Playing Fair **WCBF 4-5**

Objective: Students will become aware of their actions and demonstrate leadership in implementing the principles of fair play.

Materials needed

•Christine Sinclair article:

http://sports.nationalpost.com/2012/10/12/christinesinclair-suspended-fined-four-games-for-olympicincident/

Optional Resources

(NOT included in the Kits)

- Your school's code of conduct
- True Sport:

http://www.truesportpur.ca/en/principles

IRP PLO(s) addressed:

Grade 4, English Language Arts A1: use speaking and listening to interact with others

Grade 4, Health and Career Education C5: describe interpersonal skills necessary to build positive relationships Grade 4, Physical Education C2: describe fair play principles for participating in physical activity

Grade 5, English Language Arts A1: use speaking and listening to interact with others

Grade 5, Health and Career Education C6: analyse behaviours that contribute to a safe and caring environment

Grade 5. Physical Education C3: demonstrate fair play in

nttp://www.trt	lesportpur.	physical activity	hysical activity	
	Teacher guide		Student guide	
Opening	Time 5 min	Introduce the idea of how sports can be competitive and bring out strong emotions. For example, people can sometimes get caught up in the game and do things that do not represent fair play.	Students consider how people do not always play fair.	
Pre-Activity	10 min	Give them examples of people who have not always played fair. For example, Christine Sinclair's 4 game suspension and fine due to comments she made at the 2012 London Olympic Summer games regarding the refereeing after Canada lost a semi-final game to the US. Ask students why they think she acted this way. Sample student responses: Because she cares about her team Because she wants to win Because she felt the referee was being unfair Discuss the importance of still trying to be a team player when situations become intense and emotions are strong. Discuss the importance of being aware of how the experience impacts others. Give a school team example such as when playing for the school's basketball team you may feel pressure to represent your school and not let your teammates down but what might happen if you do not engage in fair play? Sample student responses:	Students consider why someone might not play fair and what could happen if they themselves do not engage in fair play. Students reflect on the importance of remaining a team player even in challenging situations.	

They could ruin the school's reputation They may not be able to play other games or

be a part of other school teams Teammates may become frustrated

Activity 15 min Have students discuss in small groups situations that Students discuss and consider the made them consider playing unfairly. possible impact of their actions on themselves and others. Sample student responses: Situations where they felt an unfair call was They felt the other team cheated Have students comment on each other's experiences and discuss how others in the situation may have felt if fair play did or do not occur. Sample student responses: Their follow teammates could become upset if you receive a penalty for unsportsmanlike conduct. The opposing team may no longer want to play against your team because you don't follow the rules. Have students discuss how their fellow teammates might feel if they are left out of the game and excluded from playing. Give an example of a situation such as not passing the ball to everyone on the team during a basketball game. Sample student responses: Their fellow teammates might feel angry or It is unfair to exclude people from the game because it does not give them the opportunity to play and be included in the team. It is important to include everyone even when the competition becomes intense.

Closure	5 min	Discuss with students the importance of demonstrating fair play so that everyone is able to enjoy the same activities. Discuss how accepting players with different abilities is part of being a team player and a leader.	Students consider the benefits of fair play and the importance of being a team player and a leader in implementing the principles of fair play.
		For example, by being a leader and participating in games fairly others will be more likely to play fairly as well.	

Adaptations:

• For students who are non-verbal show them pictures of examples of being a good team player actions (such as a friend offering a hand to help, a friend sharing, a person listening to their friend talking, etc.) as well as non-exemplars such not passing the ball, not listening, etc. Ask them to show you or point to what a good team player is. Have the student place an emotion card next to the actions (i.e. a happy face next to team player actions, a sad face next to non-exemplars).

Reflection: What went well? What needs to be changed for next time? What did I observe about my students? What would better facilitate my teaching of this topic? What needs to be considered for subsequent lessons on this topic?