

# The Team Captain

The next day, Miss Zeigler took the girls by themselves for a separate practice. They were still a little down because of the previous day. Miss Zeigler began by asking them what had gone wrong.

"Well, we didn't play as a team," admitted Beth.

The girls were beginning to realise how important it is to play in position. Soon they were all talking at once, asking Miss Zeigler for the position each liked best.

Miss Zeigler interrupted them. "Come on, team. You all need to learn to play in different parts of the field. Anyway, before we play, I want you to do some fitness training." The girls groaned. Running and jumping seemed like 'work'.



"I don't want to do this!" puffed Anna as she slowed to a walk.

"Why can't we practise throwing balls?" Beth whispered loudly. Several girls agreed. Jodie, however, tried to encourage the others to follow Miss Zeigler's instructions. Then one or two began to make faces and laugh at her, accusing her of being the teacher's 'pet'.

Miss Zeigler decided to call a halt. "Girls, we have a problem, don't we?" she said. "Each of you wants to play and train in your own way. Look at Jodie. Probably all of you wish you were team captain. That's quite normal and I hope all of you get to be captain at some point. But can you see why I chose Jodie?

Think about what it means to be a team captain. It's not only a privilege: it's also a responsibility and means extra work. What does the captain have to do?"

A silence followed, which was eventually broken by Beth. "She has to get here before everybody else, she has to stay until the end, and she can never be absent."

"Good!" said Miss Zeigler. "What else? Julie?"

"She has to make sure that there are balls to play with and put them away at the end."

"What else, Anna?"

"She has to know how each of us plays, and help you decide whom to put where."

"Very good! Jodie, what do you have to say?"

"I think that the most difficult thing is having to keep encouraging people and make them follow the rules. It takes a lot of patience."

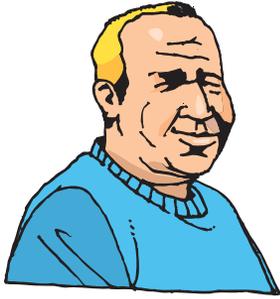


The Oxford and Cambridge boat race takes place every year. In 1899, Cambridge decided to carry an extra man to look ahead and give directions to the oarsmen. The tactic was so successful that rowing teams have had a 'cox' ever since.

## Chapter 5

"That's true, isn't it, everyone? Sometimes it's easier to obey than to give the orders. That leads to another point. Captains obviously have to learn to give instructions so that people want to obey them. But they also need to know how to follow orders themselves. You can't give instructions effectively unless you know how to obey them!"





Many people think that the best coach of all time was an American called Knute Rockne. He didn't just know his players' weight and speed; he knew how they all thought and felt and how to make the most of each person. This made him a superb tactician. His instructions were always exact but given in an encouraging way.

Having been a player who followed orders closely, he knew how to give them and how to win.



In the army, those chosen to give orders are the ones who follow them best. Soldiers perform difficult, boring, and sometimes dangerous tasks. They do this because they respect their officers.

Giving orders is not easy. You need to be sure of what needs to be done, how it should be organised and how to be fair, without asking more than people can give. This will motivate others to trust you and follow your orders.



## 1. What are Jodie's...

...responsibilities as the captain of the rounders team?

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What do you think are the responsibilities of a team captain during a hiking expedition?

.....

Imagine that you are a team captain. What do you think would be your most difficult task?

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## 2. Re-read...

... Knute Rockne's story and answer:

a. Why was it important that Knute Rockne learnt to follow orders from his coach when he was a player?

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b. Why did his team win when he was a coach?

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c. Why did his team trust him?

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### 3. Team captain

a. When you are given an instruction, what motivates you to follow it?

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b. What puts you off or makes you want to rebel?

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c. What do you think is the best way to give orders? Why?

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.....

d. Which orders do you find the most difficult to follow?

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.....

### 4. Little by little towards a goal

Choose an order from your list given at 3d. above and see if you can make yourself follow it all this week. Start by filling in the form below:

#### Goal

I, ....., promise this week to follow a difficult order from.....  
.....when he/she asks me to.....

Think and talk about the following with your parents or an adult at home:

a) What does it mean to be a 'leader'?

.....  
.....

b) List the qualities of a leader.

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.....  
.....



We did it well



It was a little difficult



We need to do it again

.....  
*Signature of a parent or responsible adult.*

# Different But Equal

Alice was beginning to understand what her parents were telling her about genes, but she had a puzzle. How did her schoolmate Max fit in? He was the son of neighbours, but he didn't look like the rest of his family.

"Dad... you know Max? Why's he—you know—different?" she asked one day.

"He has a genetic problem," replied her dad. "Sometimes things go wrong inside the genes. It's as if some of the letters of the DNA message are repeated or unreadable. Then part of that person develops more slowly than normal—or some features may be altered."

"Max has Down's Syndrome," her mum said. "But have you noticed what a good boy he is? And he's always so cheerful, too!"

"But he makes me nervous," said Alice.

"Yes—because you think he's 'different'. But you shouldn't judge people by their appearances. Max is just like anyone else—he can do many things and achieve many goals. Also, look how affectionate and honest he is. It's too sad that other children think him different and don't want to be his friend—even exclude him from things—just because he's not quite like

them. You know, that's called discrimination."



"I like Max, but..." Alice lowered her head, feeling a little ashamed.

"Don't feel bad," Dad said. "What you have to do now is learn how to treat him fairly. You can play together, learn many things, and just have a good time."

"Do you think that he wants me to be his friend, Dad?" asked Alice.

"I'm sure he does!" he responded energetically.

"Let's see if we can arrange for you to go over there one afternoon."

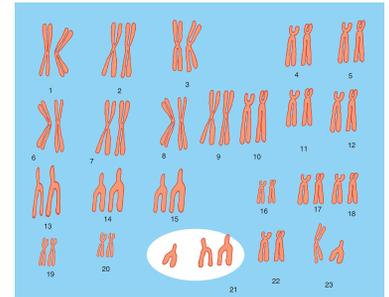
The following Saturday, Alice and Charlie went to Max's house and asked him if he would like to play. Max beamed at them and showed them all his favourite toys. He didn't speak very much but he smiled a lot.

When she got home, Alice told her mum that Max was so sweet. He had shared all his toys. But there were a lot of simple things which he seemed to be unable to do.

"Well, Alice, we are all are born with strengths and weaknesses," her mum commented. "As children, there are certain things that adults expect of you, like studying hard. Some children aren't able to study in the same way, but they still have tasks

to perform in life. They too have to try to do those tasks as well as they can. It's up to everyone to try hard to become the very best person they can be. Max has to make a huge effort to do simple things, but his efforts are worth just as much as yours."

Alice had a lot to think about as she went up to her room: not only had she found a new friend—she had learnt something new about herself and about life!



Down's Syndrome is a chromosomal or genetic disorder. Of the 23 pairs of chromosomes that make up each human cell, pair number 21 has 3 chromosomes instead of 2. Because of this, it's also called Trisomy 21 ('tri' stands for 3).



## 1. Think and answer:

- a. Why do we sometimes feel uncomfortable with people who are 'different'? Is it because we don't know them?

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- b. How do you think that people like Max feel when others make them feel that they are 'different'?

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- c. What would you say to a child who said he/she was afraid to be Max's friend?

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- d. It is rude to stare at people who are different, but we shouldn't ignore them either. How should we treat people who are physically or mentally disabled?

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People with Down's Syndrome or Trisomy 21 are born with a birth defect. It can make simple things very difficult for them to do.

But they are known for being cheerful and sincere.

They and their families deserve respect and help.

## 2. Complete the following:

When someone doesn't treat a 'different' person like everybody else, it's called

.....



### 3. Order:

Order the events according to how they occurred in the text.

- Alice and Charlie went to visit Max.
- You have to understand how to treat Max fairly.
- Max has Down's Syndrome.
- He's always cheerful.
- Everyone should try to become the best person that they can be.
- That's called discrimination.
- Things go wrong with the genes.
- Some children don't want to know Max because he is different.

Talk to your parents, or an adult at home, about discrimination.

- Ask them how they feel about discrimination. Is it good or bad, and why?

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Together, look for examples of discrimination.

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*"To be impaired in one's intelligence does not mean that one is any less in one's emotions, spirit, and soul."*

Professor Jerome Lejeune, the scientist who discovered the genetic origin of Down's Syndrome



We did it



It was a little difficult



We need to do it again

.....

*Signature of a parent or responsible adult.*