

# PE SESSION: FAIR SPORTS FOR ALL

Age range: 9–14 years

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| <p><b>Outline</b></p> <p>Learners will use sport to think about how fairness relates to rules. Learners will consider how rules are used to make the Olympic Games fair, while taking into account the fact that some people have easier access to some Olympic sports than others. They will explore how they could make the rules of some different sporting competitions fairer for everyone taking part, before coming up with their own rules to hold a “Fair Sports Day”. This links to ideas about how rules in society can make society fairer. These questions can be used to link PE to other subject areas.</p>                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To consider how rules can make sports fairer or less fair for everyone taking part.</li> <li>To decide how to change rules in some sports to ensure that everyone can participate.</li> <li>To compare rules in sport to rules that help make society fairer.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Learners will organise and run a “Fair Sports Day” that enables all learners to participate fully.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>How is the world unfair?</li> <li>What does “taking action” mean?</li> <li>How can we take action?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Resources</b></p> <ul style="list-style-type: none"> <li><i>A Sporting Chance? PE</i> slideshow: slides 1–22</li> <li>Activity sheets:             <ol style="list-style-type: none"> <li><i>Fairness rules</i></li> <li><i>Fairness motto</i></li> </ol> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Curriculum links</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>England</b></p> <p><i>Pupils should:</i></p> <p><b>KS2 Physical Education</b></p> <ul style="list-style-type: none"> <li>Enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</li> <li>Be taught to use running, jumping, throwing and catching in isolation and in combination.</li> </ul> <p><b>KS3 Physical Education</b></p> <ul style="list-style-type: none"> <li>Understand what makes a performance effective and how to apply these principles to their own and others’ work.</li> <li>Be taught to develop their technique and improve their performance in other competitive sports.</li> </ul> | <p><b>Wales</b></p> <p><b>KS2 Physical Education</b></p> <p><b>Adventurous activities</b></p> <ul style="list-style-type: none"> <li>Overcome challenges of a physical and problem-solving nature with partners or in a small group</li> <li>Apply their skills in familiar and unfamiliar environments</li> </ul> <p><b>Competitive activities</b></p> <ul style="list-style-type: none"> <li>Take part in and design, small-sided modified versions of their competitive activity</li> <li>Cooperate with others and observe the conventions of fair play, equality and appropriate conduct in individual and team activities</li> </ul> <p><b>KS3 Physical Education</b></p> <p><b>Creative activities</b></p> <ul style="list-style-type: none"> <li>Develop and communicate a variety of imaginative ideas and information</li> <li>Listen carefully to others’ contributions, considering ideas and responding aptly</li> </ul> <p><b>Competitive activities</b></p> <ul style="list-style-type: none"> <li>Adopt an alternative role in their chosen activity, while working with others to apply the rules of an activity and ensure the conventions of fair play, honest competition, good sporting behaviour and informed spectatorship</li> </ul> | <p><b>Scotland</b></p> <p><b>Health and Wellbeing</b></p> <p><b>Physical Education</b></p> <p><b>Cooperation and competition:</b></p> <ul style="list-style-type: none"> <li>While learning together, and in leadership situations, I can:             <ul style="list-style-type: none"> <li>experience different roles and take responsibility in organising a physical event</li> <li>contribute to a supportive and inclusive environment</li> <li>demonstrate behaviour that contributes to fair play.</li> </ul> </li> </ul> <p style="text-align: right;"><b>HWB 2,3,4-23a</b></p> <p><b>Movement skills, competencies and concepts:</b></p> <ul style="list-style-type: none"> <li>As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.</li> </ul> <p style="text-align: right;"><b>HWB 2 and 3-21a</b></p> <p><b>Evaluating and appreciating</b></p> <ul style="list-style-type: none"> <li>I can analyse and discuss elements of my own and others’ work, recognising strengths and identifying areas where improvements can be made.</li> </ul> <p style="text-align: right;"><b>HWB 2and 3-24a</b></p> |



### Activity 1 (20 min)

#### *Fair sports for all*

*Note: This initial discussion is important because it will help learners to plan and run their own Fairer Sports Day. It links to areas beyond the PE curriculum and could be carried out in other curriculum areas (such as Citizenship or PSHE) or extra-curricular time (such as form time, circle time or assembly).*

- Ask learners why we have rules and discuss the importance of rules in making sports, school and our world fairer. Use the questions on slide 3 to guide the discussion.
- Ask learners whether there are times when having the same rules might not actually be fair. Show slide 4 and encourage learners to debate this. Their initial reaction might be that fairness means having the same rules, but encourage them to think about occasions where changing them might enable everyone to participate fairly (such as when accommodating different ages, abilities and genders).
- Go through the three specific examples provided in slides 5 to 10 and ask learners to think about how they could amend the rules to make these competitions fairer (for example, a runner who is younger starts five seconds before a runner who is older). Encourage learners to test their proposed rules by asking if their chosen rule makes the sport fairer for all, most, some or a few players.
- Show slide 11 and ask learners to think of and then discuss other examples where using the “normal” rules of sports might not be fair. Use “Think, Pair, Share”.
  - *Think: Ask learners to spend a minute thinking on their own.*
  - *Pair: Ask learners to share their ideas with a partner.*
  - *Share: Ask learners to share their ideas with the whole group.*
- Show slide 12 and ask learners whether they think the Olympic Games are fair for all the athletes and countries taking part. Encourage learners to give reasons for their views.
- Discuss ways in which the International Olympic Committee (which organises the Olympic Games) tries to make the Olympics fair, for example by testing athletes for drugs, dividing competitions up according to gender and having a separate competition for disabled athletes (the Paralympics). Point out that some countries will have different chances of winning an Olympic medal than others, depending on factors such as the resources and training facilities available for athletes. *Note: In the A Sporting Chance? Maths and Geography sessions, learners explore the possible link between the average income per person of a country and the number of Olympic medals it wins.*
- Ask learners whether they would do anything else to try and make the Olympics fairer for all the athletes and countries taking part. *What action would they take?* Discuss their ideas as a whole group.

**Activity 2** (45 min+, depending on the detail learners go into when planning their Fairer Sports Day)  
*Planning a “Fair Sports Day”*

- Show slide 13 and explain to learners that they are going to organise a “Fair Sports Day”, which enables all participants (of different ages, genders, abilities and needs) to take part in the same competitions. This could be across their class, their year group, or the whole school. Alternatively, older learners could organise an event for learners at local primary schools.
- Explain that in order to do this, learners will need to decide what their fairness rules will be. Encourage learners to discuss and agree this, either in groups or as a class. They could record and display their ideas using the templates provided in *Fairness rules* (Activity sheet 1).
- As an extension activity, learners could plan the organisation of the day. Possible areas to consider include:
  - *When and where will our “Fair Sports Day” take place?*
  - *How will we tell others about the event and encourage them to take part?*
  - *How will we organise people into teams to make sure that each team has a fair spread of different ages, gender, abilities and needs?*
  - *How will teams decide who from their team will take part in each of the different events?*
  - *What equipment do we need?*
  - *Who else in the school needs to be involved and how?*
  - *How will we evaluate whether our “Fair Sports Day” was fair and successful?*
- Once they have decided on their fairness rules, ask learners to organise themselves into teams. Each team could represent one of the countries taking part in the 2016 Olympics. Encourage each team to decide on a fairness motto for their team (or country). These instructions are provided on slides 13 and 14. A template is provided on slide 15 and in *Fairness motto* (Activity sheet 2).
- Learners could also consider whether and how the Olympic and Paralympic values (provided on slide 16) are reflected in their own fairness rules and team fairness mottos.
- Learners could display their “Fair Sports Day” rules and team fairness mottos in the classroom or school. As an extension activity, teams could design flags or banners to reflect their fairness mottos and display these at their “Fair Sports Day”.

**Activity 3** (variable, depending on the sporting activities and number of participants)  
*A “Fair Sports Day”*

- When learners are ready, they should hold their “Fair Sports Day”. This could be done in PE curriculum time. Encourage learners to take photographs and collect feedback on the day (or after the event) to measure how successful it was.

#### Activity 4 (20 min)

##### Evaluating our “Fair Sports Day”

- Use slide 17 to support learners to reflect on and evaluate the success of their “Fair Sports Day”.
- You could extend this discussion to life more generally. This discussion links to areas beyond the PE curriculum, and could be carried out in other curriculum areas (such as Citizenship or PSHE) or in extra-curricular time (such as form time, circle time or assembly). Furthermore, it is an excellent opportunity for learners to link their learning across curriculum areas.
- Use slides 18 to 19 to support learners to apply their learning about rules to life more generally. *Are rules important to help make society fairer?*
- Encourage learners to think of some examples. They may think of some more obvious things like criminal laws. However, encourage them to think about other rules, and how sometimes it is fairer to make certain rules different for different people. An example is given on slide 20, which shows one instance (tax), in which different rules might help to increase fairness in society. Also encourage learners to think about the importance of governments as the people who set the rules, by listening to the people they represent.
- Show slide 21. Say that in January 2016, Oxfam published this statistic stating that the world’s richest 62 people own the same wealth as the poorest half of the world’s population, 3.6 billion people.<sup>1</sup> Discuss the statistic with learners. *Do you think this inequality is fair?* Explain that Oxfam, along with many other organisations, groups and individuals are working to try and make our world fairer and more equal.
- Finish by showing slide 22 and discussing learners’ ideas about what rules they think would help make our world fairer.

#### Further ideas

- Organise a Paralympics Sports Day to raise awareness of disability. Try different Paralympic sports, such as sitting volleyball, boccia<sup>2</sup> and gameball.<sup>3</sup>
  - Find out more: [www.paralympic.org/the-ipc/paralympic-school-day](http://www.paralympic.org/the-ipc/paralympic-school-day)
- Learn about the International Fair Play Committee, which exists to promote fair play around the world. Each year, the committee awards Fair Play prizes to people who have proved to be excellent ambassadors of fair play. Ask learners to nominate peers who they think have shown fair play, whether in sport or other activities, and organise an annual or termly Fair Play award ceremony.
  - See: [www.fairplayinternational.org/](http://www.fairplayinternational.org/)

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<sup>1</sup> *An Economy for the 1%: How privilege and power in the economy drive extreme inequality and how this can be stopped* (Deborah Hardoon, Ricardo Fuentes-Nieva and Sophia Ayele, Oxfam International, 2016) <http://policy-practice.oxfam.org.uk/publications/an-economy-for-the-1-how-privilege-and-power-in-the-economy-drive-extreme-inequ-592643>

<sup>2</sup> Boccia is a game played on a hard surface where the goal is to throw the game balls so that they land as close as possible to a special target ball, the “jack”.

<sup>3</sup> Gameball is a game for visually impaired athletes. The object of this game is to roll the ball into the opposite goal while opposing players try to block the ball with their bodies, a bell inside the ball helps to orient players.



- Research the World Indigenous Games, a sporting and cultural event for athletes from indigenous groups. The first world games took place in Palmas in Brazil in October 2015, with 1,800 indigenous athletes from 23 countries taking part. The aim of the games is to raise awareness of indigenous culture worldwide. Sporting events include bow and arrow, lance throwing, tug of war, canoeing and a tree trunk race.
  - Find out more: [www.jmpi2015.gov.br/](http://www.jmpi2015.gov.br/)
- Learn some capoeira, a Brazilian martial art combining elements of dance, acrobatics and music. Find out about the history of this art form and its links with the beginning of African slavery in Brazil.

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**Fairness rules**

**Activity sheet 1**

**Our team fairness rule:**

**Our team fairness rule:**

**Our team fairness rule:**

**Our team fairness rule:**



**Fairness motto**

**Activity sheet 2**

**Our team fairness motto:**