

A legend.
A legacy.
A lifetime of inspiration.

Fair Play and Respect

Key Information

Subject area: Physical Education

Time required: This resource is planned to be taught as one 50 minute lesson.

Activity: Any practical activity where teams compete against each other such as rounders, benchball or wheelchair rugby.

Eric Liddell values: Integrity & Compassion

Key skills:

- Communication
- Cooperation

Learning intentions:

- To develop understanding of fair play and respect.

Success criteria:

- I can contribute to an inclusive environment.
- I understand the importance of being respectful and of fair play.

Experiences and Outcomes:

- (HWB 3-24a) I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made.

Equipment:

- Activity specific equipment.
- Two whistles or similar, for each game played at the same time.

Supporting materials:

- [Introductory Eric Liddell video](#)
- [Fair play sheet](#)



Uncle Eric Fact

Eric Liddell is often referred to as '*the most famous, the most popular and best loved athlete Scotland ever produced*'. This wasn't down to how fast he could run or the medals he won, but was down to how he conducted himself at athletic meets and as a missionary. Eric had so much passion for winning, but he never let that passion impact the way he treated others. The way Eric stayed honest, kind, fair and humble to those he met encouraged them to display the same attributes, meet their full potential and meant he was equally respected by teammates, adversaries and internment camp mates.

Fair Play and Respect

Lesson Format

In this lesson pupils will be encouraged to think about, discuss and understand the importance of fair play and respect. They will also be encouraged to think about the potential rewards and repercussions for conducting themselves either with or without respect.

If the class hasn't seen the '[Eric Liddell 100 introductory video](#)' please show this now.

Start the lesson with a whole-class discussion on why we need rules in sport and life. You could use some of the following questions to prompt your discussions.

- What rules do you have to follow every day at school?
- How do you feel if someone breaks a rule and it affects you?
- Do sports have rules?
- Why do you think they have them?
- What would it be like if there weren't any rules?
- What do we mean by 'fair play'?
- Can you give an example of 'unfair' play?
- If someone in your football team plays unfairly, what impact could that have on you and the rest of your team?
- What does being respectful mean? Is it just following the rules?
- Can you be disrespectful to: teammates, opponents, officials, equipment, yourself, the rules of the game?

Make reference to the fact that Eric Liddell was known and respected as much for his honest, kind and fair ways as he was for the medals he won on the track.

The practical part of the lesson can be delivered through any activity where teams compete against each other, such as rounders, water polo, benchball or wheelchair rugby.

Split the class into equal teams and encourage them to talk about all the rules they know of for playing the chosen activity.

Depending on your choice of activity, space, equipment available and numbers of pupils in your class, you may choose to have more than two teams.

Any even number of teams will work for this lesson.

Bring all pupils back together for a whole class discussion on the rules of the game to ensure that they understand the rules and how to play.

As a class, decide on the rules pupils will play to during the lesson.

Explain to the class that for each game they play, one pupil from each team must be nominated to take on the role of referee.

Discuss as a class what could constitute a moment of fair play or unsportsmanlike conduct within the game they are playing. Pupils could use the [Fair play sheet](#) which provides examples of moments of fair play and unsportsmanlike conduct to help support their refereeing.

Each time a team plays against a new team, a different team member should take over the role of referee. If your class has only two teams, ensure they either play multiple rounds or ensure the game has a quarter or half time where new referees can be chosen. This ensures that the original referees get a chance to participate in game time and other pupils get a chance to referee.

Referees will have two roles:

1. To referee the game to the rules agreed in the class discussion.
2. To award or deduct goals or points for: respect / disrespect, fair play/ unsportsmanlike conduct. Examples may be given, such as:
 - respecting a team mate's choice of play (respect)
 - arguing with the referee's decision (unsportsmanlike conduct, disrespect)

Fair Play and Respect

Any moments where points or goals are gained or lost should be communicated at the time with the playing teams, just like any normal sanction or goal would be.

Each time new referees are chosen encourage them to recognise and award players when they are respecting their decisions and respecting others during the game.

At the end of the game, or whenever referees are changed, teams and their referees should come together to discuss scores so far with the teams.

The referees should inform both teams where any fair play points, or loss of points due to unsportsmanlike conduct, came from.

At the end of the lesson bring everyone together to discuss how the games went. You could refer to the 'Uncle Eric Fact' and use some of the following questions to generate discussion:

- As a member of a team, do you think you need to show more respect for the rules, and why?
- What could happen if you or one of your teammates are disrespectful or demonstrate unfair play?
- How did you feel when your team was awarded a point for fair play?
- How did you feel when your team had a point deducted due to unsportsmanlike conduct?
- Did this affect your play in any way? How?