
Teaching the Code for Living

Series D: Role Playing Exercises

Lessons designed to illustrate *The Code for Living* through role playing



***Winning More
Than The Game***

FOR MORE INFORMATION OR ASSISTANCE
CONTACT:

Tara Riley
Director of Education
Email: triley@aforbw.org
P.O. Box 99007
Seattle, WA 98139-0007

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Introduction

These sessions have been designed for use by coaches, parents and athletes for several purposes:

1. To teach the values that stand behind the Code for Living, thereby building the character of the athletes
2. To help team members get to know each other and thereby create stronger bonds to one another and greater commitment to the team
3. To provide coaches with tools for teaching the values the coach holds.

Role-playing allows the team to provide personal reactions to realistic situations while facing real-life problems through role-play. Role-playing can include exchanging suggestions, proposing next steps, taking turns, bargaining, negotiating, resolving conflicts and compromising. For some, role-play is a fun way to delve into the issues they are facing. For others, role-play may be difficult in the beginning – they may be nervous about presenting ideas in this format in front of their peers. Pay attention to your players' feelings and actions in order to help them feel comfortable doing role-plays. It is important that the coach be willing to be nonjudgmental and open to alternative explanations, actions, decisions, etc.

To gauge whether your team likes an activity or whether the activity is fulfilling the desired objectives, you can carefully watch the players and ask some specific questions. Informal observations over an extended period of time provide some very valuable information. As a successful coach you should be asking yourself:

1. Do the players understand how the game is supposed to be played?
2. Is the challenge appropriate and is everyone involved?
3. Are the players cooperating, helping, and sharing? Are they having fun?
4. Most importantly: Are they getting the point?

As the coach, remember that values make our life safe and workable. Understanding values will help students manage their time as well as provide direction in their life. Solid values are the basic stepping stones to happiness and success.

Finally, we believe it is important to provide opportunities for character development in addition to skill development and competition. By participating in games and exercises such as these, players learn about themselves and one another. This builds individual self-confidence and team unity.

I will try to develop my skills to the best of my ability and to give my best effort in competition.

Lesson 1 Working Hard

Age level: all ages

Size of group: at least 8

Learning Goal

To provide an opportunity to find out through interaction where team members differ in understanding and experiences, to help them think through issues together, and to grow as individuals and as a team.

Activity

1) Prepare index cards that contain situations that may be confronting the players related to the following quote: *I will try to develop my skills to the best of my ability and to give my best effort in competition.* For example:

- You spend a lot of time practicing a sport, but you don't make the starting team. You wonder if you will ever succeed in this sport.
- One player who is always hustling in practice does not play as much as another player who does not work very hard in practice.
- Two players are constantly talking on the bench during the game about things not related to the game.

Options: Depending on time, you may choose to have several groups present a role-play, or have just one group present in one day.

2) Give the group/s 2-3 minutes to plan how to role-play the situation card/s, and invite them to present their role-plays.

3) Re-introduce the topic, outline the main concepts or ideas brought about by the role-play and discuss those issues.

Optional: Discuss the following - How did you feel while you were acting your part? How did you feel as you watched others acting their parts? Why is acting out a situation a good way to learn?

Coaching Points

1) Emphasize the importance of working to strengthen one's strengths as well as improve one's weaknesses.

2) It is important that the role-playing be a positive experience. Remember that participants may agree or disagree with any of the scenarios and you must respect their opinion.

3) Be sure to deal with all of the issues that come up during a particular scenario.

4) Create your own scenarios based on the issues facing your team.

I will compete within the rules of my sport.

Lesson 2 Fair Play

Age level: all ages

Size of group: at least 8

Learning Goal

To provide an opportunity to find out through interaction where team members differ in understanding and experiences, to help them think through issues together, and to grow as individuals and as a team.

Activity

1) Prepare index cards that contain situations that may be confronting the players related to the following quote: *I will compete within the rules of my sport.* For example:

- A player is approached by two friends who ask him/her to go smoke cigarettes they just found.
- You are approached by someone who offers you money to “fix” the game.
- A player on the opposing team is constantly cheating but never caught by the officials.
- A parent tells you how to break the rules without getting caught.
- You are offered a performance-enhancing drug.

Options: Depending on time, you may choose to have several groups present a role-play, or have just one group present in one day.

2) Give the group/s 2-3 minutes to plan how to role-play the situation card/s, and invite them to present their role-plays.

3) Re-introduce the topic, outline the main concepts or ideas brought about by the role-play and discuss those issues.

Optional: Discuss the following - How did you feel while you were acting your part? How did you feel as you watched others acting their parts? Why is acting out a situation a good way to learn?

Coaching Points

1) It is important that the role-play be a positive experience. Remember that participants may agree or disagree with any of the scenarios and you must respect their opinion.

2) Be sure to deal with all of the issues that come up during a particular scenario.

3) Create your own scenarios based on the issues facing your team.

I will respect the dignity of every human being, and will not be abusive or dehumanizing of another either as an athlete or as a fan.

Lesson 3 Respecting Others

Age level: all ages

Size of group: at least 8

Learning Goal

To provide an opportunity to find out through interaction where team members differ in understanding and experiences, to help them think through issues together, and to grow as individuals and as a team.

Activity

1) Prepare index cards that contain situations that may be confronting the players related to the following quote: *I will respect the dignity of every human being, and will not be abusive or dehumanizing of another either as an athlete or as a fan.* For example:

- A player on the opposing team shoots an air ball.
- The official clearly makes a wrong call and the decision stands.
- A player on the opposing team is constantly trash-talking to you throughout the game.
- Many of your teammates have bizarre pre-game rituals and/or superstitions.

Options: Depending on time, you may choose to have several groups present a role-play, or have just one group present in one day.

2) Give the group/s 2-3 minutes to plan how to role-play the situation card/s, and invite them to present their role-plays.

3) Re-introduce the topic, outline the main concepts or ideas brought about by the role-play and discuss those issues.

Optional: Discuss the following - How did you feel while you were acting your part? How did you feel as you watched others acting their parts? Why is acting out a situation a good way to learn?

Coaching Points

1) It is important that the role-play be a positive experience. Remember that participants may agree or disagree with any of the scenarios and you must respect their opinion.

2) Be sure to deal with all of the issues that come up during a particular scenario.

3) Create your own scenarios based on the issues facing your team.

I will place team goals ahead of personal goals.

Lesson 4 There is no "I" in TEAM

Age level: all ages

Size of group: at least 8

Learning Goal

To provide an opportunity to find out through interaction where team members differ in understanding and experiences, to help them think through issues together, and to grow as individuals and as a team.

Activity

- 1) Prepare index cards that contain situations that may be confronting the players related to the following quote: *I will place team goals ahead of personal goals.* For example:
 - You find yourself exaggerating about how well you did in a game to impress your friends.
 - One player on your team is a "ball hog."
 - Others constantly single out one player as the star.

Options: Depending on time, you may choose to have several groups present a role-play, or have just one group present in one day.

- 2) Give the group/s 2-3 minutes to plan how to role-play the situation card/s, and invite them to present their role-plays.

- 3) Re-introduce the topic, outline the main concepts or ideas brought about by the role-play and discuss those issues.

Optional: Discuss the following - How did you feel while you were acting your part? How did you feel as you watched others acting their parts? Why is acting out a situation a good way to learn?

Coaching Points

- 1) It is important that the role-play be a positive experience. Remember that participants may agree or disagree with any of the scenarios and you must respect their opinion.
- 2) Be sure to deal with all of the issues that come up during a particular scenario.
- 3) Create your own scenarios based on the issues facing your team.

I will be a positive influence on the relationships on the team.

Lesson 5 Making a Positive Difference

Age level: all ages

Size of group: at least 8

Learning Goal

To provide an opportunity to find out through interaction where team members differ in understanding and experiences, to help them think through issues together, and to grow as individuals and as a team.

Activity

1) Prepare index cards that contain situations that may be confronting the players related to the following quote: *I will be a positive influence on the relationships on the team.* For example:

- Some players don't like the coach.
- Two players aren't getting along and each tries to get you to turn against the other.
- A player doesn't feel his/her playing time is enough.
- You are injured during the third game and are out for the rest of the season. How can you continue to help your team?
- One of your teammates gets very nervous before every game.

Options: Depending on time, you may choose to have several groups present a role-play, or have just one group present in one day.

2) Give the group/s 2-3 minutes to plan how to role-play the situation card/s, and invite them to present their role-plays.

3) Re-introduce the topic, outline the main concepts or ideas brought about by the role-play and discuss those issues.

Optional: Discuss the following - How did you feel while you were acting your part? How did you feel as you watched others acting their parts? Why is acting out a situation a good way to learn?

Coaching Points

1) It is important that the role-play be a positive experience. Remember that participants may agree or disagree with any of the scenarios and you must respect their opinion.

2) Be sure to deal with all of the issues that come up during a particular scenario.

3) Create your own scenarios based on the issues facing your team.

I will follow the team rules established by the coach.

Lesson 6 Breaking the Rules

Age level: all ages

Size of group: at least 8

Learning Goal

To provide an opportunity to find out through interaction where team members differ in understanding and experiences, to help them think through issues together, and to grow as individuals and as a team.

Activity

- 1) Prepare index cards that contain situations that may be confronting the players related to the following quote: *I will follow the team rules established by the coach.* For example:
 - Your coach sets a rule that you disagree with.
 - Another player disregards a rule. You know, but your coach doesn't.
 - Some of your friends want you to join them at an event, even though it may lead to breaking a training rule.
 - A player on the opposing team has a sprained ankle. Your coach asks you to run plays that take advantage of this injury.

Options: Depending on time, you may choose to have several groups present a role-play, or have just one group present in one day.

2) Give the group/s 2-3 minutes to plan how to role-play the situation card/s, and invite them to present their role-plays.

3) Re-introduce the topic, outline the main concepts or ideas brought about by the role-play and discuss those issues.

Optional: Discuss the following - How did you feel while you were acting your part? How did you feel as you watched others acting their parts? Why is acting out a situation a good way to learn?

Coaching Points

- 1) It is important that the role-play be a positive experience. Remember that participants may agree or disagree with any of the scenarios and you must respect their opinion.
- 2) Be sure to deal with all of the issues that come up during a particular scenario.
- 3) Create your own scenarios based on the issues facing your team.

I recognize that my behavior becomes a model others may choose to emulate, and will seek to be a positive influence in my community and world.

Lesson 7 Become a Role Model

Age level: all ages

Size of group: at least 8

Learning

Goal

To provide an opportunity to find out through interaction where team members differ in understanding and experiences, to help them think through issues together, and to grow as individuals and as a team.

Activity

1) Prepare index cards that contain situations that may be confronting the players related to the following quote: *I recognize that my behavior becomes a model others may choose to emulate, and will seek to be a positive influence in my community and world.* For example:

- A professional athlete refuses to sign a certain trading card because it violates a sponsorship agreement.
- Rival parents sitting next to one another begin to argue in the stands.
- You see someone being teased and/or hurt by others.
- You see another player behaving rudely in public.

Options: Depending on time, you may choose to have several groups present a role-play, or have just one group present in one day.

2) Give the group/s 2-3 minutes to plan how to role-play the situation card/s, and invite them to present their role-plays.

3) Re-introduce the topic, outline the main concepts or ideas brought about by the role-play and discuss those issues.

Optional: Discuss the following - How did you feel while you were acting your part? How did you feel as you watched others acting their parts? Why is acting out a situation a good way to learn?

Coaching Points

1) It is important that the role-play be a positive experience. Remember that participants may agree or disagree with any of the scenarios and you must respect their opinion.

2) Be sure to deal with all of the issues that come up during a particular scenario.

3) Create your own scenarios based on the issues facing your team.

I will work toward the goal of giving a significant amount of my time and income for the betterment of my community and world.

Lesson 8 Giving

Age level: all ages
Size of group: at least 8

Learning Goal

To provide an opportunity to find out through interaction where team members differ in understanding and experiences, to help them think through issues together, and to grow as individuals and as a team.

Activity

1) Prepare index cards that contain situations that may be confronting the players related to the following quote: *I will work toward the goal of giving a significant amount of my time and income for the betterment of my community and world.* For example:

- A professional athlete talks with friends about establishing a scholarship at their former school.
- A former high school player tries to get some of his friends to help coach at their former school.
- A high school player wants to work with young kids at the youth club, but his friends want to go to the movies.

Options: Depending on time, you may choose to have several groups present a role-play, or have just one group present in one day.

2) Give the group/s 2-3 minutes to plan how to role-play the situation card/s, and invite them to present their role-plays.

3) Re-introduce the topic, outline the main concepts or ideas brought about by the role-play and discuss those issues.

Optional: Discuss the following - How did you feel while you were acting your part? How did you feel as you watched others acting their parts? Why is acting out a situation a good way to learn?

Coaching Points

1) It is important that the role-play be a positive experience. Remember that participants may agree or disagree with any of the scenarios and you must respect their opinion.

2) Be sure to deal with all of the issues that come up during a particular scenario.

3) Create your own scenarios based on the issues facing your team.

Sample Teaching Planner for Series D

Week #	Monday	Tuesday	Wednesday	Thursday	Friday
1	10-minutes Working Hard	10-minutes Fair Play	10-minutes Respecting Others	10-minutes Teamwork	10-minutes Making a Difference
2	10-minutes Rules	10-minutes Role Model	10-minutes Giving		

Recognition of Participation

Athletes for a Better World has Certificates of Participation for your athletes available upon request. ABW recognizes the individual efforts athletes and coaches make to live by the Code for Living.