SPORT S.M.A.R.T.

Sport SMART is a national program that instills a fun and safe atmosphere in which members develop life skills; so they can make good decisions about their health, as well as build positive character traits through fun activities and games.
SPORT SMART LESSONS FOR 13-18 YEARS

Lesson 1: Character
- Character Analysis
- Character Education

Lesson 2: Motivation and Striving for Excellence
- Eye on Excellence
- Motivation Station

Lesson 3: Commitment
- Overcoming Obstacles
- Daily Good Deeds

Lesson 4: Career Awareness
- Career Hot Potato
- Career Reporting

Lesson 5: Decision Making
- Consequence Discussion
- Problem Solving Model Discussion

Lesson 6: Sportsmanship
- Personal Experience
- Acting Up

Lesson 7: Nutrition
- MyPlate Challenge
- Healthy Word Scavenger Hunt

Lesson 8: Substance Abuse
- In the News
GUIDELINES FOR WORKING WITH YOUTH AGES 13 TO 18

Attention spans factor into any equation when working with youth, and it will certainly influence your dealings with youth this age. Many teenagers are still going through puberty and are preoccupied with their appearance, body odor and skin. What can make working with these teenagers challenging is that you will be competing for their undivided attention with so many other areas of their life, ranging from boyfriends and girlfriends to a host of other extracurricular activities. These youth have often been around the sport for many seasons, so it’s not uncommon for some to arrive with know-it-all attitudes. While it’s important to establish bonds with youth at all age levels, that is particularly true here. By acknowledging their skill level, and soliciting their feedback on your practice plans and the activities you are using, you’ll reinforce how much you value their knowledge and experience of the sport. This approach will also make them more receptive to your instructions and can lead to increased learning.

13 to 18 Year Olds:
- Learn by doing
- Want to think through their own decisions
- May be obsessed with their appearance (brand consciousness)
- Are influenced by friends; parents have less influence
- Experience peer pressure at its peak
- Develop habits that affect their life-long level of physical fitness
- Crave freedom and have an intense need for privacy
- Seek independence but still need limits and structure
- May begin experimenting with unhealthy behaviors such as smoking, drinking and drug use
Lesson 1: Character

The teen years are among the most trying for many, and it is easy to succumb to what’s popular rather than what’s right. Club members are facing many challenges that demand solid character traits. These lessons will help build character among participants.

Character Analysis

For Ages: 13 to 18
Equipment Needed: Pens and Paper
Participants: Any
Length of Activity: 20 minutes
One of the best ways to build strong character in our members is to help them identify those individuals in their lives who possess those positive characteristics that they can model after. This activity helps them pinpoint those traits. Distribute a pen and sheet of paper to each Club member. Have them write down 3 people they most admire and underneath each person’s name, list some of their admirable traits. These individuals for example can be parents, siblings, grandparents, teachers and coaches. Some examples of traits that could stand out to them are: Honesty, Integrity, Strong Faithful, Caring Trustworthiness, etc. Give them 10-15 minutes to complete their list. Next, go around the room and have the Club members share with the group who they admire and the reasons why.

Character Education

For Ages: 13 to 18
Equipment Needed: Note Cards and Pen
Participants: 10 or more
Length of Activity: 30 minutes
The ability to respond properly in all types of situations reflects a strong character. This activity will challenge participants to pick an appropriate trait to use when responding to certain situations. To start, write one of the following character traits on each note card: Mean, Nice, Funny, Caring, Understanding, Happy, Depressed, Angry, Happy, Bossy and Patient. Pass out a card to each Club member pair, making duplicate cards if necessary. Each participant will have the chance to act out that trait, and the remaining participants will guess which trait that is. Once they have guessed correctly, engage the group in a discussion.

Ask them the following questions:
- What is a trait that could have been used to respond to that scenario?
  - For example, if they acted out “anger,” the answer should be “patience” or “kindness.”
- How could the new trait have changed the situation?
- What are some consequences or benefits to the trait you had?
Lesson 2: Motivation and Striving for Excellence

In this age range, Club members will be planning for the next big step in their future, and will need to be motivated and determined; these lessons will underscore the importance.

Eye on Excellence

For Ages: 13 to 18
Equipment Needed: Pens and Paper
Participants: Any
Length of Activity: 15 minutes

There are a lot of different ways that members can strive to achieve excellence in their daily lives. This activity will help identify some, and which ones can enhance their lives. Have each member write down five ideas for enhancing their lives. Some ideas could be working with a more talented player after practice to hone skills; attend classes to improve on a skill; check out books on topics of improvement at the library; or work with friends to improve their skill. Go around the room and have the members share what they came up with and what the benefits are of each.

Motivation Stations

For Ages: 13 to 18
Equipment Needed: 4 timekeeping devices, 1 Football, 1 Jump Rope, 1 Baseball Bat and a Baseball, 1 Soccer Ball, 4 Cones, Pen and Handout IV-A
Participants: Any
Length of Activity: 30 minutes

In the teen years, it is more important than ever that members are goal-oriented and are constantly striving for success, as their future will be directly affected by their motivation to succeed. This activity will challenge participants to complete multiple sports activities in the quickest amount of time possible. Before the lesson, set up the 4 stations: Football (Football), Jump Rope (Jump Rope), Baseball (Baseball and Bat) and Soccer (Soccer Ball and Cones). Divide participants into pairs and assign them to one of the 4 stations.

Station Activities:
- Station 1: Jump Rope. Each participant must jump rope 10 times without missing.
- Station 2: Football Toss. Each participant must stand about 20 feet apart and complete 2 throws and catches.
- Station 3: Batting Practice. Each participant must bunt (soft hit) the ball twice. The partner not hitting will be pitching and retrieving the ball.
- Station 4: Soccer Dribble. Each participant must dribble the ball through the cones and back.

Each timekeeper will keep a log of the times for each group and at the end the fastest teams for each station will be announced.
MOTIVATION STATIONS  
(MOTIVATION AND STRIVING FOR EXCELLENCE)  
Handout IV-A  

Use this handout in conjunction with the “Motivation Stations” activity.

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<thead>
<tr>
<th>Team</th>
<th>Football</th>
<th>Jump Rope</th>
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Lesson 3: Commitment

During a time when youth are expected to manage their time and goals more independently, these lessons will help Club members focus on commitment.

Overcoming Obstacles
For Ages: 13 to 18
Equipment Needed: Dry-Erase Board and Marker
Participants: Any
Length of Activity: 20 minutes

All of us, at some point in our lives, have committed to something, only to fail to follow through with it. This activity will help teens identify reasons why commitments sometimes wander off course, and what they can do to help ensure that when they commit to something they’ll be able to stick with it. Gather the group around. Ask for the participants to throw out reasons that come to mind that can sabotage commitment. Some examples you can use to stir their thought process are: Laziness, Lack of Confidence, Lack of Time, etc. Once you have a pretty comprehensive list, tackle them one by one and discuss how they can overcome these obstacles. By having an open discussion of these potential obstacles, participants will develop the mindset that they can overcome obstacles when they put their mind to it.

Daily Good Deed
For Ages: 13 to 18
Equipment Needed: Pens and Handout I-A
Participants: Any
Length of Activity: 20 minutes

We can all do our part to make the world a better place if each of us takes the time to try and do one good deed each day. This activity helps make Club members more aware of the importance of being a good citizen and how the smallest gestures can make the biggest difference in the world around them. Distribute a pen and copy of the worksheet to each Club member and have them write down next to each day one good deed that they will commit to doing on that particular day.

The following are examples that you can share to help get their thought process started:
- Monday: Tell my parents that I love them and appreciate everything they have done for me.
- Tuesday: Clean up my room at home without being told.
- Wednesday: Hold the door open for someone I don’t know.
- Thursday: Introduce myself to a new member and invite them to hang out.
- Friday: Take the time to tell my favorite staff how much I enjoy knowing them.
- Saturday: Write my grandparents/family member that I haven’t spoken to in a while.
- Sunday: Choose an item to donate to a family in need in my community.

Once everyone has filled out their sheets, have each Club member rundown their commitments for the week. The next time you get together, go through each Club member’s commitments and have them discuss how well they fared fulfilling each one.
DAILY GOOD DEED (COMMITMENT)

Handout I-A

Use this handout in conjunction with the “Daily Good Deed” activity.

<table>
<thead>
<tr>
<th>Good Deed to Achieve</th>
<th>Check Off</th>
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<tbody>
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<td>Monday</td>
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<td>Saturday</td>
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<tr>
<td>Sunday</td>
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I, (Member’s Name)__________________________________________, promise to do my very best to complete the good deeds that I have written above for each day of the week.

Member’s Signature _______________________________________ Date_____________
LESSON 4: CAREER AWARENESS

At this stage in Club members’ lives, they should start to focus on the different careers and begin to pursue choices that will impact their careers in the years to come; the following lessons will help them in acquiring practical skills to aid in this process.

CAREER HOT POTATO
For Ages: 13 to 18
Equipment Needed: Bean Bag or Small Ball
Participants: Four or more
Length of Activity: 20 minutes

In this activity, members will be challenged to speak in front of a group of their peers by naming and describing a career in which they are interested in, on the spot. To begin, have members spread out in a circle. Explain that each participant will have to talk about a career they are interested in, touching on these three key points: What is involved in that career?, What qualities you need for this career? and Why they think they would be good at this career? Toss the bean bag to a member to start. When they are finished, they must toss it to someone else. Everyone should have a turn, and at the end of the activity, engage members in a discussion by asking if any of the other careers discussed sounded interesting to them?

CAREER REPORTING
For Ages: 13 to 18
Equipment Needed: Pens and Paper
Participants: Any
Length of Activity: 30 minutes

This activity will give participants the opportunity to get to know one another as well as discover different careers. Break the group into pairs. Each participant will get a sheet of paper and pen and will be charged with interviewing their partner about their plans after graduating.

Have members write down the following questions on their paper:
1. Name?
2. Age?
3. Do you plan on going to college, trade school, starting work or starting your own business when you graduate high school?
4. What do you want to do for your career?
5. Why do you want to do this career?
6. How long will it take you before you can actually do this career?
7. What steps will you take now to make this happen?
8. What steps will have to take in the future to make this happen?

Explain the each partner will interview their partner and vice-versa, taking notes based on the identified questions. They will have 15 minutes total to do both interviews. When 15 minutes is up, each team will introduce each other and talk about their future plans based on the interview. Encourage questions and discussion when the teams are finished.
LESSON 5: DECISION MAKING

During this age, members will start to face tough decisions, and these lessons will familiarize them with the different types of peer pressure and the consequences of their decisions.

CONSEQUENCE DISCUSSION
For Ages: 13 to 18
Equipment Needed: Dry-Erase Board and Marker
Participants: Any
Length of Activity: 20 minutes
This activity will engage participants in an open discussion about the consequences of specific unhealthy and unsafe habits plaguing youth today. Write down these 5 topics on the board: Smoking Cigarettes, Using Marijuana/Drugs, Sexual Behavior, Drinking Alcohol and Stealing. As a group, you will discuss one topic at a time.

When discussing each topic, ask the following questions and write down their answers:
• Why does this seem like it could be harmless, especially if it is done just once?
• What are the short-term consequences of doing this?
• What are the long-term consequences of doing this?
• What do you think will happen if you say no to this?
• What are the most important reasons for saying no?

PROBLEM-SOLVING MODEL DISCUSSION
For Ages: 13 to 18
Equipment Needed: Dry-Erase Board and Marker
Participants: Any
Length of Activity: 30 minutes
This activity will teach Club members a basic “problem-solving” model, which can be used in any situation. First, review and discuss the six steps by writing them down on the board.

The Six Basic Steps to the Model are as follows:
• Define the Problem: Be clear and detailed when identifying the problem.
• Set Specific and Measurable Goal(s) for Change.
• Brainstorm All Options: Come up with as many ideas as possible for solving the problem.
• Evaluate th Options: Review each such idea and address its feasibility, asking questions like: “What would I need to do to make this happen?”
• Make a Plan of Action: Choose the best options, form a specific plan of action and outline the steps necessary. Make sure to identify the when, where and how of each step.
• Evaluation and Modification: Assess how the plan of action is progressing. Does anything need to be changed or adjusted?

If time permits, identify one or more examples of a “problem” and go through each step of the problem-solving model with the group. Examples of problems may include: failing a class; needs to save up money for a car; having problems with some kids at school.
**LESSON 6: SPORTSMANSHIP**

Most Club members this range have seen, felt or experienced instances of both good and bad sportsmanship and these lessons will help them to further identify displays of good and bad sportsmanship.

**PERSONAL EXPERIENCES**

*For Ages: 13 to 18*
*Equipment Needed: None*
*Participants: Any*
*Length of Activity: 20 minutes*

Youth who have been involved in sports and other activities for awhile have lots of experiences they can draw from and share with the group to help everyone develop a good understanding of the importance of displaying good sportsmanship. During this exercise, go around the group and have each member share what they think has been their best display of good sportsmanship and what led them to behave in that manner. Conversely, also have them discuss one of their not so-proud moments when they weren’t a good sport. You can take the discussion even deeper by exploring what led them to behave in such an inappropriate way and what they learned from that experience so it doesn’t happen again.

**ACTING UP**

*For Ages: 13 to 18*
*Equipment Needed: Note cards with statements written on them*
*Participants: Any*
*Length of Activity: 20 minutes*

Youth love being silly at times, and this activity allows them to act differently than normal, along with the added benefit of teaching them the importance of being a good sport at all times. Here is how it works: Put together a stack of note cards that include a brief description of either a positive or negative display of sportsmanship.

Here are some examples of the statements that you can use:

- A parent yells at an umpire who called his son out sliding into third base.
- A coach questions a call during a basketball game in a negative manner.
- A coach asks for some clarification on a charging call during a basketball game in a non-threatening tone.
- A quarterback celebrates throwing a game-winning touchdown pass by pumping his fists wildly and begins to taunt the other team.
- A player who strikes out with the bases loaded loses his temper and yells and cusses in the dugout in frustration.

Distribute these cards to each Club member. Go around the group and have each act out what is on their card. The rest of the group must identify what the youth is acting out and come up with reasons why the behavior is either positive or negative.
LESSON 7: NUTRITION

Eating disorders and obesity are gaining increasing attention, and at this age, Club members are making and managing their own nutrition decisions as they prepare to enter adulthood, which is why it is extremely important for them to identify and practice healthy nutrition habits.

MYPLATE CHALLENGE
For Ages: 13 to 18
Equipment Needed: MyPlate Poster, Food Pictures, Tape
Participants: Any
Length of Activity: 15 minutes
Cut out several examples of foods and beverages in each of the MyPlate food categories from magazines and paste each picture on a piece of construction paper. Make sure to use individual foods such as a piece of fruit or a glass of milk rather than mixed dishes that contain two or more food groups such as pizza. Include foods from each food group:
• Grains—Orange
• Vegetables—Green
• Fruits—Red
• Dairy—Blue
• Proteins—Purple

Test members’ knowledge about MyPlate by doing a relay race. Divide members into two relay teams. Place the MyPlate poster in front of the room. Give each team a roll of tape with an even distribution of pictures so each team has the same number of pictures that belong in each food group. After the race is over, discuss the correct and incorrect match-ups.

HEALTHY WORD SCAVENGER HUNT
For Ages: 13 to 18
Equipment Needed: Stack of Newspapers or Magazines (Old or Current) and Highlighters
Participants: Nine or more
Length of Activity: 30 minutes
As socializing without the presence of adults becomes more common among teens, it also becomes easier for them to stray away from a structured eating plan. This activity will help participants become more aware of terms used that are associated with a healthy lifestyle and diet. Break the participants as evenly as possible into groups of three. Give each group three highlighters and at least six newspaper sections or magazines.

The object is to see which group can find all the following words the fastest:

<table>
<thead>
<tr>
<th>Appetite</th>
<th>Balance</th>
<th>Body</th>
<th>Calcium</th>
<th>Calories</th>
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<tbody>
<tr>
<td>Choices</td>
<td>Dairy</td>
<td>Diet</td>
<td>Eating</td>
<td>Energy</td>
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<tr>
<td>Exercise</td>
<td>Fitness</td>
<td>Fruit</td>
<td>Fiber</td>
<td>Grains</td>
</tr>
<tr>
<td>Healthy</td>
<td>Lifestyle</td>
<td>Muscles</td>
<td>Nutrition</td>
<td>Portions</td>
</tr>
<tr>
<td>Protein</td>
<td>Vegetables</td>
<td>Water</td>
<td>Wellness</td>
<td>Whole-Grain</td>
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</tbody>
</table>

Follow the activity with a discussion about how hard or easy it was to find the words.
Lesson 7: Nutrition

Food Spoiler
For Ages: 13 to 18
Equipment Needed: Paper and Pens
Participants: Any
Length of Activity: 20 minutes

The better understanding youth have of the MyPlate and the types of foods they should be putting in their bodies, the healthier and happier they’ll be. This activity helps participants learn to identify which types of food comprise a specific category in the food groups and which don’t belong. This activity is everyone for themselves, so distribute a pen and piece of paper to each individual. You’ll have a list of 10 groups of foods, with four items in each list. Three of the four items will be from one food group, and one item will represent another food group. The participants must identify which item does not belong with the rest, write down what food group it belongs to and what group the others belong to.

Food Lists:
1) Oatmeal, Pretzels, Papaya, Popcorn
   Answer: Papaya is a fruit, the rest are grains
2) Lamb, Snapper, Grits, Steak
   Answer: Grits are a grain, the rest are proteins
3) Tomatoes, Prunes, Apricots, Mangoes
   Answer: Tomatoes are a vegetable, the rest are fruits
4) Collard Greens, Lime, Squash, Beets
   Answer: Lime is a fruit, the rest are vegetables
5) Cabbage, Buckwheat, Asparagus, Kale
   Answer: Buckwheat is a grain, the rest are vegetables
6) Turnip Greens, Mushrooms, Okra, Honeydew
   Answer: Honeydew is a fruit, the rest are vegetables
7) Bison, Muesli, Veal, Chicken
   Answer: Muesli is a grain, the rest are proteins
8) Bean Sprouts, Lentils, Tofu, Black Beans
   Answer: Bean Sprouts is a vegetable, the rest are types of proteins
9) Ricotta, Turnips, Parmesan, Swiss
   Answer: Turnips is a vegetable, the rest are types of dairy
10) Brussels Sprouts, Romaine Lettuce, Cauliflower, Risotto
    Answer: Risotto is a grain, the rest are vegetables

Once you’ve gone through this list, go through the correct answer for each by calling on different individuals to share with the group what they believe is the right answer. To promote discussion, encourage participants to share their thought process on how they arrived at the answer. This will help the participants learn the different food groups, as well as even some new foods that they may want to try.
Lesson 8: Substance Abuse

Older teens are the most likely out of all age groups to be presented with opportunities to abuse substances, so it is imperative that they are aware of the many dangers; these lessons will increase their awareness.

In the News

For Ages: 13 to 18

Equipment Needed: Dry-Erase Board and Markers, Computers or Mobile Devices

Participants: Any

Length of Activity: 45 minutes

Unfortunately, a lot of celebrities and professional athletes resort to using drugs. Some use them as a way to gain a competitive edge or deal with the stresses of their lives. Their usage is well-documented in newspapers, magazines and on the Internet, and they can be used to educate the Club members you are working with about the dangers of using these substances. Have the members use an Internet search engine to put together a list of approximately 10 names of athletes and celebrities who have been caught using these substances. Put a name up on the board and ask the youth what they know about this person’s career, and if they know what they were caught using.

Ask the following questions to get a discussion moving:
1) Why do you think they decided to use drugs?
2) How do you think they feel now that they have been caught using drugs?
3) Was there any repercussions of their choice to use drugs?
4) Do you think it is easy for them to bounce back from these stories about drug abuse?
5) What are your feelings toward this individual and are you still a fan now that you know?
6) Would you consider them a role model for people to look up to?

The responses that will be generated from these types of questions should help the teens realize that choosing to use drugs is a gamble that is never worth taking because the consequences are disastrous.