

BROUGHTON FOOTBALL

2017

PROGRAM PHILOSOPHY AND VALUES



TEAM 89
LET'S GET IT.

TEAM 89 - LET'S GET IT.

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Mission Statement

The mission of the Broughton Football Program is to change the world by teaching boys to be good men.

We prepare all of our boys to maximize their physical, emotional, intellectual, and relational talents in the service of their team, school, families, and communities. Character education is our top priority, and we break it down into two types: performance and moral. Performance Character governs our relationships with ourselves. It determines how well we are able to perform tasks and achieve individual success and, it is the key to being a good player, student, and professional in any field. Moral Character governs our relationships with others. It determines the quality of our relationships and the way we make other people feel, and it is the key to being a good teammate, classmate, friend, son, brother, husband, and father.

When our boys graduate, they don't just leave; they are sent – sent into the world with the strength of character to achieve personal success, build loving relationships, fight against injustice, and champion the cause of the powerless. They are sent to change the world.

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Program Expectations

1. Tirelessly pursue our mission
2. Follow the Four Commandments:
 - a. Work hard.
 - b. Have fun.
 - c. Take care of each other.
 - d. Be a first class citizen.
3. Ensure that each boy has the highest quality of experience possible - Quality of experience is measured in four key areas:
 - a. Belonging – each boy must be made to feel valued, affirmed, and respected – each boy should have a clear role on the team
 - b. Skill Development – through hard work and expert instruction, each boy should maximize his talent, play up to his potential, and improve significantly as he advances through the program
 - c. Joy – each boy should enjoy his experience – joy in team sports comes from pushing oneself to grow and improve as well as working in complete harmony with one's teammates to achieve team excellence
 - d. Character Education – each boy should learn habits of mind, body, and spirit that will help him become a good husband, father, friend, co-worker, and leader in the community

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Program Terminology

Attitude - Most of the things that happen to us in life are not completely within our control. The only thing we always have control of is our attitude. Life is 10% what happens to you and 90% how you choose to respond.

Authentic Masculinity - A man is measured by the quality of his relationships and his commitment to a cause bigger than himself.

Competition - The word competition comes from the Greek roots “com” and “petira”. “Com” means together, and “petira” means to search for. Thus, the original meaning of competition is to search for arête [Greek for excellence] together. The Broughton program shares this definition of competition. We compete with our opponents, not against them. Opponents are treated as valued and respected facilitators, without whose cooperation we could not achieve excellence. We will work with each other day in and day out to achieve excellence.

Effort - There are no secrets to success, only hard work. To improve at anything requires two things above all others: time and effort.

Empathy - Empathy is feeling what another person feels.

“If you can learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view ... until you climb into his skin and walk around in it.” Atticus Finch, speaking to his daughter Scout, in *To Kill a Mockingbird* by Harper Lee.

First, Second, and Third Class Citizens - A third class citizen walks into a space, throws trash on the ground, and leaves. A second class citizen walks into the same space; he doesn't throw trash on the ground, but he also doesn't pick up the trash that's already sitting there. A first class citizen walks into the same space; he doesn't litter, and when he comes across the trash, he cleans it up. Third class citizens leave situations worse than they found them. Second class citizens make no difference one way or the other. First class citizens leave people, places, and situations better than they found them. Strive to be a first class citizen.

Greatness - Greatness is measured by your service to others.

“Everybody can be great. Because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and your verb agree to serve.... You don't have to know the second theory of thermodynamics in physics to serve. You only need a heart full of grace. A soul generated by love.” Rev. Dr. Martin Luther King, Jr.

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Habits - YOU ARE YOUR HABITS. We practice for two reasons, to create good habits and destroy bad habits.

Maturity - A person is mature when he or she realizes that all of their actions affect other people, and they strive to act in ways that will help, not hurt, others.

Moral Character - Moral character strengths pertain to the values that govern our relationships with others – love, empathy, kindness, honesty, respect, etc. They determine the quality of our relationships and the way we make other people feel.

Performance Character - Performance character strengths pertain to the values that govern our relationship with ourselves –work ethic, wisdom, self-control, critical thinking, concentration, determination, etc. They determine how well we are able to perform tasks and achieve individual success.

Responsibility - In order to be your best self, you have to start by recognizing that everything you do and everything you say affects other people, and you have to care about how it affects them. Take responsibility for your words, actions, and inactions.

Success - “Success is the peace of mind which is a direct result of self-satisfaction in knowing you made the effort to become the best of which you are capable.” -- John Wooden

Team – A team is a series of relationships dedicated to achieving a transcendent goal.

Toughness - Tough is what you are when you consistently do the right thing, especially when it's difficult. Toughness is a skill that can be developed and improved. Toughness is strengthened or weakened hundreds of times each day based on the choices we make. Toughness can be physical, mental, relational, or moral. Toughness and kindness go hand in hand.

Winning - Winning is the result of sustained excellence over time, where excellence is measured by adherence to the program's culture of values.

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Football and Academics

The Broughton coaching staff considers football to be a co-curricular activity. By co-curricular, we mean that football is an extension of the school day rather than an activity separate and apart from it. The football field is our classroom. Football coaches are teachers who have the responsibility and privilege of ensuring that meaningful physical, social, and emotional learning take place. Coaches in our program use football as a tool for teaching players many of life's most important lessons. Chiefly, we are concerned with teaching our players how to be good men and agents for positive change in their communities.

Our football program seeks to assist academic teachers and administrators in their endeavor to help our student-athletes reach their full potential in mind, body, and spirit. We aim to develop a football curriculum that complements the school's academic and artistic curricula in order to achieve the school's mission and reinforce the school's core values. Our aim is to create Renaissance-men, not narrow-minded specialists.

In order to help our student-athletes maximize their potential as students, we encourage the Broughton faculty to use the football coaching staff as a resource. If a football player is not doing his work or is misbehaving, we want to know about it so that we can help fix the problem. The performance and moral character traits we strive to teach on the football field should help our student-athletes thrive in all of their endeavors, especially in the classroom. When this doesn't seem to be the case for a particular boy, we will use all of the leverage we have to get that boy on the right track in the classroom.

We want our players to excel in the classroom so that they can maximize the number of opportunities they have to continue their educational career after graduating from Broughton. We are not satisfied with simply keeping players eligible; we want all of our players to have the grades, test scores, educational foundation, and cognitive tools to get into, and later graduate from, college.

Study Hall - During the season, JV players will attend study hall twice a week (Tue & Wed), and varsity players will attend study hall once a week (Thu). This is a time for our players to do work, see teachers, and receive tutoring from their teammates and parent volunteers. Also, all JV players and varsity players on academic probation will turn in weekly grade sheets. Grade sheets must be signed by all of their teachers; the sheets allow teachers to let us know if the player is missing any work or misbehaving in class.

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Academic Probation - Once the season ends, any player with a D or an F on his report card will be placed on academic probation. Players on academic probation must continue to attend study hall until their grades improve. The probation list will be updated after each new report card comes out. Players on academic probation who do not fulfill their obligations in terms of study hall and weekly grade sheets will not be allowed to play the following season. All players are invited to take advantage of off-season study hall, even those who are not on academic probation.

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Coaches' Code of Conduct

- 1.** I will always remember that teaching boys to be good men is my primary responsibility. I will not cut corners on teaching character in a shortsighted attempt to win games.
- 2.** I will believe in my players. I will protect them and affirm them. I will always use empathy to put myself in my players' shoes.
- 3.** I know the difference between teaching and shaming, and I will not shame players. I will correct players in an uplifting way.
- 4.** I will be a good teacher. I will not ask a player to execute something that I haven't first demonstrated and allowed him to practice.
- 5.** I will practice what I preach. I will model the behavior that I expect from my players.
- 6.** I will admit my mistakes. I will apologize when an apology is needed.
- 7.** I will treat all members of the program with respect and kindness.
- 8.** I will remember that parents are our partners in the quest to turn boys into good men, and I will interact with them in a spirit of partnership.
- 9.** I will strive to be a master of my craft. I will seek out professional development opportunities and stay up to date on new developments in strategy and technique related to the positions I coach. When I don't know something about the positions I coach, I will not bluff my way through it; I will go find it out.

Because I am a teacher and a role model and have the opportunity and responsibility to make a positive difference in the lives of my players, I commit to this code. I will allow my colleagues to hold me accountable to this code, and I will work to hold them accountable.

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Players' Code of Conduct

- 1.** I will take responsibility for my actions. I realize that everything I do and say affects other people.
- 2.** I am aware that as a football player I am a role model and my actions are subject to public scrutiny. Knowing this, I will do my best to act in a manner that reflects positively on me, my family, my team, and my school.
- 3.** I will always give my best effort. Success is measured in effort.
- 4.** I will be cognizant of what I can and cannot control, and concern myself only with those things I can control. The two most important things I can control are my effort and attitude. I will allow my teammates and coaches to hold me accountable for these.
- 5.** I will treat my teammates with respect and kindness. I will value their success and quality of experience as much as my own.
- 6.** I will treat my coaches with respect and kindness. I recognize that they are here to help me reach my full potential as an athlete and a human being.
- 7.** I will treat officials and opponents with respect and kindness. Without them, I could not play the game I love. Without them, I could not realize my full potential.
- 8.** I will not put people in boxes according to their race, religion, socioeconomic status, sexual orientation, the clothes they wear, the neighborhood they live in, or any other identifying trait of diversity. I will not judge people according to these divisions but rather by the strength of their character and the way they treat others.
- 9.** I will act with empathy. I will try to understand what is going on in the hearts and minds of others so that I can help.
- 10.** I will lead courageously and live with integrity by speaking up against injustice on behalf of others, even when it is hard or unpopular.

Because I understand that it is an honor and a privilege to represent myself, my family, my team, and my school by playing football for Broughton, I hereby agree to the terms and conditions of the Players' Code of Conduct. I will allow myself to be held accountable by my teammates, coaches, officials, parents, and others in the community, and I will take responsibility for my actions when I fail to live up to the code.

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Program Rule: Follow the Four Commandments

In All That You Do

Work Hard <i>Effort</i>	Have Fun <i>Attitude</i>	Take Care of Each Other <i>Empathy</i>	Be a First Class Citizen <i>Responsibility</i>
Always give full effort and focus on all tasks.	Always have a great attitude.	Always treat others the way you would like to be treated.	Always be your best self.
<u>Change Your Best</u> every day.	Be an energy giver, not an energy taker.	Be a great teammate.	Tell the truth.
Learn from your mistakes.	Remember that life is 10% what happens to you and 90% how you respond.	Listen and focus when others are speaking.	Leave people, places, and situations in better shape than you found them.
Choose the hard right over the easy wrong.	Avoid poor body language.	Never use your cell phone on team time.	Be on time and communicate problems in advance.
		Remember that it costs nothing to be kind to others.	Accept responsibility for your actions.

On the Field

Work Hard <i>Effort</i>	Have Fun <i>Attitude</i>	Take Care of Each Other <i>Empathy</i>	Be a First Class Citizen <i>Responsibility</i>
Give your best effort on every play	Football is a GAME; love playing it.	Want what's best for the team and your teammates even if it means sacrificing a personal goal.	Help set up and take down practice equipment.
When you're on the field, run everywhere. Never, ever walk on the field.	Be coachable.	Help coach your teammates.	Dress for game rules: Have your chin strap buckled, mouthpiece in, shoes tied, and pads covered when on the field. No jewelry.
Always finish plays, drills, and sprints at full speed.	Approach every practice and game with a great attitude.	Hold your teammates accountable in a positive, encouraging way.	Do not curse or use derogatory language (racist, sexist, and homophobic language included)
Never sit or lie down on the field.	Learn to enjoy pushing yourself and your teammates to the limit.		

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In the Locker Room

Work Hard <i>Effort</i>	Have Fun <i>Attitude</i>	Take Care of Each Other <i>Empathy</i>	Be a First Class Citizen <i>Responsibility</i>
Keep the locker room clean.	Treat the locker room as a sacred space for our family.	Make sure that everyone feels safe and welcome.	Clean up after yourself and others.
		Never take anything that isn't yours.	Never leave anything on the floor.
		"Hazing" is not something we do. If it's something you do, then you can't play for us.	Get equipment issues fixed after practice the day it breaks, not before practice the following day.

In the Classroom

Work Hard <i>Effort</i>	Have Fun <i>Attitude</i>	Take Care of Each Other <i>Empathy</i>	Be a First Class Citizen <i>Responsibility</i>
Always do all of your assigned work to the best of your ability.	Develop a love of learning if you don't already have it.	Help your classmates when they are confused or have questions.	Be engaged in class; sit up straight and pay attention.
Pay attention and follow instructions.	Enjoy getting smarter.	Do not behave in a way that distracts your classmates from learning.	Make positive contributions during discussions.
Strive to earn an A in every class.	Be teachable.		Ask questions when you're confused.
Never earn a grade below C.			Never, ever use your cell phone in class unless specifically asked to do so by your teacher.
			Do not curse or use derogatory language (racist, sexist, and homophobic language included)

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Working with Parents

- Parents and coaches are partners. Both groups care for the boys and want what is best for them. For the boys to reach their full potential as student-athletes and young men, coaches and parents must work together. All dialogue between coaches and parents will begin with this acknowledgement.
- Parents are expected to support the mission of the program by backing the coaches as they attempt to teach character through football.
- Parents are expected not to undermine the mission of the program by questioning coaching philosophy, strategy, or playing time, or by criticizing their son's teammates.
- Parents are expected to behave courteously and respectfully towards all coaches, officials, other parents, and spectators at all Broughton games and events.
- Playing Time - On every team there are players who are disappointed about the amount of playing time they receive. As coaches, we understand this. It is good for a boy to want to play more. However, there will be strict guidelines regarding the manner in which this topic may be discussed.
 - If a player is disappointed with his playing time, he should speak directly to his coaches. An essential component of the maturation process is learning to self-advocate, taking responsibility for dealing with one's own issues, and interacting in a productive and respectful way with adults. **Coaches will not speak to parents about playing time.**
 - The appropriate way for a player to approach a coach about playing time is by asking the following question: "Coach, what do I need to work on to become a better player so that I can help the team even more?"
- We invite and encourage parents to reach out to coaches to discuss problems other than playing time that their boys may be having. For example, if a player is struggling academically, socially, or emotionally, we want to know so that we can work with his parents to help the player.

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Strength and Conditioning Philosophy

The Broughton strength and conditioning program is designed to make its adherents better all-around athletes and better football players. Below is a list of the training principles that we will use to help our players become the best athletes they can be.

Principles:

1. Focus on the body's core (just above the knees to just below the sternum).
2. Train with ground-based lifts and bodyweight calisthenics.
3. Train with athletic lifts, not isolation lifts.
4. Train for power with Olympic lifts as the foundation.
5. Train the push and pull together.
6. Incorporate single limb lifts.
7. Short, intense, and organized workouts are best.
8. Train attitude.

Goals:

1. Teach players to embrace the challenge and hard work required for real improvement.
2. Teach players the type of positive attitude, cooperative spirit, and mental toughness necessary to improve as individual athletes and as a team.
3. Improve players' athletic ability and performance through intelligently designed strength and conditioning sessions.
4. Decrease players' chances of injury on the field by increasing their flexibility and strength, with a special focus on strengthening the muscles that stabilize the shoulder, hip, knee, and ankle joints.
5. Increase players' functional strength and explosive power.
6. Increase players' acceleration to maximum speed and the ability to change direction without a loss of speed or control.
7. Increase players' agility and quickness.
8. Increase players' straight-line speed.
9. Increase players' functional mass and improve players' fat to lean muscle ratio.
10. Teach players important lessons about mental and physical toughness and prepare them to compete with the best teams in the country.

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Personal Coaching Philosophy

Purpose Statement

I coach to help boys become good men – men who have the strength of character to change the world for the better.

Coaching Philosophy

“Work hard. Have fun. Take care of each other.” If you come to any practice or game I’m coaching, you’ll hear me say this to my boys before they take the field. This is my coaching mantra. This is my life mantra.

Work hard – There are no secrets to success, only hard work. Without question, the two greatest predictors of individual success are opportunity and work ethic. Broughton is a very heterogeneous community. Some of my students-athletes have been blessed with many more opportunities and advantages than others; however, regardless of background, all of them have two tremendous opportunities that they can capitalize on with the right effort and attitude: attending a great high school and playing in a great football program. I demand that my boys give maximum effort in every practice and game. Hard work requires sacrifice, persistence, focus, and a willingness to endure discomfort. I teach my players to embrace discomfort. According to John Wooden, one of my coaching idols, “the great competitors that [he] played for, coached, and admired all shared a joy derived from the struggle itself – the journey, the contest. They [did] so because only in that supreme effort is there an opportunity to summon your best, a personal greatness that cannot be diminished, dismissed, or derided because of a final score or bottom line.” Every obstacle, hardship, or setback is an opportunity to grow, improve, and strive for personal and collective greatness.

The highest virtue to the ancient Greeks was *arête*, a term that refers to generalized excellence, being the best you can be in all that you do, and achieving your full human potential. The ancient Greeks scorned specialists for their narrow focus and limited scope of abilities. In a world of increasing specialization, I push my players to be Renaissance men. They should never be satisfied with simply being great football players. They must also strive to be great students, artists, friends, family members, and the like.

Have Fun – Football is a game. Games are fun. We should never lose sight of this. Excellence in football requires an enormous commitment of time and energy. No one should make this commitment unless he truly enjoys it. He might not enjoy every aspect of the process, but on the whole, it should be a fun, engaging, meaningful experience. Also, research has shown that people perform better when they’re having fun.

“Fun” in competitive sports is not the same thing as “fun” in the hallway or “fun” at your

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buddy's house. Fun on the football field isn't goofing around, telling jokes, or being stupid. Fun on the football field is pushing your mind and body to the limit in order to grow, improve, and overcome the obstacles in your path. Fun is losing yourself in the flow of the game. Fun is working in harmony with your teammates so that the whole of the team is greater than the sum of its parts.

When you feel yourself getting better, and when you see your teammates getting better, it's fun. When you lose your concerns for yourself and feel completely connected with, and invested in, the success of the team, it's exhilarating. I ask my boys to approach everything they do, both on and off the field, with a great attitude.

Take care of each other – Of the three exhortations I make to my players before they step on the field, the last is the most important to me. The richest gifts that teams provide are relationships, and the most important skills that team sports teach are those related to building and maintaining strong relationships. My number one concern as a coach is that my players treat each other well. Great teams are built on a foundation of other-centeredness. They require players to put the needs of the team and their teammates before their own, a habit that conflicts with our “me-first” culture. Selflessness is not something that comes naturally to anyone. It must be taught and practiced. The first and most important step in putting others first is learning to empathize. I ask my players to put themselves in their teammate's shoes to see and feel the situation from his position. I ask them to want success for each other just as badly as they want it for themselves. I also spend time talking to the boys about empathizing with people outside of our team, from opponents, to officials, to family members, to those less fortunate inside and outside of our school.

The logical step after empathy is service. Leaders are servants, and I ask the boys to serve each other. I ask the same of the coaching staff. As the foremost leaders of the team, we must model how to serve. I serve my players by making each boy feel valued and affirmed, helping each boy find a meaningful role on the team, pushing each boy to live up to his potential, providing each boy with the best possible instruction, and teaching each boy the performance and moral character traits required of a good man. I remind myself before every practice and game that I coach to serve my players - not the other way around. I remind myself that my worth as a coach is determined not by my win-loss record, but rather by the impact I make in the lives of my players.

When I ask the boys to work hard, have fun, and take care of each other, I'm really asking them to engage in the process of becoming good men. I assist in this process by teaching them a work ethic that will allow them to be successful individuals, an attitude that will help them to enjoy life, and relational skills that will enable them to make life better for all those

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with whom they interact.

Football offers a platform like no other to help boys become good men, but this doesn't happen through osmosis or chance. Boys will only learn the life lessons that football can teach if they play for a coach who teaches those lessons purposefully, strategically, and overtly. That is what I do.

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