

## Spirit of the Game (SOTG) Unit 2020-21

### Summative Assessments

- Cognitive: Internet research assignment (see page 2)
- Skill: Spirit of the Game during game play (see rubric on page 3)

Day	Plan
<b>T 9/1 W 9/2</b>	<p>"I can provide multiple examples of good and bad spirit of the game."</p> <p>What is SOTG?</p> <ul style="list-style-type: none"> <li>• Celebrating healthy competition</li> <li>• More than just sportsmanship</li> </ul> <p>A to Z Boxes (page 4)</p> <ul style="list-style-type: none"> <li>• In 2s or 3s, fill in each box with an example of good or bad SOTG</li> <li>• Can get creative with some spelling for some of the boxes (text language, abbreviations, etc.)</li> <li>• If complete before time is done, add more answers to the boxes.</li> <li>• Have students give answers and fill in a big class box (project onto wall, and type in as they are going); color code for good/bad</li> </ul>
<b>TH 9/3</b>	<p>"I can define spirit of the game."</p> <p>Partner Walk and Talk</p> <ul style="list-style-type: none"> <li>• While walking to the field, get a partner but be socially distant. Both partners need to define SOTG.</li> <li>• Once to field, have 3 people share the good definitions they heard.</li> </ul>
<b>T 9/8 W 9/9</b>	<p>"I can identify positive and negative spirit of the game behaviors to help create class expectations."</p> <p>Identify positive and negative SOTG behaviors</p> <ul style="list-style-type: none"> <li>• Circle Map (page 6)</li> <li>• Write name on back</li> <li>• Write in own answers</li> <li>• Borrow answers from others</li> <li>• Circle your top 3 answers from both in and out of the circle</li> <li>• List out your top 3 answers and record on white board</li> <li>• These are now our expectations for each other in the class</li> <li>• Hold each other accountable</li> </ul>
<b>TH 9/10</b>	<p>"I can identify good and bad spirit of the game from a picture or quote."</p> <p>Practice reflecting on examples (pages 7-8)</p> <ul style="list-style-type: none"> <li>• Picture and quote</li> </ul>
<b>M 9/14</b>	<p>"I can reflect on my own spirit of the game." "I can demonstrate good spirit of the game during game play."</p> <p>Self Rating on SOTG for part of warm up (page 9)</p> <p>Skill Assessment-teacher observation during game play</p> <p>Assign Internet Research Assignment: due Friday 9/18</p>
<b>T 9/15 W 9/16</b>	<p>"I can research and interpret examples of spirit of the game." "I can demonstrate good spirit of the game during game play."</p> <p>Knowledge Assessment-internet research activity during class time</p> <p>Skill Assessment-teacher observation during game play</p>
<b>TH 9/17</b>	<p>"I can demonstrate good spirit of the game during game play."</p> <p>Skill Assessment-teacher observation during game play</p>
<b>F 9/18</b>	Internet research due

## Spirit of the Game Internet Research

Find a quote, picture, video, anecdote, or song lyrics that are examples of good and bad sportsmanship. You will submit three items: **one good** spirit of the game example, **one bad** spirit of the game example, and **one example of your choice**. You must choose at least two different mediums to submit (i.e., you cannot submit three quotes). The assignment is due by the end of class TODAY. **No late assignments will be accepted!**

Information that must be included for each example:

- How does this example demonstrate good or bad spirit of the game?
- How does this example relate to you and this class?
- Properly cite the source

Submit electronically via Google Classroom

### Grading rubric

1	2	3	4
Only 1 example given	All examples are either good or bad, not a mixture	Only 2 examples given	1 good, 1 bad, and 1 choice examples included
No complete sentences/thoughts	Few complete sentences/thoughts	Some complete sentences/thoughts	Complete sentences and thoughts to explain why it is +/- SOTG
No complete sentences/thoughts	Few complete sentences/thoughts	Some complete sentences/thoughts	Complete thoughts to explain how the example relates to them and class
Uses the same type of media for all 3 examples			Uses at least 2 different types of media
Includes no citations or no correct citations	Few citations are correct	Some citations are correct	All or most citations are correct

Skill Assessment Rubric (will tailor the indicators depending on the class discussions)

Level of Achievement	Descriptor	Indicators
1	The student <b>rarely (miss 8+)</b> demonstrates positive SOTG behaviors.	<b>Spirit of the Game (SOTG) Behaviors</b> <ol style="list-style-type: none"> <li>1. Respect</li> <li>2. Polite</li> <li>3. Encouraging</li> <li>4. Helps other people up</li> <li>5. Plays fair</li> <li>6. No arguing</li> <li>7. Accepts referees decisions</li> <li>8. Participates with energy</li> <li>9. Cheerful</li> <li>10. Accepting of all</li> <li>11. Uses appropriate language</li> <li>12. Acknowledges quality play</li> <li>13. High 5's other team after games</li> <li>14. Displays integrity</li> <li>15. Joyous play</li> <li>16. Not a win at all cost attitude</li> </ol>
2	The student demonstrates positive SOTG behaviors <b>some (miss 5-7)</b> of the time.	
3	The student demonstrates positive SOTG behaviors the <b>majority (miss 2-4)</b> of the time.	
4	The student <b>consistently (miss 0-1)</b> demonstrates positive SOTG behaviors.	

[illegible]

Names \_\_\_\_\_

Class \_\_\_\_\_

Fill in the boxes below with words or phrases that start with each letter and pertain to Spirit of the Game. You can write both good and bad examples.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>
<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>
<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>
<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>
<b>Y</b>	<b>Z</b>		

Name \_\_\_\_\_

Define spirit of the game.

Name \_\_\_\_\_

Define spirit of the game.

Name \_\_\_\_\_

Define spirit of the game.

Name \_\_\_\_\_

Define spirit of the game.

Name \_\_\_\_\_

Define spirit of the game.

Circle Map: Good examples inside the big circle, bad examples in the space outside the circle.  
Write 5 of your own for each, then share answers with others to fill in more words/phrases.



Read the quote, and answer the questions below.



Why does this example demonstrate good spirit of the game?

How does this example relate to you and this class?

Analyze the picture, and answer the questions below.



Why does this example demonstrate bad spirit of the game?

How does this example relate to you and this class?



Name \_\_\_\_\_ Class \_\_\_\_\_

Reflect on your own Spirit of the Game since school has started, and answer the following questions.

1. What is at least one example of good Spirit of the Game you have demonstrated this year?
2. What is at least one example of bad Spirit of the Game you have demonstrated this year?

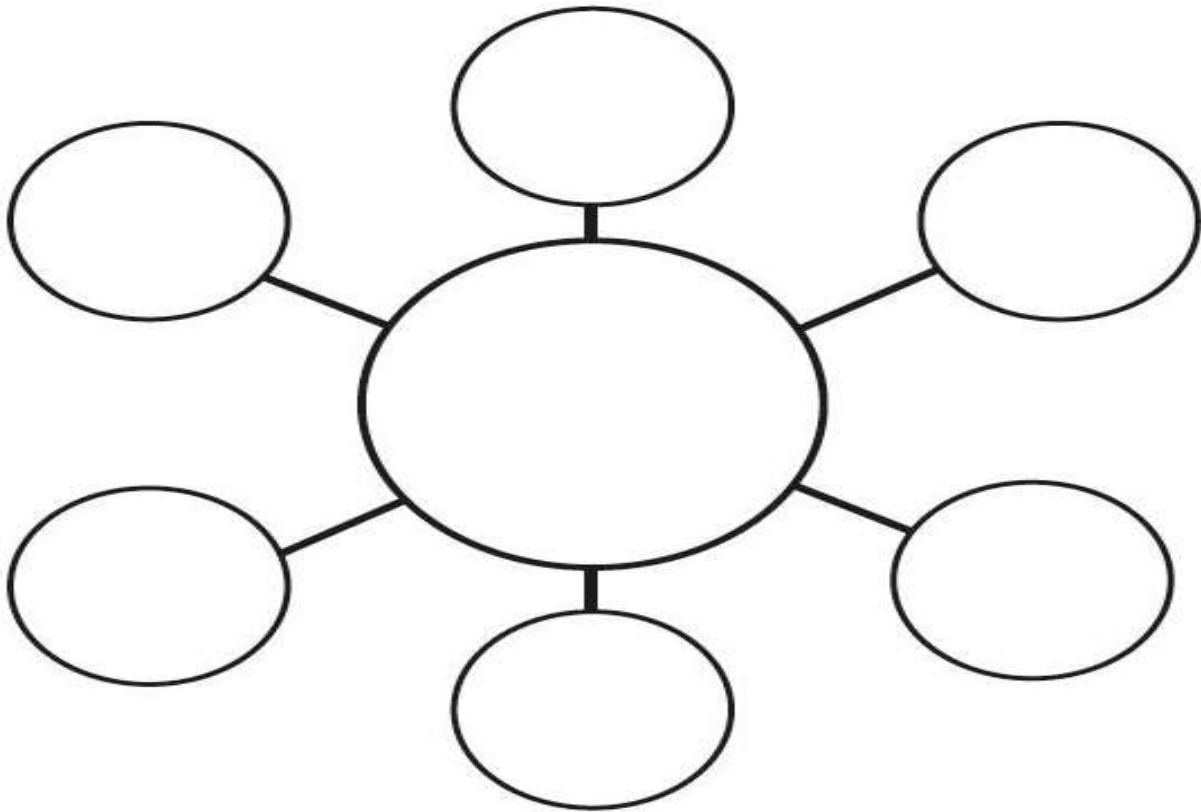
Name \_\_\_\_\_ Class \_\_\_\_\_

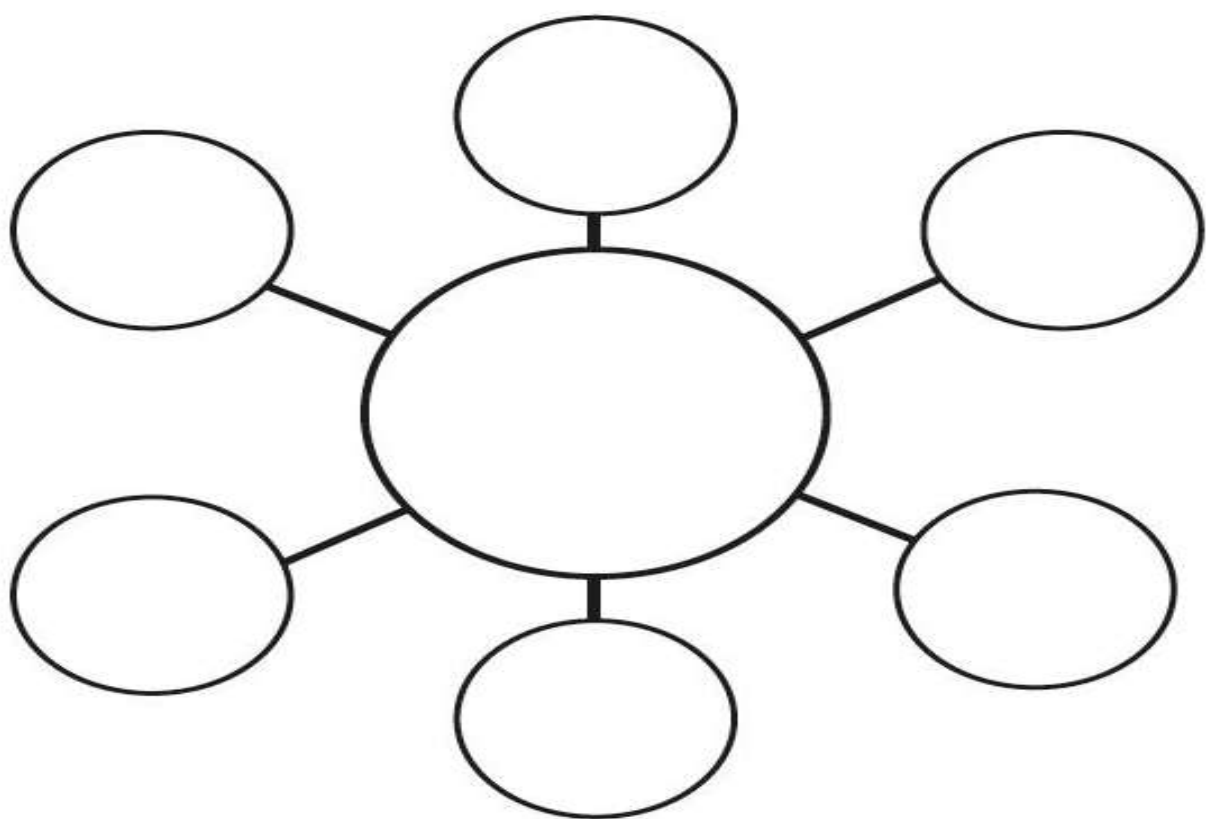
Reflect on your own Spirit of the Game since school has started, and answer the following questions.

1. What is at least one example of good Spirit of the Game you have demonstrated this year?
2. What is at least one example of bad Spirit of the Game you have demonstrated this year?

Instructions:

1. Print the bubble map.
2. Write your name in the upper left hand corner of the bubble map.
3. In the center circle on one bubble map, write GOOD SPIRIT OF THE GAME.
4. In the center circle on the other bubble map, write BAD SPIRIT OF THE GAME.
5. In each bubble off the main circle, write a word/phrase that demonstrates good or bad spirit of the game.
  - a. Spirit of the game is similar to sportsmanship, but a little broader. Do your best with what you know.
  - b. You will have at least 6 examples of EACH good and bad spirit of the game.
  - c. Feel free to draw more bubbles in if you have more than 6 answers.
6. Turn in within 2 days of your absence to earn your points.





Name \_\_\_\_\_

Period \_\_\_\_\_

What are 3 things someone could SAY that would be considered GOOD Spirit of the Game?

What are 3 things someone could SAY that would be considered BAD Spirit of the Game?

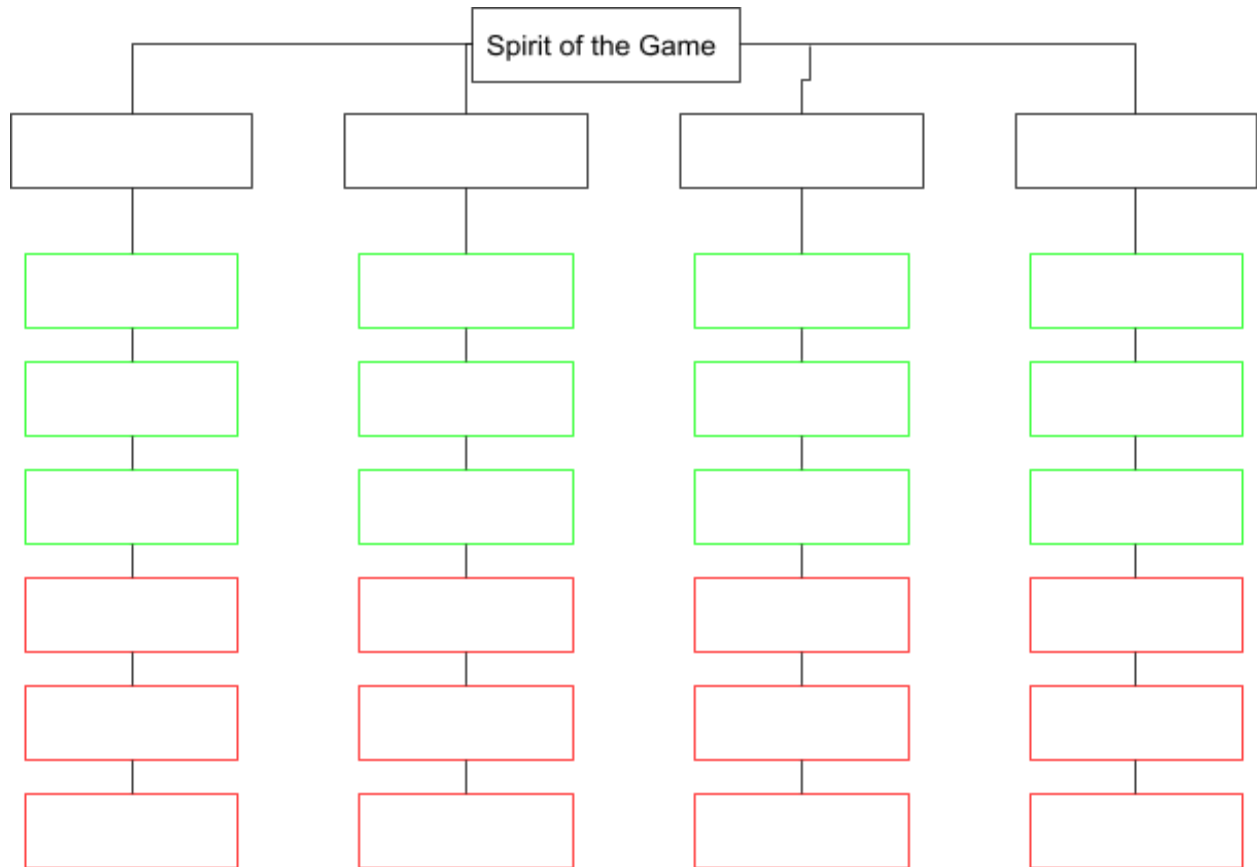
What are 2 things someone could DO that would be considered GOOD Spirit of the Game?

What are 2 things someone could DO that would be considered BAD Spirit of the Game?

What aspect of GOOD Spirit of the Game is the easiest or most natural for you?

What aspect of Spirit of the Game is a struggle for you?

Write the 4 roles in the black boxes on the top row. For each role, write 3 positive spirit of the game behaviors in the green boxes and 3 negative spirit of the game behaviors in the red boxes.



Your Name \_\_\_\_\_

The name of the person you were spying on today \_\_\_\_\_

What GOOD spirit of the game behaviors did you spy this person doing today?

What BAD spirit of the game behaviors did you witness this person doing today?

Your Name \_\_\_\_\_

The name of the person you were spying on today \_\_\_\_\_

What GOOD spirit of the game behaviors did you spy this person doing today?

What BAD spirit of the game behaviors did you witness this person doing today?

Your Name \_\_\_\_\_

The name of the person you were spying on today \_\_\_\_\_

What GOOD spirit of the game behaviors did you spy this person doing today?

What BAD spirit of the game behaviors did you witness this person doing today?

# SPIRIT OF THE GAME

(noun)

A guiding principle that places the responsibility of fair play on each player. Respect, adherence to rules, and the joy of play are valued over competition.

National Field Day champions respect the ***Spirit of the Game***.



Name \_\_\_\_\_

If the picture shows good Spirit of the Game, circle the thumbs up. If the picture shows bad Spirit of the Game, circle the thumbs down.













## FANS & PARENTS

### YOUR ROLE

Support your respective student and team throughout the contest. Avoid displaying **ANY** negative behavior.

### EXPECTATIONS

Let the officials manage game issues, and the coach manage team and student issues. Manage **ONLY** your own behavior and emotions. **Be a good example.**



## OFFICIALS

### YOUR ROLE

Enforce the rules of the contest, **impartially** and **to the best of your ability**. Do **NOT** aim to be the center of attention.

### EXPECTATIONS

Teach the students the rules of the game. Display **pride** and **professionalism** at **ALL** times. **Communicate** with coaches, students, and administrators **to the best of your ability**. Do **NOT** try to control the fans in the stands.

# COACHES

## YOUR ROLE

You are a teacher first. Focus on the fundamentals of the game and **positively model your behavior** for your students.

## EXPECTATIONS

Do **NOT** try to control the calls in the game or argue them. By arguing calls, you teach that the **outcome is more important than teaching your students self-control and perseverance.**



# STUDENTS

## YOUR ROLE

Compete with **integrity** and **vigor**, and **support your teammates**. It is **NOT** your responsibility to officiate or coach.

## EXPECTATIONS

Represent your school and community to the **best** of your ability. **Help set the standard** for your fans and help create a **positive** environment.



Source: NFHS Sportsmanship Course