

Behind the Scenes: Athlete Hall of Fame

Core Value: Integrity and Sportsmanship

Students will engage in an ethical debate about the importance of the core values of integrity and sportsmanship as they participate in a mock election for the *Athlete Hall of Fame*. This process will be recorded and included as part of KSPN's popular series:
Behind the Scenes.

Grade Levels: 6-12

Curriculum Areas: English Language Arts, Social Studies, and Technology

Approximate Time Frame: Approximately 3 weeks¹

Introduction:

How do a player's actions off the field weigh against his contributions on the field? In this learning activity, students are asked to grapple with some of the same complex issues facing many professional athletes today. Students explore real-world interpretations of integrity, sportsmanship and character.



This activity requires students to evaluate abstract principles and create their own eligibility requirements for the *Athlete Hall of Fame*. In Selection Committee Meetings, students will recommend athletes for inclusion in the Hall of Fame and debate the merits of these athletes based on their own eligibility requirements.

Students will research a designated athlete, evaluate their findings and form an argument that supports their position as well as participate in an election process to determine which athletes will be inducted into the *Hall of Fame*. Finally, students will be asked to reflect on their process and share their thoughts with others. Portions of this process will be recorded for KSPN's popular program, *Behind the Scenes*.

¹ You may need to adjust this time frame to meet the needs of your students.

Standards and Learning for this Activity:

Social Studies: <http://www.socialstudies.org/standards/>

- **Strand V – Individual Development and Identity:** Social studies programs should include experiences that provide for the study of individual development and identity.
- **Strand VI – Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.
- **Strand X – Civic Ideals and Practices:** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

English Language Arts: <http://www.ncte.org/about/over/standards>

- **Standard 4:** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- **Standard 7:** Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- **Standard 8:** Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Technology: <http://www.cnets.iste.org>

- **Standard 1 – Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- **Standard 2 – Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Required Materials and Resources:

Student will need access to video-production equipment, such as:

- ✓ Video and still digital cameras
- ✓ Video editing software, such as *Apple iMovie*, *Windows Movie Maker*, or *Adobe Premiere*.
- ✓ Tripod (optional)

Activity Procedure:

Introduction and Motivation

Tell your students that they have been chosen to be part of the Selection Committee for the newly formed *Athlete Hall of Fame*. Their duties will include developing a selection process for the *Hall of Fame*, as well as selecting the first round of inductees. Since the *Hall of Fame* is being sponsored by the KSPN, the entire proceedings will be featured on the popular reality program, *Behind the Scenes*.

Provide students with a copy of the handout for this activity:



This handout is a memo from the producers of KSPN's *Behind the Scenes* production team explaining the expectations of this program. As a class, review the content of the memo. You do not have to go into much detail, but make sure students understand what they are being asked to do.

Selecting the Nominees

Place the following on chart paper:

Hall of Fame Rule #5

Voting: *Voting shall be based upon the player's record, playing ability, integrity, sportsmanship, character, and contributions to the team(s) on which the player played.²*

Explain to students that this is part of the criteria used to determine if a baseball player should be elected to the Baseball Hall of Fame. Ask students to think about this criteria, and especially the underlined words (integrity and sportsmanship). Ask students to work in pairs or groups of three to consider what these two words mean. Then, ask groups to share their responses. Record the various responses. As a group, agree on a common definition for each core value and post this definition in the classroom.

Next have the groups evaluate the rule in terms of their own task. Ask them to consider if they think the KSPN Athlete Hall of Fame should use or adapt this rule. How well does this rule meet the requirements set forth by the KSPN memo? What additional rule or criteria do they think should influence the selection of athletes? As a class, create a set of rules or criteria by which all proposed candidates should be evaluated.

Next, write the following on chart paper:

- ✓ Ben Johnson: 2x Olympic medalist
- ✓ O.J. Simpson: Heisman Trophy and 3x Player of the year
- ✓ Pete Rose: Holds 3 MLB records and World Series MVP



Divide the class into groups with an even number of members (4 would ideal). Provide students some time to conduct some basic research on the above athletes. Using the rules or criteria the class created, have each group present briefly whether each of the suggested athletes should or should not be considered for nomination.

In their presentations, students should provide specific examples describing how each athlete meets or does not meet the requirements for nomination.

Note: As groups present, you may find it necessary to amend or clarify your rules or criteria. Do not move on until all students understand the agreed upon criteria.

² BBWAA Rules for Election to the Hall of Fame:

<http://web.baseballhalloffame.org/hofers/bbwaa.jsp>

Finally, assign (or have each group select) a list of athletes to consider for nomination to the hall. Each cooperative group should work with a unique list of nominees. There should be one candidate per student in the group and *at least* one candidates should be a controversial selection involving questions of integrity and/or sportsmanship. Controversial selections might include athletes involved in drug, sex, or gambling scandals athletes accused of cheating or using performance enhancing drugs, or athletes accused of committing a crime.

You can use the handout *Suggested List of Athletes*, or refer to the following Internet sites:

- Collectors Universe: <http://www.psacard.com/articles/article1743.chtml>
- ESPN: http://sports.espn.go.com/espn/page2/story?page=degree/list_allaroundathletes
- Sports Illustrated for Women: http://sportsillustrated.cnn.com/siforwomen/top_100/1/

Researching the Nominees

Each student should research one nominee from the group list. In their research, students should not only focus on the individuals athletic career, but examples from their public life that demonstrate issues of character and integrity. Even if the group eventually determines the individual is not appropriate for nomination, they will need to justify their decision with specific examples.

This research phase of the project provides a good opportunity to discuss research habits and techniques. Since many articles about famous athletes are biased in nature, it is important that students are able to separate fact from opinion and develop an objective representation of their assigned athlete. Students should also understand the importance of citing sources and complying to copyright rules.

Each student should present his or her research to the rest of the group. You may want to consider starting a class or group wiki³ for students to organize and document their research. The group should discuss each athlete and whether or not the selected athlete should be considered for nomination. Remind students that their discussion should reflect the athlete's candidacy according to the rules or criteria the group established earlier. It should not be based on the student's opinion about that athlete.

Finally, before moving on to the next part of this activity, provide students with the rubric that will be used to assess their finished work. Review the rubric with students and give them an opportunity to ask questions. A sample rubric is included with this activity; however, you may need to customize this rubric to meet the needs of your students.

³ A wiki is a collaborative website that can be edited by anyone with access. For more about wiki's visit: <http://pbltech.org/wiki/index.php?title=Wiki>

Preparing to Debate

Each group should select one of the researched athletes whose nomination they would like to debate before the class. Randomly assign half the group to support the specified athlete's nomination (*pro* side) and the other half to oppose the nomination (*con* side).

Encourage groups to include an athlete whose nomination is questionable. This will make for a richer debate (and better programming).

Remind students that in order to be eligible for the "Hall of Fame," the selected athlete must meet all the criteria established earlier in this project, especially those related *integrity* and *sportsmanship*.

The debate will be structured as follows:

- ✓ First, the *pro* side will present its nomination. This presentation must include specific examples that demonstrate why the athlete should be nominated.
- ✓ Next, the *con* side will counter or refute the arguments given by the *pro* side. Again, they should use specific examples that support their argument.
- ✓ Then, the *pro* side will have an opportunity to rebut any objections raised by the *con* side.
- ✓ Finally, the both sides may be asked questions by the general audience.

As students prepare their debates, make sure they understand that a debate is very different from a formal presentation. In a debate, you have opponents who will argue against what you are saying. A good debater must be flexible and able to anticipate what these opposing arguments will be.

One good strategy debaters use to make their arguments more persuasive is to turn a negative into a positive. Another strategy is to predict what your opponent might use against your nominee and be prepared to address these points.

For additional tips and suggestions, refer to the following websites:

- I Beg to Differ: Debating - <http://english.unitecology.ac.nz/resources/units/debating/speaking.html>
- A Short Guide to Effective Public Speaking - http://www.school-for-champions.com/speaking/boyd_short_guide.htm
- Persuasion and Argument - <http://www.englishbiz.co.uk/mainguides/persuade.htm>
- PBLTech: Debates - <http://pbltech.org/wiki/index.php?title=Debate>



Selection Day – Ready to Air

Prior to the debate, you will need to determine how the voting for nominees should proceed. You must determine who will vote for the winning nominees and how many nominations will be accepted. Some teachers allow the students to cast the deciding votes. Others have students from another class cast the deciding votes. Still others prefer to have a voting committee made up of parents, teachers, or administrators.

Once all the debates have been completed and the votes have been cast, the results should be tallied and the results should be announced.

Make sure to film each groups' debate. These debates can be published as raw footage, or (if time permits) have each group edit their debate into a segment for *Behind the Scenes*. Content from their research can be included into edited versions.

After the debates and voting are over, each debate group should be given an opportunity to debrief and reflect on the process. This debriefing session can also be filmed and their final thoughts included on the 'Wrap-up' portion of the *Behind the Scenes* program.

Handout: Athletes Hall of Fame

Memo

To: AHFM Selection Committee
Thank you for participating in the Athlete's Hall of Fame, sponsored by KSPN. The decisions you make will not only affect this first round of inductees, but will impact the future of the AHFM.

As you debate the required criteria for a proposed "Hall of Famer," keep in mind that KSPN is committed to promoting integrity and sportsmanship in all of its endeavors.

Please keep this in mind as you make your selections. We look forward to seeing the entire process, which will be televised on the popular KSPN program:

Behind the Scenes

KSPN
KSPN
Knowledge & Sports Production Network

Sample List of Athletes by Name

Muhammad Ali (boxing)
Lance Armstrong (cycling)
Arthur Ashe (tennis)
Bonnie Blair (speed skating)
Jim Brown (football)
Kobe Bryant (basketball)
Nadia Comaneci (gymnastics)
Babe Didrikson (track & field, golf, etc.)
Wayne Gretzky (hockey)
Florence Griffith Joyner (track & field)
Mia Hamm (soccer)
Sonja Henning (figure skating)
Bo Jackson (baseball and football)
Shoeless Joe Jackson (baseball)
Magic Johnson (basketball)
Michael Jordan (basketball)
Jackie Joyner-Kersey (track & field)
Billie Jean King (tennis)
Carl Lewis (track & field)
Greg Louganis (diving)
Mark McGwire (baseball)
Cheryl Miller (basketball)
Martina Navratilova (tennis)
Pele (soccer)
Babe Ruth (baseball)
Mark Spitz (swimming)
Jim Thorpe (track & field, football, baseball)
Serena Williams (tennis)
Ted Williams (baseball)
Tiger Woods (golf)

Sample List of Athletes by Sport

Baseball: Bo Jackson, Shoeless Joe Jackson, Mark McGwire, Babe Ruth, Jim Thorpe, Ted Williams
Basketball: Kobe Bryant, Magic Johnson, Michael Jordan, Cheryl Miller
Boxing: Muhammad Ali
Cycling: Lance Armstrong
Diving: Greg Louganis
Football: Jim Brown, Bo Jackson, Jim Thorpe
Golf: Babe Didrikson, Tiger Woods
Gymnastics: Nadia Comaneci
Hockey: Wayne Gretzky
Skating: Bonnie Blair (speed), Sonja Henning (figure)
Soccer: Mia Hamm, Pele
Swimming: Mark Spitz
Tennis: Arthur Ashe, Billie Jean King, Martina Navratilova, Serena Williams
Track & Field: Babe Didrikson, Florence Griffith Joyner, Jackie Joyner-Kersey, Carl Lewis, Jim Thorpe

Rubric for *Behind the Scenes: Athlete Hall of Fame Debate*

Criteria	Above Standard (4 pts)	Meeting Standard (3 pts)	Getting There (2 pts)	Not Yet (1 pt)
Content	The information presented in the debate was clear, accurate, and thorough. Every point was well supported with relevant examples, statistics, anecdotes, or quotes.	The information presented in the debate was accurate and thorough. Most points were supported with relevant examples, statistics, anecdotes, or quotes.	Most of the information presented in the debate was accurate but the overall presentation was not thorough. Most points were supported, but the relevance of some evidence was questionable.	The information presented in the debate was inaccurate or missing. Only a few points were supported.
Organization	You demonstrated a clear and logical progression of ideas. The organization of information enhanced the audience's understanding of the topic.	You were organized. The audience had a clear understanding of the topic and your position.	You were somewhat unorganized. This led to misunderstandings or misinterpretations at times.	There was no clear or logical order to the information, which interfered with understanding.
Power of Persuasion	You were forceful and convincing. Your group was creative in its attempts to persuade the audience.	You were generally convincing. Your group employed persuasive language and style.	You were somewhat unconvincing in your approach.	You demonstrated no persuasive methods and/or did not seem convincing.
Debate Skills	You easily rebutted any objections raised and were able to counter or refute arguments presented by your opponent.	You were able to rebut most objections raised by your opponent and refuted most of their arguments.	You were not able to rebut some objections and/or did not always refute your opponents arguments.	You were not able to rebut most objections nor refute your opponents arguments.
Collaboration and Communication	You worked well with others. You assumed a clear role and related responsibilities. You motivated others to do their best.	You worked well with others. You took part in most decisions, shared information, and contributed a fair share to the group.	You worked well with others but have difficulty sharing decisions, information, and/or responsibilities. You contributed less than a fair share to the group.	You did not work with others in most situations. You did not share information and/or did not contribute to the group.
Score	18 - 20	13 - 17	8 - 12	5 - 7