

PE SESSION: MAKING THE GAME FAIRER FOR ALL

Age range: 9–14 years

<p>Outline</p> <p>Learners will use the context of football to think about how fairness relates to rules. They will consider not only how rules are used to make the game of football “fair”, but also think about why some people have easier access to playing football than others. Learners will explore how they could use rules to make the game more inclusive, before coming up with their own rules for a “Fair” football tournament where everyone is able to take part. This will prompt learners to think about how rules in society can make life fairer for everyone.</p>	
<p>Learning objectives</p> <ul style="list-style-type: none"> • To consider how rules can make the game of football “fairer” or less “fair” for everyone taking part. • To decide how to make and change rules in a football tournament to ensure that everyone can participate on an equal basis. • To compare rules in sport to rules that help make society fairer. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> • Learners will organise and run a “fair” football tournament that enables everyone to participate fully. • Learners will discuss whether our society is fair and what rules could be made to help make it fairer.
<p>Key questions</p> <ul style="list-style-type: none"> • Why do we have rules? Do rules make things fair? • Should everyone be treated equally? • How do rules make the game of football/school/the world fairer? • How would you make the world a fairer place? 	<p>Resources</p> <ul style="list-style-type: none"> • <i>The World Cup: A Fair Game?</i> PE Slideshow • Activity sheets: <ol style="list-style-type: none"> 1. <i>Helping everyone to take part in a fair way</i> 2. <i>Team motto</i>

Curriculum links		
<p>England <i>Pupils should:</i> KS2 Physical Education</p> <ul style="list-style-type: none"> • Enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. • Be taught to use running, jumping, throwing and catching in isolation and in combination. <p>KS3 Physical Education</p> <ul style="list-style-type: none"> • Understand what makes a performance effective and how to apply these principles to their own and others' work. • Be taught to develop their technique and improve their performance in other competitive sports. 	<p>Wales KS2 Physical Education Adventurous activities</p> <ul style="list-style-type: none"> • Overcome challenges of a physical and problem-solving nature with partners or in a small group. • Apply their skills in familiar and unfamiliar environments. <p>Competitive activities</p> <ul style="list-style-type: none"> • Take part in and design, small-sided modified versions of their competitive activity. • Cooperate with others and observe the conventions of fair play, equality and appropriate conduct in individual and team activities. <p>KS3 Physical Education Creative activities</p> <ul style="list-style-type: none"> • Develop and communicate a variety of imaginative ideas and information. • Listen carefully to others' contributions, considering ideas and responding aptly. <p>Competitive activities</p> <ul style="list-style-type: none"> • Adopt an alternative role in their chosen activity, while working with others to apply the rules of an activity and ensure the conventions of fair play, honest competition, good sporting behaviour and informed spectatorship. 	<p>Scotland Health and Wellbeing Physical Education Cooperation and competition:</p> <ul style="list-style-type: none"> • While learning together, and in leadership situations, I can: <ul style="list-style-type: none"> - Experience different roles and take responsibility in organising a physical event. - Contribute to a supportive and inclusive environment. - Demonstrate behaviour that contributes to fair play. <p style="text-align: right;">HWB 2,3,4-23a</p> <p>Movement skills, competencies and concepts:</p> <ul style="list-style-type: none"> • As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. <p style="text-align: right;">HWB 2 and 3-21a</p> <p>Evaluating and appreciating</p> <ul style="list-style-type: none"> • I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made. <p style="text-align: right;">HWB 2 and 3-24a</p>



Activity 1 (20 min)

Do rules make things fair?

Note: This initial discussion is important because it will help learners to plan and run their own “Fair Football Tournament”. It links to areas beyond the PE curriculum and could be carried out in other curriculum areas (such as Citizenship or PSHE) or extra-curricular time (such as form time, circle time or assembly).

- Ask learners why we have rules and discuss the importance of rules in making the game of football, school and our world fairer. You may wish to use the questions on slide 3 of the PE slideshow to guide the discussion.
- Ask learners whether there are times when having the same rules might not actually be fair. Show slide 4 and encourage learners to debate this. Their initial reaction might be that fairness means having the same rules, but encourage them to think about occasions where changing them might enable everyone to participate fairly (such as when accommodating different ages, abilities and genders).
- Show slide 5 and ask learners to look at the two images. *Which do they think is fairer and why?* Use the notes in the slide to draw out the difference between equality (where everyone is treated the same) and equity (where everyone is treated fairly, according to their needs).
- Go through the three specific examples provided in slides 6 to 11 and ask learners to think about how they could amend the rules to make these football games “fairer”. For example, a team of young players could score more points per goal than an older team. Encourage learners to test their proposed rules by asking if their chosen rule makes the game fairer for all, most, some or a few players.
- Finish by showing slide 12. Point out that the rules of football have been devised to ensure the game is fair for players of similar ability. Then, ask learners whether they can think of any examples where the “normal” rules of football might not allow everyone to take part equally. How much of a problem do learners think this might be? Encourage them to empathise with different perspectives. You could use *Think, Pair, Share* for this. Instructions are in the notes for this slide.

Activity 2 (45 min+, depending on the detail learners go into when planning their “fair” football tournament)

Planning a “fair” football tournament

- Show slide 13 and tell learners that they are going to organise a “fair” football tournament, in which players of different genders, abilities and needs, and, possibly, different ages, participate together. This means that there will need to be different rules to help everyone to take part in a way that makes the game “fair”. This could be across their class, their year group, or the whole school. Alternatively, older learners could organise an event for learners at local primary schools.
- Explain that learners will need to decide what their rules will be. Encourage learners to discuss and agree these, either in groups or as a class. They could record and display their ideas using the templates provided in *Helping everyone to take part in a fair way* (Activity sheet 1).

- As an extension activity, learners could develop their leadership skills by planning the organisation of the tournament themselves. Possible areas to consider include:
 - *When and where will our “fair” football tournament take place?*
 - *How will we tell others about the event and encourage them to take part?*
 - *How will we organise people into teams?*
 - *What equipment do we need?*
 - *Who else in the school needs to be involved and how?*
 - *How will we evaluate whether our football tournament was fair and successful?*
- Once they have decided on the rules for their tournament, ask learners to organise themselves into teams. Each team could represent one of the countries taking part in the 2018 World Cup. Encourage each team to decide on a motto for their team (or country). These instructions are provided on slide 14. A possible template is provided on slide 15 and in *Team motto* (Activity sheet 2).
- Learners could display their “fair” football tournament rules and team mottos in the classroom or school. As an extension activity, teams could design flags or banners to reflect their mottos and display these at their event.

Activity 3 (variable, depending on the number of games and participants)

A “fair” football tournament

- When learners are ready, they should hold their “fair” football tournament. This could be done in PE curriculum time. Encourage learners to take photographs and collect feedback on the day (or after the event) to measure how successful it was.

Activity 4 (20 min)

Evaluating our “fair” football tournament

- Use slide 16 to support learners to reflect on and evaluate the success of their “fair” football tournament.
- You could extend this discussion about fairness and inclusivity to life more generally. This discussion links to areas beyond the PE curriculum, and could be carried out in other curriculum areas (such as citizenship or PSHE) or in extra-curricular time (such as form time, circle time or assembly). Furthermore, it is an excellent opportunity for learners to link their learning across curriculum areas.
- Use slides 17 to 18 to support learners to apply their learning about rules to life more generally. *Are rules important to help make society fairer?*
- Encourage learners to think of some examples. They may think of some more obvious things like criminal laws. However, encourage them to think about other rules, and how sometimes it is fairer to make certain rules different for different people. An example is given on slide 19, which shows one instance (tax), in which different rules might help to increase fairness in society. Also

encourage learners to think about the importance of governments as the people who set the rules by listening to the people they represent.

- Show slide 20. Explain that 2017 saw the biggest increase in billionaires in history, with one new one being added to the list more frequently than every two days. These billionaires, of which the vast majority are men, saw their wealth increase by \$762bn in 12 months. This huge increase could have ended extreme poverty in the world seven times over. Instead, in 2017, 82% of wealth created worldwide went to the richest 1% whereas the poorest half of the world saw no increase in their wealth at all.¹ Discuss these statistics with learners. *Do they think this inequality is fair?* Finish by showing slide 21 and discussing learners' ideas about what rules they think would help make our world fairer.

Further ideas

- Investigate how FIFA tries to make the World Cup more inclusive. Learners could research how FIFA ranks teams as well as the current World Cup qualification process (see note below). Learners could reflect on and discuss how “fair” they think these processes are, before coming up with their own ideas. There are challenges in making the World Cup more inclusive. For example, although it would mean that both stronger and weaker teams from different parts of the world have a chance of competing, the positive discrimination that might be necessary to support this could result in championship games between teams of very different abilities. It could also result in some of the stronger teams not qualifying because there may be fewer places available for teams from stronger continents to take part.

These issues are not easy to resolve and there is a lot of controversy. See Oxfam's recently updated *Teaching Controversial Issues* guide for guidance, classroom strategies and practical teaching activities for managing controversial issues in the classroom:

www.oxfam.org.uk/education/resources/teaching-controversial-issues

Note:

FIFA calculates the rankings by looking at a team's total number of points over the last four years; teams can win points from the matches that they play with other countries. The more successful a team is, the more points it gains and the higher its ranking. For more information on the ranking procedure, see: www.fifa.com/fifa-world-ranking/procedure/men.html

Qualifying tournaments for the World Cup are held in each continent (Africa, Asia, North America, South America, Europe and Australasia). For each of these tournaments, FIFA decides beforehand how many qualifying places there will be for each continent, based on the numbers and relative strength of the teams taking part. There are more European teams in the World Cup because FIFA allocates them more places. The country hosting the World Cup (which for 2018 is Russia) automatically qualifies. For further details, see:

www.fifa.com/worldcup/preliminaries/index.html

- Research other ways in which football is being made more inclusive. Find out about the FA Disability Cup, which consists of a number of different impairment-specific partner competitions (such as the Powerchair Cup, Cerebral Palsy Cup, Amputee Cup, Blind Cup and Deaf Cup).

¹ D Alejo Vázquez Pimentel, I Macías Aymar and M Lawson (2018). *Reward Work, Not Wealth: To end the inequality crisis, we must build an economy for ordinary working people, not the rich and powerful*. Oxfam.

policy-practice.oxfam.org.uk/publications/reward-work-not-wealth-to-end-the-inequality-crisis-we-must-build-an-economy-fo-620396



- See: www.thefa.com/get-involved/player/disability/disability-cup-overview
- Learn about the International Fair Play Committee, which exists to promote fair play around the world. Each year, the committee awards Fair Play prizes to people who have proved to be excellent ambassadors for fair play. There is also a FIFA Fair Play Award, which is presented annually to individuals, teams, fans, spectators or football associations who have acted in the spirit of fair play and compassion. Ask learners to nominate peers who they think have shown fair play, whether in sport or other activities, and organise an annual or termly Fair Play award ceremony.
 - www.fairplayinternational.org/
 - www.fifa.com/sustainability/fair-play.html

Terms of use

Copyright © Oxfam GB

You may use photographs and associated information from this resource for educational purposes at your educational institution. With each use, you must credit the photographer named for that image, as well as Oxfam. You may not use the images and associated information for commercial purposes or outside of your educational institution. All information associated with these images relates to the date and time that project work took place. Although this resource refers to the World Cup throughout, this is editorial usage only and there is no association in any way between FIFA and this resource.

Helping everyone to take part in a fair way

Rule 1:

Rule 2:

Rule 3:

Rule 4:



Team motto

Our team motto:

A large, empty rounded rectangular box intended for students to write their team motto.

