

FAIR PLAY

PLAYING FAIR IS TO:

- 1 Play by the rules and in the spirit of the laws of the game.
- 2 Always abide by the decisions of umpires and officials.
- 3 Make no criticism either by word or gesture with the umpire, your teammates, the supporters or the opposition on or off the field.

“Never disrespect the spirit in which the game is played just to beat your opponent. In short, never do something to anyone that you couldn't handle being done to you.”

NICK DAL SANTO
ST KILDA



UNIT TITLE

I'M A BROWNLOW WINNER

Lesson One

The Charles Brownlow Medal

Lesson Theme

Fair Play

Learning Areas Addressed

English, Humanities, and Information and Communication Technology (ICT).

Lesson Focus

This lesson requires students to investigate the historical context in which the Brownlow Medal was first awarded. Students will become familiar with the personal characteristics and values this award recognises and the various recipients who have upheld these values.

Aims

This lesson endeavours to provide students with an understanding that:

- the Brownlow Medal is a unique symbol that represents and celebrates the notion of fair play on an individual level

- the Brownlow Medal is a historically significant Australian Football tradition, which advocates and promotes fair play as a worthy and highly valued concept
- personal behaviours, values and attitudes can and should be measured in order to inspire fair play by each player
- positive values, attitudes and behaviours that foster fair play are worthy of public celebration.

Skills

This lesson supports student development through:

- accessing and collecting information through research-based techniques such as the Internet, library or interview
- analysing and evaluating a range of sources to extract pertinent information to complete the task
- accurately citing sources within the presentation and/or on a reference list or bibliography
- the drafting and editing process involved in preparing a presentation
- selecting appropriate techniques for presentation
- public speaking within a classroom environment.

Materials

To complete this lesson, students will need:

- student worksheet 1.1– The Brownlow Project see pages 14-16
- student workbooks ('My Footy Record' workbooks if available).

Preparing for the Lesson

In preparation for this lesson teachers should:

- photocopy student worksheet 1.1 for each student
- arrange class access to ICT for research, preparation and delivery of presentation
- arrange a booking of the school library or resource centre for the class.



"When you shake your opponent's hand after the match, make sure you look him/her in the eye and say 'good game'. Win or lose, this action will say a lot about you and what you stand for."

**HARRY O'BRIEN,
COLLINGWOOD**

UNIT TITLE

I'M A BROWNLOW WINNER

Lesson One (continued)

The Charles Brownlow Medal

Activity Steps

The following is a sequentially ordered lesson plan. It is offered as a guide to achieve the aims of this lesson. Teachers should feel free to adopt any or all of its components to suit their own time and resource constraints.

- 1. Introduce the Brownlow medal.** Explain to students that they will be undertaking a study of the AFL's premier individual award for players – the Brownlow Medal. As a minimum, this lesson will be taught over two 80-minute teaching periods.
- 2. Conduct a review exercise with the class.** Divide the board into two halves. The first half should be titled, 'What I know about the Brownlow Medal'. The second half should be titled, 'What I would like to know about the Brownlow Medal'.

Initially ask students to attempt the exercise independently in their student workbooks ('My Footy Record' workbooks if available).

They should then compare their lists with a partner. Provide a class list of responses under the two headings on the board.

Ask students to copy any additional responses into their student workbooks ('My Footy Record' workbooks if available).

- 3. Introduce key terms.** Discuss with the students the words 'best' and 'fairest'. Ask students to attempt to define their meaning by citing specific examples in daily life and on the football field.

Make a list of the values and key words the class identify in this context. Ask students to copy the list into their student workbooks ('My Footy Record' workbooks if available).

- 4. Distribute student worksheet 1.1.** Read through this worksheet with the class and clarify any questions the students may have.

Provide students with information on how to conduct a visual presentation and speech. Refer to the presentation criteria in student worksheet 1.1 regarding appropriate public speaking and visual presentation techniques.

- 5. Set a due date for the research project.** Allow students research and preparation time to complete the project. Assist students individually and in groups as they research and discuss the task.
- 6. Presentations to class.** On the due date students will present their research projects to the class. As an ICT presentation is integral to the speeches, it is necessary to ensure in advance that you and the students will be equipped with the appropriate technology for this lesson.
- 7. Delivery of presentations.** There are several variations of presentation delivery. If time is an issue, ask students to give an outline of their work or identify the most interesting fact that they discovered during their research.

Alternatively, divide the class into those whose final recommendations support the Brownlow and those who think there are better award's methods.

Conduct mini-debates and encourage students to use the information they found in their research projects to inform their arguments.

A possible debate topic could be: does an individual award promote good team work?



Nathan Foley
Richmond

Student Worksheet 1.1

I'm a Brownlow Winner
The Brownlow Project

The Brownlow Medal: Research Project and Presentation

The Task

You have been asked to represent the AFL at a meeting of the International Sporting Federation (ISF). The purpose of the meeting is to discuss various awards given to players in sport.

Your role, as the AFL delegate, is to give a speech about the Brownlow Medal.

You will need to produce a visual presentation to accompany your ISF speech. The presentation can be in *PowerPoint*, overhead projector and/or poster illustration form.

The speech and presentation are to cover the areas outlined below about the history of the Brownlow Medal and its criteria. You will also need to make a final recommendation about why this is a satisfactory method to award individual players.

Be sure that you keep track of your research discoveries as you locate them. You might like to use a data chart to help you organise your information. Alternatively you should keep detailed notes on each aspect of the research so you can put together your final presentation in your own words using the information you have obtained. You should ensure you include a full bibliography.

The Content

1. History

It will be important to convey the historical significance of the Brownlow Medal and why it has become a much anticipated event and its tradition is a highly regarded part of Australian Football for our society.

When researching the history of the medal you should consider such key facts as:

- who the medal is named after
- why he was honoured
- the first Brownlow Medal winner
- the political or social climate in Australia that coincided with the decision to award a medal in this sport.

List any other historical investigations you wish to make about the Brownlow Medal here:

1.
2.
3.
4.
5.



Matthew Kreuzer and Marc Murphy
Carlton



Student Worksheet 1.1 (continued)

I'm a Brownlow Winner
The Brownlow Project

2. The Brownlow Process

The Brownlow Medal is awarded to the 'best and fairest' player in the AFL.

During the ISF meeting you will need to be able to explain what this title means, as well as the process by which the winner is determined. Some points to research include:

- the voting criteria, how these have been established and by whom;
- who cast the votes and why they are the most qualified to do so;
- the manner in which votes are recorded and tallied;
- the manner in which the award is bestowed.

List any other investigations you wish to make about the Brownlow process here:

1.
2.
3.
4.
5.

3. The Recipients

During your presentation you will need to highlight a variety of players whose illustrious performances and fair play have made them (eligible for, or worthy recipients of) the Brownlow Medal.

Explain that only the best and the fairest players in the competition are considered as potential Brownlow medallists. Some points to research include:

- the first winner
- players who have won it more than once
- years when there were multiple winners
- a profile of one or more winners

List any other investigations you wish to make about Brownlow Medal winners here:

1.
2.
3.
4.
5.



Student Worksheet 1.1 (continued)

I'm a Brownlow Winner
The Brownlow Project

4. Your Recommendation

During your presentation you will need to tell fellow delegates of the ISF what the Brownlow Medal honours and why it is an important award for players.

Use key words that identify the values and attitudes that you think represent the concept of 'best and fairest.'

You could also use images and phrases that you believe best represent the meaning behind the Brownlow Medal.

List any other investigations/key words/ phrases/values/attitudes you wish to use here:

1.
2.
3.
4.
5.

The Speech and Presentation

Your teacher will tell you the duration of your speech and presentation.

Be prepared to present on the following date:

Visual presentation advice:

Plan your presentation and decide on which presentation technique might be the most appropriate for you. You might like to seek your teacher's advice if you need guidance in this decision.

Irrespective of the presentation technique used, please ensure that you accurately cite sources within the presentation and/or on a reference list or bibliography.

Public speaking advice:

To ensure that your message is conveyed effectively when public speaking make sure you:

- make eye contact with your audience;
- speak clearly;
- stand up straight (have a good posture);
- speak in an enthusiastic manner; and
- are prepared for questions.



Andrew McLeod
Adelaide

UNIT TITLE

I'M A BROWNLOW WINNER

Lesson Two

Brownlow Medal Game

Lesson Theme

Fair Play

Learning Areas Addressed

English, Health and Physical Education and Information and Communication Technology (ICT) (optional)

Lesson Focus

In this lesson, the students will use (and/or develop) a board game designed to improve their ability to differentiate between aspects of fair and unfair play.

Aims

This lesson endeavours to provide students with an understanding that:

- fair and unfair practices on the football field, in the classroom and beyond can lead to positive and negative consequences
- any form of game-playing, including board games, is a forum for experiencing winning and losing
- coping with the outcomes of winning and losing is much more rewarding within a context of fair play
- reflecting on personal behaviours can strengthen an individual's value system and attitude toward fair play.



Skills

This lesson supports student development through:

- the use of writing skills to record both real and hypothetical examples of fair and unfair behaviours
- applying real-life learning to the classroom;
- working and playing co-operatively in small group situations
- stating and justifying opinions.

Materials

To complete this lesson, students will need:

- student worksheet 1.2 – Brownlow Medal Game (see page 21)
- die (one per group)
- four player tokens for each board game
- textas
- poster paper
- access to drawing/writing materials and ICT, if students are developing their own game.

Preparing for the Lesson

For this lesson teachers should be prepared to:

- divide students into groups (four students per group is recommended)
- provide a copy of student worksheet 1.2 to each group of students
- distribute one die per group of students
- distribute four player tokens for each board game (these could be small objects made by the students)
- cut poster paper up to resemble the size of a playing card (approximately 8.5cm x 5.5cm) and give 10 pieces to each student.

"I show respect for my club by listening, treating everyone fairly and being a good role model".

JAY NASH, ESSENDON



UNIT TITLE

I'M A BROWNLOW WINNER

Lesson Two (continued)

Brownlow Medal Game

Activity Steps

The following is a sequentially ordered lesson plan. It is offered as a guide to achieve the aims of this lesson. Teachers should feel free to adopt any or all of its components to suit their own time and resource constraints.

1. **Review the previous lesson.** Review with students the presentation outcomes and issues raised in the previous lesson.

Draw particular attention to the fact that the Brownlow Medal is a symbol of recognition for those players who have performed exceptionally and played fairly throughout the football season. It is also an award that is determined by votes cast by the umpires of each match.

2. **Identifying 'fair' behaviours.** In your review, ask students to identify the behaviours that would be considered 'fair'.

3. **Choose a process to suit your students.** The activity can be conducted in one of two ways. In step 4, the students design and create their own game.

This can be a useful way of having students explore the concepts identified in a small group setting. It also allows creativity and exploration on a more individual level. This task can be completed using appropriate ICT graphic design software if available.

In step 5, the game has already been created for you. Here the student input is limited but their focus on the concepts of 'fair' and 'unfair' is greater.

The choice is entirely that of the classroom teacher and/or students and will need to be made in light of such factors as time allowance for the unit, student group capabilities, provision of materials, etc.

4. **The Brownlow Medal Game Version One:** Explain to students that they are going to be designing and playing an AFL board game that recognises and rewards fair behaviour and imposes sanctions on unfair behaviour. The aim is to be the player who wins the Brownlow Medal at the end of the game.

Use the following information below and in step 5 as a guide.

Students are expected to produce a game that:

- a. has as its end-point a player winning the Brownlow Medal;
- b. uses the concepts of 'fair' and 'unfair' behaviour as its basis;
- c. can be played by at least four people; and
- d. has clearly defined rules.

5. **The Brownlow Medal Game Version Two:** Explain to students they are going to play an AFL board game that recognises and rewards fair behaviour and imposes sanctions on unfair behaviour.

To prepare for play, students must write 10 of their own scenarios (real or hypothetical, sporting and non-sporting). Five must represent fair behaviour and five must represent unfair behaviour.

They could also include health issues such as good and bad nutrition. For example, 'A player eats fast food. Go back 2 places' or 'Player undertakes extra training. Have another turn.'

These will be compiled within each group and will serve as 'umpire cards'. Each group will have 40 umpire cards to be used throughout the board game.



Jimmy Bartel
Geelong

UNIT TITLE

I'M A BROWNLOW WINNER

Lesson Two (continued)

Brownlow Medal Game



Josh Hunt
Geelong

Activity Steps

- 1. Developing scenarios.** Distribute blank cards made of poster paper to each student (provide 10 cards per student).

Remind students that these scenarios should include both positive and negative examples as this will be important for meeting the aims of the game. Give students the opportunity to ask questions about the details required for the scenarios.

- 2. Model scenarios.** Provide examples for the students on which to base their scenarios.

Some suggestions are provided below:

During the match you say encouraging words to your teammates.	You continue to try your best even though your team is losing.	You use inappropriate language toward your opposition.	You don't shake hands with your opponent at the end of the game.
Move ahead 1 space	Move ahead 1 space	Move back 1 space	Miss a turn

Ask students to write their scenarios on the cards provided. Allow students enough time to complete the task.

Monitor student progress to clarify the development of the scenarios and to vet the scenarios produced to ensure that inappropriate suggestions are not included.

If an additional teaching period is required to actually play the game, collect the cards and clearly label each compilation with the corresponding group number. If possible, laminate the cards and return them to each group. Once the students have completed their scenarios, they can shuffle them together and place them face down on the board game.

- 3. Read through the rules of the game.**

- The object of the game is to be the first player to win the Brownlow Medal.
- Players roll the dice and move their tokens the number of spaces indicated. The maximum sanction or reward a player can receive is 2 spaces. (i.e. move forwards / backwards 2 spaces).
- Each time they roll a 1, 2 or 3 (like the votes cast in a Brownlow Medal count), they also draw a card from the umpire's deck. They must read the scenario aloud and follow the instruction on the card.
- Play continues until the first player reaches the goal-line and wins the Brownlow Medal.

UNIT TITLE

I'M A BROWNLOW WINNER

Lesson Two (continued)

Brownlow Medal Game

Additional Activities

The following activities reinforce the themes of this lesson. Teachers are encouraged to develop these if they would like to explore these themes further:

1. Conduct a tournament between the winners from each group to crown an overall champion.
2. Have the students perform tableaux (a picture of a scene) on one of the scenarios from the cards they have created.
3. Conduct a class debate on whether there should be more than one Brownlow Medal offered per season, or whether the umpires are the right judges to award, votes to players.



Tom Harley and some Geelong teammates

4. Produce narratives about a Brownlow Medal winner and share them in your class.
5. Using AFL match reports, television footage and radio audio, students are encouraged to identify incidents that revolve around FAIR PLAY in Australian Football on a weekly basis.

In the round-by-round sections of their 'My Footy Record' workbooks (this section is also available for download at www.afl.com.au/schools), ask students to use the spaces provided to record any issues surrounding FAIR PLAY that occur in weekly AFL matches.

Use this information to:

- introduce the notion of playing a game (or behaving in class) in the right spirit.
- discuss and present the concept of fair play from the point of view of the umpire. Conduct a class activity where each student takes on the role of an umpire during a game of football (during lunchtime, physical education class or school football team training). Ask the students to report their experiences back to the class. Will this change the way they behave on the football field?
- write and produce a sports segment about the Brownlow Medal for newspaper, television or radio.
- create a diary entry from the perspective of the winner of the Brownlow Medal winner detailing his thoughts and feelings immediately after winning.
- prepare five open-ended questions a journalist might ask a Brownlow Medal winner. Find a partner and answer his/her questions from the perspective of the winner
- develop a writing, drawing, research or role-play task.
- model or support your classroom expectations/management plan.

Student Worksheet 1.2

I'm a Brownlow Winner
Brownlow Medal Game

15	16	17 KICKED FIVE GOALS <i>Go ahead 1 space</i>	18	19	20	21	<p>PLACE YOUR UMPIRE CARDS HERE</p> <p>The object of the game is to be the first player to win the Brownlow Medal. Players roll the dice and move their tokens the of number or spaces indicated. Each time you roll a 1, 2, or 3, draw a card from the Umpire's Pile. Read the scenario and follow the instruction on the card. Play continues until the first player reaches the finish line and wins the Brownlow.</p>
14	39	40	41 REPORTED <i>Miss 2 turns</i>	42	43	22 INJURED <i>Miss a turn</i>	
13 BACKCHAT UMPIRE <i>Go back to start</i>	38	55	56	57	44 TOOK MARK OF THE DAY <i>Go ahead 1 space</i>	23	
12	37	54 DISOBEYED COACH <i>Miss a turn</i>	FINISH BROWNLOW WINNER! 	58	45	24	
11	36 KICKED THE WINNING GOAL! <i>Go forward 3 spaces</i>	53	59	46	25 TRAINING AWARD <i>Go ahead 2 spaces</i>	26	
10	35	52	61	60	47 HELPED AN INJURED OPPONENT <i>Go ahead 1 space</i>	27	
9 BEST ON GROUND <i>Go ahead 2 spaces</i>	34	51	50 ARGUING ON THE FIELD <i>Miss a turn</i>	49	48	28	
8 LATE FOR TRAINING <i>Miss 1 turn</i>	33	32	31	30	29 GAVE AWAY A 50m PENALTY <i>Lose a turn</i>	28	
7	6	5	4 SPRAIN AN ANKLE <i>Miss 1 turn</i>	3	2	1	START

For this activity you need:

- A dice
- Four player tokens for each game
- Pre-prepared 'umpire cards'

Notes

A series of horizontal dashed lines providing a space for writing notes.



Cameron Bruce
Melbourne