

COACHING
TO
CHANGE
LIVES



RESPONSIBILITY

RESPONSIBILITY: LESSON #1 COACH'S NOTES

IF IT'S GOING TO BE, IT'S UP TO ME!

Say: (5 minutes)

Why would responsibility be the first thing you need to learn?

A man in Wisconsin kills and cannibalizes young men.

His defense: He was abused as a child.

Logic being: If you are abused as a child it is OK for you to grow up and kill people.

The team loses the game and your Dad says the coach called the wrong play.

Logic being: We can only win if the coach calls a perfect game. Our success is totally up to the coach's play calling.

Fact: During the course of a game, I will, on the average, call 10 bad plays. You have to prevent disaster on these plays. On the other hand, I will call 10 plays that should be big plays for us. When one of these is called, you have to make it happen. In between are the other 40 plays.

The student fails the class. The response is "the teacher did not teach me."

Logic being: If I do not have a good teacher and he/she does not do a great job of teaching, then I will fail. In other words, your academic success depends upon how good your teachers are. Are the books used by the bad teacher the same as those used by the good teacher?

Fact: All teachers use the same books. Information is there. The responsibility to get information is yours.

The team loses the game. Referees cheated us by making a bad call.

Logic being: We can only win if calls go our way. We cannot overcome human mistakes by referees. Our success is dictated by referees.

Team loses game in the rain. We lost because of weather.

Logic being: We can only win if the weather is right. Our success is dependent upon good weather.

What does all this mean? Who is responsible for your success or failure? Until you accept responsibility, what is your hope? Can you change the referees, teachers, coaches or the weather?

Until you accept responsibility as a person for your success and we accept the responsibility as a team for our success, there is no hope. As long as it is other people's fault that we are not winning, there is no hope for improvement.

Let me ask you: Can you change the way you were raised? Can you change the coach? Can you change or improve the referees?

You are responsible for you. Improve you and you will improve everything.

Continued

RESPONSIBILITY: LESSON #1 COACH'S NOTES

A father was busy doing a report. His young son kept bothering him with questions. Finally the father took a picture of the world from a magazine, tore it into pieces and told his young son to piece it back together as a puzzle. He thought that would keep the boy busy. When the young boy returned shortly the dad was curious as to how he could have pieced the world together so quickly. "It was easy," the boy said, "on the back of the world picture was a picture of a man, and when I got him straight, the world was straight."

The story is correct. When you get yourself straight, the world will be right.

Do: (15 minutes)

1. Allow 3-5 minutes for the students to individually answer questions #1 and #2. Then, discuss their answers as a large group. (Sample responses to #1: weather, other teams, other people. Sample responses to #2: my attitude, what I say, what I listen to, the friends I choose.)
2. Spend 5 minutes discussing in small work groups or as a big group the answers to question #3. Give any coping techniques you have.
3. As the students answer question #4, you may want them to commit by telling the entire team or finding one other person on the team with whom to share their answer.
4. Review the word of the day. Ask someone to use it correctly in a sentence.

RESPONSIBILITY: LESSON #1 WORKSHEET

IF IT'S GOING TO BE, IT'S UP TO ME!

Until you accept responsibility as a person for your success and we accept the responsibility as a team for our success, there is no hope. As long as it is other people's fault that we are not winning, there is no hope for improvement.

Discuss these questions:

1. What are some things in my life over which I have no control?

2. What are some things in my life over which I do have control?

3. How can the things I listed in #2 help me cope with the things I listed in #1?

4. What is one thing I can take more responsibility for (something I can control) that will improve my life and help my team?

Word of the day: CONSCIENCE - awareness of right and wrong.

"He who sacrifices his conscience to ambition burns a picture to obtain the ashes."
- Chinese Proverb

RESPONSIBILITY: LESSON #2 COACH'S NOTES

IN SPITE OF THE WEATHER

Say: (5 minutes)

When the Alaskan Pipeline was being built, there were many Texans who went to Alaska and found work on the pipeline. The Texans could only work a few hours in the frigid weather, yet the Eskimos, the native Alaskans, could work indefinitely in the cold. They decided to do a study to find out why the Eskimos could withstand the weather. After much study they found that there were no physiological differences between the Eskimos and the Texans. There was nothing in skin thickness, blood, or any other thing physically that would explain the differences in the ability to withstand the temperatures. The solution came when they did a psychological study. The difference was the Eskimo said "he knew it was cold but there was a job to be done." In other words, his focus was on the job and obtaining results rather than on the weather. The Texan focused on the weather and this kept him from focusing on the job at hand.

You are responsible for performing. Your focus is to be on the job. You are to be results-oriented. When you go to practice in August, it will be hot. When you play in December, it will be cold. There is a likelihood we may play in the rain or even snow. You are responsible to perform. You are responsible to focus on performance, not the weather.

Weather cannot dictate performance. As proud as we are to be _____ (use your school mascot), our attitude to athletic performance has to be that of the Eskimos. We know it is _____ (hot, cold, wet) but we are focusing on the job, not the weather.

RESPONSIBILITY: LESSON #2 COACH'S NOTES

Do: [15 minutes]

1. Lead the class in a discussion of the questions on the student worksheet. Spend a considerable amount of time on question #1, generating many ideas from the team.
2. Review the word of the day. Ask someone to use it correctly in a sentence.

RESPONSIBILITY: LESSON #2 WORKSHEET

IN SPITE OF THE WEATHER

You are responsible for performing. Your focus is to be on the job at hand. You are to be results-oriented. You are responsible to focus on performance, not the circumstances.

For Discussion:

1. How do you become "Eskimos"?

2. Why is this so important to our success?

3. Who is responsible to see that this happens?

Word of the day: PERFORM - to begin and carry out; accomplish.

"He who is the most slow in making a promise is the most faithful in the performance of it."
- Jean-Jacques Rousseau

RESPONSIBILITY: LESSON #3 COACH'S NOTES

IN SPITE OF CIRCUMSTANCES

Say: (5 minutes)

In one week, a player was removed from a team because he habitually missed practice and on the few occasions that he did practice, he performed poorly and mentally was a detriment to the team. He lacked physical ability, mental toughness and was spiritually void, as best as could be ascertained by his actions. He appealed, saying he felt he was losing his role because he was black.

During the same week a man was complaining. He would have been an excellent "cruise director for the Titanic." He had nothing good to say to or about anyone. He complained he was in a dead-end job but he could have received several promotions if he had been black or a woman.

In one case the young football player felt he was cheated of his rightful place because he was black. In the other, the deadbeat felt he was cheated of his rightful place because he was not black. Unfortunately, unless these two people change their attitude, they will always be "left out" because they are or are not black, because they will never be able to change that. As long as that is the excuse, they will never have to "own up to" their own weakness as reason for their failure. If you are black, you are going to stay black. Many successful people are black. Even in the days of slavery, people, despite their circumstances, were able to be successful. Just read about Frederick Douglass.

People always want to use circumstances as reasons for not succeeding. On the list of the 300 greatest leaders (including Helen Keller, Martin Luther King, Mahatma Gandhi, Franklin Roosevelt), 75 were born in abject poverty, were abused as children, or suffered with a severe physical handicap. These people did not allow circumstance to prevent them from being successful. I love what Supreme Court Justice Oliver Wendell Holmes, who was only 5 feet tall, said when asked how it felt to be so short. He replied "I think it would be like a dime when thrown in with a bunch of nickels - half as small, worth twice as much." Circumstances do not dictate personal or team success. Your socio-economic status, your color, your past history (or the team's) are only indications of where you begin. YOU and only you are responsible for where you finish.

Continued

RESPONSIBILITY: LESSON #5 COACH'S NOTES

Do: [15 minutes]

1. Lead a discussion on questions #1-3. On question #2 ask for specific stories. These can be inspiring to the team.
2. Question #4 can be answered individually with no one sharing the answers aloud. Or you may ask for volunteers if you have time.
3. Review the word of the day. Ask someone to use it correctly in a sentence.

RESPONSIBILITY: LESSON #3 WORKSHEET

IN SPITE OF CIRCUMSTANCES

People always want to use circumstances as reasons for not succeeding. However, circumstances do not dictate personal or team success. Your socio-economic status, your color and your past history are only indications of where you begin. YOU and only you are responsible for where you finish.

For Discussion:

1. What are circumstances you hear about that people use as causes for failure?

2. Has anyone ever overcome them?

3. Why is this important to know?

4. What are some excuses you may have used in the past? Can you overcome them?

Word of the day: DESPAIR - lose all hope.

When we are flat on our backs there is no way to look but up.

- Roger W. Babson

RESPONSIBILITY: LESSON #4 COACH'S NOTES

GETTING RID OF THE "LOSER'S LIMP"

Say: (5 minutes)

Failure to accept responsibility is as old as time itself. Let me paraphrase a story from Genesis. After Adam and Eve had eaten from the tree that God had forbidden them to eat, God was looking for Adam in the Garden where Adam was hiding. When God found Adam, Adam blamed the woman. When God talked to Eve, she blamed the snake. The poor snake did not have "a leg to stand on."

It is always something or someone else's fault. It is what Zig Ziglar calls a "Loser's Limp." Have you ever been to a track meet and watched the runners in the 400 meter dash? They all take off with high hopes and sprint to win. As the race progresses, one will notice that he does not have a chance to win and very easily could end up in last place. That is when he begins to "limp," with usually a "pulled hamstring." The crowd goes, "Why of course he can't win, he is injured," when many times it is simply a crutch to prevent the athlete from facing the loss.

Zig tells the story of the defensive back beaten on a deep pass and when he realized he was not going to catch the receiver, came up with the convenient "loser's limp."

I have seen it more often when the player acts as if something is "unimportant." He acts like he doesn't care if he wins, makes first team or gets All-District. This is the "mental loser's limp." If he acted as if it were important and meant something and he does not get it, he would risk losing face with his peers.

Continued

RESPONSIBILITY: LESSON #4 COACH'S NOTES

Do: (15 minutes)

1. Divide the team into small work groups.
2. Allow the groups 10 minutes to complete the three questions.
3. Have each team share the highlights of the discussion or assign each small group a particular question on which to report.
4. Review the word of the day. Ask someone to use it correctly in a sentence.

RESPONSIBILITY: LESSON #4 WORKSHEET

GETTING RID OF THE "LOSER'S LIMP"

Failure to accept responsibility is as old as time itself.

For Discussion:

1. Give examples of "loser's limps" that you have heard. They can be both physical and mental ones.

2. Why is it important to overcome a "loser's limp"?

3. What, if any, are some "loser's limps" our team has?

4. How can our team overcome "loser's limps"?

Word of the day: INTEGRITY - strict adherence to a standard of value or conduct.

"Keep true, never be ashamed of doing right; decide on what you think is right and stick to it."
- George Eliot

RESPONSIBILITY: LESSON #5 COACH'S NOTES

LEARNING TO RESPOND, NOT REACT, TO LIFE

Say: (5 minutes)

We have touched on the negatives and some positives of responsibility. Now we start on "Action Steps."

You go to a doctor and he prescribes a medicine and tells you to come back in a few days. If, when you return to the doctor, he says, "Oh, no!! You are having a *reaction* to the medicine, we need to change the prescription," that is bad. If, however, when you return, the doctor says, "Oh, good! Your body is *responding* to the medicine," that is good!

It is not what happens to us that causes us to succeed or fail. It is how we respond that causes us to succeed or fail. The player strikes out, throws his bat, kicks the bench, turns over the water cooler and stomps into the dugout. Is he/she reacting or responding? The response to striking out is to calmly put all equipment up and stay in control of your emotions. After the game, take extra batting practice to prevent the strikeout from happening again.

This story illustrates the difference between responding and reacting. I am going to read it from the author, Zig Ziglar's, point of view.

THE CANCELED FLIGHT

We pulled into the airport at exactly two o'clock. There were two long lines. We selected the shortest of the two. I noticed almost immediately that one of the ticket agents was walking around behind the counter, and I saw a POSITION CLOSED sign at one end. My experience told me she would remove POSITION CLOSED and replace it with POSITION OPEN, so I mentally and physically got ready to make a quick dash to the counter when she opened the other line. In a matter of minutes she walked over to the POSITION CLOSED sign, flipped it to POSITION OPEN, and smilingly announced to the group, "Those of you with a seat on the three o'clock flight to Dallas, come over here. Quick as a flash, I ran to her position and was first in line. The ticket agent looked at me, smiled and said, "The three o'clock flight to Dallas has been canceled." To this I enthusiastically responded, "Fantastic!" When I said that, the ticket agent, with a puzzled expression on her face, asked, "Now, why in the world would you say 'fantastic' when I've just told you the three o'clock flight to Dallas has been canceled?" I smiled back at her and said, "Ma'am, there are only three reasons why anybody would cancel a flight to Dallas, Texas. Number one, something must be wrong with that airplane; number two, something must be wrong with the person who is going to fly that airplane; number three, something must be wrong with the weather they're going to fly that airplane in. Now, Ma'am, if any one of these three situations exists, I don't want to be up there. I want to be right down here! Fantastic!"

Continued

RESPONSIBILITY: LESSON #5 COACH'S NOTES

Have you ever noticed how some people seem to delight in delivering bad news? It's as if they just can't wait to let you know that life is tough and you're in for a tough time. To my response, the ticket agent put her hands on her hips in an authoritative, "I'm not through with you yet" kind of position and said, "Yes, but the next flight doesn't leave until 6:05." To that I responded, "Fantastic!"

By now people in the other two lines were looking in my direction and undoubtedly wondering, "Who is that nut who says everything is fantastic?" The lady herself looked at me in complete shock and said, "Now, I'm really puzzled. Why in the world would you say 'fantastic' when I've just told you that you've got a four-hour wait in the airport in Kansas City?" I smilingly said, "Ma'am, it's really very simple. Do you realize that at this moment there are literally tens of millions of people on the face of this earth who are not only cold, but who are also hungry? Here I am in a beautiful facility, and even though it's cold outside, it's comfortable inside. Down the corridor is a nice little coffee shop. I am going to go down there, relax for a few minutes, and enjoy a cup of coffee.

Then I've got some extremely important work which I need to do, and here I am in one of the nicest buildings in the whole area. It is easily the biggest, most comfortable, rent-free office I've ever had at my disposal. Fantastic!"

You might wonder in your own mind if I really felt that way and the answer is no, I did not. I was tired, had been gone all week and wanted to get home. However, there are some things in life you're not going to change. If you were born white, you're going to stay white. If you were born black, you're going to stay black. As a matter of fact, you cannot change when you were born, where you were born, how you were born or to whom you were born. Actually, you can't change one whisper about yesterday, but tomorrow is an entirely different story and today is the same. Whether you respond - which is positive - or react - which is negative - to life will determine just how good the rest of your day and the rest of your tomorrows are going to be. When you respond, both will be better. When you react, you've just put a ceiling on what you're able to do with your life.

Note: *You may prefer to give a personal example to illustrate the difference between response and react.*

Do: [15 minutes]

1. Divide the team into smaller work groups.
2. Give each group a situation from the list below and have them develop a role play showing a possible "reaction" and a possible "response." (You may have them just report back the response and reaction instead of role play. This takes less time, but does not use the creativity of the students as much.)

fumble
position change
lose game
teacher incorrectly rebukes you

opponent scores
girlfriend/boyfriend breakup
coach yells at you

demotion
parents' divorce
think about quitting

3. Debrief the role plays by discussing questions #2 and #3.
4. Review the word of the day. Ask someone to use it correctly in a sentence.

RESPONSIBILITY: LESSON #5 WORKSHEET

LEARNING TO RESPOND, NOT REACT, TO LIFE

Know the difference between "reacting" and "responding." Nothing good comes from "reacting" incorrectly. It actually adds another problem. "Responding" correctly prevents another problem.

For Discussion:

1. With your team, brainstorm how you could react negatively or respond positively to your assigned situation from the list below. Be prepared to show in a 2 minute role play a possible "reaction" and a possible "response."

fumble
opponent scores
demotion
position change
girlfriend/boyfriend breakup
teacher incorrectly rebukes you
parents' divorce
lose game
coach yells at you
think about quitting

2. What is the key to choosing to respond instead of react?

3. What are some of the possible consequences of choosing to react or respond to your assigned situation?

Word of the day: OPTIMISM - a disposition to expect the best possible outcome or to emphasize the most positive aspects of a situation.

"Positive thinking will allow you to do more than negative thinking will."

- Zig Ziglar

RESPONSIBILITY: LESSON #6 COACH'S NOTES

BUILDING A FOUNDATION

Say: (5 minutes)

Have you ever seen an old abandoned place that is nothing but grass and weeds? There are only a few signs that there had ever been a house or a structure of any kind in that location. "Where is everything?" you wonder. If you asked around you would find that the old house had no foundation, it was built on piers and beams and everything has rotted away.

Have you ever visited a construction site? In the beginning stages the site is actually just a huge hole in the ground with walls all around to keep the people out. If you were to stop and visit with a construction worker and ask why there is just a huge hole, he would explain that you could tell the height of a building by the depth of the foundation. The higher you want to build a building, the deeper the foundation.

People are similar in that respect to buildings. As in the example of the old home, if there is no foundation there will be no memory of an existence. In the second example you will go as high as your foundation allows. The deeper and more solid your foundation, the higher you will go.

Everyone wants the same things. They want to be healthy, happy, reasonably prosperous, secure and to have friends, peace of mind, good family relationships and hope. In order to have these things, the foundation must be built on the traits of faith, love, loyalty, character, honesty, integrity, commitment, perseverance, and persistence.

Setting this foundation is your responsibility. Input equals output. Whatever you put into your mind is what will come out. If you load your mind with garbage it will produce garbage. If you pump into your mind the pure, the clean, the powerful and the positive, out will come the pure, the clean, the powerful and the positive. I am talking about what you listen to, what you watch and what you read. If you dream of going anywhere and leaving a mark to be remembered you must lay the foundation of faith, love, loyalty, character, integrity, honesty, commitment, persistence, and perseverance. You do this by reading positive books about people who have these qualities and by watching videos of people helping people. You look for people with these traits. It is your responsibility to lay the foundation.

Years ago a town was growing toward what had been the city garbage dump. For years people had taken their garbage and dumped it in the dump. Now the city started putting good dirt over the garbage. After many loads of dirt the garbage was completely covered and on the site was built a beautiful new shopping center.

No matter what has been going in your mind it can be "covered" or replaced with good foundation material. It does not happen accidentally. You have to make the effort to put in the good and the powerful and the positive. It is your responsibility to lay the foundation.

Continued

RESPONSIBILITY: LESSON #6 COACH'S NOTES

Do: (15 minutes)

1. Divide into smaller work groups. Assign each group one question. After a discussion period have the group leader report their answer.
2. Review the word of the day. Ask someone to use it correctly in a sentence.

RESPONSIBILITY: LESSON #6 WORKSHEET

BUILDING A FOUNDATION

Setting your foundation is your responsibility. Input equals output. Whatever you put into your mind is what will come out.

For Discussion:

1. What are you reading, listening to, and watching that will be your foundation?

2. What can you change to improve your foundation?

3. Give three specific examples of when input influenced the output.

Word of the day: DIGNITY - state of being worthy or honored.

*"No race can prosper till it learns that there is as much
dignity in tilling a field as in writing a poem."*

- Booker T. Washington

RESPONSIBILITY: LESSON #7 COACH'S NOTES

CHOICES AND CONSEQUENCES

Say: (5 minutes)

How many of you believe that you are a product of the choices that you make each day?

If you choose to eat too much you have made a conscious decision to be overweight. Being overweight is no accident. Nobody accidentally eats anything. You choose to eat the wrong things. You choose to be overweight.

If you choose to smoke a cigarette, you have chosen to die 14 minutes sooner. The choice is to use tobacco, the consequence is to die 14 minutes sooner than you would have.

If you choose to not work out during the summer, you have chosen to put yourself into high risk of being injured during practice. Because you are injured, you cannot work out, so you remain in poor physical condition so when your injury is healed you return to practice still in poor shape only to be hurt again. It is not bad luck, it is a result of a choice you made when you decided to not work out during the summer.

When you choose to put chemicals in your body, you have chosen to destroy the chances you have for success. In athletics, your weapon is your body. When you choose to mistreat it, you have chosen to give yourself a poor chance for success.

Living in America you have a greater freedom of choice than anywhere else, but you are also responsible for those choices.

My dad used to always say, "If you go to the dance, you have to pay the fiddler." What he was telling me was that for every choice I made, there was a consequence.

Zig Ziglar tells a story of being in an ice cream parlor when a young man and his girlfriend come in. Zig says the young man had a hairstyle that looked like the reprieve came from the warden right after they plugged in the chair. His hair was sticking straight up in every color.

Does this young man have the right to wear his hair in any fashion? Yes, that is what makes America great. You can choose to wear your hair in any manner you wish, but when you do, you choose to eliminate a large percentage of people who might employ you.

Continued

RESPONSIBILITY: LESSON #7 COACH'S NOTES

In all my years of coaching I have never had a person tell me how proud he was that he had chosen to quit athletics. If I had a nickel for every person who told me what a poor choice quitting athletics had been, I would be a rich man.

Before you make a choice, always consider the consequences. You will find that you will make much better choices.

Do: [15 minutes]

1. Lead a discussion of the questions found on the student worksheet.
2. Review the word of the day. Ask someone to use it correctly in a sentence.

RESPONSIBILITY: LESSON #7 WORKSHEET

CHOICES AND CONSEQUENCES

Before you make a choice, always consider the consequences. You will find that you will make much better choices.

For Discussion:

1. How do you choose your friends?

2. How do you choose your food?

3. What can you do to improve your choices?

Word of the day: DUTY - a moral or legal obligation.

*"It is just as hard to do your duty when men are sneering at you
as when they are shooting at you."*

- Woodrow Wilson

RESPONSIBILITY: LESSON #8 COACH'S NOTES

PLAY TO WIN

Say: (5 minutes)

Listen to the experience of a football coach and see what we can learn from his situation.

In 1983 he was on the coaching staff of the 5A Football State Champions. He left and took a head coaching position in a 5A school in East Texas. He was excited upon arrival. And even more excited when he discovered he had better athletes than the State Champion team he had just left.

With all that talent, how is it that they went 5-5 in 1984, 2-8 in 1985, 4-6 in 1986? Needless to say, it was a very frustrating three years. There was nothing that he had not tried in ways of motivating the athletes to perform.

At the conclusion of the 1986 season, he was having a conversation with one of his seniors. He was told, "Coach, you are never going to be happy here. You are coaching to win, we are playing to play. We will do whatever it takes to be a member of the team and to go to the pep rally and to play on Friday night, but we know there is no chance for us to win. No one has won here in many years, so we know to be satisfied with just being on the team."

That was the reason the team could look so good in practice and then look so miserable on game night. Once they ran through that "breakthrough," they had accomplished their goal. Getting on the field was the goal - not performing. They had such a tradition of not winning that they did not believe they could win. So they started that offseason with a new motto: "Play to win." It did not mean they had to win to be successful, but they had to "Play to Win" - in other words, to do everything possible to win the games. This simple motto was talked about every day.

One day one of the players said, "There are teachers who teach to teach, not to win" - they do what they are required in order to keep their jobs. It was a different classroom when the evaluation day was there. Their goal was not to do their job but to keep their job.

The revelation was simple. People who "play to win" are happy and enjoy immensely what they do. It is the reason the so-called manual laborers may be happier than the affluent businessmen. They determined it was not what you do that determines in your mind if you are successful. It is how you do what you do that determines your success.

Continued

RESPONSIBILITY: LESSON #8 COACH'S NOTES

They also determined that everyone defines failure exactly the same. That is, failure is the inability to reach whatever objective you set out to reach. On the other hand, success is defined differently by everyone. Whereas the previous team had defined success as the ability to play on Friday night, this team defined success as the determination to play to win.

The 1987 team did indeed "Play to Win." They won eight ballgames, the most that had been won by the city's team since 1966. More importantly, they laid the foundation for all future teams: that "playing to play" would not be tolerated nor accepted. To be on this team you didn't have to win, but you did have to "play to win."

What is your responsibility as far as performance? It is not to win, not everyone can win, but everyone can "play to win." You are responsible to do everything within your power physically, mentally, legally, ethically to win every day you play. Once you do that, you are successful, no matter what the scoreboard says.

Do: (15 minutes)

1. Divide the team into smaller work groups. Assign each group a situation(s) so they can role play the different attitudes.
2. After the role plays, discuss the questions found on the student worksheet.
3. Review the word of the day. Ask someone to use it correctly in a sentence.

RESPONSIBILITY: LESSON #8 WORKSHEET

PLAY TO WIN

People who "play to win" are happy and enjoy immensely what they do. They have determined it is not what you do that determines if you are successful. It is how you do what you do that determines your success.

Develop a role play comparing and contrasting how the two different attitudes of "play to win" and "play to play" would view practice, coaches, teammates, opponents, offseason, summer, or training rules.

For Discussion:

1. Which of these two attitudes do you live? What are some specific behaviors you exhibit that show this attitude in your life?

2. How do we become a team who "plays to win"?

Word of the day: COMPETE - to contend with another.

*"The purpose of competition is not to beat someone down,
but to bring out the best in every player."*

- Amos Alonzo Stagg

RESPONSIBILITY: LESSON #9 COACH'S NOTES

LIVING A BUTTERFLY LIFE

Say: [5 minutes]

You are responsible "to live." What a silly thing to say! You don't need anyone to tell you to live; however, it is not as silly as you might think.

Theodore Roosevelt was asked what was his greatest desire. He replied, "To live until I die." What did he mean by that? It seems nonsensical. Everyone will live until he/she dies.

Let me explain it a different way.

John Henry Fabre, the great French naturalist, conducted a most unusual experiment with Processionary Caterpillars. These caterpillars blindly follow the one in front of them. Hence, the name. Fabre carefully arranged them in a circle around the rim of a flower pot, so that the lead caterpillar actually touched the last one, making a complete circle. In the center of the flower pot, he put pine needles, which is food for Processionary Caterpillars. The caterpillars started around this circular flower pot. Around and around they went, hour after hour, day after day, night after night. For seven full days and seven full nights they went around the flower pot. Finally, they dropped dead of starvation and exhaustion. With an abundance of food less than six inches away, they literally starved to death. With life six inches away they died. Inside each caterpillar is a "success instinct." In the caterpillar it is simply a "survival and procreation instinct." Man has much more. Man has the ability to imagine, to see himself as anything he wants to be, to live any way he wants. To live to man is more than survival. To live means to most people the same thing. They want to be healthy, happy, reasonably prosperous, secure and have friends, peace of mind, good family relationships and hope.

But just as the caterpillar, many people just go around and around, following along behind the other person with life only six inches away. Many young people go to class today because they went yesterday, they go to practice because they HAVE to in order to play, they wear the clothes, listen to the music, do the things they do because they are just following the other caterpillars. They grow up and take jobs and go to work today because they went yesterday. They look forward to retirement because they don't like what they do.

Instead of being a caterpillar and simply following and never enjoying life, be responsible to live - to get every minute out of every day. You do that today. Instead of just going to English, go with a purpose. Learn something in every class you go to today. Get up 30 minutes earlier. Remember, you are eventually going to be "asleep" a lot longer than you will be alive. Get up and enjoy 30 more minutes of tomorrow than you did today.

Go to practice today with a passion to get something done. Refuse to be a caterpillar. Be a butterfly - break out of the cocoon and eat the pine needles - enjoy life. Make a commitment to get something positive out of everything you do.

Continued

RESPONSIBILITY: LESSON #9 COACH'S NOTES

Do: [15 minutes]

1. Lead the team through a discussion on the questions found on the student worksheet. Be sure to get specific examples.
2. Review the word of the day. Ask someone to use it correctly in a sentence.

RESPONSIBILITY: LESSON #9 WORKSHEET

LIVING A BUTTERFLY LIFE

Instead of being a caterpillar and simply following and never enjoying life, be responsible to live - to get every minute out of every day.

For Discussion:

1. Give examples of caterpillar mentality.

2. List steps to avoid caterpillar mentality.

3. Write down one thing you are going to accomplish in practice today:

Word of the day: FOCUS - a center of interest or activity.

"If you want to hit a bird on the wing you must have all your will in focus, you must be thinking about yourself and, equally, you must not be thinking about your neighbor: you must be living in your eye on that bird. Every achievement is a bird on the wing."

- Oliver Wendell Holmes Jr.

RESPONSIBILITY: LESSON #10 COACH'S NOTES

A LESSON IN ACCOUNTABILITY

Say: [5 minutes]

In the last several lessons we have covered responsibility and tried to eliminate all excuses. It comes down to you being responsible for you.

According to the dictionary, being responsible means you are answerable, expected to account for something, dependable or reliable, as in meeting an obligation.

What can being responsible do for you? Well, in a study of men who had started with nothing and became millionaires, the only thing that was unique was they had all been given responsibilities at a very early age. They had jobs. Some were small but they learned the responsibility of taking care of small jobs. If we learn responsibility, we are on the road to successful living.

Learning is gaining knowledge. Living is using that knowledge to improve yourself. We have learned responsibility, now it is time to put it to work.

Behavioral scientists say it takes 21 consecutive days of doing something to form a habit. We are going to begin forming habits of responsibility today. Pick one thing you are going to be responsible for, write it down, you sign it and then have your "accountability partner" sign it also. Your partner is then going to make sure you don't drop the ball. He or she will be positive and encouraging, but they are going to hold you accountable.

Some ideas:

I will make my bed every day.

I will wash dishes for my mom for 21 days.

I will read a positive book for one hour for 21 days.

I will get up excited 30 minutes earlier for 21 days.

What are some of yours?

Write it down. We will be checking as we go. We know responsibility, now we must do it.

Continued

RESPONSIBILITY: LESSON #10 COACH'S NOTES

Do: (15 minutes)

1. Have each student individually fill out the "Contract For Success" found on the student worksheet.
2. Have each team member pick someone else on the team to become his/her partner.
3. Have the partners sign each other's contracts.
4. You may ask volunteers to share what they have written down that they are going to do.
5. Review the word of the day. Ask someone to use it correctly in a sentence.

RESPONSIBILITY: LESSON #10 WORKSHEET

A LESSON IN ACCOUNTABILITY

MY CONTRACT FOR SUCCESS

I plan to show responsibility in the following areas:

I will be responsible for these things by taking the following action steps:

Today, _____, I, _____, am making a commitment to myself to start my plan by taking the following first step:

Signed: _____

Signed: _____
accountability partner

Word of the day: MERIT - high level of superiority: worth.

"If you wish your merit to be known, acknowledge that of other people."
- Oriental Proverb

RESPONSIBILITY: LESSON #11 COACH'S NOTES

PLAYING TIME

Say: [5 minutes]

All athletics is "pay to play." When you begin Little League or AAU or Clubs or whatever it is called, the rules are very strict. Because your parents pay a certain amount of money, you are guaranteed a certain amount of innings, minutes, quarters or whatever. It is your parents' responsibility to pay in order that you might play. This idea is sometimes then ingrained within the parent that because you are on the team, you should get to play. It is easy to see how they form that opinion. From the time you participate in your first athletic contest, it is understood that everyone will get to play. It is shared responsibility of the parents to pay and the coach to get you into the game the proper amount of time. If this doesn't happen there are usually serious consequences. If everyone doesn't play, the team may have to forfeit and the coach may not be allowed to coach anymore. This idea has caught on and continues many times all the way through Junior High athletics and even in some cases to Junior Varsity level.

Coaches at these levels usually have players for only one year. The 7th grade coach usually only coaches 7th grade, so in order to keep peace because of a belief that participation and not winning is the objective, he or she usually makes every effort to play every player. The responsibility for playing time remains mostly with the coach.

I wish I had money for every time a sub-varsity parent has been to see me to explain that winning and losing at the sub-varsity level is unimportant. That is, if "Johnny" comes to practice, he should get to play. I have probably heard as many coaches say many similar things, "Let them all play."

My only problem with this is when does the will to win become important to the players? I think most coaches would agree with Bobby Knight who said the most important attribute is the will to prepare to win. You cannot believe both. If, because you come to practice, you deserve to play until your varsity years, that means you will spend perhaps 10 years learning one thing and then have to change it in one or two years, as will your parents.

I think you, the players, are responsible for your playing time. Pay to play is still in effect. The only difference is you are now the one paying. If you pay, you get to play. I think every player should be given what the price is to play. (Note: Use your own sports example here.) That is, if you are a lineman, these are the specific skills you must have in order to play.

1. Know all your assignments. Know whom to block on every play.
2. Physically be able to prevent defenders from causing damage to teammate with the football.

It's very short and very easily evaluated. If a person playing on the offensive line cannot do these two things, he should not be allowed to play in a game. When he becomes proficient at these two things, he then has a chance to play.

Continued

RESPONSIBILITY: LESSON #11 COACH'S NOTES

The coach's responsibility is simple. Give the player what it is that he/she must do in order to play. It is then up to the player to meet these criteria in order to play. The player, once the cost is understood, has to pay before playing.

It is also important that you understand that it is not your teammates' responsibility to see that you play. How many times have you heard, "We were ahead/behind by 20 points. He should have allowed you to play." This statement means that your playing time is dictated by your teammates. They either have to be good enough to win by large margins or bad enough to lose by large margins before you are capable of playing. In other words, your playing time is totally in someone else's hands. Regardless of the score, I believe every one of you wants to have the responsibility to determine whether or not you play. That is why each coach gives you the criteria it will take for you to start and to play. These two lists are different, but they are both specific and evaluative. YOU, not your parents, nor your teammates, then become responsible for if and when you play.

Athletics will teach you to be responsible if you will accept the responsibility. Give the list to your parents and explain your weaknesses. They want to help but they are not responsible. YOU ARE.

Do: (15 minutes)

1. Discuss the questions found on the student worksheet.
2. Review the word of the day. Ask someone to use it correctly in a sentence.

RESPONSIBILITY: LESSON #11 WORKSHEET

PLAYING TIME

The most important attribute is the will to prepare to win.

- Bobby Knight

For Discussion:

1. What must you do to be a starter?

2. What must you do to play?

3. What is the difference in "pay to play" with Little League and UIL sports?

Word of the day: PREPARATION - process of getting ready for some purpose, task or event.

*"For the want of a nail, the shoe was lost, for the want of a shoe the horse was lost;
and for the want of a horse the rider was lost, being overtaken and slain by the enemy,
all for the want of care about a horseshoe nail."*

- Benjamin Franklin