Developing Sportsmanship

A Resource for Use by Professionals and Volunteer Program Organizers in Preparing Youth and their Families for Participation in Competitive Programs and Events

College of Agricultural Sciences
Cooperative Extension

3rd PLACE

College of Agricultural Sciences Cooperative Extension
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ACKNOWLEDGMENTS

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Introduction

Sportsmanship is an important part of youth development. To become contributing, competent, and capable adults, youth must develop and learn to value sportsmanlike behavior: they must learn to be fair and generous competitors, good losers, and graceful winners.

At one time, sportsmanship was taught and reinforced within families to such an extent that it was not necessary for it to be taught elsewhere. Incidents of poor sportsmanship in 4-H and other youth programs were rare and usually resulted in parental and community censure of offenders, with no negative impact on the program or on the large majority of participants whose conduct reflected good sportsmanship.

In recent years, however, media reports about incidents involving unsportsmanlike behavior by youth and/or their families or friends have become common. Extension professionals and volunteers are seeing an alarming decline in sportsmanship by participants and spectators at judging events, fairs, and other programs. This decline already has hurt our program’s positive image and caused some opportunities to be scaled back or canceled. If left unchecked, poor sportsmanship will have serious long-term negative effects on youth programs and the opportunities we provide for young people.

Of course, the decline in sportsmanship extends beyond youth programs. It even has been said that 4-H youth programs are superior to others in the degree of sportsmanship exhibited. But this is little comfort in an era when champions in tennis and ice skating are assaulted by rivals’ fans and associates, a Little League season is canceled because of parents’ bad sportsmanship, professional games are forfeited when “fans” pelt the field, and booing and jeering are considered acceptable behavior by many spectators.

An increasing number of youth and families are coming to our programs without: 1) knowledge about sportsmanship, 2) skill or experience in displaying sportsmanship, 3) attitudes that sportsmanship is important, or 4) the desire to show sportsmanship. Therefore, volunteers and professionals must do our part to enable youth and their families to develop the knowledge, skills, attitudes, and aspirations of sportsmanship.

To teach these values, adults and teen leaders must: 1) demonstrate sportsmanship ourselves, 2) explain what is expected, 3) provide orientation about and practice in using sportsmanlike behaviors as members prepare for and participate in programs, and 4) continue coaching, encouraging, correcting, and teaching youth and their families these values.

Many programs and events provide opportunities for youth and their families to learn and develop sportsmanship; however, most incidents of unsportsmanlike behavior are associated with competitive activities. Therefore, this resource is aimed at helping volunteers and professionals encourage sportsmanship as youth and their families prepare for competitive programs and experiences.
What is sportsmanship?

Webster’s Third International Dictionary defines sportsmanship as “conduct becoming to an individual involving fair and honest competition, courteous relations, and graceful acceptance of results.” Participants in 4-H programs will need all of these skills as they become involved in competitions. They will need to be fair and honest as they prepare their projects, show courtesy to their fellow competitors, and gracefully accept the results of the judging.

Objectives:
What we hope to accomplish

Our goal is for all youth to become fair and generous competitors, good losers, and graceful winners. By using the information and materials provided in this resource, volunteers, teen leaders, and professionals will be more effective in helping youth and their families develop and learn to value these sportsmanlike behaviors.

Why help youth and their families develop sportsmanship?

Adult and teen leaders should be concerned about developing sportsmanship for three reasons:

1. **Youth programs are easier to conduct and are more positive experiences for everyone involved if good sportsmanship is demonstrated.** This is obvious.

2. **The development of sportsmanship is an important part of youth development.** Youth and adults who develop and show good sportsmanship get along better and are much more successful at becoming self-directing, productive, and capable adults than are those whose behavior is unsportsmanlike. This second reason is even more important than the first.

3. **Sportsmanship is one of the key elements of civilized society.** Those who like to think of the “big picture” recognize that the reasons for developing sportsmanship extend beyond an individual, a community, or a program. Historically, when societies have allowed sportsmanship to decline, their civilizations also have declined.
Four steps are involved in helping youth develop sportsmanship: 1) demonstrate sportsmanship, 2) explain what is expected, 3) provide orientation and practice in sportsmanlike behaviors as members prepare for and participate in programs, and 4) follow up by coaching, encouraging, correcting, and teaching behaviors after the programs. Here are tips for effectiveness in each of the four steps:

**STEP 1. DEMONSTRATE SPORTSMANSHIP**

It is important for volunteers and professionals to demonstrate sportsmanship. Youth and their families learn from the example we provide. Adult and teen leaders always should meet and exceed the expectations for sportsmanship outlined in the brochures *Sportsmanship Expectations For Youth Participants, Sportsmanship For Parents and Supporters,* and *Sportsmanship For Spectators.* The following tips are examples of additional ways sportsmanship can be demonstrated.

**Tips for demonstrating sportsmanship as a volunteer**

1. Find out what the policies, rules, and procedures are for the programs in which your club members will be participating. Accept and support them, even if you don’t agree with all of them. Behave as you hope your members and their families will behave.

2. If you and your members disagree with something, be polite in expressing your concern, and suggest alternatives to the appropriate policy makers (such as the 4-H committee, fair board, or extension agent) that will help to “make the best better.” Express appreciation if the changes you suggest are made.

3. Don’t be a “sore loser” when things don’t go the way you want. Gracefully accept the situation and work positively with your members to help them do their best under the given policies, rules, and procedures.

**Tips for professionals and volunteers who serve as program organizers**

1. Make sure the policies and procedures for your programs are fair, equitable, achievable, and in line with the mission, philosophies, policies, and procedures of youth development.

2. Make sure your program’s policies, rules, and procedures are interpreted and applied consistently. For example, if you’re not willing to allow a first-year member from the far end of the county to register late for a class, don’t allow the daughter of a fair board member to register late either.

3. Do not “play favorites” among clubs or groups, or with individual youth or adults. Do not allow yourself to be put in a position in which others can accuse you of “playing favorites.”

4. Keep your emotions under control at all times, regardless of how other people are behaving. Be friendly, mature, and professional in your approach.

**STEP 2. EXPLAIN WHAT’S EXPECTED**

It is important to explain the policies, rules, and procedures to members and their families, and make sure they (and we!) follow them. Review what will happen and what to expect at each of the programs in which they plan to participate. The following are additional ideas for explaining sportsmanship expectations.

**Tips for volunteers for explaining what’s expected**

1. Ideally, you should conduct a special orientation meeting with all your members and their families, and do several of the suggested activities listed in the next section. If such a meeting is not possible, at least distribute and review with your members the brochures *Sportsmanship Expectations For Youth Participants,* and send home with them the brochure *Sportsmanship For Parents and Supporters* for their families to read.

2. Work with members to help them perform as well as possible at competitive programs. Make suggestions for how they can improve before judging. You might even have a “mock judging” for your club before the county competition. Make sure members know their strengths and areas in which improvement is needed before they go to county judging. It’s
much easier for kids (and parents!) to hear a judge say, for example, that they need to study what different nutrients do, or that an animal needs more finish, when they already are aware of such problems.

3. When youth or their families want to do something that is outside the policies, rules, procedures, and sportsmanship guidelines, let them know what the consequences will be and stop them. If they persist, do your part to make sure the consequences come to pass.

Tips for professionals and volunteers who serve as program organizers

1. Provide information and/or training in developing sportsmanship among the volunteers with whom you work.

2. Include information about sportsmanship in written information, newsletters, newspaper columns and program publicity.

3. Review your expectations for sportsmanlike behavior on the microphone as you open events and when you announce winners.

4. If appropriate, place sportsmanship brochures and fliers on seats for audience members to read during programs.

STEP 3.
HELP YOUTH AND THEIR FAMILIES DURING COMPETITIVE PROGRAMS

Competitive programs abound with “teachable moments” for developing sportsmanship. It is important for volunteers, professionals, and others involved in the events to stay attuned to the participants and spectators and provide assistance in exhibiting sportsmanship as needed. Here are some tips:

Tips for volunteers

1. When possible, be present at the programs in which your members are participating.

2. Encourage members to enjoy themselves and learn as much as they can.

3. Discuss with parents the organization of the program and what the judges are looking for.

4. Encourage younger siblings to get involved with future programs.

5. Visit with members after they participate and help them learn from their experience. Discuss what they did well, what they could have improved upon, and what they might try in the future.

6. Congratulate and cheer on those who won or performed better than they expected, and encourage them to be gracious towards others and not “show off” or act conceited.

7. Console those who lost or who did not perform as well as they’d hoped. Explain that learning to be a good loser is one of the most difficult and important abilities we ever develop. Help them understand that in nearly all competitive situations there are more “losers” than “winners,” just as in school sports each team has only one or two captains, and just as in real life only one person gets the job for which ten may have interviewed. This advice may not seem very helpful to those who lost at the time, but it will give them something to think about later as they accept the disappointment.

8. Discuss how participants can improve their performance in the future.

9. Do not permit your members or their families to exhibit unsportsmanlike behavior. Put a stop to any complaining, blaming, or excuse-giving as soon as it starts. Help participants and their families understand why things are the way they are.

10. Review the expectations of sportsmanship as needed. Praise good sportsmanship when it is evident.

Tips for professionals and volunteers who serve as program organizers

1. Review expectations of sportsmanship with participants and spectators as the program begins.

2. Have a logical, sequential, and matter-of-fact plan or procedure for what will be done if incidents of poor sportsmanship occur. For example:

   • Participants who cry when they lose or brag excessively when they win might be dealt with in a private conversation between you, the participants, and their parents, or might be counseled by a teen leader or adult volunteer whom they admire and respect.

   • Parents who want to complain that their child should have won instead of someone else’s, and who aren’t satisfied with the initial responses they received to their concerns, might be asked to put their complaint in writing and submit it with a protest fee.

   • No one in 4-H has to tolerate verbal or physical threats or assaults. If such an incident occurs, you might start by asking the irate individual to calm
down and discuss things civilly. If this fails, your response might proceed from asking 4-H committee members, the fair board, extension administrators, and/or law enforcement officials to get involved to postponing or canceling a program altogether.

3. Recognize and thank those who exhibit sportsmanship.

**STEP 4.**
**WORK WITH YOUTH AND THEIR FAMILIES FOLLOWING COMPETITIVE PROGRAMS**

When a program is over, work with participants and their families to “make the best better” for the future. Discuss shortcomings and criticisms in private, and publicly recognize successes and progress.

Have a follow-up meeting or meetings to celebrate successes, talk about areas for improvement, and begin plans for the future. Volunteers will want to meet with their club. Professionals and program organizers should conduct such follow-up with the volunteers and committees with whom they work.
## Sportsmanship development activities for youth and their families

### ACTIVITY 1. BASIC SPORTSMANSHIP EXPECTATIONS

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**Materials needed:**
- One *Sportsmanship Expectations For Youth Participants* brochure per member
- One *Sportsmanship For Parents and Supporters* brochure per family
- Extra paper and pencils for note-taking

**Audience:** youth

**Procedure:**
1. Briefly introduce the topic, define what is meant by the term “sportsmanship,” and discuss why sportsmanship is important for the members of the group and their families. Highlight some of the relevant points from the introduction of this book. Use examples from your own and your members’ experiences to explain why the topic is important.

2. Distribute one *Sportsmanship Expectations For Youth Participants* brochure to each member.

3. Review the main points of the brochure by having members take turns reading each of the suggestions listed. Discuss each item and make sure members understand completely what it means. Ask for personal examples of how they can apply the tips as they participate in judging and other programs. Also, to help members understand the difference, ask for examples of unsportsmanlike behavior.

4. Distribute the *Sportsmanship For Parents and Supporters* brochure to be taken home to each family. Ask members to give the brochure to their parents or other supporter who will be with them at upcoming competitive programs, and ask them to read it before the program.

5. Ask if there are any questions and provide appropriate responses.

6. Summarize by briefly reviewing how your members are expected to behave before, during, and after the upcoming competitive programs and events.

### ACTIVITY 2. SPORTSMANSHIP EXPECTATIONS

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**Materials needed:**
- One *Sportsmanship Expectations For Youth Participants* brochure per participant
- One *Sportsmanship For Parents and Supporters* brochure per participant
- Extra paper and pencils for note-taking

**Audience:** youth and their families

**Procedure:**
1. Briefly introduce the topic, define what is meant by the term “sportsmanship,” and discuss why sportsmanship is important for the members of the group and their families. Highlight some of the relevant points from the introduction of this book. Use examples from your own and your members’ experiences to explain why the topic is important.

2. Distribute one *Sportsmanship Expectations For Youth Participants* brochure to each participant.

3. Review the main points of the brochure by having members take turns reading each of the suggestions listed. Discuss each item and make sure members understand completely what it means. Ask for personal examples of how they can apply the tips as they participate in judging and other programs. Also, to help members understand the difference, ask for examples of unsportsmanlike behavior.

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5. Ask if there are any questions and provide appropriate responses.

6. Summarize by briefly reviewing how your members are expected to behave before, during, and after the upcoming competitive programs and events.
Role-plays about conduct

Role-play 1: High standards of behavior
One member acts as the person registering people for the event. Another member demonstrates how a contestant should act when she arrives at the event and approaches the registration area. The contestant should be pleasant, ask questions politely, and say please and thank you.

Role-play 2: Poor behavior
One member acts as the person registering people for the event. Another member demonstrates how a contestant should not act when he arrives at the event and approaches the registration area.

Role-plays about fairness

Role-play 3: Showing sportsmanship through fairness
One member acts as a news reporter. Another member demonstrates how a participant should act when explaining to a reporter what members in his project category did for their projects. The participant should explain the project requirements and what the judges are looking for, and should talk about the projects and other participants fairly.

Role-play 4: Poor sportsmanship—being unfair
One member acts as a news reporter. Another member demonstrates how a participant should not act when explaining to a reporter what members in her project category did for their projects. The participant should brag about the work done by the kids in his club but ridicule that done by kids from other clubs. The participant also might complain that she didn’t have as much time to work on her project as the other kids did, when in fact everyone had the same 24 hours a day, 7 days a week.

Role-plays about honesty

Role-play 5: Showing sportsmanship through honesty
One member acts as the judge. Another member demonstrates how a participant should act when explaining honestly to the judge what she did in her project.

Role-play 6: Poor sportsmanship—being dishonest
One member acts as the judge. Another member demonstrates an example of cheating or dishonesty when explaining to the judge what he did in his project. For example, he might “borrow” someone else’s project and try to pass it off as his own. He also might show something that obviously was made from a kit or purchased, and tell the judge that not only did he make it, but he also even designed the pattern and made the material himself! Or he might cheat in little ways, like saying that he is 13 so he can compete in a junior class, when he’s actually 14. Better yet, he might think of a way that someone might actually try to cheat in his project category, and act it out for your group.
Role-play 7: Showing sportsmanship in competition
Two members sit next to each other and role-play a sportsmanlike conversation between two participants. They should explain what they did in their projects, compliment each other on the things they admire about the other’s exhibit, and make helpful suggestions for how they might improve their exhibits.

Role-play 8: Showing poor sportsmanship in competition
Two members sit next to each other and role-play an unsportsmanlike conversation between two participants. The mean-spirited conversants should lie to each other about what they did in their projects and try to convince each other to change something about their exhibits that would actually make them look worse to the judge.

Role-play 9: Showing courtesy
One member plays the part of the program organizer. Another member plays the part of a participant who shows courtesy in asking if fans could be brought in or if part of the class could be excused to get a drink of water since the room is so hot.

Role-play 10: Poor sportsmanship—being rude
One member plays the part of the program organizer. Another member plays the part of a participant who is rude in asking if part of the class could be excused to get a drink of water since the room is so hot. He should tell the organizer that his parents think she’s an idiot for scheduling the program on such a hot day and threaten that he and his buddies will just walk out if something isn’t done to cool the place down immediately, etc.

Role-play 11: Showing sportsmanship when relating to others
One member plays the part of a spectator who doesn’t know about 4-H competitive programs and who wants to talk with a participant to learn more about them. Another member plays the part of a participant who shows sportsmanship in responding to the spectator’s questions and excusing herself when it’s her turn to be judged.

Role-play 12: Being unsportsmanlike when relating to others
One member plays the part of a spectator who doesn’t know about 4-H competitive programs and who wants to talk with a participant to learn more about them. Another member plays the part of a participant who lacks sportsmanship in responding to the spectator’s questions and excusing himself when it’s his turn to be judged. For example, he might tell the person sarcastically that if he read his local newspaper occasionally he’d know the answers to his dumb questions, or tell him that he’s just too busy to bother with anybody who isn’t a judge, etc.
Role-plays about graceful acceptance of results

Role-play 13: Behaving gracefully as an individual
One member acts friendly, thoughtful, and kind while explaining to the group what the judges said during the interview. He should explain that they started off with easy questions that helped him feel at ease and then moved on to tougher questions that really made him think. He should discuss the fact that he didn’t know the answers to some of the questions and maybe even acknowledge that he did not learn as much in his project as he could have. He should close with comments about what he did learn and what he liked about the experience.

Role-play 14: Behaving disgracefully as an individual
Another member throws a tantrum while explaining to the group what the judges said during the interview. She should fuss that they started off with easy questions that made her feel at ease, but that they then blindsided her with tough questions that no “normal” person could possibly have answered! She should complain that her advisor should have made sure that she knew what was in the project book, and that it wasn’t her fault that she didn’t win.

Role-play 15: Showing sportsmanship in accepting results as a family
One member announces the winners. Another member plays a responsible parent. Someone else plays a competitor who shows sportsmanship in accepting results.

When the winners are announced, the parent should show concern with a statement to the competitor such as, “I hoped you would win this year. I wonder why they picked those other kids?” The competitor should respond with comments that show acceptance of the results such as “They had a nice project,” “I talked with them, and they really had studied and knew their stuff,” or “I don’t know, but the judge’s questions were thorough. I bet they did better in their interviews than I did in mine.” The parent should respond with appropriate comments such as “Maybe so. Next time, would you like me to quiz you on the project?” and “I’m proud of you for realizing that no one can always be the best and that other people will sometimes do better than you.”

Role-play 16: Showing poor sportsmanship in accepting results as a family
One member plays the part of an announcer of winners. Another member plays the part of a parent who thinks his main job is to be an advocate for his child. Someone else plays the part of a competitor who lacks sportsmanship in accepting results.

When the winners are announced, the parent should show concern with a statement to the competitor such as, “I hoped you would win this year. I wonder why they picked those other kids?” The competitor should respond with unsportsmanlike comments that downplay the results such as “I don’t know, but nobody could have studied harder than I did. They probably cheated. I was gypped!” “Who cares, the judge probably knew the winners’ parents. The rest of us didn’t have a chance,” “It’s not fair! After I didn’t know the answers to two questions, the judge didn’t ask me anything else, and spent ten minutes each talking to the kids who won!” and “If I had spent as much money as the winners, I could have won, too!” The parent should get angry and march the participant up to the announcer to protest the results.
4. Ask members to share an example or two of sportsmanlike and unsportsmanlike behavior they have observed. For examples of unsportsmanlike behavior, ask them to tell what could have been done differently to make the behavior more sportsmanlike.

5. Distribute the *Sportsmanship For Parents and Supporters* brochure. Ask for examples of how participants, their parents, and supporters can apply the tips.

6. Ask members to brainstorm a “wish list” for how they wish their parents would act at judging. Ask parents to compile a similar “wish list” for how they wish their children would act at the same event. Then compare the two lists in an open, friendly, honest discussion.

7. Ask if there are questions and provide appropriate responses.

8. Summarize by briefly reviewing the major points about how members and their parents and supporters are expected to behave before, during, and after the upcoming competitive programs and events.

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**Measuring success: An evaluation checklist**

To evaluate the level of sportsmanship exhibited at competitive programs and to determine where improvements are needed, complete this checklist after your members have participated. Check “yes” or “no” as appropriate, and list problem areas and concerns to be addressed in the spaces provided.

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**Did parents**

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...demonstrate sportsmanship and require their children to demonstrate sportsmanship before, during, and following the program?

**Did youth participants**

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...demonstrate and maintain high standards of personal behavior and conduct becoming to them as individuals and as representatives of their families, clubs, communities, and the program?

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...behave honestly?

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...act fairly?

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...show sportsmanship during the competition itself?

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...show courtesy and kindness?

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...relate well to others?

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...gracefully accept the results?

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Comments, problem areas, and concerns to be addressed in the future:
Appendix: Sample news releases

The following news releases can be adapted and used by 4-H leaders to promote their efforts and draw community attention to the issue of sportsmanship.

**SPORTSMANSHIP EMPHASIZED IN COUNTY 4-H PROGRAM**

The development of sportsmanship is an important part of youth development. To become successful adults, today’s youth must develop the abilities needed to be fair and generous competitors, good losers, and graceful winners. According to __________________, Penn State Cooperative Extension 4-H agent, one of the things ______ County 4-H advisors and professionals are concentrating on this year is helping 4-H members and their families to develop and value sportsmanlike behavior.

__________ says that like many things in 4-H, sportsmanship is “learned by doing.” As a result, ____________ County 4-H club advisors are committed to demonstrating sportsmanship themselves; explaining to members what is expected; providing orientation and practice in sportsmanlike behaviors as members prepare for and participate in programs; and continuing to coach, encourage, correct, and teach to help members develop the sportsmanlike behaviors they need for long-term success.

**4-H LEADERS ARE CONCERNED ABOUT SPORTSMANSHIP**

Why are 4-H leaders concerned about developing sportsmanship? According to __________________, Penn State Cooperative Extension agent, the most obvious reason is that 4-H programs are easier to conduct and are better experiences for everyone involved if everyone demonstrates good sportsmanship.

Even more importantly, __________________ says that the development of sportsmanship is an important part of youth development. Youth and adults who develop and show good sportsmanship get along better and are much more successful on a long-term basis than are those whose behavior is unsportsmanlike.

In addition, __________________ notes that those who like to think about the “big picture” recognize that sportsmanship is one of the key elements of civilized society. Historically, when societies have allowed sportsmanship to decline, their civilizations also have declined.

Finally, _________________ noted that the development of sportsmanship should be and is an important part of 4-H youth development.

__________ says that to become self-directing, productive, contributing, competent, and capable adults, today’s youth must learn to develop and value sportsmanlike behavior.
SPORTSMANSHIP EXPECTATIONS ANNOUNCED FOR 4-H PARTICIPANTS

According to Webster’s Third International Dictionary, sportsmanship is “conduct becoming to an individual involving fair and honest competition, courteous relations, and graceful acceptance of results.” The Penn State Cooperative Extension office of _______________ County, along with the (#)__________ advisors and other volunteers who work with _______________ County 4-H’ers, have announced that all participants in _______________ County 4-H programs are expected to demonstrate the following elements of sportsmanlike behavior before, during, and after their participation in 4-H programs in the upcoming year.

1. Conduct: _______________ County 4-H’ers are expected to demonstrate and maintain high standards of personal behavior and conduct becoming them as individuals and as representatives of their families, clubs, communities, and the 4-H program.

2. Fairness: 4-H’ers are expected to learn and follow the rules for the projects and programs in which they take part.

3. Honesty: 4-H’ers are expected to be truthful and straightforward, to show integrity, and not to lie or deceive. 4-H’ers are to do their own work and make sure they and their exhibit are what they say they are.

4. Competition: Participants in 4-H competitive programs are expected to accept that the nature of competition is seeking to get what someone else is seeking to get at the same time; that competition involves rivalry between contestants to earn recognition and other rewards; and that it results in both winners and losers.

5. Courtesy: 4-H’ers are expected to be well-mannered and to show respect and consideration for all people, animals, and things.

6. Graceful acceptance of results: 4-H youth are expected to accept and receive results with a positive attitude, to congratulate winners, and not to complain, make excuses, brag, or act conceited.

SPORTSMANSHIP AND SPECTATORS: A REMINDER

According to Webster’s Third International Dictionary, sportsmanship is “conduct becoming to an individual involving fair and honest competition, courteous relations, and graceful acceptance of results.” The Penn State Cooperative Extension office of _______________ County, along with the (#)__________ County 4-H’ers, offer the following reminders for how spectators can set a good example for youth who are taking part in 4-H programs this year:

1. Arrive on time and do not save seats. If your group’s members arrive at different times, wait outside to be seated until after the last person arrives. Do not disturb others, and say “excuse me” when appropriate.

2. Applaud for the youth you came to see, your favorite clubs or groups, and others you wish to recognize.

3. Do not boo, heckle, make disparaging remarks, or make insulting comments about or to anyone—including competitors from rival groups and program officials.

4. Listen, act interested, and be quiet when participants are introduced and when other comments are addressed to the audience. Do not talk incessantly during the program.

5. Remain until the end of the event or the class you are observing, or until program organizers indicate it is appropriate for spectators to depart. Do not get up and leave as soon as the child you came to see leaves the show ring or stage.

6. Congratulate the winners after the program.

7. Accept results with grace and good temper. Keep your emotions under control. Do not swear or use offensive language, behave rudely, or lose your temper.

8. If you have questions, concerns, or suggestions, be polite in expressing them. Criticize in private, and compliment in public. Be considerate of the time program officials have to spend with you, and of their other responsibilities. Schedule a later appointment if you need more time than they have to spend with you at the program. Submit compliments, concerns, and suggestions in writing with your signature.

9. Show courtesy toward others. For example:
   - Do not sit or stand in aisles.
   - Do not jump up and block the view of those behind you during exciting moments.
   - Do not block other people’s views when taking pictures or videos.
   - Leave the chairs and bleachers where you find them.
   - Throw away litter. Do not leave programs, drinking cups, or other trash for someone else to clean up.

10. Enjoy the program, and accept our appreciation for setting a good example for today’s youth.

Thank you!