



Champions of Character Video Series Guide

Your resource to the video chapters that begin the process of building character in your organization!

The *Champions of Character* video series is designed for athletes, parents and coaches. The length of each chapter ranges from eight to 10 minutes. It is recommended that this video series be used in parent meetings, athlete and school activities meetings and coaches meetings. The facilitator can choose an individual chapter topic or an entire unit. The facilitator has the option of distributing a chapter overview before or after the viewing the videos. The chapter overview:

Coaches 1: Setting Expectations

Key Point:

One of the first things a coach should do is to sit down with their athlete and activities participants and discuss expectations for the upcoming season. The *Champions of Character* process understands that difficulties arise when unrealistic expectations are set by a competitor or a competitor's parent.

Perspective:

- One thing we have found is that parents often see their child as having a greater role on the team than what the competitor knows their role to be.
- The *Champions of Character* process asks parents to drop their expectations and adopt the expectations of athlete.
- We have asked your competitors to answer the following questions before establishing expectations for the upcoming season.
 - Why do they participate in athletics?
 - What will it take for this season to be successful season for them?
 - What do they hope to gain from the experience?
 - What do see as their role on the team?
- Before your athletes meet with their parents to discuss expectations we ask you to work with your athletes to create reasonable expectations.
- 70% of all young people stop competing in a team sport activity by the age of 12. The number one reason they cite for quitting is that it is no longer fun. It is no fun when an athlete's ability does not meet their expectations. Many times parents and athletes expectations include an athletic college scholarship.

Coaching Tip:

Using the Scholarship Chart find the sport you coach. Now find the number of student- athletes that are participating in your sport. How many scholarships are offered in your sport? How many students are receiving those scholarships? What is the value of the scholarship per recipient? Knowing these facts about scholarships can help you when helping your athlete set reasonable expectations about athletic college scholarships.



Coaches 2: How to Teach Character

Key Point:

Coach- if character development is not your first priority then your other priorities are at risk. If our athletes and activities participants are to learn character through high school activities then it must be intentionally coached.

Perspective:

- We coach character the way we coach any other skill.
 - Define what it is you want your athletes to learn.
 - Model what it is you want your athletes to do.
 - Shape what they are doing.
 - Positively reinforce any attempt that brings them closer to the desired skill.
- Select a character trait that you want your competitor to have. Now select a drill that you use every day at practice. Now use that drill to teach character. Not only are you using that drill to teach a competitive skill but also a character trait.
- Using responsibility as our character trait, let's walk through the steps
 - What is your definition of responsibility? This definition can grow as the season progresses. Remember this is your definition.
 - Model the skill with your drill. Show your competitor what responsibility looks like.
 - Shape your competitors as they try to demonstrate responsibility to you. This starts with the skill specific attributes of responsibility and evolves to include the individual, team, game, school and community.
 - Reinforce your attempts to demonstrate responsibility. This also begins with the skill specific attributes of responsibility and evolves to include the individual, team, game, school and community.

Coaching Tip:

If your organization's parents are participating in the *Champions of Character* process they have been told to release their competitor to you. If your competitors are participating in the *Champions of Character* process they have been told that they should be held to a higher standard. Now it is up to you. Sports and high school activities can build character if you teach it.



Coaches 3: Playing Time

Key Point:

Every coach has faced the accusation of not being fair. Effective coaches and ineffective coaches have faced the accusation of not being fair when it comes to assigning playing time.

Perspective:

- Effective coaches are fair but they don't necessarily treat everyone the same. How can you be fair and not treat everyone the same? Answer this question.
- Is it fair to treat unequals equally?
- Effective coaches understand the need for being fair and realize that the easiest way to demonstrate fairness is to have few published rules and even fewer published consequences.
- Parents are passionate about their children. They want what is fair and do not like to see them hurt.

Coaching Tip:

Effective coaches know how to deal with the fair issue when it comes to playing time. Effective coaches demonstrate to parents how being fair in all circumstances could benefit their son or daughter as circumstances change. What is not fair is treating unequals as equals. Coach be ready to explain how you determine playing time and remember the Goldilocks test when communicating to parents: Not too soft, not too hard but just right. Remember in a discussion about playing time you are not trying to win, you are trying to be fair to all competitors.



Coaches 4: Winning

Key Point:

Society wants winners. More importantly they want winners now and as a result many coaches look to the scoreboard as the finish line. The key for effective coaches is shifting from those commonly held beliefs about scoreboard success to behaviors associated with winning.

Perspective:

- Competitors, coaches, parents and activities administrators tend to agree on what a scoreboard measures. Key to that agreement is that fact that the scoreboard not only measures one team's performance but the other team's performance as well.
- No matter how much one team commits to stopping their opponent, the opponent's commitment is also a factor that is displayed on the scoreboard. Because we cannot totally disregard the fact that the opponent contributes to the scoreboard we cannot solely base success on it.
- Competitors, coaches, parents and activities administrators tend to agree on the behaviors associated with winning. If we asked those same people the question should sports and high school activities participation develop those behaviors? The answer would be yes.
- By focusing on the behaviors with winning everybody is successful.

Coaching Tip:

Effective coaches find success in the behaviors or skills associated with winning as opposed to finding success on the scoreboard. Teams that demonstrate the behaviors and skills needed for success can ultimately become winners on the scoreboard as their technical and tactical skills of their sport develop.

Being a coach is an amazing profession. It is challenging, dynamic, energizing, and draining-but most of all, it is rewarding. Your impact extends far beyond anything you can imagine. *The Champions of Character* process does not present a cookie-cutter approach to character-driven athletics. Instead it shows the framework that sustains the work of all great athletic and activity programs. Think of it as a blueprint. The coaches are the architects. The practices and the contests are the foundation on which to build. The athletes move into the building and fill it with life and meaning.



Role of Parents 1: Expectations

Key Point

One of the first things parents should do is talk to their competitor about expectations for the upcoming season. They should discuss such questions as:

- Why do I want my competitor to participate in athletics or other high school activities?
- What will it take for this season to be successful season?
- What do I hope my competitor gains from the experience?
- What do I think my competitor's role will be on the team?

Perspective:

- When parents do not drop their expectations and adopt the competitor's expectations, trouble can begin for the competitor and their team. For example, one reason most athletes participate is because they enjoy what they are doing. It is fun for them. Hopefully that is one of the reasons why you are participating. If the parent's expectations don't include fun or enjoyment a conflict will eventually arise.
- 70% of all young people stop competing in a team sport activity by the age of 12. The number one reason they cite for quitting is that it is no longer fun. Competitors consistently relate their feelings that their parents do not understand their roles. Parents almost always feel that their child's role should be larger than what the athlete knows is to be. Many times it is because parents are blinded by the college scholarship.

Student-Competitor Tip:

Using the Scholarship Chart find your sport. Now find the number of student- athletes that are participating in your child's sport. How many scholarships are offered in your child's sport? How many students are receiving those scholarships? What is the value of the scholarship per recipient? Knowing these facts about scholarships helps set reasonable expectations about college athletic scholarships.



Role of Parents 2: Release Them to the Game

Key Point:

One of the greatest gifts a parent can give a child is to let go and release them to their activity. Parents should first make sure their child is physically and emotionally safe. Once parents have determined that their child is physically and emotionally safe in a high school activity, they should release them to the game. Releasing athletes to the activity means giving your athlete over to the expertise of the coach and program.

Perspective:

Here are some red flags to let a parent know if they have not released their child to the game.

- Do you take any credit when your child has done well? For example do you say “We really played well today” or “Our defense was outstanding today”
- Do the losses stay with you long after the contest has been played? Do you find yourself thinking about what your child or what your child’s team could have done differently long after the contest is over?
- Do the wins stay with you long after the contest has been played? Do you find yourself reliving a key turning point which resulted in a victory long after the contest is over?
- Do you try to solve all your competitor’s playing time issues? Example do you call the coach when you think your son or daughter is not getting enough playing time? If you do then your son or daughter is losing out on some of sports life lessons. Such as; “How to talk to an authority figure,” “How to deal with disappointment,” or “How to be a team player”

Parent Tip

Parents by releasing your competitor to the activity you are telling them that all the successes are theirs, all failures are theirs and all problems are theirs. There are not many places in a young person’s life where parents can say, “This is your thing.” Parents can’t do this with the internet, the movies, social relationships but they can with high school activities. As parents this is easy to say but difficult to do. Some of sport’s and other school related lessons can be painful. On the other hand, high school activities are one of the best and safest places for young people to take risks and to fail. If young people are going to develop it is critical that they are given the opportunity to solve their own problems while they participate in athletics and other high school activities.



Role of Parents 3: Modeling Poise and Confidence

Key Point

During a game there are three things a parent can do to inspire better play on the field.

- Model Poise and Confidence
- Focus on the team and team goals
- Respect the rule of “One Instructional Voice”

Perspective:

Many times athletes will take their cues from adults (particularly their parents). If an athlete looks at his parents during the game, would the athlete draw confidence from what they see?

Another contribution a parent can make during the contest is to focus on the team and the team goals. By focusing on the team, the adults not only get the attention off their individual child, but also off of all the things parents are not in control of.

Athletes need only one instructional voice. Think about all that goes into game preparation; the drills, fundamental, the offensive strategy and the defensive strategy. Parents have not been involved in strategy during the week? If parents are yelling one set of instructions from the stands and the coach has given the team a different set of instruction in the huddle how will that contribute to the quality of play?

Parent Tip

There are five roles during a game:

- Spectator
- Competitor
- Official
- Contest manager
- Coach

Parents should understand their role during the contest. If you want to be a competitor find yourself an adult league. If you want to officiate go get a license because there is a shortage nationwide. The cause for the shortage: unruly spectators. If you want to coach apply for the job the next time it comes open. The turnover in high school coaches is at an all time high.



The Role of Parents 4: Time and Space

Key Point:

Over the years the Champions of Character process has examined the role of parents in sports. During those years one message came back loud and clear from athletes:

- Give us time following a contest
- Give us space following a contest

Perceptive:

- When former athletes are asked about their least enjoyable memory about the playing experience many respond that it was the ride home following a game.
- The ride home is when parents take most of the joy out of playing. It is when parents tear down their child, their child's teammates and their child's coach. It is where parents blame everyone for a loss. It's where many teams have been torn apart.
- The ride home is when they need a parent - not a coach, not an official and certainly not an opponent.
- All too often parents tear down the team concept on the ride home. Parents say such things as, "I can't believe the coach did that," "I can't believe he did this," "What was she thinking when she took those shots", "Your offense is not working, your defense is not working, if I were your coach...."

Parent Tip

Parents should be a source of confidence in the team concept. They should be supporting the relationships of the team in the following circumstances:

- When the athlete played well, but the team lost;
- When the athlete played poorly; but the team won.
- When the athlete played very little or not at all.

Parents should wait until the athlete is receptive to interaction before discussing any aspect of a contest. That occurs when the athlete brings the game to you. When an athlete comes to you...listen. Rephrase their question back to them. For example if an athlete asks why they are not getting to play, ask them why they think they are not getting to play and then listen... Remember let the athlete bring the game to you...



Student-Competitors 1: Expectations

Key Point

One of the first things competitors should do is to work with their coach to establish realistic expectations. Before you meet with your coach to discuss expectations you need to answer some questions.

- Why do I want to participate in athletics or other high school activities?
- What will it take for this season to be successful season?
- What do I hope to gain from the experience?
- What do I think my role will be on the team?

Competitors you should know the answers to these questions when communicating with your coach and parents regarding your expectations for the season.

Perspective:

- When parents do not drop their expectations and adopt the competitor's expectations, trouble can begin for the competitor and their team. For example, one reason most athletes participate is because they enjoy what they are doing. It is fun for them. Hopefully that is one of the reasons why you are participating. If the parent's expectations don't include fun or enjoyment a conflict will eventually arise.
- 70% of all young people stop competing in a team sport activity by the age of 12. The number one reason they cite for quitting is that it is no longer fun. Competitors consistently relate their feelings that their parents do not understand their roles. Parents almost always feel that their child's role should be larger than what the athlete knows is to be. Many times it is because parents are blinded by the college scholarship.

Student-Competitor Tip:

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Student-Competitors 2: Responsibility

Key Point

Elite level competitors play from the inside out. They don't let others stand in the way of what they want most. Many high school competitors play from the outside in. They let a number of things stand in the way of what they want most. Most of all they let the actions of others affect their actions.

Perspective:

- When a competitor puts what they want now over what the team wants most they fail to take responsibility. When you do not accept responsibility you run the risk of becoming:
 - Unable to develop trust or to feel secure with your teammates.
 - Fearful about ever taking a risk or making a decision.
 - Addicted to unhealthy substances, such as alcohol, drugs, and food.
- Competitors that don't take responsibility believe:
 - Failure is their fault.
 - Life is unfair!
 - Fate, luck and other influences have a greater bearing on their future than they have.
- Elite level competitor believe:
 - Hard work pays off and thus spends more time developing their craft.
 - Their actions on and off the field of competition determine their success.
 - What they want most is more important than what they want now.

Student-Competitor Tip

Elite level competitors believe success is a matter of choice. In other words the successes they achieve belong to them and their teammates not their parents or friends. This also means failure belongs to them as well. In order to achieve success an elite level athlete takes responsibility for their actions and rarely sacrifices what they want most for what they want now.



Student-Competitors 3: Inside-Out

Key Point

Elite level competitors play from the inside out. Playing from the inside-out is the belief that my effort matters. Inside-out competitors don't let others or a lack of resources stand in their way.

Perspective:

- Most people would like to think they are inside-out competitors but the truth is most think and act from the outside in. They let the actions of others or their lack of resources, affect their thoughts and actions.
- High performance competitors focus on the things that are within their control. They understand the nature of their sport or activity and recognize it does not benefit them to spend their time worrying about things that are beyond their control.
- To achieve this champion mindset high performance athletes develop a process. A process that takes their minds off of out-comes such as winning and losing and focuses on performance and mastery. Elite level competitors:
 - Believe that knowledge and their skill levels can improve.
 - This allows competitors to embrace a challenge.
 - These competitors persist in the face of setbacks.
 - Rather than the score they see effort as the path to mastery and success.
 - Elite level competitors find lessons and inspiration from set backs.
 - This in turn allows them to reach higher levels of achievement.
 - This strengthens their belief that knowledge and skill can improve.

Competitors Tip:

Do you play from the inside-out or out-side in? Do you embrace a challenge or walk away from it because you are afraid of failure or feeling awkward? Is your success measured by mastery or wins and losses? Be a Champion of Character, own your effort and play from the inside-out!



Student-Competitors 4: Sportsmanship –Play the Best to Be the Best

Key Point:

Sportsmanship is more than shaking hands after a contest. We would all like to win every contest we entered. But what if winning every contest meant competing against the worst competition in your area. How good would you be become? How good would you be when it came time to compete against the state's very best? I think we would all agree that going undefeated under those condition means very little.

Perspective:

- Yet how many times do we actually want our competition playing at their best?
- Sportsmanship could be defined as a contest climate in which the competitors are allowed to be at their best. A sportsmanship climate doesn't just happen; it is an educated choice. A choice by you, your coaches, school administrators and your parents.
- Sportsmanship is:
 - A blending of cheers for "your team".
 - The "golden rule" of athletics - treating others as you wish to be treated.
 - Accepting a "questionable" call without protest.
 - Recognizing effort and determination.
 - Citizenship in action.
- What does a lack of sportsmanship look like?
 - Needing outside help to obtain victory.
 - Weakness.
 - Competitors not shaking hands after a contest.
 - Excessive celebration after making a play.
 - Posting inflammatory information or photos on a social networking page.
 - Criticizing teammates and coaches.

Student-Competitor Tip:

Use the competitive environment of a contest as an opportunity to discovery how good you and your team have become. In order to discover your true ability you need your competition playing at their best so that you can be the best. The question is are you willing to create a climate in which your competitor is able to function at their best.



Scholarship Chart

Scholarships NCAA Divisions I and II

	Number of High School Boys Participating	Number Awarded	Students Receiving	Total Amount Given (in millions)	Ave. % of Full Scholarship	Yearly Value per Recipient
Ice Hockey	32,166	1,089	1,369	\$29.8	80%	\$21,755
Basketball	541,130	5,949	7,545	\$126	79%	\$16,698
Gymnasticx	3,495	94	186	\$2.5	51%	\$13,351
Football	1,025,762	19,549	28,299	\$367.3	69%	\$12,980
Fencing	777	48	127	\$1.4	38%	\$10,814
Skiing	11,854	69	143	\$1.4	49%	\$9,783
Tennis	158,796	1,257	2,927	\$26.5	43%	\$9,050
Lacrosse	35,266	551	1,723	\$14.9	32%	\$8,670
Soccer	330,044	2,357	6,047	\$51.6	39%	\$8,533
Swimming/Diving	86,640	1,080	2,806	\$23.3	38%	\$8,294
Water Polo	13,871	83	282	\$2.2	30%	\$7,756
Wrestling	239,105	789	2,160	\$14.5	37%	\$6,703
Track & Field/Cross Country	713,305	3,112	8,414	\$54.6	37%	\$6,491
Volleyball	35,915	129	416	\$2.6	31%	\$6,360
Golf	165,857	1,310	3,662	\$23.2	36%	\$6,338
Baseball	451,701	3,983	12,272	\$71.3	32%	\$5,806
Riflery	2,274	15	75	\$0.3	21%	\$3,608
Bowling	10,110					
Field Hockey	213					
Rowing	2,186					
Softball	1,484					

Scholarships NCAA Divisions I and II

	Number of High School Girls Participating	Number Awarded	Students Receiving	Total Amount Given (in millions)	Ave. % of Full Scholarship	Yearly Value per Recipient
Ice Hockey	4,245	432	529	\$10.9	80%	\$20,540
Basketball	21,620	411	512	\$8.4	80%	\$16,478
Gymnasticx	451,600	6,217	8,000	\$123.7	78%	\$15,459
Football	382,755	4,352	6,614	\$84.2	66%	\$12,726
Fencing	159,740	2,293	3,506	\$44.3	65%	\$12,639
Skiing	641	81	176	\$2.1	46%	\$12,040
Tennis	5,872	699	1,680	\$17.6	42%	\$10,464
Lacrosse	9,307	95	192	\$1.9	50%	\$10,022
Soccer	54,720	1,224	2,302	\$22.6	53%	\$9,801
Swimming/Diving	2,359	958	2,295	\$22.3	42%	\$9,723
Water Polo	138,475	1,935	4,247	\$41.2	46%	\$9,702
Wrestling	2,667	630	1,756	\$17	36%	\$9,685
Track & Field/Cross Country	270,273	3,964	9,310	\$78.2	43%	\$8,404
Volleyball	365,008	3,637	7,877	\$65	46%	\$8,255
Golf	602,930	4,506	9,888	\$80.1	46%	\$8,105
Baseball	11,856	153	445	\$3.5	34%	\$7,793
Riflery	775	61	171	\$1.1	36%	\$6,292
Bowling	9,603	97	263	\$1.3	37%	\$4,899
Field Hockey	1,354					
Rowing	673					
Softball	2,474					

Sources: New York Times, March, 10 2008 citing NCAA and National Federation of State High School Associations data

The average athletic scholarship to be valued at \$10,409. But in sports such as baseball or track & field, which routinely award partial scholarships, a player can receive as little as \$2,000. There are more students receiving athletic aid than there are scholarships available because many scholarships are divided among several students.