

worksheet 1

1 Circle the correct category and fill in details of the game you will observe.

junior sport (pre high school)

high school competitive

high school social

adult elite

adult social

other eg: disabled





Sport _____

Fixture _____





Date _____

Venue _____

2 Complete the table for the category allocated to you. You may include before, during and after game behaviours and interactions.

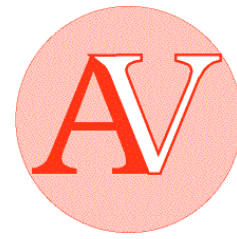
	Observe Behaviours (what you actually see)	What assumptions do we make because of what we see?
Players 		
Coaches 		
Officials 		
Spectators 		

- 3 Based on what you saw when you attended the game, what do you think was important to each of the groups? You may include before, during and after game behaviours and interactions.

	What you believe was important to each of the groups at the game you attended.
Players 	
Coaches 	
Officials 	
Spectators 	

- 4 Combine your results with your group members who were looking at other categories of sport to complete task sheet 2.



worksheet 2



NZ Curriculum 2007

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

- 1 Compare and contrast the different values seen by your group in the sports you attended. Decide which values were shared by all sports and which were different and complete the table below.

Similarities	Differences
	

- 2 In a red pen add any values you think are important in sport? If your group agree, place them in the similarities column and if you disagree write them in the differences column.
- 3 Compare your list to the Social and Cultural Values of Sport as identified by the World Anti-Doping Agency, 2002. Highlight the values that are common and add any that you have omitted.



Impact of Values



- 4 Using the knowledge you have gained in the previous activities, identify the values your group believe should be inherent in all sport regardless of age, level etc and write these in the first column.

Complete the table to reflect how you perceive these values impact on yourself, others (peers and family) and NZ society.
ie: What does it mean to these groups to play sport and live by these values?

<i>Values</i>	<i>Self</i>	<i>Others</i>	<i>Society</i>
<ul style="list-style-type: none">••••••••••			

worksheet 3A

Goal of the Olympic Movement

The Olympic Movement seeks to contribute to building a peaceful and better world by educating young people through sport free of discrimination and in the Olympic spirit.


Understanding Olympism; New Zealand Olympic Committee, 2000

Break this goal down into its parts. WHAT does the Olympic Movement do? HOW does it do it and WHY?

<p>WHAT?</p> 	
<p>HOW?</p> 	
<p>WHY?</p> 	





worksheet 3B

Brainstorm all the things that sport can teach us or that we can learn by participating in sport.

Positive Things Learned Through Sport	Negative Things Learned Through Sport
	

worksheet 3C

Consider different perspectives on sport using the following model and explain how these could impact on NZ society.

Perspective	How can sport contribute to a building a better and more peaceful world?	Impact on NZ Society
SOCIAL 	Eg: learning tolerance, value of team work	
POLITICAL 	Eg: SPARC's push for volunteers in sport.	
ENVIRONMENTAL 	Eg: smokefree sport venues and fields	
ETHICAL 	Eg; competing without drugs and illegal aids	

CULTURAL



Eg: serving multi-cultural communities.

HEALTH



Eg: Government agenda to fight obesity.

HISTORICAL



Eg: boycott of Olympic Games

OTHER?



Sports Scruples Scenarios

Scenarios from young New Zealanders

Scenario 1

- a **You are playing touch in a regular round of the local secondary school competition and it is 2-2 right on full time. You score the winning try but a touch is called by the opposition just before you place the ball down. You know the player just touched you but the referee did not see it. Do you claim the touch?**
- b **What about if it was the final? Same circumstances.**

Scenario 2

You are playing in the South/North Island secondary schools cricket final. You are caught behind on the first ball of the innings but the umpire doesn't hear it. Do you walk?

Scenario 3

You are watching the final of the Under 16 rugby competition that your brother is playing in. Every time the opposition kicker takes a kick the spectators start booing. Do you join in?

Scenario 4

You are in a year 11 PE class and you are completing an athletics unit. Your friend needs 18m with the javelin to get an excellence and he/she throws 17.90m. Do you write down 18m knowing the teacher has not seen the true distance?

Scenario 5

You are a provincial player in your sport. You are not playing on Saturday and your friend asks you to fill in for a lower grade. This is not allowed and if caught any points earned in a win would be taken from the team. It is unlikely anyone will find out though. Do you play?

Scenario 6

You are playing basketball in a competitive grade and the ref wrongly calls a 5th foul on an opposition player resulting in them being fouled off. You actually fouled him/her but you know the player fouls all the time anyway. Do you tell the ref it wasn't them and it was you?

Scenario 7

You are in a self umpired semi final playing tennis in the local school competition. You are one set down and you have set point in a tie break in the second set. You are in a long grinding rally when your opponent plays a long shot. You leave it and you are about to call out when it nicks the base line. Do you call it out?

Scenario 8

You and your next door neighbour have been having a series of squash games over recent weeks. You are both at a similar level and love beating each other. You have grown up playing backyard sport since you were small. You have won 2 games each and decide that winner takes all in the last game. The loser has to announce to all your friends that the other person is a superior athlete. In the final game your friend hurts his/her back and cannot carry on. Do you declare yourself the winner? (You could reschedule)

Scenario 9

You are time keeper for an important netball game. The only reason you are keeping time is because you are injured. The game is all tied up with 3 seconds left. Your team has possession in mid court and it looks as though your team could score in about 8-10 seconds. The other time keeper is attending to an injured player so it is all your responsibility. Do you call time at the end of the 3 seconds?

Scenario 10

1st XI football – regular weekly game. Your coach encourages you to take out the opposition's main player in a tackle to improve your chances of winning. Do you do it?

What about if it is in a game that could place you in the top 4 play offs in NZ?

Hypothetical Scenarios

Scenario B1

You have just moved to a new school and no one knows your birth date. You are 3 days too old for the U17 rowing 4 but you know you have a good chance of not only making it but making national selection too if you “modify” your birth date on you application form to the school rowing team.

Scenario B2

Your cousin is at engineering school and has developed some ‘magic rubber’. You have had a play with some shoes with the rubber in it and they help you run considerably faster than usual. You are offered the shoes for the South/ North Island athletics champs but would be sworn to secrecy if you wear them. You are normally a middle of the field runner and you know if you wear these you will win the race. Do you wear them?

Scenario B3

At most sailing regattas the boats are standard, so the race is won and lost due to skill rather than boat speed. In between rounds you are offered a carbon fibre keel from a local boat maker who plays around with equipment, which will make your boat go faster. Pre regatta checks have already been carried out. If you can finish in the top 3 you may be up for Olympic selection. You are currently in 4th place. Do you accept the offer?

Scenario B4

You have been training ever since you can remember as a cyclist. You know for a fact your main rival is on drugs and has passed a drug test. Your coach mentions that he/she could get some for you. Do you accept the offer?

DO IT



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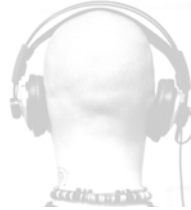
DEMANDS



worksheet 5A – Ethics In Olympism

Ethic: _____

Sounds Like



Looks Like



Feels Like






Do you think this ethic is important in sport? Why or why not?

Is it important in life? Give examples

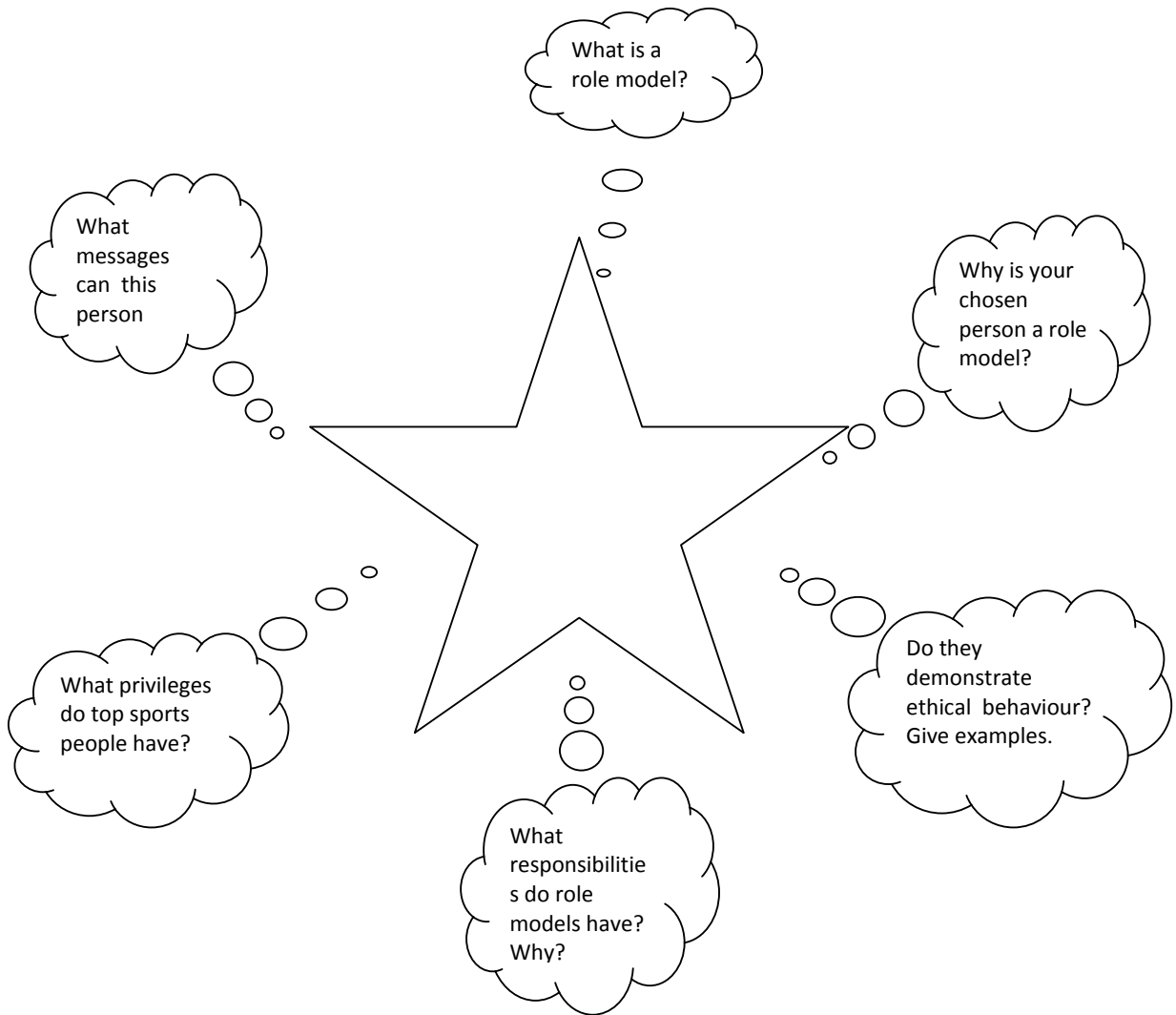
worksheet 5B – Impact on self, others & society

How does this ethic impact on you, others and society in a sporting context and in life? Complete the table below to organise your ideas and be prepared to share these with the class.

Impact on...	SPORT	LIFE
<p data-bbox="337 548 415 583">YOU</p> 		
<p data-bbox="310 991 444 1026">OTHERS</p> 		
<p data-bbox="306 1434 448 1470">SOCIETY</p> 		




worksheet 7 – Stars in the Making

Write your role model's name in the star and answer the questions around it.



For further discussion: What privileges and responsibilities do I have as a role model at school and in life?

worksheet 8 – Influences on Ethical Practice in Sport

Factors	Positive	Negative	Overcoming Obstacles
Winning			
Media			
Technology			
Doping/ Illegal Aids			

Economic			
Influence of Coach			
Professionalism			
Public Expectation			

Olympic Episode 1

An Unlikely Hero, Torino, 2006

At the Winter Olympic Games in Turin, 2006, Canadian Sara Renner was leading her team in the gruelling cross-country sprint ski race when her left ski pole snapped. She continued but it seemed hopeless as on an uphill slope several skiers passed her.

Then something truly amazing happened – an unknown man stepped forward from the side of the course and handed her another pole. She was quickly back in the race and with a tremendous effort managed to regain some of her lost time. In the end it was enough to capture the silver medal.

Not until after the race did Sara Renner learn the identity of the man who had assisted her. It was Bjoernar Kaakensmoen, the coach of the Norwegian team which had finished in fourth place.

He quickly became a hero in Canada but he didn't understand all the attention. "The Olympic spirit is the way we try to follow" he told a newspaper. "If you win but don't help somebody when you should have, what win is that?"



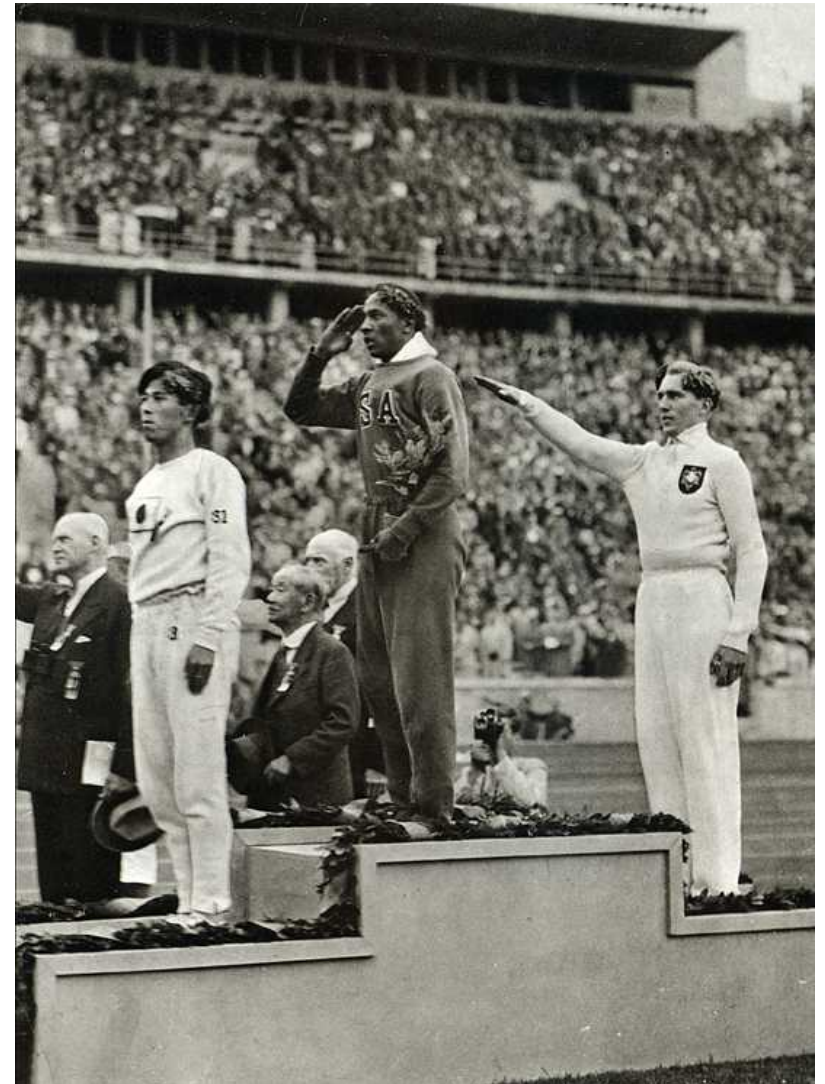
Olympic Episode 2

The Spirit of Friendship Berlin, 1936

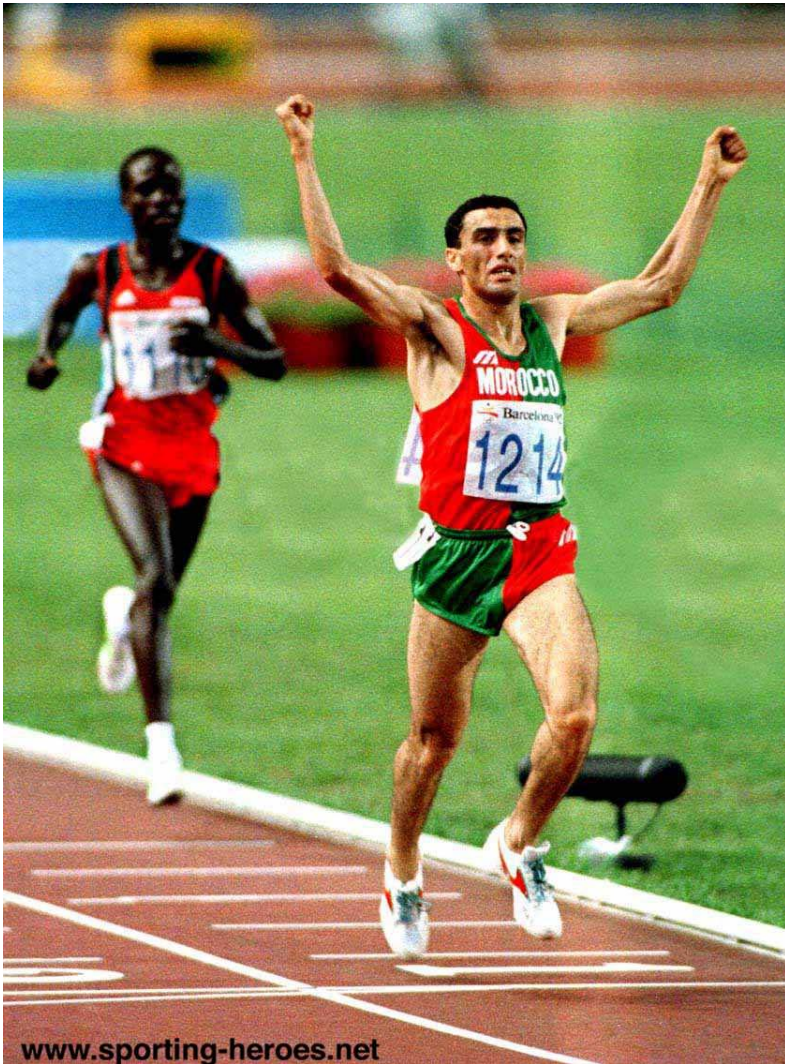
Adolf Hitler regarded the Berlin Olympic Games in 1936 as a show case for the “superiority” of the so called Aryan race and had expressly forbidden German athletes from fraternising with black competitors. One German however chose to defy this order. Jesse Owens, the great African American athlete, had fouled in his first two attempts in a preliminary round of the long jump. If he fouled on his last attempt, he would be disqualified. The German champion Luz Long approached Owens and graciously offered to place his towel a foot in front of the foul line, providing the American with a take-off point. Owens easily qualified and went on to win his third gold medal.

After his victory, Long was the first to greet him, embracing Owens directly in front of Hitler’s box, much to the Fuhrer’s displeasure. Following the games, Owens would speak often about his Berlin experience and say victory would not have been possible without the help of a special friend named Luz Long.

Owens later declared: “You could melt down all the cups and medals I have, and they wouldn’t be a plating on the 24 carat friendship I felt for Luz Long. Long was killed during WWII but was post-humously awarded the Pierre de Coubertin medal, presented for special acts of sportsmanship.



Olympic Episode 3



Team Tactics Barcelona, 1992

Since the 1970's, African runners from Kenya, Ethiopia and Morocco have tended to dominate middle to long distance running events. The Olympic 10,000m final at Barcelona was no exception. The final was a very exciting race with close competition between a Kenyan and a Moroccan runner. The race was a very tactical affair with the lead being taken first by one and then by the other several times. When about nineteen laps had been completed, the Moroccan runner mysteriously pulled wide on a bend, allowing the Kenyan runner to pass through on the inside.

The point of this tactic was soon revealed, as up ahead of the two runners, waiting to be lapped, was another Moroccan runner. This second Moroccan refused to let the Kenyan pass him and the Kenyan was "bumped around" so that he had to break his stride, change direction, and lose some of his rhythm. As a result, the Kenyan runner only made second place.

The crowd strongly disapproved of the Moroccans' tactics and voiced their disapproval. Eventually, the winning Moroccan runner was disqualified, but he was reinstated after an appeal from the officials of the Moroccan team. When he received his gold medal, the crowd jeered and booed this man.

Olympic Episode 4

Gifting Technology Beijing, 2008

Historically Speedo has made a splash just prior to the Olympic Games with the debut of new speed suits and the new Fastskin LZR Racer developed with NASA was the garment of choice at the Beijing Games.

FINA approved the LZR Racer for the Beijing Olympics on the condition it was made available for all competitors. This ruling assisted those struggling with the \$850 price tag but actually proved to be an issue for those swimmers who had an existing contract with other manufacturers and could be fined by wearing the Speedo suit as a breach of contract. Nike, which traditionally has some of the industry's tightest control on athlete sponsorship allowed its four US swimmers to wear the Speedo suit instead of its own in Beijing.

New Zealand swimmer Dean Kent is sponsored by Speedo so for the Beijing Games he had the LZR Racer as well as a spare suit as a back up. Kent had competed against Lithuanian swimmer Vytautas Janusaitis several times over the years and they first got to know each other competing side by side at the Athens games in 2004. Before their 200m IM race in Beijing Janusaitis asked Kent if he could get another suit from his sponsors. Although Speedo had made their suits available to all competitors he hadn't been able to get one in his size.

Kent placed 7th in his heat and was absolutely gutted when he didn't qualify for the semi-finals. As he was collecting together his belongings he came across his back up suit and remembered the Lithuanian swimmer. Janusaitis was in the pool, so Kent went over to his support crew and introduced himself. He explained that he wanted to gift his spare suit for Janusaitis to wear in the semi-final. The group looked astonished, not believing he would be willing to give up a LSR Racer for a swimmer from another country.

Janusaitis went on to compete in the semi-finals. He did not make the finals, however Dean Kent's gesture of generosity and friendship demonstrated Olympism in action and would always be remembered by his Lithuanian friend.



Olympic Episode 5

Underage Beijing 2008

Edited from an article written by JERÉ LONGMAN and JULIET MACUR. Published: July 27, 2008

China named its Olympic women's gymnastics team on Friday, and the inclusion of at least two athletes has further raised questions, widespread in the sport, about whether the host nation for the Beijing Games is using under-age competitors.

Chinese officials responded immediately, providing The New York Times with copies of passports indicating that both athletes in question — He Kexin, a gold-medal favourite in the uneven parallel bars, and Jiang Yuyuan — are 16 - the minimum age for Olympic eligibility since 1997. An advantage for younger gymnasts is that they are lighter, more flexible and, often, more fearless when they perform difficult manoeuvres, said Nellie Kim, a five-time Olympic gold medallist for the former Soviet Union, now the president of the women's technical committee for the International Gymnastics Federation. Both this governing sports body and the International Olympic Committee seem satisfied by the passport documentation confirming the girls' ages as 16, but several on-line sources have highlighted earlier official documentation that lists them as young as 14. In Chinese newspaper profiles this year, He was listed as 14, and the (New York) Times found two online records of official registration lists of Chinese gymnasts that list He's birthday as Jan. 1, 1994, which

would make her 14. That date differs by two years from the birth date of Jan. 1, 1992, listed on He's passport, which was issued Feb. 14, 2008.

Mary Lou Retton, the Olympic all-around gymnastics champion at the 1984 Los Angeles Games, recently watched a competition video of He and other Chinese gymnasts on the uneven bars "The girls are so little, so young," Retton said. Speaking of He, Retton rolled her eyes and laughed, saying, "They said she was 16, but I don't know."

Zhang Hongliang, an official with the Chinese gymnastics federation, said of the athletes' passports. "The two athletes have attended international sports competitions before, and I'm sure the information is correct."



The Press, Christchurch, Name, August 2008

Question Cards for Olympic Episodes

<p>What ethic(s) are being highlighted in the scenario?</p>	<p>Who were the main characters and how did they behave?</p>
<p>Why was this incident significant to the individuals involved, to other people and to society?</p>	<p>Suggest reasons why this incident might have occurred.</p>
<p>What are your personal beliefs about this incident?</p>	<p>How did you reach these beliefs, and what evidence do you have to support them?</p>

What information is missing from what you know? What other information could be helpful?

Identify individuals or groups of people that were disadvantaged in this scenario and explain what they lost.

Identify individuals or groups of people that were advantaged in this scenario and explain what they gained.

What factors could have influenced the decisions that were made by the people involved?

What problems occurred as a result of this incident?

What changes occurred as a result of this situation?

Consider this incident in relation to the goal of the Olympic Movement. How did the actions of the people involved reflect the goal or contradict it?

What could have been done (by anyone) to transform this incident to promote or reflect the Olympism?

worksheet 10 – Overcoming Obstacles

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

Try to answer this question according to the role you have been assigned. You should work to find evidence to support this view-point and should explain the impact this could have on NZ society.

Athletes		
Sports Journalist		
Coach		
Spectator		
Physical Education Teacher		
Sports Scientist		
The Olympic Movement		
Sponsors		