

S: 2 H: 1 GLO: 9-12

OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source: http://www.thephysicaleducator.com/blog/files/smart_goals.html <http://edsitement.neh.gov/lesson-plan/victors-virtue-cultural-history-sport#sect-activities>

<p style="text-align: center;"><u>Objectives/ Student Targets</u></p>	<p><u>Equipment & Technology Needed:</u></p>
<p><u>Cognitive:</u> The students will be able to describe how cultural attitudes towards winning and losing reflect broader philosophical currents.</p>	<p>A Copy of Reid’s “Sport, Education, and the Meaning of Victory”, stopwatches, measuring tape, medicine balls (weighted balls)</p>
<p><u>Affective:</u> The students will develop an appreciation for the history and the culture of the Olympics.</p>	
<p><u>Psychomotor:</u> The students will participate in an sport that was part of the original Olympic games.</p>	
<p>Academic Vocabulary: Virtue Ethics, Deontology, Utilitarianism, Interdependence, Improvisation, Arete</p>	
<p><u>Introduction / Anticipatory Set:</u> As New Activity: 1. Hand out a copy of Heather L. Reid’s “Sport, Education, and the Meaning of Victory” to each student or every two students. (http://www.bu.edu/wcp/Papers/Spor/SporReid.htm) 2. Ask the students a few simple questions: Why do you think that almost every high school in America has an athletic program? How would you summarize the goal of a high school sports program? What is the best rationale for including sports in a high school education? Take note and make a list of the specific values that students most readily associate with high school sports. Do students emphasize the educational value of physical fitness and exercise? School spirit and pride? Teamwork and camaraderie? Sportsmanship and fair play? Hard work and discipline? Determination and competitiveness? Try to get a sense of which values students deem most central to the success of a high school sports program. Are there any students who believe that high school athletics <i>do not</i> effectively serve a real educational purpose? To what extent do high school athletes and coaches consider winning to be the primary goal of the sports program in which they participate? What do coaches, teachers, and administrators teach high school athletes about the value of winning?</p>	<p><u>Classroom Layout:</u> Gym (or large space with hard even surface)</p>

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3. Tell students that the paper was presented at a conference of philosophers, and that Reid's argument focuses on the connection between sports programs at modern educational institutions and ancient Greek philosophy. Instruct students to carefully read and annotate Reid's article
4. To what extent does the role and value of sports in modern high schools resemble the role and value of sports in an ancient Greek education?

Instant Activity:

Have the students jog around the gym or complete a daily warm up to get them ready and excited to compete in ancient olympic activities.

Fitness Development:

1. Increase heart rate movement
2. Improve flexibility through daily stretching activities
3. Develop muscular endurance and strength through activity

Lesson Focus:

Have your gym or area separated into three different areas or stations. There will be a running station, a jumping station, and a throwing station. Explain that these three events were in the ancient greek olympics.

Running station:

At the running station, the students can have one length of the gym to race each other. Have stopwatches available so students can time the racing students. 3-4 students can race at one time, and then the others can have a turn. If you would like to add a competitive edge and your students can handle it, have a board available with dry erase markers so they can put the best scores on there.

Teaching Cues:

Sportsmanship

Jumping station:

Have students start at one line in the gym, run and jump at a different line. Another student will have a measuring tape to see how long the jump was. Have enough space for 3-4 students to jump at once. Again, have a board and marker available if needed/wanted.

Discus Throw station:

This station will need a little bit more room. Since you may not have any discus and if you are not outside, you will have to be careful with what you throw. If at all possible, have at least this station outside. You can use medicine balls or some other type of weighted, but soft ball. Have students stand on one side, and they have to throw (not moving in a forward direction) the ball. Can let them choose if they want to use one arm or two. Have students available to see where the ball first hits the ground and measure the distance. Again, have a board available if desired.

Tell the students that there were many other events in the ancient Greek olympics such as: wrestling, boxing, pankration (type of wrestling/boxing mix), and equestrian activities.

Unfortunately we could not add this into our lesson for obvious reasons!

*Your class will need to have good sportsmanship and a good sense of community to add the competitive aspect.

Assessment:

- Evaluate a final project that is based on the student's response to: Provide a convincing argument as to why this school should maintain its athletic programs based on what you have learned about the philosophy behind competition. This can be your choice of outside of class assignment or in class discussion.

Modifications:

Can move starting spots of activities closer or farther away.

The type of ball used in discus can be changed to a bean bag or foam ball.

Can be modified to outdoors or indoors.

Closure:

Finally, have students comment on some of the well-known maxims that may have shaped their attitudes towards winning and losing. Specifically, call your students' attention to the two often-cited quotations below:

1. "If winning isn't everything, why do they keep score?" Attributed to Vince Lombardi, coach of the Green Bay Packers, 1959-1967.
2. "The important thing in life is not victory but combat; it is not to have vanquished but to have fought well." Attributed to Baron Pierre de Coubertin, father of the modern Olympic games.

Which one of the above two quotations has had a greater influence on students' perspective on the importance of winning at sports?