



MODULE D: SOCIAL IMPACT OF SPORT

Specific Learning Outcomes

Introduction

Lesson 1: The Roles of Sport

Lesson 2: Sport as an Agent for Social Change

Lesson 3: Sporting Behaviour

MODULE D: SOCIAL IMPACT OF SPORT

Specific Learning Outcomes

- 11.SI.1** Identify the different stages of sport participation and their role in society.
- 11.SI.2** Examine the impact of sport on various social issues.
Examples: ethnic background, gender equity, populations with exceptional needs, politics, technology, business
- 11.SI.3** Analyze sporting behaviours that may be positive and/or negative.

MODULE D: SOCIAL IMPACT OF SPORT

Introduction

Sport and physical activity play a major role in shaping our society. The topics addressed in this module are intended to create student awareness and understanding of the value and significance of physical activity and sport from individual and societal perspectives. Students are challenged to think critically about historical and contemporary issues in sport pertaining to gender, race, ethnicity, ethics, specific populations, media, technology, business, and politics. As students develop a greater understanding of the impact and influence of physical activity and sport, they will be better equipped to decide what role physical activity and sport play in their lives.

NOTE TO TEACHER

For the purpose of this module, the term *sport* refers to both physical activity and recreational and competitive sport.

REFERENCE



For additional information on this topic, refer to the following report:

Canadian Centre for Ethics in Sport (CCES). *2002 Canadian Public Opinion Survey on Youth and Sport: Final Report*. Ottawa, ON: CCES, July 2002. Available online at www.cces.ca/pdfs/CCES-RPT-2002Survey-E.pdf.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at www.edu.gov.mb.ca/k12/cur/physhlth/.

Module D: Social Impact of Sport contains three lessons:

- Lesson 1: The Roles of Sport
- Lesson 2: Sport as an Agent for Social Change
- Lesson 3: Sporting Behaviour

Resource Masters to support the lessons are provided at the end of each lesson.

Lesson 1: The Roles of Sport

Introduction

Through the ages, sport has been known to affect various cultures, traditions, and values in our society. The stories that come from the world of sport help us to gain a better understanding of our views on issues of equality, human rights, child development, standards for health and fitness, and character development, as well as many other issues. Sport has the capacity to create much debate over topics such as steroid use, fighting in hockey, and salaries of professional athletes. There is no shortage of public opinion on these and other related sport topics.

Many people have favourite physical activities, sports, teams, stars, or events, such as the Olympic Games or world championships. Many fans dedicate much time to learning more about their favourite sport and attending sporting events in support of their favourite athletes and teams. Many children have aspirations of becoming like their favourite players, yet very few actually get the opportunity to play against or alongside their childhood idols.

Sport plays a vital role in Canadian society. Sport receives an inordinate amount of media attention, and has attracted the interest of most Canadians, especially when it comes to Olympic ice hockey, curling, and speed skating.



Specific Learning Outcomes

11.SI.1 Identify the different stages of sport participation and their role in society.

11.SI.2 Examine the impact of sport on various social issues.

Examples: ethnic background, gender equity, populations with exceptional needs, politics, technology, business



Key Understandings

- The history of sport helps us to understand the impact of sport within our society.
 - Physical activity/sport participation can be classified in different stages.
 - Each person participates in sport for different reasons.
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Essential Questions

1. What is the role of physical activity/sport in your life?
 2. Why is sport considered to have an important role in society?
 3. Why do people participate in physical activity/sport?
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Background Information

History of Sport

Sport has been recorded for centuries. In fact, the sport of wrestling is depicted on ancient Egyptian urns known to be older than 4000 years. Formal sport was a natural follow-up to the games children played in many cultures and in different countries.

The ancient Greeks are considered to be the originators of competitive sport. Their inter-city competitions evolved into the original Olympic Games, which carried over to the Roman gladiator sports. Throughout medieval times, productive work was considered of utmost importance, and games and sport were considered to be trivial, unless they were used in preparation for war and combat. Eventually, with the reincarnation of the Olympic Games in 1896 by Baron Pierre de Coubertin of France, a venue was made available for international competition at the amateur level. By the 1970s, professional sport had begun to permeate many sports, and the concept of amateur was removed from the Olympics in the 1980s.

The modern Olympic Games have the greatest economic impact of any world-wide event and have the greatest media coverage of any event up to and including the two weeks of competition. Unfortunately, drug use and abuse have taken away some of the glitter from sport and even from the Olympics, but modern technology and people's innate love of sport are working towards overcoming this problem.

REFERENCE



For additional information on the origin of the Olympic Games, refer to The Olympic Movement (Official Site):

International Olympic Committee (IOC). "The Ancient Olympic Games." *Olympic Games*. <www.olympic.org/uk/games/ancient/>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <www.edu.gov.mb.ca/k12/cur/physhlth/>.



Suggestion for Instruction / Assessment

Origin of Sport

Give students an opportunity to learn more about the origins of various sports by having them complete RM1-SI. Students may want to add a few more sports to the list.

Students could work in pairs during class, or they could complete this task as a homework assignment. In their search for information, students will likely need the Internet.



Refer to RM 1-SI: History of Sport: Match the Columns.

REFERENCES



Websites such as the following may be useful for locating information on the origin of various sports:

- Curling:** Library and Archives Canada. *Bonspiel! The History of Curling in Canada*. <www.collectionscanada.gc.ca/curling/>.
- Ice hockey:** Vaughan, Garth. "Nova Scotian and Canadian Hockey History." *Birthplace of Hockey*. 2001. <www.birthplaceofhockey.com/>.
- Lacrosse:** CBC Archives . "Lacrosse: A History of Canada's Game." *Sport*. <<http://archives.cbc.ca/IDD-1-41-824/sports/lacrosse/>>.
- Soccer:** Jose, Colin. "History of Soccer in Canada." *History*. Canadian Soccer Association (CSA). <www.canadasoccer.com/eng/history/>.
- Volleyball:** International Olympic Committee (IOC). "Volleyball." *Sports*. <www.olympic.org/uk/sports/programme/index_uk.asp?SportCode=VB>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <www.edu.gov.mb.ca/k12/cur/physlth/>.

Background Information



The Canadian Sport Landscape

Many games and sports are part of a country's cultural heritage and a source of national pride. Nowhere is this more evident than in Canada when our teams are competing at the international level. Canada is a world power in men's and women's ice hockey, curling, speed skating, and lacrosse, and has produced many world-class sprinters in track and field, as well as producing world or Olympic champions in several sports. When these athletes are competing, Canadians are "glued to" their television sets to watch our national heroes compete for the top prize. One of the most popular sports is women's and men's ice hockey, a sport in which Canada is considered to produce the world's best athletes.



Suggestion for Instruction / Assessment

Sport Origin

Choose six to eight famous Canadian athletes from Canada's Sports Hall of Fame website.

- Print out biographies of selected athletes. Using the Jigsaw learning strategy (see Appendix E), have students learn about each athlete.
- Alternatively, if students are in the computer lab, have them watch a video clip of their assigned athlete, take notes, and then report back to their group (using the Jigsaw strategy).

REFERENCES



For additional information, refer to the following websites:

Canada's Sports Hall of Fame. <www.cshof.ca/>.

Canada's Sports Hall of Fame. *Kidzone*. <www.cshof.ca/kidzone.php>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <www.edu.gov.mb.ca/k12/cur/physhlth/>.



Background Information

The Continuum of Physical Activity and Sport*

As we examine physical activity and sport we quickly realize that sport is only one of numerous stages along a continuum of human physical activity:

1. **Free play** is the first stage of the continuum, as this is the activity in which we engage as children and in which we continue to participate throughout life. As children, we explore, express ourselves, pretend, and role play using various forms of physical activity. This form of play has no firm rules and can usually take place anywhere. We engage in this form of play simply for the pleasure it provides.
2. **Game play** is the next stage of the continuum. This form of play requires greater structure and involves some kind of competition. Game play has a clear set of objectives that enhance our physical and mental capacities and are governed by a set of rules and/or regulations. The final outcome of a game can be based on luck, skill, or strategy, or on any combination of the three. Game play can be inactive or active:
 - Inactive games are very popular and include board games, card games, and video games.
 - Active games include tag games, dodging games, relays, and pick-up games such as touch football or street hockey.

In game play there are no leagues, standings, or schedules, and the players are usually the officials.

* Source: Adapted, with permission, from R. B. Woods, 2007, *Social Issues in Sport*, (Champaign, IL: Human Kinetics), pages 5-9.

3. **Sport** is the next stage along the continuum. As a specialized form of game play, sport generally involves the following characteristics:
- Sport **contains a physical component** such as strength, speed, endurance, flexibility, coordination, balance, and/or agility.
 - Sport competition **involves winning and losing**; therefore, winning and losing serve as motivating influences to practise, train, and give the best effort.
 - Sport **is governed by an organization or institution** that sets and enforces the rules and regulations and establishes the way in which results are kept and used.
 - Sport almost always **requires specialized facilities and equipment** that conform to a set standard. Courts, fields, and pools, for example, require set boundaries and markings. Equipment must meet standards for size, shape, material, and weight to ensure fair and equitable competition.

Sport in any given society reflects its values, beliefs, attitudes, and culture. In a society that places great emphasis on cooperation and fair play one would expect to find sports, games, and activities that are different from those found in a society that focused on competition and winning. One might argue that the youth of today are involved in a movement that may redefine sport within the North American culture through greater involvement in alternative sports such as in-line skating, mountain biking, and wakeboarding.

Most people play a sport as a hobby or for the love of the game. They are immensely satisfied to achieve the intrinsic rewards of the sport, such as improved health and fitness, improved skills, friendships, and enjoyment. Sporting activities and equipment can be modified to include people with disabilities, thereby giving everyone an opportunity to achieve the personal benefits of sport involvement.

4. **Work** is the final stage of the continuum of physical activity and sport. Some sport participants have developed skills to such a high degree that they are able to earn a living from their craft in organized sport. Professional players and coaches who are at the highest level of organized sport can earn millions of dollars through salaries, endorsements, and prize money. It is the financial payments they receive to perform in sport that classifies them as professionals.

The level of training and commitment needed from a very early age to pursue a dream of becoming a professional athlete is characteristic of work. Pushing the young body to its physical, mental, and emotional limits at a very young age is similar to the work that seasoned and well-conditioned professional athletes must endure. It is small wonder that only a few amateur athletes can ever hope to attain the professional level.



Suggestion for Instruction / Assessment

Examples of Free Play

Have students cut or tear a sheet of paper into 12 pieces. Ask students to identify three examples of free play that one might engage in as a child, as a teen, as an adult, and as a senior, and have them write each example on one slip of paper.

Divide a board into the four age group categories (child, teen, adult, and senior) and have students place their slips of paper into the appropriate categories. Ask students to respond to the following questions:

- Are there any suggestions that are not examples of free play?
 - How are the examples of free play for each age group different? How are they similar?
 - Does each of the four categories have examples of the purposes (exploration, self-expression, pretence, role playing) of free play? If the purposes change, why do they change from one age group to another?
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Suggestion for Instruction / Assessment

Continuum of Participation

Provide students with a copy of RM 2-SI and have them classify a list of activities according to the stage that best describes each activity. As a class, create a Physical Activity Continuum with examples of the stages included.



Refer to RM 2-SI: The Continuum of Physical Activity/Sport Participation.



Suggestion for Instruction / Assessment

Why Do People Become Involved in Sport?

Have students form groups of three to discuss why people become involved in sport. Two students in each group brainstorm reasons for participation in sport and the third person records the suggested examples.

Some reasons for participation in sport that students may include are provided below:

- enjoyment and fun
- filling free time
- parental influence and/or expectations

- risk and excitement
- meeting and playing with others (social relationships)
- fitness and health (e.g., cardiovascular fitness, body shape, stress management)
- skill development
- character development (e.g., leadership, teamwork, communication, self-confidence, self-esteem)
- personal rewards (e.g., awards, scholarships, recognition)
- financial gain

Next, have students distinguish between their suggested examples using the following categories:

- **extrinsic motivators** of participation in sport
- **intrinsic motivators** of participation in sport
- **desirable outcomes** of participation in sport

Facilitate a class discussion on the following questions:

- Is sport valued or not valued in Canada at the various stages of the continuum of physical activity and sport: free play, game play, sport, and work? How is this shown?
 - What does Canada need to do to promote physical activity participation?
 - What does Canada need to do to be known as an active and healthy country?
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Suggestion for Instruction / Assessment

Values in Sport

Using the Think-Pair-Share strategy (see Appendix E), have students reflect on and discuss the following questions, first individually, then with a partner, and finally as a class:

- Has sport influenced society? If so, how?
 - Has sport influenced you in any way? If so, how?
 - Has sport helped young people develop positive values? Why or why not?
 - What are some of the values learned through sport? Are they positive or negative?
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RM 1–SI: History of Sport: Match the Columns

Sport/Event	Match
1. Golf	
2. Ice hockey	
3. Volleyball	
4. Basketball	
5. First Olympic Games	
6. Curling	
7. Weight lifting	
8. Lacrosse	
9. Soccer	
10. Triathlon	
11. Snowboarding	
12. Speed skating	
13. Wrestling	
14. First modern-day Olympic Games	

Description/Origin of Sport/Event
a. The first of these festivals, which were part of a religious festival to honour Zeus, was held in 776 BCE.
b. Canada's official summer game. First played by the First Nations in the 1600s.
c. The Chinese played a form of this game more than 3000 years ago.
d. A Scottish game played with rocks dating back to 1511.
e. Game invented in 1895 by William G. Morgan in Massachusetts, USA.
f. Originated around 1800 in Windsor, Nova Scotia, Canada.
g. Games held in Athens, Greece, in 1896.
h. This sport, in some form, probably dates to prehistoric times. Most likely, someone lifted a heavy rock and then challenged someone else to try it.
i. Developed in the 1960s. The first piece of equipment used was called the <i>Snurfer</i> .
j. Invented by Canadian James Naismith in 1891.
k. The first game was played in Edinburgh, Scotland, in 1456.
l. Cave drawings of this sport have been found, dating back to 3000 BCE, in the (Chinese) Sumero-Akkadian civilization.
m. Dates back over 1000 years, to the canals and waterways of Scandinavia and the Netherlands.
n. Invented in the early 1970s by the San Diego Track Club.

**RM 1–SI: History of Sport: Match the Columns
(Answer Key)**

Sport/Event	Match
1. Golf	k
2. Ice hockey	f
3. Volleyball	e
4. Basketball	j
5. First Olympic Games	a
6. Curling	d
7. Weight lifting	h
8. Lacrosse	b
9. Soccer	c
10. Triathlon	n
11. Snowboarding	i
12. Speed skating	m
13. Wrestling	l
14. First modern-day Olympic Games	g

Description/Origin of Sport/Event
a. The first of these festivals, which were part of a religious festival to honour Zeus, was held in 776 BCE.
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n. Invented in the early 1970s by the San Diego Track Club.

RM 2–SI: The Continuum of Physical Activity/Sport Participation*

1. Classify each of the following activities as one of the following:

F – Free play

G – Game play

S – Sport

	Archery
	Ballet
	Bowling
	Checkers
	Cheerleading
	Curling

	Golfing
	Horseshoes
	In-line skating
	Jogging
	Rock climbing
	Skiing

	Skipping rope
	Skipping stones
	Street hockey
	Throwing a ball
	Tobogganing
	Weightlifting

2. Did you have difficulty classifying any of the above activities? If yes, which one(s)?

3. Why were some of the activities harder to classify than others?

4. Think of three activities different from the ones listed above that you think would be hard to classify.

5. Why did you select these three?

* Source: Adapted, with permission, from R. B. Woods, 2007, *Social Issues in Sport*, (Champaign, IL: Human Kinetics), pages 5-9.

Lesson 2: Sport as an Agent for Social Change

Introduction

According to *Strengthening Canada*, a report published by the Conference Board of Canada, participation in sport is vital to our society:

Canadians love sport. It gives them pleasure, helps them to define themselves and their communities, and contributes to a sense of what it means to be Canadian. In any one year, more Canadians are involved as active participants in sport – more than 8 million people in 2004 – than take part in public education at all levels combined. Millions more take part as volunteers and attendees. In all, about half the entire population of Canada is involved annually with sport, including 55 per cent of all adults.

It is because sport engages so many – as families, friends, communities and individuals – that Canadians experience its effects so strongly. (Bloom, Grant, and Watt 1)

The report further argues that while sport touches so many aspects of people's lives, many Canadians are unaware of how powerfully sport affects them directly or indirectly. Sport changes us as individuals and communities (e.g., allowing us to enhance our skills, improve our health and well-being, develop social connections and cohesion), affects our economy (e.g., creating jobs in manufacturing, retail, and service industries), and contributes to shaping our national and cultural identities (Bloom, Grant, and Watt 1).

The assertion that sport and physical activity are important to our culture and society naturally leads to the question of whether people's attitudes, values, and beliefs about sport can influence social change. The challenge in this lesson is to examine critically the role that sport and physical activity have played in shaping lives. What impact does sport have on family and friends? How do the media influence thinking?

REFERENCE



For additional information, refer to the following report:

Bloom, Michael, Michael Grant, and Douglas Watt. *Strengthening Canada: The Socio-economic Benefits of Sport Participation in Canada—Report August 2005*. Ottawa, ON: The Conference Board of Canada, 2005. Available on the Canadian Heritage, Sport Canada, website at <http://pch.gc.ca/progs/sc/pubs/recherches-research_e.cfm>.



Specific Learning Outcome

11.SI.2 Examine the impact of sport on various social issues.

Examples: ethnic background, gender equity, populations with exceptional needs, politics, technology, business



Key Understandings

- Sport media are an important part of global entertainment, which provides immediate connectivity to sports, regardless of location.
 - Physical activity and sport can be agents for social change.
 - Physical activity and sport programs provide a valuable resource for physical activity and socialization.
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Essential Questions

1. How are the media involved in sport and in the portrayal of social issues through and in sport?
 2. How has sport shaped our society?
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Background Information

The Media and Sport Partnerships*

The world seems to shrink every day due to the high level of connectedness achieved by the many forms of media. Essentially, there are two forms of media:

- **Print media** include newspapers, magazines, and books.
- **Electronic media** include television, radio, and the Internet.

Sport, sport media, large corporations, and business in general are all linked, making this unique partnership a significant economic contributor to society. But sport media also fulfill many other functions, such as the following:

- The media **educate consumers** about a game or sport, its history, the players, and the strategies involved in the contest, making all of us “armchair experts” on the game so that we can discuss and debate the events with others.

* Source: Adapted, with permission, from R. B. Woods, 2007, *Social Issues in Sport*, (Champaign, IL: Human Kinetics), page 72.

- The media **create excitement** about upcoming events, motivating people to become avid consumers, not only of the contest itself but also of all the festivities surrounding it. Many people will watch a significant game (e.g., Stanley Cup final) even if they do not usually watch the sport.
 - The media **create emotional attachments** to athletes, coaches, and teams through the many features leading up to the start of a new season of play. The media often focus attention on athletes who have been injured, or who have had to overcome adversity in their lives to get them to a certain point.
 - The media **provide a form of recreation and entertainment** for many people, which is of great value in stressful lives. Cheering for a local or favourite team or player is the type of excitement and drama that can make a difference in a person's life.
 - The media **relate stories on social concerns** that attract attention, stimulate thinking, and often create lively debate. Significant topics addressed in the media include issues related to
 - racial discrimination and inequities (e.g., coaching assignments, player positions, team names, logos, mascots)
 - sport economics (e.g., profits, salaries, endorsements, public financing, careers)
 - gender inequities (e.g., salaries, attire, opportunity)
 - sport ethics (e.g., cheating, fighting, gambling, athlete and fan behaviour, alcohol and tobacco sponsorships, role modelling, sexual harassment)
 - technological advancements (e.g., playing surfaces, equipment, clothing)
 - substance use and abuse (e.g., steroids, alcohol, drug testing, blood doping, penalties)
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Suggestion for Instruction / Assessment

Advertising and Sport

Have students imagine they are in charge of securing advertising for the sports section of a major newspaper. What products or businesses would be included in this section? Ask them to list at least 10 products that they think would interest readers of the sports section.

Compare the student-generated lists with what is actually advertised in the sports section of a major newspaper.

- Which products from the students' lists match the ones in the actual paper?
 - Were any surprises found in the advertisements in the paper?
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Background Information

Social Issues Highlighted through Sport

Sport engages the physical and mental abilities of groups and individuals world-wide, whether as fans or participants, as professionals or amateurs. Sport experiences generate a range of complex meanings that are shaped by many factors, including race, ethnicity, gender, and socioeconomic status. To understand the significance of sport more fully, it is necessary to examine the connections between sport and issues such as social mobility, individual achievement, ethnic conflict, nationalism, and the drive for equity.



Suggestion for Instruction / Assessment

Social Issues Snapshots

To activate thinking about social issues in sport, ask students to form groups of three or four and have them

- choose an issue that affects sport participation and development
- use a web diagram or a mind map to identify challenges/barriers and successes for their chosen issue
- present their ideas to the class, asking for additional comments or feedback

In addressing gender equity in sport, for example, the following misconceptions could be used in a class discussion about why women were/are excluded from sport:

- Females aren't interested in playing sports.
- Certain physical activities harm the female body.
- The aggressive and sometimes violent nature of sports does not reflect the feminine character.
- Women aren't as good as men in sport and, therefore, shouldn't have the same opportunities.
- Girls with exceptional athletic talent are "tomboys."

If desired, have students investigate and expand on their topic further, using print or web-based resources.



Background Information

Social Issues and Values

The following are examples of social issues that affect sport participation and development, including access to sport participation for populations with specific or exceptional needs:

- Special Olympics
- Paralympic Games
- Aboriginal sport participation
- gender equity in sport
- physical activity and sport for older adults
- politics and sport
- technology in sport
- sport as business

A discussion of these social issues follows.

Special Olympics

In the early 1960s the Kennedy Foundation in Washington, DC, began to promote international games for individuals who were intellectually challenged. The Kennedy Foundation hired Dr. Frank Hayden, a well-known Canadian researcher in the area of fitness and people with disabilities, and thus the Special Olympic Games were initiated in 1968, primarily with athletes from the United States and Canada. Events were later added for athletes who were physically challenged. Hayden and other more recent investigators have shown that the low fitness levels demonstrated by athletes with intellectual disabilities in the 1960s and 1970s were the result of physical inactivity. Testing has shown that these athletes are among the fitness elite, not only in physical skills for their peer groups, but also, in many cases, when compared with other athletes. Today the Special Olympic Games are the second largest international events, next to the Olympic Games.

REFERENCES



For additional information, refer to the following websites:

International Olympic Committee (IOC). *Olympic Games*. <www.olympic.org/>.

Special Olympics. <www.specialolympics.org/>.

Special Olympics Canada. <www.specialolympics.ca/>.

---. "The Birth of Special Olympics in Canada." *About Us: History*. <www.specialolympics.ca/en/default.aspx?tabid=10000013>.

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Paralympic Games

Athletes with disabilities were included in the Olympic Games for the first time in Rome in 1960. By the 1976 Olympic Games in Toronto, more groups with disabilities were added. That same year the Winter Paralympics took place in Sweden.

Since that time, groups with disabilities have increasingly been included in international sports competitions. Today, six different groups with disabilities are involved in the Paralympics, with athletic achievement being highlighted over disability. The number of athletes participating in the Summer Paralympics, for example, has increased from 400 athletes from 23 countries in Rome in 1960 to 3806 athletes from 136 countries in Athens in 2004 (International Paralympics Committee).

Currently, the Paralympics and the Olympic Games are both held in the same year and in the same location. The decision to ensure this practice for the future came about with a 2001 agreement between the International Olympic Committee (IOC) and the International Paralympic Committee (IPC), establishing that any host city will be presenting not only the Olympic Games but also the Paralympics.

REFERENCE



For additional information, refer to the following website:

International Paralympic Committee (IPC). *Paralympic Games*.

<www.paralympic.org/release/Main_Sections_Menu/Paralympic_Games/>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at

<www.edu.gov.mb.ca/k12/cur/physhlth/>.

Aboriginal Sport Participation

In Canada the Aboriginal Sport Circle is the national voice for Aboriginal sport, bringing together the interests of First Nations, Inuit, and Métis peoples. Established in 1995, the Aboriginal Sport Circle was created in response to the need for more accessible and equitable sport and recreation opportunities for Aboriginal peoples. Canada is viewed throughout the world as a leader in promoting and protecting the rights of all its citizens, including the access and participation in sport and physical activity programs. Today, many Native bands and individuals located near cities participate in athletic leagues. As well, every four years competitive games are held between Aboriginals from places such as Nunavut, the Northwest Territories, Yukon Territory, and Alaska. The competitions include indigenous games and demonstrations such as the arm pull and high kicking.

REFERENCES



For additional information, refer to the following websites:

Aboriginal Sport Circle. <www.aboriginalsportcircle.ca/>.

Arctic Winter Games. <www.awg.ca/>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at

<www.edu.gov.mb.ca/k12/cur/physhlth/>.

Gender Equity in Sport

One of the most consistent injustices of the past and present is the lack of equal access to, for example, job opportunities for women in our society. The quest for equitable and fair access in all aspects of society including sport is still a struggle today, although great strides have been made in recent history.

According to the Canadian Association for the Advancement of Women and Sport and Physical Activity, “no women took part in the first modern Olympic Games in 1896” (CAAWS, “Introduction”). At the 26th Olympic Games (1996) in Atlanta, for example, 97 of the 271 events were open to women, with both women and men contesting in 11 events; 3626 of the 10 629 athletes were women. Canada has fared better than other major countries when it comes to representation: “Of the 307 Canadian athletes who competed in Atlanta, 154 were women and 153 were men, making it the first Canadian Olympic team ever to consist of more women than men, an impressive shift in a short time” (CAAWS, “Introduction”).

Significant events that have ultimately changed the social view of women in sport include

- the women’s movements of the 1950s and 1960s
- the creation of organizations such as the National Organization for Women (NOW) and the Canadian Association for Advancement of Women and Sport and Physical Activity (CAAWS)
- the passing of U.S. legislation called *Title IX* in 1972 prohibiting gender discrimination in federally assisted education programs

Title IX states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving financial assistance” (U.S. Department of Labor).

The impact of events such as these has changed the level of female participation in sport throughout the world.

REFERENCES



For additional information, refer to the following websites:

Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS). “Women’s Sport from 440 BC to 1998.” *Milestones*.
<www.caaws.ca/e/milestones/sport_print.cfm>.

National Organization for Women. <www.now.org/>.

Title IX. <www.titleix.info/>.

U.S. Department of Labor. Office of the Assistant Secretary for Administration and Management. *Title IX, Education Amendments of 1972*.
<www.dol.gov/oasam/regs/statutes/titleix.htm>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at
<www.edu.gov.mb.ca/k12/cur/physhlth/>.

Physical Activity and Sport for Older Adults

As humans age, the body begins to deteriorate, from the cellular level to the total body. Aging is inevitable, and the process cannot be stopped. Research has shown, however, that it is possible to slow the loss of physiological and physical functions through exercise and sport. The Canadian Centre for Activity and Aging is a world leader in aging research and provides practical advice and materials on the benefits of physical activity for older adults. Recently, the Canadian government was instrumental in the formation of the Canada Senior Games, a national competition for seniors over the age of 55, which includes sports such as snooker, swimming, five-pin bowling, golf, and track.

REFERENCES



For additional information, refer to the following websites:

Canadian Centre for Activity and Aging (CCAA). <www.uwo.ca/actage/>.

Canadian Senior Games Association. <www.canada55plusgames.com/>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <www.edu.gov.mb.ca/k12/cur/physhlth/>.

Politics and Sport

The Canadian Sport Policy, available on the Sport Canada website, “presents a powerful vision for sport in Canada” and emphasizes the “goals of enhanced participation, excellence, capacity, and interaction in sport” (“Introduction”):*

The Policy is unique in comparison to the many previous studies and policies on sport in Canada because it

- represents the shared vision and goals of 14 governmental jurisdictions for sport for the period 2002 to 2012 and challenges the sport community to share in their achievement
- reflects the involvement in the policy development process of stakeholders not previously included
- emphasizes increased communication and collaboration amongst all the stakeholders
- commits all governments to setting targets for enhanced participation and enhanced high performance sport in collaboration with their respective sport communities
- commits governments to strengthening their regular and formal communication with their respective sport communities on issues affecting sport
- will be implemented by complementary Action Plans developed by the governments collectively and individually, bi-laterally and multi-laterally, and by the sport community

* Source of Excerpts: Canadian Heritage. Sport Canada. “Introduction.” *The Canadian Sport Policy*. 24 May 2002. <www.pch.gc.ca/progs/sc/pol/pes-csp/2003/1_e.cfm>. Reproduced with permission.

THE GOALS OF THE CANADIAN SPORT POLICY ARE

▪ **Enhanced Participation**

A significantly higher proportion of Canadians from all segments of society are involved in quality sport activities at all levels and in all forms of participation.

▪ **Enhanced Excellence**

The pool of talented athletes has expanded and Canadian athletes and teams are systematically achieving world-class results at the highest levels of international competition through fair and ethical means.

▪ **Enhanced Capacity**

The essential components of an ethically based, athlete/participant-centred development system are in place and are continually modernized and strengthened as required.

▪ **Enhanced Interaction**

The components of the sport system are more connected and coordinated as a result of the committed collaboration and communication amongst the stakeholders.

REFERENCE



For additional information on the policy, refer to the following website:

Canadian Heritage. Sport Canada. *The Canadian Sport Policy*. 24 May 2002.
<www.pch.gc.ca/progs/sc/pol/pcc-csp/index_e.cfm>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at
<www.edu.gov.mb.ca/k12/cur/physhlth/>.

Governments play a key role in protecting the rights of individuals. In Canada we refer to these rights as human rights. When individuals perceive that their human rights are being violated they may use legal means through the Human Rights Commission to ensure that their rights are respected. For an example, refer to RM 3-SI, which reports on the ruling, “Winnipeg Girls Win Right to Play on Boys’ Hockey Team.”



Refer to RM 3-SI: Human Rights Appeal.

Sport is often seen as a venue for the promotion of social values, thereby making sport a political venue. For example, sport and physical activity enable participants to

- enhance personal growth and development
- develop life skills (e.g., skills in time management, priority and goal setting)
- strive for excellence and success through hard work, discipline, and perseverance
- experience change in socioeconomic status
- contribute to and benefit from teamwork and team cohesion

Champion athletes can use their celebrity and success to bring attention to inequities, injustices, and other social and personal causes (e.g., racism, gender bias, homophobia, substance use, eating disorders, cancer, AIDS, disaster relief). Sport can also inspire national pride and unite a nation.

Technology and Sport

New sport products are continually being developed, including sportswear, court and field surfaces, equipment, fabrics, and materials. The primary reasons for the development of new products are safety, increased speed of movement (e.g., better trained athletes and the design of playing tools such as the shape and size of balls and the configuration of skis), and improved performance. Innovations in sport products (e.g., larger racquet heads, new waxing techniques for cross-country skiers) have made sport easier for beginners, assisted top-level athletes to reach superior performances, and eased the transition from individual to team play and from recreational sport to highly competitive sport.

Scientifically proven, sport-specific training regimes have significantly added to improved performance, as well as helping to combat the deleterious effects of physical inactivity. Advances in understanding how the body reacts to physiological and psychological stress, as well as improved rehabilitation methodology and technology, have enhanced knowledge of how to live a healthier life.

REFERENCE



For additional information, refer to the following website:

Sport and Technology. <www.sportandtechnology.com>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <www.edu.gov.mb.ca/k12/cur/physhlth/>.

Sport as Business

Sport is big business. More individuals participate in sport as spectators, athletes, and/or administrators than are involved in any other singular human endeavour. In many nations, including Canada, more money is spent on physical activity and sportswear, admission fees, salaries, equipment, and facilities than on the armed services or on any other area of concern, with the exception of health care. Sport involvement contributes to the fitness level of the nation, serves as a major form of entertainment, contributes to personal and national pride, provides employment for thousands of individuals, results in the construction of superior facilities, and thus contributes significantly to the gross national product of the country.



Suggestion for Instruction / Assessment

Social Issues in Sport

Specific business aspects of sport include

- investment income
- ticket sales
- facility revenue
- media revenue
- licensing fees
- team merchandise
- naming rights
- player revenue through endorsements

Ask students to select one of the topics listed above and research its impact on a specific sport, using information from newspapers, magazines, or web-based articles. Have students write a report on their selected research topic in which they

- state the sport and social issue
 - provide background on why it is an issue
 - explain how the issue was/is being addressed through sport and/or the business of sport
-



Suggestion for Instruction / Assessment

Player Endorsement Revenue

Have students predict the salaries, and identify any endorsement deals they know of, for different key athletes, such as the following:

- Tiger Woods (golf)
- LeBron James (basketball)
- David Beckham (soccer)
- Sidney Crosby (hockey)
- Cindy Klassen (speed skating)

After students have made their predictions, provide correct statistics for comparison. As a class, discuss the impact of player endorsement deals on society.

REFERENCES



For information on current statistics, refer to the following websites:

Badenhausen, Kurt. "The World's Top-Earning Athletes." 26 Oct. 2007. *Sports Business*. Forbes.com. <www.forbes.com/sportsbusiness/2007/10/25/sports-tiger-woods-biz-sports-cz_kb_1026athletes.html>.

Forbes.com. <www.forbes.com/>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <www.edu.gov.mb.ca/k12/cur/physhlth/>.

RM 3–SI: Human Rights Appeal

Winnipeg Girls Win Right to Play on Boys' Hockey Team*

Two Winnipeg sisters have the right to try out for the boys' hockey team at their high school, the Manitoba Human Rights Commission ruled Friday.

* This story is available at the following website:
Canadian Broadcasting Corporation (CBC). "Winnipeg Girls Win Right to Play on Boys' Hockey Team." 24 Sept. 2006. *CBC News*.
<www.cbc.ca/canada/manitoba/story/2006/09/22/hockey-decision.html>.

RM 3–SI: Human Rights Appeal (*Continued*)

Human Rights Appeal*

September 22, 2006

The Manitoba High Schools Athletic Association is disappointed with the decision regarding high school sport programs. The association strongly believes that its eligibility rules promote equal opportunity for boys and girls to participate in high school sport.

In this case, both the West Kildonan boys' and girls' high school hockey teams had approximately the same number of games and practices. The coaching staff of the girls' team consisted of a Level 2 coach, and a specialized goaltender coach, and other assistant coaches, while the boys' team only had Level 1 coaches.

The MHSAA followed the guidelines as set out by the Canadian Association for the Advancement of Women and Sport (CAAWS) who assert that it is preferable for athletes to play on a gender specific team, when resources are similar. The MHSAA policy is consistent with all other provincial associations across Canada.

The MHSAA allows girls greater opportunity than boys in high school hockey. [The girls] could have played for an "AAA" or "AA" boys' hockey team, but stated it was too expensive or they did not like the coach. They could have played both high school hockey and community hockey, which is an opportunity not available for boys in Manitoba. They chose not to play. They could have attended another school that didn't have a girls' hockey program and tried out for the boys' hockey team there. They chose not to play any hockey for two years and then requested financial compensation for their choices.

The Manitoba Human Rights Commission should consider that educators guide the Manitoba High Schools Athletic Association and its rules and regulations. They should appreciate that these individuals know what is appropriate for sport development at this level and what is best for the student athletes. It is regrettable that the Manitoba Human Rights Commission has chosen to uphold this challenge. This decision is a significant backward step for girls' high school sport progress, and amateur sport in general.

The school had opportunity to appeal the initial decision of the MHSAA Board. They chose not to appeal. The mother and superintendent were informed that another appeal could be put forward. The original appeal was not based on the differences of the games, but simply, "Can girls play on a boys' team, when the school has a girls' team?" It is regrettable that the school chose not to appeal. The school had the opportunity to present a formal Motion to change our rules. This could have been considered at an Annual Meeting, but no motion was ever submitted.

This decision paves the way for a purely merit (ability)-driven high school sport program. This is contrary to the expert evidence from the vast majority of school administrators, principals, and coaches. Does this now mean that boys can try out for girls' teams? Do we eliminate gender specific teams? How will this affect female participation? Can this carry over to Canada Games and other activities? The MHSAA feels that by providing funding and coaching in separate categories for competition, they promote maximum participation and opportunity for all student athletes to achieve personal success.

* Source: Manitoba High Schools Athletic Association (MHSAA). "Human Rights Appeal." *News*. 22 Sept. 2006. <http://www.mhsaa.mb.ca/pages/news/06_07/sep22a.php>. Used with permission.

Note: For updates, refer to the MHSAA website.

Lesson 3: Sporting Behaviour

Introduction

All societies in the world are governed by a set of rules that have been decided upon by the society as a whole, their elected representatives, or the rulers of that society. These rules, known as the laws of the land, are necessary so that anarchy does not take hold.

In many instances, sport serves as a microcosm of society. It is necessary to have guidelines, rules, or regulations of the way a sport is to be played. These rules are pliable but become less flexible as sport moves from recreational physical activity to formal structures, such as sports leagues. It is essential that all teams involved at similar levels play by the same set of regulations. Even at the elite or professional level, however, opportunities must be available to change the rules of sport, whether by popular demand, for safety reasons, or for spectator and participant appeal.

The rules of sport, like the rules of society, are meant to satisfy the needs of the participants and spectators, and must be seen to be fair, equitable, and judicious; that is, they must include a set of consequences/penalties for a hierarchy of transgressions or deviant behaviour.

REFERENCE



For information on this topic, refer to the following website:

Canadian Centre for Ethics in Sport (CCES). <www.cces.ca>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <www.edu.gov.mb.ca/k12/cur/physlth/>.



Specific Learning Outcome

11.SI.3 Analyze sporting behaviours that may be positive and/or negative.



Key Understandings

- All athletes have the potential to be perceived as role models.
- Character can be enhanced through systematic teaching and demonstration of fair play and good sporting behaviour.
- Sport participants behave in positive and negative ways.



Essential Questions

1. How does sport build or reveal the positive or negative character of an individual?
How is character “learned”?
 2. How do athletes serve as role models for young sport competitors?
 3. What is the difference between sporting behaviour and deviant behaviour in sport?
-



Background Information

Sporting behaviour is the term used to reflect sportsmanship, as it pertains to ethical behaviour, fair play, and respect for the sport, the participants, and the spectators. Elite athletes have become societal role models, whether or not they wish to carry this burden. In recent years, because of increased and instantaneous media attention, the behaviour of these athletes has come under society’s microscope, off as well as on the playing field, for every aspect of their lives. As a result, elite athletes seriously influence the moral and ethical development of children and youth of many societies.

Sport can also build character and personal qualities, such as courage, integrity, and the capacity to commit to a goal or purpose, as well as values such as a sense of responsibility to others, respect for others, self-discipline, a sense of fair play and fair dealing, and honesty.

For these reasons it is important that parents and particularly coaches have a good understanding of the positive values that the sporting experience is able to promote. Pointing out and rewarding the positive behaviours while discussing and discouraging the negative ones is every adult’s responsibility. Coaches and parents are role models too.

REFERENCE



For information on the skills, attitudes, and behaviours that sport builds, refer to the following report:

Bloom, Michael, Michael Grant, and Douglas Watt. “Chapter 6: Skills Impacts.” *Strengthening Canada: The Socio-economic Benefits of Sport Participation in Canada—Report August 2005*. Ottawa, ON: The Conference Board of Canada, 2005. Available on the Canadian Heritage, Sport Canada, website at [<www.pch.gc.ca/progs/sc/pubs/socio-eco/6_e.cfm >](http://www.pch.gc.ca/progs/sc/pubs/socio-eco/6_e.cfm).

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at [<www.edu.gov.mb.ca/k12/cur/physhlth/ >](http://www.edu.gov.mb.ca/k12/cur/physhlth/).



Suggestion for Instruction / Assessment

The Athlete as Role Model

Many positive role models can be found in sport. As a class, discuss athletes who contribute to the improvement of our society and are living examples of the best qualities of our society. Have students respond to guiding questions such as the following:

- What qualities do these athletes represent?
- What other athletes come to mind when we use the term “role model”?

Examples of role models in sport are Cindy Klassen, Clara Hughes, Steve Nash, Todd MacCulloch, Terry Fox, and Rick Hansen.



Suggestion for Instruction / Assessment

The Marketable Athlete

Have each student reflect on “marketable” athletes by responding to the following questions:

- Identify a Canadian athlete who advertises products in the media.
 - What products does this athlete advertise?
 - Why did the company selling the product connect this athlete to it?
 - Think about the sports you watch on television. What other kinds of products do you see advertised by athletes during television commercials or in print media?
 - What traits make an athlete “highly marketable”? Why?
 - What sort of image does an athlete bring to products? Give examples of positive and negative sports images or sports figures.
 - Do these athletes have an impact on the consumer relative to personal values?
-



Suggestion for Instruction / Assessment

An Athlete’s Creed

Have students create a creed (statement of belief) that reflects their personal views on sport participation. Students could also develop a creed for a local sporting event in the school or in the community and post it, where applicable. Have students compare and discuss the importance of their creed in the context of their own sport experience.

The Olympic Creed, for example, is meant to spur athletes to embrace the Olympic spirit and to perform to the best of their abilities. The words for this creed are attributed to Pierre de Coubertin, the founder of the modern Olympic Games, who got the idea for this phrase from a speech given by Bishop Ethelbert Talbot at a service for Olympic champions during the 1908 Olympic Games (Athens Info Guide; Canadian Olympic Committee).

THE OLYMPIC CREED

"The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well" (Canadian Olympic Committee).

REFERENCES



For additional information, refer to the following website:

Athens Info Guide. "Olympic Games." *Tourist Information Guide on Athens Greece*.
<www.athensinfo.com/olympic.htm>.

Canadian Olympic Committee (COC). *Frequently Asked Questions*.
<www.olympic.ca/EN/faq.shtml>.

International Olympic Committee (IOC). "Olympians." *Athletes*.
<www.olympic.org/uk/athletes/olympians/index_uk.asp>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at
<www.edu.gov.mb.ca/k12/cur/physlth/>.



Background Information

Character Versus Sport Ethic

More often than not, the assumption is made that having good character also represents the dominant sport ethic. In other words, the athletes' behaviours are consistent with the behaviour norms that are applauded and praised by the sporting culture. Individual character and the prevailing sport ethic may, however, counter each other. Athletes who demonstrate and endorse the sport ethic are rewarded, while those who rebel find it difficult to be a part of the accepted society.

When athletes are exposed to various ethical dilemmas in sport over a period of time, they may eventually adopt unethical behaviours that are expected of them (e.g., hockey players may be expected to fight or to take penalties for their team). The behaviours are often reinforced and appreciated by the fans and media. Although the behaviours are accepted within the insular world of sport, they are often not acceptable in the world outside of sport. The newspapers and television are full of examples of athletes who have difficulty keeping the line clearly drawn between the world of sport and the world outside of sport.



Suggestion for Instruction / Assessment

The World of Sport

Have students find in the media (or create) two positive or negative examples of ethical issues in sport. These examples may pertain to issues related to gender fairness, violence, cheating, fair play, foul language, use of performance-enhancing drugs, being forced to play while injured, and so on.

Have students comment on each example using the following guiding statement/questions:

- Identify the ethical issue in the selected example and describe what was ethical and/or unethical about the example.
- Comment on whether or not the individual actions/character involved and the prevailing sport ethic supported or countered each other.
- Explain how the athletes/coaches will be treated as a result of their actions in each example.
- Comment on whether or not the behaviour was appropriate and justified. Explain.

The following are some examples of what students may find when they look at how athletes' behaviours are consistent with the behaviour norms that are applauded and praised by the sporting culture but are not necessarily considered good character.

EXAMPLES

Athletes' behaviours may be consistent with behaviour norms of sporting culture but may not reflect good character when they

- | | |
|--------------------------------------|---|
| ▪ strive for excellence | by cheating (e.g., using drugs, making dishonest line calls, tampering with equipment) |
| ▪ strive for excellence | by training to exhaustion and playing in pain |
| ▪ show love and respect for the game | by gloating (e.g., after a touchdown, hockey goal, slam dunk) |
| ▪ demonstrate being a team player | by risk-taking or demonstrating violence and aggression (e.g., fighting, "beanballing," stick smashing) |

REFERENCE



For additional information on character and sport, refer to the following website:

Goodcharacter.com. *Character and Sports*. <www.goodcharacter.com/Sports.html>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <www.edu.gov.mb.ca/k12/cur/physhlth/>.



Background Information

Deviant Behaviour in Sport

The term *deviant behaviour* describes actions or behaviours that take place in sport that are outside expected or acceptable limits. This definition helps distinguish between behaviours that are governed within the rules of the sport and those that may be questioned, reviewed, or acted upon by the parent sport organization (e.g., National Hockey League) or by the judicial system.

Deviant behaviour in sport may include the following:

- **Rule breaking:** When rules are broken unintentionally during competition, or when rules are broken intentionally but the results are not severe, game officials make a ruling. Organizational or judicial intervention may become necessary when the rules are broken intentionally or result in great harm. The penalties or sanctions levied against the perpetrators range from heavy fines to lifetime bans in the sport, and, in some cases, result in criminal charges.
- **Emotional involvement:** Different levels of emotional involvement could also be considered deviant behaviour. In many countries, sporting events have evolved into avenues for emotional release and relief. Generally, the more important the event is, the greater the emotional expression becomes, whether it be joy, anger, wonderment, or sadness. Often the emotions are irrational and, in many instances, lead to violence, usually between opposing team spectators, but sometimes between opponents, athletes, and spectators, or even game officials. In any case, these actions are immature and antisocial, and are definitely not acceptable.



Suggestion for Instruction / Assessment

Rule Breaking

Using the Think-Pair-Share strategy (see Appendix E), students reflect individually and then in pairs about situations in sport where spectators/athletes have broken rules as a result of their frustration. Ask students to be prepared to discuss three examples in class.



Background Information

Off-Field Violence in Sport

Sports that involve body contact of any kind also involve violent acts. It has been suggested, although not substantiated, that watching or being involved in violent acts in sport may lead to deviant behaviour outside the sport venue. Is it possible that people who use physical intimidation and violence in sport are likely to exhibit these behaviours when faced with situations of conflict outside of sport? Consider the case of Tonya Harding (Olympic figure skater), who was involved with the attack on fellow skater Nancy Kerrigan.



Suggestion for Instruction / Assessment

Off-Field Violence in Sport

Develop statements related to violent behaviour for students to debate. Using the Opinion Corners learning strategy (see Appendix E), students take a position on an issue by going to the corner that most accurately depicts their viewpoint: strongly agree, agree, strongly disagree, or disagree.

The following are examples of statements that could be debated by the class:

- An athlete who feels that his or her character is being challenged will often respond with physical force.
 - Male athletes (e.g., O. J. Simpson, Chris Benoit, Mike Tyson) are more frequently involved in violent acts against women than are male non-athletes.
 - Sport serves as a way to release aggression in an acceptable way and actually reduces violent tendencies in athletes and/or fans.
 - Parents promote violent behaviour of their children.
-



Background Information

Performance Enhancement

Although performance-enhancing substances have been used for hundreds of years, this issue is becoming more prevalent in sport today. Athletes use many substances such as anabolic steroids, stimulants, over-the-counter drugs, vitamins, amino-acid supplements, health foods, and natural herbs to gain an advantage over their competitors. Not all substances are illegal, but many are.



Suggestion for Instruction / Assessment

Athletes' Use of Performance-Enhancing Drugs

Have students work in groups of three to discuss questions regarding athletes' use of performance-enhancing substances. Ask each student in a group to take one of the following letters: A, B, or C. For the first round, A is the recorder, B asks C questions, and C answers the questions. B does not speak other than to ask the questions. C has one minute to answer questions. After the first round, have students rotate until each student has had an opportunity to be a recorder, ask the questions, and respond to the questions.

Sample questions could include the following:

- Name three athletes who have recently been caught using performance-enhancing substances.
- What should be the penalty for such actions?
- Why do athletes take performance-enhancing substances?



Background Information

Sport Gambling

What are the issues/problems with betting on sporting events? There are strict rules against players, coaches, and game officials being involved in gambling on the outcomes of sporting events in which they are involved. Gambling in sport has long been an issue, however. It is estimated that billions of dollars are spent around the world in illegal wagering in sport.

In Manitoba, it appears that gambling is a concern not only for adults, but also for youth:

Based on the Addictions Foundation of Manitoba's 2001 Youth Survey, close to 50% of students surveyed had gambled or bet on something during the past year. Gambling activities played by these youth include: scratch tickets (29.7%), bingo (18.2%), lottery tickets (16.6%), Sports Select games (14%), VLTs (11.3%), and slot machines (10.3%). (MAAW, "Wanna Bet . . . Fast Facts on Gambling")

REFERENCE



For additional statistics, refer to the following website:

Manitoba Addictions Awareness Week (MAAW) Committee. "Wanna Bet . . . Fast Facts on Gambling." *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, October 2007. 2.4.8 Gambling. Available online at www.afm.mb.ca/maaw/Resource_Kit/FastFacts/gamblingwantabet.pdf.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at www.edu.gov.mb.ca/k12/cur/physhlth/.



Background Information

Does Sport Build Character?

The term *character* refers to a person acting in accordance with his or her own morals and beliefs. How a person is socialized as a child determines, to a large extent, what the person values, and this includes the elements of trustworthiness, honesty, respect, responsibility, fairness, and caring. When athletes behave in a manner that is inconsistent with the way they normally behave it is said that they are acting “out of character.” Why are there so many examples of athletes acting “out of character”?



Suggestion for Instruction / Assessment

The Time to Act—Or Not!

Ask students to brainstorm, in small groups, the reasons why they think that some athletes (e.g., professional, amateur) demonstrate poor sporting behaviour. Have students test their attitude toward sporting behaviours by responding to the scenarios presented in RM 4-SI.



Refer to RM 4-SI: Moral Dilemmas in Sport.

RM 4–SI: Moral Dilemmas in Sport

The fundamental nature of positive sporting behaviour is a commitment to compete within the letter and spirit of the rules, to treat the game itself and all participants with respect, and to be gracious in both victory and defeat. For many sport participants and spectators the dilemma is to know what is cheating or what is just a part of the game.

Here are 14 scenarios that test your attitude toward sporting behaviours. Identify each of the behaviours described in the scenarios below as one of the following:

C - Cheating

P - Part of the Game

Be prepared to support your choices.

Scenarios	C	P
1. To get a needed time out, a coach instructs a soccer player to fake an injury.		
2. After every score, a basketball player taunts the defender in an effort to “psyche him or her out.”		
3. To gain an edge, a golfer illegally alters equipment.		
4. A baseball coach instructs a pitcher to throw the ball at the other team’s best batter’s head to brush the batter back from the plate.		
5. To motivate players, a coach uses foul language and insults.		
6. In basketball, a player commits a deliberate foul to stop the clock in the final minute of play.		
7. In soccer, a coach teaches players to grab and hold shirts illegally without being detected.		
8. In volleyball, a player says nothing after a referee erroneously says the player never touched the ball.		
9. To set a new scoring record, a football team facing a badly overmatched opponent runs up the score to 96-7.		
10. In baseball, a fielder traps the ball against the ground, but tries to convince the umpire that he or she caught it cleanly.		
11. A wrestling coach instructs an athlete to attack a recent injury of the opponent.		
12. In ice hockey, a coach sends in a player to instigate a fight with the other team’s top scorer.		
13. In a close tennis match, the referee calls a sideline shot you have made “in.” You know it was out but don’t say anything.		
14. You are fouled in a close basketball game with the time running out. The coach calls you and another teammate over and instructs the other player to go to the shooting line in your place.		
15. Other		