



Topic: Athletes - Sportsmanship

Key Question:

What does it mean to have “Good Sportsmanship”?

This scenario was contributed by the teachers comprising the DtWtX Educational Advisory Committee at the 2012 Do the Write Thing Texas Leadership Summit.

Scenario:

Monica was excited to begin her 7th grade year because she was going to be able to play sports in school. She had been active in kickball since she was very young, but now she had the opportunity to participate in other sports.

Although she had never played volleyball before, she was excited to try out for the volleyball team. Several of the girls in her class, including Veronica, Stephanie, and Melissa had been playing volleyball since elementary, so she knew her chances of making the team were slim. However, not only did she make the team, she made the “A” team.

Soon after making the team, Monica noticed that some of the other girls on the team were avoiding her in class and in the hallways.

One day during morning practice, Monica heard Veronica and Melissa laugh after she missed a serve.

“Yeah, and she’s on the “A” team?” Veronica laughed.

“I know, right? She shouldn’t even be on the “C” team,” Melissa responded.

Monica tried to ignore the comments, but throughout the day she kept replaying the scene over and over in her mind.

Later, during afternoon practice, when Monica was ready to bump the volleyball, Veronica ran in front of her and hit the ball.

Monica exploded! “That was my ball! Why did you hit it?”

Stephanie jumped in and said, “She didn’t think you could handle it.”

Stephanie then turned around and high-fived Melissa and Veronica.

“Are you kidding? What are you talking about?”

Melissa said, “You! You keep acting like you’re something. You haven’t even been playing that long, and you’re acting like you’re all that.”

Monica walked off the court in tears.

Discussion questions:

1. What should Monica do now?
2. Why did this conflict happen?
3. What/who could have prevented this conflict?
4. Should athletes be held to a higher level of conduct?

Correlated TEKS:

ELAR 14A: Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.

ELAR 14 B: Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare/contrast,) and building on ideas to create a focused, organized, and coherent piece of writing.

ELAR 14C: Revise drafts to ensure precise word choice and vivid images, consistent point of view, use of simple, compound and complex sentences, internal and external coherence, and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.

ELAR 17Aiii: Write a multi-paragraph essay to convey information about a topic that is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies.

There are two ways to use the Scenarios:

1. Teacher Centered:
 - Read the scenarios.
 - Choose 3 based on the topics presented.
 - Present one scenario for the students to solve together and scribe for them on the board, overhead or Smartboard™. Consider the possible solutions and discuss why one could be considered a better solution over another.
2. Student Centered:
 - Scenarios are copied and given to students to review on their own.
 - Students are placed into groups.
 - They prepare their scenario to share with their peers (probing or open-ended questions).
 - After they become “experts” they move to another group to discuss and listen to the next group’s presentation.
 - At the end of the session, the class comes to summarize what they have learned during the experience.