

*Teaching*  
*The Code for Living*

Volume 2

*A curriculum for the character  
development of young athletes*



*Winning More Than The Game*

1401 Peachtree Street, Suite 500  
Atlanta, GA 30309

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# The Code for Living

## *Life Principles Learned Through Sports*

***Because*** I am a role model and have the opportunity and responsibility to make a difference in the lives of others, I commit to this Code. I will take responsibility and appropriate actions when I fail to live up to it.

### **As an individual:**

- ✓ I will develop my skills to the best of my ability and give my best effort in practice and competition.
- ✓ I will compete within the spirit and letter of the rules of my sport.
- ✓ 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.

### **As a member of a team:**

- ✓ I will place team goals ahead of personal goals.
- ✓ I will be a positive influence on the relationships on the team.
- ✓ I will follow the team rules established by the coach.

### **As a member of society:**

- ✓ I will display caring and honorable behavior off the field and be a positive influence in my community and world.
- ✓ I will give of my time, skills, and money as I am able for the betterment of my community and world.

## **Foreword**

This curriculum is designed for use by coaches, teachers, parents or any individual or group interested in the character development of young people. The values that under-gird the Code for Living are those that are necessary for the character development of every person. These activities are written towards use with grades 6-8, but most can be adapted to any age group.

There are four parts to each lesson: Opening, Focus, Case Study, Activities. These sections provide a clear base and direction to lead you through the session, but we also encourage you to be creative and adapt these lessons to your particular group. The activities are broken into two groups: "Make it Quick" and "Take More Time." Quick activities can easily be fit into most practices and classes. Longer activities may only fit into your schedule once a week. Make a plan that works for you and choose the sessions you would like to concentrate on with your group.

## **Introduction**

Athletes for a Better World is built around the Code for Living. It is important that the teacher, coach or parent refer to the Code on a regular basis, to reinforce its importance. Virtually any behavior is a reflection of some aspect of the Code, so with constant thought and reflection individuals will come to see their lives in terms of how they are living out the Code. For example, when there is a newspaper account of a player who has skipped a practice or missed a plane, this is an opportunity to talk about "following the team rules established by the coach." When a player signs a huge contract there is the opportunity to talk about "giving a significant amount of time and income for the betterment of my community and world." Whenever practice or homework is sloppy the coach or teacher can refer to "trying to develop my skills to the best of my ability," and so on. As this happens they will consciously and unconsciously begin to raise the standard of their behavior.

In this curriculum, a specific point of the Code is discussed and explained by various activities. These sessions have been designed for several purposes:

1. To teach the values that stand behind the Code for Living, thereby building and developing the character of the young people.
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 teachers and coaches with tools for teaching the values they hold.

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

1. Do the participants understand what the issue is?
2. Is the challenge appropriate and is everyone involved?
3. Are they cooperating, helping, and sharing? Are they having fun?
4. Most importantly: Do they get the point?

ABW has attempted to cover many issues facing today's student-athletes and coaches. If you have other topics that which will correctly illustrate a particular portion of the Code for Living you may substitute it. As the leader and role model, 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, individuals learn about themselves and one another. This builds individual self-confidence and team unity.

# HOW TO IMPLEMENT THIS CURRICULUM

## **With teams...**

### **...or as a Character Education Program**

#### **With teams...**

Coaches should introduce the Code for Living to their teams and parents at the beginning of the season. Once it has been introduced, coaches may use this curriculum, as well as all other ABW resources, at the beginning or end of practice, or for longer periods. Current events should be regularly noted as either positive or negative examples of the Code. In this way, young people will learn to see their lives, and the lives of others, in the context of the Code for Living. Each session provides both a quick activity, 5-10 minutes, that you should be able to fit into most practices, and a longer activity that you may want to use once a week, to explore a concept in depth.

#### **In the classroom...**

The curriculum can be used as the basis for a character education program. There are many ways in which the curriculum can be taught. Examples:

1. A class or school could focus on one point per month, using as many of the lessons as desired the first week or two of the month. The Preamble plus the eight points of the Code fit naturally into a typical nine-month school year. During that period students could clip news stories illustrating the point from the first page, the business page, as well as the sports page, which would be the focus of discussion the rest of the month.
2. A class or school could focus on one point per week, using as many of the lessons as desired. Once the Code for Living has been introduced, current news stories from the paper or other media would be used to teach or illustrate the Code.
3. When this curriculum has been completed, ask small groups of students to write their own lessons teaching the points of the Code any way they wish. ABW would welcome the outstanding work of students, coaches, parents and teachers, and would be pleased to incorporate it into our materials in the future.
4. In middle schools and high schools older students could teach and mentor younger students.

#### **At home...**

Parents should introduce the Code for Living to their children at the beginning of any sports season. Once it has been introduced, parents may use this curriculum, as well as all other ABW resources, throughout the year in their home. Current events should be regularly noted as either positive or negative examples of the Code. In this way, young people will learn to see their lives, and the lives of others, in the context of the Code for Living.

#### **At recreation centers, summer camps and other youth organizations...**

Introduce the Code for Living to your group and begin use this curriculum, as well as all other ABW resources, throughout the camp sessions or year as applicable. Current events should be regularly noted as either positive or negative examples of the Code. In this way, young people will learn to see their lives, and the lives of others, in the context of the Code for Living. The activities are broken into two groups: "Make It Quick" and "Take More Time." Quick activities can easily be fit into most breaks, practices and classes. Longer activities may only fit into your schedule once a week. Make a plan that works for you and choose the sessions you would like to concentrate on with your group.

**Because I have the opportunity and responsibility to make a difference in the lives of others, I commit to the following Code for Living. I will take responsibility and appropriate action when I fail to live up to this Code.**

## **Session 1: Opportunity**

### **Learning objective**

*We have the opportunity to make important choices.*

### **Opening**

Ask:

- What does the word "opportunity" mean? List all answers on the board. Encourage discussion, and, if necessary, offer your own summary: opportunities are the possibilities we have for good things in our lives.

### **Focus**

Ask:

- What opportunities for fun do we have? On the board, list answers (going to the movies, playing sports, hanging out with friends, watching TV, listening to music, etc.).
- What are the more serious opportunities we have? What possibilities do we have to make a difference in our own lives? In the lives of others? In our communities? On the board, list these new answers (helping a person in need, coaching a team, a responsibility at your church, synagogue or mosque.)
- What are the opportunities here that you wish you took advantage of?
- How do opportunities and choices go together?

### **A Case Study to discuss:**

Some of your friends call to say they are going to the mall. They want you to go with them, and you really want to be with them, too! But, you have a test tomorrow, and you know you should study. At the same time, you have a new friend, and you're hoping he or she might be at the mall, too. What opportunities do you have? What choices will you need to make?

### **Activities**

#### ***Make it quick! (5-10 minutes)***

1. Make a list of 5 difficult choices you have to make often, at home, at school, or with your friends. Talk your list over with a friend or family member. What opportunities does each choice bring?
2. Brainstorm a list of opportunities you have as a group. Choose one opportunity to work on for the next week. Begin each session or practice by naming the opportunity. (*Example: No arguing with the refs!*)

#### ***Take more time (10-40 minutes)***

1. Draw a map for your life! How would you like to spend the next 5 years? The next 10 years? The next 50 years? Where will you live? What will you do? How will you spend your spare time? How will the world be different because you live in it?
2. Work in small groups. Together, create a skit that shows opportunities and difficult choices. How do you decide what to do?

## Session 2: Responsibility

### Learning objective

*We know the importance of responsibility.*

### Opening

What does "responsibility" mean? A responsibility is something you have to do, something that is your obligation, a requirement, a duty. ...It means being in charge of something...being at fault if something goes wrong. There are two kinds of responsibility: one is short term: "I will be responsible for being sure the building is locked when I leave." "I will be responsible for getting my homework assignments every Thursday." The other kind of responsibility is long term. Parents are responsible for taking care of their children. We have to be responsible when we cross the street. We have to be responsible with other people's property.

### Focus

Ask:

- What are the responsibilities of people you can think of?
- What are your responsibilities?
- Which ones do you like? Which ones do you wish you didn't have?
- Why is responsibility important?
- What would it be like if no one took responsibility?

### A Case Study to discuss:

You and some of your friends are playing a game. The ball accidentally hits a parked car next to where you are playing and makes a crack in the windshield. The person who threw the ball says, "Let's go. No one saw it, and his insurance will pay for it." What do you do?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Divide into two groups. Separate so that neither group can hear the other talking. Make a list of the three most difficult areas to take responsibility or to act responsibly. Then come together and compare lists and discuss each other's lists.
2. Give everyone an index card. On the front, write "Responsibility." On the back, have each person write a definition of responsibility in their own words. Ask them to keep the card in their locker or backpack, so they can refer to it easily.

#### *Take more time (10-40 minutes)*

1. Make a poster on "Why responsibility is important" or "Why you should think before you take on responsibility."
2. Draw a picture of a time when someone you know took responsibility when it was difficult to do.

## Session 3: Opportunity

### Learning objective

*We have the responsibility to make a difference in the lives of others.*

### Opening

We all have choices and we all have opportunities. The Code says that we have "the opportunity and the responsibility to make a difference in the lives of others."

### Focus

Ask:

- In what ways are friends like family?
- Do you think we have any responsibility for those who are not our family?
- What about others in our community - are they in any way like "family or friends?"
- What about others around the world?
- Have you ever helped anyone who was not a friend or member of your family?

### A Case Study to discuss:

There are some younger kids who live in your neighborhood. One day they tell you that they have a bottle of alcohol and ask you if you want to drink some with them. What do you say? What do you do?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Make a series of concentric circles. In the middle write "me." Next circle: "my family." Continue with each circle going out: extended family, best friends, regular friends, people on my street, neighborhood, city, state, US, western hemisphere, world. We are a part of each circle.
2. As a group, discuss how the world would be different if everyone took on the responsibility to make a difference in the lives of others.

#### *Take more time (10-40 minutes)*

1. Make a bumper sticker on one way in which you would like to make a difference in your life. Hang it in your locker as a reminder.
2. Write a letter to the person who has made the most difference in your life. Tell them why. Send it to them when you're done.

## Session 4: Responsibility

### Learning objective

*We choose to take on responsibilities.*

### Opening

Have you ever read one of those stories about an animal that was raised by another animal? Like a fox that was raised by a family of wolves, or a duck that was raised by a family of beavers or something like that? Newspapers and magazines have those stories every now and then. Why do you think this happens - that one animal raises another animal that is not a member of its family?

There is an important lesson there: even animals somehow recognize that they are all members of the animal family, and at times will take care of those very different from them. They don't have any responsibility for them, but they take responsibility. We humans feel the same way. This is why we take responsibility for people outside our family.

### Focus

Ask:

- What are some examples of people taking responsibility for others?

Some possible answers:

Coach: caring about children

The Sierra Club: the environment

Schools: children

Shelters: the homeless

Habitat for Humanity: the working poor

Government programs: the poor

### A Case Study to discuss:

You are on the Student Council, and there are several controversial proposals to discuss. One wants to prohibit the latest popular brand of jeans at school because kids who can't afford these jeans get picked on. Another wants to prohibit giving valentine presents at school because this has turned into a competition. Do you think these proposals would make school a better place to be? Why or why not? Would it be popular or unpopular to support these proposals? Why? How would you vote and why?

### Activities

#### *Make it quick! (5-10 minutes)*

1. If there is an area in which you would like to take responsibility in your life, what is it? Break into small groups and share what it is and why.
2. Ask everyone to rate themselves, on a scale from one to ten, on how they handle the responsibilities in their life. (Let students keep their ratings confidential.) Then ask the group how they can raise their ratings.

#### *Take more time (10-40 minutes)*

1. Draw several circles - label them such things as home, neighborhood, school, state, country. In each circle write what your responsibilities are.
2. Make a collage representing the responsibilities in your life.

## Session 5: Commitment

### Learning objective

*We commit: We can keep our word.*

### Opening

- Did you ever know anyone who said one thing and did another?
- How did it make you feel?
- What did you think about the other person?
- Have you ever told someone you were going to do something and then didn't?
- What happens when people don't keep their word?

Explain that a "commitment" is when we say we are going to do something. When we make a commitment people count on us. When we make a commitment, people expect us to do what we have said we will do. In the old days it was said, "a person's word was his or her bond." That meant that you could trust the other person to keep their word. Whether we keep our word is an important factor in what others think of us.

### Focus

Ask:

- Have you ever said that you were going to do something, when you weren't really sure if you would do it or not? What should you have said?
- What happens if you make a commitment, but then really can't do it? What should you do then?

### A Case Study to discuss:

One Monday morning you ask a friend to help you out with a project the next Saturday morning. He agrees to help you. Friday night, however, he calls and says that something has come up. Another friend has just gotten tickets to a great concert and so he will not be able to help you after all because they have to leave Saturday morning in order to get to where the concert will be. How do you feel? Have you ever been in a similar situation? What happened?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Make two lists: one of commitments you have made, one of commitments you would like to make. (Example: I will not drink and drive.)
2. Divide the group into pairs. Each person picks one commitment she or he will do this week and writes it on an index card, together with his or her phone number. The pairs then exchange cards with their partners and call each other up during the week to encourage their partners to keep their commitment.

#### *Take more time (10-40 minutes)*

1. Invent a word search puzzle that incorporates words from the preamble of the Code for Living. Switch puzzles with a partner and do each other's puzzles.
2. Break into small groups to discuss the case study. Then, come back together as a group to share thoughts and answers.

## Session 6: Commitment

### Learning objective

*We commit: We know what it means to make short term and long-term commitments.*

### Opening

Explain that there are two kinds of commitments. Some are for something that is short: "I will come over and help you this Saturday," or "I will come to the rehearsal every week for six weeks." The other kind of commitment is ongoing, such as being married, having children, or taking a job.

### Focus

Ask:

- Can you give some examples of both kinds of commitments?  
(Homework, sports teams, plays, scouts)  
(Family, to friends, to yourself, church, synagogue, mosque or other faith)
- What are some commitments you have made...either now or in the past?

### A Case Study to discuss:

You have a part in the upcoming school play. You also play on the basketball team. There is a dress rehearsal for your play the same time as a first-round play-off game for your basketball team. What do you do? Have you ever had conflicts like this? How did you handle them?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Think about the different "hats" you wear: student, son/daughter, sibling, friend, musician, athlete, etc. What short-term commitments do these entail? What long-term commitments?
2. Think of the reasons for and the reasons against making any commitment. Divide into two groups and debate the topic.

#### *Take more time (10-40 minutes)*

1. Role-play the case study.
2. Design and make a banner that reflects your team's commitments. Hang the banner in your locker room or practice/game facility.

## Session 7: Commitment

### Learning objective

*We commit: We can make good choices.*

### Opening

We all have choices. The choices young people have include: dress, study habits, helping out at home, which extracurricular activities to join, friends, how you spend your free time.

### Focus

Ask:

- Do you think you have enough choices or do your parents control too much?
- Where do you wish you had more choices?
- Why do parents exercise control?
- Do some of your friends have more or fewer choices than you?

Explain that the most important thing is what kind of person each person becomes. Who we are is a result of the choices and commitments we make.

A real choice is not one that is chosen for you by your parent. A real choice is a decision that you make, that you choose all by yourself, from among other possibilities. But, it's not a choice or a commitment unless you live it out.

### A Case Study to discuss:

You have built a fall-out shelter. It will only hold five people, including you. Which of the following do you take: a pregnant woman, her unemployed husband, an 80 year old male scientist, a concert pianist, a gay male doctor, an 18 year old female drug addict, a Black Muslim religious leader, a professional athlete, the Grand Wizard of the KKK (who wants to bring his gun).

### Activities

#### *Make it quick! (5-10 minutes)*

1. Break into small groups. Think of a hard choice you have had to make. Why was it hard? Share among the group.
2. Make a list of current news stories that illustrate difficult choices people have to make.

#### *Take more time (10-40 minutes)*

1. Invent a television game show which highlights the choices we all must make and decision-making. How will the winners be chosen? What will the rules be?
2. Look at the case study. Write down your choices for who would join you in the shelter and explain your reasons why. What are the advantages and disadvantages of each person?

## Session 8: Responsibility

### Learning objective

*We take responsibility and appropriate action when we fail.*

### Opening

One of the hardest things in the world to do is to admit when we make a mistake and take responsibility for it. The temptation is to blame it on someone else, or to make excuses.

### Focus

Ask:

- Can you think of a time when you failed or made a mistake and you blamed it on someone else?
- Why do we often blame others? Why do we make excuses?
- Has anyone ever blamed you for his or her mistake or failure?
- Can you think of a time when you saw someone else take responsibility? How did they make amends?
- Can you think of a time when you took responsibility? What did you do to take responsible action?

### A Case Study to discuss:

You want to go to a concert with your friends, but you have a big test coming up. Your mother says that you should stay home and study. You say that you have plenty of time to study, and that you will do fine on the test. As it turns out, you do very poorly on the test. What responsible actions can you take now that you did poorly on this test?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Make a list of people you have read about who made a mistake. What did they say? Did they take responsibility?
2. Write a mock advice column letter about someone who made a mistake, and your advice for them.

#### *Take more time (10-40 minutes)*

1. Make up a story of someone making a mistake and then taking responsibility for it. Describe how they felt when they made it, and then how they felt after they took responsibility. What did others say or do?
2. Divide into groups of three to five. Each group should come up with a skit of someone making a mistake - but with two endings: one in which they make excuses or blame someone else, the other in which they take responsibility.

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

## Session 1: Skill development

### Learning objective

*We identify our skills, so we can develop those skills.*

### Opening

Most of Holland is below sea level. So, to prevent everything from being flooded, there are a series of dikes that keep the water out. Have you ever heard of the story of the Dutch boy who was walking by and saw that there was a leak in the dike? According to this popular story, he stuck his finger in the dike, and thereby saved the whole town.

Charles Dutton is a famous actor. When he was a teen he murdered another man. He went to jail. While he was in jail he began acting. It was a talent he didn't know he had. When he got out, he went to Yale Drama School and has since become one of the greatest actors today.

### Focus

Ask:

- What is the point of each of these stories? That each person has could do something they did not know they could do.

Some people are smarter than others, some are more athletic, and some are more artistic. Most of us wish we could do something that someone else is good at...play the guitar like a rock star, or be beautiful like a movie star, or be a great athlete, or the smartest person in the class. The hard thing is to figure out what our skills are, our gifts, and to work to develop them. Sometimes our gift or skill is not one that we appreciate, because it's what we have, and so we take it for granted.

### A Case Study to discuss:

Your best friend is one of the best athletes in the school, has lots of friends, and also makes good grades. However, she is totally jealous of another girl in the class who is funny and really popular. Meanwhile, this other girl is totally jealous of your friend and wishes she were like her. What can you do?

### Activities

#### ***Make it quick! (5-10 minutes)***

1. Write down on a piece of paper the gifts or skills that you have, whatever they are. It is important to realize that there are many kinds of gifts that are not easy to measure, such as the ability to make friends, or the ability to inspire others, or the ability to be a caring person. Are these gifts and skills as important in life as being the smartest or the most athletic?
2. Ask everyone to rate themselves, on a scale from one to ten, on how they work to develop their skills. (Let students keep their ratings confidential.) Then ask the group how they can raise their ratings.

#### ***Take more time (10-40 minutes)***

1. Make four lists: one that shows the skills needed to make the most money, one that shows the skills needed to make the most friends, one the skills needed to be the best leader, and one that shows the skills that you most want to develop. Share your lists with another person.

2. Write a cinquain based on the skills needed for your sport. A cinquain is a five-line poem that follows this pattern: 1. a one-word title; 2. two words that describe the title; 3. three words that describe the title and include a verb; 4. four words that describe the title and include a feeling; 5. repeat the title.

## Session 2: Skill development

### Learning objective

*We develop our skills through practice.*

### Opening

Ask everyone to take a few minutes to list one to three things that they have learned to do: play the piano, learn about something, play a sport, etc. You don't have to be the best at it, just something you can do now that you couldn't do before. It's best if it's something you couldn't do at all, but by spending time at it, working on it, practicing it you developed a skill you didn't have before. Have everyone share one thing on his or her list.

### Focus

Ask:

- How are you able to improve? (*by practicing daily, concentrating, and repetitive behavior over a period of time, etc.*)
- What happens if some people on the team practice very hard, and others don't practice as hard?
- Are there any ways you have to practice that make it more fun?
- How many like to practice? How many like to do homework?

### A Case Study to discuss:

There is one girl in your class who always studies hard and always gets the highest grade. Some kids are mad at her because if it weren't for her, they think they would have higher grades. Some kids even make fun of her and call her a nerd. What do you think about her choices? Why?

### Activities

#### ***Make it quick! (5-10 minutes)***

1. Divide into two groups. Each group should come up with a list of "three keys to developing a disciplined practice schedule." Compare your lists.
2. Tear construction paper into the shape of something you use in your sport. On that shape, have each person write a skill that they want to practice. Post your shape up on your wall as a reminder. Each week, make a new shape.

#### ***Take more time (10-40 minutes)***

1. Pick a sport or school subject in which you want to improve. Then write a detailed plan for the steps and ways you can accomplish your goal. How can you utilize various times of the day to improve?
2. Write out how much time you spend each day of the week on something you want to improve. How can you plan your time to accomplish more during the week?

## Session 3: Skill development

### Learning objective

*We develop our skills through discipline.*

### Opening

Have you ever heard someone say, "Practice makes perfect?" We all know that practice, sticking with it, is important. But, an important part of being able to do that is by having discipline. Discipline is the mental willingness to commit to a regular schedule, and then to stick to it. As one kind of discipline, some people get up every morning very early, so that they can get other things done, so they will be free to concentrate on something important to them. Others may get up early so they can practice then. Some students make a decision to practice their skill every day at the same time, for at least half an hour. To have discipline is to be able to figure out when you will do all the things you need to do, and then to do them. In golf, Gary Player used to be one of the greatest players in the game. At one time he was the best player in getting out of sand traps. He said that was because when he was a boy, he used to hit balls out of the sand trap every day until he had gotten five to go in the hole. That's an example of discipline.

### Focus

Ask:

- What are some examples of discipline?
- How could you improve your discipline?

### A Case Study to discuss:

The coach or captain of the team you are playing on has decided that everyone should come to practice early to work on skill development, or if that is not possible to put in extra time after practice and on the weekends. The coach or captain also wants everyone to keep a notebook of how they spend their practice time. How do you feel about this? In what ways would this be helpful? In what ways would it be difficult?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Make a list of the times you have gotten excited about something and spent a lot of time on it. (It could be a game, a subject, anything)
2. Divide the group into pairs. Each person picks one skill she or he will work this week and writes it on an index card, together with his or her phone number. The pairs then exchange cards with their partners and call each other up during the week to encourage their partners in working on that skill.

#### *Take more time (10-40 minutes)*

1. Make a list of the ways in which you are disciplined and another list of the areas in which you could use more discipline. When have you shown the most discipline? Make a plan to work on the areas where you need improvement.
2. Choose a skill you want to improve. Create a bumper sticker illustrating this skill and your plan for improvement. Hang it in your locker as a reminder.

## Session 4: Skill development

### Learning objective

*We develop our skills through setting goals.*

### Opening

One way we improve is by setting goals for ourselves. Sometimes it's hard to decide what the goal should be. When we set a goal, we decide that we will work to achieve something that we cannot achieve now. For example, it is probably not realistic to set as a goal that "I will be the highest scorer in my school's history." However, it may be very realistic to set as a goal to make the team, or to improve your offensive or defensive skills, or to be in better condition than most of the team.

### Focus

Ask:

- Have you ever written out goals for yourself? Were they long-term or short-term goals? What's the difference?
- Have you achieved a goal? How did you feel? What did you next?
- Have you ever failed to reach a goal? When this happens, what do you do?

### A Case Study to discuss:

You have a very good friend who makes terrible grades. It is not because your friend is not intelligent; it is because he (or she) doesn't really try because he (or she) doesn't care. What can you do in this situation?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Pick a sport and decide what your greatest strength or skill is in that sport. How would you improve in that area? What exercises, drills, and disciplines will help improve you in this area? Write out a goal and a plan to reach it.
2. List ten things you want in you life. Now cross off five to leave the five most important on your list. Now cross off two to leave the most important three. What's most important to you? Why?

#### *Take more time (10-40 minutes)*

1. Draw several pictures of the story of the tortoise and the hare, and then tell the story using your pictures as illustrations. How does this story relate to our topic of setting goals for ourselves? Share with the group whether you consider yourself to be more like the hare or the tortoise. Ask how many members consider themselves to more like the hare, and how many consider themselves to be more like the tortoise.
2. Tear construction paper into the shape of something you use in your sport. On that shape, have each person write a goal for themselves. Post your shape up on your wall as a reminder. Each week, check in with each other to see how they are doing – if they are making progress towards reaching their goal.

## Session 5: Doing One's Best

### Learning objective

*We do our best by never giving up.*

### Opening

Have you ever heard the story of "The Little Engine that Could?" (Allow the story to be told) Basically, it is the story of the little locomotive that had to get the long train over the mountain. The train kept saying "I think I can," "I think I can," as it pulled that heavy load to its destination.

### Focus

Ask:

- This story is an example of how in not giving up, sometimes we can come out ahead, even when it seems impossible. But what if we cannot succeed, what if we are losing by a big score, why not give up then?

The reason that we do not want to give up is because we want to have the satisfaction of knowing that we gave our best, that we tried our hardest. This is very important for our own sense of personal honor. Some people will judge us on whether we win or lose, that is true. But what is often more impressive is how we play the game, and we are always judged on that as well. We admire a person who plays fair and who gives it their all, no matter what the score is.

### A Case Study to discuss:

You're playing on a team that has no talent. The games are so lopsided that it's not even fun; you feel embarrassed and humiliated whenever you play. You are one of the better players on the team, but you want to quit. It's that bad. What do you do?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Can you think of any games in which a team that was losing came back and won? Or, of political situations where it looked like one side would win but the other did? Or, of other situations where what happened was a surprise? What did you think?
2. What are some situations today, in which we should work hard, even though it doesn't appear that we will ever win? (Two examples: the environment, world poverty)

#### *Take more time (10-40 minutes)*

1. Choose 2-3 people who illustrate this point of doing one's best and never giving up. Ask for volunteers to role-play these folks. Hold a mock press conference spotlighting these role models to find out why and how they accomplish what they do. Switch and do it again with new people and volunteers.
2. Discuss the term "competition." What's the healthy approach to competition? The unhealthy approach? Present a mock newscast about a recent competition in your community.

**I will compete within the rules of my sport.**

## **Session 1: To compete within the rules**

### **Learning objective**

*We understand the importance of rules.*

### **Opening**

Have you ever played a game when someone cheated? Have you ever cheated when you played a game? One of the things that we realize is that sometimes we want to win so badly, that there is a temptation to try to do anything to win. But, when we have not played by the rules then we realize that it's also true that winning the game is not as much fun. Rules don't just make the game fair; they make the game.

### **Focus**

Ask:

- What are some examples of "playing dirty?"
- Can you think of a time when you were impressed by how fairly someone played? What happened?

### **A Case Study to discuss:**

Before the game your coach tells you that there is a particular call this referee hardly ever calls (like "holding" in football, "offside" in soccer, or "3 seconds" in basketball). So, the coach says, "Violate that rule - it will give us the advantage." What do you do?

### **Activities**

#### ***Make it quick! (5-10 minutes)***

1. Make a list of the ways in which rules are a part of our lives. What happens if we do not obey these rules?
2. Discuss what should happen when the referee or umpire makes a bad call.

#### ***Take more time (10-40 minutes)***

1. What should you do if you know an opponent is not following the rules? Create a skit demonstrating what you would say or do.
2. Play a game in which each person pretends to be one of the rules. Have each "rule" speak to the group about their role in the game, and why they should be followed.

## Session 2: Honor

### Learning objective

*We compete within the rules of our sport: we act with honor.*

### Opening

We've all heard the story of George Washington and the cherry tree. When his father asked who chopped down the cherry tree, little George said, "I cannot tell a lie - it was I who chopped down the tree." That story (whether true or not) is told so that we will know that George was an honorable man. Have you ever wondered what people think of you? We want people to like us, but there is something more important than whether they like us. It's what they think of us. What do I mean by that?

Do others respect us? Do they think we are good? Do they think of us as fair, honest, and trustworthy? Or do they think of us as someone you can't trust, who doesn't always tell the truth, and as one who will act not according to principle, but according to whatever seems best at the moment?

### Focus

Ask:

- Who are some people that you think of as having honor?
- What makes you honor them?

### A Case Study to discuss:

Someone stole a computer from the library. During lunch someone tells you who did it. Later that day the Principal asks you if you know who stole it. What do you do?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Break into small groups: pick a sport and discuss the following questions: What are the ways that you can cheat when you play this sport? Do you play by the rules? What do you think of those who do not play by the rules? Can you think of a person who is totally honest in playing by the rules?
2. Discuss how the world would be different if everyone followed this point of the Code for Living. How would it be different if everyone acted with honor?

#### *Take more time (10-40 minutes)*

1. Make a collage that represents "what honor means to me."
2. Break into small groups to discuss the case study. Then, come back together as a group to share thoughts and answers.

## Session 3: Honor

### Learning objective

*We compete within the rules of our sport: we act with integrity.*

### Opening

It is important for others to have a good opinion of us. But what is just as important is that we have a good opinion of ourselves. We've all seen people tease or make fun of others. We've all had times when we felt bad because of things people said to us. And, we've probably said something to another, or been with a group that was mean to another, and when it happened we didn't feel good inside. Or, we may have said something that we knew wasn't the truth, and we felt bad about that. There are times when we know what we are doing is wrong because we feel bad inside at the time. The only way not to feel that way is to do the right thing. When we do the right thing, we feel good about ourselves, even if others reject us.

### Focus

Ask:

- How do you feel when someone compliments you? Or, when someone says something mean to you?
- What about when you say something nice to someone – how do you feel? And if you say something mean?

### A Case Study to discuss:

In one class at school you sit by one of your friends. This friend is having difficulty in this class. She asks you if she can look at your paper "a little" during the test. How do you answer?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Make a list of ways in which you are tempted to do or say something you'd rather not say or do. Does this happen often? What do you do?
2. Brainstorm the meaning of "Integrity." Give everyone an index card. On the front, write "Integrity." On the back, have each person write a definition in their own words. Ask them to keep the card in their locker or backpack, so they can refer to it easily.

#### *Take more time (10-40 minutes)*

1. Ask each student to write on an index card the name of someone who is a good role model for this point of the Code for Living. (The name could be of someone famous or of someone known only to that student.) Trade cards. Ask each student to read aloud the name on the card. The group works together to tell the story of why that person is a good role model.
2. Break into small groups and role-play the case study.

## Session 4: Respect for the game

### Learning objective

*We compete within the rules of our sport: we respect the game we play.*

### Opening

Tennis players used to wear only white clothes. This was required out of respect for the game. A person would not wear cut off blue jeans or a tank top, because the game itself was worthy of appropriate dress.

In golf, it is customary not to make any noise while the player hits the ball. This is out of respect for the player and the game. It creates a certain decorum that itself is a part of the game.

In basketball, fans used to be quiet while foul shots were taken. Now, fans yell at those taking foul shots, trying to disrupt them. Which do you think is better? Why?

### Focus

Ask:

- How do we demonstrate respect:
  - at a library
  - in a courtroom
  - at a sporting event
  - at a church, synagogue, or mosque

### A Case Study to discuss:

The team you are playing is deliberately playing dirty, violating the rules, and trash talking in very personal and insulting ways. You and the whole team are angry. What should you do?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Pick your favorite sport. What are the traditions of that sport that are important to respect? How do you feel about them? What would the game be like if everyone ignored them?
2. Divide into two groups and discuss: it is more important to dress the way you want to, to be an individual, than it is to conform to the standard expected behavior.

#### *Take more time (10-40 minutes)*

1. Make a poster representing the traditions of your sport.
2. Find twenty advertisements in newspapers or magazines that depict your sport. Are they accurate? Do they present a positive image for your sport? Do they uphold the traditions? Share the ads and discuss your thoughts as a group.

**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.**

## **Session 1: Respect**

### **Learning objective**

*We understand the concept of respect.*

### **Opening**

Look at the root of the word respect – it comes from a Latin word that means, “Look again,” or “Take another look.” Brainstorm the meaning of the word – list all suggestions on the board.

### **Focus**

Ask:

- What are the ways that people look at others through stereotypes?
- What can we learn by taking the time to know and understand other people?

### **A Case Study to discuss:**

You are sitting with a group of your friends at a game. Behind you there are some people you do not know, but they are yelling at the referee continuously, with occasional obscenities. Another person sitting nearby asks them to stop their behavior. They laugh at him. What do you do?

### **Activities**

#### ***Make it quick! (5-10 minutes)***

1. Tape a sheet of newsprint to a wall. Invite the group to cover with "graffiti": words and drawings that illustrate this point of the Code for Living.
2. Write a mock advice column letter related to respect, and your advice for them.

#### ***Take more time (10-40 minutes)***

1. Break into small groups. Ask each group to invent its own case study based on “respect.” Each group writes its new case on an index card. Ask groups to switch cards with other groups and discuss the new case they’ve been given.
2. Break into pairs to discuss the case study. Then, come back together as a group to share thoughts and answers.

## Session 2: Respect

### Learning objective

*We respect the dignity of every human being: we know all people are created equal.*

### Opening

Make a list of the different races on earth. Describe the differences of the various races - skin color, eye shapes, and hair. All these differences are on the outside. How about on the inside? Are there any differences there? Did you know that if one person needs blood, they could get it from any of the other races? Or, if you needed an organ to be transplanted, it could come from any race?

### Focus

Ask:

- When the Declaration of Independence says, "all are created equal," what does that mean? In what ways are we all equal? In what ways are we not equal?

### A Case Study to discuss:

The kids in your school sit by groups at lunch. All the kids who play sports sit together. All the kids who like to skateboard sit together. What would happen if you sat with a table of kids who do things differently from you? What would happen if you tried to talk to just one kid at a time from that different group?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Read Dr. Martin Luther King's "I have a dream" speech. What is the part of the speech that you like the best?
2. Do you have any friends who have different race or ethnic backgrounds? What have you learned from them? Discuss as a group.

#### *Take more time (10-40 minutes)*

1. Make a list of everyone in your group, team or class. Beside their name, write down something about them that makes them special. It can be that they are smart, or kind, or considerate, or a good athlete, or fun to be with, or whatever makes them special in some way. Then go and share your comments with each person.
2. Invent an advertising campaign based on the case study, encouraging everyone to mingle more at lunchtime.

## Session 3: Respect

### Learning objective

*We know that how we treat others is a reflection of who we are.*

### Opening

Have you ever known a person who was a bully? Or a person who was mean to other people? Have you ever known a person who didn't keep their word? The way they treat other people reveals something about the kind of person they are (whether they are kind, mean, considerate, etc.). In the same way, the way we treat others reveals something about us. Discuss how this is true.

### Focus

Ask:

- Why do bullies act the way they do?
- Why do some people say one thing but mean another?

### A Case Study to discuss:

You are headed into school and arrive at the front door at the same time as a person you don't like. Would it make any difference if you (a) stopped to let them go in first, (b) went first and held the door for them, or (c) ignored them and went on in?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Think of a movie or a book in which a person was not accepted at first, and then later they were. Tell this story to the group and explain what made the difference.
2. Think of three positive words that describe you. Then go to another person and ask them to say what three positive words they would use to describe you. Do the same with them. Continue rotating as time allows.

#### *Take more time (10-40 minutes)*

1. Create a skit about a person who is different from you and who comes to your school. Show how different people would treat this person and how you would treat them.
2. Break into pairs to discuss the case study. Then, come back together as a group to share thoughts and answers.

## Session 4: Respect

### Learning objective

*We appreciate individual differences.*

### Opening

People come in all shapes and sizes, and in all colors and nationalities. There was a comedian once who said that people in France were really smart. He said, "Even the little kids can speak French!" Often, however, when people are different from us, we do not appreciate the differences. Read the Dr. Seuss book "Sneeches."

### Focus

Ask:

- In what ways can you relate to Dr. Seuss' book?
- Why is it hard to be open to those who are different from us?
- Have you ever met a person who was from another culture? What were some things you learned from them?

### A Case Study to discuss:

You are listening to a talk radio station. Someone is saying, "Everyone knows that the Asians are smarter, that African-Americans are the best athletes, and that every nation has its own characteristics." How do you feel about this statement? Why?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Divide into groups of three. Let each person share with the others some basic information about themselves: where they were born, who the other members of their family are, their favorite movie star, rock star, and athlete. Share also their favorite subject and least favorite subject. Lastly, what they hope for the team they play on.
2. Ask everyone to rate themselves, on a scale from one to ten, on how they how well they think they respect individual differences. (Let students keep their ratings confidential.) Then ask the group how they can raise their ratings.

#### *Take more time (10-40 minutes)*

1. Draw a map of the United States. Color the states that you have visited. Make a list of the differences in the various states you have visited. The differences can be geography, ethnic groups, food, architecture, etc. Share your experiences with the group.
2. Do the same thing for the world, either for countries you have visited, or for people from those countries that you have known. Share your experiences with the group.

**I will place team goals ahead of personal goals.**

## **Session 1: Teamwork**

### **Learning objective**

*We will place team goals ahead of personal goals.*

### **Opening**

Teamwork is when we don't think about what I want, but about what I can do to make it better for everyone. Discuss the following: There is no "I" in team. Have you ever heard that before? What does it mean?

### **Focus**

Ask:

- Have you ever been on a team when you felt as if everyone put the team first?
- In what ways do you put the team ahead of yourself?

### **A Case Study to discuss:**

There is a story a man told about a dream he had. First he saw a table filled with delicious food. Then he saw it surrounded by sad people. They were sad because they all had their hands tied to forks that were six feet long, so long that they couldn't feed themselves. Then he had a second dream, it was the same scene, only this time everyone was happy and smiling. The reason was they had begun to feed each other.

### **Activities**

#### ***Make it quick! (5-10 minutes)***

1. Make a list of the "teams" (family, athletic, school, community, nation) you are on. Describe briefly what your role and responsibility is. What would happen to each "team" if everyone did what he or she wanted?
2. Pick a sport. What are the ways in which the individual helps the team become as one person? Discuss as a group.

#### ***Take more time (10-40 minutes)***

1. As a group make a list of all of the ways in which an individual can be a "team" person. Then, when the list is made, rank them from the most important to least important. Have the list copied and distributed to every person.
2. Ask students to name tasks that are easier to do as a team than all alone. Ask them to invent a board game in which everyone needs to work together in order to win.

## Session 2: Sacrifice

### Learning objective

*We know that when we give up something, we often gain more than we lose.*

### Opening

When we are little we want to get things, don't we? It is only when we get older that we understand that it feels as good to give something as it does to get something. To sacrifice is to give up something important. Have any of you ever made a sacrifice - given up something important to you? When we are a part of a team, sacrifice is an important part of it. We have to give up our afternoons to go to practice. We have to give up doing things our way, and do what the coach tells us. We have to give up hogging the ball and pass to our teammates. We have to work hard, when sometimes we'd rather quit and go home. To be a part of a team takes sacrifice. But, when everyone sacrifices, then the team becomes much better than it would have otherwise. The players learn plays, their positions, and they learn how to play together.

### Focus

Ask:

- What was a gift you gave someone that made *you* very happy?
- Who is someone you know who is generous? How can you tell?

### A Case Study to discuss:

You're playing on a team that has a great offense. The problem is that the defense is poor, because the best athletes are on the offense. The coach says that a couple of players will have to be moved from offense to defense, and is looking for volunteers. You love your role on the offense. What do you do?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Make a list of famous people who have been heroes by sacrificing. Discuss.
2. In baseball, when a hitter deliberately bunts to advance a runner it is called a sacrifice bunt, and a fly ball out that scores a runner is called a sacrifice fly. Why is this? Consider various team sports: which positions call for the most sacrifice of oneself for the good of the team? Why?

#### *Take more time (10-40 minutes)*

1. Make a list of the sacrifices you make: at home, at school, or wherever? What do you give up? What do you gain? What sacrifices do your parents make? What do they gain?
2. Create a skit about what difference your team could make in your community.

## Session 3: Teamwork

### Learning objective

*We know that each person matters.*

### Opening

Have you ever heard someone say, "A chain is only as strong as its weakest link?"

Discuss what that means: A chain is made up of links. But as soon as one of the links in the chain breaks, the chain is broken. So, a chain is only as good as its weakest link. A team is like that. A team can have a star, but a team can't win with just a star. For example, in sports like football and soccer, you have to play offense and defense. The offensive star will not win unless the line blocks, and the defense plays well. In baseball, great hitters can't win the game if their pitchers give up too many runs. In all sports, only teams win team sports. Individuals make it possible when they play together as a team. Teams become as good as they can when everyone does everything for the good of the team. This is why everyone on the team matters. Even the players who are not starters have an important role. Their role is to practice against the starters and to try their hardest, not just to improve, but because the harder they try, the more the starters will be tested and will improve, and the better the team will be. It is also important for them to work hard so they are prepared to play if someone is injured or unable to play.

### Focus

Ask:

- Do you think everyone on your team feels valued? How is it shown or reflected?
- In the human body, do you think the arm is more important than the leg? Or the eye than the ear? Or the heart than the brain?

### A Case Study to discuss:

One of your teammates is considered to be a ball hog by the rest of the team. However, the media considers them the star, constantly singling them out, and your coach gives them special treatment. How do you feel? What can you do?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Discuss: What would happen if a team played with one less player on the team than the rules allow? A team can win without its best player, but it can't win without all of its starters, so the weakest starting player is the most valuable. Do you agree?
2. Tear construction paper into the shape of something you use in your sport. On that shape, have each person write a way in which they can help their team. Post your shape up on your wall as a reminder.

#### *Take more time (10-40 minutes)*

1. Have everyone make a chain out of paper putting a different person's name on each link. Then tell them to keep the chain in their locker room or classroom as a reminder that every person is important.
2. The media always focuses on individuals and on stars. Write your own press clipping about your team's last game.

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

## **Session 1: Caring**

### **Learning objective**

*We choose to have positive relationships on our team, because we all need each other.*

### **Opening**

A band is made up of several instruments - guitar, bass, drums and keyboard are the basics. Each instrument makes a critical contribution to the sound, even the bass that is often not noticed. A symphony orchestra has many instruments, all of which contribute to the sound of the orchestra. Whether it is a band or an orchestra, each instrument has a role to play. If we don't like someone it's hard to be with him or her. Sometimes a team will have one or more players who don't get along. Why is it hard for that team to be as good as they could be? (Discuss) Part of what it means to be a member of a team is to try to help work out disagreements between other members of the team. This is true in your family, or in your school, or on a sports team. In all of these situations, it is part of our responsibility as members of the team to do our part to make things right.

### **Focus**

Ask:

- What would it be like if any players quit because they didn't like another member of the team?
- People are different, just as instruments are different. Why is it hard to appreciate the differences of others?
- What would the world be like if everyone were the same?

### **A Case Study to discuss:**

There is a member of your team that you do not particularly like. Actually, you do not know this person very well, and you all have never really spoken to each other. The other members of the team also are not kind to this person, and largely ignore him (her). How does this affect the team? How does it affect that teammate? Why?

### **Activities**

#### ***Make it quick! (5-10 minutes)***

1. No one is perfect. Make a list of reasons why a person might not like you, but explain why these reasons should be overlooked. Then share your thoughts with the group.
2. Divide the group into pairs. Ask each pair to think up 3 ways they can be a positive influence on the team. Ask the groups to share their lists.

#### ***Take more time (10-40 minutes)***

1. Divide into groups of at least three persons. Imagine that you know of a situation in which there are two people not getting along. What are some of the things you could say? Is there anything you could do? Create a skit to act this out for the others.
2. Look through newspapers and magazines for photographs or pictures of stories that are relevant to this point of the Code – "I will be a positive influence on the relationships on the team." Make a collage design to illustrate that point. For example, illustrate the word team by cutting out pictures of people together. Cut the shapes of the letters that spell the word team (t, e, a, m) from these pictures. Arrange the pictures on a poster.

## Session 2: Courage

### Learning objective

*We all have a responsibility for others.*

### Opening

The word courage comes from the word for "heart." Courage has to do with the mental or moral willingness to do something when it is not easy to do it - the more a person cares about something, the more they will act on its behalf. It takes courage to act, when there may not be support from others. Who can think of some examples of courage?

Political - Rosa Parks: she refused to move to the back of the bus.

Military - Alamo: where everyone knew they would die, but stayed anyway, to help free Texas from Mexico.

Friends - Have you known anyone who stuck up for someone, when it wasn't easy to do it?

### Focus

Ask:

- What can you do if some of your teammates don't get along? Would it take courage to do this?
- Have you ever said or done something because you thought it was the right thing to do? What happened? How did you feel? Did that take courage?

### A Case Study to discuss:

At your school there are a lot of things getting stolen. Things are being taken from lockers, from coat pockets, and from backpacks. The teachers say that everyone needs to be careful. What can you do? What should others do?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Take turns sharing something you care a great deal about. What kinds of risks would you take for it?
2. List 10 things you want in you life. Now cross off five to leave the five most important on your list. Now cross off two to leave the most important three. What's most important to you? Why?

#### *Take more time (10-40 minutes)*

1. Divide into two groups. Have everyone write the name of a person who demonstrated courage on a piece of paper. Then put all the names in a hat. Then individuals from each team will take turns drawing out a name to see if they can tell whom the person was and how they demonstrated courage. The team gets a point for every name their team member gets right.
2. Present a mock newscast about an athlete or team who has shown courage and taking responsibility for others.

## Session 3: Courage

### Learning objective

*We understand that it often takes courage to build relationships.*

### Opening

Sometimes it is hard to do the right thing, especially if everyone wants you to do something else. For example, if there is a person that other people don't want to talk to, it takes courage to be their friend. What are some other situations that you can think of in which it takes courage to do the right thing?

### Focus

Ask:

- Do you know the story of the mouse and the lion? It is the story of the lion who was helpless because it had a thorn in its paw, and of the little mouse who took the thorn out. It took courage for the mouse to do that.
- In the Wizard of Oz, what was it that the lion was looking for? Did the lion ever find it? How? Where was courage all the time?

### A Case Study to discuss:

You are walking down the hall and you hear some kids talking. You stop long enough to hear what they're talking about. They're talking about someone you like that they don't like. What do you do?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Think of a person who has had the courage to do the right thing when it was not easy. Take turns telling about this person.
2. Give everyone an index card. On the front, write "Courage." On the back, have each person write a definition in their own words. Ask them to keep the card in their locker or backpack, so they can refer to it easily.

#### *Take more time (10-40 minutes)*

1. Divide into two groups. Have each group act out a situation in which one person is mean to another person, and in which the others don't do anything, except that finally one person is nice to that person.
2. Write a poem or a song or draw a picture about courage.

**I will follow the team rules established by the coach.**

## **Session 1: The importance of order**

### **Learning objective**

*We will follow the team rules, because we understand the value of rules.*

### **Opening**

Have you ever wondered why the Army marches, rather than just walks together like a big crowd? Why do you think they march? It's part of the discipline necessary for order in a large group. In a war, for example, you couldn't just give everyone a gun and tell him or her to go fight the enemy. It takes everyone working together as a team to be an army. The same is true of an athletic team. It takes everyone working together to be the most effective. That's why the coach makes rules: because it is necessary for the discipline and order of the team.

### **Focus**

Ask:

- What are the rules where your parent(s) work?
- What are the rules that are a part of school life?
- What are the rules of society (laws)?

### **A Case Study to discuss:**

Someone is throwing a big party. Your friends want you to join them at this event, but going will lead you to miss practice and break a team rule. What do you do?

### **Activities**

#### ***Make it quick! (5-10 minutes)***

1. Divide into groups of three to five. If you could rule the world, what would be five rules you would want everyone to follow? List them, and then share with the others groups.
2. On one side of an index card write the word "value." On the other side write the word "action." Write down a value you hold, such as "Always tell the truth," or "Play a fair game." Swap cards with another student. Read the value on the card you've received. Turn the card over and write one way to put that value in action. For example, for the value "play a fair game," you could write the action own up when you break a rule instead of arguing with the referee.

#### ***Take more time (10-40 minutes)***

1. List the parts of your life that have rules or laws. What are the parts that do not? Where do you think there should be more rules or laws? Where do you think there should be fewer laws or rules? Why? Break into small groups and share your lists/answers.
2. Break into small groups, and have each group choose a different rule from your sport. On one side of an index card, the groups write the rule they have chosen. On the other side, they write how it helps your competitions. Have each group share their thoughts.

## Session 2: The Importance of Leadership

### Learning objective

*We will follow the team rules established by the coach, because we understand the value of coaching.*

### Opening

The coach's job is to get everyone on the team to play together and to do his or her best. The coach also has to figure out the offense or defense that will make the best use of the coach's knowledge and the ability of the team.

### Focus

Ask:

- What are the most important decisions a coach has to make?
- What happens if someone doesn't like the coach's decision(s)? What should they do? Should they leave the team?

### A Case Study to discuss:

One of the rules established by the coach is an 11 PM curfew. You are with some of your friends who are also on the team and who want to stay out later. They assure you that no one will find out. They say they have stayed out past 11 several times. What do you do?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Brainstorm the ways a good coach can help a team. What do you value most in your coach?
2. If you were the coach, what rules would you have for the team? Make a list as a group.

#### *Take more time (10-40 minutes)*

1. As a group, make a poster in honor of your coach that shows the ways he/she has been important to you team.
2. Write a news clipping about your coach or other team helpers. Then, send it in to your local paper.

**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.**

## **Session 1: Everyone is a role model.**

### **Learning objective**

*We recognize that everyone is a role model.*

### **Opening**

In what ways is everyone a role model? (Let the group respond). We are all role models in the sense that we are all modeling some kind of behavior for others all the time. Equally, we are all watching and thinking and judging others as we move through each day. Whenever we are in public, someone is watching us!

### **Focus**

Ask:

- Do you think of yourself as a role model?
- Who looks up to you?
- What kind of a role model are you?

### **A Case Study to discuss:**

Imagine you win an important athletic award. When you're interviewed, the reporter asks you, "Who are your role models and why?" How do you answer?

### **Activities**

#### ***Make it quick! (5-10 minutes)***

1. Make a list of a few famous people. In what ways are they good role models? In what ways are they bad role models?
2. Divide the group into pairs. Ask each pair to think up three ways in which they are good role models.

#### ***Take more time (10-40 minutes)***

1. Write a paragraph telling why you think it matters whether a person is a good or bad role model.
2. Make two lists, one of negative examples of bad behavior, and a second of positive examples of good behavior. Think through your daily routine, and of the positive experiences of people you have, and of the negative experiences. Discuss and share your lists as a group.

## Session 2: Everyone is a role model.

### Learning objective

*We recognize that our behavior becomes a model others may choose to emulate.*

### Opening

When we watch a professional sports game, we watch how the players behave, don't we? And when we watch a game with small kids, we watch how they behave too, don't we? It doesn't matter when the game has small children or grown professional athletes, some of them act in a positive way, and some of them act in a negative way. When we ride in the car, we see other drivers and how they behave. We see people in the mall, at school, everywhere we go. Share some interesting behaviors you have seen. It's also true that people are observing you, too.

### Focus

Ask:

- Discuss the word emulate – what does it mean?
- Take a minute and think back over the past day or two. Share some of the things you have done that come to mind, either positive or negative. Pinocchio had nose that grew every time he said something that wasn't true. What would the world be like if this actually happened with people?

### A Case Study to discuss:

Imagine you're at the mall. What behaviors do you see in other people that cause you to make positive judgments about them? What behaviors do you see in other people that cause you to make negative judgments about them?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Divide into two groups. One group should make a list of things that are a part of being a good role model. The other group should make a list of things that are a part of being a bad role model. Put your lists beside each other and compare.
2. Invite the group to fill a poster in 5-10 minutes with stick figures that relate to this point of the Code for Living. For example: What contributions could we make to our community?

#### *Take more time (10-40 minutes)*

1. Write a letter describing the person that you think is the best role model you know. Send a copy to the person you wrote about as well as to your local paper.
2. Invent an advertising campaign based on this point of the Code, encouraging everyone to be a good role model.

## Session 3: Everyone is a role model.

### Learning objective

*We understand the importance of being yourself.*

### Opening

Abraham Lincoln was President from 1860 - 1865, when he was assassinated. One of the things he said that people remember is: "You can fool all the people some of the time, and some of the people all of the time, but you can't fool all of the people all of the time."

### Focus

Ask:

- What did Lincoln mean by that? What was he talking about? (He was talking about being honest, about telling the truth.)
- Have you ever known people that you thought were trying to fool someone by the way they behaved, or the things they said?
- Have you ever tried to fool anyone?
- Why do we try to fool people?

### A Case Study to discuss:

You're talking with a friend who tells you how much he dislikes another person. Later that day you see this same "friend" laughing and having a good time with that other person he told you earlier he didn't like. What do you think? Should you do anything?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Imagine you could win Olympic medals for carrying out the Code for Living. For what "event" (point of the Code) would you most want to win? Why?
2. Ask everyone to rate themselves, on a scale from one to ten, on how they how positive a role model they think they are. (Let students keep their ratings confidential.) Then ask the group how they can raise their ratings.

#### *Take more time (10-40 minutes)*

1. In the past, families had a "coats of arms," which was a crest or shield with various symbols on it. Sometimes there were words (like "truth, honor, duty"), or a motto (like "Always faithful") as well. The purpose of the coat of arms was to tell who the family was. For example, if they were warriors, it might have a sword, or if they were scholars it might have a book. Design a coat of arms for your family - what do you put on it? What words or motto do you put?
2. Create a collage that represents you – who you are and what you like to do.

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

## **Session 1: What does it mean to be a citizen?**

### **Learning objective**

*We understand that citizenship is a privilege.*

### **Opening**

Many of the best things of life we take for granted. We take the fact that we are alive for granted. People who almost die from a disease but who recover often talk about how they see life so differently, how valuable and precious every minute seems to them. We are all citizens of this country. We usually take that for granted. Sometimes we read about people who risk their lives to get here, such as leaving their country on small boats knowing that they might well die in the process.

### **Focus**

Ask:

- Why are these people trying to come to this country? (Freedom, economic opportunity..)
- What stories do you know about refugees trying to come here?

When people first come to the US they are not made citizens. Usually, they are first given a visa, which allows them to stay for three months, then, if they are lucky, a green card, which allows them residency. In order to be a citizen you have to have lived here for five years, and pass a test. To be a citizen means that you are a part of this country, that you have the right to vote, and that the United States government will defend you against other nations.

### **A Case Study to discuss:**

There are a lot of immigrants in your city, and more coming all the time. One of your friends thinks we shouldn't let any more people in. He says they cause an increase in unemployment and crime. Another friend disagrees. She says that we should welcome anyone who wants to come to the United States. What do you think? Why?

### **Activities**

#### ***Make it quick! (5-10 minutes)***

1. Make a list of reasons why we should let as many refugees come into the country as want to and a list of reasons why we should limit the number. Then divide the group in two sides to debate the question.
2. Brainstorm the meaning of citizenship. Give everyone an index card. On the front, write "Citizenship." On the back, have each person write a definition in their own words. Ask them to keep the card in their locker or backpack, so they can refer to it easily.

#### ***Take more time (10-40 minutes)***

1. Except for the Native Americans, everyone's family came to the United States as refugees. Do you know which countries your ancestors came from? If not, figure out where your ancestors came from, and what the percentage of you is from which country. Then figure it out for the whole class - that is, of all the "blood" in the room, what percentage is from which countries?
2. Do you know why your ancestors came here? If not, go home and ask your parents, then the next day we can make a chart of "reasons" our ancestors left their country to come here.

## Session 2: What does it mean to be a citizen?

### Learning objective

*We choose to learn how to give to our community.*

### Opening

To be a citizen in the United States is to have a privilege that much of the world wishes they had. America is a country that we have inherited. It was made great by those who came before us. The great responsibility of citizenship is to continue to make the country great. We do this by paying our taxes, by electing people to public office, and by working to make our communities better by working for the common good.

"Those of us who have been fortunate have the responsibility to make things better for those who will come after us." Isaac Stern, famous violinist

### Focus

Ask:

- What do we mean by the common good?
- Do you agree with Isaac Stern, regarding his quote above?
- What are some ways we can volunteer that will make our communities better?
- What are some places we can donate money that will make our communities better?
- Have you ever done any volunteer work? Give examples.
- Have you ever donated any money? Give examples.

### A Case Study to discuss:

Some of the members of the team want to join together and do a service project at the end of the season. Some do not. You don't really want to give up a few Saturdays, but you feel guilty about being selfish about your time. What do you do?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Make a list of three people that you think have made a great difference in the lives of others, and then write two or three sentences telling why. This can be of living or dead people.
2. Divide the group into pairs. Ask each pair to think up three ways in which they give back to their communities.

#### *Take more time (10-40 minutes)*

1. Write the newspaper account of your life as if you have died at age 85...what would you like it to say? Try to be as realistic as possible.
2. Break into small groups and present a mock newscast about how an athlete or a team that has made a difference in their community.

## Session 3: What does it mean to be a citizen?

### Learning objective

*We choose to learn how to give to our world.*

### Opening

There are two choices that we all face all the time. One is to be a generous, giving, caring person. The other is to be a selfish, uncaring, self-centered person. The first person is almost always concerned about the other person, offers to help when needed, and is concerned about others less fortunate than him or herself. The second person does not care very much about the other, does not usually offer to help, and is primarily concerned with how something can benefit them. Most of us are "both" people – sometimes acting one way (generously), sometimes acting the other way (selfishly). Citizenship carries with it the responsibility to care about everyone. We want to write laws that benefit not just a few, but the whole country. We want to be concerned, not just what benefits us, but what benefits everyone. We want to do our part to make the American family better and stronger.

### Focus

Ask:

- Discuss the following quotation of President John Kennedy, "Ask not what your country can do for you, but what you can do for your country." President Kennedy began the Peace Corps. Discuss this as an example. What are other ways we have to serve our country where we live?
- Discuss the following: "Service is the rent we pay for living on this earth."

### A Case Study to discuss:

There is a park near where you live that is totally run-down. Graffiti, litter, broken doors, windows, and fences. Someone suggests that your team adopt this park as a service project. Why is this a good idea? What are the advantages of adopting the park? What are the disadvantages?

### Activities

#### *Make it quick! (5-10 minutes)*

1. As an individual, make a list of five things you have done in your life for others.
2. As a group, make a list of five ways you benefit from the service of others.

#### *Take more time (10-40 minutes)*

1. Write a newspaper clipping about someone who has made a difference in the world.
2. Make a collage that shows how people can help the world.

## Session 4: Citizenship

### Learning objective

*We choose to learn how to give our time/money.*

### Opening

Have you ever had someone give you a gift? How did that feel? Have you ever given someone else a gift? How did that feel? How many people think it feels better to get a present, and how many think it feels better to give a present?

Both feel good, but the more we give, the more we realize the pleasure and the satisfaction that giving has for us.

### Focus

Ask:

- Discuss the following: "You make a living by what you get, you make a life by what you give." Winston Churchill

### A Case Study to discuss:

There are some younger kids in your neighborhood. They seem to get in trouble and they're behind in school. You would like to help them. You're not sure how. What can you do?

### Activities

#### *Make it quick! (5-10 minutes)*

1. Make a list of the ways your life would be affected if:
  - All the people who volunteered were taken away. Have everyone share his or her answers.
  - All the people who donated money decided not to donate any more. How would the world be affected if all the people who donated time and money stopped doing so?
2. Ask everyone to rate themselves, on a scale from one to ten, on how they how well they give back to their community. (Let students keep their ratings confidential.) Then ask the group how they can raise their ratings.

#### *Take more time (10-40 minutes)*

1. Choose famous role models that illustrate this point of the Code for Living. Ask volunteers to play 2-3 of these role models at a time. Hold mock press conferences with these role models to find out why and how they make their good choices.
2. Write a poem, draw a picture, or write a song on the theme: "You make a living by what you get, you make a life by what you give."