

SPIRIT OF SPORT
LEVEL 4 - Year 5/6



**WHAT MAKES
A GREAT
SPORTSPERSON?**



**NATIONAL
SPORTS
MUSEUM**

LEVEL 4 - YEAR 5/6

KEY CONCEPT

Great sportspeople are inspirational figures and role models.

FOCUSING QUESTIONS

1. What is sportsmanship?
2. Can mentoring make a difference?
3. Who inspires you?
4. Is winning the most important thing in sport?
5. What are the criteria for an athlete to be nominated as an athlete member of the Sport Australia Hall of Fame?

NATIONAL SPORTS MUSEUM EXHIBITION FOCUS

Spirit of Sport - Sport Australia Hall of Fame

CURRICULUM FOCUS

Learning Areas: The Humanities - History; The Humanities - Civics and Citizenship; English

Capabilities: Personal and Social Capability; Critical and Creative Thinking

OVERVIEW

These activities are designed to engage students in the Sport Australia Hall of Fame (SAHOF) exhibition at the National Sports Museum. Students start by looking at what they believe makes a great sportsperson. They create their own definition of sportsmanship and examine athletes who match and do not match their definition. Students work in pairs to discuss the role a mentor can play in sporting life and life in general.

Prior to visiting the National Sports Museum, students complete a "Who Am I" activity. Upon returning to the classroom, students undertake an inquiry-based research project on a Sport Australia Hall of Fame member who inspired them while visiting the exhibition.

A class debate is held to examine the question: Is winning the most important thing in sport? The SAHOF nomination criteria are reviewed as a class and students present a nomination speech to outline which current athlete should be nominated for the SAHOF. A class vote is held to identify the top three athletes the class would like to see inducted.

The key concept of what makes a great sportsperson is revisited as a conclusion.

PRE-VISIT ACTIVITIES

Introduce the key concept: Great sportspeople are inspirational figures and role models.

Focus skills, knowledge and understandings: Critical and Creative Thinking

As a class, students discuss the differences between a good sportsperson and a great sportsperson. Students examine what the terms “hero” and “role model” mean to them.

Ask: Does a sportsperson’s behaviour off the sporting field affect whether they are a hero or role model? Why or why not?

Using the class discussion as a basis, create a star chart and write down students’ thoughts and ideas.

From the ideas on the star chart, ask students to rank in order of importance from 1 to 10 the qualities and attributes they believe are most important in a great sportsperson.

Students will be able to explore the key concept further at the National Sports Museum Spirit of Sport exhibition.

FOCUSING QUESTION 1:

What is sportsmanship?

Focus skills, knowledge and understandings: English; The Humanities – Civics and Citizenship

In pairs or small groups, students draft a definition of sportsmanship. Students then identify past or present sportspeople who do and don’t match their definition.

FOCUSING QUESTION 2:

Can mentoring make a difference?

Focus skills, Knowledge and understandings: English; The Humanities – Civics and Citizenship; Critical and Creative Thinking; Personal and social Capability

Materials

- Worksheet 1

Background

The Sport Australia Hall of Fame believes in the benefit of young athletes being mentored by experienced athletes and great sportspeople. SAHOF offers scholarships to young athletes and a major component of the scholarship is access to mentoring from current Hall of Fame members. Members of SAHOF represent achievement at the highest level and the mentor’s role is to pass on these values to the scholarship holders. The mentors aim to inspire them to fulfil their potential in sport and life in general.

In pairs, students ask each other the following questions:

- What is a mentor?
- Do you have a mentor? Who is it? How did (or do) they mentor you?
- Have you ever been a mentor or big sister/big brother at school or at home?
- Would you like to have a mentor or big brother/big sister when you go to high school? How may it help?
- How would it benefit you if you were playing sport?

Bring students together as a class to discuss key outcomes from the discussions held in pairs.

Distribute Worksheet 1. Students should access the Sport Australia Hall of Fame website to identify the people and complete the worksheet.

- <http://www.sahof.org.au>

DURING THE VISIT TO THE NATIONAL SPORTS MUSEUM

Ask students to engage in the Spirit of Sport exhibition to identify a legend, athlete member or general member of SAHOF who inspires or interests them. Post-visit, students will be required to undertake an inquiry-based research project on their chosen SAHOF member.

POST-VISIT ACTIVITIES

FOCUSING QUESTION 3: Who inspires you?

Focus skills, Knowledge and understandings: English

Materials

- Internet access for research.

Ask students to identify which legend, athlete member or general member from the SAHOF exhibition inspired or interested them.

Students undertake an inquiry-based research project on their chosen athlete and explore the question: How and why did your chosen athlete inspire you? Further research can be undertaken at: <http://www.sahof.org.au>

Teachers might also consider asking students to write a letter to the person from the exhibition who inspired them. The letter must include an explanation about what it was about them or their achievements that was inspirational. Letters can be addressed to:

The Sport Australia Hall of Fame

Mailing address: PO Box 173, East Melbourne, VIC 8002

Email: admin@sahof.org.au

Website: www.sahof.org.au

Ph: +61 3 9510 2066

Fax: +61 3 9510 2110

Email: admin@sahof.org.au

FOCUSING QUESTION 4: Is winning the most important thing in sport?

Focus skills, Knowledge and understandings: English; Personal and Social Capability; Critical and Creative Thinking

Materials

- Worksheet 2
- Internet access for research

Create a table with the following age groups as headings: 2–4 years, 5–12 years, 13–18 years, 19–25 years, 26–35 years, 36–50 years, 51+ years. Have students suggest what types of physical activity people in each age group might participate in and what motivations might be most important to them. For example, would they be motivated by fun, playing with friends, fitness, health, winning, competing, building self-esteem or social interaction?

Tell students that they are going to debate the topic: Winning is the most important thing in sport. Distribute copies of Worksheet 2. Divide students into groups of seven – a team of three “for”, a team of three “against” and an adjudicator.

Refer to the Sport Australia Hall of Fame website links for further information: <http://www.sahof.org.au>

FOCUSING QUESTION 5: What are the criteria for an athlete to be nominated as an athlete member of the Sport Australia Hall of Fame?

Focus skills, knowledge and understandings: English; Civics and Citizenship; Personal Learning; Thinking Processes; Communication

Materials

- Internet access for research.

As a class, examine the criteria athletes must fulfil to be nominated for the Sport Australia Hall of Fame.

<http://www.sahof.org.au/hall-of-fame/nomination-information/before-you-nominate/>

<http://www.sahof.org.au/hall-of-fame/nomination-information/>

<http://www.sahof.org.au/hall-of-fame/nomination-information/criteria-for-members/>

The nomination criteria state that, in order to be inducted into the SAHOF, athletes from most sports must have been retired for at least two years. However, for the purposes of this activity students are to research an athlete who is still competing in their sport. This will enable students to choose their role model or an athlete they currently admire. Explain how they fulfil the nomination criteria (other than the criterion of being retired for two years) and why they believe their chosen athlete should be nominated as an athlete member.

All students are to present their nomination in a two-minute talk to the class. At the conclusion of all presentations, conduct a class vote to induct three members into the Sport Australia Hall of Fame. Students cast their vote based on their knowledge of the criteria and the presentations made by their peers.

Revisit the key concept: Great sportspeople are inspirational figures and role models.

Focus skills, Knowledge and understandings: Critical and Creative Thinking

Conclude by conducting a class discussion on the key concept. The discussion should cover the values that a sportsperson upholds, role modelling, performance, leadership, role of mentors and dedication.

INDICATORS OF STUDENT ACHIEVEMENT AND ASSESSMENT STRATEGIES

The activities in these materials address the following:

English: Reading and viewing; Writing; Speaking and listening

Students compare and analyse information from different texts and use evidence from a text to explain their responses to it. (VCELT341) (VCELY347)

Students show how specific details can be used to support a point of view. They create detailed texts elaborating upon key ideas for a range of purposes and audiences. (VCELY358) (VCELY358)

Students make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. (VCELY366) (VCELY367)

The Humanities: Civics and Citizenship

Students identify various ways people can participate effectively in groups to achieve shared goals. They analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues. (VCCCC015) (VCCCC016)

Personal and Social Capability

Students contribute to groups and teams suggesting improvements for methods used in group projects and investigations. (VCPSCSO032)

Critical and Creative Thinking

Students apply questioning as a tool to focus or expand thinking. (VCCCTQ021)

Students explain and apply basic techniques to construct valid arguments and test the strength of arguments. (VCCCTR027)

Students represent thinking processes using visual models and language. They practice and apply learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information. (VCCCTM029) (VCCCTM030)

ADDITIONAL RESOURCES

Sport Australia Hall of Fame website links:

<http://www.sahof.org.au>

<http://www.sahof.org.au/hall-of-fame/overview/>

<http://www.sahof.org.au/hall-of-fame/athlete-members/>

<http://www.sahof.org.au/hall-of-fame/general-members/>

<http://www.sahof.org.au/hall-of-fame/legend-of-australian-sport/>

<http://www.sahof.org.au/hall-of-fame/nomination-information/>

<http://www.sahof.org.au/hall-of-fame/nomination-information/criteria-for-members/>

WORKSHEET 1: WHO AM I?

Find some things that you admire about the people below.

Name: _____



I am an athlete member and was known as the “master of the tube”. I was in the top five for eight seasons from 1977 to 1983. Although I’ve held high profile positions such as president and chief executive officer of the Association of Surfing Professionals, I also still act as president of the Snapper Rocks Surfriders Club. I was inducted in 1999.

I am: _____



I am an Australian football legend. I played 254 games, kicked 330 goals and won six premierships at my first club. I was only the second player in history to be recruited under the father-son rule in my sport. I was inducted in 1987.

I am: _____



I am a legend. At the Melbourne Olympics in 1956, I was the first Australian to win three Gold medals at a single Olympics. I also won the 400m at the 1964 Tokyo Olympics in a time of 52.01 seconds. I was inducted in 1985.

I am: _____



I am a legend although I never won an Olympic or Commonwealth Games Gold medal. I am remembered for my sportsmanship during the 1500m race at the 1956 Australian National championships. Some athletes fell during the third lap, among them Ron Clarke. I stopped to check that he was okay and after some time decided to chase down the rest of the runners. I won the race and this is one of the greatest moments in Australian sporting history. I was inducted in 1985.

I am: _____

SECOND SPEAKER:

Main arguments

THIRD SPEAKER:

Closing argument
