

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>.

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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

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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.