
*Exploring, Learning and
Getting Into the Code for
Living*

Quick exercises for the character
development of athletes



Winning More Than The Game

TABLE OF CONTENTS

The Code for Living	Page	3
Foreword		4
Introduction		4
How to implement these short exercises		
For teams		6
In a room		6
Section 1: The preamble to the Code		7
Section 2: As an individual...		
Develop skills and give best effort		9
Compete within the rules of sport		17
Respect others and not be abusive or dehumanizing		23
Section 3: As a member of a team...		
Team goals ahead of personal goals		30
Be a positive influence on others		36
Follow the coach's rules		42
Section 4: As a member of society...		
Be a positive role model for others		49
Give time and money back to the community		55

Members of Athletes of a Better World are those individuals who affirm and seek to live by the following:

The Code for Living

Life Principles Learned Through Sports

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

As an individual:

- ✓ I will develop my skills to the best of my ability and to give my best effort in practice and in 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

These exercises, while designed originally for coaches and teams, can be easily adapted to the classroom, the workplace, or the family. The values that undergird the Code for Living are those that are necessary for the character development of every person.

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 these exercises a specific point of the Code is discussed and explained by various activities. These sessions have been designed for use by coaches, teachers, parents and athletes 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.

The **COMMENTARY** at the beginning of each section provides questions and answers as a way to begin to talk about that particular section. The **ESSAYS** are also intended to serve as a starting point for discussion. They can be read aloud by a coach or player, photocopied and passed out, or the coach may present the ideas in his or her own words. These are followed by **TEAM EXERCISES, ROLE PLAY, FABLES, SNAP DEBATES, TEAM EXERCISES, TRUE STORIES**, and there are **SUPPORTING QUOTES** at the end of each section. Some of the exercises involve "games" and other interpersonal activities which some of the participants may not have done before. At first, this may make them feel silly, nervous, or uncomfortable. This is normal. When appropriate, it is important that the coach or teacher introduce each session by recognizing that while some may not feel comfortable at first, there is a real value to the session, and that they should enter into it with a positive attitude. For example, role-playing allows the group to provide personal reactions to realistic situations while facing real-life problems through role-play. For some, role-play is a fun way to delve into the issues they are facing, but for others, role-play may be difficult in the beginning – they may be nervous about presenting ideas in this format in front of their peers. Pay attention to individual feelings and actions in order to help them feel comfortable doing these

exercises. It is important that the leader or coach be willing to be nonjudgmental and open to alternative explanations, actions, decisions, etc. At times, the leader or coach can "go first" when sharing is called for. If they are willing to be open, honest, and vulnerable, it will encourage others. The coach or leader should emphasize that the exercises have to do with character formation and team spirit, which are as important to each person and to the team as skill development.

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's going on?
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 THESE EXERCISES

With teams...

...or as a Pre-k-12 Character Education Program

With Teams...

Coaches should introduce the Code to their teams and parents at the beginning of the season. Once it has been introduced, coaches may use the exercises as a resource, using it 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.

In the Classroom...

The exercises can be used as the basis for a pre-k-12 character education program. There are many ways in which the exercises can be taught.

Examples:

1. A class or school could focus on one point per month, using as many of the exercises as desired the first week or two of the month. 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 exercises as desired. Once the Code had 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, the students can be asked to write their own exercises teaching the points of the Code any way they may wish. ABW would welcome the outstanding work of students, coaches, parents and leaders, and would be pleased to incorporate it into our materials in the future.
4. In middle schools and high schools "seniors" could teach and mentor younger students (5th or 6th graders, freshmen).

Section 1: Preamble

Because I have the opportunity and the 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.

Commentary

This commitment begins with the recognition that that we do not live in isolation but that we are a part of the human family with the opportunity and the responsibility to make a difference in the lives of others. In other words, we have a moral obligation and duty to behave in certain ways as a member of society. It also recognizes that we will all fail to give our best at times, and when that occurs we must have the courage to take responsibility and appropriate action. What is appropriate will depend on the situation.

Questions for discussion

1. What is the value of having a Code for Living?

It provides a framework for behavior. It reminds a person of the values by which they seek to live. It is not vague, but clear. It gives a yardstick against one can measure oneself.

2. What other Codes or value systems are a part of your life?

- Possibilities: Religion -
 - Christian: the Ten Commandments, the Sermon on the Mount
 - Jewish: Ten Commandments, the Law of Moses, the Talmud.
 - Muslim: Koran, the teachings of Muhammad.
 - Hindu: The Bhagavad Gita
 - Buddhism: The Noble Eightfold Path
- Other examples:
 - Boy and Girl Scouting groups, Campfire, sororities and fraternities, service organizations all have oaths, mottoes, etc.

3. What are some of the things that you have been taught that are not written down but are an understood Code?

- In your family:
 - Clean up your room, don't talk back to your parents, stand up when an older person comes in the room, table manners, etc.
- At school:
 - Raise your hand in class, no running in the halls, no cheating, etc.
 - With your friends
 - Be considerate of them and their desires, be truthful with them, share, etc.
- Anywhere else:

- Be considerate of others, be polite/kind to strangers, respect a policeman, don't litter, etc.

4. What is the value of a group of people having the same Code?

When people have the same code, it provides for a common vision and understanding. It also provides a basis for knowing what we can expect from others. The Code becomes the basis for trust and for group solidarity.

5. Who are the people who have made a difference in your life?

Family members, neighbors, friends, teachers, coaches, religious leaders, etc.

6. Do you think that you have "the opportunity and responsibility to make a difference in the lives of others?" Why?

It is important to think about the "little" people who have influenced you: a big brother or sister, a neighborhood person, anyone who is not in any way "famous." Then identify one person you know in whose life you could make a difference.

7. Why should we care about others?

We can choose to make this world a better place or choose not to. We can pick up a piece of paper on the street, or leave it. We can speak a kind word to a person or say nothing. We can, in other words, choose whether each day our life makes a difference in small but meaningful ways, such as in the lives of others (speaking to someone) or in our community (picking up a piece of paper). Children want everything for themselves, without regard to others. Becoming a full whole adult person is about learning that we have opportunities and responsibilities with others.

8. What does it mean to "take responsibility when I fail?"

It's important to see that there are occasions when we can do nothing, look the other way, and nothing will ever happen to us, or we can take responsibility. When we take responsibility for a mistake we have made, we take the opportunity to apologize and to make appropriate restitution (such as pay for something we have broken). In this way, we set things right and we will feel better inside because we know we have done the right thing. It is like a broken bone: if we ignore it, the wound will remain, but if we acknowledge it, and take proper steps, then it can heal. We can also take responsibility for things that are not our fault, and try to set them right. This may involve trying to get others to acknowledge their mistakes and to set things right. Taking responsibility involves having real courage. It often takes courage to do the right thing, far more courage than looking the other way and doing nothing.

9. Have you ever made a mistake and taken responsibility for it? How did you feel afterward for having taken responsibility?

Hopefully, each person will have had an experience of doing the right thing and of feeling better for having done it. It is important to remind oneself of this, for this will help provide the courage to do the right thing in the future.

Section 2: As an individual...

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

Commentary

Each person must develop personal pride and respect for oneself, so that one will not cheat oneself by giving only half an effort, being satisfied with the sloppy, the inadequate or anything less than one's best. It also has to do with respect for others, especially for the team, so that one does not let down those who have put their trust and confidence in you. By giving one's best effort in practice and in competition one honors oneself, the team, and sport.

Questions for discussion

1. Who have you known who worked the hardest on personal development? What did they do?

Hopefully, each person will be able to identify a person who came out first, and/or practiced after practice, and/or gave a superior effort during practice.

2. How do you develop your skills to the best of your ability?

This comes through practice. Practice requires self-discipline. Most athletes do not enjoy the drudgery of repeating over and over again the same aspect of their sport. Golfers do not want to practice the same three foot putt for hours on end, basketball players do not want to practice the same shot over and over again, etc., and few enjoy the rigors of conditioning. Self-discipline, grounded in the desire to excel to the best of one's ability, leads a person to continue to do that which is best for their development, not what is most fun. A part of that discipline might be the willingness to listen to the coach's opinion of what part of one's sport should be concentrated on.

3. Why do we give our best effort in competition?

Competition is an opportunity to test our skills against a worthy opponent. We owe it to ourselves, to our teammates, and to our opponents to give our best effort. It is demeaning to ourselves, our opponents and to our sport if we only give a lackluster effort.

4. What if our opponent is clearly inferior?

When this is the case we should never embarrass our seek to humiliate our opponent by laughing at them or by "running up the score." It is important always to play with integrity and to show respect for our opponent.

Lesson 1: Essay - Why do your best?

Davy Crockett, the pioneer who died at the Alamo, had a famous personal motto: "Make sure you're right, then go straight ahead." That motto reflects a determination to define a goal, and then to work to achieve it. Whenever we undertake anything, we need to stop and ask ourselves, "Why am I doing this?" "What do I expect to get out of it?" "What is my goal?"

A number of years ago my wife and I met Richard Nixon. She was talking with President Nixon, and said to him that I was a friend of his son-in-law, Ed Cox. She explained to Nixon that Eddie and I had played tennis together as kids. "Do you play tennis?" Nixon asked her. "Well," she replied, "I do, but I'm not any good." "Give it up!" the President replied.

Do you agree with Nixon? Should we only participate in those things in which we are able to excel? Why do we participate? What is good enough? What is the goal?

One reason that we set goals for ourselves is out of personal pride. When we work hard at anything we have the satisfaction of what we have done, whether it is raking a yard, writing a paper, or learning to dribble. Our personal pride is not a reflection of how good our work necessarily is compared with others (the paper may not be the best in the class, we may not be the best dribbler on the team) but of the progress and effort we have made. Somehow it vitally important to our own sense of self that each of us not settle for the so-so, the half effort, or the lackadaisical. When we do that we cannot hold our heads up, because we know we have betrayed ourselves by not giving our best.

The second reason we set goals for ourselves is out of respect for the team. When we join a team we make a commitment to our teammates. This is not necessarily acknowledged, but it is understood. This is why it is important for everyone to be on time for practice, to encourage one another, and to take responsibility for our time with the team. The team commits to doing its best to win. In order for the team to reach its full potential each member must work to achieve his or her full potential. If a person misses practice, the team suffers. Equally, if a person makes no effort to improve, the team suffers.

The third reason that we set goals for ourselves is so that we will create a positive image for our family and those who see us. Whenever a person sees another making a special effort, it is inspiring. We are judged by those who are our teammates, by those who are family, friends, and even by those who only see us as players. Our reputation, that of our family, and of the team is built by the character we exhibit day in and day out, in practice and in games.

Questions for reflection:

1. What would Davy Crockett say about goal setting in sports?
2. What would you have said to President Nixon?
3. Have you ever felt like you did not do your best? Discuss.
4. Do you agree that you have a responsibility to the team? To your family and others?
5. Have you ever been inspired by the effort of another? Discuss.

Lesson 2: Group Exercise - Goal-setting

Due to time constraints, you may choose to do this activity all in one day, or spread out across three consecutive days.

Day 1

1) Share the following quote by Michael Jordan: "Part of this commitment is taking responsibility. That's not to say there aren't obstacles or distractions. If you're trying to achieve,

there will be roadblocks. I've had them; everybody has had them. But obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it or work around it."

Optional: Discuss the quote in depth – what does it mean to take responsibility? What roadblocks might you encounter?

2) A goal is a specific, identified action or event you desire to attain or achieve. Discuss what goals are and how they help us get to where we want to be in all aspects of our life.

Day 2

3) (Briefly review the discussion from yesterday) Have each player write out three areas that they intend to improve through the season (including possibly their strength). They should also list the amount of time they plan to devote each day and what drills/activities they will use to reach their goals. Collect the papers for use the next day.

Day 3

Hand back the goal sheets to each player and ask them the following questions:

- Is your goal reasonable and realistic? (The goals must have a chance of succeeding.)
- Are your goals stated in a positive way? (Set goals in a positive way by saying "I will," not "I can't.")
- Are the goals long- or short-range? - You must first set short-range goals before you can establish long-term ones. Allow the team time to make changes if needed.
- Now review some of the rules of your sport.

Optional – allow time for the team to discuss their goals with a partner or in small groups.

4) Collect the sheets so that you may make a copy to keep yourself. Throughout the season, check-in with the players with their goal sheets, modifying them if needed, or creating new goals as previous ones are achieved.

Learning Points :

1) "A dream is something you think about. A goal is something you are willing to work toward achieving. A dream becomes a goal when you start to make it come true." (Kramer, 1992)

2) "Goal-setting is a positive character trait. ...Of course, one must make a commitment to achieving goals. Ideally goals will be established either by the athlete herself or by the coach and the athlete together. ...Charting of goals that are measurable and clear is a critical part of providing athletes with a program of mastery experiences." (Thompson, 1995)

3) Stress responsibility as "ownership." Players who have ownership in their team take responsibility for being ready to play.

4) Talk about setting realistic short-term goals as it is important that players not only learn how to set goals, but to learn the positive feeling they receive from meeting those goals.

5) Point out the need for not only performance-based goals, but lifestyle goals which lead you through life's journey.

Lesson 3: Role Play

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

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

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

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

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

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

Learning Points :

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

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

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

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

Lesson 4: Fables - The Boy and the Nettles

1) Gather the team and share the following fable:

A boy was stung by a nettle. He ran home and told his mother, saying, "Although it hurts me very much, I only touched it gently." "That was just why it stung you," said his mother. "The next time you touch a nettle, grasp it boldly, and it will be soft as silk to your hand, and not in the least hurt you."

2) Discuss the story, focusing on the moral. The moral of this story is "Whatever you do, do with all your might." Excellence is giving your best to any task you do or any relationships you have.

When you practice excellence, you are trying to be the best that you can be. How does this relate to your team?

Learning Points:

- 1) Stress responsibility as “ownership.” Players who have ownership in their team take responsibility for being ready to play.
- 2) Talk about setting realistic short-term goals as it is important that players not only learn how to set goals, but to learn the positive feeling they receive from meeting those goals.
- 3) Point out the need for not only performance-based goals, but lifestyle goals which lead you through life’s journey.

Lesson 5: Snap Debate

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 team’s 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.

Lesson 6: Group Exercise - You Have the Potential

- 1) On a sheet of paper, have each player write one thing they do well, and one thing they would like to do better in this sport.
- 2) Share the following quote by Henry Ford: “Whether you think you can, or think you can’t, you’re right.”

Optional: take time to discuss the Henry Ford quote in depth.

3) Let the team know that everyone in the room has potential – the ability is there. Everyone has what it takes to succeed. Potential is the capacity existing in all people based on inherited ability, training and inner motivation. Ask the team the following: Would you learn to play a concerto on the piano for \$10 million dollars? Would you get all “A’s” for \$30 million dollars? If the answer is yes, then it is not your ability holding you back, it is your attitude, your motivation.

4) Look at the list of things you would like to do better – Why haven’t you pursued these goals that you desire? What causes you to perform at a level “lower” than your recognized potential? (Possible answers include adults/parents, friends, negative attitudes, lack of motivation, higher priority needs, etc.)

Optional: Discuss self-discipline – the disciplining or controlling of oneself, one’s desires, actions, habits, etc. – and how it affects your team.

5) Performance depends on what individuals do with their natural abilities, knowledge and inner desire and motivation. Discuss the statement “It’s not what I have, it’s what I do with what I have that determines my performance.” If possible, share an example from your own experience that is pertinent and of interest to the team.

6) Return, once again, to the one thing each player wrote they would like to do better. Have each player come up with one way they can begin to work toward each goal.

Learning Points:

- 1) Vidal Sassoon said, “The only place where success comes before work is in the dictionary.”
- 2) Emphasize the need to focus and work hard during drills.
- 3) Stress the importance of mastering the fundamentals of your sport.

Lesson 7: True story - Jim Abbott

Share and discuss the following story with your team:

Admittedly nervous, Jim Abbott came to the California Angels' spring training camp in Mesa, Arizona, in March 1989. He was only 21 years old, straight out of college. And he had never faced big-league hitters before. But he welcomed the challenge because life for him has always been an extra challenge. Abbott was born without a right hand. As a child growing up in Flint, Michigan, Abbott learned to play baseball the same way many kids do: playing catch with his father in the backyard. Yet kids can be cruel. Many made jokes about his birth defect, calling him nicknames like "Stub." But the jokes and nicknames didn't last long.

Abbott became the best in the neighborhood - in all sports. "He was going to show everybody," said Mike Abbott, his father. Mr. Abbott watched his son spend countless hours throwing a ball against a brick wall and then mastering a technique to throw and catch. When he threw, the stub of his right hand would be stuck in the pocket of his glove. Then he'd move his left hand into the glove and make the catch. Next, tucking the glove under his right arm and, with the ball in his left hand, he'd be ready to throw again.

Jim's athletic spirit and left arm developed quickly. In his debut as a high-school quarterback at Flint Central, he threw four touchdown passes and led his team to the state semifinals. But baseball was his favorite sport. Jim continued to work at overcoming his handicap. He taught himself to hit, gripping the bat with his left hand and steadying it with his right forearm. He batted .427 in his senior year. And his pitching motion and glove switching became fluid, almost like a magician's sleight of hand.

Abbott attended the University of Michigan, where he won 26 games and lost only eight in three seasons. Then he pitched the U.S. team to the baseball gold medal at the 1988 Olympic Games in Seoul, Korea. For his performances in '88, he received the Sullivan Award as the nation's most outstanding amateur athlete.

But the Angels' selection of Abbott as the eighth choice in the draft raised many eyebrows. People said politely that they admired Abbott's courage, but a one-handed pitcher could never survive against major league competition. "I never thought of it as a handicap," Abbott said. "If people wouldn't keep reminding me, I'd never think about it." In 1989, he answered all the nay-sayers. The promising southpaw became a regular member of the Angels' starting rotation and won 12 games. He lost 12. He posted a 3.92 earned-run average, largely with a two-pitch repertoire - a fastball that gets up to 93 miles an hour and a slider. "It was a tough year. It was a long year. But it was a great year," Abbott said of his first major-league season, in which he became the most closely watched and celebrated rookie in many years.

(Written by Phyllis and Zander Hollander in *More Amazing But True Sports Stories*, 1990)

Learning Points:

- 1) "A dream is something you think about. A goal is something you are willing to work toward achieving. A dream becomes a goal when you start to make it come true." (Kramer, 1992)
- 2) Talk about setting realistic short-term goals as it is important that players not only learn how to set goals, but to learn the positive feeling they receive from meeting those goals.
- 3) Point out the need for not only performance-based goals, but lifestyle goals, which lead you through life's journey.

Supporting Quotes:

"We are what we repeatedly do. Excellence, then, is not an act, but a habit." - Aristotle

"The only place where success comes before work is in the dictionary." - Vidal Sassoon

"The will to win is important, but the will to prepare is vital." - Joe Paterno

"I tried to convince my players that they could never be truly successful or attain peace of mind unless they had the self-satisfaction of knowing they had done their best. Although I wanted them to work to win, I tried to convince them they had always won when they had done their best." - John Wooden

"Goals achieved with little effort are seldom appreciated and give no personal satisfaction." - John Wooden

"I don't think it makes sense to strive for perfection. Perfection is not attainable. I believe totally in striving for excellence, and I think there is a great deal of difference between the two. Although we strive for excellence, we set sensible goals because one of the most frustrating things in the world is to set our goals so high that we have no chance of reaching them." - Bart Starr

"I was out there to play and give it all I had. I looked at it like 'I'm doing my best.' If I got a hit, fine. I always felt good that I had given my best." - Joe DiMaggio

"Whether you think you can, or can't, you're right." - Henry Ford

"A dream is something you think about. A goal is something you are willing to work toward achieving. A dream becomes a goal when you start to make it come true." (Kramer, 1992)

"I'm a great believer in luck, and I find the harder I work, the more I have of it." Thomas Jefferson

"There is no point at which you can say 'Well, I'm successful. I might as well take a nap.'" Carrie Fisher

"Defeat is not the worst of failures. Not to have tried is the true failure." George E. Wood

"It is better to shoot for the stars and miss than aim for the gutter and hit it." Anonymous

"It is the fight alone that pleases us, not the victory." Blaise Pascal

"Many a man has finally succeeded only because he has failed after repeated efforts. If he had never met defeat he would never have known any great victory." Orison Swett Marden

"Only those who dare to fail greatly can ever achieve greatly." Robert F. Kennedy

"The cheerful loser is the winner." Elbert Hubbard

"Success is peace of mind, which is a direct result of self-satisfaction in knowing you did your best to become the best you are capable of becoming." - John Wooden

"The healthiest competition occurs when average people win by putting in above-average effort." -General Colin Powell

"You miss 100% of the shots you never take." Wayne Gretzky

"Leaders aren't born, they are made. And they are made just like anything else, through hard work. And that's the price we'll have to pay to achieve that goal, or any goal." - Vince Lombardi

"It's not whether you get knocked down; it's whether you get up." - Vince Lombardi

"I have always felt that although someone may defeat me, and I strike out in a ball game, the pitcher on the particular day was the best player. But I know when I see him again, I'm going to be ready for his curve ball. Failure is a part of success. There is no such thing as a bed of roses all your life. But failure will never stand in the way of success if you learn from it." - Hank Aaron

"Our greatest glory is not in never falling, but in rising every time we fall." - Confucius

“Obstacles are those frightful things you see when you take your eyes off your goal.” - Henry Ford

“Experience shows that success is due less to ability than to zeal. The winner is he who gives himself to his work, body and soul.” - Charles Buxton

“Never mind what others do; do better than yourself, beat your own record from day to day, and you are a success.” - William J.H. Boetcker

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

Commentary

The athlete must always play fair, recognizing that one's own integrity and the respect of others is more important than winning any game. To gain the respect and the admiration of others for the way in which one competes is itself an admirable goal. Obviously, this would exclude using any form of illegal drug or steroid.

Questions for discussion

1. Have you ever played against anyone whom you thought cheated? How did you feel about them?

It is important to focus on the feelings (anger, frustration, disappointment, etc.). Is this the kind of person you would want for a friend? Or, to marry your brother or sister?

2. If you cheated, do you think you would feel good about winning?

It is important to focus on the fact that you wouldn't feel the same as if you had won fairly, that there would be a bad feeling in your stomach, even if others didn't know.

3. What's the difference between cheating and "playing dirty?" What constitutes "playing dirty" in your sport?

It is important to recognize that there are "lines" in all sports that can be crossed or not crossed. It is good to have a healthy conversation about where those lines are in your sport, and to recognize that different people will have different views on where those lines are.

4. "When the One Great Scorer comes to mark beside your name, He writes not whether you won or lost, but how you played the game." Those are the famous words of Grantland Rice, a sportswriter who lived at the first part of this century. Do you agree?

This points to the foundation of all competition: the sheer pleasure of sport for sport's sake. Competition should be seen a value in itself, for the playing of the game, the exhibition of one's skills, and the working together as a team, all have inherent value. So, in a profound sense, one always wins by competing to the best of one's ability regardless of the outcome. Would you rather play your best and lose, or play poorly and win? Can you make a case for both sides of that question?

Lesson 1: Essay - When I was a kid

When I was a kid we all cheated from time to time. In card games we would try to see the other person's hand; in board games we would try to steal money from the bank; in tennis we would call a ball out that was just barely in. We did this, of course, because we wanted to win, and we didn't think a little cheating was that big a deal. One of the worst things that could happen, of course, would be to get caught, and to then be called a "cheater."

As I grew up I came to understand that if I moved my golf ball - just a few inches - (but from out behind a tree) I would not so much be cheating my opponent as I would myself. Whatever score I would make would not be the truth. There could be no integrity to my score.

The same thing is true in any sport. Rules provide integrity to the game. It is the rules that define the game and guarantee fairness. To violate the rules is to violate the integrity of the game. If we do not play by the rules then have we really won anything? For example, if a pitcher puts Vaseline on a baseball, which makes it virtually unhittable, in order to win the final game of the World Series, has that team really proven that it is the best?

There are, of course, many games in which rules violation are commonplace - offside in football or soccer, fouls in basketball, foot faults in tennis, the list is endless. That is not what we are thinking about. Rules infractions are to be expected in most sports, and occur as a natural part of the game. What we are talking about is an intentional effort to violate the rules in a way that gives a player or a team an unfair advantage.

Finally, there is another reason to compete within the rules. Our opponent assumes that we will. There is integrity in the relationship between opponents. If one person cheats, they violate the trust that has been given them by the other. If we violate that trust, then our opponent will lose respect for us, and our reputation will be damaged.

Questions for reflection:

1. Have you known anyone, or a team, that you thought intentionally broke the rules?
2. What did you think about the individual or the team?
3. What is a common way in your sport to break the rules and gain an unfair advantage?
4. Would you rather win without integrity or lose with integrity?

Lesson 2: Group Exercise - No rules

Due to time constraints, you may choose to do this activity all in one day, or spread out across two consecutive days.

Day 1

1) Gather the team together and set the equipment needed for your sport down in the middle of the space. Explain that they have a few minutes to scrimmage, but they must play without following any of the rules - i.e. you can use your hands in soccer or you don't have to dribble in basketball. Then let them loose to play. Be sure to allow enough time for the players to actually get frustrated, even quit playing.

2) After a few minutes of play, stop and evaluate how the game was played and the need for rules.

3) Now review the rules for your specific sport.

Day 2

4) Bring the team back together and discuss the need for rules. Discuss how the team felt playing with rules or without and what rules are difficult to keep (For example – fouling in basketball, foot faults in tennis, not using your hands in soccer.)

Optional – Discuss recent rule changes in your sport or controversial rules that exist in your sport and the temptation to break a rule in order to get back at someone when you're mad, i.e. illegal hits, etc.

5) Ask the team how they would change the rules or what rules they would like changed.

Learning Points:

1) “Even if children play the same game by the same rules again and again, it will be different each time they play it, thanks to the ongoing individuality of the players, the time-and-space situation of the moment, and blind fate.” (Maguire, 1990)

2) Use rules specific to your sport when bringing up examples to discuss. For example: In football when catching a pass near a sideline, both of your feet must come down inbounds for it to become a legal catch. If you perfect your pass catching technique you will be able to execute at a higher level.

In basketball when dribbling the ball, you may not “carry the ball” as you dribble. You must have the proper technique, again learned through practicing, that will enable you to become a better basketball player.

3) Try to teach your players that the rules of their sport may actually assist them in becoming better athletes.

4) Point out specific rules that relate to sportsmanship.

5) Discuss the need for rules to avoid chaos.

Lesson 3: Role Play

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

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

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

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

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

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

Learning Points:

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

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

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

Lesson 4: Fables - The Two Frogs

1) Gather the team and share the following fable:

Two frogs lived together in a marsh. But one hot summer the marsh dried up, and they left it to look for another place to live for frogs like damp places if they can get them. They came to a deep well and one of them looked down into it, and said to the other, "This looks like a nice cool place. Let us jump in and settle here." But the other, who had a wiser head on his shoulders, replied, "Not so fast, my friend. Supposing this well dried up like the marsh, how should we get out again?"

2) Discuss the story, focusing on the moral. The moral of this story is "Consider the consequences of your actions." Consideration can take on many meanings – related to this fable, it means thinking about how your actions will affect yourself and others. In a broader sense, it is having regard for other people and their feelings, doing things in a way that benefits others, as well as yourself. How does this relate to your team?

Learning Points:

1) Try to teach your players that the rules of their sport may actually assist them in becoming better athletes.

2) Point out specific rules that relate to sportsmanship.

3) Discuss the need for rules to avoid chaos.

Lesson 5: Snap Debate

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:

- 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.

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.

Lesson 6: Group Exercise - On the Line

1) Ask the team to stand up as you describe an imaginary line across the center of the room - a "continuum." Identify the two positions at either end of the line as 'strongly agree' and 'strongly disagree.' State that the middle position is for those who are 'moderates.'

2) Ask the team to stand on the line according to the following statements: “I would be willing to break a rule if no one knew and it didn’t matter.” Then, “..if it would help me look a little better and didn’t hurt anything.” “...if it would help the team win a game.” “...team win a league championship.” “...team win a state championship.” “...team win a national championship.” “...team win a world championship.”

3) Stop at any time once everyone is on the line for a specific statement, and have the ones near each other discuss why they are at that spot. Then pick one representative from each area of the line to report to the rest of the team.

4) Gather the team together and discuss “why does ABW have as a part of its Code for Living, I will compete within the rules of my sport?”

Optional: Discuss any of the following: Why is making your opinion public sometimes important? Why is recognizing individual opinions important? Why is it important to consider other people’s opinions? Why might you not want to "take a stand" on a topic? How did you feel about publicly taking a stand? Why might you have been tempted to change your position after you looked around you?

Learning Points:

1) Harold Schoenberg said, “Anybody who gets away with something will come back to get away with a little bit more.”

2) Use rules specific to your sport when bringing up examples to discuss.

For example: In football when catching a pass near a sideline, both of your feet must come down inbounds for it to become a legal catch. If you perfect your pass catching technique you will be able to execute at a higher level.

In basketball when dribbling the ball, you may not “carry the ball” as you dribble. You must have the proper technique, again learned through practicing, that will enable you to become a better basketball player.

3) Try to teach your players that the rules of their sport may actually assist them in becoming better athletes.

4) Point out specific rules that relate to sportsmanship.

5) Discuss the need for rules to avoid chaos.

Lesson 7: True story - Boris Onischenko

1) Share and discuss the following story:

The Soviet Union's Boris Onischenko had been a silver medallist in the modern pentathlon at the 1972 Olympic Games in Munich, West Germany. He was a leading contender for honors again at the 1976 Olympics in Montreal. Dueling in the fencing event, his opponent, England's Jeremy Fox, jumped back without being touched. But Onischenko's epee (sword) registered a hit. Fox protested and following an investigation, Onischenko was disqualified. The officials detected a bugging device in his epee - a button hidden in the handle which, when pressed, set off the electronic signal indicating a hit. As a result, Onischenko not only lost his chance for a medal, he came home to a cool reception in the former USSR. He was given a lesser job and he was ousted from the athletic clubs where he'd trained over the years.

(Written by Phyllis and Zander Hollander in *More Amazing But True Sports Stories*, 1990)

Learning Points:

1) Try to teach your players that the rules of their sport may actually assist them in becoming better athletes.

2) Point out specific rules that relate to sportsmanship.

3) Discuss the need for rules to avoid chaos.

Supporting Quotes:

“Anybody who gets away with something will come back to get away with a little bit more.” - Harold Schoenberg

"We who coach have great influence on the lives of all the young men who come under our supervision, and the lives we lead will play an important role in their future. It is essential that we regard this as a sacred trust and set the example that we know is right. We must try to prevent the pressures for winning scores from causing us to swerve from moral principles." - John Wooden

"If you keep too busy learning the tricks of the trade, you may never learn the trade." - John Wooden

"Men do not stumble over mountains, but over molehills." - Confucius

"Character may be manifested in the great moments, but it is made in the small ones." Phillip Brooks

"We didn't lose the game; we just ran out of time." Vince Lombardi

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.

Commentary

Athletes, coaches and fans have the opportunity to set a high moral standard in their treatment of others. The individual's words and actions either while competing or while watching a sport demonstrate this. It means that no one should resort to name calling or any form of abusive speech no matter how angry, how frustrated, or even how wronged they may have been. ABW seeks to raise the standard of behavior of all.

Questions for discussion:

1. What do we mean by the "dignity of every person?"

We mean that every single person is a member of the human family. We may behave differently, have different gifts and levels of intelligence, but everyone has been created with the dignity and worth of being human. We must never believe that we are inherently superior to another.

2. Has anyone ever called you a name? How did it feel?

Everyone has had the experience of being called a name. Would anyone be willing to share a time when they were called a name and it really hurt them?

3. Have you ever thought about how it feels to another player when someone calls them a name, or says something mean about the way they play, or in any way ridicules them? What about officials?

We sometimes think that the bigger the event the more impersonal it becomes, and the more freedom we have to say whatever we want to say. In other words, do you ever hear people yell things in stadiums that they would not say to the person if they were alone with them? Do we behave differently in a crowd than alone? Why is this? Does it make it right?

4. What do you think about booing, either a player or an official?

Booing is inappropriate behavior because it does not show respect for the other person. There are appropriate and inappropriate ways to register our disagreement with anything. Booing, cursing, taunting, ridiculing and the like are always inappropriate.

Lesson 1: Essay - Teasing, Trash-talking, Taunting, and Cursing: Where do you draw the line?

There are few aspects of competition more fun than the light and good-natured verbal game that often accompanies sport of every kind. Coaches and athletes may argue about whether the game is 90% mental or 50% mental or some other percentage. Whatever it is, everyone agrees that the mind is a significant part of any competition. It is inevitable that various psychological tactics and mind games are a part of sport itself. Everyone engages in one kind of verbal game or another, and for many, the verbal and mental game is as much fun as the sport itself. Even chess players engage in mind games by arguing about such things as the lighting, the arrangement of the room, and so on.

When does good-natured teasing cross over the line into unacceptable behavior? We all remember the Golden Rule: “Do unto others as you would have them do unto you.” The converse is equally important here: Do not say or do something that you would not want someone to say or do to you. Obviously, this is a value judgement, which means that there is no one correct answer that will fit all situations. However, Athletes for a Better World does believe that there are some guidelines and principles by which we should all try to live. They are as follows:

Our goal is to raise the standard of sport, not to lower it, or even to keep it where it is. The question one should ask is: how can I elevate the level of sport by my verbal tactics?

1. If we think something is appropriate, but our opponent doesn't, we should follow that higher standard, not try to bring the other person down to our level. We should remember that it is most tempting to push the verbal game too far when we are losing or winning.
2. Good-natured teasing is just that, good-natured. If it becomes hostile, it is inappropriate. It is important to know when to stop and to have the strength to do so.
3. Cursing and taunting are always inappropriate. Racist or sexist comments are also always inappropriate.
4. Some questions to think about:
 - Would I say this in front of my grandparent?
 - Would I like to have this shown on television?
 - Would I like someone to say this to me?
5. Listen for when the tone begins to change. It's probably time to take a deep breath and lighten up. Someone has to be the leader in this case. Learning limits is a sign of maturity and growth.
6. It is important to realize that taunting and ugly trash talking is never just between two players. Your opponent will later talk about you to teammates. Teammates talk to coaches and friends. In other words, everyone talks to everyone including the media. Who we are and what our personal reputation is begin with how we compete against others. Nothing is ever said or kept in isolation.

Finally, many of us growing up were taught the words “Sticks and stones can break your bones, but words can never hurt you.” This is true at one level, but profoundly not true at another. Words do matter. Athletes for a Better World is committed to making a difference in the words we use before, during and after competition.

Questions for reflection:

1. How do you feel about trash-talking?
2. When does teasing become negative and hostile?
3. What is the most difficult part of this whole issue for you?
4. What can you do about it?
5. Why is it that in a crowd in a stadium we may yell something that we would not say if we were the only one present?

Lesson 2: Group Exercise - A Funeral for Put-downs

- 1) Give each player a slip of paper and a pencil on which to write a hurtful put- down remark or behavior they never want to see or hear again.
- 2) Have each player put their slips into a community box and ask 2-3 members to take turns reading the slips to the rest of the team.
- 3) Take the team outside to either burn the slips in a metal wastebasket, bury them, or throw them into a dumpster. Invite statements of “good-bye to the put-downs.” Encourage use of words that are friendly, supportive, helpful, favorable, etc.
- 4) Discuss the following: Why is it important to “burn, bury or trash” the put-downs? What can you do to keep those put-downs buried? How did it feel to burn or bury the put-downs? What can the team can do to help each other keep the painful statements dead?

Optional – Discuss differences in opinions, i.e. what may be considered a put-down by one person, may not by another. Discuss the issue of Native Americans mascots used by sports teams. Examples are: “Braves”, “Redskins”, and “Chiefs”.

Learning Points:

- 1) Put-down remarks are a basic form of communication among children and adults themselves; at times they are even used in families to convey affection: you goof-off, you jerk, you crazy kid. Though off-hand and flippant, they not only damage self-esteem but also undermine the level of trust within a team. A positive climate cannot develop unless you, the facilitator, challenge your team to prohibit put-down remarks and encourage them to exchange statements of appreciation.
- 2) Eleanor Roosevelt said, “No one can make you feel inferior without your consent.”
- 3) Discuss how respect for opposing players will better prepare you for a game.

4) Detail the importance of good sportsmanship and how that relates to a player's development as an athlete. For example, two players of equal ability are vying for a college scholarship – what could make a coach choose one player over the other?

5) Remember the Golden Rule: “Do unto others as you would have them do unto you.”

Lesson 3: Role Play

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

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

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

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

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

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

Learning Points:

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

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

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

Lesson 4: Fables-The Eagle and the Fox

1) Gather the team and share the following fable:

An eagle and a fox formed an intimate friendship and decided to live near each other. The eagle built her nest in the branches of a tall tree, while the fox crept into the underwood and there produced her young. Not long after they had agreed upon this plan, the eagle, being in want of provision for her young ones, swooped down while the fox was out, seized upon one of the little cubs, and feasted herself and her brood. The fox on her return, discovered what had happened, but was less grieved for the death of her young than for her inability to avenge them. A just retribution, however, quickly fell upon the eagle. While hovering near an altar, on which some villagers were sacrificing a goat, she suddenly seized a piece of the flesh and carried it along with a burning cinder, to her nest. A strong breeze soon fanned the spark into a flame, and the eaglets,

as yet unfledged and helpless, were roasted in their nest and dropped down dead at the bottom of the tree. There, in sight of the eagle, the fox gobbled them up.

2) Discuss the story, focusing on the moral. The moral of this story is “Do unto others as you would have them do unto you.” It’s about respect – of honoring people and caring about their rights. Being respectful makes people feel valued. How does this relate to your team?

Learning Points:

- 1) Discuss how respect for opposing players will better prepare you for a game.
- 2) Detail the importance of good sportsmanship and how that relates to a player’s development as an athlete. For example, two players of equal ability are vying for a college scholarship – what could make a coach choose one player over the other?
- 3) What's the difference between "Do to others as you would have them do to you," and "Do not do to others what you do not want them to do to you?"

Lesson 5: Snap Debate

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:

- 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.
- Booing and trash talking are okay, they’re just 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.

Lesson 6: Circle Up

1) Have the team sit on the floor in a circle. Using a ball, one specific to your sport if appropriate, lead a discussion on sport topics. The person with the ball gets to speak to the team, then the ball is tossed around to someone new. Introduce a theme on which all have to speak, related to respect in sports – i.e. Latrell Sprewell choking his coach, Roberto Alomar spitting on an umpire, Robert Horry throwing a towel at his coach during a game, etc. You may also ask about what the players think about a recent incident locally or nationally or something they saw in a game. Find out not only what they think, but also how they try to control themselves.

2) Discuss which professional athletes your team members respect (or not) and why.

Optional: Discuss the concept of respect and how it relates to your team. Respect is defined as to feel or show honor or esteem for; to hold in high regard.

Learning Points:

1) Play fairly regularly to emphasize team solidarity. Let important issues arise.

2) Discuss how respect for opposing players will better prepare you for a game.

3) Detail the importance of good sportsmanship and how that relates to a player's development as an athlete. For example, two players of equal ability are vying for a college scholarship – what could make a coach choose one player over the other?

4) This exercise may be used for hearing from each player quickly and will build team unity.

Lesson 7: True story-Grant Hill

1) Share and discuss the following passage by Grant Hill with your team:

For the most part, I have a good rapport with people in my profession. I get along with teammates, most opponents, and fans. The formula is simple. Treat others with the respect you would like for yourself. Reporters have a job to do, so I set aside time for them. A coach, like your boss, needs to be heard and heeded.

When I dunk, I don't point my finger, or get in someone's face. I guess this makes me different from a lot of guys in the NBA, but I've never derived pleasure from making someone else feel bad or angry. That probably goes back to wanting to be everyone's friend. When the game's over, I don't want guys on the other team to hate me. Don't get me wrong. I enjoy beating a guy to the ball, or dunking on him. And I'm excited when I do. I may even pump my fist. That's a celebration of my success, and my team's success.

This game is about competition, match-ups, and winning all the little wars. When I step out there, I want badly to beat you. But I don't have to put you down to do it. Promoting myself at the expense of others is the same as pointing a finger after a dunk. That's not me, and it's not what this book is about. I'd like to see respect come back in vogue in the NBA, but the only way to do that is through example. Try to tell someone to do something, the knee-jerk reaction will likely be, "Who does he think he is?" Lead by example, and you've got a better chance. You can be a competitor, a gamer, a winner, and you can show some respect too.

(Written by Grant Hill in *Change the Game*, 1996)

Learning Points:

- 1) Discuss how respect for opposing players will better prepare you for a game.
- 2) Detail the importance of good sportsmanship and how that relates to a player's development as an athlete. For example, two players of equal ability are vying for a college scholarship – what could make a coach choose one player over the other?
- 3) What is the difference between “Do to others as you would have them do to you,” and “Do not do to others what you would not like them to do to you?”

Supporting Quotes

“Treat people as if they were what they ought to be and you help them to become what they are capable of being.” - Johann Wolfgang von Goethe

"It's pretty hard to expect a boy not to do something that he knows you do. I always tried to live the life I wanted them to follow." - John Wooden

"By inflection you can say much more than your words do." - Malcolm S. Forbes

"The other person is a person, just as I am." Albert Switzer

"No one can make you feel inferior without your consent." Eleanor Roosevelt

"The true measure of a man is how he treats someone who can do him no good."

"Talent develops in tranquility, character in the full current of human life." Johann Wolfgang von Goethe

“One man practicing sportsmanship is far better than a hundred teaching it.” - Knute Rockne

“Continuous effort, not strength or intelligence, is the key to unlocking our potential.” - Liane Cordes

"It's important that people know what you stand for--and what you won't stand for." - Mary Waldrip

Section 3: As a member of a team...

I will place team goals ahead of personal goals.

Commentary

This encourages sacrifice and selflessness instead of selfishness and self-centeredness. It reminds the athlete that the team goal of winning is the important goal, not one's own glory, and that it is through cooperation and teamwork that that goal is best accomplished.

Questions for discussion:

1. Have you ever played with a person who was more interested in how they were doing than how the team was doing?

Try to get feelings about that: anger, disappointment, betrayal, frustration, helplessness...Ask if they have ever been more interested in how they were doing, than the team.

2. Have you ever been a part of a team where everyone worked for the good of the team? If not, can you imagine what that would be like?

One of the great experiences of sport is to play "as a team." When the team comes together as one, it is a great experience because each person realizes values the contribution of the other and knows that each is an important part of the whole.

3. When would it be all right to place a personal goal ahead of a team goal?

If the game is clearly lost, or clearly won, and a player has the opportunity for a personal goal, then the team may wish to help that player achieve it. Notice that the personal goal actually becomes the team's goal.

Lesson 1: Essay - Let's be honest

"I will place team goals ahead of personal goals." This is not a natural thing to do. We must admit that up front. Everything in this country that we see or read or hear about tells us that the glory comes from being a "star." To be a part of the culture is to know that what matters to the media is personal statistics. It is difficult not to be swept away by this. This is why it is important to be honest about this at the beginning.

Equally, it is clear when we look at team sports, that while the media always focuses on individuals, teams win team sports. Not individuals. Michael Jordan didn't win in Chicago until they got a strong team to be with him. No matter which sport one looks at, it is invariably the team that plays best as a team that wins championships.

There are many reasons why athletes often put themselves ahead of the team. Some of the reasons are:

1. The need to try to impress the coach, so the individual will be given a chance to play, or play more.
2. Selfishness. The player simply cares more about looking good personally than winning.

3. The need for the high school or college athlete to put up some "numbers," so they may get a college scholarship or a job.
4. The fact that the athlete or coach has grown up in the culture of "stars," has given lip service to the idea of team play, but has not bought in at a significant level.

Often unnoticed immeasurable and intangible things make a team successful. Sacrifice, hustle, selflessness, and all the other ingredients of teamwork should be noticed and rewarded.

Questions for reflection:

1. Do you agree that the media focuses on "stars" rather than teamwork?
2. When are you tempted to put yourself ahead of the good of the team?
3. In what ways do you think your team puts team goals ahead of personal goals?
4. In what ways do you think that it doesn't?

Lesson 2: Group Exercise - Take the whole bag?

1) Share the following quote by Magic Johnson: "Ask not what your teammates can do for you. Ask what you can do for your teammates."

Optional: Take some time to discuss the quote in depth.

2) Present the following situation to the team: "If I give you a choice between one, single M&M and one bag of M&M's, asking nothing in return, you will take the whole bag gladly. What if I throw in the following catch? I will make this offer to everyone in the room. If more than 20% of those in the room choose the whole bag, nobody gets anything. If 80% or more chose the one single M&M, then each person gets exactly what he asked for. Now, if you think that almost everyone will choose the sure-bet single M&M, then taking the whole bag is still the way to go. After all, your decision by itself won't really change the outcome. If it's going to be less than 20% anyway, then you can get a whole bag of M&M's without affecting anyone else's chances. I'm sure in the new spirit of cooperation you all will now pick the single M&M. I certainly would. Of course, if everyone else is going for the single M&M, maybe I'll..."

3) Each player is given a slip of paper to write his anonymous request for his share of the M&M's. The papers are collected and tallied according to the responses.

4) Share the responses and discuss the outcome. Pass out M&M's at the end of practice.

Optional – Discuss the following quote: "Whenever a new group assembles, there is a sorting out process that it must go through before it can become a team that works together toward a common goal. There are four general requirements that must be satisfied in the minds of your players before they can begin to work together as a team to accomplish the group goals of playing as well as they can and winning. They are acceptance by the group, feeling that one has adequate influence within the group, having an identity in the group, and believing that the individual will win if the group wins." (Thompson, 1995)

Learning points:

- 1) “Team sports, such as soccer, help to teach a child and young person how to work with others and sacrifice self-promotion for the sake of the team’s needs.” (Barnes, 1997)
- 2) “Teams break when they don’t have a goal or the goals aren’t clearly defined by the leaders. Goals have to be firmly entrenched, otherwise people begin to operate as individual entrepreneurs in a system that really needs cooperative work.” (Dr. Lew Richfield)

Lesson 3: Role Play

1) Prepare index cards that contain situations that may be confronting the players related to the following quote: I will place team goals ahead of personal goals. For example:

- You find yourself exaggerating about how well you did in a game to impress your friends.
- One player on your team is a “ball hog.”
- Others constantly single out one player as the star.

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

- 2) Give the group/s 2-3 minutes to plan how to role-play the situation card/s, and invite them to present their role-plays.
- 3) Re-introduce the topic, outline the main concepts or ideas brought about by the role-play and discuss those issues.

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

Learning Points:

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

Lesson 4: Fables - The Bundle of Sticks

1) Gather the team and share the following fable:

Once there was an elderly farmer with many sons, who were always fighting and quarreling among themselves. He reasoned with them; he reproached them. But still they quarreled. One day he called his sons together. Before him lay a bundle of sticks tied together. He commanded each son to take up the bundle of sticks and break it in two. Each son tried and each one failed. Then the father untied the bundle and gave them the sticks to break one by one. They did this

with ease. “My sons,” said the father, “by this example you can see that there is strength in being together. But once you quarrel and are separated, you are easily destroyed.”

2) Discuss the story, focusing on the moral. The moral of this story is “In unity there is strength.” The word unity implies the oneness, as in spirit, aims, interests feelings, etc. of that which is made-up of diverse elements or individuals. When people stand alone or with just part of the total group, they have only a small part of the strength that is possible when they stand together. How does this relate to your team?

Learning Points:

- 1) It is possible to achieve personal goals while totally dedicating yourself to the team goals.
- 2) A real athlete never has a hidden agenda.

Lesson 5: Snap Debate

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.

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:

- 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.

Lesson 6: Group Exercise - Standing Together

1) Break the team into smaller groups of four. Have each group of four sit in a circle, grasping the arms or hands of the people next to them. The group must then attempt to collectively stand up. Some groups may sit facing each other, others may choose to sit with their backs to each other. Let them experiment.

Optional: Use a larger group of people, grabbing the hands of people not next to one another.

2) Discuss how they felt trying to stand up.

3) Discuss the word faithful and how it relates to your team. The word faithful implies continued, steadfast adherence to a person or thing to which one is bound by an oath, duty, obligation, etc.

Learning Points:

1) Let the team experiment – go slowly – the more people the harder it is. Vary the number of people, the way they face one another, how they grasp hands, etc.

2) Discuss the saying “a chain is only as strong as it’s weakest link.”

3) It is possible to achieve personal goals while totally dedicating yourself to the team goals.

4) A real athlete never has a hidden agenda.

Lesson 7: True story - Stevin Smith

1) Share and discuss the following passage by Stevin Smith with your team:

It should have been the greatest night of my life-June 29,1994, the night I was expecting to be drafted by one of the 27 NBA teams. I had believed that I would be a late first-round or early second-round pick. I know some of the neighbors were wondering if my not getting drafted had anything to do with rumors that I had helped a gambling ring by shaving points during my senior year at Arizona State. I had denied knowing anything about point shaving, and everyone who knew how competitive I was believed me. Everyone, it seemed, but the NBA. Whether league officials knew it for sure or not, they were right. I’d done it. I’d been at the center of the biggest point-shaving scandal, in terms of money wagered, in college sports history. Now I was paying the price.

Until then I’d had an amazing life in basketball. I’d been one of the nation’s top-rated high school point guards in 1990 and had been recruited by nearly every major college. I chose Arizona State and I immediately started playing quality minutes for the Sun Devils. After my junior year I was chosen for the U.S. World University Games Team, of which I was a captain and which I led in scoring in the gold medal round, even though I’m only 5’ 11.”

I entered my senior season as the leading returning scorer in the Pac-10. Then, in November, I started making bad decisions. My gambling started when a friend of mine told me he was getting ready to bet that the Arizona Cardinals would beat the spread in their game with the Dallas Cowboys. Being from Dallas, I argued with him for a while. Then he challenged me: ‘If you’re so sure, why don’t you put your money where your mouth is?’ He told me he was calling his bookie and could add a bet from me. I jumped in for \$100. Within a matter of weeks I was betting on anything I could.

I had a monthly scholarship check coming that I was supposed to use to pay the rent on my off-campus apartment, but it would have taken almost the entire check to pay off my debt. So I decided to try and talk my way out of having to make the payment when I met with the bookie. He was a student from New York, Benny Silman, and you'd never pick him out in a crowd as a bookmaker. "No problem," Benny told me after I explained my situation.

In December, Benny casually told me he had a way for me to erase my debt: All I had to do was make sure we didn't win by too many points. He made it clear he didn't want me to lose any games, just make sure we didn't cover the point spread. He said he'd wipe out my debt, and we could make some money together. He made it sound simple. He never used the term point shaving, never made it seem like it was dangerous. I said I'd do it.

He told me he'd wait until the right game, that he wanted the circumstances to be perfect. Because I wasn't that obvious, no one suspected me. People who looked at the tape couldn't see any sign that either of us was trying to hurt our team. There were a lot of stories in the newspapers the next few days about suspicions that the Washington game had been fixed. Benny called me a day or two after the game and said it was "getting hot" in Phoenix. He was leaving town for a while and reminded me not to say anything'. That was the last time I spoke to him.

I don't know if it was the respect I'd earned as Arizona State's No. 1 all-time scorer or as a team captain, but nobody came to me and asked if I was involved - not Coach Frieder, not the FBI. As the draft neared, it seemed that everything had blown over. Maybe it wasn't that big of a deal. But when I didn't get drafted, I knew suspicion had to be the reason.

No matter what happens in my sentencing, however, I pay for my crime every day. When I miss the shot at the end of a pickup game, friends joke that I was fixing. I know they're being funny, but it hurts. Where once I was the man at Arizona State, I can't even go back to campus without hiding my head. I'm ashamed. I'm embarrassed. I'm sorry.

(Written by Stevin Smith for Sports Illustrated, 1998)

Learning Points:

- 1) "Team sports, such as soccer, help to teach a child and young person how to work with others and sacrifice self-promotion for the sake of the team's needs." (Barnes, 1997)
- 2) "Teams break when they don't have a goal or the goals aren't clearly defined by the leaders. Goals have to be firmly entrenched, otherwise people begin to operate as individual entrepreneurs in a system that really needs cooperative work." (Dr. Lew Richfield)

Supporting Quotes:

"Ask not what your teammates can do for you. Ask what you can do for your teammates." - Magic Johnson

"The moment we break faith with one another, the sea engulfs us and the light goes out." - James Baldwin

"We must all hang together, else we shall all hang separately." - Benjamin Franklin, on the signing of the Declaration of Independence

"A team championship exposes the limits of self-reliance, selfishness, and irresponsibility. One man alone can't make it happen; in fact, the contrary is true: a single man can prevent it from happening. The success of the group assures the success of the individual, but not the other way around." - Bill Bradley

"It is amazing how much can be accomplished if no one cares who gets the credit." - John Wooden

"In order to have a winner, the team must have a feeling of unity; every player must put the team first ahead of personal glory." - Bear Bryant

"There is no "I" in the word team."

"Some say you have to use your five best players, but I found out you win with the five who fit together best as a team." - Red Auerbach

"No two snowflakes are alike. It's inspiring that they work so well together on such joint projects as closing schools and making roads impassable."

"Success is just a matter of attitude." Darcy E. Gibbons

"Success is dependent on effort." Sophocles

"The way a team plays as a whole determines its success. You may have the greatest bunch of individual stars in the world, but if they don't play together, the club won't be worth a dime."
Babe Ruth

"A leader is interested in finding the best way--not in having his own way." - Wilfred A. Peterson

"Teamwork teaches that each member of the organization must sacrifice for another--for the good of everyone." - Frank Leahy

"Teamwork means success--work together, win together."

"We don't play to one man, we play as a unit." - John Havlicek

"Everyone contributed, even the guys on the bench. It's a team."

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

Commentary

This means that each person has a role and a responsibility in helping deal with any difficulties or tensions that arise between players, or between players and coaches, seeking to mediate any problems that arise in any appropriate way possible. It also means that each person will take responsibility for the spirit of the team, seeking to help build a sense of community and team spirit among the players and coaches.

Questions for discussion:

1. Have you ever been on a team when some of the players didn't get along?

How did that affect the team? How did that affect you? It is important to emphasize that on a team you have common goals, and that can be something that players can agree on, even if they disagree off the field. This is why it is important for players to agree on a "code" which includes the coach's rules, so that when they become part of a team, those goals have precedence over other things, such as personality conflicts, that divide them. Hopefully, a good experience on the field may influence a poor relationship off the field. At a minimum, the coach should make it clear that differences must be worked out or set aside during the season.

2. Have you ever been on a team when some of the players didn't like the coach?

How did that affect you? How did that affect the team? Why did the players not like the coach? The coach should be willing to listen, to hear the things that players feel strongly about, without being threatened. It is important for the coach to understand that all personalities are different, and that the good coach will treat each player as an individual, respecting their differences, and dealing appropriately with them.

3. Have you ever tried to help out a situation where two people didn't get along?

What happened? If it didn't work, is there something you could do differently if you had to do it over again? What would be the best way to encourage others to work through their problems? It might be helpful to get another teammate to go with you and to approach the players separately at first, and then together. In talking to them it might be helpful to focus on the team, and the team goals, and how both players are needed for the team to reach its highest potential.

Lesson 1: Essay - Courage

It has been said that the greatest virtue is courage, because without it you cannot practice other virtues consistently. Courage is not something we are born with; it is a learned habit. However, it is not an easy habit to learn and like all virtues only comes through the discipline of practice.

To have moral courage is to be willing to stand against another person, the culture, your friends, even society itself and do the right thing. When threatened, the basic animal instinct is "fight or flight." That is, in a threatening situation the basic animal response is either to fight or to run away. Unfortunately, when facing moral challenges we often resort to these primitive choices. If a person taunts you, it is easier to taunt them back than to respond in a positive manner. If a person hits you, it is easier to hit them back than to refrain from violence. If your team is being totally defeated, it is easier to give up than to play with all your heart. If others are violating team rules it is easier to go along with them, than to challenge them or to report them. All of these acts require courage.

The difficulty we humans have is in realizing and practicing a third choice. This choice is more difficult and requires courage. It is to stay and not fight. It is to meet verbal or physical force with moral force. To stay and meet one form of violence, whether physical or verbal, with a non-violent response requires far more courage and strength than to fight.

There are two basic internal barriers to moral courage: laziness and fear. We hesitate to do the right thing often because we are lazy. An act of courage requires energy. It requires a will to act. It may require various forms of action. To do nothing requires nothing. We often fail to act simply because we are too lazy. Secondly, we often do not act because we are afraid. We do not know what the consequences will be. Or we do know what the consequences will be. In both

cases we fear it will be costly for us; it may cost energy, or time, or friends. We are afraid of those costs. And so we choose not to act.

Further, there is a barrier that comes from outside ourselves. This is peer pressure, societal pressure, pressure from others. We do not live in a vacuum, but on a team, in a family, a community of friends and in society. Each of these external individuals and all of them collectively are a formidable group to challenge. When we choose behavior which is counter to the culture of one or more of these groups, it will require an act of courage. It does not take courage to agree with others. To challenge one person, or one group requires courage, and to challenge more than one requires a great deal of courage. The acts which require the most courage (apart from those, which involve actual risk of life), are those that put us in opposition to our friends, and the accepted norms.

Courage is a learned habit. It is never too late to begin to cultivate this habit, starting with small acts at first, and then as your character grows to take ever more meaningful risks. To become a person who stands for the hard right against the easy wrong.

Questions for reflection:

1. If you felt there was something you needed to say or do, would you have the courage to say or do it?
2. What if it meant making some people angry, maybe losing a friend?
3. What is it that takes courage in your sport?

Lesson 2: Group Exercise - Appreciation Circle

1) Have the team sit in a circle and share the quote “All for one, and one for all.” Ask if any one knows where the quote originated. (It comes from *The Three Musketeers*.)

2) Ask for a volunteer to sit in the middle of the circle. One at a time, the players compliment the volunteer by commenting on something that they like, admire or appreciate about the person. The volunteer is not to respond. After all of the players have given compliments, the volunteer returns to the circle and a new volunteer comes forward. This process is repeated until all of the team members have had an opportunity to be in the middle of the circle. Encourage the use of words like generous, kind, pleasant, etc.

IMPORTANT: Some individuals may find this difficult; some may laugh or act inappropriately. It may work better for everyone to think of "a positive word or phrase" for the person in the middle before you begin. Then, instruct the team that you will go around the circle and everyone will **ONLY** say their word or phrase, with no talk between, so that the circle may be completed quickly. Then the leader may summarize what the qualities were.

3) Discuss the following: Why is it important to be able to make positive statements about others? How can making positive statements to each other help us work together better? How did you feel when others complimented you? Do you ever compliment yourself?

4) Help the team make a plan to compliment themselves at least once every day.

Optional – Create your own team slogan, like the Musketeers.

Learning Points:

- 1) George Bernard Shaw said, “What really flatters a [person] is that you think [them] worth flattering.”
- 2) A player who is a positive influence on his/her teammates earns respect.
- 3) When discussing this lesson, think of and give details of teams who went from a losing season to a winning season next time.
- 4) You may do this exercise with an individual player each day or do the team as a group.

Lesson 3: Role Play

- 1) Prepare index cards that contain situations that may be confronting the players related to the following quote: I will be a positive influence on the relationships on the team. For example:
 - Some players don’t like the coach.
 - Two players aren’t getting along and each tries to get you to turn against the other.
 - A player doesn’t feel his/her playing time is enough.
 - You are injured during the third game and are out for the rest of the season. How can you continue to help your team?
 - One of your teammates gets very nervous before every game.

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

- 2) Give the group/s 2-3 minutes to plan how to role-play the situation card/s, and invite them to present their role-plays.
- 3) Re-introduce the topic, outline the main concepts or ideas brought about by the role-play and discuss those issues.

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

Learning points:

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

Lesson 4: Fables - The Tortoise and the Hare

- 1) Gather the team and share the following fable:

A hare was very proud of his fleetness of foot and enjoyed teasing a tortoise for being so slow and plodding. One day the tortoise could not abide the teasing any longer and he challenged the hare to a foot race. How ridiculous, thought the hare. But he agreed on a time and a place. So the hare started off at a run, while the tortoise began in his slow, creeping crawl. In no time at all, the hare was so far ahead of the tortoise that he thought he may as well stop to rest. He had a snack. He had a drink. Then the hare lay down, close his eyes, and fell asleep in the shade. The tortoise never slackened his pace. He passed the sleeping hare and plodded along, slow but sure, until he crossed the finish line and won the race.

2) Discuss the story, focusing on the moral. The moral of this story is “Steady effort gains more than talent that isn’t used.” Discuss self-confidence – trusting yourself and knowing your own strengths and weaknesses. When you are confident, you act with strength and you don’t allow fear or doubt to keep you from doing what you really want to do. How does this relate to your team?

Learning Points:

- 1) A player who is a positive influence on his/her teammates earns respect.
- 2) When discussing this lesson, think of and give details of teams who went from a losing season to a winning season next time.

Lesson 5: Snap Debate

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:

- 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.

Lesson 6: Group Exercise - Positive Communication

1) Begin by asking the players if they know what affirmations are and give an example. Demonstrate one yourself to the team. Explain that we are doing this exercise because: it reminds us that we are all of value; it helps us meet the put-downs we receive; it builds our self-esteem and helps us get know another person better; and it shows us how feeling good about ourselves and each other helps us resolve conflicts.

2) Divide the team into pairs. Each player will talk for two minutes on "What I like about myself." The only rule is that you may not say anything negative or bad about yourself, or put any limitations on the good things about yourself. For example, you cannot say you were a good friend except when you forgot to wish them a Happy Birthday. Have each partner choose either letter A or B. “A” will be the first listener, “B” the first speaker. Inform the pairs that they will have to introduce their partner to whole team after each has finished talking. Also explain that the listener’s role is to: listen intently without talking during the two minutes - if their partner runs out of ideas, remain interested but silent; and remind your partner if and when they say something negative about themselves.

3) Have the pairs take their turns talking, then return to the whole team. After each partner has been introduced, discuss the fact when we feel good about ourselves we have good relationships with others. However, when we do not feel good about ourselves, tension and adversity lead to conflict.

Optional: Discuss how it went – how did it feel to be the speaker? The listener? Why is attentive listening so important in this activity?

Learning points:

- 1) You may want to also discuss the concept of humility – the state or quality of being humble – and how it relates to this activity.
- 2) A player who is a positive influence on his/her teammates earns respect.
- 3) Affirmations are really “mental reps” for the athlete.
- 4) When discussing this lesson, think of and give details of teams who went from a losing season to a winning season next time.
- 5) Positive attitude is an affirmation.

Lesson 7: True story - Pavol Demitra

1) Share and discuss the following story with your team:

During the final regular season game, St. Louis Blues hockey player Pavol Demitra carried the puck into the Los Angeles Kings zone. L.A., trailing 3-2, had pulled its goalie, and Demitra found himself with the puck in front of an open net. Demitra needed one goal to reach 90 for the season, thus triggering a \$500,000 incentive clause in his contract. But he knew that his teammate Scott Young, was one goal short of the 25 he needed to earn a \$300,000 bonus. So 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."

(Written by Sports Illustrated)

Learning Points:

- 1) George Bernard Shaw said, "What really flatters a [person] is that you think [them] worth flattering."
- 2) A player who is a positive influence on his/her teammates earns respect.

Supporting Quotes:

"To be trusted is a greater compliment than to be loved." George MacDonald

"What really flatters a man is that you think him worth flattering." - George Bernard Shaw

"Alston is like a man handling a dove. If you squeeze it too tightly, you'll smother or kill it. If you hold it too loose, it'll fly away." - Al Campanis

"You can motivate players better with kind words than you can with a whip." - Bud Wilkinson

"A house divided against itself cannot stand." - Abraham Lincoln

"It isn't the plays or the system that gets the job done, it's the quality of the people in the system."
- Joe Paterno

"A community is like a ship; everyone ought to be prepared to take the helm."

"Nothing great was ever achieved without enthusiasm." Ralph Waldo Emerson

I will follow the team rules established by the coach.

Commentary

It is important to keep training rules, practice rules or any other rules established by the coach as a matter of trust with the team and the coach. It is a matter of personal honor and integrity that one does not cut corners or betray the expectations of the coach or of one's teammates.

Questions for discussion:

1. Do you think that the coach and your teammates trust you to keep the rules?

When a person joins a team, they make a commitment to themselves, the coach, and their teammates. This is a trust. It must be understood as such. Players cannot choose whether or not to come to practice or games, nor can they violate any of the training rules without violating a trust they have made.

2. Have you ever disregarded one or more rules established by the coach?

How did you feel? Do you think it mattered? Does your word matter? Do you care whether or not people think they can trust you?

3. Can you see how your own sense of yourself, of who you are, would be influenced by whether or not you follow the rules established by the coach?

Each of us should have a sense of pride about ourselves, a sense of integrity, a sense of value and importance. When we set goals for ourselves and achieve them, this builds our own sense of self, of who we are. Just as we build a house one brick or board at a time, so we build our own characters with daily actions. We should have a sense of satisfaction and accomplishment after every practice or game, if only for having given our best effort.

Lesson 1: Essay - Kings and Queens, Rules and Coaches

Have you ever wondered what it would be like to be ruled by a king or a queen? Or an emperor? For centuries most of civilization was ruled by one form of autocratic rule or another: kings, queens, chiefs, war lords, emperors and dictators. There are some advantages to authoritarian rule. First, any decision can be made immediately. The ruler can listen to the various points of view and then make an immediate decision. Second, the ruler can decide how the country will be run, what the laws will be, what the priorities will be. This avoids angry debates and people divided against each other. Third, since the ruler rules for life, and the power is finally transferred to the person the ruler chooses, there is stability within the country.

Another way of looking at this is to consider the army. Armies are run by absolute authority from the top down. No one can question a superior officer's command. Are not teams like army units charged to defeat the opposition? Should a team be run this way by the coach?

Various forms of democracy offer a different way of governing. In a democracy, the people vote and choose who their elected officials will be. Individuals are elected to terms of service, so that if the people do not like them, they can elect another person at the next election. Further, the people choose not only their chief elected official, but also the legislatures with whom the elected authorities must share power. Democracies generally provide for a system of "checks and balances" so that neither the executive branch nor the legislative branch will be all powerful.

Some coaches function like autocratic rulers. They establish the rules and run the team according to what they think is right and best. Other coaches like to involve the team, and give them the chance to participate in the setting up of rules. Such coaches believe that if the players have a voice in the team they will have "ownership" of the team, and thus have greater commitment.

Questions for reflection:

1. If you were the coach, how would you go about setting up the rules?
2. What are the most important rules to you, or issues that need to have rules?
3. Should there be penalties for breaking the rules? Who decides the penalty?
4. Is it fair to compare a team to an army unit?

Lesson 2: Group Exercise - Setting rules

Due to time constraints, you may choose to do this activity all in one day, or spread out across three consecutive days

Day 1

1) One of the most effective ways to have a team follow the rules is to allow them the opportunity to help create the rules and consequences. Break the players into smaller groups of four and distribute 5 x 7-inch cards to each person. Discuss the importance of teams having a way to make decisions together - a way that gives every member a way to contribute his or her ideas.

2) Ask each player to write down five rules that they think would be beneficial to the team. Then have two group members get together, compare lists and agree on four ideas eliminating all others. Have two pairs get together, compare lists, agree on 5 of their combined ideas and eliminate the others.

Day 2

3) Bring all of the groups back together. Keep a list of all ideas. Have the team discuss all of the ideas and eliminate those that seem unworkable or less possible. Create a final list that everyone agrees on.

Optional: Discuss the following: Why might making decisions this way be easier or more difficult sometimes? How did your team come to a consensus? How did you feel when your team made their final choices? How did you influence your team's decision?

Day 3

4) The team should also be involved in formulating appropriate consequences for breaking a rule. Once your rules have been established, go through each one and ask "What do you think is a fair consequence for breaking this rule?" The advantage of this process is that rule enforcement then has the collective consent of the team behind it - if they have consented in advance to the consequences, it's easier to get them to look at what they did and take responsibility for their behavior.

Optional: Discuss the word "honor" as it applies to sports and your team. Honor is defined as a keen sense of right and wrong; adherence to action or principles considered right.

Learning Points:

1) It is important to always help your players understand the rules in order for them to be motivated to follow them out of a sense of responsibility to self and others.

- 2) There may be additional rules that you wish to institute that the team does not create. Be sure to share those with the team before establishing the consequences so that they may feel some ownership of the rule.
- 3) It is important for the players to have ownership in team rules. However, each coach will have to, at times, make rules independent of the wishes of the players. Discuss.

Lesson 3: Role Play

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

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

- 2) Give the group/s 2-3 minutes to plan how to role-play the situation card/s, and invite them to present their role-plays.
- 3) Re-introduce the topic, outline the main concepts or ideas brought about by the role-play and discuss those issues.

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

Learning Points:

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

Lesson 4: Fables - The Frogs

- 1) Gather the team and share the following fable:

The Frogs were living as happy as could be in a marshy swamp that just suited them; they went splashing about caring for nobody and nobody troubling with them. But some of them thought that this was not right, that they should have a king and a proper constitution, so they determined to send up a petition to the Gods to give them what they wanted. "Mighty Gods," they cried, "send unto us a king that will rule over us and keep us in order." The Gods laughed at their croaking, and threw down into the swamp a huge Log, which came down and splashed into the swamp. The Frogs were frightened out of their lives by the commotion made in their midst, and all rushed to the bank to look at the horrible monster; but after a time, seeing that it did not move, one or two of the boldest of them ventured out towards the Log, and even dared to touch it; still it

did not move. Then the greatest hero of the Frogs jumped upon the Log and commenced dancing up and down upon it, thereupon all the Frogs came and did the same; and for some time the Frogs went about their business every day without taking the slightest notice of their new King Log lying in their midst. But this did not suit them, so they sent another petition to the Gods, and said to him, "We want a real king; one that will really rule over us." Now this made the Gods angry, so he sent among them a big Stork that soon set to work gobbling them all up.

2) Discuss the story, focusing on the moral. The moral of this story is "Better no rule than cruel rule." The frogs wanted some order in their lives, but they didn't know to what point. Without order, there can be a lot of confusion and unhappiness. How does this relate to your team?

Learning Points:

- 1) It is important to always help your players understand the rules in order for them to be motivated to follow them out of a sense of responsibility to self and others.
- 2) It is important for the players to have ownership in team rules. However, each coach will have to, at times, make rules independent of the wishes of the players.

Lesson 5: Snap Debate

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.

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.

Lesson 6: Group Exercise - Blindfolded Picture

1) Give everyone an index card and a pencil, and have everyone on the team put on a blindfold or close your eyes.

2) You then describe, slowly and in detail, the scene you want people to draw. It should be very specific, very basic. For example, you could say, “First I want you all to draw a house. The house should be in the middle of the card, and should have a simple triangular roof. Next, I want you to put a sidewalk in front of the house. There should be a car on the road in front of the sidewalk...” Keep the picture simple so that when you ask everyone to remove their blindfolds, they will be surprised at how awkward their drawing looks. Something they could have done excellently was made extremely difficult by the addition of a mere blindfold.

3) Discuss how they felt drawing the picture with the blindfold on – what was frustrating? Then acknowledge that fact that some view rules as a hindrance to accomplishing a goal much like the blindfold. Using rules specific to your team, discuss how they are in place to help the team; not hinder their progress.

Learning Points:

1) Be honest and fair with the rules you place on your team and make sure you are consistent in applying consequences for breaking a rule.

2) Explain why you have rules as their coach.

3) Discuss the rules you have for the team.

4) Remember that rules apply equally to each player. Make that statement very clear.

Lesson 7: True story - Michael Jordan

1) Share and discuss the following passage by Michael Jordan with your team:

On the Bulls, we had two guys with distinct abilities in Bill Cartwright and John Paxson. And we found a way to use those talents within the framework of our team. It’s the same with workers on the lower end of the corporate ladder. Managers, just like basketball coaches, have to find a way to utilize those individual talents, in the best interests of the company.

When we started winning championships, there was an understanding among all twelve players about what our roles were. We knew our responsibilities and we knew our capabilities. We knew, for example, that we wanted to go to Bill early and try to get him into the flow of the game. We knew that if John hit his first shot it would open things up for Scottie Pippen, B.J. Armstrong, and myself. Those were the kinds of things we had to understand and accept if we were going to win championships.

It took us a period of time to understand that, in our society sometimes it’s hard to come to grips with filling a role instead of trying to be a superstar. There is a tendency to ignore or fail to respect all the parts that make the whole thing possible. And that’s why we were able to beat more talented teams. There are plenty of teams in every sport that have great players and never win titles. Most of the time, those players aren’t willing to sacrifice for the greater good of the team. The funny thing is, in the end, their unwillingness to sacrifice only makes individual goals more difficult to achieve.

The one thing I was taught at North Carolina, and one thing that I believe to the fullest, is that if you think and achieve as a team, the individual accolades will take care of themselves. Me? I'd rather have five guys with less talent who are willing to come together as a team than five guys who consider themselves stars and aren't willing to sacrifice. Talent wins games, but teamwork and intelligence win championships.

(Written by Michael Jordan, I Can't Accept Not Trying, 1994)

Learning Points:

- 1) It is important to always help your players understand the rules in order for them to be motivated to follow them out of a sense of responsibility to self and others.
- 2) There may be additional rules that you wish to institute that the team does not create. Be sure to share those with the team before establishing the consequences so that they may feel some ownership of the rule.
- 3) It is important for the players to have ownership in team rules. However, each coach will have to, at times, make rules independent of the wishes of the players. Discuss.

Supporting Quotes:

"A great manager has a knack for making ballplayers think they are better than they think they are." - Reggie Jackson

"It has always been my contention that controls must be placed on the boys, and controls must govern every facet of the program. Perhaps a better word than control would be organization. Without organization and leadership toward a realistic goal there is no chance of realizing more than a small percentage of your full potential." - John Wooden

"Leadership is getting someone to do what they don't want to do, to achieve what they want to achieve." Tom Landry

"The country is full of good coaches. What it takes to win is a bunch of interested players." Don Coryell

"Discipline is the bridge between goals and accomplishments."

"What I need is someone who will make me do what I can." - Ralph Waldo Emerson

"Pull the string, and it will follow wherever you wish. Push it, and it will go nowhere at all." - Dwight D. Eisenhower

"A leader is someone who helps improve the lives of other people or improve the system they live under." - Sam Ervin

Section 4: 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.

Commentary

Everyone is a role model, no matter who he or she is or what he or she is doing. The only question is "what kind of model?" Those who compete in the public must know that others are observing, evaluating, and judging them, and often deciding whether or not to emulate them. Most behaviors are learned from the observation of the behavior of others. ABW seeks to encourage athletes who understand this undeniable role, and who seek to provide models worthy of emulation.

Questions for discussion:

1. Can you think of who some of your role models have been?

It is important for each person to realize that they have been influenced by people who would not have known it.

2. How often do you observe the behavior of others when they are playing? And make comments to yourself about their behavior?

We do it all the time, whenever we watch others. We think about how calmly they handle pressure, or how they walk or run, or how they react to whatever happens in their game. Have you ever thought that others are doing that about you? Either as an athlete or as a fan?

3. Have you ever understood yourself to be a role model, or at least a person others observed, and consciously tried to behave in a particular way?

A mature person realizes that whenever they are in public, being viewed by others, they become models, and seeks to behave in a way that will be seen in a positive way.

Lesson 1: Essay - Your name

Have you ever wondered what other people think when your name is spoken? Do they have good thoughts or bad thoughts? What does your name mean? I want to invite you to reflect on your name.

1. Your name was given to you as a gift. Your first and middle names were not randomly drawn out of a hat filled with all the possible names on earth. They were chosen and given to you.
2. Your family name began before you were born. It connects you to all those who have come before you in your family and to all who will come after you. Your last name comes as a trust, that you be worthy, honor your family and bring distinction to them as you bear their name.
3. Your name can always be developed. You can always move in a new direction to bring credit and honor to your name. Further, it is never too late to build respect for your name in the minds and hearts of others. Jimmy Carter, in "retirement," is a wonderful example of this.

4. Your name can be damaged, hurt, and ruined by the way you behave. This can happen in small ways, by the mistakes you make in daily living, or in bigger ways, by serious crimes or public scandal.
5. Your name can always be rebuilt when it has been damaged. It begins with an open, honest, acknowledgement of the mistakes made, and a genuine effort to set things right. We have all failed in our lives, and an honest acknowledgement of that can lead to renewed respect for us.
6. Your name can be an inspiration to others. Martin Luther King, Jr. gave words worth repeating: “Everybody can be great. Because anybody can serve. You don’t have to have a college degree to serve. You don’t have to make your subject and your verb agree to serve... You only need a heart full of grace. A soul generated by love.”

Questions for reflection:

1. What do people think when your name is spoken?
2. What would you like them to think?
3. What is one thing you can do, starting today, that will make a difference in what people think about you?

Other identity topics to be considered:

- the “name of the team,”
- the “name of the school,”
- the “name of the mascot.”

Lesson 2: Group Exercise - Stranded

Due to time constraints, you may choose to do this activity all in one day, or spread out across two consecutive days

Day 1

1) Share the following quote by Jackie Robinson: “A life is not important except in the impact it has on others.”

Optional – Discuss the concept of “idealism” – a behavior or thought based on a conception of things as they should be or as one would wish them to be.

2) Give each player a piece of paper and pencil and ask them to imagine that they are stranded on a desert island. Keeping in mind that there is much to be done to create a hospitable environment on the island, each player must then write the names of five people, famous or not, with whom he or she would like to be stranded. If he or she wishes, historical or fictional figures may be brought to life by writing their names on the list. Collect the sheets for use the next day.

Day 2

3) Return the lists to their respective owners and ask that next to each of the five names, the player note the characteristics or qualities the individual possesses that make him or her a dependable companion on the desert island.

4) After a few minutes, the coach solicits volunteers to share with the entire team the specific characteristics their individuals possess and why they chose them. Discuss the similarities and differences between the various lists, as well as whether or not those people most closely involved in their real lives possess those qualities or characteristics that they have identified.

Optional – Discuss the following: Who has made a difference in your life?

Learning Points:

1) "Children who are loved and disciplined consistently, who feel free to express themselves and to try out new things, and children who see models of compassion around them are more likely to become independent, to make friends easily, to express compassion and empathy for strangers, and to feel comfortable in the world outside their families." (Bullard, 1996)

2) No matter what level of sport you coach there are always younger players looking up to older players.

Lesson 3: Role Play

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

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

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

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

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

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

Learning Points:

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

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

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

Lesson 4: Fables - The Young Crab

1) Gather the team and share the following fable:

One day a mother crab took her young daughter for a walk on the beach, wiggling across the sand in the curious way that crabs have. The young crab did likewise. “Child,” said the mother crab, “you are not walking properly. You must learn to walk straight forward without twisting from side to side.”

“If you walk straight yourself, mother,” the young crab replied, “I will try to do the same.”

2) Discuss the story, focusing on the moral. The moral of this story is “A good example is the best teacher.” Being responsible is to do something well and to the best of your ability; to be accountable for what you do or do not do. It means you will accept credit when you do things right and you will accept correction when things go wrong. How does this relate to your team?

Learning Points:

- 1) A community is created when every member of the team knows each other; cares, respects and affirms each other; and feels membership in and responsibility to the team.
- 2) No matter what level of sport you coach there are always younger players looking up to older players.
- 3) Explain mentoring and how being a mentor can help any player become a positive influence.

Lesson 5: Snap Debate

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:

- 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.
- Some professional athletes refuse to sign certain trading cards because of their endorsement contracts. Professional athletes should not sign autographs. They should stop and talk to kids.

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.

Lesson 6: Group Exercise - Trustworthiness

1) Share the following quote by George MacDonald: “To be trusted is a greater compliment than to be loved.”

Optional: Take time to discuss the quote in depth.

2) Ask the team to name people (such as family members, friends, and community members) whom they trust and rely upon.

3) Ask the team to explain why they feel they can count on these people. On the chart paper, note key words and phrases from the explanations that describe trustworthy traits such as dependable, reliable, honest, caring.

4) Lead the team to understand that the trustworthy traits that they admire in others are the same traits that will enable others to put their trust in them.

Teaching Points:

1) A community is created when every member of the team knows each other; cares, respects and affirms each other; and feels membership in and responsibility to the team.

2) No matter what level of sport you coach there are always younger players looking up to older players.

3) Explain mentoring and how being a mentor can help any player become a positive influence.

4) Have you ever wondered what other people think when your name is spoken? Do they have good thoughts or bad thoughts? What does your name mean? I want to invite you to reflect on your name.

Lesson 7: True story - The Chinese National Basketball Team

1) Share and discuss the following story with your team:

It was a breakthrough when the national basketball team of the People's Republic of China agreed to a 1978 tour of the U.S. following the World Games in Argentina. The chief object of curiosity for Americans was China's 7'1/2-foot center, Mu Tieh-chu, who became known as "The Great

Wall of China." His big moment off the court came when he met former NBA superstar Wilt Chamberlain in Los Angeles and got his autograph.

On the court, China lost its first three games to UCLA, San Francisco and Wake Forest. Then, Mu Tieh-chu's team surprised Georgetown, 75-69, and headed for the final game of the tour against, Rutgers at New York's Madison Square Garden. It took place on November 18, 1978, and the Chinese made their everlasting mark on the American sports scene. The score was tied at 84-all when the buzzer sounded, ending regulation time. While an announcement was made that the traditional five-minute overtime period would begin shortly, the Chinese players gathered their gear and walked off the floor. Tsien Chen-hai, the Chinese coach, offered a simple explanation: "Why should we keep on playing? We're here on a friendly visit and winning or losing is not important."

(Written by Phyllis and Zander Hollander in *More Amazing But True Sports Stories*, 1990)

Learning Points:

1) "Children who are loved and disciplined consistently, who feel free to express themselves and to try out new things, and children who see models of compassion around them are more likely to become independent, to make friends easily, to express compassion and empathy for strangers, and to feel comfortable in the world outside their families." (Bullard, 1996)

2) No matter what level of sport you coach, there are always younger players looking up to older players.

Supporting Quotes:

"The true athlete should have character, not be a character." - John Wooden

"It's pretty hard to expect a boy not to do something that he knows you do. I always tried to live the life I wanted them to follow." - John Wooden

"Young people need models, not critics." - John Wooden

"When the One Great Scorer comes to mark against your name He writes--not that you won nor lost--but how you played the game." -Grantland Rice

"The great thing in this world is not so much where we are, but in what direction we are moving." - O.W. Holmes

"You can't build a reputation on what you are going to do." Henry Ford

"Always be a first-rate version of yourself, rather than a second-rate version of someone else." Judy Garland

"There is nothing more influential in a child's life than the moral power of quiet example. For children to take morality seriously they must see adults take morality seriously." -William J. Bennett

"Integrity is doing the right thing, even if nobody is watching." - Jim Stovall

"Six essential qualities that are the key to success: Sincerity, personal integrity, humility, courtesy, wisdom, charity." - Dr. William Menninger

“Behavior is a mirror in which everyone displays his own image.” - Goethe

“Giving is the secret of a healthy life. Not necessarily money, but whatever a man has of encouragement and sympathy and understanding.” - John D. Rockefeller Jr.

"Ability may get you to the top, but it takes character to keep you there." - John Wooden

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

Commentary

It is important to recognize that we all have a responsibility to make this world a better place. ABW believes that it is important for each person to give something back to their community beginning early in life, and building on that spirit of giving, as they grow older. "Significant" is a word that each person must define for him or herself. It may mean giving up one Saturday morning, or many. It may mean giving up one dollar or many dollars. The important thing is that we have a common understanding: we all have a responsibility for the betterment of our world, and that responsibility begins with small steps and small actions.

Questions for discussion:

1. Why should we be concerned about others?

Because we are all members of the human family, so that the other is in some sense my brother or my sister. We have a responsibility for each other.

2. Why should we give away our time and money?

There are two basic reasons: it helps the giver (me) and the receiver. Whenever we give a gift, we feel better than before. Whenever we see a need that we can help and we respond, we feel better. Why? We feel better because we become more of a person, and our sense of self, of who we are, is developed. In other words, rather than just trying to live alone, and selfishly get all we can for ourselves, we reach out to our neighbors in need. Then we are more than we were before, and we are taking leadership, taking responsibility in trying to make a difference. In this way we grow and develop as individuals - that is, in fact, why we feel better. Moreover, afterwards we have a sense of accomplishment, which also makes us feel better, and also helps us grow as individuals.

3. What is a "significant" amount?

This must be defined by each person. What is significant to one person may not be to another. What we are trying to do is develop a generous heart and a generous spirit, which will result in each person asking themselves, am I doing all I can do? How can I do more? What is the next step for me?

Lesson 1: Essay - Why give? Why serve?

Once I asked a young man, who is wealthy, to donate some money to a non-profit agency. He asked very sincerely, "Why should I give my money away?" Why should we be good? Why ever do anything for anyone? When our oldest son was a child he asked the same question, I

said, "Remember, it is more blessed to give than to receive." He said, "I've heard that, but it's a hard one to believe."

When we were children, like my son, we wanted to get things. Christmas, birthdays, and on other occasions we hoped we would get lots of presents. Growing older makes us aware of the powerful advertising industry, creating greed within each of us for thousands of products, most of which we could easily live without.

But something else happens to us along the way. There comes a time when we want to give someone a gift, a friend or family member, and giving that gift gives us far more happiness than receiving a gift in return. This is because giving to that person was, for us, an act of love. We discover that giving can be better than getting, because giving is an act of love.

But what about people we don't know? Why should we care about them?

No one asked to be born; all of us were given the gift of life. Not only were we given the gift of life, but also, for most of us, the gift of families, friends, neighborhood, community. Those who have come before us have created the society we now enjoy. Our society may be imperfect; it may have great needs and injustices, but it is far better than it was in the past. It was given to us as a gift by those who came before us. In the same way, we have a moral obligation to make this world a better place for those who will come after us. We do that by giving back to our communities. There are millions of ways we can do that: by being a friend to a young kid or an elderly shut-in, by feeding the hungry, building a Habitat house, helping coach a team, or by being a part of endless non-profit agencies and worthy causes.

When we give of ourselves to something on behalf of others we discover joy and happiness. Surprisingly, in many ways it is the same happiness and joy that we discovered in giving a gift to a person we knew. In both cases, giving is an act of love, and in both cases we gain far more than we gave. Whenever we love, life is more fully lived.

Questions for reflection:

1. When have there been some times when you have done something for someone else?
2. Do you believe that you should leave the world a better place?
3. Discuss this quote by Martin Luther King: "Everybody can be great because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and your verb agree to serve... You only need a heart full of grace. A soul generated by love."
4. Discuss this quote by Winston Churchill: "We make a living by what we get. We make a life by what we give."
5. Who have been the people in your life who have made a difference? Why?
6. Would you like to be remembered as a person who made a difference in the lives of others?

Lesson 2: Group Exercise - The cup

1) Break the team into smaller groups of 5-7 people. Give each player one 8-10" piece of string. Hand out one rubber band to each small group. Each player in that group then ties one end of their string to the rubber band.

2) Place the cups rim down and separated in each group's space. Challenge the group to stack the cups or to build a pyramid. No one may touch the rubber band, anyone else or the cups. Each person can only hold their end of the string. With each person pulling and relaxing their strings, the group can expand the rubber band enough to pick up the cups and move them.

Optional: Challenge the group to complete the task without talking.

3) Discuss how the activity went – what was difficult? What was easy? Discuss how it relates to their everyday life – does anyone volunteer? Many volunteer projects require lots of people coming together to accomplish their goal. We always hear the saying “one person can make a difference.” But when all those “ones” come together, the outcome can be astounding.

Learning Points:

1) To significantly increase the challenge and team building skills, blindfold everyone holding the strings and have non-blindfolded people standing behind them giving verbal directions.

2) You may want to establish an action plan of community involvement for the entire team or individuals.

Lesson 3: Role Play

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

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

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

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

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

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

Learning Points:

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

Lesson 4: Fables - The Lion and the Mouse

- 1) Gather the team and share the following fable:

Once a great lion lay asleep in the tall grass. Suddenly a mouse happened to scamper across the lion's nose. The lion woke up and roared in anger. He seized the mouse and swung it up to his mouth. The mouse shook with fear. He was sure he would be eaten. "Please Mr. Lion," squeaked the mouse, "if you spare my life now, I promise I will repay your kindness some day." At this the lion smiled. "How could such a tiny thing as this mouse ever be able to help so great and strong an animal as myself?" thought the lion. But since he was no longer angry, the lion let the mouse go free.

Not long afterward the great lion was walking through the thick jungle when he tripped a hunter's trap. A heavy net fell down around him. The lion feared he was trapped for good and let out a thunderous roar. The small mouse heard the lion's angry roar. Remembering his promise, he scurried at once to the place where the lion was caught. "I know you never believed anyone as small as I could be of help to anyone as great as you. But now I will prove that it can be true," said the mouse.

With that, the mouse ran up the rope of the net. With his sharp, small teeth and his sharp, tiny claws, he chewed and tore a hole in the net just big enough for the mighty lion to wriggle through.

- 2) Discuss the story, focusing on the moral. The moral of this story is "An act of kindness is never wasted." Generosity is giving freely without thought of a reward, recognition or a gift in return. It is seeing an opportunity to share what you have with others and then giving all you can just for the joy of giving. How does this relate to your team?

Learning Points:

- 1) Compassion is sorrow for the sufferings or trouble of another or others, accompanied by an urge to help.
- 2) You may want to establish an action plan of community involvement for the entire team or individuals.

Lesson 5: Snap Debate

- 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:

- 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.

Lesson 6: Group Exercise - Teamwork in the Community

1) Gather the team, and together, develop a definition for the term “teamwork.” The definition should include the kinds of behavior and attitudes that go into effective teamwork. Write the definition at the top of the board.

2) Break down into smaller groups and have each group come up with a list of community activities that would involve teamwork. If they need help, suggest that they think of different places they have been in the last week where they may have observed teamwork in action (school, home, etc.) Ask what activities in all these places suggested that good teamwork was or wasn't happening.

3) Bring all of the groups back together and share the examples and descriptions of the teamwork they observed. Examples might include concepts of cooperation, planning, listening, etc. Enter these observations under the definition. Circle keywords and phrases that appear frequently. Amend their definition of teamwork if needed.

4) Share the following Swedish Proverb: “The best place to find a helping hand is at the end of your own arm.” Ask the team for suggestions about jobs that they might get involved in around the school or in the community. Is there something that needs to be done such as collecting recyclables and planting flowers? Guide their enthusiasm by helping them form teams and apply their “teamwork” principles to getting the job done.

Optional: Invite a speaker from your community to practice to talk about UNICEF, Big Brothers, Meals on Wheels or other helping services. Coordinate a project that the team can participate in to go along with this speaker, like a food drive or toy collection.

Learning Points:

1) "Children who are loved and disciplined consistently, who feel free to express themselves and to try out new things, and children who see models of compassion around them are more likely to become independent, to make friends easily, to express compassion and empathy for strangers, and to feel comfortable in the world outside their families." (Bullard, 1996)

2) Compassion is sorrow for the sufferings or trouble of another or others, accompanied by an urge to help.

3) You may want to establish an action plan of community involvement for the entire team or individuals.

Lesson 7: True story - Willie Bloomquist

1) Share and discuss the following story with your team:

While most students spent their summer lounging by a pool or working at the local mall, Arizona State baseball player Willie Bloomquist was busy working on his swing with the USA National Baseball Team. "It's a total different experience than playing for college because you're there representing your country," says Bloomquist. "You're playing for the red, white and blue. It was an awesome experience being able to represent my country. When you put on a USA uniform, it's something special.

Playing in Nicaragua was a memorable first-time experience for Bloomquist. "Obviously the biggest difference was the living conditions and the playing fields," notes Bloomquist. "It made me thankful for what we have here." While in Nicaragua, the team "adopted" a young man named Carlos as their bat boy for the qualifier. "At our first practice, we were hitting balls out of the park and these little kids were grabbing the balls and trying to run off with them" Bloomquist says. "Carlos was out there stopping them. We thought that was kind of cool he was going out there and preventing them from taking our baseballs. He never asked for anything from us, he just picked up all the bats and did his job."

Carlos showed up early before each game for the entire two weeks and the squad was impressed with his dedication. For his efforts, the team gave him a hat and a shirt to wear. "He was on cloud nine," Bloomquist says with a smile. "He would show it to people in the stands."

Towards the end of the trip, a couple of players got together and decided to do something nice for Carlos. Everybody on the team chipped in around \$10 to show their appreciation for all of his hard work. "It added up to over \$150 and at the end of the trip we gathered in a big circle and Alex Santos (Univ. of Miami) translated for us," says Bloomquist. "He told Carlos that the money was for him to show our appreciation for all he had done and we hoped that he and his family could use this and wished him good fortune. We counted out the money and his eyes just got huge. He pulls out an old worn handkerchief and started crying. It felt really cool giving back like that. That's so much money to them and so little to us, just to help out felt really great."

"Willie is an unselfish player - a total team guy," says ASU head coach Pat Murphy. "He plays the game the way I believe it was meant to be played. I've only been coaching for 15 years, but in that time I have never met a finer young man."

To illustrate Bloomquist's character, the following semester he relinquished his scholarship to allow a teammate to return on scholarship. "I said, 'Coach if you need the money take it,'" says Bloomquist. "I talked to my parents and they said they were in a financial situation where they could handle my tuition and stuff. If it's helping out someone in need than it's worth it." Coach Murphy was not surprised by Bloomquist's generosity. "Willie and his family are such class people it didn't surprise me," Murphy says. "It's unusual in today's world where everybody's got their palm up wondering what you can do for them, Willie's the direct opposite – he's got his palm down."

(Written by Aimee Dombroski, Arizona State Baseball website – www.thesundevils.com, 1999)

Learning points:

- 1) Compassion is sorrow for the sufferings or trouble of another or others, accompanied by an urge to help.
- 2) You may want to establish an action plan of community involvement for the entire team or individuals.

Supporting Quotes:

"Action springs not from thought, but from a readiness for responsibility." - Dietrich Bonhoeffer

"What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal." - Albert Pine

"The best place to find a helping hand is at the end of your own arm." - Swedish proverb

"You cannot live a perfect day without doing something for someone who will never be able to repay you." - John Wooden

"I shall pass through this world but once. Any good that I can do, or any kindness that I can show any human being, let me do it now and not defer it, for I shall not pass this way again."

"Do all the good you can by all the means you can in all the ways you can, in all the places you can at all the times you can to all the people you can as long as you can."

"A life has no value except in the impact it has on others." - Jackie Robinson

"You cannot live a perfect day without doing something for someone who will never be able to repay you." - John Wooden

"I shall pass through this world but once. Any good that I can do, or any kindness that I can show any human being, let me do it now and not defer it, for I shall not pass this way again."

"Do all the good you can by all the means you can in all the ways you can, in all the places you can at all the times you can to all the people you can as long as you can."

"Everybody can be great because anyone can serve. You don't have to have a college degree to serve. You don't have to make your subject and your verb agree to serve... You only need a heart full of grace. A soul generated by love." - Martin Luther King

"The best place to find a helping hand is at the end of your own arm." – Swedish Proverb

"We make a living by what we get; we make a life by what we give." Winston Churchill

"Service to others is the rent you pay for your room here on earth." Muhammed Ali