

Bullying Prevention Resource Guide

FOR SCHOOLS, FAMILIES AND COMMUNITY PARTNERS

TIPS AND TOPICS FOR BULLYING PREVENTION SUCCESS

EXTENDING YOUR POSITIVE SCHOOL CLIMATE TO ATHLETIC ACTIVITIES

Bullying in athletics is not well-studied and is often a sensitive subject. However, we see it portrayed in popular films, adults tell tragic stories about quitting teams due to their past experience, and youth report that this is part of sports culture within their culture. (See chart on page 4 for examples and interventions.) How do we manage this issue? One of the best places to begin affecting sports climate is with district or club (YMCA, AYSO) leadership – superintendents, principals, athletic directors, and coaches — and by expanding positive climate behaviors and expectations to the court, the field, the bus, the locker room, and in the stands. Behavior expectations for the entire school should extend to athletes, coaches, parents, spectators, officials, and opponents. We need to consider the culture of sports as we begin to challenge and improve the climate of competition.

One of the very few studies on athletics is from the Minnesota Amateur Sports Commission (MASC), which conducted a survey in 1993 and found the following incidence of abuse in sports in Minnesota: 45.3% of males and females surveyed said they have been called names, yelled at, or insulted while participating in sports; and, 17.5% of people surveyed said they have been hit, kicked, or slapped while participating in sports. These statistics, of course, are very concerning and point to a need to develop a more positive climate for athletes.

Sincerely Speak Their Language, Employ Their Heroes

In order to impact positive change within athletics, it's important to meet coaches, athletes, parents, spectators, officials, and opponents where they are by learning about the sports culture, its values, and its unwritten laws. Once we understand this culture we can respectfully challenge them with the work of their heroes in the field and on the court. This takes candid discussion, keen observation, genuine relationship building, time, and patience.

One of these heroes is John Wooden, legendary UCLA basketball coach who nurtured great players. Wooden is considered a Double Goal Coach, because he nurtured players as both people and professionals. In his career, he successfully challenged discrimination against African American players, coached his team to earn 10 NCAA championships, 38 straight NCAA tournament victories; 88 straight wins, and four consecutive 30-0 seasons. With a winning record like that, it's hard to argue against the importance of character development in creating a high level of sports integrity.

What is a Double Goal Coach?

A Double Goal Coach strives to win but also recognizes that in order to win he or she needs to develop positive character in players, so they can be successful in life. An anonymous youth sports coach and educator from Maine said, "Our job, as well as teaching the game, is to turn these kids onto sports, not turn them away. We want them to have a positive experience, so they will return in another year and grow from the experience. Lessons learned from being on a team are important life lessons in the athletic arena as well as in the business sector." Knowing that a very minute number of high school athletes, less than 1 percent, will make a career in professional sports, it is important that life lessons can be taught in the team atmosphere. In fact, student-athletes

DOUBLE GOAL COACHES

- John Wooden, UCLA, www.coachjohnwooden.com
- Phil Jackson, Los Angeles Lakers
- Joe Paterno, Penn State Football Coach
- Herm Edwards, Head Coach, Kansas City Chiefs
- Dean Smith, retired Head Coach of University of North Carolina Basketball
- Larry Brown, NBA & NCAA championships
- Doug Wilson, General Manager for the San Jose Sharks
- Steve Mariucci, former NFL Head Coach
- Jerry Kindal, retired Head Coach of University of Arizona
- Tony Granato, Assistant Coach for the Colorado Avalanche
- Doc Rivers, Head Coach for the Boston Celtics
- Bill Walsh, retired Head Coach for the San Francisco 49ers

NOTE: An attempt was made to identify women who are double goal coaches with very little success. Equitability in athletic recognition is another issue we need to work toward.

will be members of teams for the rest of their lives in college study groups, marriages, families, work relationships, and neighborhoods. It is our responsibility and privilege to nurture the skills to successfully navigate in each of these settings. Here are some ways to develop a positive team climate. Monitor what you say and do.

Creating a Positive Team Climate

Involve the whole community

- Make agreements, policies and procedures based on appropriate conduct with:
 - Parents
 - Athletes
 - Coaches
 - Officials
 - Non-athletes
 - Administration
 - Opponents
 - Spectators
- Talk opening about sports integrity, what it means, and what it looks like in action
- Print in-bounds and out-of-bounds behavior in game programs and announce at the beginning of each sporting event
- Post, prominently and clearly, in-bounds and out-of-bounds behavior in gym, bleacher, locker rooms, bathrooms, hallways, concession areas
- Reward positive behaviors – sportsmanship or sports integrity awards, recognition of personal best efforts vs. MVPs
- Enforce school and athletic association policies and procedures and follow-through on consequences for out-of-bounds behavior
- Make everyone responsible for being a positive bystander and intervening, not just officials, principals, administrators
- Develop and model positive relationships
- Include non-athletes in Homecoming and other celebrations that have been traditionally exclusive to sports
- Create team spirit among all members of the school community – teachers, coaches, non-athletes, artists, drama students, forensics team, parents, families by including them in celebrations, decision making, accountability
- Extend all bullying prevention and character education efforts to whole school community
- Define & model desired behavior on and off the court
- Respect players, officials, opponents, spectators, non-athletes during school time
- Display welcome banners for opponents at home games
- Give welcome notes and goodie bags to opponents at home games
- Hand out integrity awards to opponents and spectators
- Avoid win-at-all costs mentality

Emphasize total experience

- Value commitment and hard work
- Emphasize personal best, challenge self
- Nurture cooperative relationships
- Acknowledge that team travel is an uncommon benefit
- Acknowledge opponent as a vehicle to better self

Teach character building

- Use teachable moments on & off the field or court to help athletes understand sports integrity, sportsmanship values
- Search out and use positive motivators
- Teach well-thought out responses to stressors instead of allowing or nurturing fight or flight reactions

Link to academics beyond eligibility

- Use sports discipline to engage academic discipline
- Emphasize excellence as well as eligibility
- Provide a team approach to academic achievement – players assisting their team mates with homework, hold study sessions.

Conclusion

Winning should be a second-stage benefit of building a team and a climate of respect and character in our schools and communities. According to Coach Wooden, if you successfully build character in your team, you will reach competitive greatness. As his coaching record proves, that will create a winning team!

More on Coach John Wooden

One of those heroes is John Wooden, legendary UCLA basketball coach who nurtured great players and great people like Bill Walton and Kareem Abdul-Jabar. Wooden also has written several books on competitive excellence, for athletes, business people, and children. In 1999, Wooden was named ESPN's Coach of the 20th Century for his ethics and high standards of competition, as well as his resulting success.

Wooden's website www.coachjohnwooden.com gives a powerful overview of his philosophy of success. One of his main teaching tools is the Pyramid of Success. In this pyramid, he outlines the characteristics of a leader and the characteristics of competitive excellence. Each building block in the pyramid forms a foundation and builds the character of a successful individual as the pyramid peaks. Each block in the pyramid, much like each player on the team, depend and serve all of the others.

Coach Wooden on Cooperation

“In order to reach the full potential of the group, there must be cooperation at all levels – working together in all ways to accomplish the common goal. And to get cooperation, you must give cooperation. You are not the only person with good ideas. If you wish to be heard, listen. Always seek to find the best way rather than insisting on your own way. Cooperation – the sharing of ideas, information, creativity, responsibilities, and tasks – is a priority of good leadership.”

(To learn more about specific bullying behaviors & interventions in sports see chart on Page 4.)

Resources:

www.coachjohnwooden.com — Coach John Wooden's official website
www.positivecoaching.org — A consulting organization in Denver which trains coaches and parents for a positive experience
www.positivecoach.org/DGC.aspx — Positive Coaching Alliance website
Sports Done Right — The University of Maine Sport and Coaching Initiative
Emphasizing Sportsmanship in Youth Sports, Spotlight on Youth Sports, Institute for the Study of Youth Sports
How to Be a Positive Sports Parent, County of Maui High School Sports Association
Take Action: What Coaches Can Do, 2001, The George Lucas Educational Foundation
LREI Athletics: Sports Information Packet, Thompson Street Athletic Center, www.lrei.org/athletics/pdf/sports_info_packet.pdf
Why Sports Matter, 2006, Mitchell, Betsy, Allegheny College, Director of Athletics

Bullying Prevention Initiative Common Elements:

- Partnerships
- Positive Youth Development
- Interventions for Students (bully, bullied, and bystander)
- Cultural Competency
- Sustained Climate Change

Bullying Behaviors	Who is Bullied?	Who is doing the Bullying?	Who are the Bystanders?	Possible Interventions
hazing or initiation	new players, freshman	players with senior status, coaches, parents	coaches, underclassman who are not freshmen, nonathletes	<ul style="list-style-type: none"> establish policies that provide for appropriate, strength-based rites of passage for new players that build confidence, self esteem, team membership and cohesiveness establish policies against destructive hazing and initiation activities – on and off campus. enforce policy and procedure based on severity (hierarchy of consequences).
unreasonable lack of play time or no playtime	benchwarmer	coach shows favoritism to players or simply follows the dominate clique in exclusion	parents, athletes	<ul style="list-style-type: none"> document complaints, observations discuss concerns with coach, athletic director, principal follow the chain of command keep your composure don't draw so much attention to the matter that you embarrass your child
humiliation in practice or in game— taunts, threats, put downs	athlete who makes a mistake	athletes, coaches, parents	athletes, coaches, parents, administration	<ul style="list-style-type: none"> name the behavior ask that it stops ask that coaches, athletes, parents find positive and healthy means to correct mistakes that don't demean individuals
name calling	athletes, opponents, coaches, spectators	athletes, opponents, coaches, spectators	athletes, opponents, coaches, spectators	<ul style="list-style-type: none"> print expected good sportsmanship behavior in programs and announce prior to games post behavior guidelines in gym, bathroom, hallways, concessions name the behavior ask that it stops show coaches, players, parents, fans how to find positive and healthy ways to cheer for one's team without put-downs of opponents, athletes, and/or spectators, in general
harassing athletes of other sports teams	non-athletes	athletes from other sports teams, nonathletes	coaches, players, nonathletes, teachers, administration	<ul style="list-style-type: none"> name the behavior ask that it stops ask coaches, players, parents, fans find positive and healthy means cheer for one's own team without put-downs of opponents or athletes in general show athletes how to find healthy ways to co-exist
harassing non-athletes during school hours	athletes or nonathletes	players, coaches	players, coaches, other non-athletes	<ul style="list-style-type: none"> provide team building activities for whole studentbody name the behavior ask that it stops show athletes and non-athletes how to find positive, healthy ways to co-exist
favoritism or being ignored in the classroom	athletes or nonathletes	coach who is also a teacher and is supported by his/ her team members in favoritism	team members, non-athletes, parents, other teachers, administration	<ul style="list-style-type: none"> provide team building for all students and teachers at the school document incidents of favoritism name the behavior ask that it stops show coaches, athletes and non-athletes how to find positive, healthy ways to co-exist
locker room pranks, humiliation, violence	athletes, nonathletes, team managers	athletes, nonathletes, coaches	team members, non-athletes, parents, other teachers, administration	<ul style="list-style-type: none"> provide team building activities across all sports teams monitor locker room at all times ban cell phones, cameras in the locker room name the behavior ask that it stops show athletes how to find healthy ways to co-exist

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