



## Grade 5 Sample Lesson Plan: Sporting Behavior

### Objectives/Goals

- Students will be able to provide examples of positive and negative sporting behaviors.
- Students will be able to demonstrate positive sporting behavior.
- Students will be able to explain how positive sporting behavior can help build a respectful and peaceful classroom environment.

### Materials

- Skit handouts
- Students can use requested PE equipment as “props” for their skits

### Steps

#### *Step 1- Intro- Explain the Task to Students*

- Students will split into small groups to create short skits demonstrating various sporting behaviors. Each group will receive a handout detailing two behaviors they will act out. On each handout is a negative behavior to avoid and a positive behavior to emulate.
- Students are allowed to request P.E. equipment (within reason) to use as props for their skit.

#### *Step 2- Planning Time*

- Groups have 15 minutes (times can be adjusted) to prepare their skit. During planning time, groups need to come up with a plan, obtain any equipment needed, and practice their skit.

#### *Step 3- Performance*

- Each group has 2 minutes to perform their skit for the rest of the class

*Step 4- Wrap-Up Discussion*

- Ask the following questions to the class:
- How do you feel when you witness students demonstrating negative sporting behaviors?
- How do positive sporting behaviors help us build a respectful learning environment?

**Assessment Idea**

- Ongoing observation: Students are expected to demonstrate positive sporting behavior on a daily basis. It is important to model these behaviors regularly throughout the year and also to engage individual students as needed when they are exhibiting negative sporting behaviors
- Use the exit slip at the end of the handout section

**References**

- Kids Health: <https://kidshealth.org/en/parents/sportsmanship.html>
- Stanford Children's Health: <https://www.stanfordchildrens.org/en/topic/default?id=teaching-children-good-sportsmanship-1-4524>

**Handout**

The next pages include:

- 6 handout pages with different skit topics
- Exit slip

## Group 1: Always Try Your Best

Your job is to create two short skits. The first will give an example of the negative behavior listed below. The second will provide an example of the positive sporting behavior for how students should act if they are in a situation like this.

### The Script

Sometimes when you are playing a game, things do not always go as planned. Maybe your team is losing, maybe you are not performing as well as you had hoped, or maybe an opponent is not following the rules and the teacher/referee did not see the rule violation. Adversity occurs in many ways. How will you choose to respond?

### Negative Sporting Behavior

The Victim: The victim tends to get upset, make excuses and blame other people when something does not go their way.

### Positive Sporting Behavior

The Competitor: The competitor always tries his/her best and has a positive attitude regardless of the situation.

Remember, you can't always control circumstances around you, but you can control how you choose to respond.

### Your Task

Create a scenario where a student might face adversity during a PE game. First demonstrate how the "victim" might act, then demonstrate how a "competitor" would respond differently to the same scenario.

## Group 2: Always Encourage Teammates

Your job is to create two short skits. The first will give an example of the negative behavior listed below. The second will provide an example of the positive sporting behavior for how students should act if they are in a situation like this.

### The Script

You are playing a team game. One of your teammates is trying their best, but they are making many mistakes and not playing very effectively. Your team is losing the game. How do you communicate with your struggling teammate?

### Negative Sporting Behavior

The Bad Teammate: The bad teammate takes their frustration out by criticizing or making fun of their unsuccessful teammate.

### Positive Sporting Behavior

The Encourager: The encourager uses kind words to reassure their struggling teammate and help them rebuild their confidence.

Remember, everyone makes mistakes. Chances are, your teammate already feels bad about how they are performing. Encouraging words might help them play better. Criticizing often has the opposite effect.

### Your Task

Create a scenario like the one described in the script above. First, demonstrate how the “bad teammate” might act. Then show how an “encourager” would respond differently in the same scenario.

## Group 3: Always be a Gracious Winner

Your job is to create two short skits. The first will give an example of the negative behavior listed below. The second will provide an example of the positive sporting behavior for how students should act if they are in a situation like this.

### The Script

You are playing a really close and exciting game. Your team wins! How do you respond?

### Negative Sporting Behavior

The Bragger: This behavior involves loud and obnoxious celebration directed at opponents, intended to make fun of them for losing.

### Positive Sporting Behavior

Gracious Winner: The gracious winner always makes sure to seek out opponents after the game to congratulate them on their effort and thank them for a fun competition.

Remember, it is okay to celebrate when you win! Be sure to keep your celebration brief, keep it positive and direct it toward teammates who are celebrating with you.

### Your Task

Create a scenario like the one described in the script above. First, demonstrate how the “bragger” might act. Then show how a “gracious winner” would respond differently in the same scenario.

## Group 4: Always Assume the Best

Your job is to create two short skits. The first will give an example of the negative behavior listed below. The second will provide an example of the positive sporting behavior for how students should act if they are in a situation like this.

### The Script

It is very important for all students to do their best to follow the rules of the activity. Sometimes students break rules intentionally to try to give their team a better chance to win. More often though, students break rules because they forget or they do not understand every detail. How should you respond when a fellow student is not following the rules?

### Negative Sporting Behavior

Name Calling: Calling the rule breaker a “cheater” or yelling at them because they broke the rules.

### Positive Sporting Behavior

Assume the Best: Assume the student has simply forgotten what the rule is. Get the student’s attention and use a calm tone of voice to remind him/her about the rule.

Remember, even if your opponent was breaking the rule intentionally, taking this approach gives the other student a way to save face. They are more likely to respond in a positive manner and start following the rules. Name-calling will likely start a conflict.

### Your Task

Create a scenario like the one described in the script above. First, demonstrate how the “name caller” might act. Then show how a student could respond differently in the same scenario if he/she “assumed the best”.

## Group 5: Always be Respectful

Your job is to create two short skits. The first will give an example of the negative behavior listed below. The second will provide an example of the positive sporting behavior for how students should act if they are in a situation like this.

### The Script

You are playing a competitive and exciting game and you are going head to head repeatedly against the same opponent. Both you and your opponent are performing well and making good plays. How should you communicate with him/her?

### Negative Sporting Behavior

The Trash Talker: “Trash Talk” is putting an opponent down or trying to intimidate them in order to gain an advantage.

### Positive Sporting Behavior

Be Complimentary: If your opponent makes a good play, congratulate them for it.

Remember, competition is most fun when both teams treat one another with respect. Complimenting opponents is a great way to encourage the other team to show good sporting behavior in return.

### Your Task

Create a scenario like the one described in the script above. First, demonstrate how the “trash talker” might act. Then show how the scenario would play differently if the two opponents were complimentary of one another.

## Group 6: Always Resolve Conflict Peacefully

Your job is to create two short skits. The first will give an example of the negative behavior listed below. The second will provide an example of the positive sporting behavior for how students should act if they are in a situation like this.

### The Script

While playing a game, you and an opponent have a disagreement about something that happened. How do you handle that conflict?

### Negative Sporting Behavior

The Arguer: The “arguer” is more interested in being right than they are in finding a fair resolution. They do not listen to the other person’s side with an open mind, they argue to force their perspective on the other person.

### Positive Sporting Behavior

The Peacekeeper: The peacekeeper is willing to listen to the other person’s perspective. Although they might disagree, they understand that compromise is the best way to solve a disagreement fairly. The peacekeeper works toward compromise instead of arguing his/her point.

Remember, resolving conflict is all about reaching understanding so that both parties can move forward. It is not about deciding who is right and who is wrong.

### Your Task

Create a scenario like the one described in the script above. First, demonstrate how the “arguer” might act. Then show how a “peacekeeper” would respond differently in the same scenario.

## Exit Slip

Circle all of the following choices that represent good sporting behavior

- A) Trash talking an opponent
- B) Playing by the rules
- C) Complimenting an opponent
- D) Bragging
- E) Encouraging teammates
- F) Being a gracious winner
- G) Solving conflict peacefully
- H) Making excuses when things don't go right