Well played!

Lesson plan description
Students investigate and identify ‘best and fairest’ guidelines in sport, use the guidelines in a game of sport and reflect on the experience.

- Students will reflect on current public and personal sporting practice in terms of values of doing your best, fairness, honesty, respect, tolerance, understanding and care for others.
- Students will devise a ‘best and fairest’ checklist for sport.
- Students will participate in a game and reflect on the degree to which best and fairest principles were followed.

Year levels
Middle childhood (8–11 years)

Explicit values focus
- Care and compassion
- Doing your best
- Fair go
- Honesty
- Integrity
- Respect
- Responsibility
- Understanding, inclusion and tolerance

Key Learning Areas
- Health and Physical Education
- Society and Environment
- English

Lesson plan

Getting started

Activity 1: Class discussion
Generate a class discussion about sport. For example:

- What sports do you like to watch/play? Why?
- What is the difference between good and bad sporting conduct?
- What does ‘best and fairest’ mean to you?
- Is it important to play fairly? Why or why not?

Discovering

Activity 2: Good and bad sporting conduct
Watch two short pieces of video footage of a sports game.

For example:

- one with poor sporting conduct, such as a game of tennis where the player yells at the umpire or throws the racquet away, and
• one with sound sporting conduct, such as the opposition applauding the other team.

You could show students examples in newspapers or sports programs, or, alternatively, have them do a Google Images search for good and bad sports conduct. Use the following phrases: ‘bad sportsmanship’ and ‘good sportsmanship’.

Ask the students of the examples displayed:
• Which was fairer, more respectful, more caring and showed people doing their best?
• Which game was more enjoyable for the players and spectators?
• Why do games have rules? Imagine a game without rules – what would it be like?
• What could you do if the game is not played fairly?
• How much coverage do you think ‘best and fairest’ sporting conduct gets in the media?
• Why do you think poor sporting conduct get lots of attention?
• What influence does good sporting conduct have on you?
• What influence does poor sporting conduct have on you?

Have the students work in small groups to discuss how they can demonstrate responsibility, respect, fair go and doing your best on the sporting field. Divide the class into four groups, with each group discussing a different value.

Draw a place-mat on a sheet of butcher’s paper. Divide the paper into four sections with a circle in the centre. Ask each student to write in their section about how they think their selected value can be depicted in a game of sport. Then ask them to discuss their thoughts and ask one team member to summarise the discussion in the circle on the paper. Ask another student to volunteer to be the speaker and report their group’s findings back to the class.
Students then consider their own sporting participation and review what makes for a responsible, respectful, fair game of sport in which they do their best and which is enjoyed by all. In their workbooks, ask students to complete the following statements:

- I show respect on the sporting field by...
- I show responsibility on the sporting field by...
- I play a fair game of sport by...
- I do my best in sport by...
- I show care and compassion in sport by...
- I demonstrate honesty and integrity in a sports game by...

In groups, students devise a ‘best and fairest’ checklist that includes the values of care and compassion, doing your best, fair go, honesty and integrity and respect.

**Bringing it together**

**Activity 3: Best and fairest**

Play a game such as soccer and ask someone video-record it. Review the game and measure the success of the game against the checklist.

- Were the best and fairest rules followed or broken in the game?
- How did this impact on the game?
- How did you feel during the game?

After playing the game, revise the ‘best and fairest ‘checklist accordingly and ask:

How can use this checklist with other activities, not just sporting activities, eg in class work, at home?

**Notes for the teacher**

You could also do this activity focusing on computer games or board games.