



Years 9 – 10
Theme: Sustainability

Lesson two: Morally Sporty, Ethically Sporty

5B4 Students will investigate and experience ways in which people's physical competence and participation are influenced by social and cultural factors

LO Students will investigate and describe social and cultural factors that influence people's ability to participate in physical activity and sport

LO Students will identify four life principals of Olympism (Olympic Ideals) and describe how the presence of these ideals impact on sport and life.

Teacher note:

Prepare four stations of activity based on the top four Olympic Sports the students identified. The purpose is to use the sports of most interest to the group. This is a concept of sustainability to be incorporated into this unit of work.

Activity One

Olympic Games Sports rotation

Divide the class into four groups. Groups rotate around the four stations, participating in each of the event and recording key information on their Ideals Card. On completion of each event groups will receive an Olympic Ideal to be recorded on their card.

Activity Two

Unpacking the Olympic Ideals

Introduce the first three ideals with the group and discuss the impact these ideals have on sport and participation in sport;

- Balanced development of mind body and character
- Joy found in effort
- Educational value of being a positive role model for others

Introduce the fourth ideal: Universal ethics (tolerance, generosity, unity, friendship, non-discrimination, and respect for others). Give each group one of the six ethics to focus on. Opportunities for processing this information:

1. Describe how this ideal would look in a good game situation and in a game situation that was not so good OR
2. Describe what their designated ideal looks like, sounds like and feels like in a good game situation (could use the games just played above).

Teacher note

Important to make it clear that sport is the moral and ethical basis in which Olympism is practiced and that the Olympic Games are the celebration of the educative nature of this context.

Teacher creates a discussion regarding the importance of the Olympic Ideals and relationship to the Olympic Games and the Olympic Movement. Highlight where the next Olympic Games is (Beijing 2008).

Conclusion

Give each group a scenario/story of humanity (Curriculum in Action Attitudes and Values: Olympic Ideals in Physical Education, p.22). Also refer to other stories in appendix - [link](#). Each group reads their story and presents it back to the class describing their understanding of the Olympic Ideal represented in the story

Showcase China:

Key Questions

What do you like about the Olympic Games now and what don't you like?

What are the games and sport that young people today enjoy?

Why do young people enjoy these games and sports?

How can we sustain interest in the Olympic Games for young people?

Homework Task

The Beijing Olympic Games have been designed around three themes.

What are these themes?

Why do you think they have chosen these themes?

What are some examples of these themes?