



TrueSport®

MINDSET OF A TRUESPORT CHAMPION VIRTUAL TOWN HALL



Coach Guide: Sportsmanship

The TrueSport coach, educator, and family guides are designed for use together to achieve a community approach toward learning and teaching. These activities provide powerful pathways that connect to [TrueSport's mission](#) to change the culture of youth sports by providing powerful educational tools to equip young athletes and students with resources to build life skills and core values for success on and off the field of play. To support this mission, all activities should be taught in collaboration with each other, rather than in isolation. This holistic approach will help develop an athlete as a person and not just a performer. All guides can be used by coaches, educators, community members, and families to support the cornerstones of Sportsmanship, Character-Building & Life skills, and Clean & Healthy Performance.

OVERVIEW

If you distill [sportsmanship](#) down to its essential components, leadership and teamwork stand out. These values are crucial for athletes who seek success on the field of play, but they are also core competencies that contribute to overall success. Whether you are participating in a group project, working with your family, or playing a game with friends, you need teamwork and leadership skills.

Like other skills, [leadership](#) and [teamwork](#) can be taught. When students are intentionally educated on practices like [respect and accountability](#), they are more likely to have a positive view of themselves and experience empathy for others. Altogether, these values contribute to [bullying prevention](#) and the creation of positive learning environments.

The TrueSport Virtual Town Hall, *Mindset of a TrueSport Champion*, features many athletes who understand the value of *sportsmanship*. Viewing the program allows students to make a real-life connection to the TrueSport cornerstone of *Sportsmanship*. Before watching the town hall, students will learn the definition of and participate in a discussion on *sportsmanship*. During the town hall, students will learn from the

story of athlete Abby Raymond, whose journey underscores the importance of integrity. Students should be asked to reflect on Abby Raymond's story and consider what they learned through her journey. After watching the town hall, students will complete a team-building STEM challenge. In this lesson, student athletes will complete a STEM (science, technology, engineering, and math) team-building challenge that requires the 4 C's: collaboration, creativity, communication, and critical thinking. They will be tasked with working as a team to build a cup pyramid, without touching the cups. As they work together to problem solve, students will make connections to the TrueSport cornerstone of *Sportsmanship* by working effectively and productively with others. To culminate, students will discuss how respect and accountability create great teams and great leaders.

OBJECTIVES

Students will be able to...

- **Understand** the components of *sportsmanship*
- **Create** a cup tower by working as a team
- **Evaluate** their performance by looking through the lenses of respect and accountability

MATERIALS

Pre-Virtual Town Hall activity:

- Collaborative learning environment

During the Virtual Town Hall activity:

- Internet access
- Tablet or computer
- *Mindset of a TrueSport Champion* Virtual Town Hall Video

Post-Virtual Town Hall Activity

- Plastic cups
- Rubber bands
- Scissors
- String

HAVE YOU EVER WONDERED...

Why do teams that have developed respectful and supportive relationships off the field of play tend to perform better on the field of play?

Leadership and teamwork create the foundation of trust. It's simple: they have established trust in each other's unique leadership skills and practiced working as a team in a variety of settings. When players trust each other, they are more likely to work towards collective goals and decide what appropriate risks to take both on and off the field of play. Plus, a team that prioritizes strong relationships, and knows how to manage conflict when it happens, often ends up having more fun! Ask yourself, "How can you help to build a culture of teamwork that leads to success on and off the field?" "How might self-accountability contribute to the success of my team?"

MAKE CONNECTIONS!

| How does this connect to students? | How does this connect to careers? | How does this connect to our world? |
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| <p>Respect and accountability are components of any successful team. To develop those competencies, athletes must practice being respectful and accountable in everything they do, not just while they're on the field of play.</p> <p>By participating in this group activity, students gain valuable experience working together in teams to overcome adversity. They also experience how practicing the principles of good <i>sportsmanship</i> can lead to better outcomes in school, at home, and in athletics.</p> | <p>Now more than ever, 21st-century careers demand that workers be able to communicate effectively, work in teams to solve problems, hold themselves accountable for their actions, resolve conflict appropriately, and display respect and appreciation for people who are different.</p> <p>By participating in activities like this one, students are gaining skills they will likely use every day in their future careers—taking ownership, listening to others, and stepping up to lead.</p> | <p>As students progress through their education and enter into the real world, they will be exposed to a variety of individuals, experiences, and challenges. Sports offer one of the greatest learning labs for character development and life skills. It's important to give every student the opportunity to build skills like perseverance and respect by exposing them to group activities like this challenge.</p> <p>Similarly to skills like arithmetic and writing, leadership and teamwork are learned. These "soft" skills go a long way in terms of creating a more generous and collaborative society.</p> |

PRE-VIRTUAL TOWN HALL ACTIVITY

Before watching the town hall, students will learn the definition of sportsmanship and participate in a discussion.

1. Begin by asking the following question: *what is sportsmanship?* Invite students to raise their hands and share ideas.
2. Share the following definition: *Sportsmanship* is best defined as "winning the right way" with respect and gratitude for teammates, coaches, parents, and competitors.
 - a. Explain that *sportsmanship* is comprised of two elements: teamwork and leadership.
 - i. Discuss: what are three words that you could use to describe teamwork?
 - ii. Discuss: what are three words you could use to describe leadership?
 - b. Provide some examples of good *sportsmanship* that come to mind.
3. Ask students the following question: *true or false—good teams never disagree.*
 - a. Encourage students to share their thoughts on why they believe this statement is true or false.

4. Explain that using the 4C's helps to foster an environment where *sportsmanship* can thrive. It is not whether teams disagree; it is how they overcome disagreements.
 - i. **Collaboration:** allows individuals to come together and work towards a common goal. It is the foundation for working in teams.
 - ii. **Creativity:** sometimes solving a problem or working towards a common goal takes innovation and the ability to come up with solutions that are outside of the box. Creativity allows teams to find solutions when facing challenges together.
 - iii. **Communication:** positive communication and respect allows teams to effectively communicate and influences their overall performance as a team. Positive communication, both verbal and nonverbal, helps *sportsmanship* to thrive on and off the field.
 - iv. **Critical Thinking:** teams often work under pressure, and the ability to apply critical thinking improves both performance and *sportsmanship*.
5. Tell students that they are about to watch a Virtual Town Hall. Ask them to take note of how the athletes featured use the 4 C's to ensure their success on and off the field. Let them know that they will have the opportunity to use the 4 C's in an activity following the viewing of *Mindset of a TrueSport Champion*.

DURING THE VIRTUAL TOWN HALL

1. Let students know that they are going to watch a Virtual Town Hall featuring Olympic, Paralympic, and Team USA athletes. Watch *Mindset of a TrueSport Champion*, and ask students to pay close attention to Abby Raymond's story. During the town hall, students will learn from Abby, whose journey underscores the importance of integrity and the TrueSport cornerstone of *sportsmanship*.
2. Use the instructional strategy: [Pause and Play](#) to reflect on Abby's story and make connections to *sportsmanship*. Some questions for students to consider are:
 - a. What is an obstacle that Abby faced and how did she overcome this adversity?
 - b. How does her story connect to your life or an experience you have had?
 - c. What lessons does Abby share that contribute towards her success?
 - d. Why is *sportsmanship* important?
3. Before beginning the Post-Virtual Town Hall activity, use the instructional strategy [Snowball](#) to allow students to share their reflections.
 - a. Have students write a fact or lesson they learned from the video.
 - b. Then throw their "snowball," pick up a new one, and add a supporting fact or a new fact.
 - c. Share what they learned with the whole group.

POST-VIRTUAL TOWN HALL ACTIVITY

After watching the town hall and reflecting together, students will complete a team-building STEM challenge. They will work together to construct a cup pyramid, but there is a catch—no one can touch the cups with their hands! As teams, students will form a strategy to complete this task.

1. Tell students that they will now put the 4 C's and what they learned about *sportsmanship* into practice by participating in a design challenge.
 - a. Divide students into teams of 4.
 - b. Supply each team with one rubber band, 4 pieces of string, and a minimum of 6 cups.
 - c. Here are the rules:
 - i. Each team must use the provided materials to construct a cup pyramid. But, there's a catch—no one can touch the cups with their hands! Teams must use the materials provided to create a tool to move the cups.

2. Give teams 5 minutes to strategize how they're going to accomplish their goal of building a cup pyramid.

Note: If students are unable to form a strategy, encourage them to consider the supplies provided and how they could create a tool that would allow all team members to build the cup pyramid, without touching the cups. *Students should tie each piece of string to the rubber band, allowing each member to pull/release the rubber band in order to build a pyramid.

3. Give teams 10 minutes to build their cup pyramids. If time permits, teams can come together to build a larger pyramid collectively.
4. When the 10 minutes is up, gather the group back together to review their experiences. Ask the following questions:
 - a. What did you talk about in your five minutes of planning? Who took on leadership roles throughout the planning and building process? Did different team members take on different roles as the activity progressed?
 - b. When it was time to build the pyramid, what unforeseen challenges did you encounter? How did you overcome them?
 - c. How would this challenge have gone differently if you could have touched the cups?
 - d. Make a connection to your sport or teamwork—how is this like a situation you have encountered in practice or in a game? What lessons could you take from this exercise and apply to the field of play?
 - e. Could you have accomplished this task alone? How did working with others help you achieve the stated goal?
 - f. How did you practice respect and accountability in this activity? How might respect and accountability have affected your team's overall success? How did your group manage differences of opinion about how to solve the problem?

