulatory background of caffeine-based energy drinks in the US, including some of the “top selling US energy drinks”, which are also marketed in the UK. The authors discuss the potential for caffeine dependence and withdrawal problems that could be associated with energy drinks. This study did not measure the caffeine content of the drinks directly and did not investigate directly the effect of caffeine intake from these drinks on the body. The problems of toxicity and dependence that can follow caffeinated drink consumption, as discussed by the authors, will need further investigation before there is any proposed change in regulation.

Where did the story come from? Dr Chad J. Reissig and colleagues from the Department of Psychiatry and Behavioral Sciences at the John Hopkins University School of Medicine in Baltimore, US, carried out this research. The authors declare conflicts of interests in that they own stock in soft drinks companies. The study was supported by grants from the National Institute on Drug Abuse. It was published in the *peer-reviewed* medical journal: *Drug and Alcohol Dependence*.

What kind of scientific study was this? This was a narrative review that included data about drink volumes and caffeine content sourced from the manufacturer’s product label, the product website or by asking the manufacturer representatives directly. In only one case did the manufacturer’s representative refuse to disclose the caffeine content and the data for this drink was sourced from an alternative website.

Several aspects of caffeinated energy drinks and their consumption are discussed. The authors give the background to Red Bull sales in the US, describing the introduction of the drink in Austria in 1987. It was marketed in the US in 1997 and consumption since then has grown “exponentially”. The total US market for energy drinks was estimated to be $5.4 billion in 2006, the analysis shows an annual growth rate of between 47% and 55% per year.

A source, referenced in the article, says that the annual consumption worldwide of these drinks is estimated to be 906 million gallons, with Thailand leading the world in consumption per person and the US leading the world in total volume of sales, i.e. consumption per country. Many different brands are now marketed, and the researchers took a selection of...
these and reported their published caffeine content. They comment that the regulation of energy drinks, including the labelling of their contents and health warnings differ across countries. The authors suggest that some of the most “lax regulatory requirements [occur] in the US”.

The authors discuss that in the US caffeine tablets are regulated by the FDA (the Food and Drug Administration) and over-the-counter stimulant drug products, usually tablets, must contain the following warnings and directions on the product label:

- The recommended dose of this product contains about as much caffeine as a cup of coffee. Limit the use of caffeine containing medications, foods or beverages while taking this product because too much caffeine may cause nervousness, irritability, sleeplessness and, occasionally, rapid heartbeat.
- For occasional use only. Not intended for use as a substitute for sleep. If fatigue or drowsiness persists or continues to recur, consult a (select one of the following: “physician” or “doctor”).
- Do not give to children under 12 years of age.
- Directions: adults and children 12 years of age and over: oral dosage is 100–200mg not more often than every 3–4h.

The authors note that it is inconsistent that a 100mg caffeine tablet is required to carry these warnings but a 500mg caffeine drink does not.

What were the results of the study? The caffeine content of energy drinks marketed in the US ranged from 50–505mg per can or bottle. This compares with the 77–150mg caffeine content of an average 6oz (170ml) cup of brewed coffee, and with 34.5–38mg per can of Coca-Cola Classic or Pepsi Cola.

“There are increasing reports of caffeine intoxication from energy drinks, and it seems likely that problems with caffeine dependence and withdrawal will also increase.” Chad J. Reissig, lead author

The higher-caffeine energy drinks (Wired X505, Fixx, BooKoo Energy, Wired X344, SPIKE Shooter, Viso Energy Vigor, Cocaine Energy Drink, Jolt Cola, NOS, Redline RTD and Blow Energy Drink Mix) contained over 11mg/oz of caffeine (the highest was 35.7mg/oz). Some of the top-selling brands in the US (Red Bull, Monster, Rockstar, Full throttle, No Fear, Amp, SoBe Adrenaline Rush and Tab Energy) contained between 9 and 10.9mg/oz.

The total amount of caffeine depends on the size of the can, which was also very variable. Some high-concentration caffeine drinks, such as Ammo, come in tiny cans of 1oz and contain very concentrated caffeine (171mg/oz). This is 17 times the strength of Red Bull (9.6mg/oz).

The content of UK brands is variable. While Red Bull has around 80mg of caffeine per can, Rockstar has around 160mg in a can, and a can of Spike Shooter contains 300mg. The Cocaine Energy Drink, which the newspapers say is about to be launched in the UK, has around 280mg of caffeine in a 250ml can.

What interpretations did the researchers draw from these results? The researchers state that the absence of regulatory involvement has resulted in the aggressive marketing of energy drinks, and that this is targeted primarily toward young males, for psychoactive, performance-enhancing and stimulant drug effects. They note increasing reports of caffeine intoxication from energy drinks, and say that it seems likely that problems with caffeine dependence and withdrawal will also increase.

The authors say that the combined use of caffeine and alcohol is also increasing sharply, and secondary sources also suggest that such combined use may increase the rate of alcohol-related injury. They also propose, based on other research, that energy drinks may serve as a gateway to other forms of drug dependence. They suggest that the regulation of labelling should be improved and that new restrictions on advertising, particularly regarding children and adolescents, are considered.

What does the NHS Knowledge Service make of this study? This review of caffeinated energy drinks highlights an important trend in society. It is useful to have access to data that provides some evidence for the content of these drinks although this study did not measure the content of these drinks independently and has relied on other research and media reports in the area to support the author’s arguments.

The problem of caffeinated drink consumption and discussions regarding appropriate regulation for this growing problem will need further investigation. A systematic review of published studies evaluating the toxicity and risk of dependence will be important. As these authors have said, caffeine intoxication can present with a range of symptoms including, nervousness, anxiety, restlessness and sleeplessness. It can also lead to tummy upsets, shaking, heart irregularities, agitation and, in rare cases, death. For the development of rational policy on this topic, the extent of these problems will need to be known and quantified.
Reissiga CJ, Straina EC, Griffiths RR. Caffeinated energy drinks – A growing problem. Drug Alcohol Depend 2008; Sep 21 [Epub ahead of print]
Social Drug Use and Performance

PROACTIVE APPROACH to a great threat...
In the interest of sports, we feel compelled to spend some effort in the area of educating young, aspiring athletes, concerning the use of recreational drugs. The magnitude of this problem is even more alarming, because we know that these behaviors begin during the high school career. The combination of use for both of these substances has ruined many careers. It is our hope that your generation of athletes begins to change this self-destructive culture. The American Athletic Institute has conducted studies in the area of recreational drug use and athlete performance. Here are some of the findings:

ALCOHOL

TRAINING EFFECT
Every time you get drunk, you lose approximately 14 days of training effect.
You lose all you have worked to gain. One night of drinking and two weeks of training effect is erased. You are wasting your time and your career.

TRAINING HORMONES
Alcohol suppresses your training hormones for up to 96 hours (four days)
Basically you are at practice but the hormones you need to gain training effect and condition are not. You practice but no improvement comes.

PERFORMANCE POTENTIAL
The effect of recent heavy drinking lowers your performance potential by 11.4% before you even step on the field. This study was on National Team level athletes. It would be a far great effect on a college or high school athlete. Perhaps as much as 20-30% decrease in performance potential.
The best you can be is some % of your best (100%). Imagine playing at 80% of where you could be. Imagine scoring 20% more points or winning 20% more games...

MUSCLES
Your muscles will become fatigued quicker
Lactic acid levels which fatigue your muscles, increases much earlier and primary muscles that you depend on shut down or are slower and weaker.

LUNGS
Your breathing will be much heavier and you will hyperventilate much earlier in practice or a game.
You will not be able to catch your breath during breaks in activity. Your breathing rate will be very high and you will hyperventilate or lose control of your breathing. Your lungs are trying to get oxygen to your working muscles and clear carbon dioxide (CO2) from your system but they cannot. Your muscles begin to suffocate

HEART
Your heart rate will be much higher and over time your cardiac output will decrease.
The oxygen rich blood will not reach your working muscles. The lactic acid will build up in the muscles and you will slow down and be weaker.

MUSCLE FUELS
It will take you longer to reload muscle fuels (glycogen).
Normally we can reload our muscles with fuels in 8-12 hours, but after drinking it can be 16-24 hours.

RECOVERY
You will take much longer to recover from the stress of training.
Normal recovery from maximal stress is 24 hours but after drinking, it can be 48-96 hours.
**DEHYDRATION**
Alcohol is a diuretic, which means it makes you urinate. You lose lots of body fluids and all your physiological functions decrease.

**HORMONE CONVERSION**
You cannot turn pre-hormones into training hormones. Out with all your urine go most of your water soluble vitamins, including the B vitamins, some of which are responsible for converting pre-hormones into training hormones. Until these levels are back you cannot make hormones for training.

**MUSCLE REPAIR**
Your ability to repair damaged muscle is reduced. When we train muscle is damaged. We repair it by making protein into new fibers. Drinking slows down this repair process. It is in your speed muscles that this process is most reduced.

**REFLEX**
Alcohol slows down the reflex in regard to reaction time. Alcohol affects reaction time and hand eye coordination which are two of the most important functions in most sport.

**CONCLUSIONS**
Alcohol is a metabolic poison, clear and simple. It affects the entire body and all body systems, especially those that control high performance. No serious athlete should use alcohol.

**MARIJUANA**
Marijuana negatively affects the CNS (Central Nervous System). In the sport of lacrosse your CNS must be at optimal levels in order to be at your best. When you smoke pot, it is in your CNS for thirty days. It also accumulates over time. This means if you smoke it daily, it is building up in increasing levels. Marijuana is every bit as damaging to your brain and CNS as alcohol is to your muscles, lungs and heart. Combine both and you are nowhere near the athlete you could be. Listed below are the most serious effects on athlete performance, from marijuana use.

**MOTIVATION _ FOCUS**
Most athletes who are marijuana users have motivational problems. It is hard enough to maintain focus day after day and game after game when we are healthy and rested. If you use drugs it creates additional distractions in these areas. The ability to be highly focused and motivated is jeopardized by marijuana use.

**PROCESSING _ MULTI TASKING _ CONFUSION**
In sport many things happen continuously and simultaneously. To function effectively our CNS (central nervous system) must make quick, responsive decisions and also sort out situational priorities, strategies as well as the order in which we must determine the importance of options as well as responses. We also must have the ability to take in all outside input and establish which of those signals are most important. If we cannot multi task or do many dozens of things at once our effectiveness decreases. Marijuana affects the brains complex ability to do many things at once and to sort out that inflowing input, establish priorities for action and response.

**VISUAL TRACKING _ DEPTH PERCEPTION**
Marijuana use also affects the visual system. Recent studies have shown that losses occur in the ability to visually track or follow moving objects. It also decreases the ability to determine accurate visual depth, or for example in sport, to tell how far or near an incoming object is or to determine at the same time, the velocity or speed at which it is traveling. This would be critical in making pre-movements, for instance, to catch an incoming pass or block a shot.
REFLEX REACTION PRECISION ACCURACY
Marijuana reduces our reflex or reaction time. You are slower at reacting to outside stimulus. Precision and accuracy are also affected.

MYOGRAPHIC IMPULSES BIOMECHANICS
Even the electrical impulses that our brain sends to our muscles to make them react or even contract and relax are affected. This has an affect on the exactness of our movements or biomechanics. This means our skill level is decreased.

MOVEMENT MEMORY COORDINATION
One of the main sites in the brain affected by marijuana is the area which is responsible for movement memory, or the ability to remember the exact way to create skilled movements over and over. Missed movements or uncoordinated skills make you less effective.

CONFUSION CRITICAL EVALUATION OF SELF
The cumulative or collective build up of chemicals in your brain and CNS creates many negative impacts on your ability to be a good athlete. Unfortunately it also affects a part of the brain that has to do with our critical evaluation of self. This is very dangerous for any athlete at any age or level, because it allows you to somehow rationalize that using marijuana is o.k. or that it has no affect on your performance. Nothing could be father from the truth. Marijuana use will prevent you from reaching your full potential.

REROUTING FUNCTIONAL USERS
Many players use marijuana. That is no reason to join them. If you want to be a great player and reach your full potential, you must be focused. Players, who use marijuana regularly, become functional users. Some are still very good players, but nowhere near the players they could be. The human brain is so amazing that it basically learns how to reroute these functions and abilities that are affected by the chemicals to other parts of the brain, which have no ability to do those tasks. They take over and learn how to function as best they can, however it is far from optimal.

Social Drug Use and YOU
One thing is for sure, athletes are concerned with performance. Our goal is to train with the best methods possible and to get rid of as many negative factors as possible. Alcohol and Marijuana have ruined many careers. If you use them, you will never be as good as you could have been.

TRAINING
Remember when you are not training,
That somewhere, someone is training...
And when you meet them,
They will beat you...
-Matveyev USSR

PARTYING
Remember when you are partying,
That somewhere, someone is not partying...
And when you meet them,
They will beat you...
-Underwood USA
The American Athletic Institute (AAI) has researched the effect of alcohol on athletic performance for the past 20 years.

Proven Scientific Facts:

- Athletes who drink are twice as likely to become injured as non-drinkers.
- Athletes who drink get sick more often. Alcohol reduces the immune system capability.
- Athletes who drink are slower. Alcohol impairs reaction time up to 12 hours after consumption.
- Athletes who drink are more stressed out. Alcohol greatly increases the release of cortisol (the stress hormone).
- Athletes who drink are more tired. Alcohol disturbs REM sleep time, reducing the body’s recovery ability.
- Alcohol negatively affects heart lungs and muscle performance.
- Alcohol increases the time for recovery of androgenic training hormones (Up to 96 hours- 4 days).
- Alcohol decreases the protein synthesis for muscle fiber repair.
- Alcohol can impair the blood glucose system for up to 36 hours.
- Alcohol reduces performance potential by as much as 15-30% in high school athletes.

_**One time drunk leads up to 14 days of lost training effect**_

What you do off the field affects what you do on the field. What game are you playing?