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

Lesson 1: Character
- Character-Building Role Play
- Character Construction
- Red Light, Green Light

Lesson 2: Striving for Excellence
- Experience Sharing
- Daily Good Deeds
- Breaking a Sweat

Lesson 3: Career Awareness
- Career Alphabet Soup
- Group Interaction
- Relay Runs

Lesson 4: Decision Making
- Decision Making Brainstorm
- Mother May I?
- Breaking a Sweat

Lesson 5: Team Building
- Blindfold Bonding
- Odd Man Out Tag

Lesson 6: Sportsmanship
- Mix and Match
- Good or Bad
- Breaking a Sweat

Lesson 7: Nutrition/Hydration
- Nutrition Alphabet Soup
- Step Forward
- Tag the Coach

Lesson 8: Performance Enhancing Drugs
- Staying Away
- Good vs. Bad
- Breaking a Sweat
“SPORT SMART”
LESSON 1: CHARACTER

Youth can be faced with situations challenging their character, and these lessons will help them be more aware of building and maintaining strong character.

**ACTIVITY 1: CHARACTER-BUILDING ROLE PLAY**

Equipment Needed: Dry-erase board and Character Building Scenarios

As there are so many personality traits integral to a strong character, it can be helpful to youth to decide how they will react in varying situations. In this exercise, you will act out several scenarios that will call for youth to respond in a way that represents one of the following traits of good character: trustworthiness, responsibility, honesty and respect.

Divide the members into 4 groups. Each group will be assigned one of the four traits listed above. Have each group role play the scenario. After the scenarios, discuss the role-play with participants. Ask them if they thought the groups were right, and what they would do in those situations.

**ACTIVITY 2: CHARACTER CONSTRUCTION**

Equipment Needed: Person Outline and Colored Pencils

One of the best ways to help Club members get a handle on the importance of good character is to examine the qualities they want in a friend. This activity helps them make that connection.

Give each member a Person Outline and a pencil. Have them write down 10 characteristics that they would want a friend to have on the inside of person. Once they finish that, have them come up with 10 negative characteristics that they wouldn’t want them to have and write them on the outside. Once each group has completed their list go around the room and have each person pick out one quality from their group’s list and explain why that is either a positive or negative characteristic.

**ACTIVITY 3: RED LIGHT, GREEN LIGHT**

Equipment Needed: None

One key character skill to work on at this age is the ability to follow rules, and this activity focuses on building this trait in a fun, active way.

One participant acts as the “stop light” and the rest of the participants try to touch him. To
ACTIVITY 3: RED LIGHT, GREEN LIGHT (CONTINUED)

start, have the participants form a line about 30 feet away from the stop light. The stop light faces away from the line and calls, “Green light.” At this point, the participants are allowed to move toward the stop light. At any point, the stop light may call, “Red light,” and turn around. If any of the participants are caught moving after this, they return to the starting point 30 feet away and start over from there. Resume play when the stop light turns back around and calls, “Green light.” The stop light wins if all participants are out before anyone is able to touch him. Otherwise, the first player to touch the stop light wins the game and earns the right to be the stop light for the next game. This activity can be repeated as desired. Encourage the youth to officiate themselves, since being trustworthy is a big element of character. If a Club member knows that he was caught by the stop light, you want the participants to be able to admit that, even if it means they won’t be able to win the game. Be sure to talk about this aspect with them before and after the activity, in order to make it the most beneficial for everyone.
CHARACTER BUILDING SCENARIOS:

TRUSTWORTHINESS
You know the winner of an art contest at school because you helped Mrs. Smith judge the contest. Your best friend wants to know who won. They come up to you and say “Hey, (NAME). I really want to know the winner of the art contest. I bet Mrs. Smith told you because you helped her with the contest, and I am your best friend so you can tell me.” What will you say to this friend?

HONESTY
You want to stay up later to watch TV. Your mother is allowing you to watch TV for an extra hour—on one condition; that you watch the Olympics, which is a special show. But there is another show you want to watch instead, but you know your mother is only letting you stay up to watch the Olympics. When your mom comes in to announce bedtime and she asks about the Olympics, what will you tell her? Did you watch the show you wanted to instead, and will you tell her the truth if you did?

RESPONSIBILITY
Your father asked you to help him clean out the garage on Saturday and you told him you would. However, your friend invited you to go on a day trip to the beach, which is a lot more fun. Your Dad says you can go if you want to, but he is kind of sad you are not going to help. You know the garage is disorganized and will require a lot of work. What would you tell your Dad?

RESPECT
Your class has a substitute teacher for a day, and everyone knows that this substitute doesn’t enforce rules very well. After trying to get some other youth to help her find the homework assignment printouts—which no one else will do, even though they know where they are—the substitute asks you. You know where they are, but what will you tell the substitute?
“SPORT SMART”

LESSON 2: STRIVING FOR EXCELLENCE

Commitment is an important quality that can be utilized from a very young age, and the following lessons help instill its importance in youth.

ACTIVITY 1: EXPERIENCE SHARING

Equipment Needed: Dry-erase board and Markers

There are several major components of commitment, and it is important that Club members not only learn them early on, but also be able to relate these behaviors to situations in their own lives. This activity will introduce youth to these three guidelines and give them a chance to draw on personal experiences as examples of a time they displayed a strong commitment.

Begin by writing the following four behaviors on the dry-erase board:

1. Be reliable and dependable.
   
   Do something if you’ve already agreed.

2. Take care of your own business.
   
   Don’t pass your responsibilities to others.

3. Take responsibility for your actions.
   
   Don’t make excuses or place blame.

4. Use your head.
   
   Think before you act and understand consequences.

Go through each behavior, calling on a couple Club members to relate a time they have demonstrated this behavior in their own lives. If time permits, have Club members suggest additional components of commitment.

ACTIVITY 2: DAILY GOOD DEED

Equipment Needed: Copies of Handout I-A and Pencils

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.
**Activity 2: Daily Good Deed (Continued)**

Distribute a copy of the worksheet to each Club member and a pencil and have them write down next to each day one good deed that they will commit to doing on that particular day. The following is an example that you can share with them to help get their thought process started:

- Monday – I will tell my parents that I love them and that I appreciate everything they have done for me.
- Tuesday – I will clean up my room at home.
- Wednesday – I will hold the door open for someone I don’t know.
- Thursday – I will ask my parents what chore needs to be done around the house that I can do to help out.
- Friday – I will take the time to tell my favorite teacher or coach how much I enjoy learning from them.
- Saturday – I will write a note to my grandparents or other family member that I haven’t spoken to in a while.
- Sunday – I will choose a toy to donate to a youth of a family in need in my community.

Once everyone has filled out their sheets, have each Club member share their commitments for the week. It will be interesting for everyone to hear the thoughts of each other.

**Activity 3: Breaking a Sweat**

Equipment Needed: Jump Ropes, Copies of Handout II-A and Pencils

*It’s well-known that obesity has a stranglehold on today’s youth, so fun activities that promote exercise and physical activity are key for getting and keeping them active. Use this activity to get those young hearts pumping and help burn off some of that unwanted fat.*

Divide the members into pairs. Give each member a copy of the handout and a pen. Explain the members that will be participating a weekly physical fitness challenge that features a station for sit-ups, push-ups, jumping jacks and jump rope. One partner will begins at the jumping jack station and on your command performs as many as they can in a 30-second period while the other partner counts for them and record that number on the handout. As soon as 30 seconds expires, you blow the whistle and they sit down and do as many sit-ups as they can in 30 seconds while the other partners counts and records. They will continue this pattern for push-ups and jump roping. Once they have completed all the challenges, they will
Activity 3: Breaking A Sweat (Continued)

Trade places with the partner so they can complete the challenges. Afterward, discuss with Club members that by devoting a few minutes each day to jumping rope, as well as doing sit-ups, push-ups and jumping jacks, they will be able to improve on their scores the next time you conduct this physical fitness challenge. Recommend that while they are watching television and the program goes to commercial, they can use that time to do sit-ups and push-ups. It’s a great way to fit in some exercise at any time. By getting them to commit to doing these easy activities at home, you’ll enhance their fitness and health, plus they’ll see significant improvement in their scores the next time you challenge them. Gradually, over time, chances are that they will become more committed to exercise.

Note to Leader:

Be sure to keep the Member’s Tracking Sheet for the next “Breaking A Sweat Challenge” during Week 4!
Use this handout in conjunction with the “Daily Good Deed” activity.

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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_____________
Use this handout in conjunction with the “Breaking a Sweat” activity.

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SPORT SMART

LESSON 3: CAREER AWARENESS

At this age, youth are becoming more aware of the career world, and these lessons will help to further educate them about their options.

ACTIVITY 1: CAREER ALPHABET SOUP

Equipment Needed: Copies Handout III-A and Pencils

Club members at this age are starting to become more aware of the tasks involved and the skills required in different careers, and this activity will encourage them to develop their knowledge about various career paths and what is required of them.

To start, have Club members write the alphabet, excluding the letters K, Q, X and Y, in a list format, using two columns if necessary. Once they have done this, give them 10 minutes to write down one career for each letter of the alphabet. If they can’t think of a career, have them write down an associated word. For example, if they can’t think of a career for the letter “S” they can write down a skill such as “sew” or “sell.” When the 10 minutes are up, tell them to circle three careers they are interested in learning more about. After they have completed the written activity, call on a few Club members to discuss their circled careers.

Use the following questions to guide the discussion:

- What is it about that career that interests you?
- Do you know someone who does that for a living? Suggest that the participant talk to that person about it.
- What is the most important thing to you in a job?

Encourage the participants to take the list home and make changes and additions as they discover new career paths.

ACTIVITY 2: GROUP INTERACTION

Equipment Needed: Ball of Yarn and Masking Tape

An important part of any career is the ability to work effectively in groups. Teamwork plays a major role in many careers they may choose.

A large area will be needed. Start by having the Club members sit in a large circle. Next, introduce yourself and tell participants about your job; tape the end of the yarn to the floor in front of you, and toss the ball of yarn to someone in the circle. Ask that participant to
**Activity 2: Group Interaction (Continued)**

introduce himself and say what he wants to do when he grows up. When he has finished, tape the yarn onto the floor in front of that participant’s legs. The participant will then throw the yarn to someone else, who will introduce herself and say what she wants to do when she grows up. Tape the yarn in front of the participant. Continue until everyone has had a turn. When the activity is complete, ask the youth to offer their thoughts on what the design looks like. If time is permitting, repeat the activity asking them to share information about their interests.

**Activity 3: Relay Runs**

Equipment Needed: None

Youth love to run and expend energy, and they also enjoy working in groups. This activity allows them to do both, while also striving to perform well and encouraging their teammates to do the same.

Break the youth up into groups of four and line them up at one end of the floor. On your command the first Club member in each group runs the length of the floor and when he reaches the end he turns around and comes back. When he touches the next member of his group that individual backpedals down the floor and back. Upon reaching the group he touches hands and the next Club member skips down the floor and back, and the fourth member of the group hops down the floor and back. You can even conduct the race so that each Club member gets to perform all four types of movements before declaring a winner.
Use this handout in conjunction with the “Career Alphabet Soup” activity.

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CAREER ALPHABET SOUP
(CAREER AWARENESS)

Use this handout in conjunction with the Career Alphabet Soup activity.

Possible Answers:

A – architect, archeologist, artist, accountant, actor

B – bail bondsman, biologist, baseball player, bookkeeper, banker

C – construction worker, Congressman, caretaker, counselor, carpenter, computer specialist

D – doctor (pediatrician), dentist, detective, dancer, designer

E – engineer, entomologist, editor

F – fisherman, football player, fireman, farmer

G – groundskeeper, government worker

H – human resources manager, housekeeper, health worker, hospitality manager

I – Internet programmer, information analyst

J – judge, journalist

L – lawyer, laboratory scientist

M – musician, marketing manager, mailman (postal worker)

N – nurse, news editor

O – occupational therapist

P – postal worker (mailman), paralegal, pharmacist, pediatrician (doctor), police officer

R – reporter, real estate agent, recreation worker, radio DJ

S – salesperson, secretary, social worker, scientist

T – teacher, tutor

U – undertaker, urban planner

V – veterinarian

W – writer, Webmaster, wildlife worker

Z – zookeeper, zoologist
As decision making is the first step in achieving goals, it is important that youth learn about the process from a young age; youth at this age will begin to be faced with tough situations, and the following lessons will help them work out their decision making skills.

Activity 1: Decision-Making Brainstorm

Equipment Needed: Dry-erase board and Markers

Learning to work through the decision-making process will assist Club members in both current and future endeavors. Many of life’s important decisions should be made only after evaluating the situation and following several steps to arrive at the best conclusion.

To engage participants’ thoughts on the key traits needed to make a decision, begin by writing down these steps:

1. Understanding and gathering relevant information
2. Assessing the information and living with the choice

Use the real-life decision-making scenarios below to open discussion, and then walk the members through each step, calling on them for suggestions.

- A teammate cheated to help your team win the game and you’re the only one who knows he did. What would you decide to do?
- Your friend offers you a front-row ticket to a concert but it’s on the same night of a game your team is counting on you to play in. What do you do and why?
- Your little brother or sister broke your mother’s favorite vase, and she said that unless somebody confesses, you will both be grounded. Your sibling begs you not to tell. What do you do?

Activity 2: Mother May I?

Equipment Needed: None

In team sports, quick decisions are often required to get the win, and this activity will have participants follow instructions in a fun, lighthearted way.

One member will be the “mother” and will stand facing away from the remaining members,
Activity 2: Mother May I? (Continued)

who will stand in a line about 30-40 feet behind the mother. You will choose a member, at random or in order, and the mother will say, “(THEIR NAME), you may take (NUMBER 1-10) giant/baby/regular steps forward.” The participant will respond by saying, “Mother may I?” and the mother will say, “Yes, you may.” If the youth forgets to ask “Mother May I” then they will have to take the same number of steps back. First one to reach the mother wins. To switch this activity up, members can skip or jump instead of taking steps.

Activity 3: Breaking A Sweat

Equipment Needed: Jump Ropes, Copies of Handout II-A and Pencils

Divide the members into pairs. Give each member their Tracking Sheet from last time and a pen. If they are new, give them a blank handout. Explain the members that will be participating again in a weekly physical fitness challenge that features a station for sit-ups, push-ups, jumping jacks and jumping rope. One partner will begin at the jumping jack station and on your command performs as many as they can in a 30-second period while the other partner counts for them and record that number on the handout. As soon as 30 seconds expires, you blow the whistle and they sit down and do as many sit-ups as they can in 30 seconds, while the other partners counts and records. They will continue this pattern for push-ups and jump roping. Once they have complete all challenges, they will trade places with the partner so they can complete the challenges. Afterward, discuss with Club members that by devoting a few minutes each day to jumping rope, as well as doing sit-ups, push-ups and jumping jacks, they will be able to improve on their scores the next time you conduct this physical fitness challenge. Ask if anyone had improved from the last challenge. If they did congratulate them on their success and ask if they have been doing anyone different since last challenge. Remind members that while they are watching television and the program goes to commercial, they can use that time to do sit-ups and push-ups. It’s a great way to fit in some exercise at any time. Remember, by getting them to commit to doing these easy activities at home, you’ll enhance their fitness and health, plus they’ll see significant improvement in their scores the next time you challenge them. Gradually, over time, chances are that they will become more committed to exercise.

NOTE TO LEADER:

BE SURE TO KEEP THE MEMBER’S TRACKING SHEET FOR THE NEXT “BREAKING A SWEAT CHALLENGE” DURING WEEK 6!
“SPORT SMART”

LESSON 5: TEAM BUILDING

At this age, youth will be participating more in organized sports and team projects at school, and these lessons are fun ways to work on their team building skills.

**Activity 1: Blindfold Bonding**

*Equipment Needed: Blindfolds*

The essence of being a team is having everyone work together. It can be a challenging trait to instill in Club members. The following activity will help youth become ideal team players.

Break the Club members into groups of five. Choose one Club member from each group to be blindfolded, and one to serve as the team voice. Scatter the other three athletes from each of the groups randomly around the playing area. The Club member who was chosen to be the team voice must shout out instructions to his blindfolded teammate on how to reach each of his three teammates. The first group to successfully get their blindfolded athlete around the room, touching his three teammates, wins. Run through this activity enough times so that each Club member gets the opportunity to give directions, listen to directions as the blindfolded one and also enjoy being out in the playing area watching their teammate try to figure out where they are.

**Activity 2: Odd-Man-Out Tag**

*Equipment Needed: None*

Working as part of a team will be relevant in all aspects of Club members’ lives, and this activity will work on this skill with Club members through the classic game of tag.

A large area will be needed. Participants will learn teamwork as well as chasing and dodging skills. Break the Club members into groups of five. Designate one person from each group as the “odd man out” (tagger), and have remaining group members hold hands. Designate one of those members as the target. On a given signal, the group members will remain holding hands and will work together to avoid allowing the tagger to tag the target. When a target is tagged, designate someone else as the tagger and target and repeat the activity.
“SPORT SMART”
LESSON 6: SPORTSMANSHIP

Respecting others and winning and losing gracefully are key to success in school, sports and life, and these two activities will highlight this importance in an easy-to-follow format.

**ACTIVITY 1: MIX AND MATCH**

Equipment Needed: Mix and Match Scenarios, Dry-erase board and Markers

This activity helps young Club members learn some of the basics of good sportsmanship, which can be a challenging concept to teach.

Present the youth with a sportsmanship scenario and provide them with four responses, one of which is inappropriate. Have the group select what they think is the wrong way to handle the situation and explain why they think that way.

The following is an example of a scenario you can present:

Your basketball team lost a game on a last-second shot at the buzzer. The player who sank the winning basket for the opposition is running around excitedly, high-fiving all of his teammates. How should your players respond?

1. Tell the player “nice shot”
2. Leave the court as quickly as possible so you don’t have to watch the celebration.
3. Tell your teammates that they played a good game and to be proud of their effort.
4. Shake all the players’ hands on the opposition, as well as the opposing coach, while congratulating them on winning the game.

To reinforce the importance of displaying good sportsmanship, also spend some time to discuss the correct answers on the appropriate way to handle a situation like this and the reasons why. Use Handout V-A to give members more examples.

**ACTIVITY 2: GOOD OR BAD**

Equipment Needed: Good or Bad Examples, Dry-erase board and Markers

The difference between right and wrong and good and bad is necessary to know among all age groups, particularly young Club members.

On the dry-erase board, list a variety of examples of positive and negative displays of sportsmanship in random order. Read the examples and have the members decide if the actions are “Good or Bad” sportsmanship.
ACTIVITY 3: BREAKING A SWEAT

Equipment Needed: Jump Ropes, Copies of Handout II-A and Pencils

Divide the members into pairs. Give each member their Tracking Sheet from last time and a pen. If they are new, give them a blank handout. Explain the members that will be participating again in a weekly physical fitness challenge that features a station for sit-ups, push-ups, jumping jacks and jumping rope. One partner will begin at the jumping jack station and on your command performs as many as they can in a 30-second period while the other partner counts for them and record that number on the handout. As soon as 30 seconds expires, you blow the whistle and they sit down and do as many sit-ups as they can in 30 seconds while the other partner counts and records. They will continue this pattern for push-ups and jump roping. Once they have complete all challenges, they will trade places with the partner so they can complete the challenges. Afterward, discuss with Club members that by devoting a few minutes each day to jumping rope, as well as doing sit-ups, push-ups and jumping jacks, they will be able to improve on their scores the next time you conduct this physical fitness challenge. Ask if anyone had improved from the last challenge. If they did congratulate them on their success and ask if they have been doing anything different since last challenge. Remind members that while they are watching television and the program goes to commercial, they can use that time to do sit-ups and push-ups. It’s a great way to fit in some exercise at any time. Remember, by getting them to commit to doing these easy activities at home, you’ll enhance their fitness and health, plus they’ll see significant improvement in their scores the next time you challenge them. Gradually, over time, chances are that they will become more committed to exercise.

NOTE TO LEADER:

BE SURE TO KEEP THE MEMBER’S TRACKING SHEET FOR THE NEXT “BREAKING A SWEAT CHALLENGE” DURING WEEK 8!
Mix and Match Scenarios
(Sportsmanship)

Use this handout in conjunction with the Mix and Match activity.

Scenario 1:
One of your teammates just struck out during your team’s final baseball game. He then started arguing with the umpire and said that he didn’t swing and miss – but hit a foul ball. How should you respond?

a. Pull the player aside and tell him that it would be a better idea just to accept the situation, and practice his swings during the offseason.

b. Go up to your teammate and the umpire and argue that he is right, and it was a foul ball. Honestly, it could have gone either way in your opinion.

c. Lead your teammates in a round of applause and call out, “Good work, team! We’ll start off with a win next season!”

d. Approach your teammate and let him know that you are disappointed, too, but you agree with the umpire, and ask him to join you in shaking hands with the winning team.

Scenario 2:
Your flag football team just won a big game, thanks in large part to one of your teammates, John, who scored three touchdowns. To celebrate, your team goes out for pizza. While you are eating, you overhear one of your other teammates telling a couple players that “John isn’t really that good, and he only scored so much because the other team has a bad defense.” How do you handle this situation?

a. Ignore your teammate and don’t tell John what he said. After all, the defense really wasn’t that good.

b. Approach the teammate and tell him that you don’t think what he’s saying is very nice, and John has always been a good player and a considerate teammate.

c. Talk to the coach about what you heard and ask him if he would speak with the teammate about his behavior. Offer to go with the coach.

d. Talk to your teammate about the good things he’s done on the field, and suggest that you, he and John get together to practice throws – after he’s apologized to John.
GOOD OR BAD EXAMPLES
(SPORTSMANSHIP)

Use this handout in conjunction with the “Good or Bad” activity.

1. Cheating in order to help the team win. (bad)
   Reasons why: dishonesty, repercussions, false win, let down teammates

2. Shaking the opposing coach’s hand after the game. (good)
   Reasons why: shows good character, sets good example

3. Telling a referee he didn’t make the right call. (bad)
   Reasons why: respect his authority, be a good sport

4. Intentionally tripping a player during a soccer game. (bad)
   Reasons why: risk hurting player, repercussions, look bad to teammates

5. Helping a referee make the right call, no matter which team it is against. (good)
   Reasons why: honesty, integrity, sets good example

6. Pushing a basketball player in the back as he is going in for a lay-up. (bad)
   Reasons why: risk hurting player, repercussions, look bad to teammates

7. Going over and asking a hurt player from the opposing team how he is doing. (good)
   Reasons why: shows good character, sets good example

8. Blaming a teammate for the team losing a game. (bad)
   Reasons why: builds bad team rapport, shows bad character, disrespectful

9. Congratulating an opposing player for how well he played in the game (good)
   Reasons why: shows good character, sets good example

10. Laughing at an opponent who misses an open shot. (bad)
    Reasons why: shows bad character, sets bad example, think of how you would feel

11. Encouraging a team member from either team not to give up if their team is down. (good)
    Reasons why: sets positive example, you will get respect and support in return

12. Making fun of the other team when you are cheering for your own team. (bad)
    Some reasons why: disrespectful, bad example
“SPORT SMART”

LESSON 7: NUTRITION/HYDRATION

Studies show that youth who practice unhealthy eating habits early in life are more likely to be overweight as adults. Also, at this age, youth are often busy and will forget to drink enough fluids. These lessons will instill the importance of good nutrition and hydration.

ACTIVITY 1: NUTRITION ALPHABET SOUP

Equipment Needed: Copies of Handout IV-A and Pencils

With the obesity crisis facing our nation, it is never too early for youth to learn about healthy eating habits.

Start by passing out a worksheet and pen to each participant. Give them 10 minutes to write down one healthy food for each letter of the alphabet (examples include fruits, vegetables, lean proteins such as chicken and nuts/beans). When the 10 minutes are up, tell them to circle three healthy foods they wrote down and discuss why they are healthy and why they like them. After they have completed the written activity, call on a few Club members to discuss their circled foods. Use the following questions to aid in the discussion:

- What is it about that food that makes it healthy?
- What are some ways you can eat that food?
- What are a few letters of the alphabet that you couldn’t think of any foods?

ACTIVITY 2: STEP FORWARD

Equipment Needed: None

Youth must understand that consuming water before, during and after physical activity is a must in order to maintain good health, as well as enhance their ability to perform athletic skills. This activity is a fun approach to teaching them about something that generally isn’t going to hold much interest for them.

Line all the participants up across the playing area with a couple feet in-between each Club member. Begin by asking a true or false question on some aspect of hydration. The Club member holds up their right hand if they thinks the statement is true, and they hold up both hands if he believes it is false. If the youth gets the question right they can move forward a step, and if they get it wrong they remains where they are. The member closest to the leader at the end is the winner. Remind, members that cheating is not good sportsmanship and they should be honest when playing even though they want to win.
Activity 2: Step Forward (Continued)

Use the following questions for the game:

- It’s important to consume fluids like water 1 to 2 hours before exercise. Answer: True
- You should consume daily 6 to 8 glasses of fluids daily? Answer: True
- When it’s hot or humid it’s not important to drink water. Answer: False
- You do not get any water from fruits or vegetables. Answer: False
- Water helps the intestines do their job better. Answer: True
- Sweating helps cool down your skin. Answer: True
- On a normal day a person loses eight gallons of fluids. Answer: False
- Grapes and watermelon can provide fluids to the body. Answer: True
- When someone sweats, water is what comes up through their skin? Answer: True
- A person loses water through urination. Answer: True
- Caffeinated beverages are great pre-game drinks. Answer: False
- When you’re not thirsty that always means you don’t need to drink fluids. Answer: False
- When you’re exercising, you lose water through your sweat. Answer: True
- Some vegetables can be a source of fluids. Answer: True
- You can survive more than a few days without water. Answer: False
- When you drink water prior to a physical activity you’ll have more energy. Answer: True

Activity 3: Tag the Coach

Equipment Needed: 4 Dodge Balls

Making a commitment to achieve a goal as a part of a team, with everyone doing their part to reach it, is one of the most basic components of playing team sports. This activity helps young Club members begin to think like a team player.

Break up the youth into four equal groups and have all the Club members stand together at one end of the playing area. You begin with four balls in your possession. You will begin by throwing the four balls at random areas around the playing area. On your command each team must retrieve one ball. After collecting a ball they must pass the ball around to each other so that each team member gets the chance to touch it. Once all members of the team have handled the ball, the group proceeds to chase after you and try to hit you with the ball.
ACTIVITY 3: TAG THE COACH (CONTINUED)

When their throws miss their mark, it’s up to the other team members to chase down the loose ball. Anytime a throw misses, the unit must pass the ball around to each player again, and a different individual takes the next shot. Besides incorporating a teamwork element, this activity also stresses exercise can be lots of fun. End the game at the height of excitement.
Use this handout in conjunction with the “Nutrition Alphabet Soup” activity.

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NUTRITION ALPHABET SOUP
(NUTRITION)

Use this handout in conjunction with the Nutrition Alphabet Soup activity.

Possible Answers:
A – apple, avocado, apricot, almonds
B – broccoli, brussel sprouts, baked potato, banana
C – carrots, cauliflower, cabbage, cheese (low-fat), cashews
D – dates
E – eggs
F – figs, fruit
G – grapes, grapefruit, green beans
J – juice (fruit),
K – kiwi, kidney beans
L – lemons, limes, lentils
M – melon, milk (low-fat), mushrooms
O – oranges, orange juice, olives
P – peas, potato, peaches, pickles, pineapple, prunes, peanuts, peanut butter
R – raisins, raspberries
S – soy milk, strawberries, spinach, squash
T – tuna fish, tomatoes, turnips
V – vitamins
W – watermelon, walnuts
Y – yams
Z – zinc
“SPORT SMART”

LESSON 8: PERFORMANCE-ENHANCING DRUGS

As the abuse of performance-enhancing drugs gains coverage in the media, it is necessary for youth to understand their negative effects; these two lessons will open dialogue.

ACTIVITY 1: STAYING AWAY

Equipment Needed: Dry-erase board and Markers

*Performance-enhancing drugs may be unfamiliar to a lot of youth this age, but it’s never too early to begin teaching them about the importance of staying away from them.*

Gather the youth in a group and ask them what skills they would like to improve now and as they get older. This should generate responses such as:

“I want to get stronger.”

“I want to run faster.”

“I want to throw the ball harder.”

“I want to jump higher.”

Once you have a list of several different responses like those above, have the Club members come up with healthy ways to achieve those goals. Under the “I want to get stronger” goal you want to be able to list approaches such as lifting weights and performing push-ups and pull-ups; under the “I want to jump higher” goal you could have squats, calf raises and other types of popular leg exercises designed to strengthen those muscles. For any sport-specific skills the Club members bring up, such as throwing a baseball harder, or kicking a soccer ball more accurately, you can talk about the importance of learning all the fundamentals, which are crucial for performing the skill at a high level. The outcome of this activity is that the youth will begin to understand that there are plenty of healthy options available for developing into proficient athletes and that there is no need to resort to performance enhancing drugs to attain the results they’re looking for.

ACTIVITY 2: GOOD VS. BAD

Equipment Needed: Note Cards and a Marker

*As soon as youth get involved in any type of organized physical activity it’s important that they begin to understand that this is a healthy environment and that poor nutrition and drugs have no place here.*
**Activity 2: Good vs. Bad (Continued)**

Gather them in a group. On a stack of note cards write out several healthy activities (one per card), along with different unhealthy activities. For the “good” category you can include running, lifting weights, push-ups, jumping jacks and sit-ups, among others. In the “bad” category you can go with anabolic steroids, tobacco and alcohol, eating junk food, among others. Scatter the youth around the room and give each a note card. When you call out a youth’s name he flips over his card and reads out loud what is on it. If it’s from the “good” category the entire group shouts out “good.” When it’s from the “bad” category everyone shouts out bad.” By having everyone voice their disapproval verbally at the mere mention of the bad choice you begin to ingrain in their young minds how important it is to stay away.

**Activity 3: Breaking a Sweat**

Equipment Needed: Jump Ropes, Copies of Handout II-A and Pencils

Divide the members into pairs. Give each member their Tracking Sheet from last time and a pen. If they are new, give them a blank handout. Explain the members that this will be their final physical fitness challenge. One partner will begins at the jumping jack station and on your command performs as many as they can in a 30-second period while the other partner counts for them and record that number on the handout. As soon as 30 seconds expires, you blow the whistle and they sit down and do as many sit-ups as they can in 30 seconds while the other partners counts and records. They will continue this pattern for push-ups and jump roping. Once they have complete all challenges, they will trade places with the partner so they can complete the challenges. Afterward, discuss with Club members that by devoting a few minutes each day to jumping rope, as well as doing sit-ups, push-ups and jumping jacks, they will be able to improve on their overall health. Ask if anyone had improved from the last challenge. If they did congratulate them on their success. Have the member look at their sheet and see if they notice any improvement from the beginning. Remind them that while they are watching television and the program goes to commercial, they can use that time to do sit-ups and push-ups. It’s a great way to fit in some exercise at any time. Remember, by getting them to commit to doing these easy activities at home daily, you’ll enhance their fitness and health. Gradually, over time, chances are that they will become more committed to exercise.