

nebraska coach

APRIL 2020

Wolverines Undefeated Champs

Spring Sport Articles

Cory Meyer leads BRLD to Class C2 Title



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John Larsen, Crete, looks on during the Girls' Class B Basketball Championship game. Crete defeated Beatrice 53-26 to finish the season at 27-1.

– Photo by Callam Sports Photography.

Cover Photo – Courtesy of Callam Sports Photography

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BJ Christiansen, Omaha Marian, awards an event champion medal at the Girls' State Swimming Championships. Omaha Marian captured the Girls' State Swimming & Diving Championships scoring 426 points.

– Photo by Callam Sports Photography.

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NEBRASKA COACHES ASSOCIATION TENTATIVE EVENTS 2020

NCA Board of Directors Meeting
April 26, 2020; Lincoln

**2020-2021 NCA Membership & Clinic
Online Registration Opens**
May 1, 2020

State Soccer Sportsmanship Awards
May 13 - 19, 2020; Omaha

State Track & Field Coaches Hospitality
May 22 - 23, 2020; Omaha

Milestone & Service Awards Applications Due
June 1, 2020

NCA Awards Banquet
July 19, 2020; Lincoln

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July 20, 2020

NCA Golf Scramble - Wilderness Golf Club
July 20, 2020; Lincoln

NCA Girls' & Boys' All-Star Basketball Games
July 20, 2020; Lincoln

**NCA Multi-Sports Clinic &
NHSACA National Conference**
July 21 - 23, 2020; Lincoln

NCA Volleyball All-Star Match
July 21, 2020; Lincoln

NCA Softball All-Star Softball Game
July 22, 2020; Lincoln

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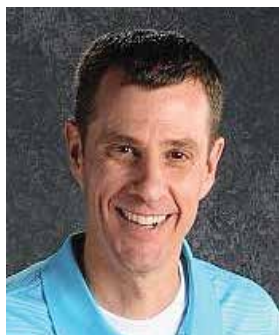
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Cool-Calm-Competitive

Mitch Muma – Boys' Golf – Elm Creek High School



It's been a blessing to lead the Elm Creek High School golf program the past 12 years. My assistant coach, student-athletes, parents, administrators, teachers, secretaries, custodians, alumni, and community members have supported the program along the way. I truly believe our golf program has been successful because everyone in our school and community work

together very well. Throughout these 12 years, the golf program has strived to compete at the highest level, and each year has been rewarding. Our golf program has had and continues to have some extraordinary student-athletes, who have excelled both on and off the golf course. The take-charge players in our program have worked very hard to make the Elm Creek High School golf program successful while being great teammates and sharing their talents with others in the program.

ONE TEAM. . . ONE MISSION is the program's mantra. The kids on our team have embraced this motto and understand every player has a vital role. Our kids are "hard working" and "competitive." They push each other to get better each day, and they enjoy the time together on the driving range, putting green, or golf course. The players know the program's expectations heading into each season and very seldom take a day off from perfecting their craft. In the end, our kids follow the rules of golf, respect the game, display sportsmanship win or lose, compete to the best of their ability, play smart, learn from mistakes, have a positive attitude, execute the fundamentals of the game, perform under extreme pressure, believe in themselves, make no excuses, show mental toughness, never quit, never complain, play with confidence, have a short memory, laugh, eat snacks, tell and listen to stories, develop friendships/relationships, and "enjoy the moments" of playing high school golf for the Elm Creek Buffaloes.

In our program we ask our kids to focus on five areas of the game almost every single day: chipping, putting, driving, playing the golf course, and being a great teammate. Most of our drills during practice sessions are competitive or against the clock. Our kids thrive in this type of environment. It prepares them for tournament competition as well. Little by little and day by day our players improve their golf skills, build team chemistry, gain confidence and have fun! I am a firm believer in these two statements. 1.) Elm Creek High School golf is about the kids. We have great kids in our program, and I care for them very much. I want them to succeed in the game of golf, but more importantly . . . the game of life. 2.) Nothing great happens in life without a solid work ethic, passion, and enthusiasm. FIRE UP!! It's golf season in the state of Nebraska, and I look forward to seeing you on the links this spring.

Putting Drills

Ladder Drill:

- make three two footers in a row on the putting green
- make three three footers in a row on the putting green
- make three four footers in a row on the putting green
- make three five footers in a row on the putting green
- (if the player misses a putt, begin the drill over)

Circle Drill: place 10 golf balls in a circle six to ten feet away from a hole on the putting green:

- the player must make ALL 10 putts in a row or the player must restart the drill

Chipping Drills

Drop in the Bucket: Players will chip 50 golf balls from 10 -15 yards away and try to hit the bucket. (We use a five-gallon bucket in our program.)

Chip Away: Surround the perimeter of a green with golf balls. (1-5 yards from the green)

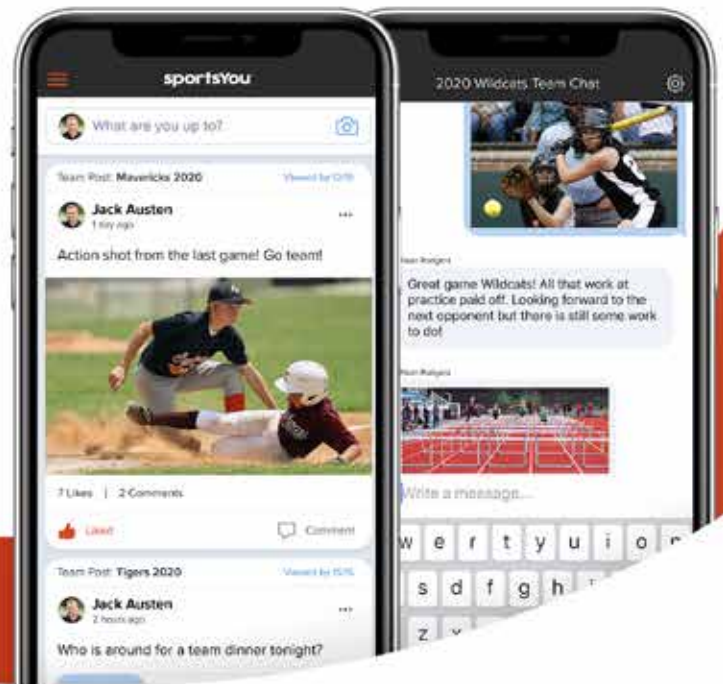
- Players chip the golf balls to the hole/ flagstick.

Coach Muma Sayings about the game of golf:

- Fairways, Greens, and Reach Your Dreams...
- Take Your Medicine...
- Tempo and Timing...
- Smooth 40...
- Let the Club Do the Work...
- Hit the little ball...NOT the big ball...
- Hit it...AND Get it...
- Hard Work...Works...
- No Bogey...
- It's not about How...It's about How Many
- On Time...Every Time...
- No Snakes...
- Earn It...
- Put the Heat on Them...
- Find the Short Grass...
- Go Low...

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The First Season

Brad Archer – Baseball – Kearney



Let me start off by saying this article will be a chronicle of bits and pieces of Kearney High/Kearney Catholic's first year of high school baseball. There might be some things that some coaches take for granted that started coaching at a school where the program was already in

place. For example: something as simple as purchasing indoor baseballs. We never needed them, never had to practice in a gym before. Along the same lines I have never coached a game wearing three layers of clothes and a stocking hat. Welcome to spring baseball. The first indoor balls we purchased were shot after the first day of tryouts. A quick call to Coach Frey, Millard West, problem solved.

Having coached for 39 years in the Kearney Legion program, it might have seemed like I was there for the first Legion season too- but obviously I wasn't. I was, however, there for the inaugural season of the Kearney High/Kearney Catholic high school baseball season. The Kearney Public Schools Board of Education and Kearney Catholic voted to add high school baseball as a co-op in August of 2018 and to start playing the spring of 2019. I was hired as the head coach on September 21 of 2018, which meant we had approximately four months to put everything together. I wasn't worried about the on-the-field side of things, after all players are players and baseball is baseball, regardless of what level or time of year that it is played. Also, facilities were taken care of as we practice and play our games at Memorial Field. Between Kearney Legion Baseball, UNK and the City of Kearney generating funds over the years I would venture to say we have one of the nicest facilities in the state. It was the things off the field that we needed to get started on before we took the field.

First on the agenda was getting a schedule put together. Between our AD Ryan Hogue and the help of his colleagues, our schedule for the first year was above and beyond what we thought it would be. With

the other team's schedules already made, we thought we might only be able to schedule 15 or so regular season games. Even taking into consideration how bad the weather was last spring, we managed to play 23. Granted, one week we logged close to 1,200 miles as we traveled to Papio on a Tuesday, Prep on Thursday and Norfolk on Saturday, but when you are just starting out you take what you can get. Speaking of Mr. Hogue, I can't say enough about how hard he works at his job making sure our students and coaches have what they need to be successful at Kearney High School. It was Mr. Hogue's first year as an AD at a school that offered baseball and all things considered he didn't miss a beat.

Next on the agenda was the hiring of coaches. This might have been the easiest decision I had to make all spring. We have always had four legion teams in Kearney and I have always tried to surround myself with coaches that I would consider to be of high character, willing to put in the time and effort, relate well with kids, enjoy being around the other coaches and are a good fit for our program. A good fit to me means they have strengths in areas that I consider to be a weakness for me. I can't thank these guys enough for all the things they do for Kearney Baseball. Matt Connot, Brian Graham and Chris Pocock.

After our staff was complete it was time to do some of things that reminded you on a daily basis that we were starting from scratch. Obviously, we needed to order all new equipment, balls, portable mound, catching gear, etc. but the best part was being involved in picking out our uniforms and hat colors that would be worn for years to come. Next was molding this into a true high school sport like all the other sports at the high school level. To be honest this was totally different for us, since we were accustomed to only having Legion baseball, where the board and parents knew what to do and what to expect. As I said before, we have always had four legion teams and for high school we only have a Varsity and JV team for now. With all the excitement we had 78 kids tryout and we ended up keeping 40. That part was not fun but hopefully we can keep our four legion teams where kids can continue to develop and make one of our teams in the future. This being new to us, we had a lot of questions about indoor practices, a short amount of time for tryouts, high school practice

rules, the expectations for kids that were out for a winter sport, and about a hundred other questions. We reached out to a number of coaches that I have the utmost respect for, both as coaches and for the way they run their baseball programs and work with kids. I can't thank these guys enough for all the help they gave us through face-to-face meetings, emails, and phone calls, including Frank Ryan - former Millard West/Millard South coach, Greg Geary/Mike Kross- Millard South, Bob Greco - former Westside coach and Bill Lynam-Papio South.

I would like to stress that Kearney High School and its coaches believe in the importance of playing multiple sports in high school. Since we are one of the smaller schools in Class A we have to have kids compete in multiple sports to survive. At KHS we have a 30-day rule that coaches can't work with their athletes until after 30 days from the end of their sport. This gives the next coach some time to recruit kids for their sports. There is no question that this is our philosophy in baseball as well. At KHS all of our athletes that don't compete in a winter sport go through speed and agility drills together three days a week. After adding baseball, players from both KHS and KCHS joined in with the football/

soccer and track athletes and continued the tradition of all athletes and coaches working together. We offer strength classes five blocks a day at KHS and after school. We did a quick check and 97% of our baseball players were in a strength class during the day. We have a lot of good coaches that are coaching for the right reasons working at KHS. I feel blessed to be a part of it.

After getting a schedule, ordering equipment and uniforms, coaching staff, conditioning/lifting, securing an indoor facility for tryouts indoors (fairgrounds), and player/parent guidelines put together, etc. it was time for what we all like to do-practice and compete!

I don't think it really hit me that this was our first year until that first game. Not the game itself, but the fact that everything our players did would be a first for our program (and future trivia questions for years to come). The first hit, first run scored, first home run, first win, etc. We ended up with a 18-10 record, a district championship and our first state appearance that included our first win in a state tournament.

Time will tell the long-term story of Bearcat baseball, but I am sure the players and coaches won't forget the first season.



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I BELONG_{x2}

A photograph of Chad Schumacher, a man with a beard and glasses, wearing a red t-shirt and a baseball cap. The t-shirt features the text "PLAINVIEW" at the top, a graphic of a wrestler in the middle, and "Pirates STATE 2019 WRESTLING" at the bottom. The background is a blurred school hallway.

Chad Schumacher Plainview Public Schools

- Social sciences teacher, including 7th grade ancient history; 8th grade geography; 11th grade economics/sociology; 12th grade government.
- Coaching experience: high school football, wrestling, track and junior high wrestling, track.
- President and lead negotiator for the Plainview Professional Education Association.

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Surviving Mother Nature And The Track & Field Season

Gary Schuurmans – Track & Field – Norfolk



Welcome to another track and field season. I know it is close just based on the weather. Last week as I looked out my classroom window the sun was shining, temperature was about 45, wind was nonexistent; it was not a bad day for track practice, or an early season meet. Today, clouds, temperature -50, the windchill is -32, great day for ice fishing. A typical spring in

the Midwest one day great and the next not. The past few springs have been exceptionally poor due to inconsistent weather conditions and safety concerns. Thus, preparing a track team when you may not have facilities for extended periods of time is challenging. The good news, in reviewing previous seasons results show it is possible to overcome poor weather days and have a successful year. For example, during the 2013 season we ran every meet, three indoors and our normal outdoor season, mostly on beautiful days. Practices the first three weeks was exceptional, but after that we only ran 24 outdoor practices. Season results a school relay record, along with abnormal number of season and personal bests at the District and State meet.

Going into the season most track coaches have a plan for what they are doing each day and week through the season. Specific training cycle address the needs of your athletes as they occur during the season. What days to we focus on speed development, aerobic or anaerobic workouts, when long runs occurring, how many minutes or miles are we putting in, what is the progression of drills and number of reps in jumps, vault, and throws, total number of ploy's, contacts, vaults max are all spelled out. This works great till you start looking to lose multiple days in a week or in a training period. Whether due to a snowstorm or extreme cold and wind, sidewalks or the track being icy or slick, rain moves in and we deal with lightening, or any of many other occurrences where mother nature steps in. We can't afford to lose too many days. No plan is perfect, but we feel like we have some answers which work for us.

Beginning with preparation and having resources people in place are the first challenge you need to address. You probably don't have a lot of time once the season begins to recreate the wheel so do this before the season begins.

First, know what is available in a short notice to make a workout which meets your needs for the day. Know your facility. Everyone has hallways and a gym. How long are the hallways? Measure the halls and find a way to mark out hurdles, starts, flying sprints, exchange zones, or longer runs. Know when the gym, wrestling room, PE areas, weight room, fitness area available? Is there an open area where you might throw up a heavy tarp and throw a shot or discus? What equipment is available. Who is using the treadmills, ellipticals, bikes, med balls, weights, plyo boxes, stairs, starting blocks, PE scooters, or stretching bands after school? Can you build a plant box or bring in a couple of sections to a high jump pit? Then go outside of your school and look at the community. Is there a place which has Jazzercise, aerobic classes, cycling classes, or a pool available at short notice? Find a contractor who likes the sport of track and field and owns a building where you could throw a shot inside. Once you know your spaces now find some people who can be resources in a pinch. Find the people on staff or in the community who can do the things you can't such as lead aerobics, yoga, Jazzercise, and can help you create alternative workouts for cardio, stretching, circuit training. There are community people who will help if you ask.

Once you have the physical facility and the resources in place now match workouts with plans. What options do you have on days when the emphasis is speed/acceleration, intervals, or continuous runs? What parts of the field events can we focus on inside? Keeping in mind when developing workouts, the body recognizes stresses and adjust to these accordingly. So, if you do workouts on an inclined treadmill, or intense aerobic workouts in the wrestling room you are still training the systems of the body. Also remember you still have control over volume, recovery, and intensity of workouts. Play those three together and you will create great workouts.

I think over the years we have come up with a multitude of workouts, circuits, aerobic, stretching, and specific target programs which have helped our athletes progress, stay fresh and healthy. We try to have a lot of variety, variations in location, intensity, duration with our workouts as we don't want this to become boring and we must share space with other programs. Therefore, preparation and options are important. Here are some ideas:

Speed work is easy: have halls – speed stacks, flying 10's, 20's, 30's, Ins and Outs, block work in the gym, relay exchanges, last year we measured out 200's, 300s, 500s,

Continued on page 12

and ran both the boys and girls teams through a workout together in the hallways, it had corners but we were able to control recovery and adjust for intensit.

Interval work: treadmills, bike or elliptical training, Pacer Testing Program (ck with PE Depart), 2:00 min drill – we can get about 125m's in the hallway so we start the athletes and the watch each group figures out their pace for the 125m, when they hit the end they turn around and proceed back to the starting line knowing they go again at the 2:00 min mark; this ends up varying for each group. Time and distance are easily adjusted.

General Conditioning or Fitness Programs - I have the luxury of having our Aerobics' instructor on the track staff but in the past community members or even team members lead aerobic programs. We have constructed a variety of workouts for the entire team done in the wrestling room. These include stretching, cardio, interval, and relaxation workouts which you can use anytime. Combination workouts combining cardio and stretching with varied intensity finishing with relaxation and yoga make for great team building. We do the similar circuit workouts using the med balls, jump ropes, lifts in the weight room, core work, bands, and hip work done for specific periods of time.

Field events work a lot indoors on their events. Jumpers can do work on approaches, running the 3-point line, breaking down of the approaches in the horizontal jumps and vault, plant drills for vaulters. If you can bring in a part of the high jump pit you can do a lot of air work. Throwers have hung a heavy net or a strong tarp; found a batting cage, or a backstop, and done reps of drill work with little retrieval time lost. If you can hang a net and fold the bottom portion up you can catch the implements before they hit the floor too.

When establishing indoor activities keep in mind a few things; Safety, make sure no opens a door from a classroom in front of someone sprinting; be careful on corners, it's not a race it's a workout; put up markers in the cross hallways (cones or colored cups work), make sure the throwers, practice good safety awareness; Variety – don't do the same thing every time, they stay fresher and look forward to variety; Communicate, make sure the rest of the faculty knows you are using their area. This saves a lot of close calls from happening.

Weather is what it is, as Track Coaches find a way to make it work to your advantage and you will feel a lot better about your chances. Preparation before you need the alternatives is a must. There is no magic to it find your niche and exploit it.



TEAMS

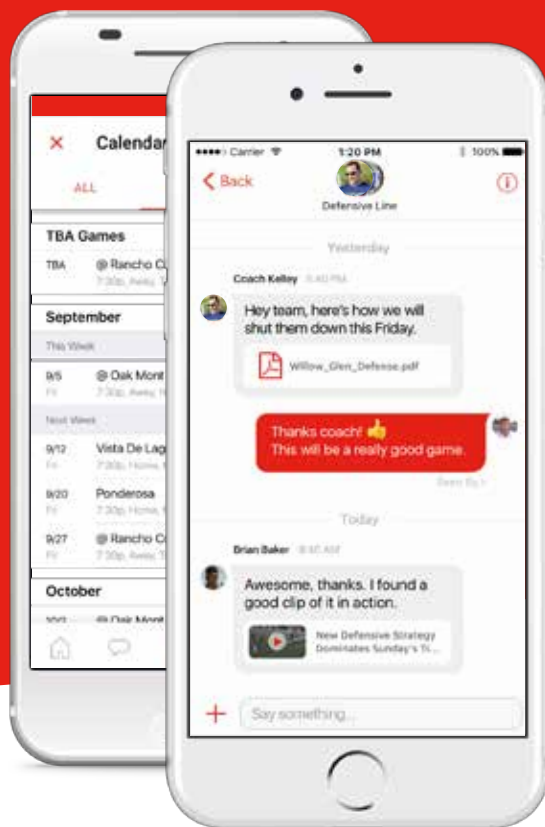
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Lexington: Not Mine But Ours

Jess McHargue – Soccer – Lexington



During the 2013 school year, everything changed for me. I had just become a 23-year-old head coach for the Lexington Minutemen Soccer Program. Once my head stopped spinning, I set to re-branding the program to make it my own; however, my endeavors

were found to be selfish and unrealistic. Instead of duplicating what I have always known, an emergence of something new happened, and the catalyst for this was the Latino culture I found myself living in. A culture that over the past six seasons I have learned to embrace and love when it comes to coaching the world's game in our little corner of Lexington, Nebraska.

To paint the picture I am describing, there are three main components that have shaped our program at Lexington High School (LHS). Those dynamic components are: the implementation of an academic coach and focus on academics, the adoption of our Academy and focus on maturing emerging leaders, and finally, the commitment to doing everything under the banner of "Family."

To begin, one of the major changes our program went through was the addition of an academic coach. Coach Anita Bachmman, who is currently the Special Education Coordinator at LHS, has been an integral part of what we do since my tenure started. Her title as academic coach can really be summed up by her title from the players: "Momma Bach." Her responsibilities within our program include, but are not limited to: organizing study halls from October to May, monitoring each student-athlete's academic progress [we require 2.0 cumulative GPA and grades of C or higher to be eligible for varsity competitions], leading team discussions regarding how to be a better student, friend, and community member now and after high school, and she serves as the calming voice which reminds us that we are playing a game. Her presence has changed the course of many of our student-athletes on and off the pitch, and it is

because of her consistency and compassion that our program has experienced the success we have over the past six seasons.

Another unforeseen addition to our program was Assistant Coach Dominic Mills. He is from Spain and with his addition to our program came two important aspects that have helped shape how we do things. The first was the implementation of our Academy. Just like the clubs in Europe, we keep a group of students that are not on varsity or JV. At a larger school, this may be seen as a reserve program, but that is not the case at LHS. What makes this unique is that we will have, on average, 75+ student-athletes tryout for soccer each Spring. During my first year as head coach, this meant that I cut almost 35 student-athletes, which is not conducive for any program. Now, we keep all student-athletes who "survive" two-a-days. From there, the Academy practices anywhere from 2-5 days a week, plays inter-squad games, plays 2-3 "Reserve Halves" throughout the season, and after the first three JV games, we will recognize 3-10 players by rewarding their commitment and determination with a JV jersey for the second half of the season. In addition, we have begun to name [this process is done by my staff and I make the final decisions] the next season's captain and vice captain before the school year is over. In doing so, our team is never without leadership. And, as part of this process, I routinely meet with our captains in order to build trust and a healthy relationship for the season ahead. After Christmas break, we begin to meet on a weekly basis as we set specific roles on and off the pitch for each captain, clarify the expectations of each as a leader, and train to operate with the mentality that they are an extension of me and they have my trust.

Finally, the contribution that came from me was simple on the surface, but its impact has been greater than I could have ever imagined. It was one word, handwritten on my practice notes, then said in one team break down, and now it is the common phrase that unites our program: Family. This one word has helped shape everything we do as a program from the way we travel, the way we practice, and the way we study to the way we win and the way we lose. It has also defined the way I coach my players. When I look at the 75+ young

Continued on page 18

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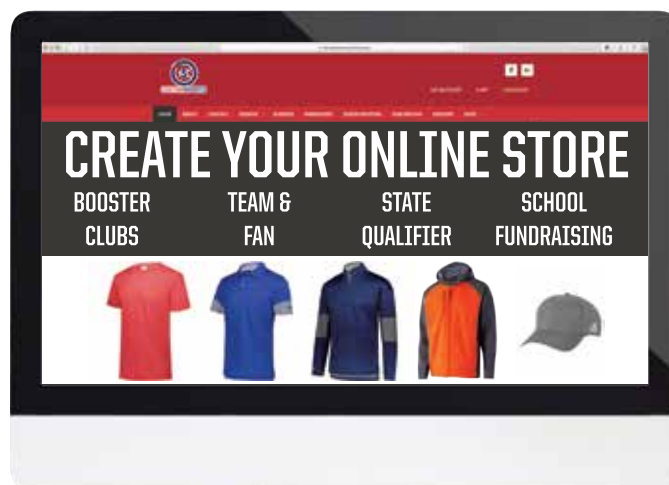
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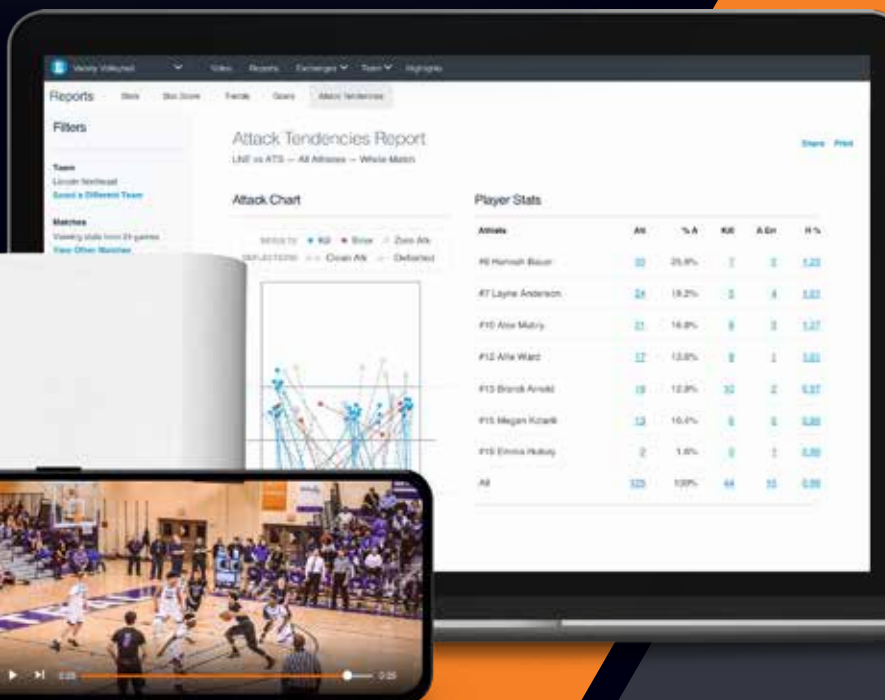
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Tennis By The Numbers

Darren Emerick – Girls' Tennis – Scottsbluff



Tennis has not, until recently, benefited from the abundance of statistical information and analysis that most other sports have. In the absence of match play stats and analytics it has been easy for 'common sense' assumptions to be made about the relative success of certain patterns of play. For example: conventional wisdom is that 'serve and volley' tennis is no possible in the modern game due to players strength, racquet technology, and serve speed. This assumption has led to a generation of baseline grinders that rarely dare venture to the net.

But what do the numbers have to say? With the advent of statistical analysis some surprising trends and patterns have been shown to contradict some of the accepted wisdom about the way in which points, and matches, are won and lost. My hope is to help coaches consider how they teach tactics as well as organize practices to better reflect the realities of competitive play.

In many rural areas, including the western Panhandle where I coach, indoor tennis courts are rare to nonexistent. By focusing on productive patterns of play high school teams without indoor, year-round options, can still be competitive. The key is to practice and play with some key statistics in mind and understand how to build your game around them.

Three Stats to Know

70% of points are 0-4 shots

Based on data from over 46,000 points played there are trends that can be determined. . .and may come as a surprise. The first one is that, at all levels of play from juniors through professional, most tennis points are determined with 0-4 shots.

We tend to remember the extended rallies that thrill audiences. . .or less exciting extended #2 singles matches between two 'pushers' but the truth is that most tennis points are won or lost in the first 4 shots (zero being a double fault). This has led to a concept referred to first-strike tennis with an emphasis on serve +1 and return +1 tactical focus.

The most common tennis practice routine for juniors features extended baseline rallies. Regardless of the focus of the drill the fact remains that players are practicing for situations that will only occur 30% of the time (5-9 shots = 20% and 9+ shot rallies = less than 10% of all points). This is why we sometimes see excellent 'ball-strikers' that don't win matches. Organizing practices to focus on serving (not just the last 10 minutes of the day), returning (usually the least practiced), and developing first-strike skills help players to control the 0-4 stroke game category.

66% at the net vs 44% at the baseline

At all ability levels, low level junior to high level pro – players that successfully get to the net win 2/3 of the points. This is the hardest stat to swallow for coaches and players committed to baseline tennis focused on power and consistency. But the numbers are clear. The key to developing an all-court junior player that is confident at the net is to adequately teach and develop quality approach shots and solid volley skills. High school players that lack net skills are quickly exposed when the dash forward on a short ball only to just as quickly retreat to the baseline instead of closing to the net. Conversely, baseline win percentages hover around 44% vs 66% at the net.

Not convinced? Try this drill with your team: feed a short ball to player A who hits an approach shot to player B's backhand. Play out the point and keep track of the results. I have run this drill dozens of times and the results are nearly always what the stats tell us to expect: the most common (statistical) outcome is a return error by player B; next most common is a volley winner by player A; third is a volley error by A; and the least common, and one players are most anxious about going to the net about, is a fairly rare successful passing or overhead shot by B. Run this a few times and let me know if you get a different result.

55=99

This last statistic has less to do with tactics or patterns of play than with the mental aspect of tennis. Coaches know that the mind-set of a high school player is often her own worst enemy. They tend to focus on their errors and perceived failure to win points and games and largely ignore their successes and overall performance in a realistic way. The fact is that winning 55% of points in tennis results in winning 99% of matches. The important point is that a dominating 6-3 6-0 win will still include roughly 45% of points won by the losing player! In fact, winning 51% of points will result in winning 90% of matches (*while losing nearly half of the points.*)

The point is understanding the importance of playing points and keeping a focus on the process and not the outcome. This is true in all sports, of course, but I believe it is even more critical in tennis where singles players often face two opponents – the one across the net and the one in their own head. Helping a player see that a 5-point swing could have changed the outcome of an 8-game pro set is game-changing. Just five points out of a total 100 or so points! This stat is so important that almost every piece of clothing associated with our teams have 55=99 somewhere on them.

So how do you validate these statistical patterns in your own players' matches and use them to change their perspective and their tactics? Match tracking. . .

Match Tracking!

There are lots of ways to track a tennis match, from pencil and paper noting how points end and how many shots were involved, to tracking apps you can use on your phone. Share the results after the match with your player and you may both be very surprised at how the match was actually played vs how it felt like it went. For instance: this may be the first time your player realizes she wins 82% of his first serve points. . .but her first serve is only in 28% of the time!

Applying to Practice

Here are some high school drills to take advantage the statistical patterns discussed above.

+1 Situation Drills

Sudden Death Sets: Play out a full set with these exceptions: If a player double faults they immediately lose the game; if a player fails to get the return of serve into play, they immediately lose the game. You will be surprised how fast a set ends. Focus is on serve +1 and return +1 patterns of play.

No DF Tie Break: Play a regular tie-break with this exception: if the server double faults they lose the tie-break immediately. We use this one a lot to reinforce one of our cardinal rules – NEVER double fault in a tie-break!

Net Play Drills

Short/BH/Track results: Mentioned above; use a piece of paper with four columns – Return Error, Volley Error, Volley Win, and Return Win. Feed a short ball (could be after a series of deep ground strokes to keep both players honest) that must hit as an approach shot to the opponents back hand side. Track the way the point ends and then total up the percentages for each result.

Control the Net: this is very useful for doubles players. One pair (A) starts at the net and the other pair on the baseline (B). Feed is to the B who can use any shot but a lob to start but

everything goes after that (including the B team getting to the net). If the A wins the next pair rotate into the baseline position. If B wins, they start at the net and A moves back to receive feed at baseline. If A fails to get back to the net B takes their side of the court and the starting net position. You can track points for teams the "hold the net" with 10 winning the challenge.

Aggression Stat Drills

+3 Drill: Play games with normal rules but the goal is to win three (3) points in a row. This is much harder to do than you might think and emphasizes the value of aggressive point play and focused serve or return +1 plans. For most players with stronger forehands a serve or return that is intended to draw a return shot to your forehand is statistically advantaged. When the server loses a point, the game is reset to zero and the opponent then serves and tries to put together three straight points.

50: This one is a favorite for players of all ages and helps players focus on constructing points intentionally. Can be played as either singles or doubles. Play starts with a player feed and then all strokes (including feed) are counted and when the point ends the player that won is awarded all the strokes as points. Example: Player A feeds to player B and 4 more shots are made before B hits into the net ending the rally. A now has five points. First player to 50 points wins. Note: players will often struggle to keep track of the score; resist the temptation to keep score for them – this is a very useful drill for helping develop focus! This drill helps develop patterns of play to set up, and close out, rallies.

Conclusion

Using tennis match analytics, you can assess your current team practice organization and consider changing the amount of time and focus goes into different aspects of the game. For example: 50-70% of court time with live ball drills (beyond conditioning, fitness, technical instruction, etc.) should focus on serving, returning, and +1 situation drills. 20% could be used for long rally groundstroke drills. The remaining 10% could be used for situation drills for overheads, lobs, defensive slices, etc. This is particularly important because you know that when your players are hitting outside of practice, when not playing matches, they rarely work on their approach/volley game or service returns.

Added bonus – as we all know spring weather can be a challenge for the girls' tennis season in Nebraska. Long, grinding rallies are even harder to sustain in 45-degree weather with winds of 30-50 mph! Using statistically proven approaches to play such as a dependable serve with +1 pattern, aggressive forward game base on getting to the net, and the ability to focus on the current point help offset the disadvantages of weather.

See you on court!

faces staring back at me I see each of them individually and I recognize that they each have something to offer our program, which means that I have to remain flexible. Now, this does not mean I bend on expectations but rather in the process. Some years we have conditioning at 5:00 AM while others it is after school. In the past, we played 4-4-2 and then 4-3-3 the next year. Or, even, the one year we had a FIFA tournament but the next it was movie night. These things are all about knowing the individuals that make up the Family. Ultimately, my goal is to create an environment in which students perform well on and off the pitch, not for me, but for themselves because they feel seen and supported as a whole person.

Overall, in my own reflection, I can say with confidence that I achieved my initial goal as a new head coach. . . I rebranded a program; however, the process has taught me that I cannot walk it alone. It takes a committed and compassionate coaching staff and a group of student-athletes willing to be adopted into our Family.



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Tumbling – Millard West
Game Day – Millard West

Class B Cheer

Non-tumbling – Omaha Gross Catholic
Game Day – Omaha Gross Catholic

Class A/B Cheer

Traditional Performance A/B –
Lincoln Southwest

Class C1 Cheer

Non-tumbling – Auburn
Game Day – Lincoln Lutheran

Class C2 Cheer

Non-tumbling – Bishop Neumann
Game Day –
Grand Island Central Catholic

Class C1/C2 Cheer

Traditional Performance C1/C2 –
Broken Bow

Class C/D Cheer

Tumbling C/D – Minatare

Class D Cheer

Non-tumbling – Kimball
Game Day – North Platte St. Patrick's

Class A Unified Cheer

Columbus

Class A Dance

High Kick – Lincoln Southwest
Hip Hop – Millard West
Jazz – Millard North
Pom – Millard North

Class B Dance

High Kick – Scottsbluff
Hip Hop – Grand Island Northwest
Jazz – Omaha Skutt Catholic
Pom – Omaha Skutt Catholic

Class C1 Dance

High Kick – Central City
Hip Hop – Conestoga
Jazz – Grand Island Central Catholic
Pom – Grand Island Central Catholic

Class C2 Dance

Hip Hop – Madison
Pom – Bishop Neumann

Class D Dance

Hip Hop – Randolph
Pom – Hartington Cedar Catholic

Class C2/D Dance

Jazz C2/D – Bishop Neumann
High Kick C2/D – Superior

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Class B – Northwest



Class C1 – Lincoln Christian



Class C2 – Ponca



Class D1 – Maywood-Hayes Center



Class D2 – Falls City Sacred Heart



Sports Nutrition 101: Fueling & Hydrating The Athlete

Amy Goodson, MS, RD, CSSD, LD, SPORTS DIETITIAN

Sports nutrition can be the key to fueling your athlete's success.

PRE-WORKOUT

- Eat meals 3-4 hours before a workout. Aim for meals that are high in carbohydrate, moderate in protein and low in fat and fiber
- Examples of pre-workout meals based on workout times:



• **EARLY MORNING TRAINING:** Energy bar and a banana or a baggie of dry cereal, granola, and a few nuts or shake with fruit and low-fat milk



• **MID-MORNING TRAINING:** 1 ½ cups oatmeal w/ 1 spoon peanut butter mixed in, 1 fruit, 12 oz low-fat milk mixed with 1 scoop whey powder



• **AFTERNOON TRAINING:** Thick wheat bread sandwich w/ 3-5 oz turkey or ham, cheese, lettuce, tomato, mustard, 1 cup cold pasta or fruit, small energy bar

• SNACK APPROXIMATELY 30 MINUTES BEFORE WORKOUT

- High carbohydrate, low protein



• **EXAMPLES:** energy bar, granola bar, fruit, small fruit smoothie

DURING-WORKOUT

- **WHEN WORKING OUT FOR AN HOUR OR LONGER,** athletes should consume 30-60 g of carbohydrate per hour to keep energy levels up



- High carbohydrate, low to no protein, no fat
- **EXAMPLES:** Gatorade, small energy bar, small chewy granola bar, fruit, crackers

POST-WORKOUT

• RECOMMEND ATHLETES EAT AS SOON AS THEY CAN POST-WORKOUT

- Eat a snack shortly after exercise and then a full meal within 2 hours

• POST-WORKOUT SNACK IDEAS:



- Gatorade Recover Bar
- 1 cup fruit yogurt w/ granola
- Smoothie: 1-2 cups low-fat milk, fruit, and 1 scoop whey protein powder
- Trail mix w/ 1 cup cereal, 1 cup granola, small amount of nuts

• MEAL 1-2 HOURS POST-WORKOUT IDEAS:



- 2 egg/ 2 egg-white omelet with low-fat cheese, veggies if you like, and ½ cup chopped lean ham, 2 whole-wheat waffles with low-fat butter and drizzle syrup



- 12" sub sandwich on wheat or honey oat w/ veggies, lean meat and cheese, baked chips and fruit



- 5 oz grilled chicken breast, 2 cups pasta w/ marinara sauce, 1 cup green veggie, 1 wheat roll, 1 piece fruit



- 1 grilled chicken sandwich, 1 bag Baked Lay's, energy bar and fruit



- 1 whole wheat bagel w/ 3 oz lean ham and Swiss cheese, 1 cup cold pasta salad, energy bar

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2020 WINTER STATE CHAMPION COACHES



Wrestling

Class A – Nate Olson – Millard South
Class B – Nolan Laux – Hastings
Class C – Tahner Thiem – David City
Class D – Dean Boyer – Plainview

Wrestling Duals

Class A – Nate Olson – Millard South
Class B – Nolan Laux – Hastings
Class C – Roy Emory – Aquinas Catholic
Class D – Dean Boyer – Plainview

Swimming

Girls' – BJ Christiansen – Omaha Marian
Boys' – Tom Beck – Omaha Creighton Prep

Girls' Basketball

Class A – Ryan Psota – Lincoln Pius X
Class B – John Larsen – Crete
Class C1 – Aaron Sterup – North Bend Central
Class C2 – Greg Berndt – Hastings St. Cecilia
Class D1 – Jordan Arensdorf – Pleasanton
Class D2 – Steve Wieseler – Wynot

Boys' Basketball

Class A – Doug Woodard – Bellevue West
Class B – Kyle Jurgens – Omaha Skutt Catholic
Class C1 – Jim Weeks – Auburn
Class C2 – Cory Meyer – Bancroft-Rosalie/Lyons-Decatur
Class D1 – Todd Erwin – Laurel-Concord-Coleridge
Class D2 – Doug Goltz – Falls City Sacred Heart

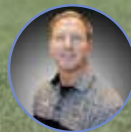
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Sean McMahon – Fremont – Boys' Cross Country

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Aaron Losing – Crofton – Girls' Basketball

Todd Nott – Plattsmouth – Girls' Cross Country

Sue Ziegler – Lincoln Lutheran – Girls' Track & Field

Jim Danson – Lincoln Southwest – Golf

Lindsay Aliano – Elkhorn South – Soccer

Todd Petersen – Papillion-LaVista – Softball

Leigh Ann Fetter-Witt – Lincoln SW – Swimming & Diving

Alan VanCura – Hastings St. Cecilia – Volleyball

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NCA Award Programs Benefit Coaches & Students

Jerry Stine Family Milestone Awards – Presented by Baden Sports: (Deadline June 1)

This program recognizes different levels of coaching achievement in both individual and team sports. The Level I, II, and III certificates will be presented at the NCA Multi-Sport Clinic in July. The Level IV winners receive a plaque presented at the NCA Award Banquet on July 21 in Lincoln. More information regarding the NCA Milestone Award program, including the application form can be found at: <http://www.ncacoach.org/milestone.php>. This web page also includes a newly formatted search for coaches that have achieved any level within the program.

NCA Service Awards – Presented by Nebraska National Guard: (Deadline June 1)

The NCA Coaches Association Service Award is designed to recognize and honor coaches who have achieved 25, 35, 40, 45, and 50 years of coaching service. **This is a self-nominating award.**

Service Award Criteria:

NCA member for at least 10 years

75% of coaching and/or athletic administration must have been in Nebraska including the last 5 years

More information regarding the NCA Service Award program, including the application form can be found at:

<http://www.ncacoach.org/service.php>

Nebraska Coaches Association/Country Inn & Suites Scholarship: (Updated Deadline June 12)

This fully funded scholarship program, will award eight recipients \$1,000 after successfully completing one semester at an accredited college or university. District I & II will have two scholarships awarded within each district. Districts III – VI will have one recipient in each district.

More information regarding the NCA/Country Inn & Suites Scholarship including the application form can be found at:

<http://www.ncacoach.org/lincolnnnsuites.php>

Scholarship Criteria:

- 1) Upper 25% of class –OR- 3.75 Cumulative GPA
- 2) Must be at least a 2-year participant in 2 sports
- 3) Must have earned varsity letter in 2 sports
- 4) Must include at least two letters of recommendation from high school coaches
- 5) ACT minimum score of 24

Scholarship winners will be announced in early May.

Ed Johnson Scholarship (Updated Deadline June 12)

The award is given to a senior boy who is a member of a high school varsity basketball team in the State of Nebraska. A medal and \$300 cash award will be presented to the recipient at the halftime of the NCA All-Star Boys' Basketball Game (July 22, 2019), and a travelling plaque will be presented to the recipient's head coach. For more information: <http://www.ncacoach.org/edjohnson.php>

Scholarship Criteria:

Excellence in Scholarship Leadership Sportsmanship Loyalty Citizenship.

The student athlete nominated need not be a starter on the team, but must be a senior boys' basketball player. Coaches are encouraged to nominate a player or players who they feel would qualify for this award. When submitted, the nomination form should include any letters of recommendation from counselors, teachers, administrators, etc. that the coach feels would help with the selection of the recipient of this award. *The nominating coach must be a current NCA member.

Career Sport Specific Awards & Career Junior High/Assistant Coach Award (Committees Select Finalists in April, Board Selects Winner at April Board Mtg.)

More information regarding each award can be found at: <http://www.ncacoach.org/awards.php>

Binnie & Dutch Award (Track & Field)

Ed Johnson Award (Basketball)

Ken Cook Award (Girls Basketball)

Guy Mytty Award (Wrestling)

Phyllis Rice Honnor Award (Volleyball) Skip Palrang Award (Football)

George O'Boyle Award (Cross Country)

Hawkins & Schoenfish Award (Golf)

Jim Farrand Award (Jr. High or Assistant Coach of the Year Award)

Special NCA Awards (Updated Deadline April 20)

More information regarding each award can be found at: <http://www.ncacoach.org/awards.php>

Friends of High School Sports Award Media Person of the Year Award

The Nebraska Coaches Association award programs are available for members of the NCA. Some deadlines for the programs are approaching. We encourage you to explore the various award programs as a membership benefit. If you have questions visit the NCA website or contact the NCA office at (402) 434-5675.

Clinic & Conference Schedule



Sunday, July 19

- NCA-Hudl Awards Banquet – Great Hall, Old Train Station, Haymarket

Monday, July 20

- NCA Golf Scramble - Wilderness Golf Club
- Coaches Academy – 3-Hours College Credit by Proactive Coaching, Lincoln North Star HS
- Girls' & Boys' NCA All-Star Basketball Games – Lincoln North Star HS

Tuesday, July 21

- NCA Multi-Sports Clinic & NHSACA National Conference – Lincoln North Star HS
- Charter Buses from Lincoln North Star HS to tour:
 - o Hudl Headquarters
 - o Nebraska High School Hall of Fame
 - o Memorial Stadium
- NCA All-Star Volleyball Match – Lincoln North Star HS

Wednesday, July 22

- NCA Multi-Sports Clinic & NHSACA National Conference – Lincoln North Star HS
- Charter Buses from Lincoln North Star HS to tour:
 - o Hudl Headquarters
 - o Nebraska High School Hall of Fame
 - o Memorial Stadium
- NCA All-Star Softball Game – Bowlin Stadium - UNL, Haymarket Park
- NHSACA Hall of Fame Induction Dinner & Ceremony - Great Hall, Old Train Station, Haymarket
- Coaches Night Out – Barry's – Featuring Dueling Pianos, Haymarket

Thursday, July 23

- NCA Multi-Sports Clinic & NHSACA National Conference – Lincoln North Star HS
- NHSACA National Coach of the Year Banquet - Great Hall, Old Train Station, Haymarket



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