



Creating a Healthy Lifestyle
EDUO 9706 3 Semester Credits/Units
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A coach's influence can encourage an attitude towards fitness that will help bring a lifetime of health and happiness to the athlete. This course will help maximize that influence.

Resources needed:

Reading assignments will be from given web resources.

You will need to view the movie **Varsity Blues** which is available on a number of streaming services

Instructions:

Read this Syllabus which includes Objectives, a Grading Rubric and all course assignments. You may want to print it.

Place ALL your completed assignments in one document. When you have completed all assignments, upload your single document to the DropBox for Completed Assignments.

Objectives:

1. To develop fitness training programs that will help athletes on the playing field as well as in life's arena.
- 2, To encourage a lifelong holistic mental and physical health focus.
3. To help convince student athletes of the desirability of competing and living a life without abusing drugs or alcohol.
4. To use knowledge about drugs and drug abuse to help the athlete if a problem is suspected.

Standards:

1. Drawing on and valuing student's background, interests and needs.
 2. Promoting social development and group responsibility.
 3. Facilitating learning experiences that promote autonomy, interaction and choice
 4. Collecting and using multiple sources of information to assess student learning.
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Readings and Assignments:

- Session One - Fitness Training
- Session Two – Mental Health
- Session Three – Physical Health

Drug Prevention

Knowledge

Nutrition

Grading Rubric:

Grading Criteria	Exemplary A+, A, A-	Acceptable B+, B, B-	Unacceptable
Assignment Requirements	All assignments are complete, accurate and easy to follow	Most assignments are complete, accurate and easy to follow	Assignments are incomplete, inaccurate or irrelevant, and/or difficult to follow
Content Depth	All assignments are thoughtful, insightful, reflective and relevant	Most assignments are thoughtful, insightful, reflective, and relevant	Assignments are incomplete, not thoughtful or irrelevant
Organization, Style and Mechanics	All assignments are organized, clear and free of writing errors	Most assignments are organized, clear and free of writing errors	Assignments show little organization and/or have significant writing errors

Session One – Fitness Training

The following are five live links from [Phil Davies' Sports Fitness Advisor – Get Fit for Sport & Life](#)

[Strength](#)

[Speed](#)

[Plyometrics](#)

[Endurance](#)

[Flexibility](#)

For **EACH** of these links, write the following:

a. Describe how you can use each of these major components of fitness to help your athletes in their sport and/or in life

b. Read one of the many articles cited for each of the five components and comment on its usefulness for your fitness program.

Number each assignment clearly for ease of grading as follows:

Session One

1. Strength

a. description

b. article

2. Speed

a. description

b. article

And so on to #5.

For Assignments 6 and 7 you will click on **one** of the specific sports below.

Study thoroughly the training website for your chosen sport and all connected articles and links regarding fitness training for that sport.

6. Design and write up a complete fitness training program that you are going to use with your athletes. This should be something that you would be proud to show to colleagues.

7. Write up a guide for your athletes to take home to their parents describing the reasons for your particular program and offering suggestions for how athletes, parents and siblings can continue this type of training as part of a lifelong fitness program.

[Athletics \(Field\)](#)

[Athletics \(Track\)](#)

[Badminton Training](#)

[Baseball Training](#)

[Basketball Training](#)

[Boxing Training](#)

[Cricket Training](#)

[Cycling Training](#)

[Football Training](#)

[Golf Training](#)

[Gymnastics Training](#)

[Hockey Training](#)

[Ice Hockey Training](#)

[Lacrosse Training](#)

[Martial Arts Training](#)

[Marathon Training](#)

[Rowing Training](#)

[Rugby Training](#)

[Ski Training](#)

[Soccer Training](#)

[Swimming Training](#)

[Tennis Training](#)

[Triathlon Training](#)

[Volleyball Training](#)

[Wrestling Training](#)

Session Two – Mental Health

Article #1 – Read the article on this Website Resource, then Answer Questions #8–13

<http://www.news-medical.net/news/20100922/Study-shows-physical-and-mental-health-benefits-of-sports-participation-in-adolescents.aspx>

8. Describe (without using real names) a personal situation either in your own life or that of another that supports the findings the study cited in the article.

View the movie Varsity Blues

https://www.amazon.com/s/ref=nb_sb_ss_c_1_13?url=search-alias%3Dinstant-video&field-

Synopsis: A high school football coach, driven by winning, loses his star quarterback and must replace him with the second stringer.

9. List all of the negative techniques that the coach employed in the film.

10. What may have motivated the coach to use such methods?

11. What effects do such coaching techniques have upon the mental health of athletes?

12. And how do they impact the coach who uses them

Article #2 – Read the following website resource and answer Question #13:

http://www.susanzaro.com/?page_id=108

13. Returning to assignment 6 in Session One, let's add a consideration of the adolescent brain in designing your physical training program. Refer to sections of the article on the 6 tips below:

- **Coach/Parent as Collaborator.**
- **Encourage Positive Risk Taking**
- **Teach Stress Management Skills**
- **Guide Player Towards Healthy Brain and Body Habits.**
- **Avoid Overloading the Athlete With Information**
- **Provide A Positive Structured Environment.**

Session Three – Physical Health

Drug Prevention

Knowledge

Having accurate and plentiful knowledge about drugs and why some athletes may use them is the first step in a prevention program. Read and study pages 1–10 of this excellent website article:

[HowStuffWorks "How Performance-Enhancing Drugs Work"](#)

Also read these five articles:

[How Marijuana Works](#)

[How Alcohol Works](#)

[How Caffeine Works](#)

[How Nicotine Works](#)

[How OxyContin Works](#)

14. Now that you know more about drugs and why some athletes are drawn to using them, how can you go about presenting similar information to your athletes in a compassionate, helpful and friendly manner rather than a preachy condescending style?

15. The news is full of stories of professional athletes using Performance Enhancing Drugs. What do you think of the way various professional sports associations have handled the issue? How can you talk to student athletes about the topic?

Prevention

Read These Two Website Resources:

<https://www.tranquilshores.org/our-programs/athlete-rehab/guide-to-addiction-treatment-for-athletes/chapter-5-how-to-help-an-athlete-with-addiction/>

<https://www.tranquilshores.org/our-programs/athlete-rehab/guide-to-addiction-treatment-for-athletes/chapter-5-how-to-help-an-athlete-with-addiction/>

16. Using the above resources as examples, develop drug prevention/intervention procedures to use in your athletic program.

Nutrition

Read This Website Resource:

[Simple Sports Nutrition Tips for Athletes of Every Age](#)

17. In a practical way (*without involving the complicated science of nutrition*), how are you going to use the information in the above resource to help your young athletes create a healthy lifestyle?

18. Now return again to the plan you began in Session One #6 and amended after Session Two. This time, add a program for the elements included in this Session on physical health.

You now have a comprehensive program to move your student-athletes toward Healthy Lifestyles!

Final Assessment

19. Because of your ability to motivate and inspire your athletes, you have been asked to be the lead speaker at the annual convention of the APHA (*American Public Health Association*). The theme of the convention is **Community Factors That Lead to a Healthy Society**. As you know, a speech has three parts – the introduction, body & conclusion. Your assignment is to create the title of your address and to **write out** your introduction & conclusion and to **outline** the body of your speech.

So, turned in in order, you will have:

1. The speech Title
2. The written-out Introduction
3. The outline Body of the speech
4. The written-out Conclusion

Instructions for coursework submission:

Place ALL your completed assignments in one document. When you have completed all assignments, upload your single document to the Course Completed Coursework Drop Box.

You are allowed 9 months to complete the course. If you have questions about the course, you can reach your Instructor by email.

Tony Battilega: tbattilega@dominicancaonline.com

For questions involving your registration or other non-course related questions, contact us at support@dominicanCAonline.com or see <http://dominicancaonline.com/faq.htm> for more information.

This course is one of six Athletic Coaching courses developed by George Pickett for Dominican University of California.

- [Coaching is More Than Xs and Os - EDUO 9703](#)
- [Athletics - A Positive Path Through the Journey of Life - EDUO 9704](#)
- [Let's Look At This Another Way - EDUO 9705](#)
- [Creating a Healthy Lifestyle - EDUO 9706](#)
- [Look Before you Leap - EDUO 9707](#)
- [Athletic Concussions – A Coach's Headache \(1 unit course\) EDUO 9781](#)