

**CHSAA**  
Member Schools



# SPORTING BEHAVIOR

***“WE CHEER FOR OUR TEAM”***

2025

# ***Sporting Behavior Manual***



Game Management Planning Form and Year-End Assessment

# SPORTING BEHAVIOR MANUAL

*“WE CHEER FOR OUR TEAM”*

## Notes

# SPORTING BEHAVIOR MANUAL

*“WE CHEER FOR OUR TEAM”*

## Table of Contents

<b>5</b>	Foreword
<b>7</b>	Greetings from the Commissioner
<b>9</b>	Defining “Education-Based” Participation
<b>12</b>	Teaching Acceptance of Outcomes
<b>21</b>	Preseason Meetings
<b>27</b>	Game Management
<b>33</b>	Promoting Sportsmanship
<b>43</b>	Report Form
<b>46</b>	Becoming an Official

# SPORTING BEHAVIOR MANUAL

*“WE CHEER FOR OUR TEAM”*

## Notes

# **SPORTING BEHAVIOR**

*“Winning and Losing with Honor”*

## **Foreword**

The Colorado High School Activities Association has a comprehensive, effective, yet simple SPORTING BEHAVIOR program for Colorado high schools.

By following this Game Management and Sporting Behavior Expectations Guide, we can create a positive competitive sporting environment.

In this guide, you will find information that will help you plan your year with sportsmanship in mind.

- **Pre-season Meetings & Player, Coach, Fan, Parent Expectations Conduct Guidelines**
- **Game Management**
- **Sportsmanship**
- **Promoting Sportsmanship**
- **Crowd Control**
- **Post Game Evaluations Officials Report. Make them accountable.**
- **Sportsmanship Planning Report**
- **Year-End Sportsmanship Assessment Report**

The goal of this guide is to supplement your school’s operation manual with specific procedures that relate to positive sporting behavior.

# SPORTING BEHAVIOR MANUAL

*“WE CHEER FOR OUR TEAM”*

## Notes

# SPORTING BEHAVIOR

## Greetings from the Commissioner

Dear Participants, Coaches, Fans, and School Community Members,

It is our sincere desire that you find the materials in this exceptional guide useful and conducive to helping create the type of environment you want to create at your school! There is no doubt that sportsmanship is key to everything we do, but it is more than that. Sporting behavior speaks to the very ideals of what we aspire to achieve as a membership of 367 high schools in Colorado. Each and every one of our activities are meant to be enjoyable and enrich the educational experience of our student participants, adding significant value to every contest, production and competition. These events are not just about the competition; they are about having fun, building character, promoting physical health, and teaching our students to become positive contributors to society.

Participants, coaches, and fans should learn—and demand—that winning be approached with grace and humility and losing with dignity and respect for our opponents. When a team wins on the scoreboard while respecting their opponents, the victory becomes even more meaningful. Similarly, a loss should lead to reflection on personal and team growth rather than defeat. In interscholastic competition, both winning and losing serve as important learning experiences.

While winning is a great goal and one we all strive for, it's important to remember that winning in and of itself is not our ultimate purpose. Our true purpose is to promote the ideals of educationally based athletics and activities. These ideals include learning, personal growth, teamwork, and sportsmanship, all of which are essential for the development of our students, not just as participants but as individuals who are maturing into adulthood.

Each one of us plays a crucial role in modeling appropriate sporting behaviors. Your support and conduct are essential in creating a positive atmosphere that reflects the values and reputation of your school. By demonstrating respect, encouragement, and integrity, you can help set a standard that reinforces the educational values of these activities.

Bottom line is, “Be a Leader” in promoting positive sporting behavior. Make your friends, teammates, children, school, and community proud of what your team represents. People remember the actions of their opponents—let's ensure it's a positive memory.

With heartfelt appreciation,

*Mike*

Michael Krueger, Ed.S., CMAA  
CHSAA Commissioner

# SPORTING BEHAVIOR MANUAL

*“WE CHEER FOR OUR TEAM”*

## Notes

# SPORTING BEHAVIOR

## *“WE CHEER FOR OUR TEAM”*

### Defining “Education-Based” Participation

This refers to athletic programs that are integrated within the broader educational mission of schools. These programs emphasize the development of student-participants not only in skills but also in character, leadership, teamwork, and academic success. The primary focus of education-based athletics is to teach life lessons, promote personal growth, and build community through participation in activities, rather than simply focusing on competition and winning. CHSAA emphasizes that activities should complement the academic experience, contributing to the holistic development of students.

CHSAA emphasizes several key areas in “education-based” high school activity participation. These areas ensure that activities complement students’ academic and personal growth. Below are the definitions of each area of emphasis:

- Character Development:** Activities help shape students’ personal integrity and moral values. Through activities, student-athletes learn responsibility, discipline, perseverance, and ethical behavior, both on and off the field.
- Leadership:** Sports participation offers opportunities for students to develop leadership qualities such as decision-making, communication, and motivating others. Student-athletes are encouraged to set positive examples, take initiative, and guide their peers toward shared goals.
- Academic Success:** CHSAA promotes the idea that athletic participation should enhance academic performance. Athletes are expected to maintain good grades and stay engaged in their studies, balancing their time between academic responsibilities and sports.
- Personal Growth:** Participation in sports helps students build confidence, resilience, and self-awareness. Student-athletes are challenged to grow emotionally and socially, learning how to manage both success and failure in a constructive way.
- Life Lessons:** Athletics provide real-world experiences that teach valuable life lessons. Students gain important skills such as time management, conflict resolution, and dealing with adversity, which they can apply throughout their lives.
- Community Building:** High school athletics foster a sense of belonging and pride within schools and local communities. Through sports, student-athletes help strengthen connections among students, staff, families, and the broader community, enhancing school spirit and involvement.

These areas reflect CHSAA’s mission to ensure that high school activities contribute to the overall education and development of students, supporting their growth as well-rounded individuals.

# Developmental Relationships

## The Framework

Developmental relationships are the roots of thriving and resilience for young people, regardless of their background or circumstances. Through these relationships, young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Just as trees rely on a system of roots to support and nourish them, young people need to experience developmental relationships in their families, schools, programs, and communities. However, too many young people miss these opportunities due to bias, prejudice, and systemic exclusion based on their race, ethnicity, income, gender, sexual orientation, abilities, or other differences. Together, we can ensure that every young person experiences the developmental relationships they need to thrive.

### Express Care



- Be dependable
- Listen
- Believe in me
- Be warm
- Encourage

### Show me that I matter to you.

Be someone I can trust.  
Really pay attention when we are together.  
Make me feel known and valued.  
Show me you enjoy being with me.  
Praise me for my efforts and achievements.

### Challenge Growth



### Push me to keep getting better.

- Expect my best
  - Stretch
  - Hold me accountable
  - Reflect on failure
- Expect me to live up to my potential.  
Push me to go further.  
Insist I take responsibility for my actions.  
Help me learn from mistakes and setbacks.

### Provide Support



### Help me complete tasks and achieve goals.

- Navigate
  - Empower
  - Advocate
  - Set boundaries
- Guide me through hard situations and systems.  
Build my confidence to take charge of my life.  
Stand up for me when I need it.  
Put limits in place that keep me on track.

### Share Power



### Treat me with respect and give me a say.

- Respect me
  - Include me
  - Collaborate
  - Let me lead
- Take me seriously and treat me fairly.  
Involve me in decisions that affect me.  
Work with me to solve problems and reach goals.  
Create opportunities for me to take action and lead.

### Expand Possibilities



### Connect me with people and places that broaden my world.

- Inspire
  - Connect
  - Broaden horizons
- Inspire me to see the possibilities for my future.  
Introduce me to people who can help me grow.  
Expose me to new ideas, experiences, and places.

# SPORTING BEHAVIOR MANUAL

*“WE CHEER FOR OUR TEAM”*

## Notes

**CHSAA**  
Member Schools

# SPORTING BEHAVIOR

***“WE CHEER FOR OUR TEAM”***

## ***Winning and Losing with Pride: Teaching Acceptance of Outcomes***

***With additional resources on why “running up the score” can have negative effects on participants and your program.***



# SPORTING BEHAVIOR

## *“WE CHEER FOR OUR TEAM”*

# Teaching Acceptance of Outcomes

It's natural for athletes and competitors to feel disappointment when they do not win, but there are ways to frame the experience positively and address the challenge of accepting defeat. Here are a few ideas based on recent research and expert insights:

- **Celebrate Growth Over Outcomes:** Research has shown that athletes who focus on their personal performance rather than strictly comparing themselves to others tend to be more satisfied. For instance, Olympic silver medalists often feel better about their results when they focus on their achievements rather than what prevented them from winning gold.
- **Recognize Long-Term Benefits:** Interestingly, studies have found that silver medalists and second-place finishers often achieve greater long-term success than gold medalists. For example, some silver medalists pursue more ambitious career goals or maintain better health and motivation after competitions, compared to gold medalists who may experience complacency.
- **Shift the Narrative About Winning:** According to experts, success isn't just about being the best but about making the most of your opportunities. For instance, many public figures and entertainers, like the band One Direction, found success despite not winning top positions in competitions.
- **Foster Resilience and Perspective:** Helping athletes understand that second place doesn't mean failure but is instead a step in their growth and can build resilience. This might involve discussing the effort it took to reach that level and using the experience as a learning moment for future challenges.

For practical tips on having these conversations, encourage athletes to reflect on what they learned, celebrate incremental progress, and consider how their performance aligns with their broader goals. These approaches can help shift the focus from disappointment to pride and motivation for the future.

# SPORTING BEHAVIOR

## *“WE CHEER FOR OUR TEAM”*

# Coaching Through Negative Outcomes <sup>(Perceived)</sup>

Handling the aftermath of a contest loss as a coach requires composure, professionalism, and effective communication. Here are some key points to keep in mind:

### **Stay Composed and Professional**

- Control emotions: Set the tone by remaining calm and composed, even if others are emotional.
- Be objective: Focus on the game’s learning points rather than emotional reactions to the loss.

### **Communicate Effectively with Parents**

- Be transparent: Acknowledge the loss without making excuses. Highlight effort and areas of growth.
- Frame development positively: Emphasize the team’s progress and what the players learned from the game.
- Avoid blame: Steer the conversation away from placing fault on specific players, officials, administrators, or external factors.

### **Lead by Example with Players**

- Encourage reflection: Guide players to think about what they can improve without dwelling on the loss.
- Uphold sportsmanship: Praise the opponent and reinforce respect for the game.

### **Protect Team Morale**

- Be supportive: Reinforce confidence in the players and their potential.
- Limit negativity: Address the team privately to avoid public criticism or embarrassment.

### **Engage with Administrators and Fellow Coaches**

- Show accountability: Take ownership of the loss and demonstrate a plan for improvement.
- Seek feedback: Be open to constructive criticism from other coaches or administrators.
- Maintain alignment: Ensure your approach aligns with the organization’s goals and values.

### **Prioritize Long-term Growth**

- Focus on development: Frame the loss as an opportunity to grow and prepare for future challenges.
- Celebrate effort: Highlight positive aspects of the team’s performance, even in defeat.

**By managing emotions, communicating clearly, and framing the experience as a growth opportunity, a coach can turn a challenging situation into a constructive one for everyone involved.**

# SPORTING BEHAVIOR

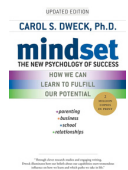
## *“WE CHEER FOR OUR TEAM”*

### Books: Teaching Acceptance of Outcomes

There are several books available for coaches to learn from, and share with athletes, on how not finishing in first place, failing, or facing setbacks can lead to personal growth, success, and valuable life lessons. Here are some recommendations:

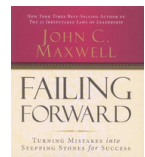
#### **Mindset: The New Psychology of Success by Carol S. Dweck**

Dweck introduces the concept of a “growth mindset” and explains how embracing challenges and learning from failure can lead to greater achievement in the long run.



#### **Failing Forward: Turning Mistakes into Stepping Stones for Success by John C. Maxwell**

This book focuses on how failure can be a key ingredient to future success and offers practical advice on how to turn setbacks into opportunities for growth.



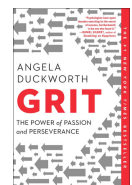
#### **The Gifts of Imperfection by Brené Brown**

Brown discusses how embracing vulnerability and imperfection can lead to a more fulfilling and authentic life, highlighting the value of not always being perfect or finishing first.



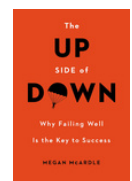
#### **Grit: The Power of Passion and Perseverance by Angela Duckworth**

This book explores how persistence and passion are more important than talent or finishing first, emphasizing the importance of hard work and resilience.



#### **The Up Side of Down: Why Failing Well Is the Key to Success by Megan McArdle**

McArdle discusses how embracing failure is crucial to long-term success and how societal attitudes toward failure can shape our personal and professional lives.



These books offer great insights and stories from a variety of professionals, entrepreneurs, and thought leaders who highlight how setbacks and not finishing first can ultimately lead to greater success.

# SPORTING BEHAVIOR

## *“WE CHEER FOR OUR TEAM”*

### Podcasts: Discussing the Acceptance of Outcomes

There are several podcasts available for coaches to learn from, and share with athletes, on how not finishing in first place, failing, or facing setbacks can lead to personal growth, success, and valuable life lessons. Here are some recommendations:

#### **“How to Fail” with Elizabeth Day**

This podcast features interviews with well-known figures who discuss their failures and how those experiences shaped their lives. The show emphasizes that failure can be a powerful learning tool and often leads to greater success in the long run.



#### **“Brown Ambition” by Mandi Woodruff and Tiffany Aliche**

This personal finance and career podcast often touches on the theme of overcoming failure. The hosts, both women of color, discuss their own challenges, as well as those of their guests, offering advice on how to recover from setbacks and move forward.



#### **“Freakonomics Radio”**

While not entirely about failure, many episodes of this podcast explore how setbacks and challenges can lead to success, particularly in the realms of economics, business, and personal development.



#### **“The Minority Trailblazer Podcast” by Greg E. Hill**

Greg E. Hill hosts inspiring conversations with minority leaders, entrepreneurs, and professionals, focusing on their failures and the lessons they’ve learned along the way. The podcast showcases how overcoming adversity is often a key part of achieving success.



#### **“The School of Greatness” by Lewis Howes**

This podcast is about inspiring greatness in listeners by sharing stories of failure and redemption. Howes interviews a wide range of successful individuals who share how their setbacks helped them grow.



# SPORTING BEHAVIOR

## *“WE CHEER FOR OUR TEAM”*

### TED Talks: Discussing the Acceptance of Outcomes

There are several TED Talks available for coaches to learn from, and share with athletes, on how not finishing in first place, failing, or facing setbacks can lead to personal growth, success, and valuable life lessons. Here are some recommendations:

#### **The Unexpected Benefit of Celebrating Failure** by Astro Teller

Astro Teller discusses how celebrating failure can lead to unexpected benefits and innovation.



#### **Embrace the Near Win** by Sarah Lewis

Sarah Lewis discusses the concept of the ‘near win’ and how it can be a powerful motivator.



#### **How to Succeed? Learn to Fail!** by Maria Charles

Maria Charles discusses how learning to fail is essential for achieving success.



#### **Don’t Regret Regret** by Kathryn Schulz

Kathryn Schulz talks about the importance of embracing regret and learning from it.



#### **Why You Will Fail to Have a Great Career** by Larry Smith

Larry Smith examines the reasons people fail to achieve their career goals and how to overcome them.



#### **Success, Failure and the Drive to Keep Creating** by Elizabeth Gilbert

Elizabeth Gilbert explores the relationship between success, failure, and the motivation to continue creating.



# SPORTING BEHAVIOR

## *“WE CHEER FOR OUR TEAM”*

### The Negative Effects of “Running up the Score”

#### Articles and Blog Posts

##### **The Case Against Running Up the Score**

This article from the Positive Coaching Alliance discusses how running up the score undermines sportsmanship, can negatively affect the psyche of young athletes, and damages the reputation of the team and coach.

[Positive Coaching Alliance](#)

##### **What Does It Mean to Run Up the Score?**

This article defines running up the score and explains why it is often considered unsportsmanlike. It offers examples of how coaches can show respect for their opponents while still encouraging their players to compete.

[ThoughtCo article](#)

##### **Teaching Good Sportsmanship: The Dangers of Running Up the Score**

This post emphasizes how running up the score leads to unsportsmanlike conduct and can prevent young athletes from learning valuable life lessons like empathy, humility, and fairness.

[Stack article](#)

#### Books

##### **Double-Goal Coach: Positive Coaching Tools for Honoring the Game and Developing Winners in Sports and Life** by Jim Thompson

Written by the founder of Positive Coaching Alliance, this book focuses on how to coach for both winning and teaching life lessons. It addresses the importance of sportsmanship, avoiding behaviors like running up the score, and the long-term impact on athletes' character development.

##### **InsideOut Coaching: How Sports Can Transform Lives** by Joe Ehrmann

This book provides insights into transformational coaching, which emphasizes developing character in athletes. He advocates against the practice of running up the score and highlights the importance of empathy and respect in sports.

# SPORTING BEHAVIOR

## *“WE CHEER FOR OUR TEAM”*

# The Negative Effects of “Running up the Score”

### Key Talking Points for Coaches

#### **Impact on Athlete Development**

- Running up the score prevents players from learning how to deal with adversity, a key life skill.
- It can discourage both teams, as the winning team misses opportunities for meaningful improvement, and the losing team is demoralized.
- Coaches should use leads as an opportunity to develop bench players and experiment with new strategies.

#### **Sportsmanship and Character Building**

- Coaches have a responsibility to teach athletes to be gracious in both victory and defeat. Running up the score sends the wrong message about sportsmanship.
- Respect for opponents is critical in fostering a positive sports environment. By running up the score, coaches undermine the respect their team has worked hard to earn.
- Humility is a critical trait of successful athletes. Demonstrating humility when in a winning position teaches athletes how to handle success with grace.

#### **Impact on Team Reputation**

- Teams that consistently run up the score develop a reputation for being disrespectful and unsportsmanlike. This can negatively impact future competition, recruitment, and overall team morale.
- A team known for respecting opponents, even in victory, gains the respect of others and contributes to the integrity of the sport.

#### **Missed Opportunities for Growth**

- Coaches can use games where their team is dominating to provide playing time to less experienced players or to focus on different in-game skills, benefiting the team’s development as a whole.
- Instead of running up the score, focusing on executing plays or trying new tactics can help maintain competitiveness without disrespecting the other team.

#### **Empathy and Emotional Intelligence**

- Teaching athletes to understand and consider the feelings of their opponents builds empathy, which is important not only in sports but in life.
- Building emotional intelligence through empathy and sportsmanship can help athletes become better leaders and teammates in the future.

# SPORTING BEHAVIOR

## *“WE CHEER FOR OUR TEAM”*

### The Negative Effects of “Running up the Score”

#### Video Resources

##### **Respect Your Opponent: Why Running Up the Score Isn’t Beneficial**

A short video from PCA that explains the impact of running up the score on both teams and emphasizes how coaches can maintain a competitive edge without humiliating their opponents.

[Respect Your Opponent - PCA](#)

##### **Sportsmanship: Winning Without Running Up the Score**

A video aimed at youth sports coaches that teaches how to respect opponents and why running up the score can damage both teams’ experiences. It stresses the importance of sportsmanship and humility.

[Youth Sports Coaching Tips](#)

#### Activities for Coaches to Share with Their Teams

##### **Role-Reversal Drills**

- Create scenarios in practice where the team experiences what it’s like to be on the losing end of a large score, helping athletes understand the emotions of their opponents.

##### **Leadership Talks**

- Engage in discussions with athletes about famous examples of sportsmanship, particularly moments where teams showed respect for opponents by not running up the score.

##### **Team Challenges**

- Challenge your athletes to set personal improvement goals that focus on skill development rather than scorekeeping.

**By providing these resources, activities, and talking points, coaches can be encouraged to focus on long-term player development, respect, and sportsmanship, fostering a positive culture for both teams in every contest.**

**CHSAA**  
Member Schools

# SPORTING BEHAVIOR

***“WE CHEER FOR OUR TEAM”***

## ***Preseason Meetings with Players, Coaches, and Parents***



# **SPORTING BEHAVIOR**

***“WE CHEER FOR OUR TEAM”***

## **Preseason Meeting with Student-Athletes**

- **Accept and understand the seriousness of your responsibility, and the privilege of representing the school and the community.**
- **Live up to the standards of SPORTING BEHAVIOR established by the school administration and the coaching staff.**
- **Learn the rules of the game thoroughly and discuss them with parents, fans, fellow students and elementary students. This will assist both them and you in the achievement of a better understanding and appreciation of the game.**
- **Treat opponents the way you would like to be treated, as a guest or friend. Who better than you can understand all the hard work and team effort that is required of your sport.**
- **Wish opponents good luck before the game and congratulate them in a sincere manner that you would like to be greeted following either victory or defeat.**
- **Respect the integrity and judgment of game officials. The officials are doing their best to help promote you and your sport. Treating them with respect, even if you disagree with their judgment, will only make a positive impression of you and your team in the eyes of the officials and all people at the event.**

To the best of my ability I, \_\_\_\_\_, agree to adhere to the conduct guidelines as listed above.

# SPORTING BEHAVIOR

## *“WE CHEER FOR OUR TEAM”*

### Preseason Meeting with Other Student Groups (Band, Student Council, etc.)

- Establish themselves as leaders in their conduct before, during and after contests and events. Always provide positive support for your team, rather than intimidating or ridiculing the other team.
- Assist spirit teams with yells, chants, etc., and be a working part of pep assemblies, with preparation, organization, and involvement.
- Treat opposing players, coaches, spectators and support groups with respect and enthusiasm.
- Conduct themselves in an exemplary manner. Remember, you represent your school both home and away.
- Respect the integrity and judgment of game officials. Treating them with respect, even if you disagree with their judgment, will only make a positive impression of your group, your team and the community, in the eyes of all people at the event.
- Be an exemplary role model by positively supporting teams in every manner possible, including contest of cheers and signs.

To the best of my ability I, \_\_\_\_\_, agree to adhere to the conduct guidelines as listed above.

Because you may not be able to conduct a meeting with the spectators that attend your games, you should then create a flier with conduct guidelines to hand out to spectators at every home contest of each sport. The flier should be given to the spectators as they are given their admission ticket.

# SPORTING BEHAVIOR

## *“WE CHEER FOR OUR TEAM”*

### Preseason Meeting with Parents

- Remember that you are at a contest to support and yell for your team and to enjoy the skill and competition; not to intimidate or ridicule the other team and its fans.
- Remember that school athletics are learning experiences for students and they may make mistakes. Praise student-athletes in their attempt to improve themselves as students, as athletes and as people as you would praise a student working in the classroom.
- A ticket is a privilege to observe the contest, not a license to verbally assault others and be generally obnoxious.
- Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
- Show respect for the opposing players, coaches, spectators and support groups. Treat them as you would treat a guest in your own home.
- Respect the integrity and judgment of game officials. Understand that they are doing their best to help promote the student/athlete, and admire their willingness to participate in full view of the public.
- Recognize and show appreciation for an outstanding play by either team.
- Refrain from the use of any controlled substances (alcohol, drugs, etc.) before, and during games, and afterwards on or near the site of the event (i.e., tailgating.)
- Use only those cheers that support and uplift the teams involved.
- Recognize and compliment the efforts of school and league administrators for their efforts in emphasizing the benefits of educational athletics and the rule of good SPORTING BEHAVIOR to that end.
- Be a positive role model through your own actions and by censuring those around you at events whose behavior is unbecoming.

To the best of my ability I, \_\_\_\_\_, agree to adhere to the conduct guidelines as listed above.

# SPORTING BEHAVIOR

## *"WE CHEER FOR OUR TEAM"*

### Preseason Meeting with Coaches

- Exemplify the highest moral character, behavior and leadership, adhering to strong ethical and integrity standards. Practicing good citizenship is practicing good SPORTING BEHAVIOR!
- Respect the integrity and personality of the individual athlete.
- Abide by and teach the rules of the game in letter and in spirit.
- Set a good example for players and spectators to follow--please refrain from arguments in front of players and spectators; no gestures which indicate an official or opposing coach does not know what he or she is doing or talking about; no throwing of any object in disgust. Shake hands with the officials and the opposing coaches before and after the contest in full view of the public.
- Respect the integrity and judgment of game officials. The officials are doing their best to help promote athletics and the student/athlete. Treating them with respect, even if you disagree with their judgment, will only make a positive impression of you and your team in the eyes of all people at the event.
- Display modesty in victory and graciousness in defeat in public and in meeting/talking with the media. Please confine your remarks to game statistics and to the performance of your team.
- Instruct participants and spectators in proper SPORTING BEHAVIOR responsibilities and demand that they make SPORTING BEHAVIOR the No. 1 priority.
- Develop a program that rewards participants and spectators for displaying proper SPORTING BEHAVIOR and enforces penalties on those who do not abide by SPORTING BEHAVIOR standards.
- Be no party to the use of profanity or obscene language, or improper actions.

To the best of my ability I, \_\_\_\_\_, agree to adhere to the conduct guidelines as listed above.

# SPORTING BEHAVIOR MANUAL

*“WE CHEER FOR OUR TEAM”*

## Notes

**CHSAA**  
Member Schools

# SPORTING BEHAVIOR

*“WE CHEER FOR OUR TEAM”*

# *Game Management*



# SPORTING BEHAVIOR

## *“WE CHEER FOR OUR TEAM”*

# Game Management: Officials

- **Dressing Room- Restrictions/Supplies.** Where possible the official’s dressing room should be located in an area with the most direct access to the playing field and or court. The officials’ dressing room shall be used as a changing area for game officials only. No other individuals shall have access to this area for any purposes unless they can be identified as game management, CHSAA personnel, and/or the officiating observer. The room shall be stocked with water. It is recommended that a sign be placed on the door that states: “Officials’ Dressing Room. No admittance per CHSAA.” It is also only recommended that soft drinks and/or isotonic beverages be made available. Please note for some sports like soccer, baseball, softball, etc., games are played at sites that have no designated dressing areas for officials. Designated parking areas that include a temporary means for private dressing/changing, is strongly encouraged.
- **Security-**It is the responsibility of game management to provide security escort for game officials to and from the playing field or court. If possible, the officials should be escorted to the parking lot.
- **Arrival at Site-**Game officials are required to arrive at the game site per their officiating association’s policy. If an official arrives at the game site within 15 minutes of the start of the game, game management should contact the CHSAA office after the game.
- **Communication with Officials-**Except for contact as is necessary by game management all others are prohibited from talking to the officials before, during, at halftime or after games concerning matters related to the game. Officials are asked to report any such violations to the CHSAA office.
- **Halftime-**Officials will delay leaving the playing field or court until players and coaches have left at halftime. A security escort is to be provided to take officials to their dressing room and prevent contact or conversation between coaches and officials.
- **End of Game-**Officials should leave the court immediately following the end of the game unless their sport officiating procedures require otherwise. In either case, a security escort is to be provided to take officials to their dressing room and prevent contact or conversation between coaches and officials.
- **CHSAA Bylaw-2230-**Game officials are an integral part of interscholastic activities and have been entrusted with the conduct of the event. Derogatory statements or conduct concerning game officials, during actual games, interviews, or at other times by student participants, coaches or other representatives of a school are considered detrimental to the orderly conduct of interscholastic activities programs.

Whenever a game official’s conduct warrants legitimate grievance, the student participant, coach or other school representative shall express the grievance in writing and forward it through the school principal to the CHSAA Commissioner for review and appropriate action. Failure to observe this procedure shall constitute a violation of this policy and subject the offender to authorized disciplinary action. Disciplinary action could result in the following: (a) reprimand; (b) probation; (c) restriction; or (d) suspension.

# SPORTING BEHAVIOR

*“WE CHEER FOR OUR TEAM”*

## Game Procedures

### CHSAA Sports Bulletin

You should find the detail of the game procedures for each sport in its respective sport bulletin and/or online at the CHSAA website.

### Sporting Behavior Cards

The Officials shall provide each varsity coach with a business size card with their sports officiating association’s sportsmanship statement. This card, which also contains the names of the officiating crew, shall be presented at time that is designated by that sports pre-game procedure.

### Introduction of Starting Lineups

Leagues shall create a standard introduction of teams procedure. For intra league play, the visiting coach should be contacted prior to the day of the game to get agreement on the use of the home team’s introduction procedure. Alternating each team’s players is the optimal format for announcing starting lineups.

## Game Conduct

### National Anthem

When the National Anthem is played or the Pledge of Allegiance is recited, students, fans, coaches and players are asked to remove their hats, stand, and face the flag.

### Spirit Teams/Fans/Spectators

- It is recommended that there be positive cheers only.
- Only spirit leaders may use megaphones.
- All attendees must wear shirts and shoes. Face painting is allowed.
- Cheer and tumbling routines must not be in front of the opponents' student body.
- Routines that spill onto the area of the opposing team are prohibited.
- Spirit squads may perform under the basket area outside the free vertical lane lines.

# SPORTING BEHAVIOR

## *“WE CHEER FOR OUR TEAM”*

### Banners

- Banners may be used, but must be sanctioned by the game management, principal, and/or athletic director before the contest. Note: Some facilities, including venues used for CHSAA playoffs, may not allow any banners, especially paper banners.
- The words and graphics on banners must be positive: i.e. “beat”, “outscore”, “conquer”, etc; Negative banners: i.e. “kill”, “maim”, “scalp”, etc, will be confiscated and may result in no future use of banners.
- Banners must not block the view of others.

### Noisemakers

- All artificial noisemakers are prohibited. This includes: cowbells, drums, whistles, horns, plastic clackers, thunder sticks, etc. Exception: bleacher kicking.
- An air horn or cannon may be used on the field and only if supervised by a school designee. They should never be disruptive to the playing of the game and used during dead ball periods at the end of playing action.
- No musical instruments and/or amplified music, including drums, shall play while the game clock is running or when a ‘live ball’ situation is applicable by rule, whether the game is indoor or outdoor. This includes fanfares, drum rolls, etc. The only time the game, once started, is not “in progress” is during a timeout or intermission. This applies to the use of outdoor, in-gym, or in-arena sound systems and public address announcements. The announcer is an integral member of game administration and is a reporter of information not necessarily obvious to spectators. Great care must be exercised to see that neither team gains an advantage from announcements over the public address system. Announcers are not “play-by-play” announcers.
- There shall be no amplified instruments at any CHSAA playoff events.
- CHSAA By-Law-2240-The host school has the responsibility to ensure that an event is governed in a manner that emphasizes the educational values inherent in interscholastic activities. It is the host school’s responsibility to remove any individual(s) creating a disturbance, which disrupt (s), the educational goals of the event.

Further, individuals, who by their actions, have become a constant disruption to the orderly governance of a high school activity shall be barred indefinitely by the school’s principal, or his/her designee, from attending all high school activities at member school(s) and all district, regional and state playoff events. The CHSAA, league and offender must receive written notification of such action.

# SPORTING BEHAVIOR

*"WE CHEER FOR OUR TEAM"*

## Acceptable/Unacceptable Behaviors

<b>Be courteous to all: participants, coaches, officials, staff and fans.</b>	<b>Know the rules, abide by and respect the official's decisions.</b>	<b>Display appreciation for good performance regardless of the team.</b>
<b>Win with character and lose with dignity.</b>	<b>Exercise self-control and reflect positively upon yourself, team and school.</b>	<b>Permit only positive sportsmanlike behavior to reflect on your school or its activities.</b>

<b>Acceptable Behavior</b>	<b>Unacceptable Behavior</b>
Cheerleaders' "Welcome/Good Luck" yells to opposing fans/cheerleaders, combined yells by both cheerleader squads to the entire crowd, opposing coaches and contestants shaking hands before/after contest	Fans reading newspapers, turning backs, making disrespectful actions, or cheering for your team during these introductions, etc. during introduction of opponents
Applause during introductions of contestants, coaches and officials	Derogatory/disrespectful yells, chants, songs, gestures, including "we can't hear you," "we've got spirit, how bout you," "where's your crowd," "you got swatted," "you can't do that," "start the bus," "hey, hey good bye," "scoreboard," "air ball," "you, you, you," "what's the score," "warm up the bus," and other such expressions
Showing concern for injured contestant	Laughing, pointing finger, name calling, etc., directed at opponents in an attempt to distract
Host school extending hospitality to visiting contestants, coaches, cheerleaders and fans	To degrade an excellent performance by opponents

# SPORTING BEHAVIOR

## *"WE CHEER FOR OUR TEAM"*

### Acceptable/Unacceptable Behaviors

Acceptable Behavior	Unacceptable Behavior
Coach/contestants search out opposing participants to recognize them for outstanding performances or coaching	Booing or heckling an official's decision
All fans recognize an outstanding participant's performance by applause, regardless of impact on the contest	Criticizing the merits of officiating
Utilize every opportunity to promote understanding of the rules of the contest within the school and community	Displays of temper and arguing with an official's call
Contestants utilize the team captain or coach for clarification of the call	Derogatory remarks toward the official
Support the activity that is directed by your cheerleaders by learning the cheers and displaying total unity as fans in following their lead	Talking to the news media about displeasure with the officiating
Handshakes between opposing contestants and coaches at end of contest, regardless of outcome	Displays of anger, boasting, use of profanity, bouncing beach balls, antics that draw attention to you instead of the contest
Applause at end of contest for performance well done by all contestants	Doing your own yells
Both winning and losing teams go to their fans and thank them for their cheers and support	Blaming loss on officials, coaching, individual contestant's performance

**CHSAA**  
Member Schools

**SPORTING BEHAVIOR**

***“WE CHEER FOR OUR TEAM”***



# *Promoting Sportsmanship*



# SPORTING BEHAVIOR

*"WE CHEER FOR OUR TEAM"*

## Public Address Announcer

**PROMOTION**



The importance of a PA announcer remaining neutral while announcing is not limited to the listed items below:

- **Maintaining Fairness:** Neutrality ensures that both teams feel they are being treated equally, avoiding any perceived favoritism that could create tension or impact the atmosphere of the game.
- **Promoting Sportsmanship:** A neutral tone encourages good sportsmanship among players, coaches, and fans by setting a respectful tone and focusing on the competition rather than bias.
- **Upholding Professionalism:** Staying impartial reflects the professionalism expected in official roles, ensuring the announcer represents the event with integrity and respect.
- **Enhancing Game Experience:** A balanced, unbiased delivery enhances the experience for all spectators, allowing them to focus on the game and support their teams without distraction or frustration.
- **Avoiding Controversy:** Neutrality helps prevent conflict or complaints from players, coaches, or fans, protecting the announcer and event organizers from allegations of unfair conduct.
- **Encouraging Inclusivity:** By treating all participants with equal respect, the announcer fosters an inclusive environment where everyone, regardless of affiliation, feels welcome and valued.
- **Supporting the Integrity of the Contest:** The announcer's neutrality helps preserve the integrity of the contest by ensuring that attention remains on the athletes' performance, not on biased commentary.

# SPORTING BEHAVIOR

*"WE CHEER FOR OUR TEAM"*

## Public Address Announcer

**PREVENTION**



Remaining neutral as a PA announcer helps to prevent several issues, including:

- **Perceived Bias:** Prevents accusations of favoritism towards one team or player, which can lead to frustration or anger among players, coaches, and fans.
- **Hostility Among Fans:** Reduces the likelihood of tensions escalating between fan bases, which could result in arguments, confrontations, or even violence in the stands.
- **Distraction from the Game:** Keeps the focus on the athletes and the contest, rather than on biased commentary or unnecessary theatrics that can detract from the game experience.
- **Damage to the Announcer's Credibility:** Avoids harming the announcer's reputation by ensuring they are viewed as fair and professional rather than as a partisan figure.
- **Sportsmanship Breakdown:** Helps prevent a decline in sportsmanship by maintaining an atmosphere of respect and fairness, avoiding negative influences that could affect players' or fans' behavior.
- **Undermining the Event's Integrity:** Prevents the perception that the contest is being influenced by external factors, such as an announcer's bias, which could undermine confidence in the fairness of the event.
- **Unnecessary Complaints or Protests:** Reduces the risk of complaints from teams, coaches, or fans about unfair treatment or biased announcements, avoiding potential disruptions or official protests.

# SPORTING BEHAVIOR

*“WE CHEER FOR OUR TEAM”*

## Public Address Announcer

Public Address  
vs.  
Play-by-Play

Here are some of the major differences between a Public Address Announcer and a Play-by-Play Announcer:

### Audience:

- **PA Announcer:** Addresses the live audience in the venue, providing updates and information to those attending the event.
- **Play-by-Play Announcer:** Focus seems to be on people who are not physically at the event.

### Content Focus:

- **PA Announcer:** Primarily provides basic information such as player introductions, scoring updates, penalties, and official announcements.
- **Play-by-Play Announcer:** Gives a detailed, moment-by-moment description of the game, covering every action on the field or court as it happens.

### Tone and Style:

- **PA Announcer:** Neutral and professional, focusing on clear communication without showing bias or enthusiasm for any team.
- **Play-by-Play Announcer:** Engages the audience with more excitement and emotional expression, often reflecting the flow and intensity of the game.

### Engagement with the Audience:

- **PA Announcer:** Primarily informative, with little or no direct interaction or engagement beyond delivering updates.
- **Play-by-Play Announcer:** Actively engages with the audience, often building excitement, providing commentary, and involving viewers in the emotional highs and lows of the game.

### Preparation and Expertise:

- **PA Announcer:** Prepares to deliver scripted and pre-determined information, with less emphasis on deep analysis or game knowledge.
- **Play-by-Play Announcer:** Requires deep knowledge of the sport, players, and strategies, preparing to provide continuous, insightful analysis and spontaneous commentary throughout the game.

# SPORTING BEHAVIOR

## *“WE CHEER FOR OUR TEAM”*

### Sample “Welcome” Public Address Announcements

**Announcers should make the following PSA a part of their script of announcements prior to, during, and after the game.**

#### **Welcome #1**

Good (afternoon) (evening) (morning). Welcome to (Your School Name Here) for today’s contest against (Opponent’s School Name) .

#### **Welcome #2**

Educational athletics, including games like this one, teach lifetime values such as respect for your opponents, coaches, officials, and classmates. There are few better places than athletic competition to demonstrate respect for others. By your demonstration of respect for those participating and watching today, you underscore that the most important part of high school competition is the people involved, not the game itself.

Once again, welcome to (Your High School Name) and today’s contest.

#### **Welcome #3**

Show your positive appreciation for the efforts of everyone involved in today’s game, from the players, to the coaches, to the officials. Positive sporting behavior can be your school’s defining moment.

#### **Welcome #4**

The teams playing tonight remind you that sporting behavior is taking pride in your school, your team, and yourself. It is respect for the sport and for those who compete in it. It means taking personal responsibility for keeping this contest at a high level of fair, clean, wholesome competition.

We are pleased to welcome our guests from (Opponents High School Name).

# SPORTING BEHAVIOR

*“WE CHEER FOR OUR TEAM”*

## Public Service Announcements

**Announcers should make the following PSA a part of their script of announcements prior to, during, and after the game.**

### **PSA #1**

The score of any athletic event is generally forgotten over time, but the actions of the players, coaches and spectators are remembered. The next time you attend a high school game, think of how history will remember you. Good sports show you how to play the game. A message from the Colorado High School Activities Association and (your school name here).

### **PSA #2**

Ethics, integrity and respect are values important in our daily lives. On the playing field, they are translated into the word SPORTING BEHAVIOR. SPORTING BEHAVIOR is one of the strongest educational lessons and lifetime values taught by interscholastic athletics. Remember, Sporting Behavior - “It’s the Essence of the Game”. A message from the Colorado High School Activities Association and (your school name here).

### **PSA #3**

An educational environment is critical to the success of high school athletics. An important part of that environment is planning for good SPORTING BEHAVIOR. Without good SPORTING BEHAVIOR on the playing field, the lessons learned lose their value. Remember the next time you attend an interscholastic event that you are really inside a classroom where good sports receive the highest grades. A message from the Colorado High School Activities Association and (your school name here).

### **PSA #4**

Winning - the “number one” syndrome - is the number one problem in interscholastic athletics. High School athletics are truly educational in nature, and among the values learned are those associated with good SPORTING BEHAVIOR. Being number one in SPORTING BEHAVIOR is educationally more important than being “number one.” Sporting Behavior - “It’s the Essence of the Game”. A message from the Colorado High School Activities Association and (your school name here).

# SPORTING BEHAVIOR

*“WE CHEER FOR OUR TEAM”*

## Public Service Announcements

Announcers should make the following PSA a part of their script of announcements prior to, during, and after the game.

### PSA #5

The dictionary defines good SPORTING BEHAVIOR as playing fair and being a good winner and loser. We often forget that it is more important to be gracious in victory. Good SPORTING BEHAVIOR gives us a standard to follow at all times. Remember, Sporting Behavior - “It’s the Essence of the Game”. A message from the Colorado High School Activities Association and (your school name here).

### PSA #6

A coach once wrote, “When we lose without excuses and when we acknowledge the better team, we place winning and losing in their proper perspective. That’s when we find out if we can be good sports.” SPORTING BEHAVIOR is a goal to strive for at all times, in athletics and our daily lives. Sporting Behavior - “It’s the Essence of the Game”. A message from the Colorado High School Activities Association and (your school name here).

### PSA #7

Your ticket to an interscholastic athletic event is a privilege, a privilege to watch youngsters learn on the playing field. One of the lessons taught to players is one spectators can follow as well - that of role modeling good SPORTING BEHAVIOR. Unruly behavior is unacceptable in the classroom, and athletics are a classroom. A message from the Colorado High School Activities Association and (your school name here).

### PSA #8

Your ticket to an interscholastic athletic event is a privilege, a privilege to watch youngsters learn on the playing field/court. One of the lessons taught to players is one spectators can follow as well- the role model of good sporting behavior. Unruly behavior is unacceptable in the classroom, and athletics are a classroom. A message from the Colorado High School Activities Association and (your school name here).

### PSA #9

Our top priorities at today’s event are Sportsmanship and a safe playing environment. This is especially true with respect to a person’s race, gender, sexual orientation, religion, national origin, ethnicity, or disability. Under no circumstances should any student-athlete, official, coach or spectator be subjected to behavior and/or language aimed to demean, disrespect or harm them. Thank you for helping us promote sportsmanship and respect at today’s event. A message from the Colorado High School Activities Association and (your school name here).

# SPORTING BEHAVIOR

## *“WE CHEER FOR OUR TEAM”*

### Public Service Announcement: Post-Contest

Announcers should make the following PSA’s a part of their script of announcements after the game.

#### **Post-Contest PSA #1**

Today, we witnessed the very best of what sports can offer—an incredible display of skill, determination, and teamwork by both teams. Each athlete gave their all, leaving everything on the field, court, or mat. Remember, the scoreboard is just one measure of success; the true victory lies in the effort and heart you’ve shown today.

#### **Post-Contest PSA #2**

Every competition is an opportunity to grow. Whether you’re celebrating a win or reflecting on a tough loss, the lessons learned here will stay with you far beyond today. They shape your resilience, teach you the value of teamwork, and inspire you to strive for greatness in everything you do.

#### **Post-Contest PSA #3**

To our fans—your energy and encouragement lifted these athletes to perform at their best. Your support reminds us all why sports bring communities together, and we thank you for cheering with passion and respect.

#### **Post-Contest PSA #4**

At the heart of competition lies respect—for your opponents, your teammates, and the game itself. It’s not just about what you’ve accomplished, but how you’ve carried yourselves. And today, you’ve shown true sportsmanship through your actions on and off the field.

#### **Post-Contest PSA #5**

To every athlete who competed today: you have proven that you are not only great athletes but even better human beings. Carry that spirit forward, both in sports and in life. Congratulations on an incredible tournament, and thank you for making this a day to remember.

# SPORTING BEHAVIOR

## *“WE CHEER FOR OUR TEAM”*

# Crowd Control

Although there are no magical secrets to crowd control the following important suggestions need emphasis by administrators and event managers in crowd control.

- Reiterate the CHSAA recommended sportsmanship standards and expectations for coaches, players, students, cheerleaders, spectators, and management personnel. Communicate with them in a variety of ways, expect them to be followed, and do something when they aren't.
- Establish/communicate policies and emergency procedures regarding: a) fire; b) drinking and possession of alcoholic beverages; c) possession, use or sale of drugs; d) medical emergencies; e) lost and found articles; f) bringing foods, beverages, radios and tape decks into the gym or stadium; g) bomb threats; h) alternatives in case of score clocks, light, or other facility failures; and i) transportation problems.

Written emergency procedures should be clearly understood by the public address announcer.

- Identify supervisors and ushers by use of jackets, armbands, or badges and expect them to be active and visible to discourage problems quickly identified.
- Expect/encourage management personnel, supervisors and security people to avoid becoming too involved in watching the event and to be observant, active and consistent in applying rules and procedures.
- Be consistent in applying policies and rules; be supportive of your management and supervisory personnel.
- Avoid seating bands or spectators near the visiting team bench and the visiting team spectator seating area.
- When someone is behaving in an undesirable way, or violating rules of good sportsmanship and citizenship, do something about it. Actions speak louder than words. Inaction allows the establishment of undesirable examples and habits that can mushroom, lead to more serious problems and result in negative learning.
- Have admissions, ticket sales and parking lot personnel observe and screen people for possession of alcoholic beverages, intoxication and abnormal or suspicious behavior. Alert crowd control supervisors to observe behavior and whereabouts of potential problem people.
- Supervise the rest rooms.
- Establish precise job descriptions, expectations and authority of all working personnel and inform them of all rules, regulations and emergency procedures.

# SPORTING BEHAVIOR MANUAL

*“WE CHEER FOR OUR TEAM”*

## Notes

**CHSAA**  
Member Schools

# SPORTING BEHAVIOR

***“WE CHEER FOR OUR TEAM”***

# ***Report Form***



# SPORTING BEHAVIOR

*“WE CHEER FOR OUR TEAM”*

## Random Acts of Kindness

In a past meeting of the Sportsmanship Committee, the decision was made to identify what the committee feels happens more often than most people think and that is our teams, student-athletes, coaches, student bodies, parents, and fans participate in positive acts of sportsmanship. Therefore, the Committee stole from the concept of random acts of kindness to propose a project for the CHSAA called Random Acts of Sportsmanship.

The National Federation of High School Association’s (NFHS) inaugural presentation of the “Spirit of Sport of Award” was given to Evergreen High School for encouraging and selecting an autistic student to participate as a cheer athlete. It was unprecedented, in that this cheer athlete was a full member at all cheer activities, including competitions. The Evergreen cheer squad did not care about their scores in competition but only that they compete as a team. This was a random act of sportsmanship. Team was placed above winning.

Within our 367 member schools, the committee knows that this type of positive sporting behavior happens all the time in the CHSAA. The Committee is asking that you announce this project to your student body to be on the look out for random acts of sportsmanship. The Committee/CHSAA will select from the pool of submissions and pick the top five, which will be presented at the fall Sportsmanship Symposium. Those individuals who participated in these random acts of sportsmanship will be recognized at the Symposium as well.

### The Details

Through social media:

CHSAA Twitter: @CHSAA - #randomsportsmanship

CHSAA Instagram: @CHSAA - #randomsportsmanship

What to Submit: Scenario/Description Photo of Events and Characters

How many to Submit: Unlimited

Contact

- Rashaan Davis ([rdavis@chsaa.org](mailto:rdavis@chsaa.org))
- Mike Book ([mbook@chsaa.org](mailto:mbook@chsaa.org))

# SPORTING BEHAVIOR

## *“WE CHEER FOR OUR TEAM”*

# Game Management Preseason Planning

The following forms are designed to assist the school in developing an action plan in regard to SPORTING BEHAVIOR and game management. It is the belief of the CHSAA SPORTING BEHAVIOR Committee that the development of such a plan will reduce the potential for conflicts during the school year. The plan will also ensure that the school has a plan in place when an incident occurs. The action plan should be broad-based and examine every area of the game management activity. By checking each item and returning this form, you are telling the CHSAA and visiting teams that you have addressed the area and discussed the expectations of each with your coaches, players, student body, support groups, faculty, cheerleaders and adult followers. Additionally, you have planned to deal with any situations that might arise.

- School Administration (administrators responsible for activity and or supervision, greet visiting administrators.)
- Organization/Facility Readiness: (building access, bleachers, clean locker rooms, concession stands, lights, officials' locker room, press seating, videotape area, cheerleader area, band seating, pass gate, ambulance, athletic trainee, security, emergency procedure phone numbers, first aid/supplies, training room for both teams, custodial access, access to emergency phone, designated home and away spectator seating.)
- Coaches (professionalism, positive role models, demonstrate respect for authority, participants, fellow coaches, officials, fans, visitors, parents, media)
- Teams (respect: demonstrate sportsmanship by respecting authority, opponents, teammates, property and self.)
- Student Body (show pride in your own team by demonstrating respect for officials, fans, opponents, cheerleaders, etc.)
- Support Groups (welcome opposing support groups, cheer for your team, not against (cheerleaders/pep band/ the other team/drill teams/dance teams)
- Fans (positive support for own teams, officials, participants, coaches, fans, opponents and support groups.)
- General School Hospitality (greet teams, meet officials--pre-game, half time & post game-- promote positive sportsmanship through respect for property, equipment and facility.)
- Public Service Announcement (sportsmanship code prior to game)

**CHSAA**  
Member Schools

## SPORTING BEHAVIOR

***“WE CHEER FOR OUR TEAM”***

# ***Become an Official***

Click [\*\*HERE\*\*](#) to find out how  
to become an official.

