

Transition from Middle School to High School Sports

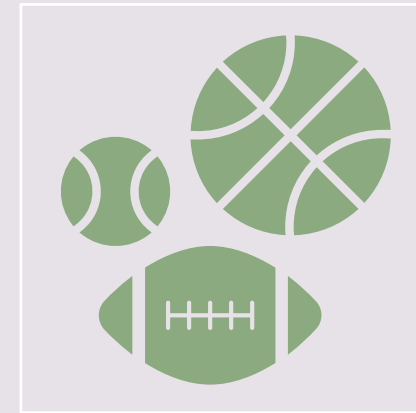
*NATIONAL ATHLETIC
DIRECTORS
CONFERENCE*

*SUNDAY, DECEMBER
17, 2023: 10:00AM –
11:00AM.*

MINDSET



Utilizing the Mind: Fixed vs.
Growth Mindsets



Assisting Parents, Coaches and
Student Athletes

SUCCESS



FAIL

"Always bear in mind that your own resolution to succeed is more important than any one thing."
- Abraham Lincoln

Essential Questions for Teachers/Coaches and Student-Athletes to Answer:

Do you get to be in control of how you think? Of your “attitude”? Or is it just something that happens to you? What kinds of things affect your mindset?

How does your Mindset affect what you do, what motivates you, and how you respond to failure?

Fixed and Growth Mindsets



The Fixed Mindset thinks...



Athleticism is fixed – you're either athletic or you're not.



Your circumstances are fixed – there's nothing you can do about them



If you enter high school with poor sport skills it means you're a failure.

The Growth Mindset thinks . . .

- **Athleticism is not fixed – you can become better at something through great work ethic!**
 - **You can change your circumstances by working harder or smarter, by getting help from the right people.**
 - **If you fail at something, it represents an opportunity to succeed.**
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Characteristics of a Fixed Mindset

- **Believes intelligence and talent are fixed**
- **Believes effort is fruitless**
- **Believes failures define who they are**
- **Hides flaws**
- **Avoids challenges**
- **Ignores feedback**
- **Views feedback as personal criticism**
- **Feels threatened by other's success**

Characteristics of a Growth Mindset

- **Believes intelligence and talents can be developed**
- **Believes effort is the path to mastery**
- **Believes mistakes are part of learning**
- **Views failure as an opportunity**
- **Believes failures are temporary**
- **Embraces challenges**
- **Welcomes feedback**
- **Views other's success as inspirational**

Transition Inventory

Create a mindset where students have a willingness to start all over again. Embrace the new Challenge!

They were leaders as 8th grade student-athletes, but high school entry requires participation with students 4-5 years older than they are.

Mentor Program for Teachers & Coaches

Mentor Program for Families within School Community.

Assist Student-Athletes to:

- Embrace Challenges
- Be persistent as they face (and deal with) Setbacks
- See effort as a path to mastery (will help student-athletes develop confidence)
- Embrace constructive criticism as an opportunity to grow.
- Find valuable lessons through the success of others.

Growth Mindset Characteristics



“It is what you learn after you think you know it all that matters most” Coach John Wooden

How well do we fail?

- **Ask student-athletes, and the coaches you lead the following question:**
- *How does your mindset determine how you respond to Failure/Tough Situations?*

*Success is not final,
failure is not fatal: it is
the courage to continue
that counts.*

WINSTON CHURCHILL

Responding to Failure

- How does the fixed mindset respond to failure? Why?
- How does the growth mindset respond to failure? Why?



Responding to Success

COACH PAT SUMMITT - THE DEFINITE DOZEN:

- 1) Respect yourself and others
 - 2) Take Full Responsibility
 - 3) Develop and Demonstrate Loyalty
 - 4) Learn to Be a Great Communicator
 - 5) Discipline Yourself So No One Else Has To
 - 6) Make Hard Work Your Passion
 - 7) Don't Just Work Hard, Work Smart
 - 8) Put the Team Before Yourself
 - 9) Make Winning an Attitude
 - 10) Be a Competitor
 - 11) Change Is a Must
 - 12) Handle Success Like You Handle Failure
- 
- A photograph of Coach Pat Summitt, a woman with short blonde hair, wearing a dark jacket, with her right arm raised in a gesture of celebration or encouragement. The background is a blurred crowd of spectators.

- How does the fixed mindset respond to success? Why?
 - How does the growth mindset respond to success? Why?
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Mindset Action Steps



Know the difference between fixed mindset thinking and growth mindset thinking.



Pay attention to how you react to success and to failure. Teach student-athletes to be an observer of themselves.



Look at a situation you're in as an outside observer and decide what you need to do to help.

**Apply what works!
Teach Student-
Athletes in
transition to
S.O.A.R.!**

- **Set Goals**
 - **Organize thoughts in a positive manner.**
 - **Affirm Student-Athletes who are willing to Ask Questions**
 - **Record Your Progress as you help Student-Athletes transition from middle to high school!**
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THREE THINGS TO BUILD ON!

1. Shared Responsibilities

- Coaches “Pick up the Trash”
- Seniors serving Freshman
- Sophomores & Juniors “Get the Water”

2. Vertical Teaming

- Varsity Head Coach (Mentor Leader)
 - Varsity Assistants
 - Middle School Head Coaches
 - Middle School Assistant Coaches
 - Elementary Wellness Instructors

3. Teach/Model a “GROWTH MINDSET”

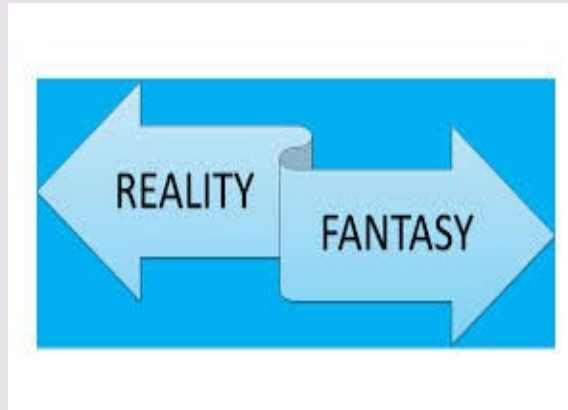


Middle School Athletic Focus

Reality vs. Fantasy

REALITY

- **Skill Acquisition**
- **Participation—Playing time for everyone.**
- **Development of Playing Systems**
- **Introduction to strength & conditioning**



FANTASY

- **Focus on winning**
 - **Play only the best of the best, develop a few players**
 - **Spend too much time on systems**
 - **Personal Training- year-round training**
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High School Athletic Focus

- More emphasis on winning
- Development or introduction of systems
- Emphasis on out of season conditioning
- Commitment to the program-increases in levels
- Playing for and representing your school



High School Athletic Focus

Three main groups to educate:

1. Coaches
2. Parents
3. Student Athletes



EDUCATING COACHES

- Quality coaches are vital to the success of the program
- Educate coaches at all levels- youth and MS
- Coaching Clinics- sponsored by your varsity coaches
- Invite youth and MS coaches to your varsity, JV and freshman practices— have them bring their teams as well



ACTION STEPS

High School Coaches:

- Recruit The Hallways—Seek out conversations
- Big Sister/Big Brother
- Elementary Reading & Playground

Middle School Coaches:

- Attend High School Contests
- Tour Facilities
- Build Sustainable Relationships

Stepping Up

School to Parent Support

- Moving from Elementary to Middle or Middle to High School are significant steps in life.
- How can the athletic department take advantage of step-up night opportunities?
- Schedule in early spring.



EDUCATING PARENTS

- MS aged athletics—everyone is an all-star
- Parents lack objectivity
- Lack knowledge of commitment—time commitment and booster club responsibilities
- Explain the High School rules, paperwork requirements etc.



PARENT MEETING

Required Spring Meeting for all rising freshman parents and athletes

- Include representation from booster club
- Coordinate with your coaches meeting
- Athletic Trainer should be present
- Have coaches outline required paperwork, summer opportunities, out of season work
- Spend time discussing the overall philosophy of your activity/athletic program
- Have parents sign up with each coach—email addresses/SportsYou



EDUCATING STUDENT-ATHLETES

- Spring Parent/Athlete meeting—have athletes visit with coaches from all sports they may be interested in playing
 - Set up an Activity Fair at feeder MS—do this through health/PE classes- have all HS sports/activities represented
 - Use technology to get the word out to prospective student athletes—Social Media Platforms, School messenger, emails etc.
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ASSISTING ACADEMICALLY

- **Touch base with feeder middle schools- set up meeting to discuss prospective at- risk athletes**
- **Setting up monitored study halls**
- **Weekly progress reports or every three weeks**
- **Establish grade expectations**
- **Reward system (3.0, 3.5)**
- **Recognize success publicly--website**



IDEAS TO ASSIST IN TRANSITION

- Mentoring Program for all freshman athletes
- Recognizing a youth coach of the week/month—via social media platforms or athletic website—award a certificate at a sporting event
- Sending out/posting monthly athletic newsletter—could be level specific
- Freshman Sport Orientation Meeting before each season—most schools offer freshman orientation for students—why not athletes?



Transition Tip

3 Points to stay on track to finish the semester strong

- Be where your feet are. Train when it's time to train. Compete when it's time to compete.
- Focus on completing your assignments and prepare for your finals.
- Fuel your body with the right foods and enough sleep.

www.h2athleticadvising.com



The Transition Game: Assisting Students and Their Parents in the Transition



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- 1. Practices during the summer recess for fall activities.**
 - 2. Admission charges for high school events.**
 - 3. Sports whose registration numbers necessitate cuts.**
 - 4. Pay to participate costs that may include personal gear and specialized equipment.**
 - 5. Long road trips necessitated by conference affiliations or state classification.**
 - 6. Athletic eligibility policies enforced by the school administrative state association.**
 - 7. Coaching styles that may be different from those that they have been accustomed to.**
 - 8. Media coverage of high school sports that may require interviewing skills.**
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YOUR SUCCESS IDEAS

We have provided some possible ideas to help in the transition. We are not the experts—what ideas have you used that have been successful?



Coach Tony Dungy's Advice to a 7th Grade Student-Athlete

“Keep Working Hard”

“Keep Listening”

“Keep Dreaming”



“It won’t matter how much you spend on skills coaches, private lessons, or personal trainers if your child doesn’t learn how to do these four things at a high level:”

- 1. Compete**
- 2. Overcome Adversity**
- 3. Visualize Success**
- 4. Communicate**

Teach them to be great internally, and external achievements will come naturally!



Developing an Aligned Middle School to High School Sports Program By Rhonda Farney on May 15, 2023

- **A successful sports program from middle school through high school requires a cohesive approach that focuses on skill development, teamwork and the creation of a positive culture. The program must also be sustainable, requiring the buy-in of multiple people. By creating a program that is integrated, sustainable and successful, students can develop their physical abilities and social skills, and achieve their full potential.**
- **There are many benefits to building and maintaining a cohesive vertically aligned sports program. A byproduct is when players and parents familiarize themselves early with the expectations of the program and are able to navigate seamlessly from middle school through high school. Another thing that contributes to the success of the sports program is that even in a down talent year, a program can still be competitive. Finally, it is hard for true integration to happen in isolation. Rather it can be achieved at a high level when the players, parents and coaches truly bond, establishing a real sense of camaraderie.**



FINDING SUCCESS K-12 ALIGNMENT

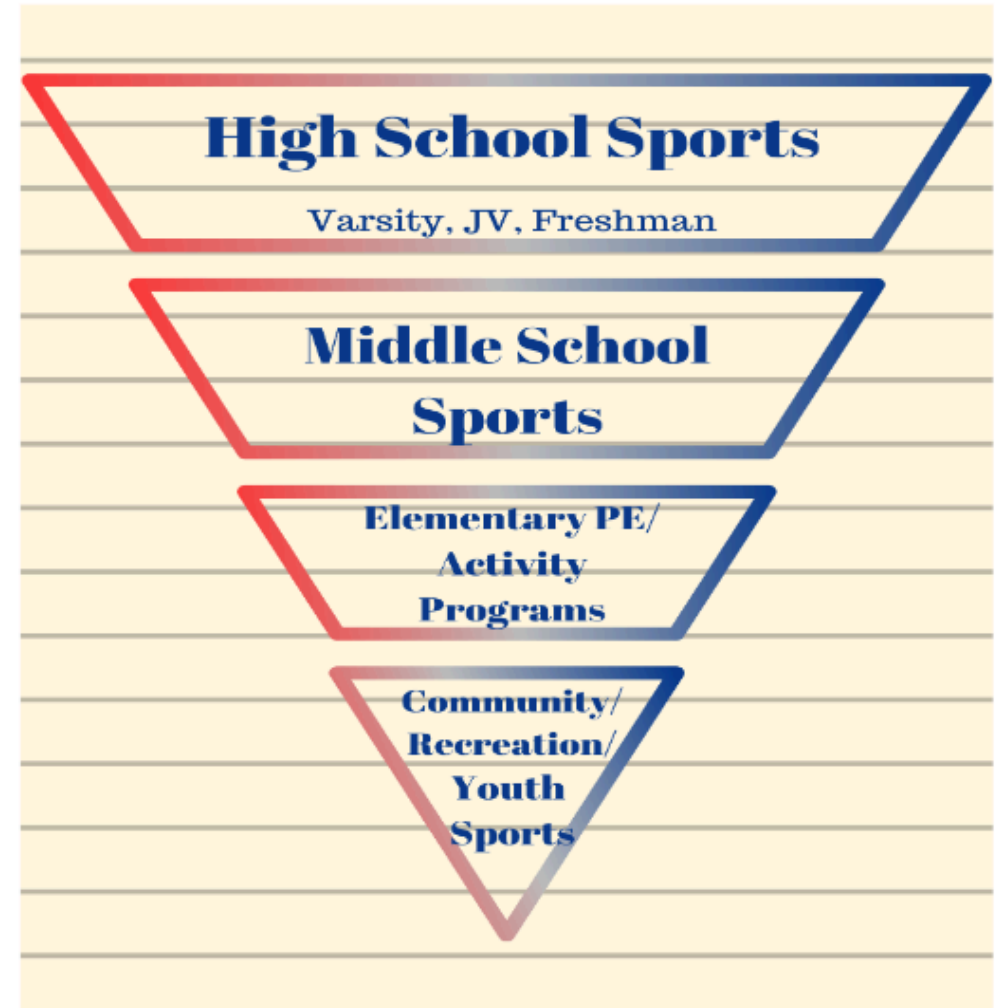
In updating the mission statement for sports at Currey Ingram Academy (Brentwood, Tennessee), school leaders started with three questions:

1. Who are we?
2. What do we want to accomplish?
3. How do we intend to accomplish these goals?

MISSION OF CURREY INGRAM ACADEMY ATHLETICS: "Mustang Athletics is an educational-based athletics program that provides a competitive and safe environment. Student-athletes connect with caring coaches and experience physical, social and emotional growth leading to positive transformation."

K-12 Alignment for School and Community Programs

- Involve all levels of the program
 - High School, Middle School, Elementary, and Youth / Community
- Shared goals and objectives
- Keep it simple and age-appropriate
- Consistency in messaging



It's more than one team parent meeting:

Parent Info Nights

Seasonal Sports Banquets

Parent-Teacher Conferences

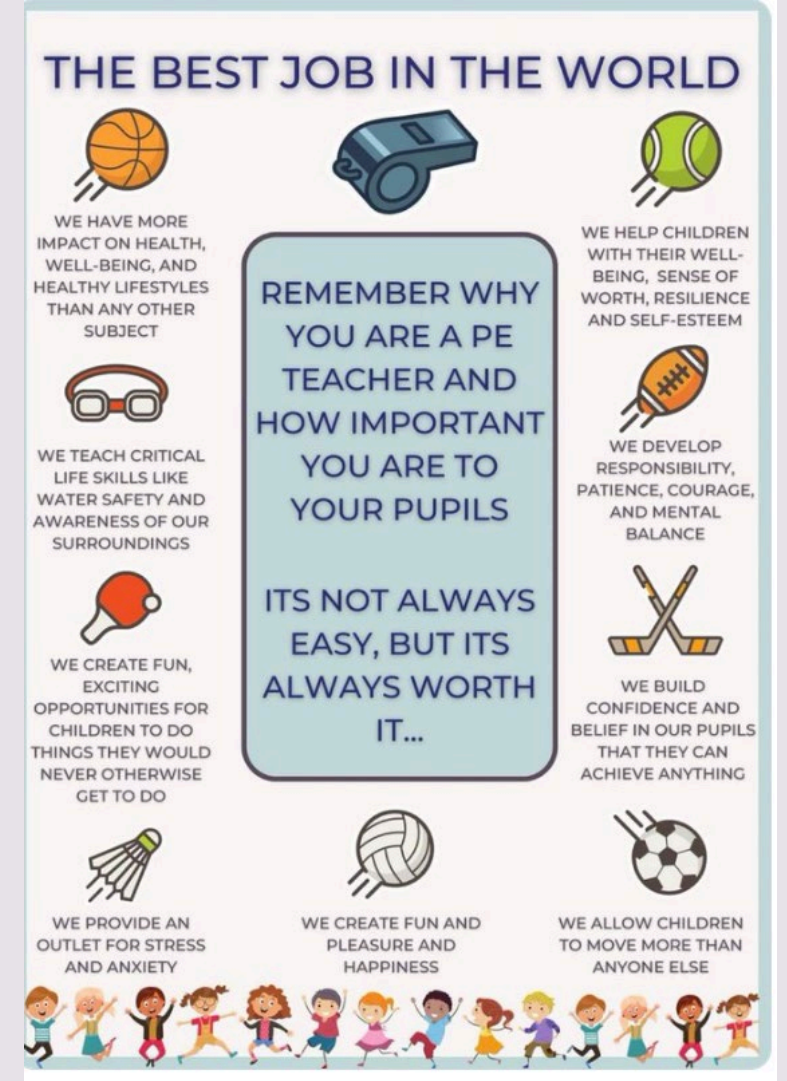
Open Houses/Facility Tours

Meet the Coach & Staff Night

- **Parents opportunity to Sign Up and Volunteer**
 - **Pamphlets/Handouts at Events**
 - **Flyers/Posters at the Game Venue**
 - **Youth Program Handbooks / Handouts**
 - **Website & Social Media**
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What are we Teaching in Elementary and Middle School Physical Education?

- Physical Education class is a large piece of the foundation
- Sport fundamentals must be taught
- Respect for opponents must be taught
- Respect for officials must be taught
- The value of education-based athletics

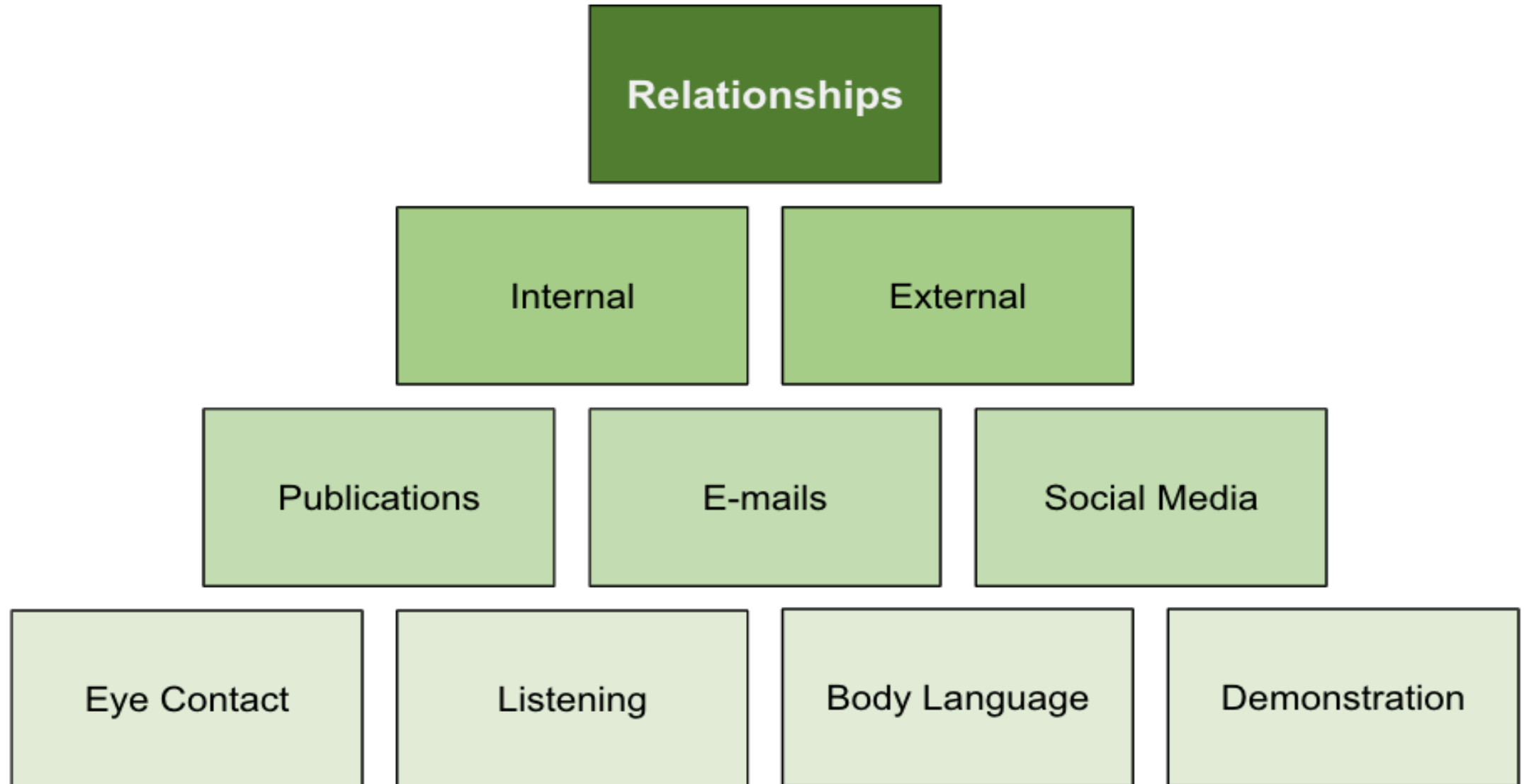


Common Language Creates Connection

- Define and celebrate success
- Provide training and education
- Revisit and revise as needed
- Positive and inclusive culture



Communication Pyramid



**THE LINK BETWEEN
VALUE AND WHAT
GROWS FROM
KNOWLEDGE**

**VALUE—IT WAS INTRINSIC
AND WE LOOKED BEYOND
THE SCOREBOARD,
ATHLETIC FACILITIES,
AND BANNERS THAT HANG
IN THE GYM.**

**KNOWLEDGE—WE
LEARNED A LOT ABOUT
OURSELVES AND
DISCOVERED A WAY TO
SHARE THE BEHIND THE
SCENES STORY OF WHAT
WE ARE DOING WELL.**



Leading by Example

The 4 Foundations of Leading by Example

When you lead by example, you demonstrate the values, behaviors, and actions that you want to see in others. You embody the change that you want to see. You inspire others to show them what is possible. You motivate others to believe in their potential and strive for greatness. True leaders lead by example and they set the standard of excellence every day.

CHARACTER

This bucket includes Character, Integrity, Self-discipline, and Humility. These elements focus on shaping your core values, ethical compass, and personal growth, contributing to your overall character development.

RESILIENCE AND MINDSET

This group comprises Perseverance, Courage, Hope, and Gratitude. These traits are essential for maintaining a positive and resilient mindset, helping individuals navigate through challenges and appreciating life's positives.



RELATIONSHIPS

This encompasses Love, Leadership, Kindness, and Emotional Intelligence. These qualities are crucial in building and nurturing relationships, fostering a sense of community, and leading others with empathy and understanding.

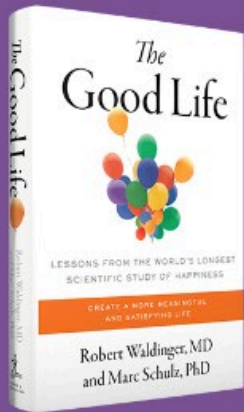
GROWTH

This includes Curiosity, Perspective, Creativity, and Honesty. These elements are key to intellectual development, broadening your viewpoint, fostering innovative thinking, and maintaining authenticity in your interactions and understandings.

“Blending research from an ongoing 80-year study of life satisfaction with emotional storytelling proves that ancient wisdom has been right all along—**a good life is built with good relationships.**”

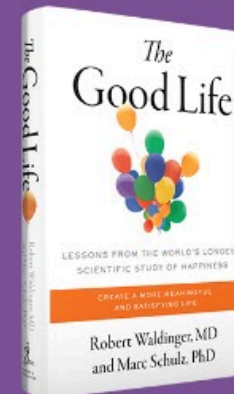
Jay Shetty, *New York Times* bestselling author of **Think Like a Monk** and host of the podcast **On Purpose**

“Welcome advice for a world facing unprecedented levels of unhappiness and loneliness.”



—LAURIE SANTOS,
PROFESSOR OF PSYCHOLOGY,
TEACHER OF “PSYCHOLOGY AND
THE GOOD LIFE,” THE MOST POPULAR
COURSE IN YALE’S HISTORY

“Schulz and Waldinger stand apart. Capitalizing on the most intensive study of adult development in history, they tell us what makes a good life and why.”



—ANGELA
DUCKWORTH,
NEW YORK TIMES BESTSELLING
AUTHOR OF *GRIT*

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