

THE “SPORT A WINNING ATTITUDE” CHECKLIST

As a coach, player, administrator or spectator, are you learning the lifetime skills of integrity, honesty and respect that should be associated with high school athletics? These qualities will help you become a better person regardless of the final score.

See if you are Sporting a Winning Attitude by using this checklist.

YES _____ NO _____ Have the purposes of educational athletics and the values taught by such activities been discussed by coaches, players, other students, administrators and parents? Remember that interscholastic athletics activities have a mission like classroom activities, and they all blend for the betterment of young people.

YES _____ NO _____ Have coaches, players, and parents discussed what each party wants from the experience? Studies have shown that most youngsters play for fun and would rather play for a losing team than sit on the bench of a winning one.

YES _____ NO _____ Are you aware of the effects of criticism and ridicule by coaches and unruly spectators at high school games can have on players? Overly harsh criticism or harassing of a player, especially a young one, can seriously damage their self-image (confidence) and even turn them away from sports. You wouldn't think of yelling at a student in a classroom. Likewise, you should never yell criticism at a player, and instead should offer support.

YES _____ NO _____ Do you make an effort to keep up-to-date on the rules of your favorite sport and improve yourself as a student of the game? It's a fact that the more knowledgeable coach is a better teacher of the game; the more knowledgeable player and spectators appreciate the game more; and that creates an atmosphere for better sportsmanship.

YES _____ NO _____ Do you try to educate others about the game they are watching, the rules of the contest, and the value of sportsmanship? Many spectators who become unruly at events are generally not well-versed in the game itself, or the multitude of changes that have occurred since their "playing days." Likewise, they do not recognize the difference between athletic entertainment at the collegiate or professional levels and educational athletics at the high school level, and how sportsmanship fits into the picture.

YES _____ NO _____ Do you treat your opponents and game officials with respect? Referees and other officials are trained to know and interpret the rules. Opponents provide the most important factor of a game competition.

YES _____ NO _____ Do you realize that a very small percentage of high school athletes earn college scholarships, and that an even smaller percentage play professionally? Often, the goal to win and attract a college scholarship overshadows the true purpose of interscholastic athletics. The

pressure coaches and parents bring on athletes in this manner is unhealthy.

YES _____ NO _____ Are there established guidelines for team behavior and are they known by players and parents? Players and parents should know the penalties for breaking the rules, including acting in an unsportsmanlike manner.

YES _____ NO _____ Are players recognized and/or rewarded for achievements other than the scoring or earning of points? Sportsmanlike behavior, teamwork and improved performance are very important contributions to the team, and some of the long term values learned in educational athletics.

YES _____ NO _____ Do you practice what you preach? All of these points are for naught if you don't shape proper behavior by setting a good example for others to follow. This includes, if you are a spectator, reminding those rude 'anonymous' individuals next to you at events of the importance of good sportsmanship and the true purpose of the game.

Score one point for each "Yes" answer.

9 to 10 Congratulations! You recognize the values taught in interscholastic athletic competition and work with those around you to better their understanding.

6 to 8 You're trying, but you could gain valuable experience by taking more time to learn about the true importance of high school athletics and about the game you're watching.

5 or less You need to appreciate more fully that win-loss records, college scholarships and imitating the behavior of athletes, coaches and spectators seen on television at college and professional athletic entertainment events are not compatible with the mission of educational athletics. Spend some time with a knowledgeable person in your community to learn the same lessons students learn in the athletic classroom.

A Report Card

*“Please help us
be #1
in sportsmanship!”*

How’s Our Sportsmanship?

Welcome to our school. We consider it our home and hope you will enjoy your visit here. We would appreciate it if you would rate the sportsmanlike behavior of our contestants, coaches, students and spectators.

We’re proud of making sportsmanship one of our top educational priorities and hope you will assist us in reaching that goal.

Please return this form at the door/gate as you leave. Thank You!

Please rate the following on a 1 to 10 basis, with 10 being the best score and 1 being the poorest.

The coach’s positive control of his/her emotions and behavior toward the team, the opponents and officials _____

The contestants’ positive control of their emotions and behavior _____

The cheerleaders’ role in encouraging positive enthusiasm _____

The general response and actions of the spectators _____

The coach’s handling of close/controversial situations or calls _____

The sportsmanlike conduct/attitude of the team/fans at the conclusion of the contest _____

The school administration’s active role in promoting enthusiasm or crowd management _____

SELF-EVALUATION FOR COACHES/SPORTSMANSHIP

Name:

Date:

Please complete the following evaluation and review your responses with the Athletic Director.

A. Please rate yourself in the following areas

needs improvement - - - - - excellent

1. Encourage players to play within the rules	1	2	3	4	5
2. Encourage players to respect officials	1	2	3	4	5
3. Encourage players to treat opposing teams with respect	1	2	3	4	5
4. Encourage players to react properly to spectators	1	2	3	4	5
5. Encourage players to handle winning and losing in an appropriate manner	1	2	3	4	5
6. Supervising players in a manner that helps to prevent sportsmanship problems	1	2	3	4	5
7. Providing a proper example for the players concerning sportsmanship	1	2	3	4	5

B. 1. The thing that I did this year that most promoted sportsmanship for our team was . . .

2. The area of sportsmanship that I could most improve in as a coach would be . . .

3. The biggest problem that we had this year with sportsmanship was . . . (include your opinion, was this preventable?)

4. COACH/ATHLETIC DIRECTOR COMMENTS . . .

SPORTSMANSHIP QUIZ

1. Are you a role model? How so?
2. Are you a leader and active proponent of the interscholastic objective?
3. What is the interscholastic objective?
4. Is the OHSAA Sportsmanship Resource Guide a used and integral part of your board policy, athletic/non-athletic activity policy? Is it prevalent at all venue locations regardless of the activity?
5. What would you do if a student participant used profanity?
6. What would you do if a student participant cheats? Examine this scenario in your own mind, if an official or judge does not witness the cheating.
7. What would you do if an adult (i.e., coach, official, administrator, booster member) violates a rule or regulation of the OHSAA (your organization)?
8. Would you report an incident regardless of its impact on the win/loss record or upon the other student participants involved at your school?

SPORTSMANSHIP CHECKLIST

As a coach player administrator or spectator are you learning the lifetime skills of integrity, honesty and respect that should be associated with high school athletics? These qualities will help you become a better person regardless of the final score.

See if you have a winning attitude by using this checklist.

YES ____ NO_____ Have the purposes of educational athletics and the values taught by such activities been discussed by coaches, players, other students, administrators and parents? Remember that interscholastic athletics have a mission like classroom activities, and they all blend for the betterment of young people.

YES ____ NO_____ Have coaches, players, and parents discussed what each wants from the experience? Studies have shown that most youngsters play for fun and would rather play for a losing team than sit on the bench of a winning one.

YES ____ NO_____ Are you aware of the effects of criticism and ridicule by coaches and unruly spectators at high school games can have on players? Overly harsh criticism or harassing of a player, especially a young one, can seriously damage their self-image (confidence) and even turn them away from sports. You wouldn't think of yelling at a student in a classroom. Likewise, you should never yell criticism at a player, and instead should offer support.

YES ____ NO_____ Do you make an effort to keep up-to-date on the rules of your favorite sport and improve yourself as a student of the game? It's a fact that the more knowledgeable a coach is the better teacher he/she is of the game; the more knowledgeable the player and spectators are the more they appreciate the game; and that creates an atmosphere for better sportsmanship.

YES ____ NO_____ Do you try to educate others about the game they are watching, the rules of the contest, and the value of sportsmanship? Many spectators who become unruly at events are generally not well-versed in the game itself, or the multitude of changes that have occurred since their "playing days." Likewise they do not recognize the difference between athletic entertainment at the collegiate or professional levels, and educational athletics at the high school level, and how sportsmanship fits into the picture.

YES ____ NO_____ Do you treat your opponents and game officials with respect? Referees and other officials are trained to know and interpret the rules. Opponents provide the most important factor of a game competition.

YES ____ NO_____ Do you realize that a very small percentage of high school athletes earn college scholarships, and that an even smaller percentage play professionally? Often, the goal to win and attract a collage scholarship overshadows the true purpose of interscholastic athletics. The pressure coaches and parents bring on athletes in this manner is unhealthy.

YES ____ NO_____ Are there established guidelines for team behavior and are they known by players and parents? Players and parents should know the penalties for breaking the rules, including acting in an unsportsmanlike manner.

YES ____ NO_____ Are players recognized and/or rewarded for achievements other than the scoring or earning of points? Sportsmanlike behavior, teamwork and improved performance are very important contributions to the team, and some of the long-term values learned in educational athletics.

YES ____ NO_____ Do you practice what you preach? All of these points are for naught if you don't shape proper behavior by setting a good example for others to follow. This includes, if you are a spectator, reminding those rude 'anonymous' individuals next to you at events of the importance of good sportsmanship and the true purpose of the game.

HOW'S OUR SPORTSMANSHIP?

Welcome to our school. We consider it our home and hope you will enjoy your visit here. We would appreciate it if you would rate the sportsmanlike behavior of our contestants, coaches, students and spectators.

We're proud of making sportsmanship one of our top educational priorities and hope you will assist us in reaching that goal.

Please return this form at the door/gate as you leave. Thank You.

Please rate the following on a 1 to 10 basis, with 10 being the best score and 1 being the poorest.

The coach's positive control of his/her emotions and behavior toward the team, the opponents and officials. _____

The contestants' positive control of their emotions and behavior _____

The cheerleaders' role in encouraging positive enthusiasm _____

The general response and actions of the spectators _____

The coach's handling of close/controversial situations or calls _____

The sportsmanlike conduct/attitude of the team/fans at the conclusion of the contest _____

The school administration's active role in promoting enthusiasm or crowd control _____

School Name _____

Are you a () Coach, () Athlete, () Official, () Student, () Fan, () Parent, () Administrator

Comments: _____

Please help us be #1 in sportsmanship

JUST DO WHAT'S RIGHT

This form is used to report instances where a coach, player, team, official or spectator(s) has done an exemplary job of doing what's right at a (**Name of the school**) contest. Prompt reporting of good citizenship will help promote and encourage those associated with interscholastic competition to **JUST DO WHAT'S RIGHT!**

This form is to be filled out and signed by the person reporting the instance of exceptional citizenship. Please forward the form to the (**Name of the School**) office as soon as possible.

Report on _____ concerning a _____
(School or Person) (Sport/Activity)

Contest between _____ High School, and _____
(Home School) (Visiting School)

High School, on _____.
(Date)

Specific Matter Being Reported: _____

(Use other side if necessary)

Date: _____ Signed: _____

Phone: _____ Address: _____

Return to: (School Name) (Address)

CASE STUDIES

The following case studies raise several issues regarding sportsmanship, ethics, and integrity. Read them aloud to your team or group (or pass out a copy and have them read the scenarios), then discuss the questions provided. These case studies can be shared with coaches, student-athletes, PTOs, officials, etc.

CASE STUDY 1

When Jamie Harrison was hired three years ago as the head basketball coach at North High School, she brought great expectations of winning a league championship. The last two years her teams have finished second. This year, she has four returning starters including Sharnell, the senior star forward averaging 28 points a game. The community thinks this will be the year. At the beginning of the season, Coach Harrison passed out a copy of the team rules and discussed them along with the associated penalties. Each player read and signed the list indicating her acceptance of the rules. One rule specifically prohibits drinking and calls for suspension from the team's next game. The week before the championship game, Sharnell was caught with a beer at a friend's party.

Discussion Questions

What should Coach Harrison do?

Should she enforce the rules and suspend Sharnell or turn the other way and pretend it did not happen?

What are the consequences of Coach Harrison's choice?

Does she have any other options?

Should she deal with it after the season?

Would it make a difference if Sharnell was caught with hard liquor instead of beer?

Would it make a difference if this happened in the off-season?

Would the situation be different if Sharnell was not a starter?

What do you think the other players want to happen?

What would you do if you saw Sharnell drinking at the party?

CASE STUDY 2

Amy is having her best gymnastics season ever. At the last five meets, she has medaled on each apparatus, and the coach thinks she may have a chance for a top finish at the league championships. Lately though, she seems to be really tired after practice and to be losing a lot of weight. Amy says its because of the extra hours she's putting in, but Robin, her best friend and closest competitor, thinks Amy is showing signs of anorexia. Amy confides in Robin that she is only eating one meal a day, usually fruit, but she just wanted to lose weight to be a better gymnast. She asks Robin not to tell anyone about her eating habits, especially because the league championship is coming up soon.

Discussion Questions

What are Robin's options?

What should Robin do?

What are the consequences of Robin's decision?

Who might get hurt by Robin's decision to get involved?

Who might get hurt if she does nothing?

CASE STUDY 3

East High School is playing West High School in the last soccer game of the season. The winner of this game advances to the state tournament, and the losing team goes home. So the pressure is on and tensions are high. The official calls a penalty on East when Charles Price is offside. Charles is mad. He says the official has been making bad calls all afternoon, especially against East. So he approaches the official, gets in his face, and lets him know what he thinks of this call.

Discussion Questions

Was it appropriate for Charles to yell at the official or question the call?

How else could he have handled this situation?

Should the other players or coach get involved? If so, how?

CASE STUDY 4

Chris Warner is the coach of the volleyball team at Adams Junior High School. He has been a teacher for several years and this is his first year as a coach. Coach Warner believes that the purpose of junior high teams is to gain experience and have fun, so he rotates all the players into the game so everyone gets a chance to play. Some of the parents of the better athletes have called the athletic director to complain about Coach Warner's strategy. The athletic director talks to the coach the next day reminding him that one of the parents is on the school board.

Discussion Questions

What should Coach Warner do?

What is the purpose of a junior high team?

Would you make cuts at this level?

What if this was a varsity or a junior varsity team?

Who should decide which students play in the game?

How important is winning?

CASE STUDY 5

Suzie, the Hawks' outside hitter, pounds the volleyball over the net and it clearly falls outside the court. However, with all the girls scrambling around the floor, the official cannot see whether the ball touched a player on its way out. If it did, Suzie's team scores a point. If not, it is a side out and the Lions get the ball. The Hawks are signalling a touch, but the Lions are showing their disagreement. The official calls Jackie to the net and asks her if the ball touched any of the Lion players. Jackie is a JV player for the Hawks who was the closest line judge to the ball.

Discussion Questions

What should Jackie say?

Would it matter if it was a close match or a championship match?

What if another Hawk or Lion saw what happened? What should she do?

CASE STUDY 6

The Mallards ran on the field to the boos of the Wildcats' home crowd. As the crosstown rivals were introduced, the home fans threw little yellow rubber ducks on the field to make fun of the team mascot. Throughout the game, the Wildcat fans picked on the opposing players and yelled obscenities at the officials when the calls went against their team. At one point, Mr. Farley, father of one of the Mallard players, went over to Mr. Johnson, one of the loudest Wildcat fans, and told him to sit down and be quiet. Mr. Johnson took a swing at Mr. Farley and was finally pulled from the bleachers by the security officer. Mr. Johnson said he was just supporting his team and Mr. Farley had no business asking him to stop cheering for the Wildcats. Besides, everyone else was making as much noise as he was.

Discussion Questions

Is Mr. Johnson right? Is it o.k. to harass the other team if "everyone" else is doing the same thing?

Were Mr. Farley's actions appropriate?

What else could each fan have done under the circumstances?

Was the crowd's treatment of the Mallards appropriate? Why or why not?

How should sports fans show support for their team?

How should opposing teams be treated?

Is there any danger in the actions of a rowdy and hostile crowd? If so, what kind of danger?

Are fans role models? If yes, for whom are they role models?

CASE STUDY 7

James Smith and Steve Hamilton have a long-running rivalry. They competed against each other in high school and college and never really got along. Now they are both high school coaches and their football teams are conference rivals. Their teams have played twice before and split the games, so today's contest has great meaning to both men. It is a hard-fought competition with a close score up to the final play. Coach Hamilton's Bears pull it out in the end with a field goal in the closing seconds. Coach Hamilton joins the celebration on the sideline and runs to the locker room without leading his team to midfield for the traditional handshake.

Discussion Questions

Should the coaches shake hands after the game? Why or why not?

Does their longstanding rivalry excuse them from shaking hands?

What is the message they send to their players and the fans?

Are coaches role models? If yes, for whom are they role models?

OTHER CASE STUDY ACTIVITIES

Ask student-athletes to role-play the scenarios outlined above. Then ask one of the players to facilitate the follow-up discussion.

Create scenarios relevant to your team or school.

OTHER SEI IDEAS

Hold a contest among student-athletes or the general student body asking for essays, other writings, and artwork which answers the question, “What is sportsmanship, ethics, and integrity?” or “What does sportsmanship, ethics, and integrity mean to me?”

Talk at a team meeting about what are sportsmanship, ethics, and integrity and who is responsible for sportsmanship, ethics, and integrity. Another good discussion question is “How do you decide what is right and wrong (who and what influences you)?” This might be a good exercise for the team captain(s) to facilitate.

Ask your players to set team and individual SEI goals and expectations.

List the suggestions from Teaching Coaches to Teach Good Sports Behavior.

SPORTSMANSHIP EVALUATION AND GUIDELINES

ATHLETES

Rating should be based on the following criteria

- | | | | | | |
|---|---|---|---|---|---|
| 1. Treat opponents the way you would like to be treated as a guest or friend. | 1 | 2 | 3 | 4 | 5 |
| 2. Wish opponents good luck before and following the contest (victory or defeat). | 1 | 2 | 3 | 4 | 5 |
| 3. Respect judgment and integrity of game officials. | 1 | 2 | 3 | 4 | 5 |
| 4. Do not argue or make nonverbal gestures which indicate disagreement. | 1 | 2 | 3 | 4 | 5 |
| 5. Do not argue or make verbal or nonverbal gestures to opponents, or team bench. | 1 | 2 | 3 | 4 | 5 |

CHEERLEADING

Rating should be based on the following criteria

- | | | | | | |
|---|---|---|---|---|---|
| 1. Treat opposing cheerleaders the way you would like to be treated as a guest. | 1 | 2 | 3 | 4 | 5 |
| 2. Wish opposing cheerleaders good luck before the game and congratulate them in a sincere manner following either victory or defeat. | 1 | 2 | 3 | 4 | 5 |
| 3. Display standards of desirable behavior for the squad and spectators. | 1 | 2 | 3 | 4 | 5 |
| 4. Use of positive cheers which praise your team without antagonizing the opponents. | 1 | 2 | 3 | 4 | 5 |
| 5. Use of discretion in selecting the times to cheer. | 1 | 2 | 3 | 4 | 5 |
| 6. Treat opposing players like you would treat your own team. | 1 | 2 | 3 | 4 | 5 |
| 7. Respect the judgment of the game officials. Does not request an official's call. | 1 | 2 | 3 | 4 | 5 |

COACH

Rating should be based on the following criteria

- | | | | | | |
|--|---|---|---|---|---|
| 1. Respects the integrity and personality of student-athletes. | 1 | 2 | 3 | 4 | 5 |
| 2. Abides by the rules of the game. | 1 | 2 | 3 | 4 | 5 |
| 3. Exemplifies leadership. | 1 | 2 | 3 | 4 | 5 |
| 4. Sets a good example for players and spectators to follow. | 1 | 2 | 3 | 4 | 5 |
| 5. Respects judgment of officials. | 1 | 2 | 3 | 4 | 5 |
| 6. Expects good sportsmanship from players. | 1 | 2 | 3 | 4 | 5 |
| 7. Discourages use of profanity or obscene language. | 1 | 2 | 3 | 4 | 5 |

FANS

Rating should be based on the following criteria

- | | | | | | |
|--|---|---|---|---|---|
| 1. Do not jeer an opposing athlete when a mistake has been made. | 1 | 2 | 3 | 4 | 5 |
| 2. Do not verbally assault others and be generally obnoxious. | 1 | 2 | 3 | 4 | 5 |
| 3. Show respect for the opposing players, coaches, spectators, and support groups. | 1 | 2 | 3 | 4 | 5 |
| 4. Respect the judgment of game officials. Do not question calls. | 1 | 2 | 3 | 4 | 5 |

NAME OF SCHOOL BEING RATED _____

Rating submitted by _____ Title _____
(Signature)

Representing _____ (Please use back for any comments)

SELF-EVALUATION FOR COACHES/SPORTSMANSHIP

Name: _____

Date: _____

Please complete the following evaluation and review your responses with the Athletic Director.

A. Please rate yourself in the following areas

needs improvement - - - - - excellent

1. Encourage players to play within the rules	1	2	3	4	5
2. Encourage players to respect officials	1	2	3	4	5
3. Encourage players to treat opposing teams with respect	1	2	3	4	5
4. Encourage players to react properly to spectators	1	2	3	4	5
5. Encourage players to handle winning and losing in an appropriate manner	1	2	3	4	5
6. Supervise players in a manner that helps to prevent sportsmanship problems	1	2	3	4	5
7. Provide a proper example for the players concerning sportsmanship	1	2	3	4	5

B. 1. The thing that I did this year that most promoted sportsmanship for our team was . . .

2. The area of sportsmanship that I could most improve in as a coach would be . . .

3. The biggest problem that we had this year with sportsmanship was . . . (include your opinion, was this preventable?)

4. COACH/ATHLETIC DIRECTOR COMMENTS . . .

CRITERIA FOR JUDGING CHEERING SECTIONS

The following are the general areas to be judged in the relative degrees of value as indicated, from the highest number (best) to the lowest (worst). Please indicate your judgment of each cheering section.

1. Respect for your team, cheerleaders and visiting cheerleaders.

a. Stand during introductions	1	2	3	4	5
b. Cheer with your cheerleaders	1	2	3	4	5
c. Enthusiasm for your team	1	2	3	4	5
d. Cooperation with visiting team's cheerleaders	1	2	3	4	5

2. Respect of the National Anthem and school songs

a. Stand for the National Anthem	1	2	3	4	5
b. Remove hats for National Anthem	1	2	3	4	5
c. Stand for your school songs	1	2	3	4	5
d. Stand for visiting team's school song	1	2	3	4	5

3. Respect of the officials

a. By Players	1	2	3	4	5
b. By Coaches	1	2	3	4	5
c. By Cheering Section (Fans)	1	2	3	4	5
d. By Cheerleaders	1	2	3	4	5

Evaluated Team _____

Date of Game _____

Individual Evaluating _____

OFFICIALS SPORTSMANSHIP EVALUATION

OBJECTIVE: Sportsmanship is a high priority issue in the Western Buckeye League and is in the best interest of inter-scholastic athletics. This evaluation too is provided to assist OHSAA schools to foster positive, sportsmanlike behavior at all OHSAA athletic competitions. We will not tolerate negative statements or actions between opposing players, especially trash-talking. If such comments are heard or actions seen, a penalty should be assessed immediately.

DIRECTIONS: Game officials must complete the following evaluation by checking the appropriate boxes for each area and return this evaluation to school officials before leaving the game site. All comments are appreciated. Make certain to complete the comment section for any unacceptable marks.

THE WESTERN BUCKEYE LEAGUE REQUESTS CONTEST OFFICIALS TO STRICTLY PENALIZE SPORTSMANSHIP VIOLATIONS RELATED TO PHYSICAL AND VERBAL TAUNTING.

	HOME TEAM			VISITING TEAM		
	Excellent	Acceptable	Not Acceptable	Excellent	Acceptable	Not Acceptable
COACH	()	()	()	()	()	()
Abides by the rules of the game						
Exemplifies leadership and appropriate sportsmanship						
Respects the judgment and integrity of game officials						
ATHLETES	()	()	()	()	()	()
Treats opponents with respect						
Respects the judgment and integrity of game officials						
Displays appropriate conduct, does not argue or make inappropriate gestures						
GAME MANAGEMENT (Where applicable)	()	()	()			
Timing				Scoring		
				Announcing		
				Supervision		
FANS	()	()	()	()	()	()
Respects the judgment of game officials						
Recognizes and appreciates outstanding plays by both teams						
Refrains from comments/cheers which downplay the opponent or which use profane or obscene language or gestures						
CHEERLEADING	()	()	()	()	()	()
Displays standards of desirable behavior for the squad and spectators						
Use of position cheers which praise your team without antagonizing						
Respects the judgment of game officials						

COMMENTS:

HOME SCHOOL _____ VISITING SCHOOL _____

DATE OF EVENT _____ SPORT _____

SUBMITTED BY _____

TITLE _____