

ETHICS THROUGH SPORT



OLYMPIC EDUCATION TEACHER RESOURCE

A Resource Supporting Year 13 Physical Education



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A GUIDE TO THE RESOURCE

Background

This resource has grown from the New Zealand Olympic Committee's Olympic Museum Exhibition "Ethics Through Sport". This DVD-based exhibition focuses on challenging the future and examining the universal, fundamental ethical principles embodied in the Olympic Movement's philosophy – Olympism.

Learning activities included have been developed around the themes of the exhibition which seek to inform and challenge young people in three areas:

1. How ethical life principles may be learned through sport;
2. What societal factors around sport can be a positive or negative influence on sport; and
3. How these societal challenges might be overcome to enhance learning through sport

The Curriculum

This resource is specifically developed to support Health and Physical Education in the New Zealand Curriculum, 1999 and the New Zealand Curriculum, 2007.

It supports the Key Area of Learning: Sports Studies at Level 8 addressing the Curriculum's underlying concept of Attitudes and Values and their relationship to Olympism (the Olympic Ideals).

Learning Outcomes

Students will critically analyse:

- the role of sport in developing ethical attitudes, values and behaviours. (8C2)
- factors that influence the learning and practice of ethics through sport. (8A4)
- how unethical practice in sport could affect the health and safety of themselves, others and society (8A3)
- societal attitudes and practices that promote or prevent ethical behaviour in sport. (8D1)

Assessment

The Achievement Standard 3.5 accompanies this resource. 3.5 AS 90743; Examine a current physical activity event or trend or issue impacting on New Zealand society.

LEARNING ACTIVITY THEMES

The Value of Sport

Learning Through Sport

Learning Ethics Through Sport

**Influences on Ethical
Sports Practice**

THE VALUE OF SPORT

Sport has the capability to serve as a vehicle for education, health, leadership, and fair play – but these values are not always automatically transmitted in sport. It all depends on how sport is managed, taught and practiced.

Activity 1: Scratching the Surface

This activity will need to be organised in advance so students will have completed the activity before it is required in class.

Put students in groups of 5-6 and allocate each of them one of the following categories to attend and observe playing a game:

1. junior sport (pre high school)
2. high school competitive
3. high school social
4. adult elite
5. adult social
6. other eg disabled

Complete worksheet 1 to observe sporting behaviours at different participation levels. Make judgements about what was valued by participants.

Activity 2: What's the Value?

Watch DVD segment *"The Value of Sport"* (2.30 mins)

Students will combine their information gathered from activity 1 to complete activity 2.

Using worksheet 2 complete the following tasks.

1. Investigate values inherent in all sport.
2. Compare these to the Social and Cultural Values of Sport promoted by the World Anti-doping Agency (WADA).
3. Examine how values identified can impact on self, others and society.

NOTES FOR TEACHERS

“Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act.”
NZ Curriculum, 2007

In the curriculum document these values include:

- **excellence**, by aiming high and by persevering in the face of difficulties
- **innovation, inquiry, and curiosity**, by thinking critically, creatively, and reflectively
- **diversity**, as found in our different cultures, languages, and heritages
- **equity**, through fairness and social justice
- **community and participation** for the common good
- **ecological sustainability**, which includes care for the environment
- **integrity**, which involves being honest, responsible, and accountable and acting ethically
- **respect** themselves, others, and human rights

The Social and Cultural Values of Sport

Adapted from 1st draft World Anti Doping Code (2002)

Sport is Created by People for People

Sport is a human creation practiced for the inherent pleasure it brings. It is valued and can enrich human lives and communities when participants respect the rules so that all can play true.

Sport is Fun

At the very centre of sport is a commitment to sport as fun. Sport can bring joy and uplift the human spirit.

Sport is for Character

Sport can build character by educating and creating the opportunities for young people to develop the values of teamwork, dedication, honesty, courage and fairness. It tests the willingness to try, to fall short and to try again. It helps people to be the best they can be.

Sport is for Health

Sport and games characterised by frequent high quality physical activity can help build healthy people.

Sport is for Fairplay

Sport is for athletes and athletes need the confidence that they can compete fairly, cleanly and safely to their limits of their abilities in the knowledge that their colleagues and opponents are also playing true.

Sport is for Excelling

Sport is an area of human activity that encourages the quest to excel within the scope of the abilities and needs of each individual.

Sport is for Community

Sport builds communities. In every part of the world young people, their parents, and coaches, volunteers and supporters are brought together by sport and part as friends and neighbours.

Sport is Peace

Sport builds the community of nations. Sporting festivals and competitions bring people together in pursuit of common goals and international understanding.

LEARNING THROUGH SPORT

Young people can learn many different messages and lessons through their participation in sport – even as a spectator. These messages can be both positive and negative. Ideally participants can learn positive lessons through sport that can then be applied in life.

Activity 3: Not Just a Game

📺 Watch DVD segment “*Learning Through Sport*”(4.50 mins)

📄 Break the goal of the Olympic Movement into three parts by completing worksheet 3A.

1. WHAT? Educate Young People

- Students should brainstorm all the things that sport can teach us or that we can learn by participating in sport.
- 📄 Complete worksheet 3B to identify positive and negative lessons.

2. HOW? Through sport practiced in a certain way

- In small groups ask students to develop a definition of sport.
- Present these to the class.
- Introduce Arnold’s definition of sport which views sport as a valued human practice. This academic definition can be a good place to start.

Sport

- is rules-governed and practiced with traditions and customs
- pursues its own intrinsic goals
- includes social interaction
- involves rivalry, contest and competition
- is physically active
- is practiced in a moral and ethical way

adapted from Arnold 1997

Discuss this definition using the following key questions.

Key Questions

- How does this view of sport fulfil the criteria of “sport free of discrimination and in the Olympic Spirit”
- Why is an environment like this important for learning?
- What would you learn if the environment wasn't so positive? Give examples
- How can competition contribute to or detract from learning positive messages?

3. *WHY? To contribute to building a peaceful and better world.*

- Divide the class into groups of 4.
- In their group students compare their answers from worksheet 3B and discuss how these things could be important or detrimental in life.
- Assign each group one perspective (SPEECH category) through which to view sport and evaluate how/if this contributes to building a better and peaceful world.
- Explain how this could impact on New Zealand society.
- Report back to the class and complete worksheet 3C.

LEARNING ETHICS THROUGH SPORT

An important aspect of learning to practice sport in an ethical way is learning how to solve ethical dilemmas or situations where the correct course of action is unclear. Sometimes reasonable people cannot agree on what ought to be done or not done. However, if we can take ethics to mean *“trying to do the right thing, and trying not to do the wrong thing”* and *“a morally acceptable mode of conduct”*, together we can generally agree what ethical sport entails.

Activity 4: Sports Scruples

This activity uses scenarios from young New Zealanders based on their personal experiences followed by some hypothetical scenarios. You will need the signs marked “DO IT”, “DON’T DO IT”, and “DEPENDS”, laid out around the room to create a physical continuum.

Choose some scenarios that will suit your class. Each student must decide where to stand. If they choose “DEPENDS” they must be prepared to explain what their decision depends on. All students must be prepared to defend their position when challenged by staff or peers. They should be allowed to move following discussion.

On completion of some of the scenarios, the following questions should be raised to enable participants to have a more objective, less emotive and more ethical approach:

Questions to ask when making an ethical decision:

- What decision does the most good/least harm?
- What decision is honest?
- What decision is fair?
- What decision respects the rights of everyone?

Adapted from Penn, 1990

Continue (or repeat) the activity by using the questions above to make ethical decisions.

INTRODUCING OLYMPISM

📺 Watch DVD segment “*Introducing Olympism*” (2.55 mins) to learn about the Olympic Ideals

Show Power Point to introduce the key life principles promoted by the philosophy of Olympism.

Olympism is the philosophy of the Olympic Movement. It is an approach to learning a set of life principles through the practice of sport. These life principles are:

- the balanced development of the mind, body and character – *hauora*
- the joy found in effort – *te harikoa ka puta ake i te hekenga werawera*
- the educational value of a good role model – *te pai o te kaiako pono*
- observing the following universal ethics
 - tolerance – *rangimārie, kia ngawari*
 - generosity – *ohaoha, manaakitanga*
 - unity – *kotahitanga*
 - friendship – *hoatanga*
 - non-discrimination – *manakohanga*
 - and respect for others – *whakanuitanga*.
- Excelling in the spirit of fairness

Activity 5: Ethics in Olympism

Adapted from Olympism: Attitudes & Values in Physical Education, MOE, 2004.

Divide the class into 7 groups and assign each group one of the following ethics promoted by Olympism: tolerance, generosity, unity, friendship, non-discrimination, respect for others, and fairness.

☐ Using the Y diagram on worksheet 5A brainstorm what this would look like, sound like and feel like in practice. Sporting and non-sporting examples can be used.

☐ Examine how this ethic impact on you, others and society. Complete the table on worksheet 5B to organise your ideas and be prepared to share these with the class.

Activity 6: Ethics in Practice

Adapted from Olympism: Attitudes & Values in Physical Education, MOE, 2004.

Part A: Complete a co-operative activity as a class. (The following is an example of what could be used. You will probably have plenty of favourites.)

Objective 1

- To get the whole class through the turning rope one at a time under the following conditions:
 - ➔ The rope must not turn without a person in it.
 - ➔ The rope turners must also go through the rope.
- Debrief quickly before starting objective 2.
- Debriefing should focus on how people feel if they stood on the rope, or stopped the momentum and how the group reacted or supported them.

Objective 2

Challenge: To get as many as possible jumping at the same time. How long can we stay in for?

Part B:

Repeat the activity with a competitive focus. Split the class in half. Assign a student to be the coach of each team. It is the coach's role to ensure their team wins.

Offer a prize as a reward. This may be one decided by the class prior to commencing the competition or something material offered by the teacher.

The teacher should step back and watch how the behaviour changes. Without being obvious, be selective in what you enforce.

Key Questions

- What were the changes in behaviour as a result of competition?
- What role did the coach play in this behaviour?
- Did your team continue to play by the rules/did you play ethically?
- Why/Why not?
- What were some obstacles to completing the activity ethically?
- How could you overcome these?

Activity Task 7: Stars in the Making

📺 Watch DVD segment *“Athletes as Role Models”* (1 min) that highlights the privileges and responsibilities that athletes have.

Each student should select a sports person they consider is a role model to young people. In preparation for the class activity students could research a little about their chosen person for homework.

📄 Complete the graphic organiser on worksheet 7

INFLUENCES ON ETHICAL SPORTS PRACTICE

There are many factors that can influence the practice of sport in positive and negative ways. The desire to win, for example, can be a powerful motivator to train hard and extend oneself to the limit but can at times lead athletes to consider doping and other illegal methods to reach this goal.

The following activities allow students to examine the influence that these factors have, identify any obstacles to the ethical practice of sport and develop strategies to ensure that sport continues to be practiced in an ethical way in the future.

Activity 8: Different points of view

📺 Watch DVD segment “*Influences on Ethical Sports Practice*” (22.10 mins).

☐ Complete the *first two columns* on worksheet 8 to identify the positive and negative influences on practicing sport in an ethical way.

Assign each student or small group one factor to investigate in more depth. They should consider differing perspectives by considering the point of view of different groups within sport and society (*for example sports federations, the coach, the athlete, Minister of Sport, a sports journalist, fans and spectators, sponsors etc*).

Students should be encouraged to undertake some research in class to provide examples of how this factor can provide both a negative and positive influence in the ethical practice of sport.

Activity 9: Olympic Episodes

Activity adapted from: Making Meaning: Making a Difference, MOE, 2004

Split the group into 5 groups and assign each group an Olympic Episode to investigate.

Students work in small groups to read information about the episode. Background research can be undertaken if necessary as a homework or classroom task. Students should answer questions and critically analyse the situation in terms of ethical practice.

Olympic Episodes

- An Unlikely Hero – Turin 2006
- Friendship – Berlin, 1936
- Team Tactics – Barcelona, 1996
- Gifting Technology – Beijing 2008
- Underage – Beijing 2008

Activity 10: Overcoming Obstacles

☐ Return to Worksheet 8. Think about the negative influences which can prove to be obstacles to the ethical practice of sport.

Complete the third column of the work sheet to identify ways of ensuring sport is practiced in an ethical way.

📺 Watch DVD segment “*Looking to the Future*” (5.00 mins), and try to identify any additional methods of overcoming potential obstacles.

Assign each student (or pair) a different role to assume and ask them to answer the following question from this perspective:

How can we ensure that young people in the future will continue to practice sport in an ethical way?

Students should work to find evidence to support their view-point and should explain the impact this could have on NZ society.

- Athlete
- Sports Journalist
- Coach
- Spectator
- Parent
- Sports Scientist
- The Olympic Movement
- Sponsors
- Physical Education Teacher
- Fan
- Sporting Federation

☐ Use worksheet 10 to collate & summarise the ideas of the class.

REFERENCES & RESOURCES

References specifically referred to or quoted from in the text are indicated with an asterisk ()*

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ORGANISATIONS

Olympic Museum, Wellington

The Olympic Museum Gallery – He Pataka Taumahekeheke - is now open at Queen's Wharf, Wellington. Displaying our unique Olympic heritage and treasures to the public it is one way we promote Olympism in New Zealand. Admission is free and all are welcome. Open 10am - 4pm Monday to Friday these hours will extend to seven days a week soon. School groups are encouraged to visit by arrangement and support activities around *Ethics Through Sport* can be arranged for senior classes. Call 04 385 0070 for more information.

New Zealand Olympic Committee,
PO Box 643,
Wellington
www.olympic.org.nz

International Fair Play Committee,
c/o Maison du Sport Francais,
1 Avenue Pierre de Coubertin, 75013 Paris,
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Lausanne, Switzerland
www.olympic.org

Physical Education New Zealand,
Te Reo Kori Aotearoa,
Education House
178-182 Willis St,
Wellington.
www.penz.org.nz

International Olympic Academy,
52 Avenue Dimitriou Olympique,
15233 Halandri, Greece
<http://www.ioa.org.gr/>

Sport and Recreation New Zealand,
PO Box 2251,
Wellington
www.sparc.org.nz

Olympic Museum,
Villa Olympique,
1 Quai d'Ouchy, 1006 Lausanne,
Switzerland
<http://www.olympic.org/uk/passion/muse>

WEBSITES

Ministry of Education: www.minedu.govt.nz
Te Kete Ipurangi – The On-line Learning Centre: www.tki.org.nz
Starters and Strategies: www.teachingonline.org
New Zealand Certificate of Educational Achievement (NCEA) <http://www.nzqa.govt.nz/ncea/>

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