

Citizenship

IT'S UP TO US A Community Organizing Tool

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Citizenship

IT'S UP TO US A Community Organizing Tool

I. Overview

How can we...

- ...change the sports culture in America today?
- ...make behavior that was once unacceptable, but which is now tolerated, unacceptable once again?
- ...change the too-frequent media images of players fighting, spitting, taunting, or worse?
- ...change the mindset of a win-at-all-cost coach?
- ...re-inject into fans respect for the sincere, if losing, efforts of opponents?
- ...convince corporate America that those who represent the worst that sport has to offer in terms of behavior should not be those selected to promote their products?

The Citizenship Through Sports Alliance believes part of the solution to all of those questions is in your hands, in the suggestions of this action pack and your own will to effect change. The overall response, of course, is that there is no one solution. There are several solutions, each leading ultimately to a change in the sports culture. And while the alliance has, and will continue, to launch efforts to change the sports culture at the national level, the truest seeds for change will be sewn in individual communities across the country, at the grassroots level where a new respect for self, others, sportsmanship and citizenship will flourish.



Included in this action pack are the following components:

Rationale This explains why the Citizenship through Sports Alliance was created and why it believes this grassroots effort is one of the most important efforts it is launching.

Values promoted by the alliance We wish to promote those positive aspects of sport which not only lead to better displays of sportsmanship, but to the development of better citizens, as well. Those values include the promotion of the intrinsic value of sport; of academic and social achievement; of the value of diversity; of drug-free athletes; of ethical conduct; and of non-violence. Interestingly, but not coincidentally, those same values are intrinsic to citizenship.



Building a Citizenship Team This component gives you step-by-step directions on who should be included on your team, how to recruit them, and how to involve them. It provides membership suggestions that are appropriate for any community, regardless of its proximity to a professional sports team or a major college sports program, and regardless of its size or demographic makeup. It teaches you how to partner with civic and community organizations--and with the media--to build a strong, effective, inclusive citizenship team.

Generating Publicity A crucial component of the community effort is generating positive publicity. This section provides a step-by-step guide to involving the local and regional media in your efforts, giving them ownership in the process and empowering them to contribute to the revamping of the sports culture in our society, beginning with your community. Included in this

section are a variety of sample press releases to be shared with electronic and print media.

Coordinating with Alliance activities This section contains directions on how to access the full schedule at Citizenship through Sports Alliance activities at the national level, including the timing of public service announcements (PSAs), events, etc., enabling your community to focus a local spotlight on your efforts in conjunction with publicity being generated at the national level.



Suggested activities This component describes a variety of local activities and events that you can use to spotlight sportsmanship and citizenship efforts in the community, including how to tie-in promotions at existing sporting events, school activities, community happenings and at local gathering places, such as malls, supermarkets, etc.

Suggested seminars and events The seminars and events are designed to help you introduce the overall concept of citizenship and this program to crucial adult audiences, including parents, coaches, officials and other adults of influence, such as teachers and administrators. Specifically, the seminars are designed to teach individuals about the local citizenship effort and how they can specifically help, while the events will help generate publicity for the local overall effort, including the rationale behind the endeavor and the methodology being used to achieve its goals.

Specific methods to influence children In sports, hundreds of "teachable moments" occur naturally, which adults of influence can use to demonstrate sportsmanship and citizenship to children. This component provides more than two dozen real-life examples--from sports and other areas--that can be used instantly to promote the values and examples of sportsmanship and citizenship to a young audience.



Code of conduct The famous poem, "Children Learn What They Live," reminds us that children will mimic what they see and will behave how adults of influence behave around them. This component sets the standards for sportsmanship and ethical play by defining, establishing and demonstrating what is acceptable behavior on the playing field and, by extension, in life. This Code of Conduct is an excellent pledge for all sports participants--young and old, fan or player, administrator or official--to take and embrace.

Resource guide In your community right now, there are scores of local resources you can tap for help with your citizenship effort. For example, service clubs, local non-profits, elected officials, business organizations--all of which are dedicated in their own way to promoting citizenship--are just a few of the resources identified in this component.

Citizenship Awards This component provides you with several concepts for a citizenship award in your community and also details criteria, the nomination and selection process, and how the recipients should be honored.

In summary, this pack is a complete turn-key product that enables you to launch your local citizenship effort from ground zero to high profile with a well-designed, well-supported strategy that maximizes exposure and impact. It is a program designed to be customized to fit your community's unique personality, one that empowers every community who embraces it an opportunity to join the CTSA in its effort to change the culture of sports and to promote the values of citizenship and sportsmanship.



Citizenship

IT'S UP TO US A Community Organizing Tool

II. Guiding Rationale

Which scenarios do you prefer...

...players thumping chests after scoring a go-ahead touchdown...or a player calmly tossing the ball to the official after crossing the goal line?

...a player glaring defiantly at an opponent after slamming home an in-your-face dunk...or that same player quickly getting into position to play defense?

...crowds chanting vulgar cheers at a sporting event...or crowds cheering enthusiastically, but with respect?



Unfortunately, we have become hardened to open displays of poor sportsmanship over the years, to the point where chest-thumping, taunting, vulgar cheers and similar acts have become accepted behavior.



The Citizenship Through Sports Alliance--an unprecedented joint effort of Major League Baseball, the National Basketball Association, the National Collegiate Athletic Association, the National Association of Intercollegiate Athletics, the National Federation of State High School Associations, the National Football League, the National Hockey League, the National Junior College Athletic Association, the United States Olympic Committee and the Women's National Basketball Association--believes the time has come to change the sports culture from which such behavior has emerged and thrived.

The CTSA believes that effecting a change in the sports culture will have positive reverberations throughout society. Sociologists have remarked for years that sports is a microcosm of society, reflecting the good--and the bad--that society has to offer. Promoting sportsmanship and ethical conduct in sports by all involved--players, coaches, officials, administrators and fans--will help improve the sports culture and lead to a diminishment of unsportsmanlike behavior and an increase in behavior that reflects the positive values that are so integral to sports.

In turn, those values are the same values that comprise citizenship, and the CTSA believes that a focused, enduring effort at improving sportsmanship will yield the long-term benefit of enhanced respect for the traits of citizenship, such as respect for self, respect for others, and the need to give back to the community.

Sports galvanizes communities. Sports forms a common denominator that cuts across demographics, bringing together people of various ages, locales and occupations to either participate in or watch athletic events. At no matter what level--amateur to professional, from the youngest participants to the oldest veteran--sports and sporting events provide an opportunity for a community to spotlight and teach the values of sportsmanship and, as a result, the tenets of citizenship.

The diminished emphasis placed on citizenship has been bemoaned by recent presidents and by members of Congress. The dwindling numbers of those joining service clubs, volunteering for non-profit associations and organizations, or seeking to participate in the democratic process are reflective of the "me first" culture that flies in the face of citizenship and sportsmanship.

This action kit is a tool to help reverse the trend away from the instant gratification behavior typified by a player spiking the ball after scoring a touchdown to the respect for self and others reflected by the player who is sensitive to the emotions of his opponent. It empowers a community to take positive, practical, powerful steps to provide the right types of examples of proper, respectful, ethical behavior for fans, players and all



participants of any age.

The CTSA believes that communities across the country embrace its view that sports presents a unique context in which communities can blend the values of competition and sport into an enduring lesson that translates into enhanced appreciation for citizenship--and, consequently, stronger communities.

Our mission is to promote the values of citizenship that are realized through sportsmanship and ethical play in athletics competitions. Further, this initiative seeks to generate a sports culture that supports those values necessary to teach and learn respect for self and respect for others.

The CTSA is strongly committed to changing the current sports culture. The alliance wants to make untoward acts of poor sportsmanship, such as spitting, hitting officials, unruly fans, and unethical conduct to once again be considered unacceptable, reprehensible behavior.

The CTSA wants to change the very fabric of the tapestry of sports, re-establishing the respect for opponent and respect for self that is the philosophical bedrock of all true competition, both on and off the playing field.

The CTSA wants to use the rich array of learning opportunities sports provides to teach our children and ourselves how true competitors behave, transforming the "me" conduct too prevalent today to the "we" posture that builds bridges--and builds communities.

The CTSA wants to do all of this, and more. But we need your help. In many ways, you are the most important element in the effort to change the sports culture. While the CTSA can effect change at the national level, you can change the culture at the grassroots level, at the level where behavior--proper or improper--is learned.

This action kit gives you all the tools you'll need to begin the process of changing the sports culture in your community now. You'll learn whom to involve, how to involve them, how to generate publicity for your program, how the alliance will help, how to spotlight those in your community who are true competitors and true citizens.

We provide you with a host of activities you can implement to heighten the awareness of sportsmanship and citizenship in your community, and we provide you with specific seminars and events for various audiences (coaches, players, etc.) that will expose them to the national CTSA effort and your own grass-roots campaign to clean up the sports culture.

Welcome to the most powerful team ever assembled to change the sports culture. Welcome to our effort to build better citizens--and better communities--through the unique opportunities presented to us in sports.

Thanks for joining the team.



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III. Promotional Values

Sports is a living laboratory, a microcosm that reflects what is positive--and negative--in society.

The grace and dignity displayed by Mark McGwire when he hugged the family of the late Roger Maris after hitting his 62nd home run is one that is emblazoned in the memories of sports fans worldwide; unfortunately, so are incidents of poor sportsmanship, behavior by athletes, fans, officials and administrators which reflects a distinct lack of respect for others and for themselves.

Still, the members of the Citizenship Through Sports Alliance are steadfast in their belief that sports does--and should--offer the precious opportunity to showcase and nurture the values intrinsic to citizenship and which are vital for self-growth. We believe that sports provides an incalculable number of instances which can reinforce the values and ethical conduct that are part of the positive fabric of sports and, consequently, contribute to what is good in our society.

The challenge we have taken on--and the challenge we extend to communities--is two-fold:

- ❶ to use sports at every level of competition as a living laboratory to teach all participants citizenship: respect for self, respect for others, and respect for the game.
- ❷ to join us in rejecting negative sports behavior and insisting upon behavior which reflects the positive values of sports.

By accepting these challenges together, we will join forces to reinject in our society a vibrant respect for citizenship and for its irreplaceable role in our society.

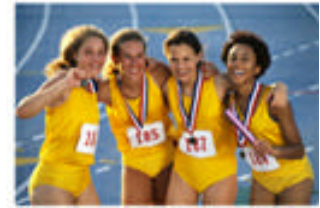
The Alliance has defined citizenship as the quality of an individual's response to membership in this society as evidenced by respect for self and respect for others. Sports is a powerful, visible conduit through which a community can promote--and nurture--citizenship to all who participate in athletics.

The Alliance has identified six guiding principles which form the philosophical Gibraltar of our effort to utilize sports to nurture citizenship and its traits. Those principles are:

- **Promotion of the value of sport.** We believe sports has intrinsic, important and substantial value to society, not only as a means of recreation and as a path to physical fitness, but for its innate ability to unite communities and to teach fairness, respect, ethical conduct and the importance of playing by the rules. We also believe that those who participate in sports at any level and to any degree are called to a elevated Code of Conduct which should govern their actions and their actions toward others during competition. The Alliance believes that adherence to that Code of Conduct should continue after the competition ceases. That behavior after the competition is a core of citizenship.
- **Promotion of academic and social achievement.** Sports should promote the importance of academic and social achievement; without success in the classroom and in life, success on the playing field is rendered moot. The members of the Alliance are committed to cultivating a greater emphasis on academic and social achievement, recognizing those two traits as important elements in effective citizenship.
- **Promotion of the value of diversity.** Sports has played an invigorating, central role in



goal; citizenship also encompasses the need to work together--regardless of background--to accomplish a common goal. The opportunity to foster diversity in sports, where communities come together to support, for example, a high school team, is rich with possibilities.



■ **Promotion of drug-free athletes.** We firmly believe that no athlete at any level should use performance-enhancing, illegal or recreational drugs. Whenever an athlete is found in possession of, or using, such a substance, the wrong message is sent to all of society, and particularly to our children. The Alliance urges communities to partner with the many drug-education programs available nationwide to help educate children and others about the dangers of drugs and the inherent lack of self-respect drug use demonstrates by the individual. A listing of such programs is available in the appendix of this action kit. For our part, members of the Alliance are continuing our own drug-enforcement and drug-education efforts at our respective levels. Illegal drug use fundamentally weakens communities, whether that community be a team, a town, a city, a county, a state or a country.

■ **Promotion of ethical conduct.** Ethical conduct is conduct that is not governed solely by the law; often, it is above the law. It is the difference between what is right to do and what one has the right to do. The Alliance embraces the principle of ethical conduct as one of the underpinnings of sports and of citizenship. The obligation to behave in a fair, ethical manner is one which those who seek to be good citizens must accept. In many ways, sportsmanship is synonymous with ethical conduct. Should a football player punch another player at the bottom of a pile, where no official can possibly see the infraction? Absolutely not. Should fans applaud the injury of a player from an opposing team? Absolutely not. Should an administrator intervene to raise a grade of an academically-borderline student so that athlete can play in Saturday night's big game? Absolutely not. Ethical conduct means doing the right then even when you and/or your team might suffer deleterious consequences. The examples of behavior offered above do not smack of ethical conduct.



■ **Promotion of non-violence.** We abhor the too-frequent instances, at all levels of competition, of brawls erupting on the playing field and/or in the stands. We reject violence that supersedes the contact required in sports. We believe violence reflects lack of self-control and, consequently, lack of respect for self and lack of respect for others. The Alliance is committed to diminishing violent behavior in the athletic events played by its member organizations, and urges communities to similarly adopt a no-tolerance stance on violence at its athletic events.

From those six principles flow the respect for self and respect for others that sports is so uniquely qualified to demonstrate and foster. Respect for self qualities include self esteem, discipline, courage, responsibility, integrity, honesty, ethics, poise, pride and enthusiasm. The qualities of respect for others are teamwork, loyalty, compassion, tolerance, courtesy, fairness, integrity and humility. Not coincidentally, all those traits combine to form the essence of citizenship.

The Alliance firmly believes that sports has the ability to effect culture. We are striving to change the culture of sports in America, from haughtiness to humility; from displays of ego to displays of sportsmanship; from taunting opponents to respecting them; and from playing outside the rules to playing within the rules.

We thank you for joining us in changing the culture of sport, and, with perseverance and diligence, therefore the culture of America.



IV. Building a Citizenship Team

Where do you begin to build a citizenship team?

The answer is that team members abound all around you.

In your community already--no matter what your geographic or demographic circumstances--there are scores, if not hundreds, of team members willing to help promote and nurture citizenship through sports. And they're all already organized into teams for you.

This section will help you identify those potential team members and provide you with a sample letter to be sent out enlisting their involvement.

The Citizenship through Sports Alliance is working diligently to raise the consciousness of the American public about the need to positively change the sports culture and, consequently, heighten the sensitivity to the responsibilities and rewards of citizenship nationwide. That strategy, combined with your own good work and diligence, will produce more than enough volunteers for your community citizenship effort.

The challenge is to match the players with assignments which will challenge them and which dovetail with their philosophical underpinnings and are a logical extension of what they're already doing.

But before you contact anyone outside of your group, you must first decide what the focus and goal of your community citizenship efforts will be. Realize that in order to break inertia--that is, in order to galvanize community and individual group support for this project--you must at least have a clearly stated preliminary goal. That goal is most certainly subject to interpretation and to tweaking; after all, once you have your citizenship team set, in order to give all team members ownership in the mission of the citizenship effort, they have to have some participation in crafting that final mission statement.

Still, it's too vague to invite participants to a meeting "to promote citizenship." We suggest something as simple--but as effective--as this: "to build better citizens throughout the community by utilizing the many opportunities presented in athletics."

With that as a tentative goal, you're ready to begin inviting participants to your first organizational meeting.



Here's a look at where to find the players--and who they are:

- **Education.** A natural starting point, since it's the one area which already combines sports with teaching and learning. We suggest that you start at the top which, in most communities, is the district's superintendent of schools and the chairman (or president) of the Board of Education. Write and specifically ask their support for the citizenship effort.
- **Your school district** may be one of hundreds across the country already using the National Federation of State High School Association's Citizenship through Sports Curriculum; if they are, administrators and others involved in the program are well aware of the strengths citizenship brings to the community and the rich opportunities present in sports to teach citizenship. If they are not involved with that curriculum, don't fret. This initiative from the Citizenship through Sports Alliance is a convincing, well-structured, well-focused program that educators will savor.
- **In your letter,** ask the superintendent and school board president to accept a position on the leadership committee, or to appoint someone in their stead. With either scenario, you have representation at the highest level of education in the area, and that participation is crucial to the overall success of your effort.
- **You may be asked to make a presentation** to the Board of Education regarding the

program. Accept the invitation, certainly, but go only when you have the program outlined, defined and almost ready to roll out (this would occur after your leadership committee determines these things).

■ **Government leaders.** What government leaders can do for your more effectively than virtually any other group is bring a high level of exposure and community commitment to the project. Therefore, we suggest that you invite your municipality's chief executive officer (mayor, first selectman, town supervisor, etc.) to the organizational leadership meeting, as well as any other appropriate government personalities (such as state senators or representatives and president of the local governing body). Promoting citizenship is akin to espousing patriotism; for a politician, it's a safe issue to be associated with.

■ **Business leaders.** Business leaders bring a great deal to the table with their participation: not only do they lend credibility to the process, but their involvement will spearhead the involvement of their employees and their peers. They also bring opportunities to launch some of the activities (described in the activities component) and they are also a source of funds for any expenses the effort may wish to incur.

■ **Local civic groups.** They abound in every community--Lion's Club, Rotary, Exchange Club, Kiwanis--and all of them have ready-to-use energy to help your citizenship effort. Though some of these groups, at first glance, have a tightly-focused mission (for example, the Lions place a special emphasis on helping the blind and visually impaired), all of them re committed to improving the community.

■ **Business organizations.** Your local Chamber of Commerce or other businessmen's associations, such as Zonta (for professional women) are also excellent possibilities for your recruitment. Again, the key is to match the task with the group (see the component on activities for suggestions on organization/task matches).

■ **Senior Citizens.** Seniors represent possibly the largest untapped wealth of information, experience, savvy and energy in our country. Enlist the aid of seniors in your citizenship efforts. Consider inviting the president of the senior citizen's center, or another respected senior, to be a part of your leadership committee.

■ **Youth.** Don't overlook the youth on your leadership committee. We suggest choosing a high school student--preferably a male and a female junior--to be part of the team.

■ **Coaches.** You also need some athletic representation. Select a high-profile, well-respected coach and rely on that person to galvanize support from her/his peers for the effort.

■ **Media.** Invite an appropriate member of the media--the sports editor of publisher of the local newspaper, for example--to be on the team. That individual will be the source of positive publicity for your citizenship efforts and will also bring a keen sensitivity to the community's interests and preferences

■ **Youth development and youth sports organizations,** such as the YMCA, Little League, etc. These groups are already involved with youth and embrace the tenets of citizenship.

■ **Local organizations, especially community-focused groups.** Community action groups abound in almost every area. One national organization with many local affiliates is Community Action.

When choosing a lead group for your citizenship effort, consider the following criteria:

- ❶ demonstrated knowledge of the community and how it operates
- ❷ demonstrated leadership experience in managing community-wide, community-enriching projects
- ❸ respected identity in the community
- ❹ programmatic activities which currently include citizenship (or, citizenship is a natural extension of their strategic intent)

Your leadership committee should be made up of no more than 10 individuals. If you draw from the suggestions listed above, you'll have thorough, interested representation for your team. That doesn't mean the team ends there. But again, in order to break inertia, you need a relatively small, aggressive, passionate group to introduce the concept to the entire community and to spark interest in

the project. Your leadership team is designed to mold the project to the preferences of your particular community and to generate support, interest and belief in the importance of citizenship.

Note: This letter should not arrive unannounced. Try to telephone/court the individuals prior to issuing the letter, so this does not come as a surprise).

Sample Invitation Letter

Dear (),

Many people lament the diminished emphasis this country places on citizenship--but I'm inviting you to do something about it.

Please accept this invitation to be a member of the leadership committee of our effort to heighten the importance of citizenship to all in our community. We are joining with the Citizenship through Sports Alliance--a collection of virtually every professional, college, Olympiad and high school sports associations and leagues--to change the sports culture in America, and, through that, re-emphasize the need for and the rewards of citizenship.

Our initial goal is simple: to build better citizens throughout the community by utilizing the many opportunities presented in athletics. You have been invited to join this leadership team because of your prominence in the community and because I believe that you recognize that good citizens are vital to build good communities.

Won't you please join with me and the National Collegiate Athletic Association, Major League Baseball, the National Association of Intercollegiate Athletics, the National Basketball Association, the National Federation of High School Associations, the National Football League, the National Hockey League, the National Junior College Athletic Association, the U.S. Olympic Committee and the Women's National Basketball Association to help this great community become even greater?

The meeting will be held (fill in the blanks). Please phone (number) to accept this invitation. You--and the community you cherish--will benefit from your joining this effort.

Thank you for considering this invitation.

Sincerely,



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V. Community Needs Assessment

Most likely no community would argue that it could not use more acts or displays of citizenship--but what exactly is needed? Certainly, that may be elusive to determine, since the needs may be difficult for community members to identify or to describe.

This brief needs assessment is designed to help quantify and identify those needs. It is a combination of open- and closed-ended questions, all designed to help you determine what the citizenship needs are in the community.

We suggest you disseminate this to your core committee members, which represents a strong cross-section of the community. Tally the responses, using the answers generated to provide a road map of how to customize the materials presented in the Citizenship Through Sports Alliance Citizenship Tool Kit for your own community.



Your Name:

Name of Your Organization/Business:

Address:

City:

State:

Zip:

Telephone:

Fax:

E-mail:

Home page:

Please check all that describe your organization:

- business--industry
 - business--retail
 - business--service
 - business--wholesale
 - educational (school, etc.)
 - educational volunteer (PTO, etc.)
 - non-profit
 - paid-staff human services
 - volunteer service organization
-

Please evaluate the following statements by using the following scale:

1--strongly agree; 2--agree; 3--I have no opinion; 4--disagree; 5--strongly disagree

_____ I believe our youth can benefit from a structured citizenship education/participation program

_____ I believe our youth understand and appreciate the concept of citizenship

- _____ I believe our youth understand and appreciate the responsibility of citizenship
- _____ I believe our youth exhibit respect for others and for themselves during their sports-related activities
- _____ I believe our youth should participate more in citizenship activities, such as volunteerism
- _____ I believe our schools do an adequate job of teaching citizenship to our youth
- _____ I believe our schools need to do more to teach citizenship to our youth
- _____ I believe our youth would participate more in citizenship activities if such opportunities were identified and presented to them
- _____ I believe sports is a valuable way to teach our youth about citizenship
- _____ I believe we should spotlight exemplary acts of citizenship to the entire community

Please rate the following five citizenship needs on a 1-6 basis, with one being the most important.

- _____ Identify "acts of citizenship" opportunities for youth and adults (volunteer opportunities, etc.)
- _____ Teach youth about the rewards and responsibilities of citizenship in our schools through co-curricular and other activities
- _____ Make certain model citizens (of all ages) are featured in the media to provide positive role models for our youth
- _____ Spotlight the positive sports role models in the community
- _____ Use mentoring as a citizenship teaching tool throughout the community
- _____ Establish a community-wide support network (made up of community members, educators, coaches, parents, youth, business and government leaders) to lead the citizenship effort in the community

In your opinion, what is the best way to demonstrate citizenship to our youth?

In your opinion, how can parents and other adults of influence best demonstrate the rewards and responsibilities of citizenship to our youth?

Thank you!



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VI. How-to Tie-in to CTSA Activities

The Citizenship Through Sports Alliance is a powerful combination of major professional, Olympiad, college and high school athletic leagues and associations, representing the very finest and most visible in organized sports. It is our commitment to you, those who are implementing citizenship efforts at the all-important community level, to use the influence and name recognition of our leagues, associations and players to spotlight citizenship on a national basis, helping you to drive home its importance in your community.



We accomplish that in a variety of ways:

- through the use of Public Service Announcements on nationally- and regionally-televised sporting events. These PSAs, which feature highly-recognizable sports personalities, talk about the important role sports plays in the development of citizenship traits and attributes, and about the importance of citizenship itself in communities. We will keep you informed to the extent possible. Check our website frequently.
- similarly, PSAs will appear in various national, college, high school and CTSA member publications on a planned basis. These PSAs help promote and define the values embraced by the CTSA, providing national print exposure to the citizenship efforts mirrored in your community
- annual, high-profile media events, the first of which will take place in Washington, D.C., June 27-29, 1999. We anticipate extensive coverage from print and electronic media at this event.. Each year, the CTSA will honor those individuals from the Alliance's members who best exemplify the tenets of citizenship, both on and off the field. Additionally, a speaker of national prominence will provide the keynote address, which will also generate extensive media coverage.



Information on all of these efforts is updated constantly on our web page, which will be the most current, accurate source of information available on our activities. We urge you to bookmark the page and visit it often.

How to Tie In with CTSA Activities

We have eight suggestions as to how you can capitalize on the interest and exposure generated by the national CTSA events:

- 1 Whenever a PSA is scheduled to run on a national or regional sporting event, contact your local media and remind them of your community's local efforts to stimulate citizenship. Use these as periodic updates for your community on what's happening locally that ties in directly with the national efforts.
- 2 Contact the media prior to the scheduled airing or publication of the PSA and ask them to drop a small blurb in the newspaper or on the air about its upcoming appearance. The local media can do this as a PSA for your group, adding a line such as, "And for information about the local effort to promote citizenship through sports, contact..."
- 3 Stimulate interest among schoolchildren by asking school district officials to notify teachers and students when the PSA will be aired. The next day, ask school officials to distribute a quick update

on your local activities and how each individual school is participating in the project.

❶ Write an opinion column about the national outreach by CTSA, how your own community fits in to those efforts, and make it timely by mentioning the upcoming date of the PSA or national event. Be certain to inject a local flavor by mentioning specific ways your group is promoting citizenship and is a part of the national project.

❷ If you are establishing a Citizenship Award, time the announcement of the recipient(s) to coincide with the June, 1999, national CTSA event, "The Sports Culture in the New Millennium," Washington, D.C. Your local media will appreciate the community flavor they will then be able to add to what will be a major national story.

❸ Use the information available on the CTSA home page to help establish your own home page for your community's citizenship efforts. Much of the material on the CTSA page is generic enough to be used in virtually any community. Add local news/events pertaining to your community's events and you've got an informative, entertaining home page of your own (we would, however, appreciate your placing a link to the national CTSA page so your visitors can also visit us).



❹ Keep us abreast of your local efforts. We will be on the lookout for innovative citizenship programs which we can then feature nationally through our various information outlets, such as PSAs or our home page. Nothing will generate more interest in your local efforts than the news that your community will be featured nationally because of its innovative approach to stimulating citizenship.

❺ Coordinate your local activities (see related component) to coincide with the national media outreach of the CTSA. Seminars, training sessions, etc., will enjoy more publicity--and greater attendance--if it's seen as a part of the national effort.

Summary

CTSA activities and projects are constantly being expanded and revised. We suggest you keep up-to-date on those by frequently visiting our web page, where we'll not only tell you what those activities and projects are, but we'll also give you tips on how to tie them in to your own local efforts.



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[VII. Citizenship Training Seminars](#)---->

VII. Citizenship Training Seminars

In other components, we've explained the rationale of the Citizenship through Sports Alliance, its goals, objectives and methods. You and your committee have embraced that concept and have made it your own. Now, you seek to spread the word through the use of seminars to various audiences. The question then becomes, to whom should I present the seminars?

The answer is that you need to present basically the same message--that of your group and the CTSA--in a format most comfortable for various target audiences. The audiences for seminars are roughly the same as those for mentioned as target audiences for speaking opportunities, with some alterations. Here's a list of potential seminar audiences, with the suggestions for the appropriate message to be delivered. You can attract participants easily by specifically previewing the topics to be covered:



- 1 Teachers and Coaches. Stress to these important adults of influence the fertile environment they have in which to demonstrate citizenship to students.
- 2 Parents and Grandparents. What parent doesn't want their child to be a good citizen? Tell parents that you'll give them "10 ways to turn great kids into great citizens" at your seminar.
- 3 Business leaders. Good citizens benefit business. Promise business leaders that you'll provide them with several different opportunities to become involved in your citizenship program--and be viewed as good corporate citizens--by attending the seminar.

Publicize the sessions with ample lead time, so that potential attendees can juggle their schedules, if necessary.. If you are using personal invitations, they should be mailed at least four-to-six weeks in advance of the session; for general (mass) invitations, such as in a newspaper or on a bulletin board, place those about six-eight weeks in advance. Make certain you provide a telephone number and/or an address for responses.

In order for your session to be most beneficial for all involved, you need to recognize and address the fact that we all learn differently. Some will need to observe a while before they feel comfortable contributing, while others will want to contribute immediately. Each training session needs to have the following planning:

Research--Use the resource section of this tool kit to identify books, web links and other sources that supplement the information provided by the CTSA. Also, visit the CTSA web page (www.sportsmanship.org) to find up-to-the-minute ideas and updates.

Overall goal--the session itself, as already mentioned, should have an overall goal--a strategic intent--that is, the premise that drives the entire seminar. This goal should be something that can be simply stated and then divided into definable objectives. For example: a goal could be "To identify citizenship opportunities for young people" with four or five objectives emanating from that goal, such as:

- 1 to identify volunteer opportunities
- 2 to identify mentoring opportunities
- 3 to collaborate with educators to identify in-school citizenship opportunities
- 4 to hold a "citizenship assembly" at the local middle and high school(s)

- to hold a "citizenship fair" and invite all local organizations which need volunteer help to exhibit

Objectives--these should reflect back to the overall goal of the session and be components, or building blocks, of that goal. For example, if showing businesses how they can support your efforts is one of the objectives, you should have a laundry list of possible activities for them to consider participating in.

Techniques--Consider beforehand how you are to present the information, keeping in mind that variety is not only the spice of life, it's also the key to effective learning. You may consider four or five techniques to achieve one objective. Among them:

- **verbal**--talking about the citizenship effort
- **visual**--using charts, graphs and other visuals to make your effort more understandable i.e overhead projectors or computer technology, such as Power Point
- **participation**--asking for volunteers from the audience to do role-playing or other appropriate activities
- **group work**--consider dividing the audience into smaller groups to work on specific objectives. If you do that, decide beforehand what the makeup of each group will be.

Will the groups remain constant for the entire session?

Will you appoint a leader or presenter for each group?

Will each group report back to the whole what their discussions yielded?

One effective way to make groups work during sessions is to break up cliques by handing everyone a name tag as they come in, with a colored dot on the tag. That dot represents what group they will work with for the entire session.

■ **roundtable discussions**--these are always popular, because so much is learned from the input and experiences of others. Consider setting up three or four roundtable discussion topics, with attendees sitting in on their choice of subjects. Roundtable discussions spark energy and interest. To get the most out of these discussions, appoint a moderator to lead each group, so that each person has the opportunity to contribute and to learn.

Possible questions for the roundtables:

How can we promote citizenship in our community?

What is my business doing to promote citizenship?

How can we recognize great citizens of our community?

What can we, as (fill in blank--parents, teachers, coaches), do to spotlight citizenship among the children we come in contact with?

How do we, as a community, live the concept of citizenship every day?

Time Allotment--sketch out an approximate time that you'll allow for each presentation. Make certain you devote enough time to allow participation by all in attendance.

One of the most important keys to an effective seminar is arranging for a variety of speakers, all of whom have different presentation styles. One person should not do all the talking; instead, arrange, for example, to have a different speaker talk about each objective. We do suggest, however, that one person serve as moderator throughout the entire program; this gives the session a thread throughout the entire presentation and provides a sense of continuity for the participants. Additionally, the advantage of having one person serve as moderator is that person can adjust the flow of the session to make certain its runs roughly on time and that individual segments don't begin overlapping.

Make certain that those presenting are at least adequate as public speakers. They should know the basic tenets of good communication--to face the audience as much as possible, to speak in a loud, clear voice, to use humor and personal experience to teach effectively and to make and maintain eye contact with the audience. Stress to the presenters that you want everyone's participation, and ask them to make it a priority to guarantee that each person has the opportunity to ask a question, get involved, or participate.

It's also very important to tell each person--in writing--exactly what you want him or her to cover



during the session. Nothing can be more injurious to a program--or detrimental to its effectiveness--than someone presenting off-topic, presenting a topic that was not scheduled, or duplicating a topic.

Those in charge of the session should arrive at the site at least one hour before it starts to make certain all is in order and to greet any early-arriving attendees. It's better--for your image and for your seminar--to troubleshoot problems before your attendees arrive, rather than looking disorganized by attempting to rectify situations when you have an audience watching.

Ask presenters to be there at least 30 minutes before the start of the session, also, so that they can get the feel of the site and make certain they feel comfortable with their equipment and location. Their early arrival assures that they, too, will have the opportunity to troubleshoot before their presentations begin.

It's important that you set up a table to welcome your guests as they arrive. You should have generated--through the RSVPs you requested--a tentative roster of who is planning to attend. Welcome each arrival warmly, and make a positive impression on your attendees by giving them a seminar folder which contains the following materials:

- an overview of the training session
- a list of topics/concerns to be covered
- a summary of those who will be presenting
- materials to record the results
- an evaluation form (see evaluation component)

When the individuals arrive, give them something to do. You might have an appropriate videotape running on a monitor, or have a table set up with refreshments, or have any necessary forms to fill out (this is an excellent time to update mailing lists).

Start the program on time. That shows you respect individuals' time.

Begin the program by reviewing the purpose of the session and its goals and objectives. Take a moment to thank everyone for coming, and then introduce those individuals who will be presenting during the training.

Also, tell people in advance when the breaks will occur. Participants are more likely to remain focused if they know that a break is coming in 30 minutes, rather than wondering if they're going to get one. In short, put yourself in the place of those in attendance and give them the information they need to know in order to be comfortable: where the rest rooms are, where the water fountains are located, what time the breaks will be, etc.

During the session, have at least two people whose job it is to observe and to troubleshoot, making certain that all attendees have the opportunity to participate and also addressing or eliminating problems before they occur. These individuals are also in charge of reminding presenters about time allotments and acting as overall evaluators of the program's flow.

When the program is over, review very briefly what was covered during the sessions (remember--that's how you opened the program. Concluding it in the same way gives a sense of completeness to those in attendance). Thank everyone for coming, and ask them to fill out the evaluation forms.

The secret to running an effective seminar is to put yourself in the place of those who will attend and view the session from their perspective: Why should I attend? How will I benefit? Will it be fun? What will I learn? Who's going to teach me? And so on.

Answer those questions before--and not after--you begin the seminar, and you'll have a bevy of participants yearning to become involved in your citizenship efforts.



<---VI. [How-to Tie-in to CTSA Activities](#)

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VIII. [Parental Influence and Participation](#)--->

VIII. Parental Influence and Participation

Parents are presented with invaluable opportunities daily to imbue on their children the importance of citizenship in the community. Indeed, those opportunities for parents are more plentiful--and more potent--than those presented to any other people in a child's life.

But, parents need to know how to recognize those important moments and, just as importantly, how to help their children recognize those golden examples of citizenship that occur in everyday life.

Here are several examples that you, as a committee, can share with parents that empower them to point out examples of citizenship to their children, therefore teaching them about the values and the rewards of being a good citizen of the community. We suggest you copy the following pages and distribute them to parents and other adults of influence.



Eight Ways to Teach Your Child About Citizenship:

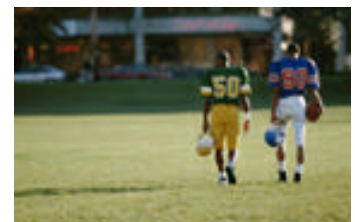
❶ Take every opportunity to define what citizenship means to you. If you are involved in community civic activities, explain to your child what motivated you to do so. Point out how the entire community benefits from acts of citizenship and volunteerism.

❷ Scan your newspapers for examples of local individuals who are portrayed as being involved with worthwhile community events. Perhaps some are members of local civic groups, such as Kiwanis, Lion's, Rotary, etc., and are pictured helping to raise money for a certain cause. Explain to your children that all members of the community benefit when such activities are undertaken, and that it's important for every member to give back to the community in some way whenever possible.

❸ If possible, share a story of how you or someone you know has been helped by a charitable or civic organization. The most obvious examples would be: receiving blood (helped by the American Red Cross); help with vision (Lion's Club); exchange program (Rotary or Exchange Club); or a Down's Syndrome individual being employed by a local sheltered workshop/. Or, perhaps you might relate a story about how a relative of yours has enjoyed the volunteer efforts of a group, such as a chorus going to a nursing home to sing to its members at Christmas time. The point to be made, of course, is to focus on the intrinsic good will--for all involved--generated by such involvement, and the good feelings that all involved enjoy.



❹ Ask your children what their opinion is of professional and/or local athletes and celebrities who visit hospitals, support charitable foundations, make appearances for worthy causes and take time to sign autographs for their fans. Most likely, such actions will engender a positive image. Then, ask what they think of those who fail to do such



things, who spurn autograph seekers and who do not get involved in community activities. Typically, the response to that type of behavior is negative, and the individuals who exhibit such behavior are considered to be selfish. Then, drive home the point of the importance of community involvement by explaining that they've an similar obligation to give back to the community.

Point out that acts of disregard or lack of involvement for the community are short-sighted and disrespectful.

❑ Sportsmanship and citizenship are virtually synonymous, so use the examples by athletes--at any level--of good sportsmanship and point those out to your children. The same tenets that drive citizenship, including respect for self and others, also drive sportsmanship. When an athlete does something that smacks of sportsmanship--for example, an athlete who helps an opponent off the playing field--use that as an example of sportsmanship and citizenship, pointing out that helping others is a valuable aspect of both.

❑ Discuss how you personally practice citizenship in your everyday life. While your child may have a vague idea of what citizenship means to you, and how you practice it, take a few moments to articulate those thoughts and actions. Explain, for example, why you belong to a service club, or why you volunteer for various activities, such as giving blood, helping the elderly, or doing projects for your church or synagogue. Describe the good feelings you get from doing those deeds, and how they enrich your life.

Also, explain that citizenship is made up of smaller good deeds that are no less important than the larger, more visible deeds. For example, the simple act of recycling is a part of citizenship and it's one that is done by you and other quietly, without fanfare, but for the good of the community. Other examples--paying taxes, volunteering at schools, supporting local charities--all reflect the tenets of citizenship in subtle, but important, ways.

❑ Give examples of individuals your child knows who exemplify citizenship. Parents of teenagers know this to be true: you can suggest something to a teen that (s)he dismisses out of hand as without merit, but let the same suggestion come from a different source, and it's often regarded as brilliant! In the same way, children may see the citizenship-related actions of their parents to be routine--or even mundane--while they view the volunteer and other activities of others as nothing short of heroic. Take advantage of that unique perspective and explain how those who live around you--or respected relatives and friends--exercise their citizenship skills in their lives, and how that gains for them respect. For instance, point out if someone you know is very civic-minded, or involved in governmental affairs, serves on committees, or just does the quiet things that really weave the fabric of citizenship in our lives and in our communities.



❑ Define expectations of your child regarding citizenship. Set tangible, realistic goals for your child regarding citizenship. While he or she can't run out and join every civic or community group in the area, your child has plenty of opportunities to practice good citizenship by helping out in a variety of cause sin the community. Some suggestions:

❑ hospitals always need volunteers to deliver flowers, newspapers, magazines, fill water pitchers...the list is almost endless.

❑ contact the local United Way and have your child ask where volunteers are needed.

❑ call the local chapter of Special Olympics, or the local chapter of ARC (Association for Retarded Children) and inquire about volunteer opportunities.

❑ ask the nursing homes in your area if any help is needed there. Often, the seniors enjoy visits from young people. One of the more successful experiences young volunteers have had in this area is when they bring a puppy or kitten with them. The patients at the homes love interacting

with young people and with animals, so the combination of both is typically a tremendous success.

• or, have your child simply look around the neighborhood for activities, ranging from cleaning up the streets to mowing the lawn of an elderly neighbor. Just as teachable moments abound in cocurricular activities, opportunities to practice citizenship abound in everyday life, too.

Just as parents are their children's first teachers, they are also their first--and best--teachers of citizenship, too. The above eight ways for parents to teach their children about citizenship are a great springboard for more discussion--and more action--for children and for their parents.



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IX. [Other Adults of Influence](#)--->

IX. Other Adults of Influence

Parents certainly are the most important teachers of the tenets of citizenship for children, but there are other adults of influence--specifically, teachers, coaches leaders of youth groups--who are also presented with a generous number of opportunities to illustrate citizenship in their daily interaction with children.

Children learn by doing, so the key to seizing these moments is for adults of influence to provide living, tangible, hands-on examples of citizenship in action. While citizenship is a concept that is learned, the love of citizenship is one which is nurtured through positive experiences and through a sense of giving back to the community.

The Citizenship through Sports Alliance believes that community involvement--by all students, but particularly by those involved in athletics is an ideal way for students to realize what their communities have given them, and to recognize the obligation they have to give back to their community.

The CTSA is not alone in this belief. Nationally, support for a community involvement component as a part of the high school graduation requirement is gaining momentum. More and more, educators are realizing that community involvement is an important ingredient in a student's overall high school experience. It is the catalyst which takes the academic and athletic experiences and melds them into a citizenship experience.

Where can teachers and coaches begin imbuing the spirit of citizenship with their athletes? Perhaps the best and most obvious starting point is within the school itself, which, in reality, is a microcosm of the at-large community. Coaches and teachers can pose the following questions and offer the following suggestions.



- Does the basketball team attend plays put on by fellow students? Does the spirit squad support the efforts of the band? Do the members of the drama club attend presentations by the chorus?
- Impress on each that support for community begins with support for each other.
- Teachers could use examples in the classroom to spotlight citizenship. Every subject presents opportunities to touch on citizenship in some manner, even if it's using a portion of math class to analyze the homeless or poverty rate in the area, demonstrating that there are people in the community who need the help of good citizens.
- No matter what activity students may be involved in--from sports to chorus--it's appropriate to ask them to support another activity. For example, students involved in the school newspaper might agree to be the ticket-takers at the Drama Club's spring play, or the spirit squad might volunteer to pass out programs at a concert.
- Students can participate in an existing community event, by aiding other volunteers at a Red Cross Blood Drive, or they can create their own special opportunity, such as sponsoring a clean-up day for senior citizens, etc. (details below).
- Several schools sponsor such activities as Senior Citizen Clean-Up Day, where students go out into the community and help seniors with chores that are simply beyond their physical means to do. Perhaps it's sweeping out basements, mowing lawns, weeding, painting a room, or other activity. Coordination of such projects may be accomplished through the local Senior citizens centers, which can elicit candidates who need help around the house. Nationally, the Christmas in April program is always seeking volunteers to help refurbish the homes of those who lack the physical or fiscal resources.
- As a community experience, organize students to volunteer in the serving line of the local food pantry or similar site. They will most certainly be amazed at the number of people, including

children, who come through the line to get a hot meal. Make certain to meet with the students immediately after this to allow them to share their feelings about what they've just experienced.

- Encourage students to be tutors for students in lower grades. This exposes participants to the possibility of a career in education, and it puts them in the position of being a role model for a younger student, which is an important citizenship experience for them to have.
- Organize students to conduct a food drive, with the items collected at the door of a game, play or other cocurricular event. Some schools select one game (or performance of a play, etc.) and waive admission to those who bring in a food donation. This has worked very well in a number of communities, with baskets full of food collected to help the local pantry or food kitchen.
- To raise money for the homeless, ask your students to spend a night outdoors (in cardboard boxes or similar accommodations) and take pledges of money for each hour they spend through the night. This is done by an upstate New York high school, with impressive results. Not only is the positive publicity generated by the event generous, but so are the funds collected to help the homeless. Often, businesses sponsor the overall event, donating \$500-\$1,000 each, either in money or services or products, to the homeless in the area. Of course, it's necessary for there to be a haven for those who cannot (for whatever reason) make it through the entire night (such as the school or other community building). And the night is typically scheduled for a cool--but not bitter cold--time of the year, such as mid-October.
- Members of the school's chorus can volunteer their talents to sing for senior citizens at their center, or at nursing homes. Such occasions are extremely special for shut-ins, and the reward students receive from the warm expressions of gratitude from the seniors or nursing home residents will more than compensate them for their time. Similar visits may be made to hospitals--particularly to children's areas--or to sheltered homes for those suffering from Down's Syndrome or other mental challenges.
- Contact a local service group, such as Kiwanis or Lion's, about creating a new event or helping with an exciting event to raise funds for a charitable cause. For example, consider working with such a group to sponsor a Pancake Breakfast for that organization's favorite cause. The girls' basketball team at one high school does this yearly, raising hundreds of dollars in conjunction with the local Rotary Club.

These are just 11 examples of how teachers, coaches and other adults of influence can enhance children's understanding of--and appreciation for--the concept of citizenship. Hundreds, if not thousands, of additional opportunities exist, and more can be created through imagination. Children do live what they learn. By letting them live citizenship at a young age, they will learn it now--and live it later.



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X. [Planning and Implementinga Citizenship Summit](#)--->

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X. Planning and Implementing a Citizenship Summit

What's the meaning of the words "citizen" and "citizenship?"

The American Heritage Dictionary's preferred definition of citizen is "a person owing loyalty to and entitled by birth or naturalization to the protection of a state or nation," while citizenship is defined as "the status of a citizen with its attendant duties, rights, and privileges." Note, in both instances, that the concepts of loyalty and duty are mentioned before the concepts of protection, rights and privileges. In other words, incumbent with being a citizen--indeed, the core of citizenship--is the obligation to be loyal and to perform the duties associated with the privilege.

Not everyone recognizes the responsibilities of citizenship, but everyone seeks its rewards. Yet, the purpose of the Citizenship through Sports Alliance--and the purpose of your own grass-roots effort--is to make the community sensitive and responsive to the fact the citizenship involves responsibility.

In order to emphasize that point to your constituents, the CTSA suggests you hold a Community Citizenship Summit, at which time you can galvanize support for and understanding of your local citizenship through sports efforts. At that meeting, you will be able to:

- ❶ introduce the concept and the rationale of your group's efforts to heighten citizenship in your community to a number of key audiences
- ❷ bring an number of individuals together who represent various aspects of the community
- ❸ work together to build a functional definition of citizenship for your community
- ❹ determine collaborative methods to:
 - ❶ promote the values of citizenship.
 - ❷ identify civic volunteer needs.
 - ❸ provide citizenship-experience opportunities throughout the community.
 - ❹ coordinate volunteer and other citizenship efforts.
 - ❺ identify and create community-wide projects which spotlight citizenship and its rewards.

Who Should Be Invited?

Because this summit is of crucial importance to spreading the news of your group's goals and objectives to the rest of the community, we suggest you ask each member of your committee to come up with 5-7 names of people who should be invited. Specific areas of invitation should include:

- **groups with which you can partner** (community action groups, civic organizations, etc.)
- **business** (retail, manufacturing, industry and service)
- **education** (teachers, administrators and students from both public and private schools)
- **religious** (representatives from all major faith groups)
- **senior citizens**
- **government leaders** (the CEO of your municipality; any local state and county representatives; members of your municipality's governing board; and, if appropriate, local members of Congress)
- **parents** (perhaps the officers of the local PTA or PTO)
- **coaches** (of all sports throughout the community/school district)
- **athletes** (strive for a true representation from public and private, male and female, revenue and Olympic sports)
- **members of the media**



When Should It Be Held?

Ideally, you should hold the Citizenship Summit shortly after your organizational group has been formed but just before any concrete plans have been established. Though you should have some ideas of the activities/programs your group will consider becoming involved in, the summit gives you ample opportunity to test those considerations--and to give participants a chance to develop ideas of their own.

What Should Be Covered?

You should review the following topics at the summit:

- explanation of the Citizenship through Sports Alliance (how and why it was formed, its goals and objectives, etc.).
- explanation of your group's organization and goals, as well as preliminary plans.
- an open forum on the state of citizenship in the community.
- an open forum on ways to improve the sensitivity of and appreciation for citizenship in the community.
- recruitment of individuals at the summit to participate in your activities.
- closure--tell attendees what will happen next (for example, tell them they'll receive a newsletter to keep up-to-date on activities, give them your web site address, ask for sign-up sheets for fax #s and e-mail addresses to simplify communication, etc.).

Who Should Speak?

Plan on having one moderator--someone who is known to the community for his/her speaking ability and who can keep the flow of the program going smoothly--and several presenters to speak/facilitate at the program. Use your knowledge of the individuals on your committee to determine who is best suited for each topic.

To stimulate conversation, considering having a panel discussion on citizenship in your community with 3-5 panel members gleaned from your invitation list. Then, allow audience members to comment and add their own ideas to what has been generated through the discussion.

The moderator should allow each panel member a few moments to make some introductory remarks about citizenship, and then open the discussion up to all in attendance.

Generating Press Coverage

This is a major press event. Contact your media at least four weeks before the event and explain the summit, who has been invited, and what you hope to accomplish. Invite the media to attend and make certain one member of the media is on the panel discussion, if you opt to have one. Also, make the speakers and/or presenters available to the media after the summit to answer questions.

Evaluation

Evaluating citizenship in the community is an elusive task, but the summit gives you an exceptional starting point for determining a baseline attitude about the quality of citizenship in your community. Use the brief evaluation questionnaire (found in the [evaluation component](#)) to assess the audience's views about citizenship in the community.

A post-evaluation questionnaire, designed to be mailed to the same individuals after the program has been in place for a year, is also enclosed in that component.

Follow-Up

Keep in touch with those who attend the summit. In addition to your core committee, these are the individuals who now have ownership in your project and are most likely to disseminate information and generate enthusiasm.



XI. Citizenship Beyond Sports

Though its name may imply otherwise, the Citizenship Through Sports Alliance firmly believes that the effort to heighten awareness of citizenship must extend well beyond the sports community, no matter how broad-based that community may be. Indeed, if citizenship is to prosper in any community, it must know no boundaries, sports or otherwise.

The reason that the CTSA has emphasized sports as a means of enhancing citizenship is because so many of the attributes of citizenship can be found within the sports experience--respect for self, respect for others, discipline, a sense of fair play, etc.

But many of those same attributes can be found in several other walks of life and in many co-curricular activities found in virtually every school across the country. The participants in a drama club preparing for a play, for instance, endure the same nervousness, the same need for practice or rehearsal, the same sense of self-discipline and the same need to abide by the rules that members of a football team do.

By reaching out beyond the sports community, you are sharing the many rewards of citizenship--and of competition--with a wider swath of people, exposing them to the fact that sports, indeed, can play a pivotal, positive role in the community--as can their activity.

To bridge the gap between sports and non-sports activities--and to show the solid connection they have in the realm of citizenship-building qualities--it's necessary to extend a hand and be ready to show how the two can work together to build better communities.

In this section, we'll focus on three general methods of involving those outside of the sports community: by encouraging athletes to become involved in non-sports co-curricular activities; by showing how non-sports activities demonstrate and promote the tenets of citizenship and by showing how collaboration is a key to understanding and to better citizenship.



Encouraging Athletes to Broaden Their Horizons

For many practical reasons, athletes often live in a world of their own. From their introduction to organized sports, athletes tend to be friends with other athletes, primarily because a building block of friendship is common interests. As the level of competition intensifies--and as demands on an athlete's time and concentration stiffen--the desire to remain in a circle where others are enduring what you are deepens.

Consequently, the too-often result is that athletes inadvertently shield the world around them from their peripheral vision. They concentrate their efforts--and focus their lives--on sports and one other target, such as academics.

It's important that athletes at every level keep a wide view of the world around them and that they realize that community stretches far beyond the playing field. While that may be accomplished in a number of ways, here are a few suggestions to share with coaches and other adults in a position to influence athletes:

- Request athletes to support a non-sports activity at their school. Ask members of the basketball team, for example, to hand out programs or take tickets at the spring band concert. Or have members of the football team "adopt" another activity which they will support with their attendance, such as the drama club. This teaches respect for the efforts of others, which is an important component of citizenship.
- Encourage athletes to help out in the community by volunteering their services to those in need. Senior citizens always need help with yard work or other chores, and there are a variety of

non-profit organizations that can always use help. Some coaches make such an activity part of the obligation of playing for that particular team.

- Provide athletes with an opportunity to put on a clinic for younger children. Basketball teams, spirit squads, softball or baseball teams--all can go into elementary schools and provide the children there with solid fundamentals regarding their sport. Such mentoring experiences are a valuable precursor to adult citizenship activities.

Non-Sports Activities: True Citizenship-Building Experiences

Share these ideas with advisers to co-curricular activities in schools, or adults of influence in the community who coordinate youth activities:

- To build an appreciation for the efforts of a sports team, ask the members of a co-curricular activity to attend that team's practices for a week; in return, the members of that sports team will reciprocate at the end of their season. This builds mutual respect and recognition of effort.
- Bring appropriate clubs and organizations into the community to share their talents. For example, members of a chorus can visit nursing homes during the holidays (or any time of the year) to share music with its residents. Or, a band may volunteer its services to play at a community function.
- As with athletes, encourage members of appropriate clubs or organizations to visit elementary schools (or high schools, for college students) and demonstrate their expertise. Band members can demonstrate their instruments and members of the computer club can show younger students how to better utilize their time on the computer.

Collaboration: The Tie that Binds

Collaboration--the ability to work together for a common goal and put aside self-interest--is a fruit of, and a key ingredient in, citizenship. It's also an ideal way to build bridges between the sports community and those who do not share our appreciation of sport, or the rewards that sports can bring to the overall community.

To heighten the appreciation for collaboration--and to demonstrate how collaboration contributes to the community--consider sharing these activities with those in positions of influence:

- for athletes, show them how much the community has done for them--and how much they owe to the community--by asking coaches to tally up the cost of equipment, transportation, officials, etc., for a particular sport. Then, have the coaches divide the cost of running the sport by the number of players on the team, and then have them ask the players if any of them could afford to pay that much to play that sport. The answer--most likely--would be no. Use that as an example of how collaboration works, and how it benefits a community
- the same can be done with virtually any co-curricular activity, pointing out how much the community lends in terms of fiscal and/or fan support to the group.
- when possible, urge leaders to mix students from different groups together on community projects. Familiarity doesn't breed contempt--more often than not, it breeds acceptance and teaches participants how to work together, not apart, to achieve a common goal.

You can use other avenues to extend our message beyond the sports community, with many of those methods outlined in other parts of this Community Citizenship Tool Kit, such as approaching civic organizations, addressing teachers at large, etc. Also, see our component on building an all-academic team, which is comprised of both athletes and other students for even more suggestions on how to reach far beyond the sports community with your citizenship message.



XII. Generating Publicity

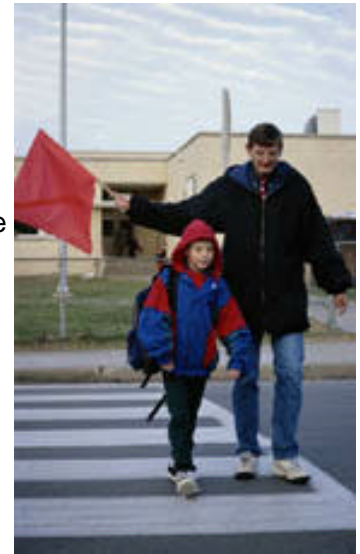
Passion, participation and publicity.

In a nutshell, those are the three critical needs you must address if your community's citizenship effort, in conjunction with the Citizenship Through Sports Alliance, is to succeed.

Passion for the need to promote citizenship; participation by the community, especially those whom you've identified as leaders; and publicity to make the community aware of what you're doing--and why. Fortunately, the topic of citizenship is one which is a natural for publicity and public relations efforts, and one which the media embraces eagerly. It is a subject of concern in virtually every community, and a subject which cuts across demographic and socio-economic barriers. In short, it's one of those rare topics that everyone has a stake in--including the media.

The key to transforming interest into media exposure, though, is to know the media outlets in your area and know how to package news of your efforts into a form that is easy for each outlet to use. The gatekeepers of the media--those who decide what will appear and will not--are humans, and are more likely to use material that is prepared well and as professionally as possible.

What this component does is to help you identify the various media present in virtually every community and the manner in which they prefer news to be packaged. We've also included a list of five suggested news releases to make your job easier. First, here's a look at the local media and their preferences on news releases.



Newspapers For many communities, newspapers remain their key media, for good reasons: newspapers can be physically held, they are ready when the reader is ready and they can easily be referred to at a later date. The electronic media do not offer those advantages, though they have benefits which newspapers do not enjoy.

Wherever you live, your community is likely served by at least one major daily newspaper, and either a local daily or weekly newspaper. Perhaps your community also receives weekly shoppers--the generic name given to free newspapers distributed by mail. The key advice here is don't ignore any newspaper. Send your releases to all newspapers, because they each serve a different constituency, and your goal should be to inform as much of the community as possible as to what you're doing.

News releases for newspapers should never be more than two pages long (approximately 500 words); in fact, the shorter, the better, and the greater the chances of those words appearing in ink. We suggest that you include a member of the media on your leadership committee. That person may offer to help out by providing publicity through her or his own outlet, but is unlikely to extend that offer to competitive media. Save that job for someone else to avoid conflicts with that key media member of the committee.

Radio Radio should be an important part of your media contact list, not only for news releases, but because radio stations will air PSAs (public service announcements) about your efforts free of charge. Make sure you contact all of the radio stations in your area, not just the ones you listen to. Don't discount any station because of its format, be it rock 'n' roll, oldies, talk, country...whatever. Again, they each deliver different demographics you need to reach in order to get your word out.

News releases for radio should be shorter than those for newspapers--no more than 120 words, which represents about one minute of on-air time. Contact each station's general manager about the possibility of running PSAs, or community service announcements, about your activities. You should find great cooperation there.

TV Stations Over-the-air stations are difficult to get time on, unless one is located directly in your city. Try for it anyway, especially if you have a legitimate news event that the station can dispatch a camera crew to, or use local stringers to videotape. Any station located more than 25 miles away is going to be a difficult sell for a news story, unless it's major, such as the presence of a well-known athlete in your community promoting your efforts.

But that doesn't mean you should discount over-the-air stations out of hand. Call and ask for the assignment desk at the stations and explain your group and its efforts to the assignment editor. Tell them you'll forward regular press releases and you'll contact them directly when you have what you consider to be a significant news story.

You'll have greater success, most assuredly, with local cable TV programs and cable access channels. These represent rich opportunities to showcase your efforts, because many communities have local cable TV news shows that yearn for local events to cover. Contact the cable access channel in your area (every cable station is required by law to have one) and determine what shows would be appropriate for you, or someone from your group, to appear on as a guest. Also, if the access channel has a news show--and most of them do--speak with the news director and inform that person you'll be sending releases on a periodic basis for the station's use.

Home page If you have a computer-literate person in your midst, a home page is an ideal way to generate more publicity and exposure for your efforts. Notices of upcoming events, links to various other pages (such as the CTSA page), profiles of your leadership committee and much more can be a part of your home page.



Five Easy Ways to Free Publicity

Because you are involved in a community-enriching, non-profit effort, you have many opportunities to generate free publicity. Here are five sure-fire opportunities for you to consider:

- ❶ **Letters to the Editor** These are always welcomed by most print publications and are traditionally one of the most well-read of all newspaper or magazine sections. You can write on topics such as the current state of sportsmanship; your local efforts to enhance citizenship through sportsmanship; public thank-you acknowledgments for those who have supported your efforts; announcements of upcoming events of community-wide interest; or letters on similar topics.
- ❷ **Reader's Opinion columns** Typically, these are longer than letters to the editor and are published on a space-available basis by publications. Appropriate topics are similar to those of letters to the editor, with the exceptions of the thank-you acknowledgments and news about upcoming events. These tend to be meatier, longer, essay-like writings. Be sure to include a photo (preferably, a head-and-shoulders shot) of the writer; publications will often run a picture with this column.
- ❸ **Public Service Announcements** Thirty or 60-second spots which heighten awareness of your group's activities or cause; typically, all you need to do is provide copy and/or information and the electronic media takes it from there.
- ❹ **Legitimate News Stories** The best type of publicity is the type generated by legitimate news stories. Here are five legitimate news stories that you can alert your local media to:

- ❶ the formation of a local community effort to enhance citizenship through sports.
- ❷ the announcement of the local leadership of the effort (the overall chair of the committee, etc.).
- ❸ background on the national Citizenship through Sports Alliance activities and projects.
- ❹ announcements of your group's local activities or events to foster citizenship throughout the community (see related component for suggested activities).
- ❺ announcements of awards or honors to spotlight those who exemplify the tenets of citizenship in your community (see related component for suggested awards and honors).

☒ **Guest appearances** Offer someone from your leadership group as a guest on local radio talk shows and on local cable shows. Additionally, extend your availability to local special-interest groups, such as the civic organizations, senior citizens' clubs, PTAs, etc. While they may not generate direct media exposure, you'll be garnering important grass-roots community exposure, which is just as important.

Summary

The key to an effective publicity campaign is keeping the media in the loop by providing them with information, which they then can turn into positive publicity for your efforts. Remember--the media is a key ally which can help rally strong and continued support and awareness for your local citizenship through sports endeavors.



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[XIII. Suggested Citizenship Activities](#)---->

XIII. Suggested Citizenship Activities

Your challenge: raise the community's consciousness of citizenship to a new level.

Your method: by sponsoring and/or coordinating activities which spotlight citizenship in a variety of ways.

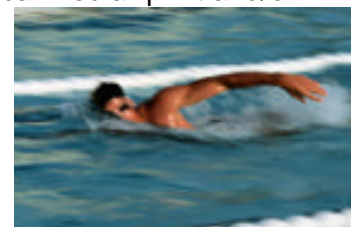
Citizenship and examples of good citizenship abound each day. Unfortunately, too many times citizenship goes unnoticed or--worse--unappreciated. The Citizenship through Sports Alliance (CTSA) recognizes that in order for the concept of citizenship to be enhanced in the consciousness of the public, citizenship itself--its responsibilities and its rewards--must be spotlighted.

Below are eight suggested activities which will help your grass-roots organization to spearhead efforts to make the public aware of the need--and the benefits--of citizenship efforts in your community:

❶ **Tie-in with civic groups to promote the values of citizenship.** Contact the leaders of local civic organizations and request an opportunity to make a presentation to their memberships about your local citizenship efforts and the CTSA's national effort. Your goal: to recruit each civic organization to embrace one aspect of the values of citizenship defined by the CTSA and to promote that through their normal efforts in the community. For example, the promotion of drug-free athletes might be a natural extension of your local teacher's or parents' group, while promotion of non-violence might be a value your community's collective group of religious organizations would embrace. Or, you can help recruit high-school volunteers for the efforts of local chapters of Lion's or Rotary, building partnerships and giving the civic groups much-needed help, and the student volunteers a living laboratory in citizenship.

❷ **Begin a Sportsman/woman of the Month.** Partner with the local media--print and/or electronic--to highlight an athlete's (at any level) spirit of citizenship and sportsmanship. Ask the media to donate the time/space, and to sell advertising to generate a profit on their contribution.

Seek nominations for the award through notices in the media and appoint a committee from your organization to determine the monthly recipient. Contact local merchants or banks to sponsor an appropriate recognition--a plaque or something else suitable, but nothing in violation of any pertinent rules governing amateur athletes. Publish the athlete's picture (for print media) and a short summary of his/her citizenship accomplishments (for print and electronic media). You may even consider having each of the monthly recipients be eligible for a Sportsman/woman of the Year Award.



❸ **Citizenship Spotlight.** This is similar to the feature described above, but it instead focuses on groups, individuals other than athletes, or the core values of citizenship. In fact, this feature can run in conjunction with the spotlight, or both can be run once a month, but on a two-week alternating basis.

This particular segment should spotlight acts of citizenship that would otherwise go unnoticed by the community. For example, one installment could highlight the contributions to the community of one or more civic groups, while another could publicize the efforts of volunteers at the local hospital or association for handicapped individuals. You can expand on this further by using this feature to promote the values of citizenship as embraced by the CTSA (outlined in a previous section of this action pack/tool kit). The focus of this feature is to define the values of citizenship

and to show them in action--real, living examples of people and groups doing acts of citizenship in your community.

❑ **Begin a local public service announcement campaign to promote random acts of citizenship.**

Again, the media's involvement in this effort is vital, but it's also the kind of project media typically support enthusiastically. Utilize the power of the media to promote "random acts of citizenship"--those acts that make a community a better place in which to live and work. In one ad, for example, you can focus on volunteer opportunities available in the community; in another, spotlight the many civic organizations that are seeking members; and, in yet another, you can focus on a specific act of citizenship performed by a member of the community.



❑ **Urge your public library to spotlight a citizenship reading project for children.**

This makes an excellent summer program for young people. Since many libraries offer summer reading encouragement programs, ask your library officials to this year focus that program on citizenship. The library can assemble a list of age-appropriate books about outstanding citizens that young people would be encouraged to read over the summer. Typically, these programs "reward" students for reading certain amounts of books over the summer; what better way to spread the good news of citizenship than by encouraging students to read about great American citizens?

❑ **Coordinate a citizenship Essay Contest.**

Interest the school community in sponsoring a district-wide competition on citizenship, with students answering the question, "What does citizenship mean to me?" Offer to recruit a panel of judges (educators, civic leaders, business professionals) to take the onus of evaluating the entries from the schools. Talk with the local newspapers about the possibility of the winning entries (based on age categories) being published. Again, contact local businesses (specifically targeting the businesses whose employees are serving as judges) to contribute to a prize (U.S. savings bonds, for example) for the winning entries.



❑ **Hold a Community Citizenship Conference.**

Invite local leaders of civic organizations, non-profits, health-related facilities (hospitals, nursing homes) government leaders and students to a Community Citizenship Summit. At this meeting, the panel would talk about the importance of citizenship in the community, how it positively impacts on the community, and how rewarding citizenship is to those who practice it. Stock the panel with a good representation of those mentioned above, and if your community is blessed with a local dynamic speaker who lives--and therefore, can talk about--the value of citizenship, seek her/his services as a keynoter. The purpose of the summit: to heighten awareness of the importance of citizenship in the community, and to make people aware of the many opportunities the community offers to practice citizenship.

❑ **Coordinate a community volunteer day.**

Contact agencies who need volunteers for various projects--such as helping the elderly clean their yards, etc.--and offer to coordinate a community-wide volunteer sign-up day of appropriate-age students and adults. Some school districts require such community service of their students; if yours is one of those, offer to be a centralized collection point of volunteer-related opportunities.

Summary

Use your imagination to generate community-specific projects which raise the consciousness of residents about the importance of citizenship. The key to the success of these efforts is to network--to harness the talents and resources of existing groups and other entities to help address their needs--and to foster the cause of citizenship in your community.



XIV. Developing a Speakers' Bureau

The effort to heighten your community's sensitivity to citizenship requires both actions and words--actions in the form of activities suggested in other components of this citizenship tool kit, and words from speakers who are conversant with your efforts, words from speakers who feel comfortable addressing diverse audiences of different ages and backgrounds.

Specifically, you need to put together a speaker's bureau to help get your message out to the community at large. Fortunately, in every community regardless of size, there are always ample speaking opportunities for purposes such as this. What is outlined below is an effective method of recruiting, briefing and promoting a corps of speakers to inform the community about the national CTSA efforts, your local activities and efforts, and how important citizenship is to the fiber of the community.

Targeting Your Audience

While some may consider the first, most important step to be determining who your speakers will be, we suggest that you first concentrate on the audiences you wish to address. Savvy speakers know that the most important preparation to be done before any speaking event is not necessarily preparing the speech--it's knowing to whom the speech will be delivered and knowing as much as possible about that audience.

In the same way, you should first determine the audiences you wish to address, and then determine speakers appropriate for each audience. With this method, you accomplish two important objectives:

- ❶ you decide what your target audiences are.
- ❷ you match the speaker with an audience appropriate to her/his talents, background and expertise.

Though specific audiences may vary from community to community, here's a generic list of six must-target groups that will welcome your speakers--and the ideal choices to recruit as speakers for those groups.

❶ **Teachers** They serve as an all-important link to students. Request an opportunity to address teachers at one of their workshops (contact the local superintendent of schools or building principals for permission and protocol). A fellow teacher is the best choice to address his/her colleagues.

❷ **Coaches** During the season, no adult of influence--sometimes including parents--spend more time with athletes than do their coaches. It's difficult to get coaches together during their seasons, so you may have to divide the coaches into two groups, addressing half in the fall (for spring sports) and half in the spring (for fall sports). Your contact person for this would be the schools' athletic directors. If possible, ask a coach, an athlete or a teacher to address this audience.



❸ **Parents** Overall, no adults exert more influence over their children than do parents. We suggest you address school-based parent groups (such as PTOs, PTAs, etc.). In secondary schools, where such structures don't often exist, check with school authorities to determine if parents convene for other purposes. For example, some sports teams require parents to attend a mandatory pre-season meeting to discuss the rules governing the team. Ask for 10 minutes of that

program to speak about citizenship through sports. If that opportunity is not available, create your own speaking engagement at the high school or other meeting place and invite parents to attend. A fellow parent, a respected businessperson, or a school administrator are the best choices to speak to parents.

❏ **Government leaders** You'll need their help to publicize your activities and to further foster community support. Use the public comment section always on the agenda at Board of Education, Common Council, Board of Aldermen, and State and County Legislatures to speak briefly about your efforts, goals and activities. If you can harness the services of an elected official to make these presentations, do so. If not, make sure to recruit someone who is recognizable in the community and respected for her/his commitment to the area.

❏ **Senior citizens** Never underestimate the power of senior citizens to galvanize and spearhead community support. They have two precious resources many lack--time and experience--and are often seeking positive ways to impact on the community. Seek an audience with seniors at the local senior citizen center; if possible, utilize the speaking talents of one of their peers to address the audience.



❏ **Civic groups** This is an effective catch-all area, since civic groups typically cut a wide demographic swath through a community. Seek speaking engagements from the nationally-known civic clubs, such as Lion's, Rotary, Kiwanis, Key and Exchange, but don't overlook any local community organizations that may be in your community. Make a list of all appropriate organizations by seeking input from your start-up committee members, many of whom are likely to belong to one or more of the groups. Since these groups are accustomed to having guests at their meetings, any well-versed, well-prepared speaker is ideal for these engagements.

What to talk about

Nothing is more boring--or less effective--than a speaker delivering a "canned" speech before an audience. Don't lock your speakers into such presentations. It will lessen their zeal for delivering them and result in flat, uninspiring speeches.

Instead, give them a list of "speaking points" appropriate for each audience. Remember--you should cultivate your speaker's bureau from those who closely associated with your own citizenship efforts, so there won't be a great need to bring them up to date on your activities. Instead, ask them to speak on the following points:

- how and why the national CTSA effort evolved (see the Rationale component for information).
- how and why your own local organization formed.
- the goals of your local organization.
- the national and local activities designed to build citizenship through sports.

Then, customize each speech by adding the following information:

- for teachers, provide examples of how they can illustrate citizenship in the everyday world of the classroom (see the [Adults of Influence](#) component for examples).
- for coaches, point out how their sports provide a "living laboratory" for them to teach citizenship (see [Adults of Influence](#) component).
- for parents, give them specific ways they can talk about citizenship with their children without being overbearing or preachy (see [Parental](#) component).
- for government leaders, stress how good citizens build good communities, and point out specific ways your group is using to accomplish that objective. Don't be afraid to ask for their support.
- for senior citizens, use illustrations from the Parental component again, reminding seniors the strong, unthreatening influence they have on their grandchildren and great-grandchildren.
- and for civic groups, use the same approach as for government leaders, reminding these organizations that you are building on the values they also promote in the community.

For each group, though, be certain to be ready to provide specific ways the group can help. Nothing is more frustrating to a group or organization than to hear an inspiring talk, be ready to help, and then have no task assigned to them or asked of them. So...be ready--ask for volunteers, for input, for advice, for mentors, etc.

Building a speaker's bureau is an excellent way to harness community talent--talent already found in your committee members--to promote the cause of citizenship through sports in your community. Additionally, speaker's bureaus help you to cast a wider net throughout the community by targeting the specific groups that can help--and seek to enhance--citizenship and its rewards and responsibilities.



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XV. [Citizenship Through Mentoring](#)--->

XV. Citizenship Through Mentoring

Mentoring is happening in your community, whether you realize it or not.

Obviously, you're much better off having a plan to take advantage of the fact that mentoring does occur, rather than letting it spin off on its own path, yielding less-than-optimum results.

Indeed, mentoring--particularly cross-age mentoring--is one of the most potent tools a community can utilize to enhance citizenship. Perhaps most enticingly, a cross-age mentoring program used as a citizenship-enhancement tool costs little--if anything--and has positive results for all who participate. Undoubtedly, the young people in your community are already being mentored by and/or are mentoring someone else. The key is to harness mentoring to showcase the rewards and responsibilities of citizenship.

The need to have and/or be a mentor is profound. The reality is that all students seek to fill the need to lead others and to learn from others. Therefore, it is far better to provide a structured mentoring program through which your students can act as role models for others--and can be mentored by those who serve as a role models for them.

The benefits of serving as a mentor have been demonstrated, both anecdotally and in studies. Young people who have positive mentors can base their hopes and/or behavior on a person who is not a parent, either reinforcing the good example of the parent or acting as a balance to a less-than-ideal family environment. Students who become role models to younger children have been shown to mature more quickly, accept responsibility more easily and learn in the process some basic parenting and example-setting skills.



Mentoring By Students of Other Students

One of the best ways for students to learn responsibilities and how to act as a role model is to mentor younger students. Such experiences are often the first time the elder student has been in a position where he is looked up to by someone younger; this serves as a positive citizenship-building episode in a young person's life, since it enhances the qualities of respect for others, respect for self, responsibility and commitment.

Meet with school administrators to discuss the feasibility of instituting a cross-age mentoring program through your Citizenship Committee. Describe the experiences outlined below to sell them on the program. Be sure to point out that your overall goal is to enhance citizenship in the community through mentoring experiences.

Below are five activities which can be used by students while mentoring younger pupils from other schools. They are designed so that any student can find an activity that (s)he feels comfortable with, and, similarly, are designed so that any younger student can find an activity of interest.



High School Students/Elementary School Students

1 Suggested Activity: The Tutoring Experience

It's necessary to expand our definition of tutoring to include non-academic subjects for this activity to be most effective and more inclusive. This opens the door for students who may not

have strong academic skills to enjoy the same caliber of tutoring experience by focusing on a skill he or she has mastered, such as an athletic or fine arts skill.

It's important that time be allowed during the tutoring process for an informal get-acquainted time for participants. Similarly, free time should be built into the tutoring sessions so that the participants can effectively and naturally build up a symbiotic relationship.

Examples of program: Students tutoring elementary school student in math or other subject; athlete teaching athletic skills, such as dribbling a basketball or proper kicking techniques; a student skilled in fine arts teaching a younger child a new song.

Frequency: Weekly or bi-weekly tutoring sessions in the appropriate skill category (academic, athletic or fine arts). This should occur on-site at the elementary school facility, if at all possible.

Duration: No more than one hour per session. Time should be based on younger child's age, with shorter time periods allotted for younger students.

☒ **Suggested Activity:** **The Fine Arts/Athletic Talking Experience**

Examples: Why he or she keeps physically fit; what it means to compete athletically or perform on stage; experiences the older student had while the same age as the student being mentored.

Frequency: Bi-weekly or weekly.

Duration: No more than one hour per session, preferably shorter.

☒ **Suggested Activity:** **The What I'm Going to Be When I Grow Up Experience**

Designed to help students think positively about the future, this activity often prompts high schools students to set their career goals higher when talking with younger people than with adults; similarly, the younger child has an opportunity to play "what if" with the older student and have a conversation about their individual dreams for the future.

Frequency: Quarterly.

Middle School/Junior High School Students

These activities take advantage of the relative closeness in age of the two groups and positions the high school student as the "expert" in a variety of subjects of interest to the younger student. In addition to the activities described above, consider using any of the following:

☒ **Suggested Activity:** **I Remember When...**

This activity allows the older student to interface directly with the younger student and tell her/him about personal experiences from his or her days at that grade level. To make this more stimulating, have the younger student write down a challenge (s)he is presently experiencing in school. The high school student reads that and then begins a dialogue that explains his or her feelings and reactions to what the student has written down.

A similar activity, "**What's It Like to...**" allows the younger student to explore areas (s)he may have regarding the high school experience.

☒ **Suggested Activity:** **The Hosting Experience**

In this activity, the younger student is invited to attend an event in which the mentor participates. The younger student is the guest of the mentor, and both get together after the event in an informal environment to discuss what happened and how much they enjoyed the experience. This particular activity gives the mentor the responsibility of being with someone and being positive.

Frequency: At least once per season/semester. Actually, this is an activity that can be utilized as often as both parties feel comfortable with the experience and the results.

Adult Mentoring of Students

The best-known type of mentoring is when an adult mentors a child. We suggest that this can be very effective with high school students. Solicit volunteers for this from your committee members and from their circles of colleagues. Further, we advise that the best kind of mentoring experience is simply spending time with the child. It is wise to match up a student's career or other interests with an adult who has similar interests or is in the student's career of choice.

Ideally, these mentors will take their young charges to citizenship-type experiences, such as

civic group meetings, community volunteer efforts, or similar events. The key is to spend time with the youths, pointing out why they are involved in community endeavors, what they believe the duties of citizenship are, and why they feel compelled to be good citizens.

Mentoring, like public relations, is an unavoidable process. And like public relations, you can either be ready to maximize the benefits of mentoring to everyone's advantage--or let it just occur, with no real chance to reap its rewards.



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XVI. [Establishing a Citizenship Award](#)--->

XVI. Establishing a Citizenship Award

How, you may lament, can we honor just one person with an annual Citizenship Award?

The answer is you can, but you'll end up running the risk of making as many enemies as you do friends. To really honor the outstanding citizens in your community, you must recognize that citizens and good examples of citizenship emanate from every nook and cranny of your community. You have quiet heroes sprinkled liberally throughout the area, people who do good deeds silently, without fanfare, without the expectation of reward or honor.

But those are exactly the people who should be honored.

The key to honoring citizenship in your community is to honor people and groups from all walks of life. The typical knee-jerk reaction is to honor the outstanding businessperson who seems to chair every major charity drive. And while that's all well and good, the reality is that person has had his/her share of accolades and, if a true citizen, doesn't really desire any more. Instead, honor those who toil with a smile, but in relative anonymity--those who don't expect, but deserve, recognition. By spotlighting these outstanding individuals and groups, you actually reflect the quality of citizenship in your community.



While there are hundreds of permutations as to how to identify the categories to determine individuals to be honored, these describe below likely fit any community of any size.

Here are 10 categories you may consider when determining your local Citizenship honors.

- 1 **Business**--to a businessperson or business that consistently and demonstrably contributes to the overall well-being and quality of life in the community through charitable and/or volunteer efforts.
- 2 **Community**--to a group and/or individual displaying outstanding dedication to the community.
- 3 **Culture**--to a group and/or individual who promotes or participates in the area's arts.
- 4 **Education**--to an individual and/or group that has greatly contributed in the field of education.
- 5 **Environment**--to a group and/or individual for outstanding service in preserving our environment.
- 6 **Government**--to an elected official, government employee, citizen advocate or appointed community representative to a board (such as Planning Board, etc.) for his/her outstanding involvement in the government of our community.
- 7 **Religious**--to an individual and/or group for devoted service to the spiritual life of the community.
- 8 **Senior Citizen**--to an outstanding senior citizen (62 or over), who, by his/her life and example and work, has enriched the quality of life in the community.
- 9 **Youth**--to an outstanding youth (18 or younger) who has contributed to the community by serving as an outstanding example of the promise of youth.
- 10 **Wellness**--to an individual or group who excels in the area of human service and health.

Solicit nominations from the community through ballots placed at the local library, in public gathering places (such as a community center, shopping areas, etc.) or by placing it in the local newspaper (if you can get a corporate sponsor for the awards, use some of the sponsorship funding to pay for the cost of the ad or insert in the newspaper).

Even if you can't afford a newspaper ad, that doesn't mean you can't generate an impressive amount of free publicity for your citizenship awards program. Visit your local media armed with a draft copy of your nomination form and ask if they would be interested in doing a news story on this exciting program. During your meeting, ask the reporter or editor to list not only the award categories, but where nomination forms are located. Make yourself available to local TV and radio shows to discuss the awards with them and their audiences. In short, generate excitement for the awards based on the fact that everyday people not only have a chance to be named recipients of the citizenship awards--they also have the opportunity to nominate their deserving friends and neighbors for the awards.



The nomination forms should list each area as described above and should ask for the name/address/phone number of the nominator and the nominee. You should also include wording such as this in your nomination form: Please list specific examples of contributions/efforts/support of the area checked above. Include dates or time-frame of those efforts. We welcome supporting materials (such as letters of reference, news articles, certificates, or video tapes). If more space is needed, please attach a separate piece of paper.

Set a cut-off date for nominations to be received (have them sent to your group's mailing address, if you have one) and assemble a team of judges from the community to rank the entries and determine the recipients (a sample grading sheet is in this component).



Some communities celebrate the recipients by holding a dinner in their honor. Though that's purely optional, you at least want to make certain that you generate ample and appropriate publicity for the recipients, through your contacts with the media.

In communities where similar programs have been launched, this has become the fastest-growing awards program in the area. Whatever name the awards are given--one community calls them the "Good News" Awards--what they stand for is the quality and quantity of superb citizens in the community.

And that's good news for everyone.

Sample Grading Form for Judges

Grade each factor on a 1-5 scale, with 5 being the highest.

Name of nominee:

Category:

Quality of accomplishments:

Of what caliber are the nominee's accomplishments? Have the accomplishments been of a consistent and high-quality nature?

Quality of Perseverance

Has the individual or group overcome odds or obstacles in achieving the accomplishments?

Depth of commitment

How long has the nominee shown a commitment to the group/effort?

Impact of accomplishments

What have the nominee's contributions done for the effort/group? Would that effort/group be significantly affected without the efforts of the nominee?

Total points:



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XVII. [Citizenship Spotlight](#)--->

XVII. Citizenship Spotlight

Ask any teacher what one of the most important elements of learning is, and one popular answer is likely to be repetition.

In the same way, your goal of heightening awareness and appreciation of citizenship in your community should rely too on repetition, because repetition gets results.

A weekly citizenship feature is an ideal way to keep your group in the forefront of the community consciousness, recognize acts of citizenship by area residents and groups, and publicize the acts of unselfishness of deserving young people. It's a simple, but pivotal, technique to use to continue to gain momentum for your citizenship program.

And, if you can generate the right kind of support, it's free, which is the best price tag of all.

This is a feature that suits the power of radio perfectly. We suggest a weekly one-minute "Citizenship Spotlight" to be aired on a local cooperating radio station--that is, one which will give you the air time free, either as a public service or by selling ads around the feature to defray its costs (a technique known as sandwiching).

Radio stations will be attracted to this because such a feature is typically a very easy sell to advertisers. Sandwiching two 30-second spots around a 60-second feature is an effective way for a single advertiser to promote its goods or services and to link its name to the very positive concept of citizenship in the community. And the weekly mention of the sponsor's name and its linkage with citizenship is a perfect example of how two powerful advertising concepts work: repetition, and association with a positive concept.

Before you approach a radio station with the idea, though, you must have constructed a plan as to how the feature will be generated, how the honorees will be selected, and how that information will be sent to the radio station. Here are our suggestions.



Selecting the Honorees

Remember--this does not have to honor a person; it can honor a group, such as a local civic organization, or a concept, such as giving back to the community. In fact, it's advisable to have some non-generic one-minute segments prepared to be used during weeks when time or other constraints make it difficult to select a person or group as an honoree.

As with the other awards described in this tool kit, you can glean honorees in a variety of ways: from the community at large, from educators, from your committee, from ads/PSAs soliciting nominations, or from community organizations.

What should you be seeking? Here are some examples:

- the high school youth who volunteers at the local hospital.
- the members of the local basketball team who delivered food to the needy during the holidays.
- the senior citizen who entertains other seniors for free at nursing homes by playing a musical instrument.
- the civic club which raises funds for underprivileged children or families in the area.
- the educator who exemplifies the best of the profession by going beyond the call of duty to deliver quality education--and more--to students.

- the coach who clearly places sportsmanship on a higher priority than winning.
- the religious leader who is recognized for her/his commitment to community members of all faiths.
- the businessperson who, despite a heavy work schedule, finds time to effectively head charitable civic committees and campaigns.
- the individual or group which uses the arts (music, theater, etc.) to give at-risk children a better chance at overcoming the negative aspects of their environment.

Or, you can spotlight the characteristics of citizenship:

- the concept of giving back to the community, by highlighting the generous works of local groups to help the disadvantaged.
- the concept of commitment, by honoring someone who has a long, active history with a charitable or civic endeavor.
- the concept of respect, by spotlighting individuals or groups which add dignity to the lives of those who are suffering from poverty, illness, or disability.
- the concept of responsibility, by featuring the efforts of an individual or group which stepped up to accept a challenge that others had shied away from (such as highway cleanup, volunteering at the local food pantry or kitchen, etc.).

Certainly, there is no lack of subjects or honorees for this feature. And a 60-second spot calls for only about 120 words of copy--about a half-page of double-spaced type which a writer can produce in about 15 minutes.

Tips for the broadcast:

- Ask the radio station to introduce the spot with a standard musical opening, and use the same music to close the feature. That makes your Citizenship Spotlight instantly recognizable to the audience.
- Request that the same talent do the reading of the feature each week. Perhaps you'll want to supply your own talent--particularly if a member of your committee has a distinctive, positive, articulate speaking voice. In either event, keep the voice consistent, which is a proven way to build recognition.
- Keeping with the consistency theme, request that the feature be played at the same time(s) each week. Perhaps it could be part of the morning news report, or the afternoon sports report--or both. Keep it on a schedule; let the audience come to expect it at a certain time, introduced by the same music, and delivered by the same voice.
- Remember to end each feature with this wording, or one of similar content: For more information on citizenship in this area, please contact (name of our organization) at (contact phone or e-mail address).

Conclusion

This is a simple, but highly effective, way to promote citizenship and our efforts in your community. In fact, it may be one of the easiest--but most fruitful--programs you institute in your mission to heighten the importance, rewards and responsibilities of citizenship in your area.



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XVIII. [Recognizing an All-Community Team](#)--->

XVIII. Recognizing an All-Community Team

A student's performance in the classroom is more important than performance on the field. No one will deny that--it's the very reason why most schools have rules governing academic eligibility for players. Making the grade in the classroom is a prerequisite to eligibility to play a sport.

Yet, while we reward athletes for their on-field exploits by naming them to "All" teams, and we further honor those who succeed on the field and in the classroom to "All-Academic" teams, where is the honor for those students who excel in the classroom and in the community--whether they are athletes or not?

The answer, of course, is that such an honor clearly doesn't exist with any degree of penetration across the United States.

The Citizenship through Sports Alliance suggests you begin an All-Student Community team for your area, designed to honor young people who more than make the grade as citizens and as students. Those selected need not be athletes; indeed, this honor is meant for individuals who embrace the full meaning of citizenship, including academics and perhaps sports; so, while athletes are certainly eligible for selection, they are no means the exclusive potentials for this honor.



Selecting the Recipients--The Criteria

We suggest that you follow or modify the following criteria for nomination and selection:

- a minimum grade point average of 80 or 2.75 (remember--not all good citizens excel in the classroom. Some students may excel in community volunteerism, but may get fair or average grades in the classroom).
- demonstrated, outstanding commitment to the community by consistent acts of volunteerism.
- a letter of nomination which details the person's contributions and commitment to the community, with appropriate information/material to provide verification of the student's involvement
- documentation by school officials that the student meets the minimum GPA as determined by your group.

Select a minimum of five students for the award for each age group honored (consider separating the ages from 12-15 and 16-18 and 19-22. This gives you opportunities to honor students in junior high school/middle school, high school and college).

Soliciting Nominees

We suggest you make this as public a process as possible, with a ballot appearing in the local newspaper (try to convince newspaper management to donate the space for the ballot, or to sell advertising around the ballot to cover the costs of the space); on radio and cable TV, through PSAs; through forms mailed directly to school administrators; and through a mailing to the local business community, perhaps through your area's Chamber of Commerce (if your chamber has a monthly publication, ask them to reprint your ballot in it).



Selecting the Honorees

Form a committee consisting of eight individuals from the following categories: educator; coach; corporate businessperson; non-profit administrator; senior citizen; retail businessperson; law enforcement; and healthcare executive. Ask them to score the nominees, on a 10-point system, based on the following factors:

- intensity of commitment to community
- length of commitment
- academic achievement

Honorees are those who score the highest in each of the age-group categories.

Recipients should be publicized in your local media and presented with a plaque honoring their selection to the All-Community team. Additionally, consider awarding each nominee with a certificate which recognizes they were nominated and considered for the award.

Timing

We suggest you begin the nomination process in January, selecting and informing recipients in April and publicizing the honorees shortly thereafter.



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XIX. [Athlete's Code of Conduct](#)--->

XIX. Athletes' Code of Conduct

Code of Conduct

(We suggest that this be printed and signed by each student-athlete prior to the start of each season, and that the team collectively recite it prior to the start of each season. Also, it should be posted in a conspicuous place in the locker room).

I recognize that being a member of the community carries with it responsibilities and rewards and, that as an athlete in the community, I must not only embrace those responsibilities, but also conduct myself both on and off the playing field in a way which exhibits respect for myself and for others. I therefore resolve to conduct myself with dignity as an athlete and as a citizen of the community, recognizing and accepting that I

- must accept accountability for my behavior and its outcomes
- must honor my obligations and promises
- must exercise self-control
- must be willing to be fair with others in my dealings on and off the playing field
- must take pride in myself and my accomplishments, but never at the expense of demeaning another person or group
- must respect the efforts of others
- must respect authority
- must play by the spirit, not just the letter, of the rules of the game and the rules of life
- must strive to make my community--whether that be the team on which I play or the community in which I live--better because of my contributions as a member and as a citizen.



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XX. [Media Relations and Press Releases](#)--->



XX. Media Relations and Press Releases

How you disseminate information to the media is a significant factor in the success of your citizenship efforts.

Bear in mind that, like you, members of the media are busy individuals who have too much work to do and not enough time to do it. That means they will gladly accept and use press releases that are concise and fairly well-written, and view with disdain rambling, off-focus press releases that require excessive editing time.

Setting Up the Press Release

The press release should be written on your organization's letterhead, following this format:

(about one-third of the way down of the first page)

Date of release For more information

For immediate release (give a name and a

(or, give a date the information can be released) telephone number where

the editor can seek clarification

or expansion of the information)

Headline (be specific, such as:

Local Community Group Forms to Promote Citizenship

(begin body of news release here. Include the information necessary by following the 5 Ws and 1H formula:

Who (or what)--who is the news about

What--is happening

Where--is it happening

When--is it happening

Why--is it happening

How--will it happen

For example:

Citizens for a Better Community, an affiliate of the national Citizenship through Sports Alliance, will hold its organizational meeting at the Anytown Public Library Tuesday, Sept. 10, beginning at 7 p.m.

"This is an opportunity for us to contribute to the community by helping to build better citizens," (name), the group's spokesperson, said. "Never before has there been a national program with such high-profile sports figures to help local communities promote and foster citizenship. We're excited about the possibilities."

The Citizenship through Sports Alliance is an unprecedented joint effort of Major League Baseball, the National Basketball Association, the National Collegiate Athletic Association, the National Association of Intercollegiate Athletics, the National Federation of State High School Associations, the National Football League, the National Hockey League, the National Junior College Athletic Association, the United States Olympic Committee and the Women's National Basketball Association.

"Our local group seeks to piggyback on the efforts of the CTSA, while collaborating with the many community groups and individuals who strive to promote citizenship," (name) said. "It's our belief that cooperation will breed greater success."

For more information about the meeting, contact (name) at (phone number).

--##-- (Page Number--to show the article is concluded)

Always number your pages in a press release (only under unusual circumstances should any press release be more than two pages), and try not to break a paragraph between two pages. If there are more than two pages, place the word "more" centered at the bottom of each page to indicate a continuation of the article. At the end of the article, place "--30--" or "###" to signal its conclusion.

How to Disseminate the Information

Mail, e-mail or fax the press release to the media at least two weeks prior to the event. Send it to a person, not to a title. For example, don't send the release to "City Editor." Send it instead to "Joe Smith, City Editor." Releases without names often get lost in the shuffle. Determine to whom to send the release by calling each media and asking them to identify the appropriate contact person. Fight an urge to call the editor right away regarding the story. Instead, wait a week before calling. If the article hasn't appeared, call your contact person. But, follow these suggestions:

For a morning newspaper, never call between 8-10 p.m., which is crunch time for such publications. For an afternoon newspaper, don't call before 11 a.m.

Never call a radio or television station within 15 minutes of a scheduled news report. The reader--who is likely the person you need to speak to--is busy getting ready for that newscast.

Don't be confrontational with the media. They receives hordes of press releases and some do fall through the cracks. Offer to resubmit it if they can't find it.

Strive to place an article a month in the media. Visit our website at www.sportsmanship.org to download sample press releases which you can customize to your needs.



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XXI. [Evaluation](#)--->

XXI. Evaluation

So, how will we know if all this works? How will we determine if citizenship does, in fact, improve because of this program? What will be the justification for the hundreds, if not thousands, of hours spent on this project?

Unfortunately, there is no easy answer to that, because citizenship is a concept and concepts often defy definition or qualification. But we think that by measuring attitudes about citizenship, we can then determine the efficacy of this program.

We believe the answer lies in the short pre-and-post questionnaire that is part of this component. While we feel that in the long term, this citizenship effort will result in action--that is, adults who are good, solid citizens--in the short term, we believe the most obvious outcome will involve individuals' improved attitudes and sensitivities towards the ingredients that go into being a good citizen.

That is a heady short-term, given the lack of positive citizenship role models in the media, in sports and in the overall milieu of today's society. While valid role models undoubtedly exist, the focus tends to be less on those individuals than on celebrities and others whose behavior is less than exemplary. We believe that given solid examples of the building blocks of citizenship those whom the program touches will be more likely to become positive, contributing citizens to their communities.

What the following questionnaires measure, however, is not potential, but progress--the progress of participants' attitudes towards the various ingredients of citizenship presented. In order to do that effectively, we are presenting a pre- and post-evaluation sheet which will measure the participants' thoughts and attitudes on the citizenship.

We believe strongly that attitudes will improve measurably and positively toward the ingredients so necessary in citizenship. That sensitivity will later yield even more positive, bountiful results as particularly the younger participants emerge into adulthood.



Pre-and Post Participation Questionnaire

(To be taken by participants prior to and after the start of the Citizenship Summit, or prior to their involvement in your local citizenship efforts)

Please evaluate the following statements by using the following scale:

1--strongly agree; 2--agree; 3--I have no opinion; 4--disagree; 5--strongly disagree

- _____ I believe citizenship primarily involves activities such as voting, paying taxes and obeying the law.
- _____ I believe citizenship should be expected of all citizens, regardless of age.
- _____ I believe citizenship involves volunteering for civic and charitable activities.
- _____ Citizenship is an important ingredient in building strong communities.
- _____ Our community's quality of citizenship is excellent.
- _____ Sportsmanship is an important part of citizenship.
- _____ I believe citizenship is a concept that can be taught.

- _____ The willingness to accept responsibility is an important part of citizenship.
- _____ Joining service organizations is an important way to demonstrate my commitment to the community.
- _____ I believe citizenship is something I should practice every day.
- _____ I think volunteering to help others is an important part of being a good citizen.
- _____ I believe the effort to improve citizenship through sports is worthwhile and needed.
- _____ I believe sports is an excellent opportunity to teach and to learn about citizenship.



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XXII. [Additional Resources](#)--->



XXII. Additional Resources

The following are suggestions for information, collaborative opportunities and ideas for promoting citizenship in your area:

Organizations

American Football Coaches Association (AFCA) afca.org
Active Citizenship activecitizenship.org
Community Anti-Drug Coalitions of America cadca.org
Community Associations Institute caionline.org
Educators for Social Responsibility esrnational.org
Learn and Serve America cns.gov/learn/index.html
Major League Baseball majorleague.com
National Association of Community Action Agencies naca.org/index.htm
National Association of Intercollegiate Athletics naia.org
National Basketball Association nba.com
National Collegiate Athletic Association ncaa.org
National Council on Youth Sports
National Federation of State High School Associations nfhs.org
National Football League nfl.com
National Hockey League nhl.com
National Junior College Athletic Association njcaa.org
National Mentoring Partnership mentoring.org/index.html
National Peer Helpers Association
people.star.net/pccrانش/national_peer_helpers_associatio.htm
National Writing Project nwp.berkeley.edu/nwp.html
National Youth Leadership Council etr.org/NSRC/resguide/nylc.html
Summit Action Youth mightymedia.com/commitment/indexhb.cfm
United States Olympic Committee usoc.org
Women's National Basketball Association wnba.com
National Service Organizations with Local Clubs
Exchange Club International
Key Club International keyclub.org
Kiwanis Club International kiwanis.org
Lion's Club International lionsclubs.org
Rotary Club International rotaryclub.org
Zonta Club International zonta.org

Web Sites

Center for Civic Education civiced.org
Impact Online impactonline.org
The Character Education Partnership character.org

Books

Beyond Entitlement: The Social Obligations of Citizenship (Lawrence M. Mead)

Building a Community of Citizens: Civil Society in the 21st Century (Don E. Eberly, Editor)
Corporate Citizenship: Social Responsibility Issues Facing Business (Malcolm McIntosh, et. al.)



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Go to Sportsmanship.org.