

Chapter 3 Rules of the Game

Topic

The significance of rules.

Objectives

Knowing

- ▶ To understand the importance of rules and the need to respect them.
- ▶ To know the disadvantages of cheating.

Accepting

- ▶ To accept rules as guidelines for coexistence.
- ▶ To reject cheating and see it as an act that harms the cheat.

Doing

- ▶ To be respectful of the rules of daily life.
- ▶ To encourage others to respect rules.

Areas of Human Development to be Emphasised:

- ▶ Good relationships lead to happiness.
- ▶ Acquiring objectivity.

Class Plan

1. Knowing



Motivation

Discuss with students John's cheating and his teacher's reaction.

Presentation

Introduction

Using this story about cheating as an example of the kind of cheating common among boys, emphasise the concept that cheating is destructive. Insist that cheating not only ruins the game, but also harms the cheat. Nobody benefits and everyone gets hurt.

Why people cheat

The game was pretty even. John, the goalkeeper, sweated nervously as the ball kept coming towards his goal. The goal, marked by two bricks, seemed too wide to control. When nobody was watching, John pushed the bricks with his foot a little closer to each other, making the goal smaller.

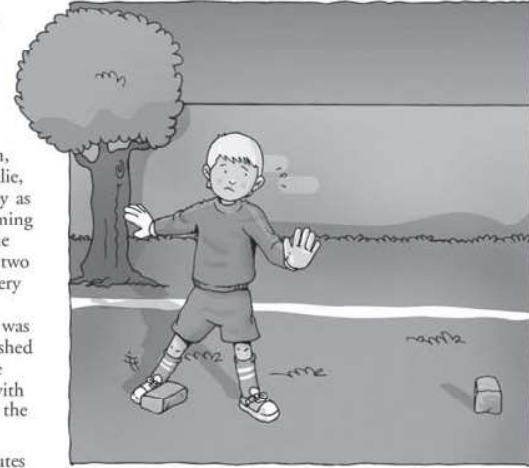
Rules of the Game

It was time for PE, and the boys were having their own game of football. They ran out of the classroom trying to see who could get to the games field first. Mr Sullivan divided them into two teams and blew the whistle for kick-off.

The game was pretty even. John, who was the goalie, sweated nervously as the ball kept coming towards him. The goal, marked by two bricks, seemed very wide. When he thought nobody was watching, he pushed the bricks a little closer together with his foot to make the goal smaller.

After a few minutes Mr Sullivan called Joe over to have a word with him. Joe returned quietly to his place but, when the ball came his way, he grabbed it with his hands, took three steps, and scored a goal.

The members of the other team protested. "This is football—you can't use your hands!"



"Why not? Hands are used in rugby, and nobody objects," replied the teacher.

"But it's not allowed in football," Jamie protested.

"What Jamie is saying is that football has certain rules," said Mr Sullivan, asking them to sit for a moment.

"Why are rules necessary, do you think?"

"So the game is fair for everybody?" Jamie suggested.

"That's right," said Mr Sullivan. "I asked Joe to grab the ball with his hands to show that cheating ruins the game."

John felt all eyes on him; he felt that everyone must know that he had broken the rules on purpose.

"You need to follow the rules," continued Mr Sullivan.

"If you change them, then you're changing the game.

Rules are there to make the game run smoothly and be fair. They mean the game is played the same by everybody everywhere. Each sport is different and has its own rules. If rules are not respected, everyone plays a different game and it becomes a mess.

For instance, in rugby, netball, and cricket the ball is passed with the hands, but not in football and hockey."

"Is cheating just changing the game, then?" asked Joe.

"No, it's worse than that. Cheating lets others down," answered Mr Sullivan. "Cheats don't share the game. To cheat is selfish, and is a sign of weakness: you could even say it is cowardly."



In the Olympic Games of ancient Greece, those who cheated had to put up a statue of themselves inscribed with their name and how they had cheated. These statues were known as Zanes. In 1,000 years only 13 Zanes had to be built.

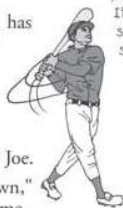
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The rules of cricket were adapted in America to become baseball.



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Baseball is a game which is fun both to play and to watch. It demands many skills and great speed.



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Why rules should be respected

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Rules give **order** and clarity; they are helpful in achieving common objectives. Rules **clarify** and define the nature of the game. They also play a role in **integration**, since rules are universal so that everyone can follow them. In the search for common objectives, rules allow people to understand each other. Because of rules, persons of different abilities can learn together to excel. Without rules there would be chaos.

Consequences of cheating

"Is cheating just changing the game, then?" asked Joe.

"No, it's worse than that. Cheating lets others down," answered Mr Sullivan. "Cheats don't share the game. To cheat is selfish, and is a sign of weakness: you could even say it is cowardly."

Cheating is done because of weakness and is not a sign of intelligence or cleverness. John made the goal size smaller because he was afraid of losing. His cheating reflects his fear of losing the game. Far from being strong or clever, a cheat is a coward.

Cheating changes the rules and therefore it also changes the nature of the game. Discuss with students how changing the rules affects the game for everybody. There are two possibilities: if I change the rules in an organised fashion and before the game begins, I am inventing a new game. If I try to change them, without notice, during the game, I am cheating. We cannot change the rules in the middle of a game to improve our chances of winning.

When cheats continue to cheat, they don't develop their abilities and consequently have to cheat more often. Cheats don't trust themselves.

Thinking about the Zanes (statues erected by cheats at Olympia in ancient Greece—see p.19) should show students that it is possible to play intensely and for a long period of time without cheating. In the old days, all rules were respected so that Zanes were not often needed. It should be the same today.

Challenge the notion that cheating is somehow smart. On the contrary, it is really stupid. Cheats hurt themselves most because they no longer trust themselves. Because cheats don't demand much of themselves, they don't improve and don't go far in life.

Emphasise the many negative effects of cheating:

- ▶ It leads to deceit, fooling oneself as well as others.
- ▶ It weakens self-control. Cheats do not look at and control the feelings which make them insecure.
- ▶ It encourages fear and cowardice. To existing fear, cheating adds the fear of being found out.
- ▶ Personal improvement is thwarted when cheats are satisfied with the minimal achievement (at any cost) of an immediate objective. This will not strengthen their willpower, as they are not using self-control.

Rules are necessary

"But do you all think that rules only apply in sport?"

"No," said Charlie tentatively. "The other day my father complained that Paul, one of our neighbours, doesn't respect the rules. He's always parking his car in the turning space and annoying everyone."

"That's a very good example, Charlie," replied Mr Sullivan. "If a car blocks the turning space, other people are inconvenienced. You will find that there are actually many rules which we obey every day and that are really necessary if we are to live with each other in harmony."

Rules help us to live better because they make us respect the rights of others.

We don't live alone. Other people's acts affect us all, and our acts affect others. We are all responsible for working together to live better lives. When rules are not respected, the damage is widespread because it breeds disorder. Disorder disturbs the trust and harmony needed for coexistence.

Benefits of rules

One consequence of following rules is discipline. Another is achieving excellence, since rules demand a greater effort.

- 4 **Rugby** is a good example of how rules can allow us to play with a lot of intensity and at the same time safely. Besides this, rugby also has complicated rules and the only way to score is with good team coordination, obliging players to do their best. Even 'unwritten rules' such as the 'third half' encourage friendship and sharing after each match.
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John looked miserable but he plucked up his courage and muttered an apology. "Can we start again?" he asked. "This time I promise not to move the goal posts.

"Well done, John!" said Mr Sullivan. "I'm sure we can rely on you to respect the rules in future. But do you all think that rules only apply in sport?"

"No," said Charlie tentatively. "The other day my father complained that Paul, one of our neighbours, doesn't respect the rules. He's always parking his car in the turning space and annoying everyone."

"That's a very good example, Charlie," replied Mr Sullivan. "If a car blocks the turning space, other people are inconvenienced. You will find that there are actually many rules which we obey every day and that are really necessary if we are to live with each other in harmony."



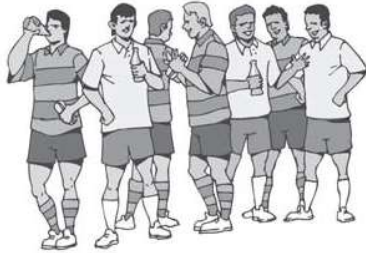
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Rugby is a game of physical contact that requires strength and speed. Rules define the game and make sure that players respect each other. Self-control is the most important rule that each player must practise. Discipline and coordination are essential for scoring points. Because the game is so physical, you have to learn to be humble: you will fall, but, more importantly, you will learn to get up again and to help your team-mates.



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In rugby rivals are often friends. After the match there is always a 'third half', a celebration for the players in both teams. Rugby started at a famous school called Rugby in Warwickshire and it attracts people willing to learn self-control while fearlessly giving their best. It needs a lot of training and team tactics, and is known to be a sport that forms leaders.



In the Football World Cup there is a special prize for the team that commits the fewest fouls. It is called the 'Fair Play' prize.

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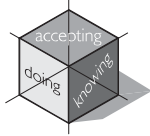
The FIFA's 'Fair Play Award' is the perfect example of how, if fair play is valued and rewarded, the players and the game improve. Remind students that this award was instituted by FIFA during a time when football was very violent and not as popular as now. FIFA thought the spirit of the sport was getting lost and they decided to do something about it. They began promoting the following set of rules that can also be applied to many other things in life.

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1. Play to win.
2. Play an honest game.
3. Respect the rules of the game.
4. Respect rivals, teammates, referees, managers, and spectators.
5. Accept defeat with dignity.
6. Promote the interests of football.
7. Reject corruption, drugs, racism, violence, and other dangers to the sport.
8. Help others to resist pressures that lead to corruption.
9. Denounce those who try to discredit our sport.
10. Honour those who defend the good reputation of football.

The result is that the game once again became an exciting spectator sport, enjoyed and played by millions, with lower levels of violence.

2. Accepting



Written Activities

1. Answer

When the exercise is done, share some answers to analyse what led up to the cheating.

2. Fill in the blanks

Assess how students approach their play. This activity will help them focus on the rules and why certain behaviour is disallowed.

My favourite game is (e.g.):

soccer

Actions permitted in this game:

1. kicking the ball
2. heading the ball
3. running.

Actions prohibited in this game:

1. holding the ball (except for the goalie)
2. hitting rival players
3. playing outside the field.

3. Answer

Try to evaluate whether the students can appreciate the benefits of fair play and the negative effects of cheating. Ask them to explain.

This activity is aimed at stimulating the imagination and the ability to summarise.

4. What do we mean when we talk about 'the rules of the game'?

In this exercise students can show, briefly, that they have grasped the concept of rules.

Oral Activity

As a class, explore further reasons why cheating is bad.

We know that:

- Sport benefits our personal growth, both physically and mentally.
- We enjoy winning more when we put more effort into the competition.

Using these two facts, students should develop their ideas on why it is beneficial to act properly. Encourage them to express how they weigh up the difference between acting well and badly.

Activities

1. Answer:

a. Has anyone ever cheated against you?

b. How did you feel?

.....

c. Have you ever cheated? Why?

.....

d. How did you feel when you cheated?

.....



2. Fill in the blanks:

My favourite game is

Actions allowed in this game:

1.

2.

3.

Actions not allowed in this game:

1.

2.

3.

Home Activity

3. Answer:

How would you feel if somebody who has cheated wins?
What would you tell that person?

.....
.....
.....

4. What do we mean when we talk about 'the rules of a game'?

.....
.....
.....
.....

- Tell your parents or an adult at home what you learnt about rules today.
- Ask them why they think rules are important.
Do you think that cheating and being cheated is the same thing? Why?

.....
.....
.....



- We did it well
- It was a little difficult
- We need to do it again

.....
Signature of a parent or responsible adult.

3. Doing



Home Activity

Ask students to talk with their parents about rules and their role in sport and in life generally.

Glossary

- Self-improvement:** A person's positive attitude to learning better skills and behaviour.
- Cowardice:** Refusing to act correctly out of fear.
- Weakness:** Lack of strength; can be physical or mental/emotional.
- Selfishness:** Putting one's own interests before those of other people.
- Honest:** Honourable, decent, and righteous; not a cheat.
- Order:** Good organisation. Keeping all things in their correct place.
- Rules:** Regulations. Set of actions directed to regulate behaviour.
- Cheating:** Underhanded violation of a rule for self-profit. Disloyal breaking of the rules in a competition in order to win.