



THEME: Fair Play Code
LEARNING OBJECTIVE: To develop a list of guidelines for Fair Play

TYPE: Drama/Creative writing
MATERIALS: Paper, pen/pencil

Fair Play means more than just following the rules. Games and contests become opportunities to strive – with opponents – for excellence. Cheaters cease to play the game. Current strategies for promoting fair play in sport emphasize the inner and personal rewards and the love of play.

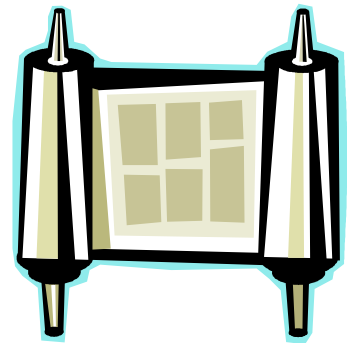
When I play fair I:

- Respect the Rules
- Respect the officials and accept their decisions
- Respect my opponents
- Give everyone an equal chance to participate
- Maintain my self-control at all times

ACTIVITY: Create a Fair Play Code for your Olympic Club

In a group of four or five, talk about the kinds of behaviours that might make up a code for fair play. Make a list of your best five ideas. Then present your ideas to your club, and, as a club decide on the five to ten behaviours that will make up your clubs official fair play code. Write your Club's list below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Post your Olympic Club's Fair Play Code somewhere where everyone can see it.



THEME: Fair Play is an Olympic Ideal
LEARNING OBJECTIVE: To learn and better understand the values of Fair Play

TYPE: Art project
MATERIALS: Paper

“That’s not Fair!” You’ve probably heard this phrase before, or maybe you said it yourself. When someone does something against the rules, we think it’s not fair. When we play, we want to play fair.

Fair Play is an Olympic Ideal

Sports are fun, challenging, demanding and rewarding. We improve our skills, learn to co-operate with team members and get a sense of accomplishment and pride in honest effort. Sports can teach us valuable lessons that apply to other areas of our lives as well.

Fair Play is all about respect for the rules, respect for your opponent and respect for the officials and acceptance of their decisions. It’s about giving everybody an equal chance to play and maintaining your self-control.

ACTIVITY: Design a poster that encourages others to play fair and then display it around the school.





THEME: Take the Athletes Oath
LEARNING OBJECTIVE: To learn and appreciate the values of Fair Play and making a promise.

TYPE: Public Speaking
MATERIALS: None

We all want to do well, win friends and be popular. We should all try to excel. Wanting to win is a perfectly acceptable goal. But what if we want to win so badly, we'll do anything to do it - like cheating?

In sport, "doping" is one way cheaters try to win. "Doping" is using drugs or other substances to improve athletic performance or physical appearance. Before the 1988 Games in Seoul, Canadian Ben Johnson took a steroid to improve his performance. He cheated, disappointed everyone, and was forced to give back the gold medal he had won for the 100 meters in Track & Field.



It is wrong to want to win so badly that you cheat. You don't need to cheat to do well. It's not the way to win, and it's not **Fair Play**.

ACTIVITY: As a club, read aloud the Athlete's Oath and discuss it.

Olympic Athletes Oath

In the name of all competitors, I promise that we shall take part in these Olympic Games respecting and observing the rules which govern them, in the true spirit of sportsmanship, for the glory of sport and honour of our teams.

As a club, stand and take the Olympic Club Oath. Try and do it from memory.

Olympic Club Oath

**I promise to do my best in everything I do, then try to do even better.
 I promise to play fair and according to the rules.
 I promise to respect the people I am playing with, including all opponents, and to remember that participating is more important than winning.**





THEME: What is Fair Play?

LEARNING OBJECTIVE: To gain a better understanding of Fair Play by expressing points of view.

TYPE: Group discussion

MATERIALS: Paper, Pen/pencil



“Fair Play means that I respect my team mates and my opponents. Sometimes it’s harder to play fair.” (from a 14 year old student)

“I try to play fair, that is to follow the rules. But in a game that we really want to win, we sometimes have to commit a tactical foul.” (from a 15 year old football player)

“Fair play does not only mean adherence to written rules: rather it describes the right attitudes of sportsmen and sportswomen and the right spirit in which they conduct themselves...” (International Fair Play Charter)

ACTIVITY: Understand and discuss the following questions as a class or in smaller groups.

1. Do you agree with each of these statements? Why or why not?
2. What do you think is the meaning of fair play?
3. Discuss some situations in which it is difficult to follow the spirit of fair play.

List examples of fair play (in sport or other) down the right hand side. List examples of unfair play (in sport or other) down the left hand side.

FAIR PLAY

UNFAIR PLAY



THEME: Fair Play Dilemmas
LEARNING OBJECTIVE: To gain a better understanding of Fair Play through role play and discussion.

TYPE: Drama/Role Plays
MATERIALS: None

ACTIVITY: In groups of 3-4, act out the following role plays and then answer and discuss the questions below.

Role Play # 1

On your sports team one of the players gets angry after an opponent scores a goal and swears at the other player.

Role Play # 2

One of the players on your team has an argument with a referee after he calls a penalty kick.

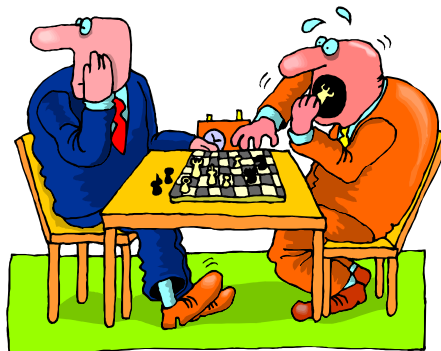
Role Play # 3

During a school sports event one of your team members is caught cheating.

Role Play # 4

While you are planning for a hike, one of your group is ignored by the rest of the group.

1. What is the fair play issue in each of these situations?
2. Talk about two or three ways to resolve the conflicts.





THEME: You can develop sportsmanship!

LEARNING OBJECTIVE: To gain a better understanding of Fair Play through role play and discussion.

TYPE: Reflective thinking, Drama, Creative Writing

MATERIALS: Paper, pen/pencil

Part of sportsmanship is acting in a civil manner. You are part of a civilization. If you can be a good neighbour and treat others fairly, you are contributing to society in a positive way. In sports, just like civilizations, there are rules, boundaries and sometimes “bad calls.”

ACTIVITY:

What does *civil* mean? Think of a time when you were called upon to show good sportsmanship. Using that experience or another idea, write a short skit showing the wrong and right ways to behave in such a situation. With several friends, practice and perform the skit for your club.

THEME: Banana Olympics

LEARNING OBJECTIVE: To practice learned Fair Play skills and attitudes in sport and games

TYPE: Physical Activity/Game

MATERIALS: Bananas

ACTIVITY: Divide the group into teams of 8-10 players and give each team a banana. Each team will complete several series of different relays using their banana. Here are some ideas for those relays.

1. The banana under your armpit and hopping on one leg down a field and back.
2. Place the banana between the knees and hop down a field and back.
3. Two teammates tossing the banana back and forth down the field and back.
4. Place the banana on the ground and each teammate must roll across the banana.
5. Teammates line up in leapfrog formation and first player hops over players while holding banana and then tosses banana to next player in line to do the same.

Once a team has completed all these relays someone on the team must eat the banana and the team that is done first is the winner. Use your own ideas, add to the list or use only a few ideas. You can adjust this game to all types of players.



THEME: I Challenge You to a Contest
LEARNING OBJECTIVE: To gain a better understanding of fair play through play and discussion with a partner.

TYPE: Physical Activity/Game, Evaluation
MATERIALS: None

In this activity students focus on the joy of the contest, on the value of having a good opponent, on being the best that they can be, and on providing co-operative feedback to their partner.

ACTIVITY: Have students find partners of fairly equal strength and ability. Partners will challenge each other to a contest. Each partner chooses an activity which she/he is good at i.e. jumping, running, obstacle course, juggling, balancing, dancing, throwing, kicking, goal shooting, drawing, painting, writing, etc.

At the end of the contests, partners will talk about the similarities and differences between their abilities using these statements:

1. We are both really good at

2. We both need to improve our

3. I'm better at

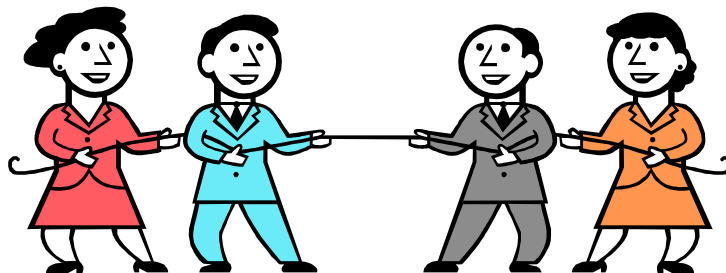
4. You're better at

Discuss as a group:

Why is it important for each of the partners to have an equal chance to compete fairly?

Why are rules important in setting up fair contests?

How can your partner help you to improve?





THEME: Secret Rules

LEARNING OBJECTIVE: To understand the importance of having rules that everyone understands and agrees to.

TYPE: Physical Activity/ Game

MATERIALS: None



ACTIVITY:

Choose 3 teams:

TEAM 1 will play the game (any game) by the rules.

TEAM 2 will get a “special” set of rules, different from how the game/sport is usually played. These rules are secret to the other teams. For example, I can pick the ball in my hands as well as kick it. I can take the ball out of the hands of my opponent. I can retrieve the ball from out of bounds.

TEAM 3 will observe while the other two teams play. Have **TEAM 3** describe what they saw. This “fishbowl” technique can sometimes help players see their behaviour from a different perspective.

Take turns playing on each of the teams. After the games, discuss the following questions as a whole group.

1. What happened during the game? Were the players on **TEAM 1** unhappy?
2. Was there a conflict or confusion? Was there a potential for danger?
3. Discuss what happens when there are not the same rules for everyone?
4. Why do you think we need rules?
5. Imagine a life without rules. What would be the consequences for traffic, for health and safety, for living in a community?
6. What happens in a sports game when the rules are not applied in the same way for everyone?



THEME: Game Inventors
LEARNING OBJECTIVE: To gain a better understanding of Fair Play by developing games and activities that

promote cooperation, competition and participation.

TYPE: Physical Activity/Games

MATERIALS: None

ACTIVITY: Make up games following the suggestions below, individually, in groups or as an entire club.

COOPERATE

Make up a game in which you send a ball high into the air, or
Make up a striking game using the wall and a big ball, or
Can you think of a game using a club or stick and a ball?

COMPETE (as a group of 5 against 5 other people)

Make up a target game in which you throw a bag filled with beans or rice, or
Use 3 bags. What can you use as a target? or,
Make up a game using a ball and a bench, or
Make up a game using rope and a bag filled with beans or rice.

COMPETE (with one other person)

Make up a game in which you roll a ball, or
Make up a game in which you use a bat or paddle and a ball, or
Make up a game in which the equipment moves but you stay in one place. Choose any equipment.

GET EVERYBODY INVOLVED

How can you use a ball, the wall and a floor line in a game? or
What kind of game can you play using 2 big balls? or,
Make up a bouncing game using a hoop and a ball.

COMPETE (with a partner against 2 other people)

Make up a catching game. Choose the equipment, or
Make up a game in which you and the ball keep moving, or,
How can you play with a ball, staying low on the ground?

COOPERATE (with a partner to make up a game with 2 other people)

Make up a game using two bags filled with beans or rice, or
How can you use a ball, the wall, and the floor in a game? or
How can you keep a ball in the air?

Discuss as a group:

Which game(s) did you like best? Why?

How was cooperating different from competing?

What did you learn about rules?



THEME: Where Games (and rules!) come from

LEARNING OBJECTIVE: To gain a better understanding of Fair Play by reviewing game rules, developing new

games and discussing games in the modern era.

TYPE: Physical Activity/Games

MATERIALS: None

The Beginning of Basketball

James Naismith had a problem. It was a cold and snowy day outside the Youth Centre where he worked. Athletes on the baseball and football teams were sitting around getting bored and out of shape. Naismith was asked to think up an indoor game to get them in shape. What could he do? He went to the storeroom and brought up a soccer ball. Then he asked the caretaker to find two boxes to nail to the walls at opposite ends of their small gymnasium. The janitor couldn't find any boxes, so he brought up two old peach baskets. They worked just fine. The first two points in the first basketball game ever were scored by an overweight football player who received a bounce pass from a friend and did a jump shot with a soccer ball into a peach basket.



ACTIVITIES: As a class, make a list of games that you like to play. Discuss ways to change the rules so that these games are more fun for players of different ages and abilities e.g. lower baskets, smaller courts, smaller balls, etc. Then try out some of these games using the new rules that were suggested.

Have students create their own original game.

Have students discuss the reasons why our modern games are so highly organized.

Have students discuss the differences between professional sports on TV, and sport that is played in the local community.





THEME: Olympic Issues: A World of Challenges

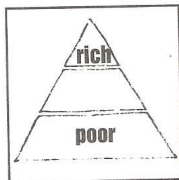
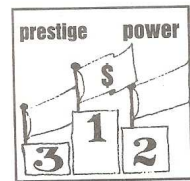
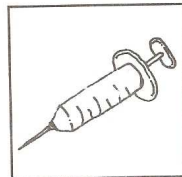
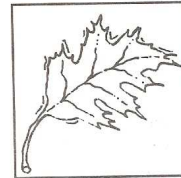
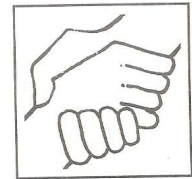
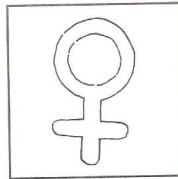
TYPE: Game

LEARNING OBJECTIVE: To gain a better understanding of issues in sport.

MATERIALS: None

ACTIVITY: Each symbol below shows one challenge for the Olympic Movement in the world. In the space beside each picture, write the word from the list that relates to the picture.

- Economic Inequality
- Environment
- Fair Play
- Commercialism
- Women in Sport
- Politics
- Doping



Discuss as a group:

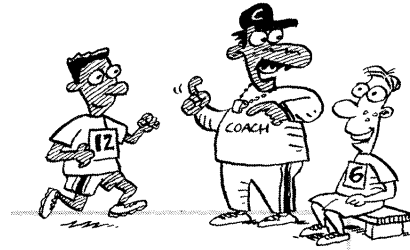
Explain how each issue affects sport in your country.

Why do athletes, coaches and Olympic teams sometimes cheat in their sport by taking drugs or committing fouls?

Discuss some of the ways in which politics interferes with fair play.



THEME: The Fairness Game
LEARNING OBJECTIVE: To gain better understanding of issues surrounding fairness in sport.
TYPE: Game
MATERIALS: None



Everyone should be able to participate in sports. Unfortunately, certain obstacles make it hard for some people to take part. Having a level playing field means not just playing by the same rules, but making sure that everyone has the same opportunity to practice sports. Try the activity below to help you understand what types of obstacles some people have to overcome.

ACTIVITY: Ask the entire group to stand up. Pretend you are all representing a new country at the Olympics. Read the following instructions out loud:

1. Your country's culture does not encourage or support girls to participate in sport. All female members of your team are ineligible to compete and should sit down.
2. Two of your team members were malnourished as children during crucial growth stage in their development, therefore they tire easily and are not able to compete in their sport for its entire duration. The two members of your team whose birthdays are closest to December 1st should sit down.
3. The community where most of your team members live has very poor sports facilities. One of your team members was injured as a result of these poor conditions. The person whose first name begins with the letter closest to "A" in the alphabet should sit down.
4. Political problems in your country mean your team had a lot of trouble getting permission to leave the country and one person could not get a passport. The person whose first name begins with the letter closest to "Z" in the alphabet should sit down.

As a group discuss:

1. How do you feel if you are one of the people left out?
2. Do people in all countries have an "equal chance to participate"?
3. Do all people in Seychelles have "an equal chance to participate"?
4. In our community, do we all have equal access to floor/gym/pool time?
5. In our community, do we all have equal access to transportation (for example public, car pool, parents, friends)?
6. In our community, do we all have an equal ability to pay registration fees, equipment costs, or other additional costs?
7. How can we help to ensure that everyone has "an equal chance to participate"?