

# True Sport™ High School

## FACILITATOR GUIDE



**TrueSport™**

Powered by the U.S. Anti-Doping Agency (USADA)

Ensuring Healthy Performance Strategies in Sports and Life



# What is True Sport™?

**IMAGINE** what would happen if we redefined winning; if we looked beyond the finish line; if we celebrated progress in addition to results; if we focused on what is possible. If we allow our youth to fail, to learn, to grow, and to have fun, only then will they truly learn to play with passion and sport will have its best opportunity to deliver a positive experience for future generations.

There is nothing quite like sport to bring people together, impart invaluable life skills and tools, and provide unique and profound experiences and adventures. Sport lessons, both good and bad, transcend the playing field, spilling over into the classroom, the business world, and the community, and contribute to shaping the character and culture of America's citizens. However, sport is only as good as the environment in which it is played. How can you help create a positive environment and ensure that our young people are learning the positive life lessons through sport?

True Sport™ works to empower everyone to do their part to make sure sport is delivering a positive experience for our future generations. Constantly looking into the future, True Sport™ is grounded in the principles of:

- ♦ **Grow to Lead** - Challenge yourself, strive for excellence and lead by example.
- ♦ **Fair Play or No Way** - The only way to play is with respect for others and for the game.
- ♦ **Be Courageous** - Stand up for what's right, both in sport and in life. Stick to your principles; help make sport better.
- ♦ **Practice Humility** - Take pride in how you behave. Win with grace and lose with dignity.
- ♦ **See Further Than Today** - Discover through sport that the future is full of possibility.
- ♦ **Believe in Better** - Continually improve in sport and in life through hard work and dedication.
- ♦ **Keep it Real** - Focus on having fun and don't be afraid to fail. Healthy competition can help you discover what you are capable of accomplishing.
- ♦ **Achieve More** - Always play to win the game, but know that competing fairly and celebrating progress in addition to results makes you truly victorious.

Being a True Sport means finding your unlimited potential through hard work, respect, and integrity, and pledging to protect the sport experiences of future generations from a win-at-all costs culture. It also means being a good sport, working hard, and doing your best knowing that you are competing to the best of your abilities, while respecting yourself, your teammates, your opponent, and your sport.

For more information on True Sport™, visit [www.TrueSport.org](http://www.TrueSport.org).

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### TO THE FACILITATOR:

The goal of the True Sport™ High School program is to have students internalize and personally value the content of the Student Workbook. The program is focused on student reflection, discussion, and debate. Therefore, it is paramount that you, the facilitator, guide each lesson to ensure the students are actively engaged, which includes instigating discussions, debates, journal writing, and brain storming activities.

### FACILITATOR ASSESSMENT

We hope this program will provide a beneficial experience for you and your students and effectively demonstrate through the powerful channel of sport how ethics, goal-setting, performance-enhancing substance awareness, and healthy nutrition choices can have a profound impact on students' lives.

Your feedback is invaluable to us in evolving our educational programs. At the conclusion of this program, please take a moment to complete the Facilitator Curriculum Evaluation online at [www.TrueSport.org/educators/assessment](http://www.TrueSport.org/educators/assessment).

Your feedback is greatly appreciated to ensuring our programs are changing behaviors and attitudes while increasing students' knowledge on these important topics.

True Sport™ also offers an activity book, as well as elementary and middle school programs. These programs can be found at [www.TrueSport.org/educators](http://www.TrueSport.org/educators). Please explore the messages in these programs as well, if appropriate, or share this information with a friend or colleague who works with these age groups.

Thank you for being a part of developing healthy, ethical, successful youth and for supporting and inspiring the ideals of true sport and fair play.



# Establishing My Value System

## BACKGROUND INFORMATION

As tomorrow's leaders, students need to know how to make safe, thoughtful, and wise decisions. America's youth face a number of challenges making healthy decisions because they may:

- ♦ Lack the experience, knowledge, or sense of control needed to come up with alternative choices
- ♦ Focus more on the social reactions of peers when deciding to engage in or avoid risky behaviors
- ♦ Be influenced by their emotions and fail to use decision-making processes

However, decisions are seldom black and white. Many decisions are made from the gray area. Sometimes the best choice is unclear. Other times, the best choice is clear - but it is hard to take action. There are also times when no matter what decision is made; it seems like the wrong one. How can your students be sure they are making the best decisions?

This chapter is not intended to tell your students what is right and wrong. You can let them make that decision on their own. The purpose of this chapter is to:

- ♦ Introduce strategies to help guide their decisions
- ♦ Raise questions to help them reflect on where they set their own ethical standards

They may not agree with everything they read, and that is okay. As long as they keep an open mind and apply what will work for them.

## DESIGNATED CONTENT AREA

**Health:** Mental and Emotional

1. Establishing Ethics, Integrity, and Values
2. Character Development
3. Using Ethics to Make Decisions
4. Choosing and Being a Good Role Model



## LEARNER OBJECTIVES/OUTCOMES

Upon completion of **Chapter 1: Establishing My Value System**, the student will be able to:

- ♦ Explain the different types of choices that they make in their life
- ♦ Discuss the importance of being accountable for their decisions
- ♦ Explain some positive and negative actions and behaviors of athletes in the news
- ♦ Analyze the relationship between rules, ethics, integrity, and values
- ♦ Discuss why there is disconnect between young people's values and how they behave
- ♦ Discuss the importance of valuing oneself and others
- ♦ Explain how the Six Pillars of Character® from CHARACTER COUNTS!® are related to values and making good choices
- ♦ Discuss and provide examples of the Six Pillars of Character® from CHARACTER COUNTS!® from the Josephson Institute Center for Youth Ethics
- ♦ Describe the importance of being a good role model for others, as well as choosing good role models
- ♦ Discuss the True Sport™ Principles and how they provide a guide for living one's life

## ALIGNMENT WITH NATIONAL AND STATE EDUCATIONAL STANDARDS

### NASPE:

- ♦ **Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

### AAHE:

- ♦ **Competency 1.4.** Examine relationships among behavioral, environmental and genetic factors that enhance or compromise health.
- ♦ **Competency 5.4.6.** Employ conflict resolution strategies.

### NHES:

- ♦ **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

### STATE:

- ♦ Refer to individual state education standards

## INSTRUCTOR PREPARATION

As the facilitator, you will lead the discussion and guide the group through the activities identified in the lesson outline. You are not expected to be the “expert.” Your role is to be responsible for encouraging an open and sharing atmosphere.

### Before the group meets:

1. Read the lesson outline and familiarize yourself with the content in both the Facilitator Guide and the Student Workbook.
2. Download and make copies of the “Establishing My Value System” Pre- and Post-Test Assessments which can be downloaded at [www.TrueSport.org/educators/high/value-system](http://www.TrueSport.org/educators/high/value-system).
3. Choose enrichment activities to enhance the students’ experience. These can be found at [www.TrueSport.org/educators/high/enrichment](http://www.TrueSport.org/educators/high/enrichment).

### Equipment and Supplies

- ♦ True Sport™ High School Student Workbook

### Reference to Student Workbook

Chapter 1 – pages 2 to 9 of the Student Workbook

## LESSON OUTLINE

1. Have students read the “What is True Sport™?” introduction at the beginning of their workbook. These True Sport™ Principles are the basis for the True Sport™ program and referred to throughout the Student Workbook.
2. Have students complete the “Establishing My Value System” Pre-Test Assessment.
3. Have students read the section “Why Care about Ethics.” Ask your students:
  - a. What types of easy and hard decisions do you have to make each day?
  - b. From which decisions have you learned the most?
  - c. What bad decision has resulted in you learning an important lesson?
  - d. Why is it important that you take responsibility for your decisions?
  - e. What people in your life may you consult when making a difficult decision?

## CHAPTER 1: ESTABLISHING MY VALUE SYSTEM

4. Bridge to “The Good, the Bad, and the Ugly . . .” and the “Character - Teamwork - Integrity - Sportsmanship” sections. Have students read the sections. Discuss:
  - a. Why do some athletes and others involved in sports make poor decisions? Refer to the list of examples provided in the Student Workbook. You could expand this question to include other famous people who aren’t athletes.
  - b. Is it possible that athletes and others involved in sports (or other famous people) are no more likely to make poor decisions than regular citizens? Is it possible that when these people make poor decisions, they are more likely to be highlighted in the news? Why or why not?
  - c. What would your athletes or students do if they were in a similar situation such as the game between Western Oregon and Central Washington? To further enhance this conversation, first watch the Sportsmanship moment found on YouTube at [www.youtube.com/watch?v=ttkBP2XDZvE](http://www.youtube.com/watch?v=ttkBP2XDZvE).
5. Have students complete the “Investigative Research” activity on page 4 of their Student Workbook. Discuss your students’ findings as a class.
6. Bridge to the “Rules, Ethics, Integrity, and Values” section. Have students read the section and then discuss:
  - a. Do you believe that rules can be broken but principles cannot be bent? Why or why not?
  - b. Where do your principles come from? Who influences the development of your principles?
  - c. What does it mean for your ethics to be consistent?
  - d. What does it mean for your ethics to be impartial?
  - e. What does it mean for your ethics to be motivating?
  - f. What does it mean for your ethics to be overriding?
  - g. How are your ethics related to your values?
7. Have students read the section “Report Card on Values.” Discuss:
  - a. Why do you think there is such disconnect between young people’s values compared to their actions?
8. Have students read the “Valuing Yourself” section and complete the self-assessment. This section is critical to ensure that your students are able to value themselves. Without self-respect, your students will not be able to value others.
9. Have students read the “Valuing Others” section and complete the self-assessment. This section is significant to ensure that your students value other students in your school. With the increase in face-to-face bullying, cyber-bullying, and hazing, it is critical that young people not only value themselves but also those around them.
10. After reviewing the “Valuing Yourself” and “Valuing Others” sections, discuss:
  - a. Why is it important to value yourself?
  - b. Why is it important to value others?
  - c. How are each of these related to how you treat others?
  - d. Discuss the items that students suggest in the Positive and Negative Behaviors activity listed in the Valuing Others section.
11. Bridge to the “Pillars of Character” section. Have students read the section and complete the “Thinking Critically” activity. Discuss:
  - a. What is a practical application for each of the pillars?
  - b. Why are the Pillars of Character important to how you play your sport?
  - c. Why are the Pillars of Character important to how you live your life?
  - d. If students are willing to share, discuss their practical application of the pillars in the “Thinking Critically” activity.



12. Bridge to the “Using Ethics to Make Decisions” section. Have students read the section and complete the Thinking Critically activity. Discuss:
  - a. Using one of the hard decisions discussed in the first section (Why Care about Ethics), have the students apply the Pillars of Character to the decision-making process.
  - b. Does using the Pillars of Character make the decision-making process easier?
  - c. Our society often values success and wealth above character. Do you agree with this statement? Why or why not? Should you aspire to win-at-all costs?
13. Have students complete the “Investigative Research” activity found on page 7 of their Student Workbook. Suggestions for this activity:
  - a. Have each student complete the research as a take-home activity and discuss findings during the next class period.
  - b. Split the class into groups for each topic addressed in the activity: Leading causes of teenage deaths; pregnancy rates; teenage alcohol consumption; and texting and driving. Have each group conduct an oral report or create a research poster based on their findings. You could also add additional research topics which may be pertinent in your community.
14. Bridge to the Role Models section. Have students read the section and then discuss:
  - a. Karl Malone’s statement, “...We [athletes] don’t choose to be role models, we are chosen. Our only choice is whether to be a good role model or a bad one.” Do you agree with this statement? Why or why not?
  - b. Who are your role models and how did you select them?
  - c. Would your family and the people you love be happy with the role models you selected?
  - d. How would you react if one of your role models made a mistake or did something illegal?
  - e. When faced with a decision similar to one you might have to make, what would your role model do in the same situation? Would you make the same choice?
  - f. What kind of role model do you aspire to be?
  - g. As a role model to others, what decision would you want others to follow?
15. Bridge to the “Becoming a True Sport for Life” section discussing Sportsmanship and the True Sport™ Principles. Discuss the True Sport™ Principles with your students.
  - a. **Grow to Lead – Challenge yourself, strive for excellence and lead by example.** Explain to the students that it is important to always put forth their best effort, both in the classroom and in athletics, and to lead by example. Have your students describe what strong work ethic looks like both inside and out of the classroom.
  - b. **Fair Play or No Way – The only way to play is with respect for others and for the game.** Explain to your students the importance of respecting their parents, teachers, classmates, teammates, and opponents. Have your students give examples of what being disrespectful means (both on and off the field) and what some of the consequences might be. If they stay positive and treat others with respect, they will hopefully receive the same treatment in return.
  - c. **Be Courageous – Stand up for what’s right both in sport and life.** Explain to your students that if they witness something unfair happening around them, they should feel empowered to stand up for what they know is right. Have your students provide examples of what it looks like to be courageous.
  - d. **Practice Humility – Take pride in how you behave.** Win with grace and lose with dignity. Have your students define the word “humility.” Stress that it’s important not to brag or gloat, and if they lose, they should always congratulate their opponent. Explain that it’s okay to be excited about their successes, but there’s a difference between being excited and making others feel bad.
  - e. **See Further Than Today – Discover through sport that the future is full of possibility.** Explain to your students that the possibilities for them are endless and encourage them to dream without limits and beyond today’s finish line. Ask the students to share some of their dreams.

## CHAPTER 1: ESTABLISHING MY VALUE SYSTEM

- f. **Believe in Better - Continually improve in sport and in life through hard work and dedication.** Explain that success takes a lot of hard work and commitment. Ask your students what success means to them and what they think it takes to get there. Provide examples.
  - g. **Keep it Real - Focus on having fun and don't be afraid to fail.** Healthy competition can help you discover what you're capable of accomplishing. Explain to your students the importance of continuing to have fun while they compete. Discuss how it is okay to fail. Have your students provide examples of times when famous people have failed, but it led them down another, usually better path. As the facilitator, be prepared with examples as well.
  - h. **Achieve More - Always play to win the game, but know that competing fairly and celebrating progress in addition to results makes you truly victorious.** Explain how making winning your only priority can be dangerous. If winning is the only thing that matters, what would people be willing to do to win? Continue to stress the importance of winning the right way and having a respect for yourself and opponents.
16. Have students create their own 9th True Sport™ Principle. Share responses with the class.
  17. Now that your students have completed Chapter 1, reflect on the following:
    - a. Where do YOU draw the line and set your own standards?
    - b. How close to that line will you get?
    - c. How are you going to live and compete with honor?
    - d. How will you utilize and apply the True Sport™ Principles both in sports and life?
  18. Have the students read, commit to, and sign the True Sport™ pledge.

### REVIEW AND WRAP-UP

Review the primary components of the chapter:

- ◆ The importance of learning about ethics and establishing a value system that embraces ethics
- ◆ The relationship of rules, ethics, integrity, and values in the area of academics, sports, and the students' personal life
- ◆ The role that values have on a student's attitudes and behaviors
- ◆ The integration of the Pillars of Character into the students' life
- ◆ The steps and application of the decision-making process
- ◆ The application of ethics into the students' decision-making process
- ◆ The role that positive and negative role models have on an individual's life
- ◆ The eight True Sport™ Principles and the way that students can apply the content of the chapter to become a "True Sport for Life"

### EVALUATION

Have students complete the Chapter 1 "Establishing My Value System" post-assessment and score.

Compare each to the students' pre-tests to determine which items need to be reviewed and modified for future classes. Post-assessments can be found at [www.TrueSport.org/educators/high/value-system](http://www.TrueSport.org/educators/high/value-system).

### WORD(S) OF THE DAY

- ◆ **Accountability:** Involves taking responsibility and ownership for your decisions, actions, and behaviors

- ◆ **Aptitude:** Indicates an innate or acquired capacity or talent for something in an individual
- ◆ **Aspire:** Directing one's hopes and ambitions to do or be something
- ◆ **Deciphering:** To read, interpret, or solve through analysis and the critical thinking process
- ◆ **Emulate:** To strive to equal or excel, especially through imitation
- ◆ **Ethics:** Having a set of standards that you can use as a guide to reach a decision; ethics are consistent, impartial, motivating, and overriding
- ◆ **Integrity:** A concept of consistency of actions, values, methods, measures, principles, expectations, and outcomes in an individual's life
- ◆ **Principles:** Life guidelines that come from within yourself which are molded from values, beliefs, and morals
- ◆ **Rules:** A set of explicit or understood regulations or principles governing conduct within a particular activity or sphere
- ◆ **Values:** Provide a personal sense of what is right or wrong and tend to influence the attitudes and behaviors of an individual

### MULTICULTURAL INFUSION STRATEGIES

- ◆ Using the enrichment activity, "Wall of FAME and SHAME," develop a "Wall of FAME" and a "Wall of SHAME" for athletes and sports legends in various countries. Enrichment activities can be found at [www.TrueSport.org/educators/high/enrichment](http://www.TrueSport.org/educators/high/enrichment).
- ◆ Create activities that reflect the music, play, and sport of specific cultures and countries. The True Sport™ Principles can be translated into the language specific terms for the relative culture and country. Be sure to adapt the movement activities to accommodate those with various types of physical disabilities.



#### WEBSITE REFERENCES

- ◆ **Character Counts! Coalition:** [www.charactercounts.org/sixpillars.html](http://www.charactercounts.org/sixpillars.html)
- ◆ **Pursuing Victory with Honor:** [www.josephsoninstitute.org/sports](http://www.josephsoninstitute.org/sports)
- ◆ **Right to Play-USA:** [www.righttoplay.org](http://www.righttoplay.org)
- ◆ **Institute for International Sport:** [www.internationalsport.org](http://www.internationalsport.org)
- ◆ **True Sport™:** [www.TrueSport.org](http://www.TrueSport.org)

### CURRICULUM INFUSION OF ADDITIONAL SUBJECTS

- ◆ **History:** Students can conduct the "Wall of FAME" and "Wall of SHAME" enrichment activity through investigating historical sport figures who have served as positive or negative role models. Examples would be Babe Ruth who was a positive force in sports and the 1919 Chicago White Sox who had a negative impact in sports.
- ◆ **Language Arts/Speech:** Students can write an essay discussing their personal application of the True Sport™ Principles. The essay could also be presented in an impromptu speech format where students are asked their position on one of the specific principles.

### STUDENT ENRICHMENT ACTIVITIES

Student enrichment activities can be found at [www.TrueSport.org/educators/high/enrichment](http://www.TrueSport.org/educators/high/enrichment).

# My Balanced Perspective



## BACKGROUND INFORMATION

When looking at ethical questions, it is important to evaluate one's personal goals. When thinking about goals, it is important to think about every aspect of one's life.

Sport provides an invaluable opportunity for individuals to consider their ethical standards when making decisions and setting goals for themselves. In this chapter, students will be exposed to setting well-balanced, effective goals which can help match their beliefs explored through Chapter 1 with their actions.

## DESIGNATED CONTENT AREA

**Health:** Growth and Development

## LEARNER OBJECTIVES/OUTCOMES

Upon completion of **Chapter 2: My Balanced Perspective** the student will be able to:

- ◆ Explain the role of sport in their life
- ◆ Discuss the relationship between good sportsmanship, the Six Pillars of Character® from CHARACTER COUNTS!®, and the True Sport™ Principles
- ◆ Describe methods of demonstrating good sportsmanship
- ◆ Discuss the tenets and importance of the Athlete Bill of Rights
- ◆ Apply the six elements of the SPICES to their life
- ◆ Utilize good goal-setting methods when applying the SPICES to their life

## ALIGNMENT WITH NATIONAL AND STATE EDUCATIONAL STANDARDS

### NASPE:

- ◆ **Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

### AAHE:

- ◆ **Competency 1.4.1.** Identify factors that influence health behaviors
- ◆ **Competency 1.4.2.** Analyze factors that influence health behaviors
- ◆ **Competency 1.4.3.** Identify factors that enhance or compromise health
- ◆ **Competency 1.4.4.** Analyze factors that enhance or compromise health

### NHES:

- ◆ **Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- ◆ **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

### STATE:

- ◆ Refer to individual state education standards

## INSTRUCTOR PREPARATION

As the facilitator, you will lead the discussion and guide the group through the activities identified in the lesson outline. You are not expected to be the “expert.” Your role is to be responsible for encouraging an open and sharing atmosphere.

**Before the group meets:**

1. Read the lesson outline and familiarize yourself with the content in both the Facilitator Guide and the Student Workbook.
2. Download and make copies of the “My Balanced Perspective” Pre- and Post-Test Assessments which can be downloaded at [www.TrueSport.org/educators/high/balanced-perspective](http://www.TrueSport.org/educators/high/balanced-perspective).
3. Choose enrichment activities to enhance the students’ experience. These can be found at [www.TrueSport.org/educators/high/enrichment](http://www.TrueSport.org/educators/high/enrichment).

**Equipment and Supplies**

- ♦ True Sport™ High School Student Workbook

**Reference to Student Workbook**

- ♦ Chapter 2 - pages 10 to 13 of Student Workbook.

**LESSON OUTLINE**

1. Have students complete the “My Balanced Perspective” Pre-Test Assessment.
2. Have students read Nelson Mandela’s statement. As a group, examine the historical importance of sport on a global level. You could include examples such as the 1980 boycott of the Olympic Games by the United States or the South African Rugby team that brought together a nation in 1995 with Mandela as president. Then, discuss with your students:
  - a. What role has sport played in their life?
  - b. How have they applied the lessons they have learned through sport participation to their lives?
  - c. Break the class into two groups and conduct an in-class debate on whether or not the students agree with Nelson Mandela’s statement. Assign one group to “agree” with the statement. Assign one group to “disagree” with the statement.
  - d. As an extension of the debate, at the end of class, assign each student the opportunity to write a one page paper on whether or not they personally agree with Nelson Mandela’s statement. They can use the further research or arguments they heard in class to help them form their opinion.
3. Have students read the section, “Sportsmanship.” Discuss:
  - a. How is good sportsmanship related to the Six Pillars of Character® from CHARACTER COUNTS!® and the True Sport™ Principles?
  - b. What are some examples of good sportsmanship that your students have observed? What are some examples of poor sportsmanship they have observed?
  - c. Why is it sometimes difficult to demonstrate good sportsmanship?
4. Being a good sport not only applies to the athletic field but to everyday life, and how a person treats their fellow athletes and classmates is very important. However, in return all people deserve to be treated in high regard and with respect. The National Association for Sport and Physical Education (NASPE) developed a Bill of Rights for Athletes. NASPE recommends that parents periodically communicate their expectations with regard to sports participation. Share the Athlete Bill of Rights with your class and then use the questions below to instigate a discussion regarding rights and responsibilities.
  - ♦ Right to participate in sports.
  - ♦ Right to participate at a level commensurate with my maturity and ability.
  - ♦ Right to have qualified adult leadership.
  - ♦ Right to play as a teen and not as an adult.
  - ♦ Right to share in the leadership and decision-making of sport participation.
  - ♦ Right to participate in safe and healthy environment.

BILL OF  
RIGHTS  
FOR  
ATHLETES



- ♦ Right to proper preparation for participation in sports.
  - ♦ Right to an equal opportunity to strive for success.
  - ♦ Right to be treated with dignity.
  - ♦ Right to have fun in sports.
- a. Why do your students participate in sports? Why do athletes need a Bill of Rights?
  - b. Have your student-athletes ever been treated in a way that violates the Bill of Rights?
  - c. For each of the 10 items, have your students determine several examples of how each might be demonstrated in their sport or on their team?
- 5.** Have students read the section, “Consider the SPICES in Your Life.” Discuss:
- a. Why is it important to begin focusing on one’s overall health when evolving toward adulthood?
  - b. Consider each of the six items in your life. Determine how each are significant and important in your life.
- 6.** Have students read the section, “From High School Athlete to Active, Healthy Adult.” Discuss:
- a. Why is it important to maintain an active lifestyle after your high school sports career ends?
  - b. What fitness activities do you enjoy that would be part of your exercise program after high school?
- 7.** Have students read the section, “The Balanced Perspective,” and discuss the importance of goal-setting. Setting goals helps a person match their beliefs to their actions. Discuss:
- a. Why is it important focus not only on the outcome-oriented goals but the process-oriented goals as well?
  - b. Why is it important when setting goals to make sure the goals are measurable?
  - c. Have the students complete the “Practicing the Balanced Perspective” goal-setting activity on a separate sheet of paper. At the end of the exercise, discuss the following with the students. If comfortable, have students share the goals they created with the class.
    - i. Do your goals cover the SPICES?
    - ii. Have you created goals with a long-term perspective?
    - iii. Have you included goals that focus on the process?
    - iv. How will you be able to measure whether or not you met your goals?
    - v. Do your goals reflect your whole life, not just one area of your life?
- 8.** Now that your students have completed Chapter 2, either through class discussion or on paper, have students reflect on the following:
- a. What lessons have you learned through your sports participation? How can you incorporate these lessons into your life?
  - b. How will you demonstrate good sportsmanship, heart, and integrity both on and off the field/court?
  - c. How will the Athlete’s Bill of Rights contribute to your sports participation?
  - d. How will you incorporate the SPICES into your life?
  - e. How will you maintain a healthy and active lifestyle throughout your life?

Have the students read, commit to, and sign the True Sport™ pledge.

### REVIEW AND WRAP UP

Review the primary components of the chapter:

- ♦ The importance of sportsmanship
- ♦ The relationship of the Six Pillars of Character® from CHARACTER COUNTS!® and the True Sport™ Principles in sport
- ♦ The components of NASPE’s athlete’s Bill of Rights

- ◆ The relationship of the SPICES in a student's life
- ◆ The critical transition from high school athlete to an active adult
- ◆ The importance of establishing realistic goals in sport activities and in life
- ◆ The way that students can apply the content of the chapter to become a "True Sport for Life"

### EVALUATION

Have students complete the Chapter 2 "My Balanced Perspective" post-assessment and score. Compare assessments to the students' pre-tests to determine which items need to be reviewed and modified for future classes. Post-assessments can be found at [www.TrueSport.org/educators/high/balanced-perspective](http://www.TrueSport.org/educators/high/balanced-perspective).

### WORD(S) OF THE DAY

- ◆ **Noble:** Possessing high or excellent qualities that set you above others
- ◆ **Virtuous:** Possessing high moral character or standards

### MULTICULTURAL INFUSION STRATEGIES

- ◆ Discuss with your students who Nelson Mandela is and discuss some of his many accomplishments as a global leader. Then, translate the Nelson Mandela quote into the foreign languages that represent the diverse cultures of the students in the class or school.
- ◆ Integrate the language specific terms for sportsmanship, ethics, values, the components of the SPICES, goals, healthy lifestyle, and other terminology discussed in the chapter.



### WEBSITE REFERENCES

- ◆ **The Journey-USADA:** [www.usada.org/files/active/athletes/journey.final.pdf](http://www.usada.org/files/active/athletes/journey.final.pdf)
- ◆ **NASPE Athlete Rights and Responsibilities:** [www.aahperd.org/naspe/standards/upload/Rights-and-Responsibilities-of-Interscholastic-Athletes-2003.pdf](http://www.aahperd.org/naspe/standards/upload/Rights-and-Responsibilities-of-Interscholastic-Athletes-2003.pdf)

### CURRICULUM INFUSION OF ADDITIONAL SUBJECTS

- ◆ **Art:** Students can develop a quote collage that can display the personal hobbies, sport activities, and creativeness of the student. The collages can be displayed in a mobile style and placed in hallways in the school for observation.
- ◆ **Language Arts/Speech:** Students can integrate the art project above into a Language Arts/Speech class by creating an annotated bibliography stating the date, background, location, and rationale for the quote. Students can also include a biography about the author of the quote.

### STUDENT ENRICHMENT ACTIVITIES

Student enrichment activities can be found at [www.TrueSport.org/educators/high/enrichment](http://www.TrueSport.org/educators/high/enrichment).

www.