



# OSAA Equity and Diversity Newsletter

VOLUME 1 ISSUE 3

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## OSAA Partners with Rise to Win

RISE hosted an interactive 90-minute workshop for Oregon School Activities Association athletics directors on November 18 focused on understanding identities. There will be two more workshops hosted by RISE over the next few months. The workshops are aimed at introducing participants to tools that can help them to be leaders in addressing matters of racism, prejudice, diversity and inclusion.

- Perspective Taking: Wednesday, February 10, 2021 2-3:30pm » [Registration form](#)
- Sports as a Vehicle for Change: Wednesday, April 7, 2021 2-3:30pm » [Registration form](#)



## OSAA Foundation Equity and Diversity Fund

To support these efforts, the OSAA Foundation Board has established an Equity and Diversity Fund that schools can apply for to continue their work in this area. From literature, to guest speakers, to additional training beyond what's provided by the OSAA – the OSAA Foundation is looking for innovative ideas from schools about the engagement of Equity and Diversity training with their students, their staff and their communities. Follow this link for more information and to apply: [OSAA Foundation Equity Fund Application](#)

2020-21 Grant Recipients:

- Century High School, \$2,000. Used for the administration of the "Sports Can Battle Racism" workshops through the Positive Coaching Alliance.
- Bonanza High School, \$2,000. Used to create a diversity and inclusion mural in their building, cultural service project and service project on their campus.
- Lakeridge High School, \$2,000. Used for the administration of the "Sports Can Battle Racism" workshops through the Positive Coaching Alliance.

## S.T.A.R. MISSION STATEMENT

*To create a safe, welcoming and validating environment in Oregon schools by specifically disrupting racism and combating discrimination, so EVERY student can thrive as they are.*

## ***The NFHS Voice: Respect for Everyone in High School Sports and Activities***

**By Dr. Karissa Niehoff on October 30, 2019**

Case studies have revealed that kids want to participate in high school sports because they are fun. Being a part of a team gives them an identity, a sense of self-worth and, in some cases, a reason for engaging in academics. They are included, accepted and feel like a valued member of a community.

This describes the ideal and the goal of high school sports. Fortunately, that atmosphere exists at a majority of the 19,500-plus high schools within the NFHS family. And since it is the desire of high school leadership throughout the country that these ideals continue, we are concerned about the growing decline in respect, integrity and unacceptable behavior in and around high school sports.

Racism is one of our greatest concerns nationwide. We have heard of students posting videos to social media with racist comments. We read about racial comments by team members of nearly all-white schools to opposing players from schools composed of nearly all minority students. There have been cases of white players disrespecting Native American players on the opposing team by addressing them in an unacceptable manner.

This type of behavior could be a reflection of events occurring in our society, or due to lack of a respectful environment at home. Regardless, they are not defensible reasons for the occurrence of these horrible acts within education-based high school sports and activities.

High school sports and activities exist to lift people up, not demean or tear people down. National politics or lack of role modeling by adults at home aside, coaches, administrators and other leaders in high schools nationwide must direct programs with respect, acceptance and dignity and demand the same from the school participants.

More than 50 years ago, Special Olympics began a global movement to break down barriers and end discrimination against people with intellectual disabilities. Since then, lives have been changed for the better all around the world. Many schools have implemented Unified programs in sports, performing arts and even physical education.

We must do the same for everyone. All student-athletes – regardless of race, religion, political views or gender identity – should be treated equally. As baseball Hall of Famer Jackie Robinson said, “I’m not concerned with your liking or disliking me . . . All I ask is that you respect me as a human being.”

As schools hire individuals to fill coaching positions, character must be the top prerequisite for the job. They must be guided by honesty, integrity and ethics, and they must be positive role models for students. And this is certainly not a new idea.

H. V. Porter, the first full-time executive director of the NFHS, had the following to say in 1950: “The amount of success (in improving sportsmanship) is largely dependent on the degree to which attention is constantly given to the matter by the school staff.”

Full Article Available: <https://www.nfhs.org/articles/the-nfhs-voice-respect-for-everyone-in-high-school-sports-and-activities/>

## ***How to Raise a Upstander (Instead of a Bystander)***

*October, 2020 Author: True Sport (Excerpt)*

As young athletes navigate through adolescence, they may run into situations that challenge their moral compass. Whether your athlete is faced with an [ethical](#) dilemma in school, in sport, or in the community, doing the right thing is important – no matter who is watching.

In a [study about young children and the bystander effect](#), results showed that although children are typically extremely helpful to others in need, they are more inclined to assist others only when the responsibility is clearly attributed to them. Children were less likely to help when there were other potential helpers around because there was a diffusion of responsibility.

Here are five strategies to help your athletes become upstanders instead of bystanders in those complex times when their sense of responsibility and [decision-making](#) skills are tested.

### **Reinforce positive behaviors**

Kids can learn about caring, fairness, and how to [lead an ethical life](#) from the people around them, so it's up to adults to lead by example when it comes to intervening in a situation where someone needs help.

"One of the simplest ways to help kids learn new behaviors is to reinforce them as they happen," explains Michelle Borba, PhD, an internationally recognized character education expert, educational psychologist, and award-winning author of 22 parenting books.

"Purposely catch your child acting morally and acknowledge their good behavior by describing what they did right and why you appreciate it."

### **Teach them to become active bystanders**

According to the [Safety Net Coalition at Loyola University in Chicago](#), an active bystander is someone who not only witnesses a situation, but takes action to keep a situation from escalating or to disrupt a problematic situation. When kids decide to speak up on another person's behalf, it takes courage. Sitting in silence when you recognize someone is being hurt can also be devastating and fill your child with guilt after the incident.

Teach your athlete how to become action-oriented and assertive when it comes to situations that are unjust in their eyes. For example, if your athlete sees a teammate taunting an athlete on an opposing team, encourage them to be an upstander and leader by taking action to stop the bullying, whether it's by helping the target walk away, telling an adult, or [another method](#).

### **Expand your child's circle of concern**

Another way to raise upstanders is to expand their circle of concern. By teaching your young athlete to show care and concern to a wider [network of people](#), you're teaching them that their [decisions](#) have an impact on others in their community.

[Harvard Graduate School of Education's Making Care Common Project](#) encourages parents to "cultivate children's concern for others because it's fundamentally the *right* thing to do, and also because when children can empathize with and take responsibility for others, they're likely to be happier and more successful." So, the next time your child is debating whether they should invite one of their [teammates](#) or classmates to their birthday party, for example, ask them to put themselves in the other person's shoes and how they would feel if they didn't get an invite to a party that everyone else was invited to.

### **Practice kindness and empathy**

Empathy creates compassion for other people's perspectives.

In her book, *Unselfie: Why Empathetic Kids Succeed in Our All-About-Me World*, Borba shares, "Empathy can be instilled, and it is composed of [teachable habits](#) that can be developed, practiced, and lived. Empathy is what lays the foundation for helping children live one essential truth: We are all humans who share the same fears and concerns and deserve to be treated with dignity."

When your athlete is regularly exposed to kindness and empathy, they grow both socially and [emotionally](#). So, whether your athlete is having a tough time with a teammate's attitude or they're struggling with the coach's decision to bench them for a game, acknowledge what they're feeling and continue to encourage them to look at the situation from another perspective.

Full Article: <https://www.usab.com/news-events/news/2020/10/truesport-how-to-raise-upstanders.aspx>

## ***All Students Belong: Top 10 Talking Points*** Oregon Department of Education

1. Together, we must protect the mental, physical and social health of all students, families, staff, and visitors in our schools. This includes removing any and all barriers that interfere with a student's wellbeing, belonging, and ability to learn and thrive.
2. When one person in a school community is treated poorly, everyone is affected. The presence of hate symbols on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin causes harm and significantly disrupts the operation of schools.
3. All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.
4. All students benefit from a calm, collected, happy environment, and all students should be free to receive their education without fear of hatred, racism, or violence.
5. All staff and leaders are entitled to work in an environment that is free from discrimination or harassment, and visitors are entitled to participate in our school environment without fear for their safety.
6. This means actively adopting and implementing rules and practices that promote equity and the well-being of all students.
7. At the instruction of Governor Brown, the Oregon Board of Education has prohibited symbols, specifically three of the most recognizable symbols of hate —the swastika, the confederate flag, and the noose.
8. Districts will adopt policies and procedures for addressing incidents where these symbols are present following guidance from the Oregon Department of Education and its partners.
9. Staff members and administrators will do their best to respond to incidents by creating opportunities for education and conversation, and not respond to incidents using disciplinary strategies like suspensions, expulsions, or similar punitive measures unless essential to protect health and safety.
10. We will communicate with you regularly as policies and practices are put in place, and both our district leadership and ODE welcome your feedback.

### **NFHS Sportsmanship Course**

The NFHS developed this free course to give you a better understanding of sportsmanship, how it impacts the educational process and identifies your specific role in modeling it at all interscholastic athletic events. Insight is shared throughout the course from fans, players, parents, teacher-coaches and officials. This course will help provide schools a more positive game environment.

Link to this free NFHS course: <https://nfhslearn.com/courses/sportsmanship-2>

### **Contact the OSAA**

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