
Teaching the Code for Living

Series F: Snap Debates

Lessons designed to illustrate *The Code for Living* utilizing team debates



***Winning More
Than The Game***

FOR MORE INFORMATION OR ASSISTANCE
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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.

These particular lesson plans use the debate format. ABW has attempted to cover many issues facing today's student-athletes and coaches. If you have other topics that will spark debates which will correctly illustrate a particular portion of The Code for Living you may substitute it. Athletes for a Better World does not have any particular position nor editorial thoughts on any of these topics other than how they specifically relate to teaching The Code.

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?
4. Are they having fun?

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. They are 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 develop my skills to the best of my ability
and give my best effort in practice and competition.***

Lesson 1 Giving My Best Effort

Age level: all ages

Size of group: at least 8

**Learning
Goal**

To enable participants to express their views, enhance the player's ability to see different sides of an issue and develop as individuals.

Activity

1) Divide the team evenly into three smaller groups – One group takes one side of the debate, another group takes the other side, and the last group is cast as judges. As much as possible, allow players to decide which group they are going to be in for each debate. Judges have the role of calling on each side to respond to the other teams points as they make them.

Or

2) Arrange six chairs in a circle. Tell the team you would like five volunteers to sit in the circle to express their views on [topic]. Explain that the extra chair is for anyone who wants to come in briefly and add information to the debate, after which he or she must return to their seat. The remaining team members are to be silent until everyone in the circle has been heard. After circle members have debated the topic, invite the rest of the team to direct questions to the circle members.

Optional: Discuss the following: Why is the debate circle a good way to understand a topic? How did it help to have the "open" chair in the circle? How well did you listen to others? How did you feel being inside/outside the circle?

Debate topics:

- A member of this team should practice at least five hours a week outside of practice.
- A player who does not give his/her best effort should leave the team.
- A player is playing only because their dad wants them to play.

Optional: Write a "pros" and "cons" list on the board during or after the debate to help guide the discussion or to wrap-up the debate.

**Coaching
Point**

1) Structured debates are an effective way to stimulate reflection about controversial issues.

I will compete within the spirit and letter of the rules of my sport.

Lesson 2 Staying Inbounds

Age level: all ages

Size of group: at least 8

Learning Goal

To enable participants to express their views, enhance the player's ability to see different sides of an issue and develop as individuals.

Activity

1) Divide the team evenly into three smaller groups – One group takes one side of the debate, another group takes the other side, and the last group is cast as judges. As much as possible, allow players to decide which group they are going to be in for each debate. Judges have the role of calling on each side to respond to the other teams points as they make them.

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Optional: Discuss the following: Why is the debate circle a good way to understand a topic? How did it help to have the “open” chair in the circle? How well did you listen to others? How did you feel being inside/outside the circle?

Debate topics:

- Mark McGwire takes a supplement called Andro, which is legal in MLB. Andro, though, is banned by the IOC, the NFL and the NCAA. Andro and McGwire should be banned from baseball.
- Mike Tyson should never have had his boxing license reinstated after biting Evander Holyfield.
- In South Africa, a soccer player, angered by a call, pulled a knife and charged the referee, who got a gun from the sidelines and shot the player dead. Referees should carry guns.
- Roberto Alomar spit on an umpire after disagreeing with a call - he should have been suspended for the rest of the season.
- Bobby Knight often was verbally abusive to his players as a means of motivating them. Indiana University was right to fire him.
- NHL player Martin McSorley was found guilty of assault for smashing an opponent in the head with a stick during a game. While he will serve no jail time, the Canadian government will not allow him on the same ice as the player he injured. The NHL suspended him for 23 games. These were adequate punishments.

Optional: Write a “pros” and “cons” list on the board during or after the debate to help guide the discussion or to wrap-up the debate.

Coaching Point

1) Structured debates are an effective way to stimulate reflection about controversial issues.

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 Respect for Others

Age level: all ages

Size of group: at least 8

Learning

Goal

To enable participants to express their views, enhance the player's ability to see different sides of an issue and develop as individuals.

Activity

1) Divide the team evenly into three smaller groups – One group takes one side of the debate, another group takes the other side, and the last group is cast as judges. As much as possible, allow players to decide which group they are going to be in for each debate. Judges have the role of calling on each side to respond to the other teams points as they make them.

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2) Arrange six chairs in a circle. Tell the team you would like five volunteers to sit in the circle to express their views on [topic]. Explain that the extra chair is for anyone who wants to come in briefly and add information to the debate, after which he or she must return to their seat. The remaining team members are to be silent until everyone in the circle has been heard. After circle members have debated the topic, invite the rest of the team to direct questions to the circle members.

Optional: Discuss the following: Why is the debate circle a good way to understand a topic? How did it help to have the "open" chair in the circle? How well did you listen to others? How did you feel being inside/outside the circle?

Debate topics:

- The NBA was correct in fining the Raptors \$10,000 for playing the sound of a crying baby when a former player was introduced and for flashing "Choke!" on the message board while Latrell Sprewell shot free throws.
- An Australian Rules football star, Peter Everitt, was right in suspending HIMSELF 4 weeks for taunting an Aboriginal opponent with racial slurs.
- Parents who boo should be removed from games.
- Many sport video games contain examples of poor sportsmanship – trash-talking, show-boating, etc. They should continue to include these elements because booing and trash talking are part of the game.

Optional: Write a "pros" and "cons" list on the board during or after the debate to help guide the discussion or to wrap-up the debate.

Coaching

Point

1) Structured debates are an effective way to stimulate reflection about controversial issues.

I will place team goals ahead of personal goals.

Lesson 4 Being a Team Member

Age level: all ages

Size of group: at least 8

Learning Goal

To enable participants to express their views, enhance the player's ability to see different sides of an issue and develop as individuals.

Activity

1) Divide the team evenly into three smaller groups – One group takes one side of the debate, another group takes the other side, and the last group is cast as judges. As much as possible, allow players to decide which group they're going to be in for each debate. Judges have the role of calling on each side to respond to the other teams points as they make them.

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2) Arrange six chairs in a circle. Tell the team you would like five volunteers to sit in the circle to express their views on [topic]. Explain that the extra chair is for anyone who wants to come in briefly and add information to the debate, after which he or she must return to their seat. The remaining team members are to be silent until everyone in the circle has been heard. After circle members have debated the topic, invite the rest of the team to direct questions to the circle members.

Optional: Discuss the following: Why is the debate circle a good way to understand a topic? How did it help to have the "open" chair in the circle? How well did you listen to others? How did you feel being inside/outside the circle?

Debate topics:

- The media discourages team play by always focusing on the stars.
- Team play means passing the ball to players less skilled than others.
- Star athletes should receive special treatment from the coach.
- As long as one member of the team is playing well, no one else really matters.

Optional: Write a "pros" and "cons" list on the board during or after the debate to help guide the discussion or to wrap-up the debate.

Coaching Point

1) Structured debates are an effective way to stimulate reflection about controversial issues.

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

Lesson 5 Becoming a Positive Influence

Age level: all ages

Size of group: at least 8

Learning

Goal

To enable participants to express their views, enhance the player's ability to see different sides of an issue and develop as individuals.

Activity

1) Divide the team evenly into three smaller groups – One group takes one side of the debate, another group takes the other side, and the last group is cast as judges. As much as possible, allow players to decide which group they are going to be in for each debate. Judges have the role of calling on each side to respond to the other teams points as they make them.

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2) Arrange six chairs in a circle. Tell the team you would like five volunteers to sit in the circle to express their views on [topic]. Explain that the extra chair is for anyone who wants to come in briefly and add information to the debate, after which he or she must return to their seat. The remaining team members are to be silent until everyone in the circle has been heard. After circle members have debated the topic, invite the rest of the team to direct questions to the circle members.

Optional: Discuss the following: Why is the debate circle a good way to understand a topic? How did it help to have the "open" chair in the circle? How well did you listen to others? How did you feel being inside/outside the circle?

Debate topics:

- During the final regular season game, St. Louis Blues hockey player Pavol Demitra found himself with the puck in front of an open net and teammate Scott Young next to him. Demitra needed one goal to reach 90 for the season, thus triggering a \$500,000 incentive clause in his contract. His teammate, Young, was also one goal short of 25, which would net him an extra \$300,000. What do you do? Demitra passed up the open net and slid the puck to Young, whose shot was blocked by a L.A. Kings defenseman as time ran out. Asked how he could pass up a certain half-million dollars, Demitra said, "Scott needed a goal." Demitra made the correct choice.
- If a player is injured for the remainder of the season, that player should still have to attend practice.
- Players who have personality conflicts should either work them out or leave the team.
- A player who knows one of his teammates has broken a team rule must report it to the coach.

Optional: Write a "pros" and "cons" list on the board during or after the debate to help guide the discussion or to wrap-up the debate.

Coaching

Point

1) Structured debates are an effective way to stimulate reflection about controversial issues.

I will follow the team rules established by the coach.

Lesson 6 Following the Rules

Age level: all ages

Size of group: at least 8

Learning

Goal

To enable participants to express their views, enhance the player's ability to see different sides of an issue and develop as individuals.

Activity

1) Divide the team evenly into three smaller groups – One group takes one side of the debate, another group takes the other side, and the last group is cast as judges. As much as possible, allow players to decide which group they are going to be in for each debate. Judges have the role of calling on each side to respond to the other teams points as they make them.

Or

2) Arrange six chairs in a circle. Tell the team you would like five volunteers to sit in the circle to express their views on [topic]. Explain that the extra chair is for anyone who wants to come in briefly and add information to the debate, after which he or she must return to their seat. The remaining team members are to be silent until everyone in the circle has been heard. After circle members have debated the topic, invite the rest of the team to direct questions to the circle members.

Optional: Discuss the following: Why is the debate circle a good way to understand a topic? How did it help to have the "open" chair in the circle? How well did you listen to others? How did you feel being inside/outside the circle?

Debate topics:

- You do not like your coach, so you should quit the team.
- There is no reason for rules. Players should be trusted to act in the correct manner.
- Players should get to vote on the coach's rules.
- NBA player Robert Horry threw a towel at his coach after disagreeing with a call - he should have been suspended for the rest of the season.

Optional: Write a "pros" and "cons" list on the board during or after the debate to help guide the discussion or to wrap-up the debate.

Coaching Point

1) Structured debates are an effective way to stimulate reflection about controversial issues.

***I will display caring and honorable behavior off the field
and be a positive influence in my community and world.***

Lesson 7 **Role Models**

Age level: any age
Size of group: at least 8

Learning Goal

To enable participants to express their views, enhance the player's ability to see different sides of an issue and develop as individuals.

Activity

1) Divide the team evenly into three smaller groups – One group takes one side of the debate, another group takes the other side, and the last group is cast as judges. As much as possible, allow players to decide which group they are going to be in for each debate. Judges have the role of calling on each side to respond to the other teams points as they make them.

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Optional: Discuss the following: Why is the debate circle a good way to understand a topic? How did it help to have the "open" chair in the circle? How well did you listen to others? How did you feel being inside/outside the circle?

Continued next page

Lesson 7 Role Models continued

Debate topics:

- It is good that Pete Rose was not allowed into the baseball Hall of Fame because of gambling problems. It is bad that Lawrence Taylor of the NFL was voted in, despite numerous brushes with the law.
- You are offered a spot on the National team of your sport. Joining the team will require you to miss an important family event. What do you do? Grant Hill has passed up an opportunity to play on the 1999 USA Basketball team in order to get married. Shalonda Enis passed up an opportunity to play on the 1998 USA Basketball team because she would have missed her son's first day of school. You should never compete when it conflicts with a family occasion.
- Each year, there are approximately 18,000 emergency room visits by Americans injured in bleacher accidents – among the reasons are fights between rival fans. Fans who get in arguments should get arrested for disorderly conduct and those that fight should get arrested for assault.
- At a luncheon for the Starlight Children's Foundation, NBA All-Star center Patrick Ewing refused to sign any autographs for the seriously ill children saying, "I don't sign on game days." Ewing was on the injured list at the time. Professional athletes should not sign autographs. They should stop and talk to kids.
- NBA star Allen Iverson recorded and released a rap album that contains derogatory and violent references about women, gays and African-Americans. Iverson should be fined by the NBA.

Optional: Write a "pros" and "cons" list on the board during or after the debate to help guide the discussion or to wrap-up the debate.

Coaching Point

- 1) Structured debates are an effective way to stimulate reflection about controversial issues.

***I will give of my time, skills, and money as I am able
for the betterment of my community and world.***

Lesson 8 Giving

Age level: any age
Size of group: at least 8

Learning

Goal

To enable participants to express their views, enhance the player's ability to see different sides of an issue and develop as individuals.

Activity

1) Divide the team evenly into three smaller groups – One group takes one side of the debate, another group takes the other side, and the last group is cast as judges. As much as possible, allow players to decide which group they are going to be in for each debate. Judges have the role of calling on each side to respond to the other teams points as they make them.

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Optional: Discuss the following: Why is the debate circle a good way to understand a topic? How did it help to have the "open" chair in the circle? How well did you listen to others? How did you feel being inside/outside the circle?

Debate topics:

- All professional athletes should give away 10-percent of their income.
- Everyone should become involved with at least one non-profit organization.
- The IRS reports every year that people from lower income levels give away a larger percentage of their income. This proves rich people are greedy.
- Significant only has meaning for the person who is giving, not the person or organization that is receiving.

Optional: Write a "pros" and "cons" list on the board during or after the debate to help guide the discussion or to wrap-up the debate.

Coaching

Point

1) Structured debates are an effective way to stimulate reflection about controversial issues.

Sample Teaching Planner for Series F

Week #	Monday	Tuesday	Wednesday	Thursday	Friday
1	10-minutes Giving My Best Effort	10-minutes Staying Inbounds	10-minutes Respect for Others	10-minutes Being a Team Member	10-minutes Positive Influence
2	10-minutes Following Rules	10-minutes Role Models	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.