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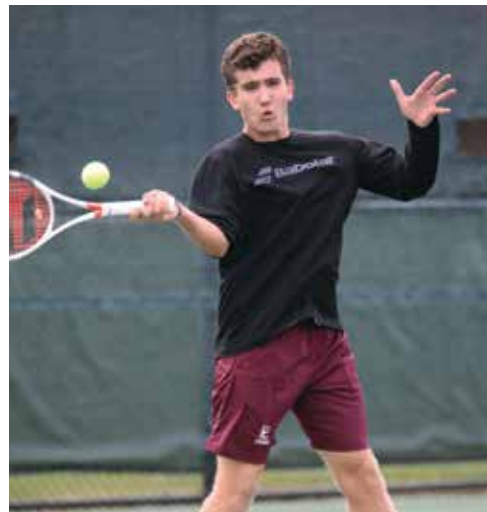
Sportsmanship Awards



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OFFICE HOURS
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NCA UPCOMING EVENTS 2019

NCA Board of Directors Meeting
January 20, 2019; Adams Central HS

NCA Winter Track & Field Clinic
February 2, 2019; Lincoln

**NCA & NSWCA State Wrestling
Coaches Hospitality**
February 14-16, 2019; Omaha

State Cheer & Dance Championships
February 15-16, 2019; Grand Island

**NCA & Lincoln CVB State Swimming
Coaches Hospitality**
February 22-23, 2019; Lincoln

Girls' State Basketball Sportsmanship Awards
February 28 - March 2, 2019; Lincoln

**NCA & Lincoln CVB Girls' State
Basketball Coaches Hospitality**
February 28 - March 2, 2019; Lincoln

Girls' Basketball All-Star Selection Meeting
March 3, 2019; Lincoln

Boys' State Basketball Sportsmanship Awards
March 7-9, 2019; Lincoln

**NCA & Lincoln CVB Boys' State
Basketball Coaches Hospitality**
March 7-9, 2019; Lincoln

Boys' Basketball All-Star Selection Meeting
March 10, 2019; Lincoln

NCA Board of Directors Meeting
April 28, 2019; Lincoln

2019-20 Online Registration Opens
May 1, 2019

State Soccer Sportsmanship Awards
May 8-14, 2019; Omaha

NCA State Track & Field Coaches Hospitality
May 17-18, 2019; Omaha

Milestone & Service Awards Applications Due
June 1, 2019

NCA Multi-Sports Clinic
July 23-25, 2019; Lincoln

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What Traits Do You Develop in Athletes?

Scott Lamberty - Boys' Basketball - York

Courtesy Photo



They say athletes will take on the persona of their head coach, but every coach is different in personality just as every team is different in personality. Some want to play free & shoot the 3 while others are hard-nosed and physical. But how do you get your team to be the team you want them to be?

My personal philosophy is that above all else, I want my team to be the hardest working & most competitive team on the court each night. Basically we say “nothing for free” & “play with PASSION”. To make that philosophy happen we want to:

- 1) Challenge all shots by:
 - a. Getting through all screens
 - b. Closing out to shooters
 - c. Rotating & helping to every drive & cutter
 - d. Guarding the dribble hard
- 2) Challenge every cut with physicality,
- 3) Be the first one on the floor for every loose ball,
- 4) Be RELENTLESS on the glass

But, that philosophy also translates to the offensive end of the floor. Offensively here at York, we want to:

- 1) Transition end to end with a sprint
- 2) Be physical on all screens
- 3) Move the ball side to side quickly to make defense work
- 4) Attack the basket hard with every dribble & cut

So, how do we go about getting that persona out of our players?

First and foremost, we demand that type of effort in every drill that we do in practice. If a player is unwilling to give the effort and attention to every little detail, they know they won't play in games. Everything we do is done at full speed and is designed with our offensive and defensive philosophy in mind.

Secondly, we make most of our drills competitive. A player unwilling to compete will be a player who will not

be able to function well in crunch time. So, we want to know who will compete and who won't, and we want to develop that competitive nature all throughout the season. It's our thought to make practice more difficult than game situations.

I also love to change up our end of practice 5 on 5 segments to create different types of competitiveness. If we are running our motion at the end of practice, I will change up how we compete the session. Some days we will play to 3 makes so we focus more on high percentage shots rather than just “chucking 3's. Other days we will play to 7 points with the loser running.

There are some days we want to focus more on defense and you have to get 3 stops in a row to change to offense. Other days we may want to focus on getting a player a specific shot like a layup or shot off screen. By varying up our focus, it keeps things fresh while still working on our execution. But, it also breeds competitive players who want to finish plays.

For us, the biggest drill that creates that hard-working player who will compete and pay attention to detail is “Perfect 35”. While this drill is a defensive drill in focus, the offense works hard to execute so they don't have to get to defense. But, our defense has to have all 5 players be PERFECT in execution for 35 seconds, no matter how many possessions that takes.

Any player that doesn't jump to the pass, box out, communicate, etc will force the clock to be reset. Any offensive rebound, score, or not contesting a shot or pass will reset the clock. There is no place to hide defensively. Any bad matchup is exposed, every misplay of a screen will expose a player, any hard back cut will take advantage of an overplay and lack of rotational help. We even reset the clock of the offensive players gets 2 feet in the paint inside 10 feet.

What we have found, is that when the players start holding each other accountable for that style of play is when you start to take off as a team and a program. Your leaders need to step up and take ownership in **THEIR** team and everyone else will fall in line with that leadership.

So, what type of a team do you want as a coach? Whatever your philosophy might be, be sure you practice that way every day and help your players to take on that persona. That will also help lead to more accountability on the players' part and better teamwork as they all start to understand the value of each person's role.



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Motivating to Achieve Maximum Effort Throughout the Season

Jennifer Wragge - Girls' Basketball - Elkhorn

Lincoln Journal Star Photo



First, let me say that everything listed below has been taken from other programs and coaches. I am sharing with you the things that we do, that I believe have helped us be successful in the recent years. There may be things mentioned that you also do; however, it may be possible that we add a different twist that you might discover helpful. Basketball has the reputation of being “a long season”, and I believe that you have to do things within your program that can

help add a spark each and every day. A lot of these things can also be used in other sports, as well as basketball. The ultimate goal for every coach should be to get the most out of your athletes. Hopefully, you will find a few things listed that you can use throughout your season.

Covenants

After hearing Bruce Brown speak a couple of times, I was convinced that a change needed to occur in order for our team to be more than just a basketball team. Approximately eight years ago, we replaced team goals with team covenants. I wanted our team to represent strong character both on and off the court. I continue to use the book “First Steps to Creating a Successful Team” by Bruce Brown, as a resource. At the end of the first week of practice, our team takes about an hour or so to identify three to four core covenants that our team will adhere to throughout the season. This is a player driven process in which they truly take ownership of the covenants that are chosen. Not only are the covenants listed, but our players also identify what the covenants should look like on the court, in the classroom and outside of school, in both social settings and at home. Our covenants are then put on a large poster and hung outside the locker room so they are visible each and every day. We ask each team member to take some time and think about their commitment to each covenant. When they are ready to commit, they notify the coaching staff. At the end of that practice, we have a “signing ceremony” in which the team watches those players sign. Throughout practices and games, we regularly refer back to our covenants and do everything we can to hold each other accountable in following these core values.

Opponent of the Week

This concept was taken from Mike Neighbors, who is the current coach of the University of Arkansas Women’s Basketball Team. My assistant coach, Ben Meyer, truly deserves the credit for introducing this to our program approximately four years ago. Before our first practice of the week, Coach Meyer introduces our “Weekly Opponent” to our team. Before introducing them, our coaching

staff discusses and determines the week’s opponent. This may be something that perhaps we struggled with the previous week, or something that we know that we will need to address in order to be successful in the upcoming competitions. Communication, authentic enthusiasm, toughness, and grit are all examples of opponents we have used. We generally try to identify a brand new one each week; however on occasion we may re-visit one previously chosen. Coach Meyer will explain what the opponent means and what it should look like throughout practices and games. As coaches, we try to continually emphasize the opponent throughout the practice often referring to it throughout drills. At the end of each practice and each game, coaches will decide if the team deserves “a win” or “a loss”. For example, if the opponent was “communication” and throughout the practice coaches continually had to address the issue of talking on screens and defense, then most likely the team would receive a loss. Coach Meyer keeps a win/loss poster outside our locker room, in which he tallies the wins and losses for the week. He will also keep a season running tally of our win/loss record. This really has become something that our team takes very seriously. There is a healthy frustration level when the team does not earn a win and as a result, this usually helps motivate them the next day. This is something that has become a part of our everyday and weekly operations. Our players have become accustomed to making “a win” a huge priority each and every day.

During Practice

We use a various number of strategies in order to maximize our players’ effort in practice. We not only try to motivate them, but also try to find ways to help them experience situations where they must work together to overcome adversity. This also allows the true competitors and leaders to rise to the challenge.

Scoring in scrimmage situations. Depending on what we are emphasizing, we will assign different point values for different things. For example, we almost always give offensive rebounds two points. We will assign points for tips, steals, and more points for paint scores. We sometimes take points away for lack of communication and turnovers. If we set teams such as the top five versus next five, we will often start the score as 0-6 in favor of the second five.

Verify Wins. No team is declared a winner of a scrimmage or a shooting drill without “verifying the win”. One member of the winning team will have to make a free throw in order to verify. If the free throw is missed, the win is nulled and the winning team will have the same consequences as the losing team.

Drill Records. Our managers keep track of team records for the season for our shooting drills. Before we start the shooting drill, we announce what the season record is, and as a team we try to beat it

each day. Our players show a lot of excitement when they set a new record

“Positives.” Our post-practice huddle not only includes informing our players if they got “a win” (opponent of the week), but we also do something that we call “positives”. I start off by naming two to three positives that I saw during practice. These may be positives that I saw as a team, or I may name specific individuals and point out exactly what I saw that was a positive. My assistants then say their positives followed by our players. This not only helps us leave the gym with a positive interaction, but also allows coaches to get different perspectives on things that they may not have seen or noticed.

Pre and Post-Game

There are a few other things that we do to recognize those players who are really giving maximum effort in achieving our covenants. Those players may or may not be the players who are showing up as leaders in the stat columns. They also may not even be starters but still deserve recognition within our team. We try to do everything we can to identify those players in front of their teammates. A couple of the things we do are:

“Hard Hat Awards” After each competition the coaches will decide on a JV and a Varsity winner of this award. This is the player that may be diving for loose balls, getting offensive rebounds, taking charges, communicating the most or even guarding our opponent’s best player. We make this announcement after each game in our post-

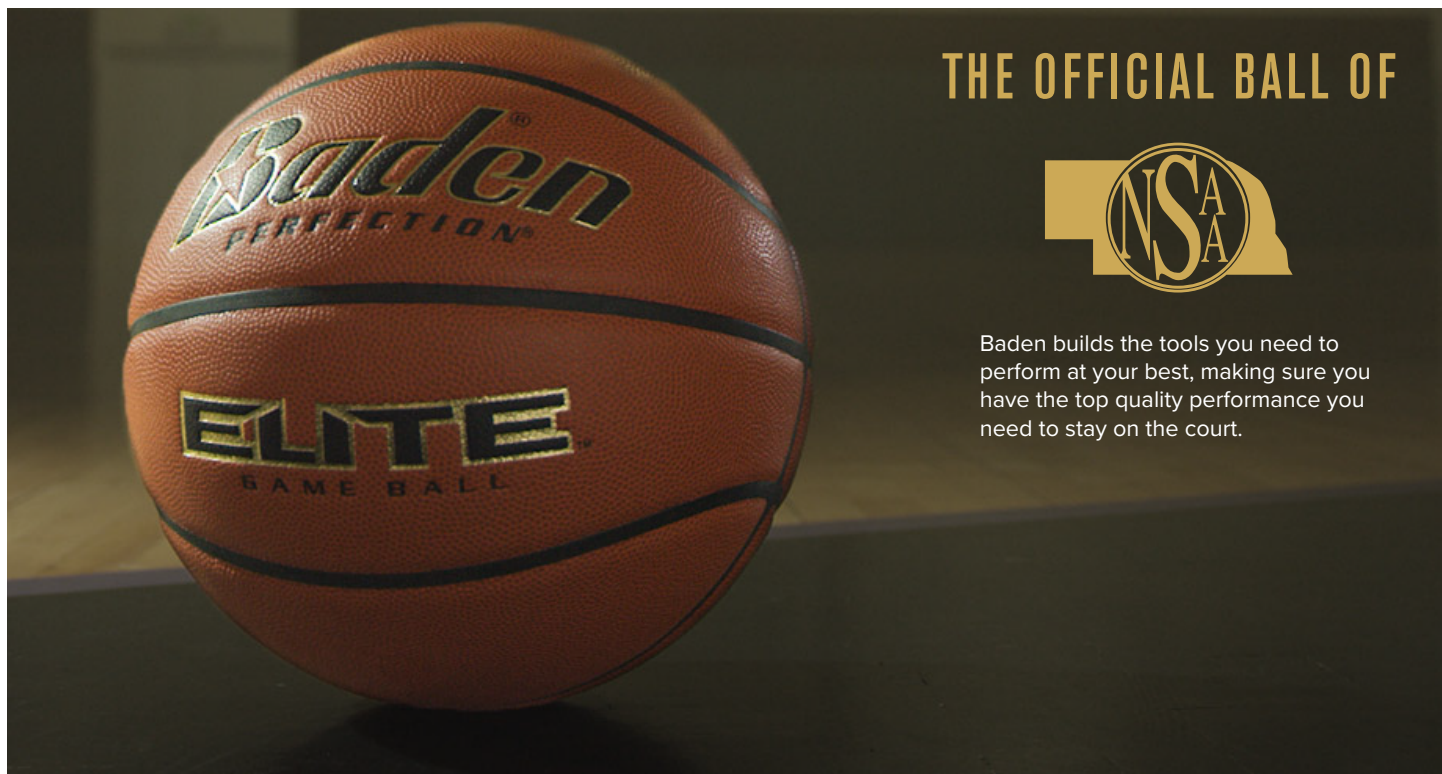
practice huddle the next day. My assistant coach, Jeanne Houchin, will also put a picture of a “hard hat” with that players name on it on our bulletin board, which will be displayed for the entire season.

“Coaches’ Captain” Our team votes on our 2-3 captains for the season. Coaches then pick a “Coaches’ Captain” for each week. Generally this is someone that has shown great leadership qualities on and off the court for that week.


Team Awards

Our JV and Varsity team all vote on team awards at the end of the season. Every JV player votes for the JV and every Varsity player votes for Varsity. Coaches also get a vote. We have an award for each team in the following categories: Most Valuable Team Player, Best Offensive Player, Best Defensive Player, Most Improved Player, Hustle Award, Character Award, and Leadership Award. We print off awards for all of the winners, announce them at the banquet, and publish them in our Season Summary Booklet.

As I stated before, we have not created any of the activities and strategies mentioned. We have taken ideas from many different sources. I also have tremendous help from all of my assistant coaches, both now and in the past. We also have tweaked all of these things to meet our needs at the time. Over the years, all of these motivational activities have become a tradition in our program. They have also contributed to what I believe has allowed us to maximize our players’ effort and potential throughout each season.



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Improving Your Team by Motivating the Marginal Wrestler

Luke Gideon - Wrestling - Burwell



Courtesy Photo

Most of my life I have been involved in the sport of wrestling, with the last 20 some years in coaching this great sport. Teaming up with Coach Mike Max, who is also an alumni of Burwell High School, has been a wonderful opportunity since he brings another 40 years of experience

with him. This extra insight is immeasurable. We both know what the sport of wrestling can do for students, but getting them to participate and stay involved is not always an easy task. Keeping the marginal athlete involved is the cornerstone of our successful program at Burwell High School.

Watching the sport of wrestling evolve, I have seen student athletes getting better year after year. I have specifically taken note of how important it is to have the marginal wrestler on a team. When speaking of the term “marginal” I mean they are on the fringe--on the border of great success or complete discouragement. These students might make up the majority of the team, but can easily be forgotten when comparing them to the handful of elite wrestlers on the team. As a coach, you don’t see the marginal wrestler on the championship podium, but they are consistently doing their job and play a big role in your team’s success. Coaches who build a strong program see this team member as a vital part of the team during the season.

As coaches we have all heard the saying, “you are only as good as your weakest link.” For some coaches, this quote causes them to cringe as they dream about fielding a team full of elite athletes. Filling the roster at every position with great wrestlers is easy for very few teams, but for most the challenge is developing a roster full of well-rounded wrestlers. We all want a team full of all-stars, but in reality, most coaches are dealing with kids at a variety of different talent levels. Somewhere in the middle of the strongest players and the weakest link is what I call the marginal athlete. Identifying and motivating the marginal wrestler can allow most teams to achieve success at a higher level.

Speaking as a coach in my home town of Burwell, Nebraska, a town with a population of 1,200 and a student body of under 125 students, I can say the challenge is numbers. Fortunately, in our small town, most of our students participate in all sports, which is a major factor in the success of our athletic programs. These student athletes are also involved in a variety of activities that fill up their day. The

training from one program relates to another. The success of one program relates to another and helps us to create well-rounded athletes to fill a roster.

Whether a coach is leading a team in the city or at a small-town school, the challenge can be the same--producing a quality team with those on the roster. From day one it’s not hard to recognize which teammates have the ingredients to be something special on the mat. It’s the other group of athletes, the ones that are marginal wrestlers, that will be the biggest challenge to keep motivated and on the mat. However, over time they are the ones that can make a difference on any team and be memorable in their accomplishments.

Identifying the Marginal Athlete: As a coach looks at their team, they can usually mentally organize wrestlers into different categories. A coach will identify the marginal wrestler as the athlete who shows up every day, is somewhat athletic and competes hard. They are a great teammate and bring loads of character to the team. They typically place at most meets and are great at setting goals. In all reality, the marginal wrestler is fun to have on your team--they work hard in practice, compete hard, and score points at almost every meet. They are a committed team member and don’t demand your full-time attention. Marginal wrestlers are willing to put it all out on the mat because they don’t have the weight of lofty expectations lingering over them.

Why the Marginal Wrestler is Important to Your Team: Throughout the state and the nation, increasing participation in the sport of wrestling is always a topic amongst coaches trying to field a competitive team. The sport of wrestling has really advanced in the state of Nebraska with more wrestling opportunities available. In many programs, there are wrestlers that are focusing only on the sport of wrestling. Some kids travel throughout the state and nation competing in high-level matches throughout the school year. While these opportunities are great for individual successes, the result is that some teams field a small number of very talented and experienced wrestlers. However, it is not likely that a coach will ever field an entire team of elite wrestlers and it takes much more than a couple great wrestlers to win championships. So, it is critical that coaches encourage and develop the marginal athletes that are the base of a good team. Coaches should recognize that elite wrestlers can, at times, make it difficult for the marginal wrestler to recognize their place on the team and cause them to question their ability or role on the team. Encouraging them through these doubts is both rewarding and exciting.

The group of marginal athletes gives depth to any team by filling the roster at competitions and by filling the wrestling

room in practice. They are the heart and soul of practice; providing elite wrestlers with much needed reps and beginning wrestlers with valuable experience. With this competition in the practice room, coaches will often be surprised that wrestlers of all levels have improved drastically by the end of the season. In fielding a full team with all skill levels, programs can be competitive year after year.

Besides scoring critical points for the team and filling the roster, the group of marginal wrestlers is often the most fun to coach. They come from a variety of backgrounds and experiences and add a lot of character to the team. It is easy to celebrate their successes because they might not have had a lot of fanfare in their life. They bring cohesion and fun to the team.

How to Motivate the Marginal Wrestler: Building a strong youth program and creating a love for the sport is critical in motivating the marginal wrestler. Even at a young age, coaches can spot the students that have the ability to take their competition to a higher level. It is important to cultivate that in any way possible. In our school, we have limited resources for our wrestling program, but that doesn't mean that we haven't been successful in providing opportunities for our wrestlers. Our booster group, team members and community do a great job of providing resources to cultivate wrestlers. This might mean bringing in clinicians to improve an aspect of wrestling that the coaches are not experienced

with. It could also mean providing opportunities for camps that can help wrestlers to develop and bond as a team.

As student athletes move into high school it is important to continue to motivate the marginal wrestler. In the practice room, most wrestlers are aware of each other's abilities. The job of a good coach is to make sure that elite wrestlers treat the marginal wrestlers with respect. This means controlling the environment in the wrestling room so that it is positive and encouraging for all members of the team. Respect between teammates will benefit each individual and the team in the long run. The coach must also make sure that the marginal wrestler feels appreciated and knows that he is an important part of the team. His abilities are just as valuable as the elite wrestlers. Finally, it is essential that the coach focuses on ensuring that fundamentals are strong for each marginal wrestler. If they find themselves in a match with another marginal wrestler, strong fundamentals will allow them to get the win and experience success.

As I look back on my years of coaching, I have a lot of great memories of kids that could best be described as marginal wrestlers. Their accomplishments may not have been an individual state title, but they were just as exciting to me and to them. They provided a lot of fun, and probably a little stress, with their unique personalities. I wouldn't trade one of them if I had the chance. By coaching the marginal athlete and building their skills, a coach is building the backbone of their team and in the long-term, building the success of the team for years to come.

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About Coaches vs. Cancer

The Coaches vs. Cancer program is a nationwide collaboration between the American Cancer Society and the National Association of Basketball Coaches (NABC). This initiative leverages the personal experiences, community leadership, and professional excellence of coaches nationwide to increase cancer awareness and promote healthy living through year-round awareness efforts, fund raising activities, and advocacy programs. Through the Coaches vs. Cancer program, coaches of any sport can help increase cancer awareness and promote healthy living among students, faculty and staff, fans, and the community at large through year-round awareness efforts, fundraising activities, and advocacy programs. Since 1993, high school and college coaches have raised more than \$100 million to support the American Cancer Society's fight against cancer.

The coach is the key player!

As a coach, you serve as a community leader and as a role model in your school. The Coaches vs. Cancer program presents an excellent opportunity to enhance your school's community relations and create a positive image for your coaching staff, athletic program, and the school. Participating in the Coaches vs. Cancer program is fun, and it teaches valuable charitable and character-building lessons as well. Coaches and players of any sport can participate, and getting involved is easy!

How can coaches and athletic directors help spread the word about the Coaches vs. Cancer program?

As leaders on their campuses and in their communities, coaches and athletic directors have a valuable voice and presence. Harness it by speaking at section meetings and sport head meetings, talking with other coaches and administrators, and challenging people to participate. The American Cancer Society can provide you with necessary materials to help you talk about the Coaches vs. Cancer program in meetings and presentations.

How does the American Cancer Society save lives?

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The American Cancer Society has teamed up with the Nebraska Coaches Association to attack cancer through the Nebraska High School Coaches vs. Cancer program. This program is endorsed by the Nebraska Schools Activities Association and the Nebraska State Athletic Administrators Association. Coaches of any school activity have the chance to attack cancer from every angle through this program.



Contact: [Randall Jantzen](mailto:Randall.Jantzen@americancancer.org) | Senior Manager, Community Development
Phone: 402.260.3313 or Randall.Jantzen@americancancer.org

Exercises for Power Development in Your Athlete

Daniel Flahie - Instructor of Exercise Science & Health - Mount Marty College

Before I begin to talk about exercises for power development, a few concepts and definitions need to be cleared up. The act of getting stronger is often done without a regard for how fast the weight is moving, just that the weight is moving. When we strength train we are performing work, which is the product of the force exerted on an object (barbell) multiplied by the displacement (how far it moved) of that object. Training for power development on the other hand is concerned with the time it takes to perform that work. Power in simplistic terms is defined as work divided by time. A simple example is if one athlete power cleans 200lbs at a rate of .2 meters per second, and another performs the same amount of weight but at a rate of .3 meters per second, the first athlete would be considered more powerful than the second. This is of course an overly simplified example.

Typically, the go-to exercises for coaches to program for power development are some variation of the barbell clean (power, hang) and the barbell snatch (close grip, wide grip). While I absolutely love these exercises, and I do program them with the majority of my athletes, they have taken a smaller role in my repertoire over the last year. This is not because I find them ineffective, in-fact the power clean has been and will continue to be one of the greatest exercises for power development, period. However, like legendary strength coach, Bob Alejo says, "I don't want to do what works. . . I want to do what works best!"

For the coach in charge of training athletes at the high school level, and especially in smaller schools where the athlete to coach ratio is often large, integrating a highly skillful and complex movement like the power clean or snatch may not give you the best bang for your buck in terms of efficiency and safety. Especially if you are training a large group of novice athletes with limited staff. That is not to say that you can't work towards the power clean, but know that there are several other means to the end of power development that are much easier to implement and illicit similar physiological adaptations.

One of the major goals in performing these types of exercises is to create the "triple extension" position, where the ankle, knee, and hip joint are all fully extended. It is important to re-create this motion because nearly all explosive athletic movements involve this triple extension pattern. Whether we are looking at pitching, swinging, jumping, spiking a volleyball, sprinting, throwing, etc. there is some degree of triple extension taking place.

Below I have listed a snippet of the training exercises that are easily implemented into a high school program, and that I personally program with my athletes. These exercises have a high rate of return with minimal risk, and are easier to teach

than the traditional Olympic lifts. There are many others, but these are my three go to exercises. The trap bar jumps first came to my attention from Craig Edwards, the current strength coach at the University of New Hampshire, and I am grateful for his openness and dialogue we have had regarding these types of exercises.



Trap Bar Jumps. This has quickly become a staple of my program and my track athletes perform these at least twice a week. Keep the weight light, again the focus is

on movement speed, not strength. We have been doing the movement for over a month and have not gone over 75lbs on the bar.

Any type of medicine ball throwing work. I keep the weight light for these (6-10lbs). These exercises may not create as much adaptation as barbell exercises with more weight, but they are still great for developing explosive athletic movements. My two primary variations are the ½ kneeling throw to sprint, and the ½ kneeling jump to triple ext. I use these because it helps my sprinters explode out from a starting position, and the act of throwing the medicine ball keeps them from rushing their steps, which is a big technique flaw during block starts.



Courtesy Photo

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Quality Matters

Mike Witt - Swimming - Lincoln Pius X



Courtesy Photo

With limited time and opportunity for the swimmers to be in the water, what is the best way to help the athletes swim faster? I have taken the approach for a long time now that Quality Matters. Quality is combination of good technique and practicing to swim fast.

Being able to move the arms fast and kick hard

is not indicative of achieving fast times. Being able to be effective from the start of the catch phase to the recovery phase is important but does not guarantee a fast time. It's the combination of an effective stroke with fast arms and kick that helps produce a fast swim.

Swimming is just like every other sport in the fact that practicing quality day in and out is easier said than done. To help emphasize good technique, we always start off the season doing some stroke technique work to help lay down a foundation of correct form before we start to add speed. We break down all four strokes (freestyle, backstroke, breaststroke, and butterfly). The emphasis for freestyle, backstroke, and butterfly is to catch the water at the front end of the stroke and then maximize the length of the stroke and push water back to the feet to move the swimmer forward. The farther a swimmer can move through the water with each stroke the more power that can be generated. For the breaststroke, it's not about being able to push water back behind you, but the ability to skull and move water much like a propeller on a motorboat. The goal here is to maximize the distance covered with each pull and kick. In addition to the distance of each kick and pull, the timing of the 2 parts has a big affect on speed. Great breaststrokers keep the shoulders moving forward consistently throughout the entire stroke. To help emphasize using the correct stroke, sets are designed to allow the swimmers a little extra rest to get them to recover some and make sure they are in the set mentally from start to finish. By allowing the swimmers a little extra recovery, they can maintain the quality stroke needed to maximize distance per stroke. By practicing a quality stroke in practice, it becomes automatic. This automatic stroke allows the swimmers to get up and race during the meets

without having to think about the stroke. They can let it come naturally.

As the technique improves, you can see the power increase in the water and along with that power comes more speed. The High School Swimming events are geared more for sprinters than distance swimmers. To ensure we are maximizing the speed of each swimmer, we work on sprinting at each practice. We do starts off the blocks at almost every practice. Sprinting everyday has a couple positive effects on the swimmers. By doing starts at each practice, the starts become more effective. Reaction time increases with more practice and the ability to transition the speed of flying through the air from the start to the speed of the first stroke in the pool becomes smoother. Sprinting also helps the swimmers to generate more speed than if they were only doing repeats in the pool. The ultimate goal is to train the swimmers to get up and swim at maximum effort, recover quickly, and then sprint again. This is much like being at a swim meet. The more we can replicate the effects of a swim meet, the more the swimmer becomes prepared to swim even faster at the meets.

It's the daily combination of improving stroke technique and trying to get up and swim faster every day that helps the swimmers drop time throughout the season and set themselves up for even faster times at the end of the season. Quality only happens when both pieces are practiced daily. The goal of each season is to bring the greatness out of each and every swimmer in the pool. A successful season is not counted by the number of state qualifiers, but by the number of swimmers who obtain personal bests at the end of season.



#BeKind - Coach Harry Meeker Set the Example

Steve Shadle - Retired - South Sioux City

Courtesy Photo



The newspaper headlines regarding the public schools “Be Kind” campaign sure caught my attention. It got me thinking that coaches across our State must be leaders in this “Be Kind” movement. Each of us must answer the question; how did we get here? What is going on in our public schools that we must focus even more intently on the simple social

skill and value of “Be Kind”. In my mind, “Be Kind” is a given when it comes to coaching, teaching and leading. The highlighted problems, in Nebraska, have come from what the State Department of Education, Nebraska School Activities Association and member schools proudly call the “other half of education”. The last time I read the NSAA Yearbook I did not find the word(s) teaching, learning, educational standard or lesson plan.

As a coach how would you answer: What type of education am I asking taxpayers to support? On any Friday night would it be easy to recognize “Be Kind” as a priority? Would “Be Kind” be reflected in my behavior toward fellow coaches, officials, my players, fans and critics?

Coach Meeker was a longtime highly successful track and field coach at Millard High school. Like many young coaches I tried to pick the brains of successful coaches. Coach Meeker never seemed to mind. Coach Meeker always wore a tie and dressed up for track and field meets. One day I asked, “Coach why a tie?” Coach Meeker replied, “Coaching is a profession. Dress like it and behave like a professional. That’s what we are.”

I still agree with Coach Meeker today. Attending the Nebraska Coaches Associations Summer Clinic reminded me of the many professional educators that work with our student-athletes. “Changing How We Coach and Lead” was a powerful presentation that challenged us to look at the influence we have and spoke directly to the “Be Kind” campaign.

By definition professions require an ethical code of conduct. I’m surprised by the number of educators that have never read the Nebraska Educators Code of Conduct (<http://nde.ne.gov/CC/standcond.pdf>). Now that coaches are no longer required to be professional educators, I’m sure the number of readers is even smaller. If you have never read the professional code; it’s quite difficult to coach and teach according to these principals. Teaching ethical behavior should be a top priority in our schools, especially given the major issues we have seen recently in sport (e.g. USA Gymnastics, University of Maryland, and Ohio State). As the

need for a “Be Kind” movement shows, not nearly enough energy has been directed toward this goal.

The National Federation of High Schools is the overall governing body of all High School activity programs. All State organizations claim to uphold the guidelines of the NFHS. I had the privilege to serve on the editorial board for the Coaches Quarterly Magazine. Having the opportunity to talk with coaches and officials across the country was a great experience. Our discussions always involved how complex problems were being handled across the country. Our Board and Officials agreed, most of the issues our schools face today can be solved by understanding and adherence to the Code of Ethics for Coaches (<https://www.nfhs.org/nfhs-for-you/coaches/coaches-code-of-ethics/>) and Code of Ethics for Officials (<https://www.nfhs.org/nfhs-for-you/officials/officials-code-of-ethics/>). However, my guess is that even a smaller number of coaches, officials, athletic directors, principals and superintendents have never read or do not enforce the NFHS Ethical Codes for Coaches or Officials. The answers to “Be Kind” behavior is found in both Codes as well as in the NSAA Sportsmanship Manual (<https://nsaastatic.s3.amazonaws.com/nsaaforms/pdf/manualsp.pdf>).

The latest “Be Kind” proclamation involved all the “power players” across the State. Those involved were from the NDE, NSAA, NSEA, Nebraska Coaches Association, Nebraska Association of School Administrators from across the state as well as others. Jim Sutfin, a well respected, superintendent of Millard Public schools followed up with an editorial in Midlands Voices #BeKind and pass it on. Jim Sutfin was not coached by Coach Meeker but by those coaches that followed him, Max Kurz and Larry Ribble.

Tom Osborne’s book, *Faith in the Game*, states that “Inconsistency between actions and words exists on all levels of competition.” As usual Dr. Osborne lays out the challenge to all of us involved and interested in the “other half of education.”

How did we get here? By forgetting what Coach Meeker said so long ago, “Coaching is a profession; dress and behave like it”. “Be Kind” will take care of itself given that we show up, do our job, align with the guidance shared in the Nebraska Educators Code of Conduct, NSAA and NFHS Codes of Ethics.

By the way, next year at the NCA Coaches Clinic. . . get your hot dog fried split-side down per Coach Harry Meeker.

Thanks for the advice and being a role model Coach Meeker.

There is No Constitutional Right to Be a Bully

Rex R. Schultze & Justin Knight, Perry, Guthery, Haase & Gessford P.C., Legal Counsel
Nebraska School Activities Association

"There is no constitutional right to be a bully." *Sypniewski v. Warren Hills Reg. I Bd. of Educ.*, 307 F.3d 243, 264 (3d Cir. 2002). Under the First Amendment, a school may prohibit students and spectators at school-sponsored events (such as a basketball game) from engaging in conduct or speech intended to insult, intimidate or otherwise harass others. Court decisions make it clear that schools may adopt and enforce reasonable rules and regulations governing spectators' conduct of at extracurricular activities.

Sportsmanship Rules and the First Amendment

Impinging on the Rights of Others

There is some disagreement whether the traditional First Amendment student-speech rules apply to students who attend school-sponsored extracurricular activities as spectators. On one hand, attending the event is voluntary – students are not required to attend. School staff may or may not be present to supervise the event. Student spectators are not subject to instruction or curriculum as they are during the school day. And students and adults are largely treated the same and held to the same expectations – spectators are spectators. On the other hand, the school is the government, and the First Amendment is implicated whenever the government regulates speech. Students are still students, and students at a school-sponsored event are subject to school rules and discipline. In any event, regardless of whether the First Amendment's student-speech rules apply, **schools can (and should) prevent students from engaging in insulting or intimidating behaviors towards others.**

The seminal United States Supreme Court case on student speech under the First Amendment is the 1969 decision in *Tinker v. Des Moines Independent Community School District* where Supreme Court formulated the rule that neither "students [n]or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." However, the *Tinker* court was careful to distinguish the student's wearing of armbands from conduct that affected others, and wrote:

"The school officials banned and sought to punish petitioners for a silent, passive expression of opinion, unaccompanied by any disorder or disturbance on the part of petitioners. There is here no evidence whatever of petitioners' interference, actual or nascent, with the schools' work or of collision with the rights of other students to be secure and to be let alone. Accordingly, this case does not concern speech or action that intrudes upon the work of the schools or the rights of other students." (Emphasis supplied).

Over the last fifty years, the Supreme Court has revisited the *Tinker* holding several times, and state and federal anti-discrimination and anti-bullying statutes have been enacted that apply to public school districts. While the Supreme Court has not been entirely clear or consistent in the "rule" to be applied in its post-*Tinker* cases, it has been consistent about two principles. One, the scope of a student's First Amendment rights is what is appropriate for the children in school or the activity involved. Two, schools may regulate or prohibit student speech at a

school-sponsored event that infringes on the rights of others, as opposed to political speech that simply makes others uncomfortable,

Recent cases in the *Tinker* progeny held that the right to be let alone includes the right to be free from physical intrusions *as well as psychological attacks*. One court held that a school district properly disciplined a student after he posted racist and degrading comments about other students on his own blog. If a school may discipline a student for racist and offensive blog posts, it follows that a school may discipline students for in-person speech that is racist and/or offensive and is intended to convey an intimidating or harassing message.

In addition, if students organize a particular event that can reasonably be determined to be intended to target students on the basis of sex, race or ethnicity, the school may prohibit any speech that members of the public might "reasonably perceive to bear the imprimatur of the school.

Forecasting a Substantial Disruption: In order to prevent harm to other students, schools may prohibit speech that could reasonably be anticipated to cause a substantial disruption to the school environment. For example, a court found that a school district could permissibly require students to remove the American flag t-shirts that they wore to insult or provoke the Mexican students on Cinco de Mayo. In that case, different groups of students had fought with each other and engaged in other disruptive conduct for some time. One group, primarily composed of Mexican-American students, planned to wear Mexican shirts on Cinco de Mayo. Another group of non-Mexican students planned to wear American shirts to "counter" the Mexican shirts. School officials heard murmurs of simmering tensions over the dueling shirts and instructed students wearing American shirts to turn them inside out or remove them. School officials were concerned that fights would break out over the shirts. On appeal, the federal circuit court ruled in favor of the school officials, noting that they do not have to wait for a disruption to occur before they act to prohibit such speech. Instead, they may prohibit speech if there is a reasonable forecast of a substantial disruption and to allow spectators to enjoy a game with an unobstructed view.

Spectator and Sportsmanship Rules: Courts have consistently held that reasonable sportsmanship rules at school-sponsored events are constitutional. For instance, in a recent case a father was prohibited from attending a basketball game because he had violated the district's "Parental/Spectator Guidelines." The father filed suit, asserting that the "Guidelines" were unconstitutional and violated his First Amendment rights. In dismissing his claim, the court noted the importance of the "Guidelines" as "reflect[ing] a substantial government interest in protecting young students from witnessing heated confrontations between a parent and a coach, or from hearing parents and spectators rant about a coach's alleged incompetence. The good experience of the other student athletes in the game should not be disrupted by parents or spectators who strongly disagree with a coach's decisions or the way he coaches the team. Behavior like [the father's] only serves to harass and disrupt the functioning of the entire basketball program to the detriment of all participants."

The court also addressed the father's claim that the district's "Athletic Code" was unconstitutional. The court noted that the sportsmanship requirements in the "Athletic Code" were allowable and

operated to “shield student athletes from anything that would detract from their participation in interscholastic sports.”

In another case, a school banned a frequent spectator from attending school events for a period of time because he made abusive and/or profane statements at several events. The spectator filed suit, challenging the school’s actions. In upholding the district’s ban, the court commented that “school officials . . . have the authority and responsibility for assuring that parents and third parties conduct themselves appropriately while on school property.” In exercising that authority, schools must take into account the fact that high school athletic events “are commonly attended by the families of the participants, including younger siblings, as well as by other high school students and the high school students participating in the event.” Thus, the court reasoned, the school has a responsibility to ensure that conduct at its events is appropriate in light of these circumstances.

Schools with sportsmanship rules or other similar school rules may apply those rules to ensure that a student’s speech or conduct does not detract from other students’ participation in the activity. The school may also take into consideration the fact that families of participants will be exposed to any purported bullying behavior. Schools have authority under their sportsmanship rules to discipline students for intimidating or harassing behaviors.

Students as a Captive Audience: The United States Supreme Court also has held that a school district has more leeway to censor speech in settings where students are a “captive audience.” The “captive audience” doctrine provides an exception under the First Amendment to allow the government to prohibit offensive speech as intrusive when the captive audience cannot avoid the objectionable speech. For example, students playing in a basketball game cannot leave the game to avoid the offensive conduct. It seems highly unlikely that a court would require a

student to decide between not playing in a game, and having to endure insulting comments from other students. Under the “captive audience” doctrine, a school has the authority to prohibit offensive speech directed towards students who are held in a captive audience.

Overall: All in all, there is strong authority for a school to prohibit or otherwise censor student speech that is intended to harass, intimidate, insult or otherwise bully others. From *Tinker* to other established principles of First Amendment case law, a school administrator may act in response to such conduct and may take reasonable steps intended to prohibit such conduct. In doing so, however, the administrator must take care to distinguish behavior that is directed at others for the purpose of intimidating or bullying them from speech on political or other matters of public concern that is offensive only because others might disagree with the viewpoint expressed.



Justin Knight



Rex R. Schultze

Courtesy Photo

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Empowering Coaches to Be Blood Drive Leaders

Jessica Sodeke - Nebraska Community Blood Bank

As a Nebraska sports leader, it takes a special set of skills to excel. Coaches help guide their team in difficult times, offer praise when things are going well, recruit people with specific skills, and set an example of how the game should be played. These skills are often what make coaches admired and influential among their own athletes as well as other students, faculty, parents and the community. These skills are also what makes coaches excellent candidates to coordinate blood drives. At least that's why Kurt Holliday, Seward High School Cross Country coach for 22 years, says he does it.

"The students look to us for direction. We have to teach them to give back," Holliday said. "Sometimes they need someone to show them, to lead them and to get them to see the importance of donating blood because you never know who will need it to survive."

Holliday took over the responsibility of coordinating blood drives at Seward High School five years ago when the original blood drive coordinator retired. A donor of more than 20 years, Holliday understands how important it is to have blood readily available for Nebraska hospitals, including Memorial Health Care in Seward, and didn't want the tradition of blood drives at the school to stop.

"Nebraska Community Blood Bank (NCBB) makes hosting a blood drive incredibly easy. We've transitioned from setting up in the gym to just pulling up a bloodmobile out front. We work together to set a goal, get people signed up, block off the parking spots and then NCBB does the rest."

The Seward High blood drives typically see about 80 blood donors, including students, teachers, and even parents. As an added incentive, when the blood drive meets its goals, NCBB kicks back scholarship funds to the school. In five years, the bi-annual blood drives have collected 591 units of blood and contributed \$5,910 in scholarship dollars.

"The blood drive scholarship program is definitely a highlight," Holliday said. "It's not just an incentive for students, but for teachers and parents as well. It makes me feel good knowing that when I donate blood I'm helping save lives and helping my own students."

Holliday said to coordinate a successful blood drive, having a game plan is key. Here are his top 8 tips:

1. Recruit clubs. At Seward High School, five clubs (SkillsUSA, FFA, FCCLA, FBLA and Key Club)

work together to recruit their own members and others to donate and help.

- 2. Recruit athletes in their off season.** While it may not be possible to schedule a blood drive that works for everyone, it is possible to ask others to step up when they aren't training. Holliday also said to not get hung up on not being able to find the "perfect" date for your blood drive. Instead, find the perfect goal, get that many people to donate, and be proud that you reached your goal regardless of who was able to be part of that particular drive.
- 3. Get help.** Holliday creates a spreadsheet in Google Docs of open appointment times and shares it with the other advisors of school clubs as well as the school administrators. This allows faculty to sign up and for the leaders to see what spots are available in real-time and sign students up right away.
- 4. Educate.** NCBB offers free blood typing. Holliday said this often works best if a table is set up during the lunch hour a day or two prior to the drive. Not only do students learn why their blood type is special, they can also ask NCBB staff questions. Many times it can be the deciding factor for students still on the fence.
- 5. Lead by example.** Roll up your sleeve, donate blood, wear your stickers and arm wrap proudly, but most importantly share your experience. Remind students who are nervous that you've been there too. NCBB staff are trained to work with first time donors and will take steps to ensure they feel comfortable throughout their blood donation journey.
- 6. Share the news.** Put the blood drive in the announcements and school newspaper. Tell neighboring businesses. Hang up posters. Post it on your school's social media. In addition to telling people about the blood drive, make sure they know where it is in the building, who to sign up with, and if they are 16 years old they need parental consent prior to donating.
- 7. Ask.** The number one reason people don't donate is because they were never asked. Don't be shy. And, for students who are unable to donate due to age, weight,

nerves or other reasons, encourage them to find someone to donate in their place: students, siblings, parents or neighbors.

8. Incentives: Remind donors of the perks - free snacks, time out of class, money for scholarships, community service hours and the ultimate reward...they get to be a super hero and help save someone's life!

By coordinating a blood drive at your school, you are empowering the next generation of blood donors to help people in a remarkable way now and in the future. To get started, please email blooddrives@ncbb.org or contact Kari Lundeen at **402-486-9427**. Learn more at NCBB.ORG/SCHOOLS.



Nebraska Coach Kurt Holliday began donating blood more than 20 years ago when he was at a SkillsUSA National Conference with his students. He continues to donate regularly, including at the annual Nebraska Coaches Association blood drive.



Seward High School student Greta Hughes donates blood as a community service project for her SkillsUSA organization. Greta was in good company, donating alongside her father Tim Hughes and her SkillsUSA advisor, Kurt Holliday.



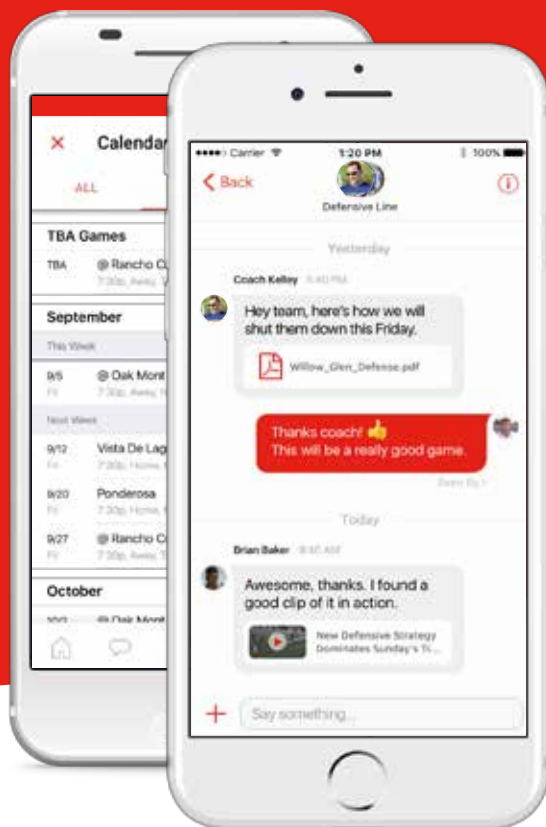
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Photos Courtesy of Taylor Selbert, Striv



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2018 Boys' Cross Country Super-State & All-State Teams



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Super-State

Class A

Liem Chot, Lincoln North Star
 Ethan Goldner, Omaha Westside
 Jose Gonzalez, Fremont
 Tyler Boyle, Lincoln Southwest
 Trevor Acton, Lincoln Southwest
 Jacob Kosmicki, Grand Island
 Nagmeldin Abdalla, Omaha Bryan
 Luke Dickas, Creighton Preparatory School
 Mason McDonald, Millard West
 Wesley Ferguson, Fremont
 Thomas Oliver, Lincoln East
 Kellen McLaughlin, Gretna
 Dillon McNeill, Papillion-La Vista South
 Nicholas Larson, Omaha Central

Class B

Ryan Zavadil, Skutt Catholic
 Samuel Lueders, Blair
 Gavin Skorupa, Lincoln Pius X
 Alexis Hernandez, Lexington

Class C

Aidan Wheelock, Minden

Class D

Benjamin Arens, Ainsworth

All-State

Class A

Top 14 Super-State

Class B

Top 4 Super-State
 Kody Smallfoot, Elkhorn
 Zekariya Abdela, South Sioux City
 Jaydon Welsh, Hastgins

Class C

Top 1 Super-State
 Mason Sindelar, Pierce
 Tyler Peterson, Holdrege
 Braden Kobza, Falls City
 Collin Brauer, Sidney
 Caleb Canfield, Lincoln Christian
 Camden Sesna, Kearney Catholic

Class D

Top 1 Super-State
 Treyvin Schlueter, Ainsworth
 Colby Karr, Red Cloud / Blue Hill
 Creighton Niemeyer, Tri County
 Caden Waitley, Perkins County
 Nathan Holcomb, Gibbon
 Devyn Beekman, Malcolm

2018 Girls' Cross Country Super-State & All-State Teams



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Super-State

Class A

Kaylie Crews, Papillion-La Vista South
 Jenna Muma, Lincoln East
 Elli Dahl, Fremont
 Hannah Godwin, Kearney
 Lindsey Blehm, Lincoln Southwest
 Hannah Ray, Lincoln Northeast
 Lorelei Hayden, Millard South
 Abby Heffner, Millard West
 Anna Jennings, Papillion-La Vista South
 Abigail Schmidt, Lincoln East
 Hannah Denson, Millard South
 Madison Muma, Lincoln East
 Olivia Rosenthal,
 Papillion-La Vista South
 Brianna Rinn, Lincoln Southwest
 Mara Hemmer, Fremont
 Kate Dilsaver, Lincoln Southwest
 Lucy Dillon, Fremont

Class B

Samantha Palermo, Norris

Class C

Lucia McKeag, Ogallala

Class D

Rylee Rice, Ainsworth

All-State

Class A

Top 17 Super-State

Class B

Top 1 Super-State
 Madeline Yardley, Elkhorn
 Jayden Harrington, Ralston
 Chelsey Espinosa, Hastings
 Madison Smith, Lexington
 Laura Martin, Lincoln Pius X
 Maya Nachtigal, Aurora

Class C

Top 1 Super-State
 Jordan Soto-Stopak, Boone Central/Newman Grove
 Alexis Sindelar, Pierce
 Bella Hogue, Conestoga
 Taya Skelton, Fort Calhoun
 Sydney Reed, Holdrege
 Ashley Kroese, Milford

Class D

Top 1 Super-State
 Paige Steinman, Pender
 Sable Lambley, Dundy County-Stratton
 Jade Rickard, Plainview
 Ceeanna Beel, Ainsworth
 Daisy Frick, North Central
 Andie Koch, Tri County

I BELONG *x2*



Julie Ratka
Minden High School

- Teaches 9-10 Special Education
- Head Volleyball Coach
- Minden Education Association: past president, treasurer, negotiator, executive committee

“I highly encourage anyone eligible to join both the NSEA and the Nebraska Coaches Association. NSEA provides support to local associations in the negotiations process, which affects both teaching and coaching salaries.

NSEA also works with the legislature to ensure your retirement plan is protected.

You cannot go wrong by joining the NSEA.”

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2018 Boys' Tennis All-State Teams



Photo by Callam Sports Photography

Class A

First Team

Ethan Neil, Papillion-La Vista (Captain)
 Jack Bergmeyer, Lincoln Southeast
 Connor Vandewege, Lincoln East
 Samuel Faulk, Millard North
 Benjamin Starman, Millard North
 Garret Starman, Millard North

Second Team

Max Rademacher, Kearney
 Kaleb Strawhecker, Kearney
 Richard Batelaan, Lincoln East
 Joseph Harris, Lincoln Southwest
 Spencer Allgood, Lincoln Southeast
 Neal Agarwal, Millard North
 Iesele Talavera, Millard North

Honorable Mention

Bellevue East: Joseph Skoff, Jaxson Harding
 Bellevue West: Caleb Lemon, Payton Moreno, Jeremiah Witkop
 Columbus: Adam Kamrath, Colin Flyr
 Fremont: Alexander Bigsby, Austin Callahan, Avery Martin, Shane Miller
 Kearney: Phillip Tran, Kollin Goff, Ryan Mahalek, Carson Elstermeier
 Lincoln East: Kyle Givens, Jake Sundquist, Jeremy Stock, Jacob Whiston
 Lincoln North Star: Tan Phan, Noah Hudson,
 Justin Lottman, Michael Bailey, Garrett Ferguson
 Lincoln Northeast: Daustin Manske
 Lincoln Southeast: Milo Ciotti, Graham Peterson
 Lincoln Southwest: Nick O'Shea, Grady Works, Samuel Hershberger,
 Samuel Johnson
 Millard North: Nicholas St. Onge
 Millard South: Cameron Crump, Ian Haakinson
 Millard West: Gaurav Khot, Joseph Vawser, Kenton Young
 Norfolk: Mason Borgman, Tate Brudigan
 Omaha Central: Samuel Pawaskar
 Omaha Cr. Prep: Daniel Kowal, Andrew Doehner, Mac Nelson,
 Samuel Konwinski, Nathan Ramachandran, Gavin Forster
 Omaha North: Dayton Bailey, Ashton Halat
 Omaha Westside: Joshua Rosenblatt
 Papillion-La Vista: John Tencer, Trevor Sotak, Matthew Targy
 Papillion-La Vista South: Mitchell Blum, Austin Sides

Class B

First Team

Mason Warner, Lincoln Pius X (Captain)
 Zachary Kuo, Elkhorn
 Isaac Gart, Mt. Michael
 Bradyn Heiss, York
 Luca Struffi, York
 Will Ulrich, Lincoln Pius X

Second Team

Smaran Marupudi, Elkhorn South
 Jonathan Fink, Elkhorn South
 Benjamin Fink, Elkhorn South
 Wyatt Behlen, Elkhorn
 Seth Fink, Elkhorn South
 Michael Day, Elkhorn South

Honorable Mention

Adams Central: Thomas Hunt, Nolan Sughroue, Gavin Lipovsky,
 Travis Niemeyer
 Beatrice: Max Meyer, Colt Dittbrenner
 Elkhorn: Jackson Habrock, Samuel Beard, William Trausch,
 Jason LaFleur
 Elkhorn South: Miles Meier
 Grand Island Central Catholic: Eli Fox
 Gretna: Zachary Weber, Evan Beran
 Hastings: Brayden Schram, Adynn Kusek
 Kearney Catholic: Joel Poland, Landon Seibert, Connor Conrad,
 Brandt Groskreutz, Blake Thiele, Nathan Obrecht
 Lexington: Trystan Berry, Eli Young
 Lincoln Christian: Jake Bowman
 Lincoln Pius X: Joseph Plachy, William Olson, Samuel Rice,
 Thomas O'Donnell
 McCook: Logan Barenberg, Isaac Hinze, Caden Bortner,
 Syd Wier, Zion Moyer, Mason Michaelis
 Mt. Michael: Joe Hitzemann, Peyton Rosenfels, Logan Hock,
 Alex Payne
 Nebraska City: Langston Hoover, Logan Hoover
 North Platte: Avery Munson, Micah Daily, Nathan Ostrander
 Omaha Brownell Talbot/Concordia: Conner Crosby
 Omaha Skutt: Asher Kula, Justice Hanmer
 Waverly: Nathen Bitzer, Hogan Wingrove, Harrison Martindale
 York: Hayden Royal, Hunter Royal

2018 Girls' Golf Super-State & All-State Teams



Photo by Callam Sports Photography

Super-State:

Jalea Culliver, Omaha Marian
 Kaitlyn Hanna, Omaha Westside
 Kate Strickland, Lincoln Southwest
 Aspen Luebbe, Columbus
 Baylee Steele, North Platte
 Alyssa Troutd, Kearney
 Izzabelle Puk, Millard West
 Adalia Maiyo, Lincoln Southeast
 Neely Adler, Lincoln Southwest
 Anna Boor, Omaha Duchesne Academy
 Lauren Goertz, Omaha Duchesne Academy
 Danica Badura, Aurora
 Bridget Duffy, Omaha Duchesne Academy
 Emily Krzyzanowski, Scottsbluff
 Emily Karmazin, Elkhorn
 Harley Hiltibrand, Ogallala
 Kenzey Kanno, Mitchell
 Elizabeth Mestl, Heartland

All-State:

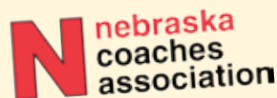
Abigail Cornelius, Cozad
 Brook Diekemper, West Point-Beemer
 Kailey Johnson, Broken Bow



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2018 FALL NEBRASKA STATE CHAMPION COACHES

Boys' Cross Country

A	Sean McMahon	Fremont
B	Steve Carroll	Omaha Skutt Catholic
C	Donna Wiedeberg	Sidney
D	Brie Pulec	Malcolm

Girls' Cross Country

A	Brian Kabourek	Lincoln East
B	George O'Boyle	Lincoln Pius X
C	Steph Fuehrer	Holdrege
D	Jared Hansmeyer	Ainsworth

Boys' Tennis

A	Josh Raymond	Millard North
B	Nolan DeWispelare	Lincoln Pius X

Girls' Golf

A	Jim Danson	Lincoln Southwest
B	Jeff Nielsen	Omaha Duchesne Academy
C	Kim Mestl	Ogallala (Co-Champions)
C	Teresa Osborn	Cozad (Co-Champions)

Volleyball

A	Lindsay Peterson	Millard North
B	Renee Saunders	Omaha Skutt Catholic
C1	Trisha Larson	Wahoo
C2	Kristi Allen	Blue Hill
D1	Sue Wewel	Archbishop Bergan
D2	Kari Jo Alfs	Bruning-Davenport-Shickley

Football

A	Paul Limongi	Omaha Burke
B	Matt Turman	Omaha Skutt Catholic
C1	Kyle Peterson	Aurora
C2	Evan Klanecky	Centennial
D1	Zac Kliment	Creighton
D2	Mitch Roberts	Johnson-Brock
D6	Gabriel Eberhardt	Wilcox-Hildreth







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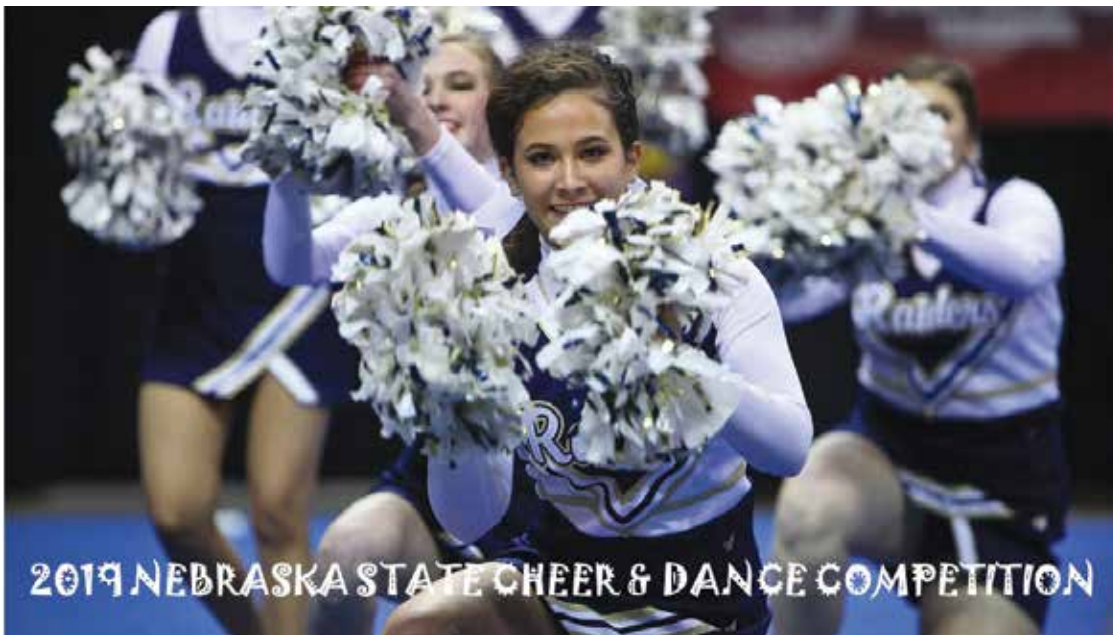


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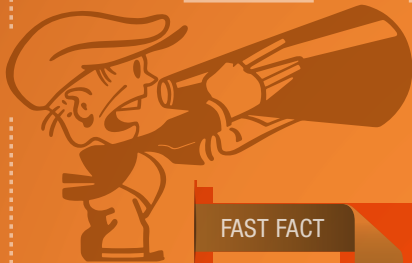
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SPORTS NUTRITION FOR ATHLETES

Being a great athlete takes WORK, and part of an athlete's success comes from knowing that what goes in affects the work that comes out. It's time to get down to the basics and see how nutrition affects performance. It's GO time.



FAST FACT

Carb intake should match the level of activity. Higher Activity Day = Higher Carb Intake

You need more than protein after activity! You also need carbs!

CARBS = ENERGY

Think of carbs like the gas that fills up your tank. Without it, you won't get very far. And, getting the right carbs at the right time affects performance.

	Before	During	After
When To Eat	3-4 hours before activity for energy	Every 15-20 minutes for staying power	Combine protein AND carbs as soon as possible after activity to replenish energy.
What To Eat	Banana Oatmeal Pasta Bread Berries	Sports drinks like Gatorade® Thirst Quencher Gatorade Prime® Energy Chews	Turkey Sandwich Pretzels Fruit Smoothie Gatorade Recover®

THE EXTRA MILE: PROTEIN

Protein after activity is essential. Your muscles rely on protein to rebuild what's broken down in activity. Research suggests that athletes get about 20g of protein as soon as possible after activity to help rebuild.* And just like carbs, the type of protein you consume makes a big difference to your performance.

MAKE GOOD PROTEIN CHOICES AFTER ACTIVITY:



REPLENISH & REHYDRATE

When you train and compete, you lose a significant amount of fluids. Hydrate regularly to replenish the fluids & electrolytes you lose in sweat. Without the right amount of fluids, your body won't perform at its best.



Rehydrate with fluids like Gatorade® Thirst Quencher.



Weigh in before and after activity



Monitor urine color to check hydration — the lighter the better



Every pound lost during activity = 3 cups of fluid to hydrate



*Phillips, S. & Van Loan, L. (2011). Dietary protein for athletes: From requirements to optimum adaptation. *Journal of Sports Sciences*, 29 Suppl, S29-38

Volleyball Sportsmanship Awards



Class A – Lincoln Pius X



Class B – Omaha Duchesne Academy



Class C1 – Lincoln Lutheran



Class C2 – Superior



Class D1 – Humphrey/Lindsay Holy Family



Class D2 – Ewing



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