

# In the mix®

## SOCCER: kickin' butts



A half hour special from *IN THE MIX*, the award-winning weekly PBS series.  
Estimated time of completion: One class period or meeting session.

### SUMMARY:

For youth ages 9–18. In this video youth learn from male and female soccer teams about the health benefits of soccer, as well as the health effects of tobacco smoking on athletic performance, and some 'truths' about smoking. They'll discover why soccer is the fastest growing sport in the United States, and how bringing soccer to the inner city will help youth. They also share what qualities make a 'good' coach. This guide gives the facilitator a variety of learning activities to use in the session, including brain-storming, discussion, small-group work, writing and poster-making. Youth learn that soccer can be an exciting, fun and healthful sport for youth of all ages.

### MATERIALS:

- *In the Mix* video:  
**Soccer: Kickin' Butts**
- TV/VCR
- Chalkboard, message board or easel with chalk or marker
- One sheet of lined paper (8 1/2" x 11") and one pencil for each small group
- Poster board and markers and/or paper and pencil (one per youth)

### OBJECTIVES:

- Youth will list 5 health effects of tobacco smoking on athletic performance.
- Youth will state at least one 'truth' about smoking.
- Youth will tell why soccer is the fastest growing team sport in the United States.
- Youth will describe how soccer can be beneficial (especially for girls).
- Youth will identify two qualities of a 'good' coach.
- Youth will describe how bringing soccer to the inner city can help youth.
- Youth will explain how soccer can be smoke-free, as well as a fun and healthful sport.

### OPTIONAL OBJECTIVE:

Youth will create a poster depicting either (1) how playing soccer affects the individual's health (mentally, socially and/or physically) **OR** (2) how smoking affects the individual's ability to play soccer.

## *In The Mix* AWARDS

- *National EMMY for Community Service Programming*
- *Academy of Television Arts and Sciences Honor Roll for promoting values for diversity and challenging racial and gender stereotypes*
- *Young Adult Library Services Association's 1999, 2000 "Notable Videos" lists*
- *CINE Golden Eagle (for Financial Literacy)*
- *PRISM Award (for Drug Abuse)*
- *National Mental Health Association's Media Award (for Depression)*
- *New York Festivals*
- *Prix Jeunesse*
- *Corporation for Public Broadcasting Gold Award*

Visit this program's companion website for video clips, transcripts, resources and more about this topic at:

[www.inthemix.org](http://www.inthemix.org)

# SOCCER: kickin' butts

## TEACHING PROCEDURE:

Introduce the video, **Soccer: Kickin' Butts**, by asking youth to tell why soccer is the fastest growing team sport in the United States. The list of ideas may include:

- because anyone and everyone can play
- there are good, young role models, both male and female who play soccer
- soccer is physical and competitive
- soccer gives you an opportunity to be physically fit
- soccer lets you learn by your mistakes
- soccer offers the edge of competition
- you learn teamwork
- you can get and stay in shape
- how you look is not important on the field
- you can be with people and socialize
- you can develop aspirations to be a professional player
- soccer is a "world" game
- soccer is fun!

Then ask the youth why they think soccer might be particularly beneficial for girls? Their answers might include:

- They learn that it is okay to be rough with one another when they play
- It is a good influence on girls—soccer allows girls to do things they have been told not to do
- You get to play the game you love
- You can be a different person on the field
- You can be very physically active
- It allows you to be yourself; soccer is non-judgmental about appearance
- You don't need to be self-conscious or shy
- It offers the edge of competition
- You work with teammates and learn under adversity
- You learn by making mistakes
- You socialize
- You develop aspirations/goals

Then ask the youth to think about how smoking tobacco would affect one's ability to play soccer. Ask them now to brainstorm a **list of health effects of smoking on physical performance**. The facilitator or a youth should write the list on the chalkboard. The facilitator should listen for the following health effects of smoking that will be discussed in the video:

- shortness of breath
- yellow or stained teeth
- bad breath
- smelly clothing
- stings your eyes and the eyes of those around you
- takes up time
- it decreases the rate that the lungs grow
- it decreases the oxygen carrying capacity of the blood
- it increases the heart rate by 2 to 3 beats per minute, which makes the heart work harder and puts the body under stress
- it slows reaction time
- it causes addiction to nicotine

- it causes a person to have more colds, allergies, throat irritation
- it can cause lung cancer
- it can cause death

## SHOW THE VIDEO:

Following the video, ask the youths if there were any **health effects of smoking on physical performance** mentioned in the video that are not found on the list on the chalkboard/ message board. Add any additional ones not previously noted. Then pass out one 3" x 5" blank card to each youth. Ask each youth to write one 'truth' (a fact) about tobacco smoking on the card. [*\*note that several 'truths' were shared during the video*] After each youth has completed writing the 'truth', have the youth pass the card to the person on his/her right. Ask that youth now to read that 'truth' statement and determine if it is accurate. If the statement is not accurate, the youth should correct it. Then when all youth have read (and corrected, if necessary) the cards, have the youth read the 'truths' aloud. The facilitator should correct any misconceptions or fallacies that are stated by the youth. \*Truths' stated in the video:

- Most high school students do **NOT** smoke
- You do not have to smoke to fit in with others
- People can become addicted to nicotine in a month
- Nicotine changes the brain in long-lasting ways
- According to the U.S. Women's Soccer Team, 99% of soccer players don't smoke
- If you smoke you can't reach your highest level of performance
- Soccer players should never smoke
- Smoking is **NOT** cool
- 90% of people who try to quit smoking in any one year—Fail!
- By smoking 'lite' cigarettes with less nicotine a person may need to smoke more cigarettes to obtain amount of nicotine to which he/she is addicted
- If someone is smoking on the sidelines while soccer is being played, the soccer players can smell the smoke
- California banned smoking from **all** public places

Ask youth how bringing soccer to the inner city may help youth? Their answers may include:

- youth can learn that everyone can play soccer
- youth will have the equipment to play soccer
- they will play soccer and be active, this will keep them busy and out of trouble (away from tobacco, alcohol, drugs, etc.)

Now ask youth to form small groups of 3–4 people. Pass out one piece of paper and a pencil to each group. Ask each group to complete the following statement: **"What qualities make a good coach."** Ask them to think about the different coaches, teachers, or counselors they have had and what characteristics or traits made them effective. Have each small group make a list of at least five 'qualities of a good coach'. Then have one member from each group share the list verbally with the larger group. The facilitator should also share any personal ideas about coaching that would enhance the discussion. Have each small group post the lists when completed.

## Examples of (good) coach's qualities might include:

- helpfulness
- guidance
- player mentality
- works with the youth
- talks with the youth
- is friendly
- develops the player on and off the field
- helps the youth to play above and beyond him/herself
- can identify what the player needs to work on

## WRITE A LETTER:

The culminating activity for this session is **“Writing a Letter to the Coach—Keeping Smoke out of Soccer!”**

Tell youth that now they have seen the video and discussed how soccer is a great sport for all youth and learned how it promotes health and helps youth to socialize. They learned that working with their coaches is important too. A smoke-free environment to play soccer was a theme of the video, and was mentioned by the members of the women's soccer team, the professional men's soccer team and the certified athletic trainer! Ask each student to write a letter to a youth athletic program coach—for soccer, football, baseball (little league), softball, ice skating, or other team sport, and tell them **WHY** the playing area and the surrounding perimeter should be **tobacco-free**. This should be a professional letter in format and language. The **SAMPLE LETTER\*** format should be followed as a guide. After all of the students have completed their letters, have them submit a copy for the teacher to evaluate according to the **SAMPLE LETTER\*** format and the evaluation criteria below.

**(Note to student:** this should be written as a formal typewritten letter and polite and courteous in tone.)

(SAMPLE LETTER\*)

Date

Student's Name  
Street Address  
City, State Zip Code

Name of Coach [Mr. or Ms. + First and Last Name], Coach  
Name of Team  
Address or Post Office Box  
City, State, Zip Code

Dear (Mr. or Ms. \_\_\_\_\_):

**Body of letter:** should (1) describe the reason for writing the letter and the purpose of the student project (to explain how soccer can be tobacco-free and a fun and healthful sport for all youth); (2) why the playing area for the chosen physical activity (specify soccer, football, baseball, etc.) and the surrounding perimeter should be tobacco-free; and (3) express appreciation for the coach's helpfulness and/or for his/her interest and attention to this information.

**Closing of letter:** Sincerely or Yours truly,

Student's signature  
Student's name (typewritten)

## SCORING:

Score student letters according to the following criteria for **“Writing a Letter to the Coach—Keeping Smoke out of Sports!”**

**Criteria 1:** Followed formal and polite/courteous letter writing format (date, name body, closing)

**Criteria 2:** Described the reason for writing the letter and the purpose of the student project

**Criteria 3:** Described why playing area for sport and perimeter should be **smokefree**

**Criteria 4:** Expressed appreciation for coach's helpfulness and attention to information

**Scale for scoring each criteria on 5 point scale:**

**5 points** = Performed the task to an **excellent** degree of competency (performance greatly exceeded expectations)

**4 points** = Performed the task to a **commendable** degree of competency (performance slightly exceeded expectations)

**3 points** = Performed the task to an **average or acceptable** level of competency (performance met the stated criteria)

**2 points** = Performed the task to a **barely adequate** degree of competency (performance almost met the stated criteria)

**1 point** = Performed the task to a **poor or low** degree of competency (performance did not meet the criteria or expectations)

**Total Points Possible = 20**

**Sample Score:**

Criteria 1	Criteria 2	Criteria 3	Criteria 4	Total
5 points	5 points	5 points	1 points	<b>16 points</b>

**Scale for scoring each criteria on 1 point scale:**

**1 point** = Performed the task

**0 points** = Did not perform the task

**Optional activity for this session:**

Have individuals prepare a poster depicting either (1) how playing soccer affects the individual's health (mentally, socially and/or physically); or (2) how smoking affects the individual's ability to play soccer.

**Classroom Assessment for Optional activity:**

**Score individual youth's poster according to the following criteria:**

**Criteria 1:** Youth depicted in a poster (1) how playing soccer affects the individual's health (mentally, socially and/or physically) or (2) how smoking affects the individual's ability to play soccer.

**2 points** = Completed the poster

**1 point** = Partially completed the poster

**0 points** = Did not complete the poster/did not participate

**Criteria 2:** Youth identified either (1) how playing soccer affects the individual's health (mentally, socially and/or physically); or (2) how smoking affects the individual's ability to play soccer

**5** = (1) identified at least one example of how playing soccer affects the individual's health **or...**

**5** = (2) identified at least one example of how smoking affects the individual's ability to play soccer

**Possible correct answers include:**

(1) How playing soccer affects the individual's health by: helping the youth become physically fit; keeping them active and not in front of the television or computer; being a social opportunity; having good role models (mental health), among others; (2) How smoking affects the individual's ability to play soccer by: slowing reaction time; decreasing lung growth; decreasing oxygen in blood; increasing resting heart rate; putting self at risk for injury; shortness of breath — can't stay in game as long, etc.

## ONLINE RESOURCES:

### Sports and youth, coaching sports, youth sports pages:

“Smoke-Free Kids and Soccer”: [www.smokefree.gov](http://www.smokefree.gov)  
United States Youth Soccer Association: [www.youthsoccer.org](http://www.youthsoccer.org)  
United States Olympic Committee: [www.olympic-usa.org](http://www.olympic-usa.org)  
National SAFE KIDS Campaign: [www.safekids.org](http://www.safekids.org)  
National Athletic Trainers' Association: [www.nata.org](http://www.nata.org)  
Boys & Girls Clubs of America: [www.bgca.org](http://www.bgca.org)  
YMCA of the USA: [www.ymca.net](http://www.ymca.net)  
Girls Scouts of the USA: [www.girlscouts.org](http://www.girlscouts.org)  
Boys Scouts of America: [www.bsa.scouting.org](http://www.bsa.scouting.org)  
Women's Soccer World Magazine: [www.womensoccer.com](http://www.womensoccer.com)  
Center for Research on Girls and Women in Sport:  
Women's Sports Foundation: [www.lifetimetv.com/WoSport](http://www.lifetimetv.com/WoSport)  
[infosports.net](http://infosports.net) (on-line community of youth sports coaches, players and parents)  
[www.ysn.com](http://www.ysn.com) (youth sports network)  
[www.youthsportsclub.com](http://www.youthsportsclub.com) (instruction on coaching sports)  
[iSportsDigest.com/Youth Sports](http://iSportsDigest.com/YouthSports) (youth sports and other links to sports)  
[www.ysn.com](http://www.ysn.com) (youth sports network)  
[www.youthsportsclub.com](http://www.youthsportsclub.com) (instruction on coaching sports)

### Physical fitness and health:

American Alliance for Health, Physical Education, Recreation and Dance:

[www.aahperd.org](http://www.aahperd.org)

[www.physicalfitness.org](http://www.physicalfitness.org)

### Government resources on physical activity and youth:

CDC's Office on Smoking and Health: [www.cdc.gov/tobacco](http://www.cdc.gov/tobacco)

CDC's Division of Adolescent and School Health:  
[www.cdc.gov/nccdphp/dash](http://www.cdc.gov/nccdphp/dash)

CDC's Division of Nutrition and Physical Activity:  
[www.cdc.gov/nccdphp/dnpa](http://www.cdc.gov/nccdphp/dnpa)

Governor's Councils on Physical Fitness and Sports:  
[www.physicalfitness.org](http://www.physicalfitness.org)

President's Council on Physical Fitness and Sports and President's Challenge: [www.indiana.edu/~preschal](http://www.indiana.edu/~preschal)

[www.cdc.gov/kidsmedia](http://www.cdc.gov/kidsmedia) (encouraging physical activity among youth and families)

USDA's Team Nutrition Program: [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn)

## RELEVANT NATIONAL STANDARDS:

These are established by McREL at:

[www.mcrel.org/standards-benchmarks/docs/contents.html](http://www.mcrel.org/standards-benchmarks/docs/contents.html)

\*National Health Education Standards

**Health\*:** Comprehend concepts related to health promotion and disease prevention

**Physical Education:** Understands the benefits and costs associated with participation in physical activity; Understands the social and personal responsibility associated with participation in physical activity

**Behavioral Studies:** Understands various meanings of social group, general implications of group membership, and different ways that groups function

**Life Skills–Working with others:** contributes to the overall effort of a group; displays effective interpersonal communication skills

**Language Arts–Listening and speaking:** demonstrates competence in speaking and listening as tools for learning

### How To Reach *In the Mix*:

For information about *In the Mix*, including show descriptions and schedules, visit our home on the World Wide Web at [www.inthemix.org](http://www.inthemix.org), or e-mail us at [inthemix@pbs.org](mailto:inthemix@pbs.org).

*Soccer: Kickin Butts* carries one-year off-air taping rights and performance rights. Check your local PBS listings for airtimes.

Videotape copies of the program can be purchased for \$59.95 (includes performance rights and a Discussion Guide) plus \$5.00 shipping and handling, and can be ordered by sending a check or purchase order to: Castle Works Inc., 114 E. 32 Street, Suite 903, New York, NY 10016. There is a discount of \$5.00 per tape on orders of any three or more *In the Mix* titles. The videos can be ordered online at [www.castleworks.com](http://www.castleworks.com).

Other *In the Mix* programs of interest to grades 7-12 are available on topics including: *Dealing With Death*; *Sex & Abstinence*; *School Violence*; *Financial Literacy*; *Cliques*; *Drug Abuse*; *Teen Immigrants*; *Depression and Suicide*; *Gun Violence*; *Computer Literacy*; *Self-Image and the Media*; *Sports Participation*; *Media Literacy*; *Activism*; *Alcohol and DWI*; *Smoking*; *Political Literacy*; *Dating Violence*; *Getting Into College*; *School to Work Transition*; *Careers*; *Relationships*; *AIDS*; and others.

For a complete catalog, visit our website and the Educators Section. You'll find full descriptions, video clips, discussion guides, transcripts, lesson plans, and more. You can also call (212) 684-3940 or (800) 597-9448, fax us at (212) 684-4015, or write to us at 114 E. 32 Street, Suite 903, New York, NY 10016.

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For more information and resources on tobacco prevention:

CDC Office on Smoking and Health  
4770 Buford Highway, NE  
Mailstop K-50  
Atlanta, GA 30341-3717

Tel: 770-488-5705

E-mail: [tobaccoinfo@cdc.gov](mailto:tobaccoinfo@cdc.gov)

Website: [www.cdc.gov/tobacco](http://www.cdc.gov/tobacco)

Automated voice/fax: 800-CDC-1311

For more information about SmokeFree Soccer, visit [www.smokefree.gov](http://www.smokefree.gov).