



# Citizenship Through Sports and Fine Arts

Somewhere, in the scramble to improve education, the idea of teaching citizenship was lost. Students of just a generation ago received a grade in citizenship. To many parents, that mark was as important as any academic grade the child received. This grade reflected the qualities that parents aspire for in their children and that society and employers seek: Respect, honesty, fairness and responsibility.

Unfortunately, as the demands on education intensified and as more subjects were required as part of the curriculum, a key component of what helps to make students good citizens was left untaught and ungraded. Citizenship became the forgotten curriculum.

We temporarily lost sight of the fact that not all the learning done in schools takes place in the classroom. Co-curricular activities offer educators opportunities to instill in students the values of citizenship. The complement to the classroom, co-curricular activities and the lessons they teach, was de-emphasized, not through anyone's neglect, but because of the sheer demands placed on the time and energy of faculty members and administrators. So, while the spirit of teaching these co-curricular lessons remained an integral part of the educational experience, the actual implementation of that spirit ebbed.

The effects of that de-emphasis abound today. Yet, these instances of poor citizenship occur, at least to some degree, because the participants simply don't know better. For example, they haven't been taught that dancing in the end zone may embarrass an opponent. Because of what they see others do on television, it is an accepted form of celebration.

The National Federation of State High School Associations believes the time has come to re-emphasize the concept, the teaching and the nurturing of citizenship in our schools and our curriculums, and further believes that the ideal place to reinforce these values is in school athletics and activity programs. The environment provided by co-curricular activities is fertile with hundreds, if not thousands, of unique "teachable moments" that coaches and faculty, including advisers and sponsors, can use to reflect and exemplify the values of citizenship.

The National Federation believes that faculty and coaches desire to reintroduce the concept of citizenship to the educational process. We wish to join with them to become partners in the total education - in the classroom and out - of our students.

The "living laboratory" provided by high school activities is rich with real-life examples that enable coaches to teach - quickly but effectively - the traits of good citizenship, such as respect for self and others, that are too often lacking in our society. The opportunity to give students real-life, real-time lessons in the values of sportsmanship, dedication, honesty, pride and so many other precepts of citizenship is too precious to squander, and the rewards of seizing the opportunity too rich to ignore.

## **The Challenges and Opportunities to Promote Sportsmanship**

**T**he new school year brings new opportunity to all South Dakota High Schools as they continue their sponsorship of interscholastic athletics and fine arts activities. An emphasis on sportsmanship and a higher regard for one's opponents, the officials who work the games, and the student athletes who participate have been and continue to be one of the main goals of the South Dakota High School Activities Association and its Board of Directors.

**T**he decade brings a need to prepare youth for the 21st century. If it's done right, the activities programs in our South Dakota high schools can be a tool to prepare students with skills, understanding and appreciation that will help them solve problems and seek alternate solutions in adulthood.

**U**nlike sports at some other levels, the function of athletics at the high school level is first and always educationally based. Every rule for contests must point toward educational benefits derived from that contest. Officials need to be treated as respected colleagues as they carry out their duties as a referee, judge or whatever.

**F**urthermore, every rule and regulation adopted by the Board of Directors pursuant to the administration of the high school sports is educationally based and thus helps keep sports in its proper educational perspective. The school administrator holds the key to the issue of sportsmanship. Administrators should insist that students and adults display proper respect for all players, coaches, fans and officials as well as for the host community and facility at all times, regardless of the contest scores.

**T**he coach is the "standard-bearer" of sportsmanship. His or her role is a crucial one. Coaches have the awesome double power of either making the contest a real showcase for education or a meaningless exercise in winning and losing. As long as there exists within all of us that human characteristic to win, we will have to be concerned in the area of sportsmanship. The desire to win is not bad by any means; on the contrary, it is good. It is the proper attitude for approaching any endeavor. To do otherwise would be a vote for failure instead of success. But while the desire to win must not be stifled, the quest must be with vivid realization that somebody is not going to win. In high school sports, winning cannot be the only thing; the role of the loser is equally as educational, therefore, equally as important, as the role of the winner.

**T**o this end, the South Dakota High School Activities Association has issued a sportsmanship banner that is to be displayed in the gymnasium of each member school. The banner includes the logo of the South Dakota High School Activities Association and a slogan that reads as follows: "Sportsmanship: Lessons for a Lifetime." It has been said that high school sports will live or die, not by contests won or lost but by sportsmanship, good or bad. Let each of us strive to be a good sport at all times regardless of circumstances. Remember, the lessons on good sportsmanship that are taught to the youth of today, truly are lessons that will last them a lifetime.

# SPORTSMANSHIP, ETHICS & INTEGRITY

## STUDENT CODE OF ETHICS AND RESPONSIBILITIES

The member schools of the South Dakota High School Activities Association believe that participation in interscholastic activities is a privilege which is accompanied by responsibility.

- I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
- I will be fully responsible for my own actions and the consequences of my actions.
- I will respect the property of others.
- I will respect and obey the rules of my school and the laws of my community, state and country.
- I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state and country.

## CODE OF SPORT ETHICS FOR COACHES

High school interscholastic sports are unique in their mission to provide educational opportunities for students through athletic programs sponsored by their schools.

As a coach, you carry the primary responsibility to teach students how to reason, make choices and understand the impact of their decisions on others. These opportunities to teach occur throughout your sport season. The students hear your words as you talk to them and their teammates. They see how you treat their opponents and observe your respect for the letter and spirit of the rules.

The lessons you teach must be compatible with the educational mission of your school district. They must support and ensure fair play and honorable competition, treating people with dignity and respect, ensure equity, fairness and justice and activities which enhance healthy lifestyles.

As a coach, you are expected to model positive sport ethics based on the moral guides of justice, honesty, responsibility and beneficence/producing good.

The following statements will help you review your responsibilities as a coach so the students under your care will have a full and fair opportunity to develop into healthy and responsible citizens.

### I UNDERSTAND

- I understand and support the relationship of the sport/activity program to the academic mission of our school district.
- I understand our district provides inter-scholastic athletics so our student athletes can learn to reason, make choices and understand the impact of their decisions on others through their participation in sports.
- I understand the principles of justice, honesty, responsibility and beneficence/producing good and will incorporate them into my coaching philosophy and actions.
- I understand I must role model decisions and behavior which teach students how to compete within the letter and spirit of the rules for our sport so that all competitors have the same fair chance for success.
- I understand that thinking about what is the right thing to do is called moral reasoning and student athletes should learn how to morally reason through our sport.

### I WILL

The following moral guides are drawn from the principles of justice, honesty, responsibility and beneficence/producing good. These principles will help coaches decide which are the appropriate ends to pursue. They are reminders that the letter and spirit of the rules are meant for everybody and for the good of everyone alike.

#### Justice:

#### **fairness of treatment, opportunities, benefits, and policies; being impartial; having integrity**

- I will model language and behavior that is non-biased and inclusive of individuals regardless of ethnicity, race, religion, sex and disability.
- I will educate and sensitize myself to gender fairness and equity issues.
- I will intervene to let others know I will not tolerate ethnic, disability or sexist jokes, racial or religious slurs, or any action which demeans any individual or group.
- I will educate and sensitize myself to the cultural heritage and traditions of others.
- I will initiate actions which would prevent prejudice and discrimination against individuals or groups.

### **Honesty:**

**being truthful and trustworthy in dealing with others; character; integrity; dealing fairly, obligated to follow the rules**

- I will be aware of my influence on the education of the student athlete and will not place the value of winning above the teaching of ethical values.
- I will respect the student athletes' responsibilities to their academics and other school, community and family activities.
- I will model the moral value of honesty to my student athletes and expect them to play within the spirit and intent of the rules.
- I will exhibit complete respect for and will observe the rules of our sport to ensure a positive sports contest and atmosphere for competition.
- I will be knowledgeable about the rules which govern the eligibility of our student athletes and will apply them as intended.
- I will teach our student athletes that it is always wrong to intentionally violate the rules to gain an advantage; that cheating denies their promise to follow the rules and destroys the positive sports contest.
- I will coach within the letter and spirit of the rules and will not engage in gamesmanship (pushing rules to the limit) or use unethical means to achieve my self-interests.
- I will work within the established process to change rules and policies.
- I will set an example of the highest ethical and moral conduct in all personal contact with the student athletes, officials, school administration, media and the public.
- I will keep the competitive nature of the sport in perspective by remembering the priorities of students are to learn new skills, be able to play and have fun.
- I will coach the letter and spirit of the rules and will not use a strategy which includes intimidation and unethical conduct to gain an advantage. I understand such acts can lead to violent response when opponents believe such actions are unfair.
- I will recognize the positive sports performance of all deserving participants on our team, on the opposing team and officials.
- I will exhibit respect for contest officials and will not engage in any conduct which reflects disrespect for the officials or their decisions.
- I will teach our athletes to accept officials' decisions and not to indicate any inappropriate displeasure, verbally or nonverbally.

### **Beneficence/Producing Good:**

**doing no harm, preventing harm, removing harm and doing good; the act of giving to another above and beyond the requirement of rules; the act of civility**

- I will consider public criticism of officials or another team's coaches or players as unethical and will take steps to prevent such actions.
- I will demonstrate disapproval of and will take steps to prevent any acts intended to disrupt or detract from the performance of our opponents.
- I will exhibit ordinary courtesy and politeness.
- I will treat all student athletes with equal respect, helping each to develop their skills.
- I will be responsible at all times for my behavior.
- I will place the emotional and physical well-being of our student athletes ahead of any personal desire to win.
- I will provide positive instruction and refrain from put-downs, yelling and abusive statements, remembering that students learn from receiving positive support .
- I will use respectful language at all times and will not use profanity that is casual or directed at any individual; I will expect the same from student athletes.
- I will discipline our student athletes in a positive manner and will not use rigorous training activities as punishment for negative behaviors.
- I will never coach our athletes to personally foul with the intent of injuring an opponent.
- I will differentiate between corrective discipline and punishment.
- I will not use physical actions, such as pushing or throwing objects, to discipline or exhibit displeasure.
- I will do my best to provide a safe practice and competitive environment for our student athletes.
- I will do my best to organize practices and contests that are fun and challenging for all student athletes.
- I will listen respectfully to concerns brought to my attention by parents/guardians of our student athletes.
- I will take an active role in the prevention of alcohol, tobacco, steroid, and other drug use and will never indirectly or directly condone their use.

- I will model appropriate use of alcohol or other legal substances if I choose to use them.
- I will be sensitive to issues of body image and will respond to signs of eating disorders among my student athletes.
- I will be sensitive to the emotional bonding that may occur within a coach-athlete relationship and will be responsible to act ethically from my position of power as a coach. I will not encourage or act upon any sexual or romantic involvement with an athlete.
- I will motivate with praise, not name-calling and will never use gender-based terms, racial or religious slurs or any other demeaning action to shame or discipline a player.

### **ATHLETIC CODE OF ETHICS**

1. To emphasize the proper ideals of sportsmanship, ethical conduct and fair play.
2. To eliminate all possibilities which tend to destroy the best values of the game.
3. To stress the values derived from playing the game fairly.
4. To show cordial courtesy to visiting teams and officials.
5. To establish a happy relationship between visitors and hosts.
6. To respect the integrity and judgment of sports officials.
7. To achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility.
8. To encourage leadership, use of initiative and good judgment by the players on the team.
9. To recognize that the purpose of athletics is to promote the physical, mental, moral, social and emotional well-being of the individual players.

### **GENERAL SPORTS OBJECTIVES STATEMENT ON SCHOOL SPORTS AND COACHING RESPONSIBILITY**

A few philosophical points that are basic to the high school sports program are as follows:

1. Unlike any other sports program, ours is “education through sports.”
2. We should strive to involve as many students as possible in as great a variety of sports as possible under conditions as fair as possible for all.
3. Specialization is not an important part of our program. Our purpose is not to prepare students for college or professional sports.
4. We must teach more than the skills of the game. Self-discipline, consideration of others, sacrifice, difference between privilege and right, accepting wins and losses, growing up and especially the need for regulations and respect for them.
5. The coach is the key to all this. His attitude and example are crucial. It is a job that carries with it great responsibility and great privilege. There can be much pressure. It can be relieved by setting achievable goals and a criteria for success other than winning. Administrators can help in establishing policy and program and providing support.

### **RESPONSIBILITIES OF THE PLAYERS**

The responsibility of the players for sportsmanship is second in importance only to that of the coach. Because players are admired and respected, they exert a great deal of influence over the actions and behavior of the spectators. Desirable behavior for the players includes:

1. Treating opponents with the respect that is due them as guests and fellow human beings.
2. Shaking hands with opponents and wishing them good luck before the contest.
3. Exercising self-control at all times, accepting decisions and abiding by them.
4. Respecting the officials’ judgments and interpretations of the rules. Never argue or make gestures indicating a dislike for a decision.
5. Not communicating with the officials regarding the clarification of a ruling. This is a function of the captain, if necessary.
6. Congratulating the opponents in a sincere manner following either victory or defeat.
7. Accepting seriously the responsibility and privilege of representing the school and community.

### **RESPONSIBILITIES OF THE COACH**

The coach bears the greatest burden of responsibility for sportsmanship. She/He has the strongest influence upon the attitudes and behavior of the players, the student body and the community. In order for good sportsmanship to become a reality, it is essential that the coach subscribe to the values of sportsmanship and teach its principles through word and deed. Specifically, it is recommended that the coach:

1. Always set good examples for others to follow.
  2. Instruct the players in their sportsmanship responsibilities.
  3. Discipline students who display unsportsmanlike behavior. If necessary take away their privileges of representing the school.
  4. Be a good host to opponents. Treat them as guests.
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5. Provide opportunities for social interaction among coaches and players.
6. Endorse or recommend only officials who have demonstrated the highest ethical standards.
7. Respect the officials' judgments and interpretations of the rules.
8. Publicly shake hands with the officials and opposing coach before and after the contest.
9. Don't pour it on, the margin of victory is not an educational objective.

### **FUNDAMENTALS OF SPORTSMANSHIP**

All schools must be aware that they have certain required responsibilities as a member of the association, as a host school, or as a visiting school. The responsibility may vary in degree but not in importance. Crowd control is a problem only if there is a crowd. It must be assumed that an athletic contest is a potentially explosive situation. It is logical to establish controls and clearly state all procedures essential to smooth contest management. To insure correct behavior of student athletes it should be mandatory that a faculty member of the school accompany the student. His/Her duties vary with the type of activity, but primarily the faculty member is the person of responsibility.

#### **1. Show Respect for the Opponent at all Times**

The opponents should be treated as guests, greeted cordially on arriving; given the best accommodations and accorded the tolerance, honesty and generosity that all human beings deserve. Good sportsmanship is the golden rule in action.

#### **2. Show Respect for the Officials**

The officials should be recognized as impartial arbitrators who are trained to do their job and who can be expected to do it to the best of their ability. Good sportsmanship implies the willingness to accept and abide by the decisions of the officials.

#### **3. Know, Understand, and Appreciate the Rules of the Contest**

A familiarity with the current rules of the game and the recognition of their necessity for a fair contest are essential. Good sportsmanship suggests the importance of conforming to the spirit as well as the letter of the rules.

#### **4. Maintain Self-Control at all Times**

A prerequisite of good sportsmanship requires one to understand his/her own bias or prejudice and to have the ability to recognize that rational behavior is more important than the desire to win. A proper perspective must be maintained if the potential educational values of athletic competition are to be realized. Good sportsmanship is concerned with the behavior of all involved in the game.

#### **5. Recognize and Appreciate Skill in Performance Regardless of Affiliation**

Applause for an opponent's good performance is a demonstration of generosity and goodwill that should not be looked upon as treason. The ability to recognize quality in performance and the willingness to acknowledge it without regard to team membership is one of the most highly commendable gestures of good sportsmanship. With the fundamentals of sportsmanship as the points of departure, specific responsibilities and expected modes of behavior can be defined.

### **SPORTSMANSHIP**

#### **A PREGAME ANNOUNCEMENT**

Do you have 28 to 30 seconds to devote to sportsmanship? Perhaps you might wish to read the following prepared statement prior to each home basketball game in the upcoming school year. This may be a good way to make your crowd aware that good sportsmanship is an integral part of the interscholastic athletic program.

"We are pleased to welcome you this evening to (\_\_\_\_\_) High School. Good sportsmanship is one of the primary purposes of the high school interscholastic athletic program. Our athletes recognize that judgment calls are made in good faith and that they must abide by the decisions of the officials. Spectators can support their high school interscholastic program by refraining from derogatory or intemperate remarks or cheers. We hope you will enjoy the game and support your athletes in a positive and sportsmanlike manner."

OR

"We are pleased to welcome you this evening to (\_\_\_\_\_) High School. This contest is being conducted under the guidance and regulation of the South Dakota High School Activities Association for the enjoyment and educational benefit of high school students. Good sportsmanship is essential for the success of these programs. Remember, you do not have to be an athlete to be a Good Sport!"