



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

CARING
HONESTY
RESPECT
RESPONSIBILITY
Character Development

Youth Sports
YMCA OF THE INLAND NORTHWEST

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VALUES:

**CARING, HONESTY, RESPECT,
RESPONSIBILITY**

Activity: The Big Four

Ages: 8-14

Values: Caring, Honesty, Respect, Responsibility

Facilities & Equipment: None

Description:

1. The Purpose of this strategy is to introduce the team to the four values of caring, honesty, respect, and responsibility. Ask the players to sit in a circle. Begin by asking them to think of an individual who demonstrates the values of caring. Ask a few players to tell who they have identified as caring individuals and why.
2. After the players have talked about caring people, ask them to identify people who demonstrate the values of honesty, then respect, and finally, responsibility. For each value, have a few players share their thoughts with the total team.
3. Conclude by pointing out that the team will focus on these values during the season, and that efforts will be made to help the players learn more about these values and how they can apply them to their lives.

Activity: Sports Legends

Ages: 8-14

Values: Caring, Honesty, Respect, Responsibility

Facilities & Equipment: Sport legends books or articles

Description:

1. Bring a book or article about an outstanding athlete, amateur, or professional, who has set a good example by demonstrating one or more of the values of Caring, Honesty, Respect, and Responsibility.
2. The Books or articles should include past and present athletes. Be prepared to talk for five to seven minutes about the values the athletes have exhibited and how the vales have benefited them in their respective sports.
3. Invite a local high school or collegiate athlete to attend a game or practice session and talk about how the values have enabled him or her to make the right decisions as he or she has participated in the sport.

Activity: Values Tag

Ages: 8-14

Values: Caring, Honesty, Respect, Responsibility

Facilities & Equipment: Color-coded decals for each of the values

Descriptions:

1. Give each player a decal that represents one of the four values of Caring, Honesty, Respect, and Responsibility. Ask the players to form a group with the other people on their team who have the same value that they do. Ask them to talk briefly about that value and discuss how they have demonstrated it during the past week.
2. Ask the players to form groups so that there are four people with four different values in each group. Ask them again to talk about the values and explain how they have demonstrated them during the past week.

Activity: Team Slogan

Ages: 8-14

Values: Caring, Honesty, Respect, Responsibility

Facilities & Equipment: Paper, Pencils

Description:

1. Inform the team that they will focus on four values this season: caring, honesty, respect, and responsibility. Divide the team into group of threes. Give each group a sheet of paper and a pencil.
2. Assign each group one of the four values and ask them to design a campaign slogan for your team related to that value. It could be a radio, TV, or newspaper ad, billboard, jingle, poster, etc.
3. You might want to offer some hints on advertising such as: the fewer words the better, a one-verse song, a "catchy" tune, or attractive display. After 10 minutes, ask the groups to present their slogans.
 - a. Several options are available with the slogans:
 - i. Choose one for the team for the season
 - ii. Use a different one each week
 - iii. Make T-shirts from one slogan
 - iv. Hang a poster in the YMCA
4. Be sure to conclude by discussing the importance of the four values to the team.

VALUES:

RESPECT, RESPONSIBILITY

Activity: Equipment Inventory

Ages: 8-14

Values: Respect, Responsibility

Facilities & Equipment: Team Equipment

Descriptions:

1. Each team is issued a bag of equipment and supplies for the season. One player is assigned the responsibility for distributing the equipment at the beginning of each practice and game and then collecting it at the end of the practice or game and returning it to the coach.
2. The coach should praise the players for being responsible and showing respect for the YMCA property.

Activity: A Tough Choice

Ages: 8-14

Values: Respect, Responsibility

Facilities & Equipment: None

Description:

1. Divide the players into three groups. Tell them that you are going to read them a story. Let's assume that you are the coach of a team. You have a pretty good group of players in terms of talent. But you are concerned about two kids that both play the same position.

"Harry does well in practice. . . when he attend. But he only makes one practice out of three. Jerry, on the other hand, never misses practice, but does not perform quite as well as Harry. Who would you select to start the opening game?"

2. Ask each group to discuss all the things they could do as coach. Ask each group to share with the total team the options they think are Available to the coach. Next, have the groups discuss the consequences of each option in terms of the values of respect and responsibility and report back to the total team.
3. Be sure to emphasize the importance of the coach making decisions that are consistent with the values of respect and responsibility.

Value:

Caring

Activity: What it Takes to Succeed

Ages: 8-14

Values: Caring

Facilities & Equipment: Newsprint, Marker

Description:

1. Ask the players to sit in a circle and share the following House Rules:
 - a. Accept others: Recognize that everyone has ideas of values and we owe it to hear what they have to say.
 - b. Speak for yourself: Say what you think or feel, but don't try to speak for others.
 - c. Avoid putting others down: Every idea is important and every person is important.
 - d. Option to pass: While we hope everyone participates, everyone does not have to share their thought or feeling on every issue.
2. Ask the players to think about what it takes for players to enjoy being on a team together. You might begin by saying, "Everyone should try to encourage each player, regardless of their ability." Then, write or draw a picture of your idea on the newsprint.
3. Encourage each player to add to the list, each time having the player write or draw the idea on the newsprint. You can add meaning to this experience by asking clarifying statements such as "How can we encourage or show care for each player?"
4. When the list is complete, make sure everyone understand it. Then, ask the players to vote on which idea is most important. Each player gets to vote for three ideas. Tally the votes and encourage the players to work on the idea receiving the most votes during the next week.

Activity: Sticking Your Neck Out

Ages: 8-14

Values: Caring

Facilities & Equipment: None

Description:

1. Ask the players to sit in a circle. Tell them you would like them to listen closely to the following story and then discuss how they would respond to this situation.

“You and your best friend are playing together on a team in another league. This team had not talked about the values of caring, honesty, respect, and responsibility. The coach and the players are primarily interested in winning as many games as possible. With just a few seconds remaining in the game and your team losing by one point, the ball goes out of bounds off your friend’s foot. The referee was unable to see what happened. Being an honest player, your friend tells the official that she touched the ball last. The official awards the ball to the other team costing your team one final chance to win the game.”

“After the games, the coach and other players are berating your friend for telling the truth. They say it was the official’s responsibility to make the correct call and your friend should have kept quiet. Because of her, the team lost the game.”

2. Ask the players to talk about all the things they could do in this situation. (Examples: do not say a word, join the players in the berating your friend, tell the other players to back off, Talk to the coach after the game telling her how disappointed you were that your friend was criticized for being honest, etc.) As they give their answers, ask them if that particular response shows a caring attitude that supports the friend.
3. Point out that caring for people sometimes means taking a stand when it is not popular to do so.

Activity: Focus Person

Ages: 8-14

Values: Caring

Facilities & Equipment: None

Description:

1. Divide the team into groups of three. Explain that you are going to read a definition of caring and fair play, which the groups will proceed to handle in the following way: One person talks about the definition for three minutes. During this time, the other members of the group listen. The listeners may help the focus person say more about the subject by asking questions or making a short statement. (The listeners may draw out the focus person but not insert their own views. This is not a group discussion.) Take turns so that each player in each group had the opportunity to talk for three minutes.
2. Read one of the following statements for each focus person.
 - a. "Fair play involves respect and caring for the opponent. What are some ways you can show caring for an opponent?"
 - b. "Fair play involves showing concern for a teammate who is feeling down. What are some ways you can encourage a teammate who is feeling down?"
 - c. "Fair play includes caring for the officials. What are some ways you can show concern and care for the officials?"
3. When everyone in each group has had a chance to be the focus person, ask the players to forget the content of the discussion and to focus on what happened in communication. Ask, "How did you feel when you listened? How did you feel when you were listened to?"
4. Point out that one of the most important ways we can show that we care for someone is to listen to them.

Activity: Volunteer Service

Ages: All

Values: Caring

Facilities & Equipment: None

Description:

1. Point out to the players that one of the ways to demonstrate caring is to volunteer to do things for other people. Ask the team to brainstorm different things they can do for other people. (Examples: rake leaves, mow lawns, wash cars, carry groceries, etc.)
2. Encourage each team member to volunteer for one hour during the season and bring a note verifying they did it. At the final practice or game, ask each player to tell about their volunteer experience.

Value:
Honesty

Activity: Honesty is the Best Policy

Ages: All

Values: Honesty

Facilities & Equipment: Sheet of Paper with the word "honesty"

Description:

1. Say, "Today, we are going to discuss honesty. Honesty means to tell the truth and not to mislead or lie. In sports, honesty also means to play fair and not to cheat. Let's say we are in the last few second of a game. The ball bounces between you and two players from the other team, and then, out of bounds. You're sure that the ball hit you last before going out of bound, but since the three of you were standing there, the official couldn't see what happened. The official runs up to the three of you and asks, 'Who touched it last?'"
2. Divide the players into three groups. Ask the first group to decide what could happened if you tell a lie. Ask the second group to talk about what might happened if you do not say anything. Have the third group discuss what could happen if you tell the truth. Let them talk in their groups for tow minutes.
3. Have the "tell a lie" group report. If they do not mention it, ask, "What if you get caught? What if your parents saw what happened? What if you lose anyway? What if you win and the other two players tell everyone you would not have won without cheating? What if your coach finds out and decides not to trust you?" The Keys is to show that most of the possible outcomes are not good ones.
4. Have the "do not say anything group" report. Ask them some of the same questions. Also ask, what is the difference between not saying anything and telling a lie?" Again, emphasize the probability of a bad outcome.
5. Ask the "tell the truth" group to report. Ask, "What is the worst thing that could happen if you tell the truth? (The other team gets the ball and wins the game.) "Even so, it does not means that play lost the game. There were

a lot of others plays that could have changed the outcomes of the game. That was just one second in a game of many minutes. By being honest, you don't have to worry about any negative outcomes from the two groups. You can focus on getting the ball back and winning or losing fairly."

6. Say, "No matter what you think about cheating, on this team, we will always play fair."

Activity: "True Blue"

Ages: All

Values: Honesty

Facilities & Equipment: Paper and pencil for each player

Description:

1. Give one sheet of paper and a pencil to each player. Ask each team member to write down three reasons why being honest is important. After two minutes, ask each player to get with another player and discuss what they wrote. Then, ask a few of the players to share their reasons with the team.
2. Conclude by providing an illustration of how one of the players demonstrated honesty during a practice or game.

Activity: Practice Makes Perfect

Ages: All

Values: Honesty

Facilities & Equipment: Skill chart for each player

Description:

1. Give each player a chart to log the number of times they practice their skills at home. At each practice, check the charts to see how often the players practice the various skills on their own.
2. Discuss the importance of being in completing their charts because they will only get better by practicing and repeating the skills. Talk about how it will affect the team if the players are not honest about what they record on their charts.

Activity: Who Will Know?

Ages: 8-14

Values: Honesty

Facilities & Equipment: Four Cones

Descriptions:

1. Place the four cones in a line about 10 feet apart. Ask the players to sit in a circle and to listen to the following story.

“You are looking forward to playing on a team with your friends. All of your friends are a year younger than you are. When the age groups are announced, you find that you are in an older age bracket, which means you will not be able to play with your friends. You will have to join a team at the next level where the players are much better than you are. The league does not require proof of age. ”

2. Tell the players you are going to give them four options. Ask them to choose one of the options and then stand by the cone designated for that option.
Cone A: Since the league does not require proof of age, you will just sign up with your friends. Nobody will ever know the difference. Cone B: You will sign up to play in your correct age group. Cone C: You will not play at all. Cone D. You will check with the league officials to see if there are some other options available to you before making a final decision.
3. Once the players have made their selections, ask the players at each cone why they chose that particular option. What are the consequences of choosing that option?
4. Conclude by pointing out that important of being honest even though at times we may not be able to do what we want as a result of out honesty.

Value:
Respect

Activity: Respect for the Officials

Ages: All

Values: Respect

Facilities & Equipment: Four Cones

Description:

1. Say, "Today we are going to discuss respect. To respect someone means that you think that he or she is a good person and does important things. You look up to people you respect."
2. Say, "There are people important to sports who often do not get respect. These are the officials. Why do we need officials? (To enforce the rules.) Why do we need rules? (To make the game fair.) What would happen if we did not have officials? (Rules would not be enforced.) Actually, it would not be much fun to play a game without the officials."
3. Place four cones in a row near the practice area. Ask the players why people do not like the officials. (They think they cheat or are unfair.) Ask the players to stand up. Say, "If you think the officials always cheat, stand by the first cone. If you think the officials often cheat, stand by the second cone. If you think the officials sometimes cheat, stand by the third cone. If you think the officials never cheat, stand by the fourth cone. Don't worry about where others are standing, just go where you think is right."
4. Depending on where they stand, ask the players why they think officials always, often, sometimes, or never cheat. If someone says, "So the other team will win," ask why officials would want the other team to win. Discuss why officials would want the other team to win and inform the players you will continue this discussion at the next practice.

Activity: More Respect for the Officials

Ages: All

Values: Respect

Facilities & Equipment: Four Cones

Description:

1. Review the previous activity related to respecting officials. Place four cones near the team practice area and ask the players to stand. Say, "If you think the officials always care who wins a YMCA game, stand by the first cone. If you think they often care who wins, stand by the second cone. If you think they sometimes care, stand by the third cone. If you think they never care, stand by the fourth cone."
2. Ask the players standing by the cones of "always" or "often care who win" why they think officials care about who wins. Short of having a parent or another player officiating, most of the reasons should be interesting and invalid.
3. Ask everyone to sit down. Ask, "Why do you think people officiate YMCA games?" Allow time for responses. Say, "I think most of our officials would say it's because they love the sport and want to help young people like yourselves learn to play it correctly. So, if they really do not cheat because they do not really care who wins the game, but are just here to help you enjoy and learn the game, I think they deserve some respect. In fact on our team, it is required to respect the officials."

Activity: Bad Calls

Ages: All

Values: Respect

Facilities & Equipment: None

Description:

1. Ask the players what they should do if they think the officials made a bad call. Allow time for responses. Say, "If you say something bad to the official, make a face, kick the ball, or in any way complain, how do you think that makes the official feel? Do you think it makes the official like you more? I don't think so."
2. Say, "First, since we already decided the official doesn't care who wins, we can assume that he or she did not make the bad call on purpose. Second, it is just your opinion that it was a bad call. And finally, I want you to show officials respect because they are helping you learn the game."
3. Tell them to talk to their families that night about why it is important to show respect to officials.

Activity: Respect for Teammates

Ages: All

Values: Respect

Facilities & Equipment: None

Description:

1. Point out that on a team, it is important that all players respect their teammates, because they are not a team without everyone of them. Divide the team into two equal groups. If one group has one more member than the other, you should participate.
2. Tell the groups you want them to line up in a single file as fast as they can in the order you tell them to. They can race to see which group can line up the fastest.
3. Say, "I want you to line up from the shortest to tallest." After both groups have done that, check the winner and congratulate both groups. Say, "Now line up by birthday month with January in the front and December in the back. Next, by biggest foot to smallest foot. Now think about what letter your first name starts with and line up alphabetically from A to Z. Okay, everybody have a seat back in the circle."
4. Ask, "Now in that game, who were the most important players: the short ones or the tall ones?" (They were all equally important to the team.) "The same is true for when you were born, how big your foot is, or what your name is. The fact is that every person is important on a team and worthy of respect. Teamwork is when everyone does his or her part, no matter what that is or how much attention it gets."
5. Say, "Some players on this team may be faster, some taller, and some better at scoring, but we need everyone of you to be a team. I want all of you to respect all of your teammates and what they have to offer. That is what will make us a successful as a team."

Values: Responsibility

Activity: Describing Responsibility

Ages: All

Values: Responsibility

Facilities & Equipment: Sheet of Paper with word "responsibility"

Description:

1. Hold up a sheet of paper with the word "responsibility." Tell the players it means something they should be. Ask the team what different players (quarterback, catcher, point guard, goalie, etc.) are responsible for.
2. If someone says something close to the right answer, say, "That's right. This person is responsible for calling the plays, making sure no one scores, signaling the pitch, etc. It is his or her 'job'. Every player has a responsibility on the field or court. We will practice so that you can do a good job with your responsibilities."
3. Say, "But we have responsibilities besides what we do in the game. To be sure that you understand what you are responsible for, the YMCA has some rules I want to share with you." At this time, cover any rules regarding practice, school attendance, equipment, uniforms, etc.
4. Say, "In addition to those responsibilities, I would like to add some more." Add any responsibilities you want the players to understand. Keep the list short and state it as positively as possible. Responsibilities could include:
 - a. Doing your best at all times
 - b. Making sure all schoolwork gets done
 - c. Helping with equipment
 - d. Keeping the practice area clean
5. Conclude by asking the players why they think each of the responsibilities is important. After they have shared their answers for each responsibility, inform them that learning about responsibility is important. Being responsible will make them better players and people. It is also important for the rest of the team.

Activity: Warm-up Exercises

Ages: 8-14

Values: Responsibility

Facilities & Equipment: None

Description:

1. Point out that one of the ways the players can meet their responsibilities to the team is to lead warm-up exercises. Ask for volunteers and assign one player the option to pass and provide them with exercises they might use leading the warm-up.
2. At the end of each practice and game, be sure to announce who is responsible for the warm-up session at the next practice or game. Following the warm-up session, congratulate the player for meeting his responsibility to the team.

Activity: Responsibility to the Team

Ages: All

Values: Responsibility

Facilities & Equipment: None

Activity: I'm Impressed

Ages: 8-14

Values: Responsibility

Facilities & Equipment: One Penny and one piece of 1" X 1" foil for each player