



STARTING THE CONVERSATION

Lesson 3: Building a Team of Leaders

Videos produced by



ARTS + LABOR

Lessons and materials developed by

RESOURCES
for LEARNING

“Starting the Conversation”

Lesson 3: Building a Team of Leaders

Overview: Students develop a team “Honor Code” to generate enthusiasm and a commitment to attitudes, language, and behaviors that contribute to healthy and respectful relationships among individuals, team members, and the school community.

TEKS Standards and Student Expectations:

115.32 (B)(5)(D) demonstrate decision-making skills based on health information

115.32 (B)(7)(J) analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape

115.32 (B)(14)(A) demonstrate strategies for communicating needs, wants, and emotions

115.32 (B)(15)(B) demonstrate empathy towards others

115.32 (B)(15)(C) analyze ways to show disapproval of inconsiderate and disrespectful behavior

115.32 (B)(16)(A) identify decision-making skills that promote individual, family, and community health

115.33 (B)(13)(B) demonstrate leadership skills for advocating health

115.33 (B)(14)(A) appraise effective communication skills that demonstrate consideration and respect for self, family, and others

116.56 (C)(7)(A) evaluate personal skills and set realistic goals for improvement

Learning Objectives:

- Identify steps a student can take when someone they know is affected by an unhealthy relationship, and what students can do if they witness behavior or language related to sexual bullying, harassment, or assault (become “upstanders” instead of “bystanders”)
- Develop an explicit moral framework as individuals and as a team (Team Honor Code)
- Demonstrate leadership to influence a positive peer culture in the school

Essential Question:

- How can we become leaders in preventing sexual violence, bullying, and harassment by modeling healthy behaviors and being upstanders instead of bystanders?

Key Vocabulary/Concepts

- Bystander
- Upstander
- Team Honor Code

Lesson Structure

ELICIT

“We have been learning about how sexual bullying, sexual harassment, relationship violence, and unhealthy relationships affect young people. Today I want us to investigate how we might champion these issues as a team. Think of who your favorite athlete was when you were a kid. You might be able to remember his or her jersey, the team he or she played on, or your favorite clips of his or her performances. Now think to yourself about this person—what did you admire about him or her? How did he or she inspire you”

Elicit students’ responses and facilitate discussion.

“When considering your favorite athletes, I’m guessing it wasn’t just their athletic performances that you admired—it was likely who they were as a person. It was their character—the way they held themselves and spoke and treated others. Athletes are influencers and leaders—they are admired and looked up to. As athletes, we have a unique opportunity to create a high standard of behavior.”

EXPLORE

“It is my goal that as a team we create our own code to guide how we will agree to behave on and off the field, court, or track. This code will help us become leaders who contribute to a healthier school environment. It will also help us stop sexual harassment and unhealthy relationships or attitudes in our communities. We’re going to watch a video that will highlight the natural capacity of student athletes to be leaders in this arena. As you watch, I’d like you to start thinking about how we can make an impact as a team and what you can do in your own life to demonstrate leadership.”

Play Video 3.

ENGAGE

Share a personal anecdote or a story of sexual violence, harassment, or assault and how it made you feel or how you responded. It is important to give a personal reason why you believe this initiative is important.

“To me, a great athlete needs to know when to be aggressive and ruthless and when to act with grace, compassion, and cooperation. When are some times we practice these same values when our jerseys are off? A great athlete practices healthy, respectful, and fair behavior at all times. I want us to look at ways we can engage in healthy relationships, build our reputation as a team, and showcase the skills you have that make being leaders of healthy behaviors a natural fit.”

Organize students into groups of 2–3. If possible, write the questions on the board or project them.

“In small groups, please discuss and respond to the following questions:

- ***What are the qualities of an ideal athlete on the field and off the field?*** (Student responses may include teamwork, cooperation, communication, hard work, diligence, and consideration of teammates.)
- ***How does being an athlete help prepare us for the rest of our lives? How do we deal with challenges, wins, losses, and conflict in our lives?***
- ***How does our team influence the culture of our school?”***

Elicit students’ responses and facilitate discussion.

EXPLAIN

“As athletes, we know that there is very little room for the individual to take action without the consideration of the entire team. We know this when we compete. A team is still a team—even off the field. How can we extend this same principle off the field and have it influence how we decide to act at school and in the community? To begin, let’s make an ‘Honor Code’ for our team. What do you think would be essential to have in our pact to guide our behaviors? How can we contribute to a healthier school culture and be a positive force

to make our school safer and healthier?”

In pairs, have students brainstorm 8–10 standards of behavior that they think should be in the code. Then ask each pair to share the 2–3 most important standards with the entire team. As students share, record the standards of behavior given by each pair on the board. Then you may choose to narrow the list down to the most relevant and common standards (5–10) for creating a team of respectful individuals who will advocate for healthy, safe, and equitable behaviors. Keep in mind it is important to have team buy-in and consensus on the standards for the Team Honor Code.

Write the Team Honor Code on a large poster board. Challenge students to come up with a unique name for the Code.

“As a team, it is important to represent yourselves admirably both on and off the field, track, or court. As athletes, you represent your sport, your town, your district, your school, your teachers, your families, and many others who care about your success. There are many people who look up to you, and it is your responsibility to earn their respect and to carry yourselves in a respectful manner at all times. Our Team Honor Code can help you meet expectations for respectful and healthy behaviors.”

Congratulate the team on their efforts and commitment.

ELABORATE

“What do you think it means to swim against the tide?”

Elicit students’ responses.

“Swimming against the tide, or doing the opposite of what most other people are doing, isn’t easy, and we will need to hold each other accountable to our team’s code. Part of being an athlete is making split-second decisions on the field—learning when and how to act. The same decision-making can be needed at a party, in class, or when you’re just hanging out with friends. How can we assist and protect our classmates, friends, team members, and peers if they are being treated disrespectfully, are being taken advantage of, or are about to engage in inappropriate behavior?”

Elicit students’ responses and facilitate discussion.

“Imagine witnessing somebody engaged in inappropriate behavior. You can make a choice to be an upstander or a bystander. What is the difference between an upstander and a bystander?”

Elicit students’ responses.

“Instead of being bystanders—people who may stand by when they see harmful things happening to others—how can we be upstanders? Upstanders are people who actively and peacefully respond to situations to prevent unhealthy, problematic, and prejudiced behavior.”

Engage the team as a whole or organize them into small groups of 3–4 to share key highlights following small-group discussions. Write the following questions on the board:

- *Why does someone choose to be a “bystander” instead of an “upstander”? What motivates “upstanders”?*
- *If a bystander doesn’t act or say anything, how is he or she partially responsible for the existence of unhealthy attitudes, beliefs, or actions? How is this person contributing to a climate that accepts inappropriate and harmful behaviors?*

- *How can we protect each other from becoming the victims or perpetrators of aggressive, violent, and harmful language and behaviors?*
- *How can team members encourage each other to make positive, healthy decisions?*

Allow students time to discuss these questions. After a few minutes, invite the students to share their responses to each question.

EVALUATE

Read the Team Honor Code a final time and ask students if any changes are needed to ensure they become upstanders instead of bystanders. Make necessary changes as needed.

Have every team member sign the Team Honor Code.

EXTEND

Role play activity: Groups develop a scenario about a teammate in a potentially dangerous situation or a teammate being disrespected. Have students depict themselves being upstanders instead of bystanders. Share skits with the class.

Play video of Coach Jason Garrett of the Dallas Cowboys. Discuss with students the following questions:

- ***“What does it mean to be an inspirational leader?”***
- ***What does it mean to lead by example?***
- ***Why it is important for athletes to be leaders?”***