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coach

DECEMBER 2016

**All-State
Crusader**

Winter Season Articles

**Super State &
All-State Selections**

Sportsmanship Awards

Amanada Fay
Grand Island Central Catholic



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Terry Graver, Head Softball Coach at Elkhorn South, supports and welcomes his players to the dugout after a half inning at the Class B NSAA State Championships in Hastings. The Storm captured the Class B State Championship to cap off a 31-3 season. – Callam Sports Photography

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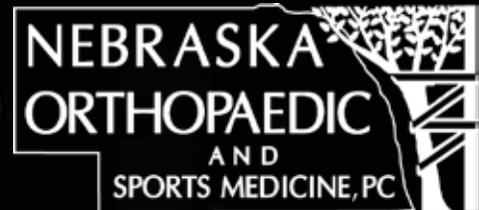
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NCA UPCOMING EVENTS 2017

NCA Board of Directors Meeting
January 22, 2017; Norfolk

NCA – Creighton University Baseball Clinic
January 28, 2017; Omaha

NCA Winter Track & Field Clinic
February 4, 2017; Lincoln

State Wrestling Coaches Hospitality
February 16-18, 2017; Omaha

State Cheer & Dance Championships
February 17-28, 2017; Grand Island

State Swimming Coaches Hospitality
February 24-25, 2017; Lincoln

Girls' State Basketball Sportsmanship Awards
March 2-4, 2017; Lincoln

Girls' State Basketball Coaches Hospitality
March 2-4, 2017; Lincoln

Girls' Basketball All-Star Selection Mtg.
March 5, 2017; Lincoln

Boys' State Basketball Sportsmanship Awards
March 9-11, 2017; Lincoln

Boys' State Basketball Coaches Hospitality
March 9-11, 2017; Lincoln

Boys' Basketball All-Star Selection Mtg.
March 12, 2017; Lincoln

NCA Board of Directors Meeting
April 23, 2017; Lincoln

2016-17 Online Registration Opens
May 1, 2017

Soccer Clinic
May 9, 2017; Creighton University - Omaha

State Soccer Sportsmanship Awards
May 10-16, 2017; Omaha

State Track & Field Coaches Hospitality
May 19-20, 2017; Omaha

Milestone & Service Awards Applications Due
June 1, 2017

NCA Multi-Sports Clinic
July 25-27, 2017; Lincoln

The Nebraska Coaches Association is a Proud Member of:



The Game Plan

Darin Boysen, Executive Director



When examining and studying some of the great coaches over time, I am amazed by the reoccurring theme in which they emphasize and place importance to their success and purpose... *relationships*.

I am reminded daily that we as coaches are in the people business. How we coach matters.

- How we develop relationships with our student-athletes, it matters.
- How we foster trust with parents that allow us to work with their children, it matters.
- How we honor our communities and schools by representing them in a positive manner, it matters.

The relationships will be the legacy that represents your coaching career far beyond the championship banners that hang in the gym.

Much like the relationships you as a coach must maintain and nourish, your team with the Nebraska Coaches Association is required to do the same. The roles may differ, but we are still working to develop, grow, and expand our scope of service to coaches across Nebraska through relationships.

Nationally the NCA continues to build lines of communication and education through organizations that can provide services and benefits to coaches. Our membership and service within the National High School Athletic Coaches Association (NHSACA) continues to reap more benefits for coaches such as the digital subscription to *Coach & Athletic Director* magazine. New benefits through this organization will be announced this month.

Our membership and involvement with the National Organization of Coaches Association Directors (NOCAD) is the means in which we can provide an affordable insurance liability policy for coaches and within the classroom. We also continue to build upon our relationships within specific sports through developing lines of communication and programs through national organizations.

Where we continue to truly find growth and substance is through the relationships with the people of each these organizations and companies that invest in coaches. The number of quality people that are passionate about the profession of coaching across Nebraska and the country is amazing.

At the state level, the relationship between the NCA and the Nebraska School Activities Association (NSAA) and the Nebraska State Interscholastic Athletic Administrators Association (NSIAAA) is crucial to the success of each, but more importantly, to the development of the people we ultimately serve – the student-athletes in each and every community across Nebraska. An example of this working partnership is the Student Leadership/Sportsmanship Summits that were administered last month in three locations across the state. A record 1,700+ student-athletes, coaches and administrators attended the events that delivered powerful messages about positive culture while challenging each student and school to collaboratively develop action plans on how they will represent their school and community through activities. Teaching the ‘how’ and the ‘why’ of positive culture, it matters.

As a NCA member you have entrusted 18 men and women to serve as your Board of Directors and staff. The vision and passion for this organization to serve all coaches across Nebraska is inspiring. The positive influence you make as a coach, it matters. The NCA serves you the coach. The relationship we have with each and every coach, it matters. Why? – Because we are in the people business.

“Never above you. Never below you. Always beside you.” — Walter Winchell

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Keeping Practice Competitive

Tom Krehbiel - Head Boys Basketball - Boys Town

Courtesy Photo



I have had the good fortune and honor to coach 17 seasons at Boys Town; with that comes a number of challenges and rewards. One of the main issues we fight year after year is how to keep our guys engaged and focused through a two hour practice. We all struggle

with millennials attention spans but add to that most of our players come from at-risk social and academic environments so keeping them engaged for two hours on anything is a challenge. About five years ago we moved to the philosophy that all drills and segments in our practice must be competitive.

Now this is within reason, obviously we have teaching segments and moments that are exceptions but I would estimate 80% of practice has a winner and loser. Below are my six favorite competitive drills that we will do on a weekly basis if not more. These six drills also fit perfectly what our identity is at Boys Town. If you ask any player in our program who we are they better answer “RAP” – Rebound, Attack (on offense), and Pressure (on defense).

Cyclone Transition

This is a warmup drill we will do every day. It is a three person transition drill and forces your players to run hard – throw long passes – catch long passes and finish. If I feel we over dribble, which we do a lot, we may take the air out of the ball and not allow them to dribble. We literally take the air out. We are trying to get 28 makes in 2 min. This is very hard; any bobbles or misses and you will not make it. Rebounder goes to outlet line – passer becomes the scorer who runs around the cone – scorer goes to rebounding line.

3 on 2 with Trailers

Over the years we have ran continuous 3on2 drills and every time yell about scoring on as few passes as possible. This drill takes care of that. You setup with one rebounder in the lane – fill both outlet boxes and put two defenders at the other end. There are also two defensive lines on the baseline. The offense will start down floor on a 3on2 break. Once the ball crosses the volleyball set line the other two defenders will take off. This quickly goes from a 3on2 offensive advantage to a 4on3 defensive advantage. We will divide team equally and play for 8min (each team getting 4min on offense) keeping score normally.

2 on 2 Full Court (with coaches)

This is a defensive transition drill along with working on scoring quickly in transition. You start with one coach between top of the key and center circle on both sides of

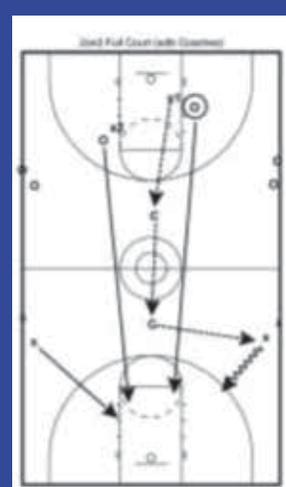
Cyclone Transition



3 on 2 with Trailers



2 on 2 Full Court



the court. Players are in four lines about where the old 28 foot marks used to be. They are divided up into two teams and start by playing 2 on 2 on one side of the court. Once a bucket is made or a turnover the offense must sprint to the other end and defend two players from other team. The ball is thrown to coach at top of key who throws it to other coach. The coach decides who and when he is throwing it to the offense. Score is kept normally. We will do this drill for five minutes typically.

War Rebounding

We start with two offensive players at the elbows and two defensive players on the baseline. The coach will throw the ball to one of the offensive players who shoots the ball. The defense will close out on the pass and contest the shot. If the shot is made the offense gets 3pts; if the shot is missed then the players box out and rebound the ball. The ball is live until it is scored again. You get one point for a put back. That means the offense must quickly turn to defense if the defense rebounds the ball. This can get and will get physical – early in the season we will let this go a bit but will eventually call fouls and shoot free throws.

Circle Trap

If you are going to be a good pressure team you must be able to trap without fouling and anticipate passes. This drill teaches both and gives an element of competition. You line up four offensive players in a circle about 15-18 feet apart. The defense starts in a trap of the ball with the other two players in gaps trying to anticipate where the ball is thrown. Once a pass is made the two closest defenders go to trap the ball. The other two defenders become stealers. The object is to have the offense complete however many passes you say while the defense try to steal the ball. We will typically play to five then switch teams around.

4 on 4 on 4 with Pressure

This drill is one of the staffs favorites because of how hectic it can become and mirror game like situations. You divide equally into three teams. The drill starts 4on3 with a defender running in and touching jump circle to make it 4on4. The third team has three players waiting in the lane to play defense on the other end with a fourth person ready to run in once ball crosses half court. The fun of the drill starts when the offense scores or defense gets the ball either on a turnover or rebound. We let the offensive team

pressure and try and steal the ball back; even on makes. That means the offense could end up scoring multiple times on possessions if the defense can not get ball across half court. We will do this drill for between five and ten minutes.

These are great competitive drills and situations to put your players in. We also recognize the fact that if you can't pass, dribble or shoot no competitive drill in the world will help you. We obviously do a lot of those things as well. We wish everyone lots of success and fun this season. Please don't hesitate to call or email with any questions or suggestions for us – I love to talk hoops any time!

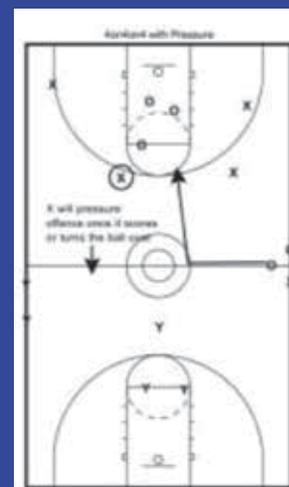
War Rebounding



Circle Trap



4 on 4 on 4 with Pressure



Simplicity, Consistency & Trust

Rick Petri - Head Girls Basketball - Kearney Catholic

Courtesy Photo



One of the things I have learned over the years is that I certainly don't know it all when it comes to girls' basketball. I have been fortunate enough to be around and challenged by a number of good coaches. I have learned from them both in practice and game settings. Experience has been a good teacher as well. As coaches we must be willing to improve both personally

and professionally. That can be real challenging at times and it certainly has been for me. My goal here is to offer some thoughts on what we try and do as a program.

Simplicity - Over the years we have tried to make things simple and easy for our players to understand (especially offensively) and to teach them "how to play basketball" rather than how to run complicated sets. Being able to recognize chances to drive, use back door cuts, communicate, and identify opportunities have been paramount in our success. We have one basic offensive system that we run and our players have many options within that system. We typically don't run a lot of set plays but give our players the freedom to make decisions. I believe good offensive basketball teams tend to do a number of things well, such as have good spacing, quick ball movement, unselfishness, aggressiveness and the willingness to compete. These are some of the important qualities we attempt to develop during our practice sessions.

Fundamentals! Fundamentals! Fundamentals! We emphasize developing the basic fundamentals starting in middle school. Unless your team masters the fundamentals (dribbling, passing, shooting, etc.) it's difficult to compete with other teams on an even basis. Developing the weak hand (typically left handed) is vitally important at all positions. And, to be honest players have a resistance to spending so much time working on fundamentals because many of them have an unrealistic view of their skills or they consider it boring.

Consistency - It's important to find something you like and stay with it. Offensively and defensively we have run the same things year after year sometimes changing slightly how we do things to adapt to the players we do have that year. Defensively, we like to play a lot of 2-3 zone and press full court. Offensively we have run the same system year after year. Recently, we have begun playing a lot of 2 on 2, 3 on 3 and 4 on 4 in practice to develop our man to man skills and perhaps more importantly,

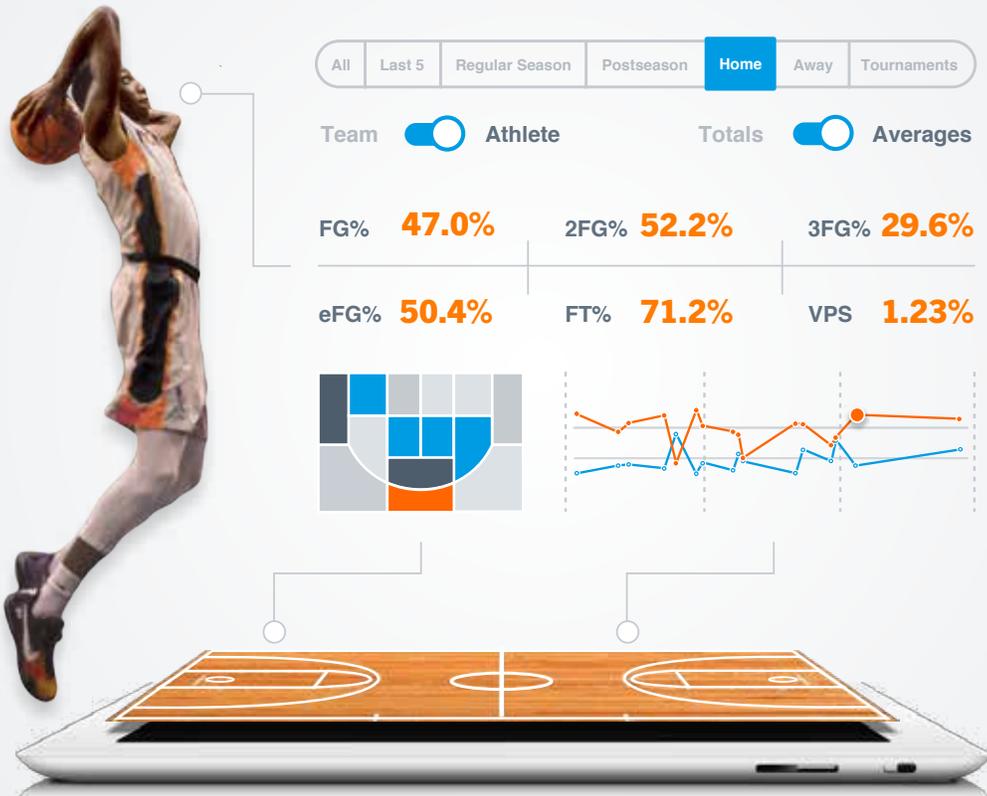
our communication skills. Both of these things are transferable to our base offensive and defensive principles. By being consistent, our players know what to expect and are able to focus on what they do well within their roles.

Trust In Your Players - Too often as coaches we think we have all the answers when it comes to certain situations especially at the end of games. While it may be that there are those of you that can draw up the great end of the game plays, I have found that isn't a great strength of mine. In the past two years we have been in two or three situations at the end of a game and called timeout to set up a play despite the fact we probably had an advantage offensively at the time. After our loss to St. Cecilia last year (I called a timeout as one of my seniors drove to the basket for a layup) I decided to change my approach. As a result, we began to practice making plays and trusting each other to do the right thing without the benefit of taking the timeout. Fortunately, we had the opportunity to put this into play at the state tournament and the result was a layup near the end of the game that resulted in a Championship.

More importantly, we trust our players to do the right thing both on and off the floor. Treating your teammates, fellow students, teachers and your family with respect and compassion are as important as what you do on the basketball floor. As John Wooden said, "What you are as a person is far more important that what you are as a basketball player."

Trust In Your Coaches - Over the years I have been fortunate enough to have some excellent assistants. Dwaine Schmitt has been at KCHS longer than I have and has been a huge part of our success. His energy, commitment and passion are evident practice after practice. Tim Thiele has been a great addition with his basketball knowledge, officiating experience and coaching knowledge. Allie Exstrom has recently joined our staff as well. I try to give them as much responsibility as they like and they typically have parts of practice that they direct. While we are often on the same page, we are able to disagree and challenge each other as well.

I believe that our staff tries very hard to make the game fun for kids. I don't think that kids will "buy in," if they don't trust their coaches, have fun at what they are doing, and have a passion for the game. Our coaches can be intense, but do try and remain positive. I am very fortunate to have a staff of assistants that are great with our players both on and off the floor and have been instrumental in developing a culture in which players are challenged and yet cared for. I think that if you have good assistants, give them ownership of the team and treat them as well as you possibly can, *good things can happen for your program.*



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Divide and Conquer

Curtis Gocke - Wrestling Head Coach - Plattsmouth

Courtesy Photo



All wrestling programs deal with diversity on their team, as well as in the wrestling room. Student athletes walk into your program in different shapes, sizes, ranges of ability, and experiences in life, as well as in our sport. How you as a program support them, guide them, and coach to their strengths will determine their success in your program.

Over the past 11 years in Plattsmouth we have developed many strengths in our program. Some of those strengths are on the mat with technique, competitive attitude, work ethic and camaraderie. We have also developed strengths off the mat that are visible in our community, classrooms, and with the life-long relationships we continue to develop with our athletes.

I believe the key to our success is the aforementioned “diversity.” The diversity of our coaching staff has had a great impact on our program. The opportunity to create a diverse coaching staff was very important to the process of achieving our overall program and athlete goals. Our coaching staff consists of: 6 Plattsmouth alumni, 1 coach from Cozad, and another from York, all ranging in ages from 20–42. The life experiences these teachers, electricians, steamfitter, local business owner, aspiring chef, Air National Guardsman, and ordained Minister are able to share, have made a great impact with our success. This diversity gives us the opportunity to create a BOND that is unbreakable.

As we begin to divide and conquer the tasks of operating a high school wrestling program, there are a few decisions that we make that I feel lead to Plattsmouth Wrestling’s success. Using our diverse coaching staff to split our athletes up during practice is a strength we will continue to focus on. We may split up our athletes into weight categories, where upper weights will work on a specific technique that lower weights may not use, and vice versa. Later in the year, we may split them up based on styles or technique strengths. There is no reason to continue to have an athlete work on a sweep single if he never uses it in his competition. Don’t waste your time or their time. Work on cleaning up the athlete’s strengths in the double leg technique in the other group. During these times we will split our coaching staff up also, sending a coach with his technique strengths or the weight class specific to the kids they manage. We may also split our wrestling room into a junior varsity and varsity level technique session. After January 15th, we do not teach new techniques to our JV athletes. We continue to review, refresh, and clean up the techniques they have. This allows the athletes to

begin building a level of confidence with other coaches that may sit in their corner during the duals or tournaments. All coaches start becoming experts in our athlete’s eyes. It’s not just one coach coaching and teaching in the room, it is our entire staff.

As a younger coach, I used to feel like I had to sit in every corner of every match for every kid. My body and brain just couldn’t do that after a while. There is a reason why you hired those coaches, it’s to let them coach. I have total confidence with every Plattsmouth High School coach sitting in the corner coaching our athletes. Those coaches that are developing relationships with each athlete need to be in the corner. If the athletes trust a certain coach more, or has developed a strong personal relationship with a coach, get him in the corner for them. You as the Head Coach, have created that trust by allowing him to teach technique in the practice room. The coach has stayed late after practice to help the athlete with homework, technique or life advice, so let that relationship become a powerful combination on the mat for all to see. Not coaching every match also allows you as a coach to evaluate a match with an athlete, celebrate a match with an athlete, or maybe even calm down after a match. It’s very hard to turn the switch off after an exciting or frustrating match, allow someone else to coach.

Assigning coaches tasks during the off season has also been a huge help in building our program. Having a diverse coaching staff is great for fundraisers and scheduling. Each coach has a group of resources they can tap into in the community for gifts, prizes, and monetary contributions for our annual golf fundraiser. We don’t all ask the same people year in and year out to support our program. This has really allowed Plattsmouth to be successful in raising funds for our program. With so many different schedules, family activities, and responsibilities in our personal lives, it’s great to have a diverse coaching staff that can split responsibilities of open mat practices, taking kids to tournaments and running clinics. We are at the mercy of 14–18 year old kids who think their coaches can do it all, every day and at any time. Giving the athletes multiple options of times and days to lift or wrestle is only an option when you have a flexible coaching staff. It can only be accomplished when you divide up the responsibilities within your staff.

The diversity of our staff allows us to do many things for our program and athletes. We have organized ourselves in a way that each of us can use our strengths to help better our program. The ability to divide the tasks and have trust in each other that we are on the same page is very important to our programs shareholders. It’s even more important that our athletes trust each and every coach, and they know the answers to questions and suggestions on technique and life advice will be in unison with all of their coaches. When the goal and mission is understood and everyone is on the same page, you can conquer all tasks as a program.

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"This partnership will make coaching education resources available to NCA members across the entire state, 24/7, as the school and coach demand."

- DARIN BOYSEN, EXECUTIVE DIRECTOR, NCA

In-Water Circuit Based Workouts

Nick Baker - Swimming Head Coach - Papillion-La Vista

Photo courtesy of Aidan Chio



As a team with nearly 70 swimmers and only a 6-lane pool, sufficient space as well as supervision can be difficult to guarantee at practice. One way that we have come up with to help this situation is utilizing in-water circuit-based workouts. We do these practices on Tuesdays and Thursdays and I feel that

they allow our swimmers to get quality work, leadership opportunities, and small group teaching on a consistent basis.

When we do these workouts, we start with a very brief warm up, usually consisting of 600-800 yards and lasting around 12 minutes. At that point, we divide our swimmers into 6 groups (one group for each lane). As mentioned above, we have around 70 swimmers on the team, but we practice in two separate groups of around 30 swimmers in each group. This results in 5 or 6 swimmers in each lane, and we make sure that each lane has a team captain who is an experienced swimmer to help lead their group through the circuit.

Each station within the circuit lasts 14 minutes, and we give one minute for the groups to rotate from lane to lane. Each lane within the circuit varies in intensity, equipment used, and from day-to-day. One station that remains the same each time we do a circuit, though, is Lane 1. We always have one coach overseeing Lane 1, and another coach overseeing the rest of the lanes. Many times these stations will introduce new skills, since I find it better to teach to small groups of 5 or 6 swimmers than a whole group of 30+ athletes. Below I will give a sample workout that we might use on a particular day, as well as a description of what would be happening in each lane.

Lane 1-16x25@:40 hold goal 100 pace

Lane 2-8x100@1:40 swim DPS with paddles

Lane 3-8x50@1:40 25 SprintChoice-10 sec triceps-25 SprintFree

Lane 4-2x (2x25EVFScul@1:00 + 2x50 Fist Drill @1:00 + 1x100FreeDPS@2:00)

Lane 5-2x Bungee Sprint to failure

Lane 6-16x25@:50 1-4 Fly 5-8 Back 9-12 Breast 13-16 Free Odd=drill Evens=Build to sprint finish

Each week in Lane 1, we do a variation of Ultra Short Race Pace Training (USRPT). For this workout, we do 16x25 @:40 where swimmers take their goal 100 time, divide by four, and try to hold that time on all 16 25s. Sometimes we do this set free, other times we do it in stroke, and we have also done it kick, as well as with fins where the swimmers must hold a pace that is 1-2 seconds faster than their goal pace. We always have one coach assigned to this lane, and they use a stopwatch to get each swimmers time on all 16 25s. The coach also makes sure that swimmers are leaving exactly 5 seconds apart, otherwise their times will not be accurate.

Lane 2 can serve as an active recovery from Lane 1. Athletes would swim at an aerobic pace using hand paddles, counting their strokes each 25. The coach overseeing lanes 2-5 would occasionally ask each swimmer in Lane 2 what their stroke count is.

For Lane 3, we attach 6 latex bands to the diving board (1 band for each swimmer). You can buy these bands, but I chose to make ours using TheraBand surgical tubing and PVC pipe for the handles (it was much cheaper this way). At this station swimmers sprint a 25 in their choice of stroke, climb out of the pool and do 10 seconds of fast tricep extension using the bands attached to the diving board, then sprint freestyle back to the shallow end.

Lane 4 is working on freestyle technique in this workout. EVF Scull works on an Early Vertical Forearm, and swimmers have a steady light kick and can use a pull buoy to help maintain body position. Their arms would be directly above their head, in a “superman” position. They would slowly and steadily bend their elbow so that their finger tips point to the bottom of the pool, then return their hand to the “superman” position. I like to have them do one arm at a time in an alternating fashion. This is a drill that usually involves some teaching and a lot of practice. On the 50s fist drill, swimmers swim

with a closed fist to work on catching water with their forearm. The 100 distance per stroke works on applying the early vertical forearm and catching water with the forearm to increase efficiency.

In lane 5, we would have a stretch cord attached to the blocks and swimmers would swim all out until their muscles fail them. Each swimmer would go twice and can choose their stroke. Our bands have a safety cord inside of them that prevent the cord from stretching 25 yards. I like this station because of done correctly, swimmers can learn to push through pain and be persistent, which is certainly something that they need to do at the end of a tough race.

Lane 6 would serve as an opportunity for swimmers to work on technique for each stroke. By following a drill with build swimming, I feel that swimmers get an opportunity to use the skill they were focusing on in a controlled setting where they can begin slowly and gradually increase their speed while trying to maintain their technique.

I feel that circuit workouts can add a variety of skills and techniques to practice. I also think they add a team-building aspect to practice since we split swimmers into

groupings with other athletes who may not normally be in the same lane. As I mentioned before, the only lane that remains the same from workout to workout is Lane 1, so really any mini-set that can be adapted to 14 minutes will work within our circuit. Many times, we will use Lane 6 for underwater video, as well. These circuit workouts are beneficial for coaches as well because it makes it easy to teach to smaller groups and guarantee an interaction with every athlete during the practice, which is something that I feel is very important. If you have any questions or comments regarding any of the information above, please feel free to contact me at nbaker@paplv.org.



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Functional Strength vs. Weight Room Strength

Daniel Flahie & Seth Heckel – Wayne State College

As a high school coach, conference and state championships are often the ultimate goal, but in order to attain success athletes must remain healthy and productive for the duration of the season. Injuries in high school athletes, particularly those which involve structural damage to the knee such as ACL and MCL sprains or tears are an ever prevalent issue. There is no such thing as complete injury prevention, however with proper training the risk of non-contact related injuries could be greatly reduced. Therefore, the goal of strength training should not be lifting records on a weight room wall, but instead should be producing a functionally strong athlete that stays healthy and improves their performance on the field or court.

The question often arises as to what is “functional strength?” There are many different definitions for functional strength, and for this reason functional training is usually disregarded when designing strength programs. In our opinion, the most important factor when discussing functional strength is understanding the difference between functional strength and weight-room strength. Functional strength training is not performing every exercise on a stability ball, simultaneously performing bicep curls and barbell squats, or any other nonsense along these lines that has unfortunately gained media attention. Instead, we view functional strength training as training that mimics, or positively reinforces movement patterns that athletes will encounter during practice and competition. Examples of this would be rotational (medicine ball side throws) and anti-rotational core exercises (planks, iso-hold pull of presses) and uni-lateral exercises for both the upper (alternating incline dumbbell bench press) and lower body (pistol squats, single-leg Romanian dead lifts).

Weight-room strength on the other hand refers to how much weight can be lifted in the weight room, which does not necessarily transfer to performance or athletic movements. Now, we are not saying that weight-room strength is not beneficial because it absolutely is. However, coaches need to focus on weight-room strength that transfers directly to improvement on the field or court. This means that exercises emphasizing multi-directional speed, explosiveness, and the ability to decelerate properly should be top priorities over exercises utilized to simply gain strength. We are not saying that uni-lateral and (anti)rotational core exercises should make up an entire lifting program, but these types of exercises should be incorporated into current programs to help produced the best results. There is plenty of room for traditional barbell and Olympic lifts in strength programs for athletes.

Another area where many strength programs fall short is that they implement a “one-size fits all” programming scheme without properly assessing training age (years of training experience) and movement patterns of the individual athletes. This lack of individualization can and often does lead to injuries, either in

the weight room or during practice and competition because athletes who are not physically able to perform intricate multi-joint barbell exercises are forced to over compensate for lack of mobility or stability. With this being said, individualization is key and the start of a quality program should probably (in team settings) have athletes performing different lifts (i.e. dumbbell goblet squats vs. barbell back squats). This is due to the difference in mobility and stability among athletes.

A good goal for strength coaches going through this process would be to get a team to the point where they can all safely perform the same lifting program without some athlete having mobility restrictions, compensating or risking injury. One way to see if an athlete could have a potential movement problem would be to administer movement screens such as the Functional Movement Screen[®] (FMS) at the start of a strength program. We have found it to be a great tool when starting to work with athletes. The FMS is a series of 7 movement patterns that can be used to help identify possible movement deficiencies. The screen takes roughly 10 minutes to administer, however this time can reduced when the athletes all view a demonstration of the movements prior to being screened. Screening results can provide the strength coach a good idea of what needs to be addressed prior to training for each athlete. There are also some common movement errors that coaches can keep their eye out for during athletic performance and/or weight room performance. Some of these common movement errors include knee valgus/varus, back over- extension or flexion, inverted feet/ankles, poor dorsiflexion, and general asymmetries.

With experience in a collegiate weight room setting we completely understand the limitations of funding, personnel, and time which often means assessing whole teams for movement patterns can be a daunting task. However, if the athlete’s performance and well- being are top priorities (which they should be), assessing movement patterns and possible movement deficiencies as well as correcting these deficiencies is paramount to both the success of the program and the well-being of the athletes.

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KEEP THEM HYDRATED, KEEP THEM SAFE

5 TIPS TO HELP ATHLETES STAY HYDRATED

TIP 1 : KEEP HYDRATION TOP OF MIND

- Remind athletes to check their urine color before practice. If it's the color of pale lemonade, that's a sign of being hydrated.
- Take weather into account and give athletes opportunities to drink during practice.
- Teach athletes to pay attention to how they feel, including their thirst and energy levels.

TIP 2 : KEEP FLUID LEVELS UP

- Athletes should drink enough fluid to maintain hydration without over-drinking.
- Flavored, cold, lightly salted sports drinks like Gatorade® Thirst Quencher are important, because sodium helps maintain the athletes' desire to drink and retain the fluid consumed.

TIP 3 : KEEP THE BODY COOL

- Remind athletes to drink cool fluids to help maintain their body temperature.
- If your athletes experience heat illness, help them lower their body temperature by lying in a cool place with their legs elevated, applying cool, wet towels to their body and drinking cool fluids.

TIP 4 : KEEP HYDRATED BEFORE, DURING AND AFTER ACTIVITY

- Athletes need to think about their entire athletic schedule when it comes to fueling (not just when they are competing).
- Encourage them to drink plenty of fluids throughout the day to replace the fluids lost through sweat.

TIP 5 : KEEP A RECOVERY SCHEDULE

- Rest and recovery are an essential part of avoiding heat illness.
- Ensure your athletes have times for breaks during practices.
- Encourage athletes to get 6-8 hours of sleep each night in a cool environment, if possible.

THE EFFECTS OF DEHYDRATION:

- Decreased performance
- Decreased mental function
- Decreased motor skills
- Decreased fluid absorption
- Decreased tolerance to heat



THE SYMPTOMS OF DEHYDRATION:

- Nausea
- Headache
- Weakness
- Fatigue/Exhaustion
- Light-headedness
- Vomiting
- Fainting
- Poor Concentration/Altered Mental Status
- Loss of Muscle Coordination/Decreased Performance

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Lessons & Memories from High School Sports

John Kanel – NSAA Student Advisory Committee – HTRS

Courtesy Photo



I don't remember what presents I received on my 16th birthday; I can't recall the grade on my last math test; and I can never recollect my social security number, but I can remember countless things about my life in high school athletics.

Although less than extensive and far from exorbitant, the memories I have taken from high school athletics will last me for years. As an athlete, I only compete in power lifting and pole vault; therefore, there are two seasons in which I am not committed to an athletic practice of some form. Consequently, I have filled that time as the student manager for both the football team as well as the boys' basketball team. I also serve as the sports announcer for my school. Therefore, given the differentiation between these roles, I have developed many unique memories and relationships with those whom I have encountered in the realm of high school athletics.

For instance, I remember a basketball game when one of our best players, Nolan, hadn't been feeling well. As student manager, I was told to keep a trash can ready in the event that he would vomit on the court. In my naive preparedness, I kept a finger on that trash can the entire game, as well as keeping an eye on Nolan. Well, the game began and, as I recall, at halftime we were behind, but Nolan (the sick player) hadn't signaled for the trash can or indicated that he wasn't feeling well - but still, I remained vigilant. The game was well into the third quarter, and the opposing team had knocked the ball out of Nolan's hands and out of bounds. Suddenly, I saw Nolan hunch over and I knew this was it. He was going to vomit. Frantically, I sprinted out onto the court and began shoving the trash can in Nolan's face. Out of breath, Nolan kept telling me to go back to the bench and to get out of his way. I ignored him and persisted to shove the trash can in his face. I didn't understand - did he want to puke all over the gym floor? Finally, my head coach called me back over to the bench. I was so confused! I was simply doing what I had been told, "If Nolan looks like he's going to puke, run out there and shove the trash can under his face." I was only doing my job. Well, we lost the game and I apologized to Nolan afterward. Nolan was grateful but said, "John, it's not that I was mad at you or I didn't need your help. I only lost a contact and didn't want you to step on it." Needless to say, I felt a little foolish after that.

It is memories like that that I will remember long after I receive my diploma. Of course, there are many other memories that litter my high school career: Spontaneously announcing the Pioneer Conference Volleyball Tournament; helping a friend ask a girl to prom over the sound system before a basketball game; acting as a stand-in parent as I escorted a girl (from another

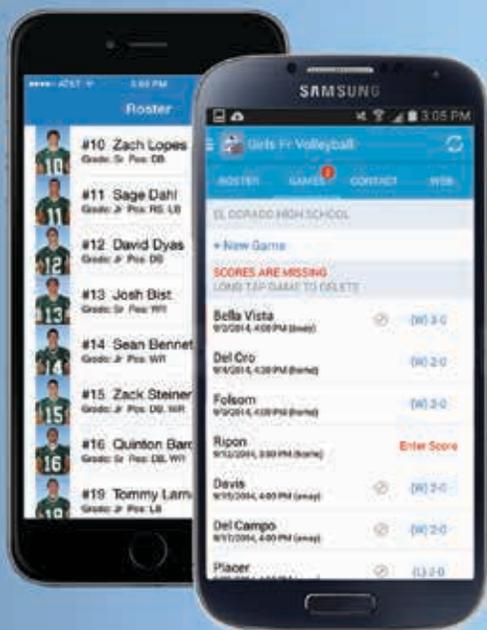
school) during parents' night; and many others. Despite the outcome of the athletic contest, the memories we make in our high school athletic career linger in our minds much longer than the final score.

As an actual athlete (apart from student managing and announcing), I will remember high school athletics in a different light. As an amateur pole vaulter and power lifter, high school sports was simply an extension of the classroom as I learned techniques, terminology, and drills. Yet, aside from all of the X's and O's surrounding sports, the product of participating in high school athletics and activities is real life experience. Understand, when I say *real life experience* I don't mean that you will walk off the football field knowing how to do your taxes or upon return to the dugout, know how to make a resume. High school athletics teaches what cannot be taught from a textbook: teamwork, cooperation, hard work, dedication, commitment, discipline, diligence, and so on and so forth. There is no doubt that education is vital in this day and age; however, some students will experience success in the athletic realm that they cannot find in the classroom. Therefore, the success they attain on the court or field can be vital for their own self confidence.

Lastly, I believe high school sports are so special because of the atmosphere that surrounds them. Unlike the professional leagues or even at the collegiate level, high school sports aren't surrounded by contracts and dollar signs. High school sports are encompassed by fans, family, and friends all cheering on the athletes they've seen play ball since they were 'yeah' high. High school athletics are enclosed by positive messages and strong bonds between players and coaches. High school sports allows any and all athletes a chance to grow, not only as players, but as people. Or, at least that's the atmosphere that surrounds the athletics in my community. Competition should be fierce, but in the end, life consists of so much more than the final score. There's never been a better friend to the 'There's More to Life than the Scoreboard' message than high school athletics.



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The Vibe of Summits through Twitter

Waverly High School @145activities Some GREAT messages today at the 2016 NCA Sportsmanship/Leadership Summit. Thank you @NebraskaCoach #thevikelife

A.J. Locum @ajlocum "So what, what now?" #culture #leadership

Ian Haakinson @Ian_Haak Put your plan into action not just words.

Nathan Wall @coachwall2001 "Leadership is face-to-face, eye-to-eye, heart-heart." @DC_Scouts #culture #leadership

PLHS ACTIVITIES @PLHSACTIVITIES 7 ways to lead: Be the first to serve and the last to be served.

Arlington HS SB @Arlington_HS_SB "Nothing teaches like example." #culture #leadership

SewardBlueJays @SewardBlueJays Natural leaders + purposeful direction = tomorrow's leaders! Thanks @NebraskaCoach #sewardjays # leadership

Sydney Nelson @sydney_nelson15 Be a confidence builder not a confidence crusher. You never know what a person is going through. #culture #leadership

Jordyn @HilyardJordyn Every single day, give it all you've got "and a little bit more" #culture #leadership

Mitchell Stine @MStineKHSAD A fantastic day of learning! @KearneyHigh was honored and humbled to serve as Summit host! #khsbearcatnation

Shelby Behnk @SBehnk_20 Be different, noticeable, and appealing! #Culture #Leadership

Alanna Weir @alanna_weir Gratitude: You just woke up to the best day of your life. #culture #leadership

Scott Steinbrook @ScottSteinbrook "Reaching your potential is better than having potential." Sportsmanship and #Leadership Summit @KearneyHigh

Seth Ryker @SethRyker Thoughts from NE Leadership Summit. 2 characteristics of Great Teams: No Regrets. Relationships Last Forever.

Bridgette Locker @bridgey621 I'd rather be respected than being liked.

Taylor Klein @Taylor04Klein Two most important days of your lives. The day you are born and the day you figure out why.

Jori Peters @jori_peters Be the change you want to see. #leadership #culture

Noah Bruner @noahbruner24 Your choices determine how great your team is #leadership

Megan Beck @MeganBeck10 Don't Ring The Bell #Leadership #Culture



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2016 Boys' Cross Country Super-State & All-State Teams



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Super-State

Class A

Seth Hirsch, Millard West
Milo Greder, Omaha Westside
Jose Gonzalez, Fremont
Jacob Ralston, Papillion-La Vista South
Longins Kouri, Grand Island
John Quigley, Millard West
Alexander Tollinger, Omaha Central
Ryan Eastman, Creighton Prep
Tyler Taubenheim, Lincoln Pius X
Abram Turner, Lincoln Southeast
John Slagle, Creighton Prep
Noah Rasmussen, Millard South
Ethan Goldner, Omaha Westside
Matthew Thurston, Kearney
Evan Johnson, Lincoln Southeast
Andrew Dubas, Millard West

Class B

Abdulkadir Mohamed, South Sioux City/Ponca
Osman Geele, South Sioux City/Ponca

Class C (Medalist)

Aidan Wheelock, Minden

Class D (Medallist)

Jonah Heng, Norfolk Catholic

All-State

Class A

Top 16 Super State

Class B

Top 2 Super State
Nick Carson, Mount Michael Benedictine
Jackson Larsen, Omaha Gross Catholic
Peyton Hottovy, Mount Michael Benedictine
Luke Stuckey, York
Grant Moody, Aurora

Class C

Top 1 Super State
Nathan Ostdiek, Columbus Scotus
Brian Santiago, Hartington
Ryan Volin, Wahoo
Jason Landin, Boys Town
Keegan Pope, Syracuse
Gavin Klein, Holdrege

Class D

Top 1 Super State
Trenton Cadwallader, Stanton
Jake Neuhalfen, Crofton
Benjamin Arens, Ainsworth
Brandon Barker, Kimball
Mason Timm, Yutan
Ty Shaw, Malcolm

2016 Girls' Cross Country Super-State & All-State Teams



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Super-State

Class A

Taylor Somers, Millard South
Anna Jennings, Papillion-La Vista South
Rita Schnacker, Kearney
Kaitlynn Johnson, Millard West
Abby Heffner, Millard West
Gabrielle McGinn, Millard West
Abigail Schmidt, Lincoln East
Tasneem Ali, Lincoln North Star
Madison Muma, Lincoln East
Laura Martin, Lincoln Pius X
Chloe Heller, Lincoln Southeast
Lorelei Hayden, Millard South

Class B

Mazie Larsen, Gretna
Whitney Riesen, Scottsbluff
Rebekah Rawlings, Gering
Jonna Bart, Aurora

Class C (Medalist & by Time)

Taya Skelton, Fort Calhoun

Class D

Rylee Rice, Ainsworth
Cameron Hucke, Hastings St Cecilia
Haley Arens, Crofton

All-State

Class A

Top 12 Super State

Class B

Top 4 Super State
Tukker Romey, Gering
Ally Pachunka, Omaha Skutt Catholic
Kennedy Krejdl, Aurora

Class C

Top 1 Super State
Ashley Kroese, Milford
Kenzie Hurlbert, Holdrege
Christina Soto-Stopak, Boone Central/Newman
Grove Sophia Conant, Adams Central
Breana Lassek, Columbus Scotus
Avery McKennan, Fort Calhoun

Class D

Top 3 Super State
Madison Lambley, Dundy County Stratton
Madison Quist, Doniphan-Trumbull
Kaitlyn Roach, Doniphan-Trumbull
Amanda Aerts, East Butler



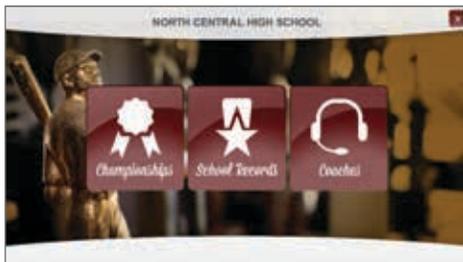
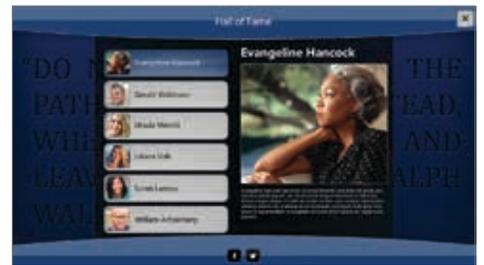
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2016 Boys' Tennis All-State Teams



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Class A

First Team

William Gleason, Lincoln SW – CAPTAIN
Thomas Kennedy, Omaha Creighton Prep
Brett Slezak, Omaha Creighton Prep
Ryan McNamara, Omaha Creighton Prep
Connor Vandewege, Lincoln East
Lucas Dionisopoulos, Lincoln Southwest

Second Team

Alex King, Omaha Creighton Prep
Dillon Ketcham, Omaha Westside
Duncan Works, Lincoln Southwest
Mason Williams, Lincoln East
Jackson Bergmeyer, Lincoln Southeast
Henry Massey, Lincoln Southwest
Andrew Hedstrom, Lincoln Southwest

Class B

First Team

Mason Meier, Elkhorn South – CAPTAIN
Jacob Weber, Gretna
Riley Warner, Pius X
Sam Coy, Pius X
Joe Burt, Pius X
Haydn Muir, Elkhorn

Second Team

Matthias Mattley, Gretna
Joe Dawson, Pius X
Zach Weber, Gretna
Noah Bernal, Gretna
Jake Wilkinson, Pius X
Jon Fink, Elkhorn South

2016 Girls' Golf Super-State & All-State Teams



Photo by Callam Sports Photography

Super State:

Kirsten Baete, Beatrice
Kaylei Becker, Cozad
Anna Boor, Omaha Duchesne Academy
Lacie Fox, West Point-Beemer
Kristin Goertz, Omaha Duchesne Academy
Ricki Hickstein, Chadron
Lidia Jons, Lincoln Southwest
Kendra Placke, Seward
Shelby Poynter, Scottsbluff
Grace Rasmussen, Millard South
Spencer Roach, Papillion-La Vista
Nia Station, Omaha Burke
Allison Temple, Norfolk
Morgan Thiele, Kearney Catholic
Megan Whittaker, Elkhorn South

All State Class C:

Amanda Fay, Grand Island Central Catholic



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2016 FALL NEBRASKA STATE CHAMPION COACHES

Boys' Cross Country

A	Colin Johnston	Millard West
B	Sean Fitzsimmons	South Sioux City / Ponca
C	Steph Fuehrer	Holdrege
D	Doug Zoucha	Norfolk Catholic

Girls' Cross Country

A	Colin Johnston	Millard West
B	Ron Haden/Tony Sigler	Aurora
C	Merlin Lahm	Columbus Scotus
D	John Svec	Aquinas Catholic

Boy' Tennis

A	Michael J. Higgins	Omaha Creighton Prep
B	Nolan DeWispelare	Lincoln Pius X

Girls' Golf

A	Joe Pudenz	Papillion-La Vista
B	Jeff Nielsen	Omaha Duchesne Academy
C	Kim Mestl	Ogallala

Softball

A	Steve Kerkman	Millard South
B	Terry Graver	Elkhorn South
C	Andrew Edwards	Malcolm

Volleyball

A	Lindsay Peterson	Millard North
B	Renee Saunders	Omaha Skutt Catholic
C1	Omaha Concordia	Kiley Hansen
C2	Tracy Kuester-Burtwistle	Stanton
D1	Tera Stutheit	Johnson-Brock
D2	Diane Torson	Hampton

Football

A	Michael Huffman	Bellevue West
B	Guy Rosenberg	Elkhorn South
C1	Brock Eichelberger	O'Neill
C2	Lynn Jurgens	Wilber-Clatonia
D1	Luke Gideon	Burwell
D2	Doug Goltz	Falls City Sacred Heart



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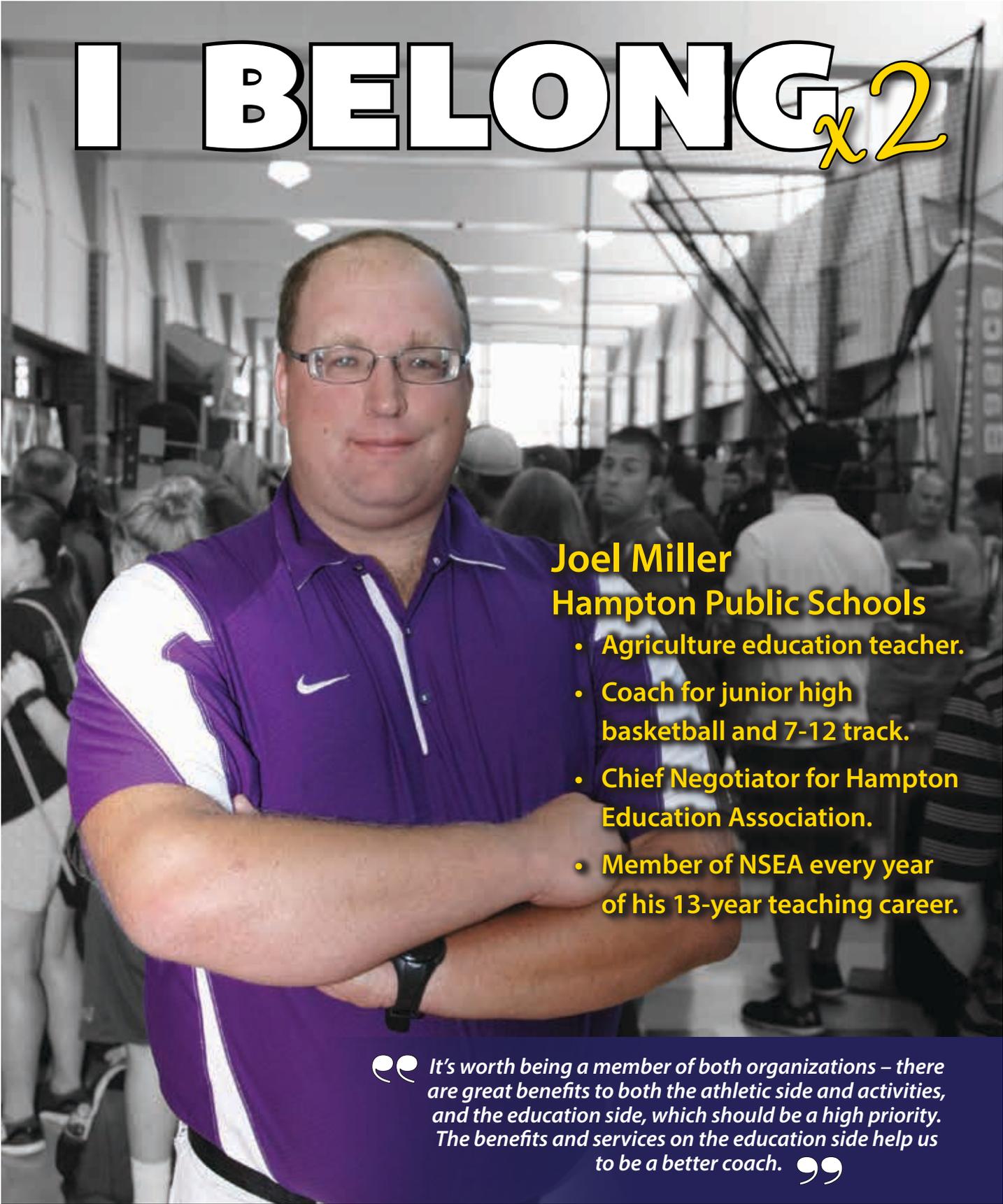
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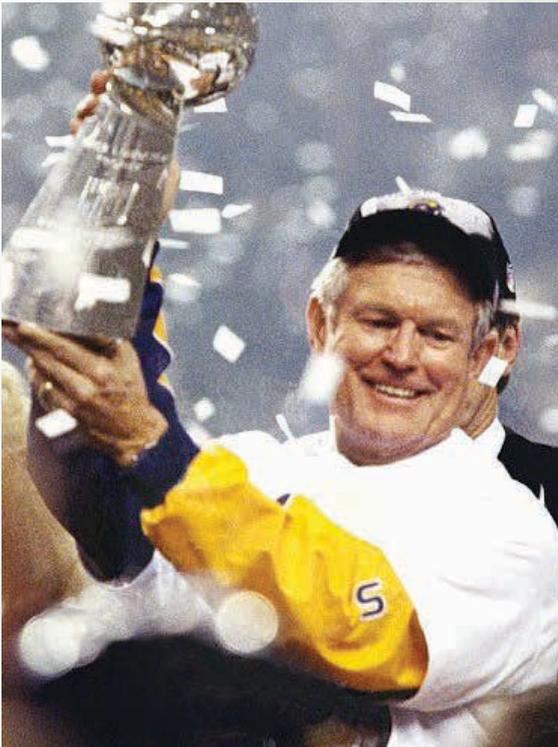
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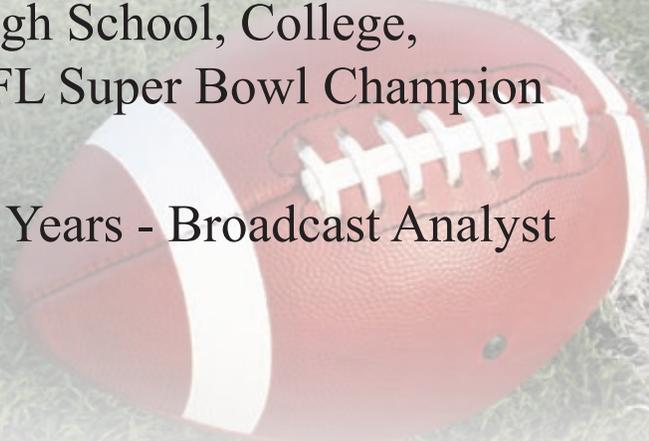


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