

CURRICULUM PLANNING MAP

Level:
6th grade

Course Unit Title:
Sportsmanship and Spectator Behavior

Approximate Time:
4- 9 days

MAJOR FOCUS

Organizer

Students will identify behaviors considered appropriate for players, coaches and spectators.

Goals/Academic Expectations

Academic Expectations:

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

1.16 Students use computers and other electronic technology to gather, organize, manipulate, and express information and ideas.

1.2 Students make sense of the variety of materials they read.

2.35: (Lifetime Physical Activities) Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout their lives.

Core Content:

Identify supporting details and explain their importance in a passage.

Summarize information from a passage.

Informational Reading includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts.

Use text features (e.g., lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to understand a passage.

Transactive writing is informative/ persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.

Essential Questions

- What is sportsmanship? Identify characteristics of good and bad sportsmanship.
- What are appropriate behaviors for spectators?
- What guidelines should be used to evaluate or judge sportsmanship and spectator behavior?

Culminating Performance

List and discuss all the examples of poor and good sportsmanship. Using this background, develop a handbook for students at your school on good sportsmanship and spectator behavior.

OR,

Students will take a written test including multiple choice and open response questions.

Knowledge

- Behaviors associated with good and bad Sportsmanship
- Good spectator skills
- Evaluating sportsmanship and spectator skills

Instructional/Assessment Activities

Day 1

Pre-test; Introductory Reading Activity, read Being a Bad Sport by Joy Berry to the class. Read article from the web as a class.

Day 2

Reading/Writing activity to identify good and bad sportsmanship (websites)

Day 3

Gym: game situation, recording examples of good and bad sportsmanship with digital cameras; brief journal entry that relates observations to class discussions

Day 4

Gym: game situation, recording examples of good and bad sportsmanship; brief journal entry that relates observations to class discussions

Day 5

Gym: game situation, recording examples of good and bad sportsmanship; brief journal entry that relates observations to class discussions

Day 6

Class discussion of sportsmanship examples (using Inspiration)

Day 7

Gym: game situation with discussion of sportsmanship; brief journal entry that relates observations to class discussions

Day 8

Culminating Performance: Create handbook using MS Publisher in lab if available

Day 9

Culminating Performance: Create handbook using MS Publisher in lab if available
Post test

Skills/Abilities (Demonstrators)

- Apply rules and appropriate behaviors in lifetime physical activities
- Determine ways to correct inappropriate behaviors
- State rules of participator and spectator behavior
- Evaluate specific behaviors as they relate to good sportsmanship and spectator skills

Critical Resources

Websites

Publisher Template

Digital Cameras

Reading Material: Being a Bad Sport, Joy Berry; It's Your Turn at Bat, Barbara Aiello and Jeffrey Shulman

Scoring Guides

Prompt:

After the class discussion on sportsmanship, list 10-15 rules for good sportsmanship for players, coaches and spectators. Include examples of both good and bad sportsmanship. Using this information, develop a handbook for students at your school on good sportsmanship and spectator behavior. Also include methods to evaluate behavior not covered in the manual.

4	The handbook includes an appropriate list of at least 10 rules for good sportsmanship and spectator behavior. It includes one example for each rule. It includes a way to evaluate behaviors not covered in the manual.
3	The handbook includes an appropriate list of at least 7 rules for good sportsmanship and spectator behavior. It includes one example for most rules. It attempts to include a way to evaluate behaviors not covered in the manual.
2	The handbook includes an appropriate list of at least 4 rules for good sportsmanship and spectator behavior. It includes one example for some rules.
1	Attempts to list rules with few, if any, examples.
0	No Answer or incorrect or irrelevant information

Possible Answers

Rule	Examples
Do not use inappropriate language.	Cussing
Show respect to the other team.	No name-calling; shaking hands
Communicate appropriately with coaches and adults.	No yelling or screaming.
Cooperate with officials and coaches	Don't talk back; don't get angry about calls
Display positive actions	Don't throw equipment or tantrums; smile and walk away
Recognize outstanding performances of other team	Cheer when anyone makes a good play
Know the rules and follow them	Don't argue about the rules; don't try to "bend" the rules

Show enthusiasm	Cheer at appropriate times; play hard
Maintain composure	Don't overreact; keep a level head; talking in a normal tone
Have pride in your team's performance	Cheer for your team whether they win or lose; don't make fun of individual players on your team
Be responsible for your actions	Accept when you do something wrong
Have a forgiving attitude	Don't retaliate; don't intentionally threaten or hurt other players
Encourage others to do their best	Tell your team to keep trying rather than what they are doing wrong

<http://www.mhsaa.com/services/smanpage.html>

http://maxpages.com/milkdud4/Good_Sportsmanship

http://www.cohandball.com/instructional/thitss/thitss_rules_of_sportsmanship.htm

www.sportsmanship.org

www.charactermatters.com

<http://www.wcpss.net/athletics/sportsmanship/>

What it Means to be Fair, LaGrange, Michell.

Good-bye Stacey, Good-bye, Martin, Ann.

<http://www.westlinnbaseball.org/sport.html>

<http://www.sikids.com/sportparents/psychology/rules.html>

http://www.queendom.com/tests/health/social_anxiety.html

http://www.queendom.com/tests/career/coping_skills.html

<http://www.ncaa.org/news/2001/20010129/active/3803n25.html>

<http://www.ncaa.org/sportsmanship/>

poster

<http://www.westlinnbaseball.org/sport.html>

<http://www.sikids.com/sportparents2/sportsmanship/foulplay.html>

<http://www.mhsaa.com/services/smanpage.html>

video

<http://www.geocities.com/Colosseum/Bench/6823/sportman.html>

lists and posters

<http://www.sandyplainspanthers.com/sportsmanship.htm>

http://sportsillustrated.cnn.com/basketball/nba/news/2001/05/07/robinson_award_ap/

<http://www.palossports.com/ordering.cfm>

sports equipment

<http://www.sportsnmore.com/>

sports equipment

<http://www.outdoorplaces.com/estore/fogdog.htm>

equipment

<http://youth-sports.com/getpage.cfm?file=/topics/feb98-08.html&userid=10128143>
<http://youth-sports.com/getpage.cfm?file=/topics/022098-1.html&userid=10128143>
<http://youth-sports.com/getpage.cfm?file=/topics/022798-1.html&userid=10128143>
<http://youth-sports.com/getpage.cfm?file=/topics/030698-1.html&userid=10128143>
<http://youth-sports.com/getpage.cfm?file=/topics/031398-1.html&userid=10128143>
<http://youth-sports.com/getpage.cfm?file=/topics/032098-1.html&userid=10128143>

checklist of good sportsmanship for kids in a nice chart also explanation of rules

<http://youth-sports.com/getpage.cfm?file=/topics/060598-1.html&userid=10128143>

checklist for coaches

<http://www.utexas.edu/admin/uil/ath/sports/command.html>

ten commandments of sportsmanship

<http://www.utexas.edu/admin/uil/ath/sports/behave.html>

acceptable/unacceptable behaviors

<http://www.utexas.edu/admin/uil/ath/sports/crowd.html>

crowd control

<http://www.westlinnbaseball.org/sport.html>

good guidelines for players, coaches, administrators, etc.

Sportsmanship Small Group Reading Activity

You will be working in small groups to read and prepare a brief presentation on an article dealing with sportsmanship.

1. Each group member should read the article assigned to his or her group. As you are reading, take notes on important information from the article.
2. Once all group members have completed the reading, the group should discuss the article and decide what information should be shared with the class. Remember you are teaching them about this article.
3. Prepare a presentation. Your presentation should include:
 - Title of your article
 - Main idea the article is trying to get across to the reader (1 sentence)
 - Who would be the audience for this article (coaches, players, general sports fan, etc)
 - Important details from the article

Record notes below:

Sportsmanship Note Taking Matrix

	Guest Editorial – Ethics, Sportsmanship: Sides Of The Same Coin	Good Sport Spurs' Robinson Wins Annual Award	Foul Play! Parents And Coaches Can Save Good Sportsmanship From Extinction	NCAA Sportsmanship Winners Rewarded For “Doing It Right”
Intended Audience				
Main Idea				
Important Details				

Sportsmanship and Spectator Behavior

Lesson	Activity	Points Possible
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		