

**COURSE TITLE:** FOOTBALL: Principles for Developing Today's Student Athlete

**WA CLOCK HRS:** 30

**NO. OF CREDITS:** 3 QUARTER CREDITS  
[semester equivalent = 2.00 credits]

**OREGON PDUs:** 30

**PENNSYLVANIA ACT 48:** 30

**INSTRUCTOR:** Eric Low  
ericlow11@hotmail.com

**COURSE DESCRIPTION:**

For many students, education goes beyond the classroom and traditional school day and extends into the world of sports. Sports teach important life skills such as leadership and teamwork. In this course, we will be examining three (3) areas of the fundamentals of football: program philosophy, motivation, and leadership as they relate to the overall development of today's student/athlete and community. Participants will be able to study these fundamental areas through online articles, videos, and books by some of the most insightful coaches in America. Designed for K-12 coaches and teachers, this course is also open to all non-teaching coaches at any level. The additional fee for the required course text will vary with your particular choice. All the listed books are available from Amazon.com.

**LEARNING OUTCOMES:** Upon completion of this course, participants will have:

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- Have an understanding of football program philosophy and development.
- Have an understanding of methods for developing motivation in today's student/athlete through football.
- Have an understanding of methods of developing leadership in today's student/athlete through football.
- Have reviewed a variety of philosophies on football program development, motivation, and leadership by outstanding coaches in America.
- Be able to compare and contrast these different philosophies.
- Be able to develop their own philosophies in these three (3) areas.

**COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

**HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

**UNIVERSITY QUARTER CREDIT INFORMATION**

**REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT**

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

### **CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)**

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

### **ADDITIONAL COURSE INFORMATION**

#### **REQUIRED TEXT**

See Assignment #6 for list of text options, then select and read one.

#### **TEXTBOOK OPTIONS**

- *Teaching Character Through Spor*, by Bruce Brown
- *The Spread Offense: Passing Game* by Dan Mullen
- *Coaching DBs & Outside LBs in Cover 2 & Cover 8* by Frank Chimienti
- *The Complete Book of Speed and Agility Football Drills* by Jerry Tolley
- *Coaching The Gap-Control Rover Defense* by Tom Olivadotti
- *The I-Formation Attack For Youth Football* by Nick Gasparato
- *Tackling Circuit: Drills and Techniques* by Kerry Locklin
- *Special Teams Teaching Progressions* by Dick Arbuckle
- *1001 Motivational Messages and Quotes for Athletes and Coaches* by Bruce Brown
- *The Role Of Parents In Athletics* by Bruce Brown
- *Coaching The One-Back Attack* by Scott Criner & Steve Sosnowski
- *Defensive Organization And Game Planning* by Tim Racki
- *Running A Multiple Defense at the High School Level* by Buck Roggeman
- *Zone Blitz Package* by Bill Young
- *The 'Pistol' Offense* by Jerry Campbell
- *Coaching Running Backs* by Dean Campbell
- *45 Blitzes for the 3-5-3* by Taylor Burks

#### **OR**

- Another book of your own choosing, with my prior approval.

None. All reading is online.

### **MATERIALS FEE**

Text cost depends on your book selection. Teaching Character Through Spor, by Bruce Brown The Spread Offense: Passing Game by Dan Mullen Coaching DBs & Outside LBs in Cover 2 & Cover 8 by Frank Chimienti The Complete Book of Speed and Agility Football Drills by Jerry Tolley Coaching The Gap-Control Rover Defense by Tom Olivadotti The I-Formation Attack For Youth Football by Nick Gasparato Tackling Circuit: Drills and Techniques by Kerry Locklin Special Teams Teaching Progressions by Dick Arbuckle 1001 Motivational Messages and Quotes for Athletes and Coaches by Bruce Brown The Role Of Parents In Athletics by Bruce Brown Coaching The One-Back Attack by Scott Criner & Steve Sosnowski Defensive Organization And Game Planning by Tim Racki Running A Multiple Defense at the High School Level by Buck Roggeman Zone Blitz Package by Bill Young The 'Pistol' Offense by Jerry Campbell Coaching Running Backs by Dean Campbell 45 Blitzes for the 3-5-3 by Taylor Burks OR Another book of your own choosing, with my prior approval.

### **ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**

#### **A. INFORMATION ACQUISITION**

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

**Assignment #1:**

In the online response box, please explain your:

interest and/or background in coaching football.

current philosophy on program building in football.

approach to motivating today's youth through football.

methods of building leadership in today's youth through football.

Your response should be 4-6 paragraphs.

**Assignment #2: COURSE FORUM**

In today's coaching world there are many philosophies on what makes a successful program. In this assignment you will view YouTube videos by some of the most successful football coaches. Each coach has a different philosophy for success that has contributed to their outstanding achievements. Take notes as you watch and then, in the online response box, post 1-3 paragraphs summarizing the main points of each coach's philosophy; show what they have in common and what elements of their thinking is distinct. Feel free to respond to any other postings from educators who are also taking this course.

Pete Carroll. USC. Philosophy of football <http://www.youtube.com/watch?v=UVF8YKJIZ4c>

<https://www.youtube.com/embed/UVF8YKJIZ4c?autohide=1&controls=1&showinfo=0>

ESPN interview of Nick Saban on his coaching philosophy at Alabama

<https://www.youtube.com/watch?v=ORlgA5uE4Rc>

Tony Dungy, former head coach of the Indianapolis Colts <http://www.youtube.com/watch?v=WaPFcpCUfe8>

**Assignment #3:**

In this assignment you will read several articles on coaching philosophy. Take notes while you are reading and be prepared to post your responses in the online response box to the following prompts.

Each response should be 1-2 paragraphs in length.

Read the following online article on the five (5) key points in developing a coaching philosophy, and summarize the main points.

<http://www.brianmac.co.uk/coachphil.htm>

Next read the following article on the philosophy of offense in football. Summarize the key points that argues in this article.

<https://us.humankinetics.com/blogs/excerpt/developing-a-successful-coaching-philosophy>

Then read the following article on what defines a team captain. Summarize the key points.

<https://blogs.usafootball.com/blog/5791/the-5-building-blocks-of-team-captains-who-are-true-leaders>

**Assignment #4:**

In this assignment you will read a few articles and watch videos on motivation. Take notes while you are reading and be prepared to post your responses in the online response box to the following prompts.

Each response should be 1-2 paragraphs in length. Feel free to respond to any other postings from educators who are also taking this course.

Motivation in sports is one of the biggest hurdles coaches and athletes face. Read the following article on motivational techniques provided by Sports Science. Explain the key ideas in this article.

<https://www.psychologytoday.com/blog/the-power-prime/200910/sports-what-motivates-athletes>

One of the greatest tools for motivation is the power of personal stories via speeches. The following YouTube speech is Jim Valvano's ESPY speech from 1993. Watch the video and describe the key message conveyed in this speech.

<https://www.youtube.com/watch?v=HuoVM9nm42E>

<https://www.youtube.com/embed/HuoVM9nm42E?autoplay=1&controls=1&showinfo=0>

Dr. Jorge Valverdem offers a different insight into sports motivation. Read the following article and explain Valverdem's argument.

<http://www.bmentallytough.com/articles/inner-motivation>

### **Assignment #5: COURSE FORUM**

In this assignment you will read a few articles and watch videos on leadership. Take notes while you are reading and be prepared to post your responses in the online response box to the following prompts. Each response should be 1-2 paragraphs in length. Feel free to respond to any other postings from educators who are also taking this course.

The Game of Life is a book that examines sports as a building block for life. Read Chapter 9: "Leadership" on the Google books link below and then summarize the key points of this article. <http://books.google.com/books?id=NxrR-LfDcnMC&pg=PA182&dq=leadership+in+sports&lr>

One of the traditional methods for building motivation and leadership in sports is by giving a common goal and purpose for the team. Watch the following inspirational video and describe the benefit of using a method like this for your program:

<http://www.youtube.com/watch?v=74WCiFOtFTQ&feature=related>

<https://www.youtube.com/embed/74WCiFOtFTQ?autoplay=1&controls=1&showinfo=0>

### **Assignment #6:**

Assignment #6: Your selected text

Select one book from the choices below as your text. Read the book and take notes as you read. In the online response box, provide a 1 page summary of the key points you gained from this reading.

#### TEXTBOOK OPTIONS

Teaching Character Through Sport, by Bruce Brown

The Spread Offense: Passing Game by Dan Mullen

Coaching DBs & Outside LBs in Cover 2 & Cover 8 by Frank Chimienti

The Complete Book of Speed and Agility Football Drills by Jerry Tolley

Coaching The Gap-Control Rover Defense by Tom Olivadotti

The I-Formation Attack For Youth Football by Nick Gasparato

Tackling Circuit: Drills and Techniques by Kerry Locklin

Special Teams Teaching Progressions by Dick Arbuckle

1001 Motivational Messages and Quotes for Athletes and Coaches by Bruce Brown

The Role Of Parents In Athletics by Bruce Brown

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The 'Pistol' Offense by Jerry Campbell

Coaching Running Backs by Dean Campbell

45 Blitzes for the 3-5-3 by Taylor Burks

OR

Another book of your own choosing, with my prior approval.

## ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

### B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

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#### Assignment #7:

##### B. LEARNING APPLICATION

(Required for 400 and 500 Level)

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

Assignment #7:

Choose and complete one of the following:

Using the Heritage Institute lesson template or one from your district, create a lesson reflecting what you learned in this course, or modify an existing lesson to incorporate a climate change perspective and facts. Then either:

(1) Implement your lesson with students in your classroom. (If you are not teaching or it is summer, find youth in your community or another classroom to work with.) Submit your lesson along with a 2-page description of what worked well and what could be improved. Include samples of exemplary student work (via video, photos, scans of essays etc) and include any rubric used for assessment purposes. Once your lesson is done, upload it into The Heritage Institute [lesson library](#) following the correct methods to properly classify it. ([Download a copy of THI's lesson plan template](#))

OR

(2) Submit your unit lesson AND include as well a 500+ word article about any aspect of climate change that you've learned about in this course, sharing any anecdotes from your teaching or personal life that relate to the subject. This could be an opinion piece, a call-to-action, a personal story or combination of all of these. Substantiate your narrative with facts, figures or mention of relevant persons. The Heritage Institute will request your permission to publish on our [blog](#) what we consider outstanding articles.

#### Assignment #8:

##### 500 LEVEL ASSIGNMENT

Assignment #8: (500 Level only)

In addition to the 400 level assignments, complete one of the following:

Option A) Design a PowerPoint presentation describing what you have learned from this course that you could present to your coaching staff, athletic director, parents, or at a coaching clinic.

OR

Option B) Interview other coaches and summarize their perspective on philosophy, motivation, and leadership through the sport of football for developing today's student/athlete. Then compare and contrast your findings from the work in this class to that of the coaches you have interviewed.

OR

Option C) Develop an alternative assignment with the instructor's prior approval.

### **C. INTEGRATION PAPER**

Assignment #9: (Required for 400 and 500 Level)

#### **SELF REFLECTION & INTEGRATION PAPER**

**(Please do not write this paper until you've completed all of your other assignments)**

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
  2. What aspects of the course were most helpful and why?
  3. What further knowledge and skills in this general area do you feel you need?
  4. How, when and where will you use what you have learned?
  5. How and with what other school or community members might you share what you learned?
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#### **INSTRUCTOR COMMENTS ON YOUR WORK:**

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

#### **QUALIFICATIONS FOR TEACHING THIS COURSE:**

**Eric Low, M.A.** has been a teacher and coach in the state of Washington since 1992. He has lived, taught, and studied in Southwest Washington since 1995. Eric has a Master's degree in history from Eastern Washington University with an emphasis in America's West and has been an active researcher of Washington State history for 20+ years. Eric currently teaches history at Winlock High School and serves as a Lead Teacher for ESD 112s "Constitutional Connections" American History grant, a 3 year program that has worked to utilize and develop Social Studies Common Core and CBAs in the classroom.

#### **BIBLIOGRAPHY**

##### **FOOTBALL: Principles for Developing Today's Student Athlete**

FOOTBALL: Principles for Developing Today's Student/Athlete

#### **BIBLIOGRAPHY**

##### **BOOKS**

Brown, Bruce. Teaching Character Through Sport. 2003. Coaches Choice Books.

Cost: \$14 used on Amazon.com. Brown covers many inspirational messages and character building strategies through the medium of sports.

Brown, Bruce. 1001 Motivational Messages and Quotes for Athletes and Coaches. Coaches Choice. Cost: \$15 used on Amazon.com. Brown covers many inspirational messages and character building strategies through the medium of sports.

Westering, Frosty. 2001. Make the Big Time Where You Are. Big Five Productions.

Cost: \$14 used on Amazon.com. Westering covers many motivational and inspirational strategies to motivate people of all walks of life.

#### **ONLINE WEB RESOURCES**

<http://www.fags.org/sports-science/Je-Mo/Motivational-Techniques.html>

This web article is another great example on using motivation techniques through sports to develop today's student/athlete.

#### YouTube VIDEO RESOURCES

<http://www.youtube.com/watch?v=UVF8YKJIZ4c>

This YouTube video by USC football coach Pete Carroll focuses on his successful philosophy for program and character building.

[http://www.youtube.com/watch?v=yQCg-mS\\_Nwk&feature=related](http://www.youtube.com/watch?v=yQCg-mS_Nwk&feature=related)

This YouTube video by the University of Alabama's football coach, Nick Saban, focuses on his successful philosophy for program and character building.