



[KidsHealth.org/classroom](http://KidsHealth.org/classroom)

## Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

## Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

National Health Education Standards:  
[www.cdc.gov/healthyschools/sher/standards/index.htm](http://www.cdc.gov/healthyschools/sher/standards/index.htm)

The buzzer sounds, the game ends, and victory slips through your fingers. When faced with defeat, what do you do? All the other team cheaters? Throw a tantrum? No way! You show good sportsmanship and congratulate the other team. The following activities will help your students identify and incorporate them into their game-playing.

## Related KidsHealth Links

### Articles for Kids:

#### How to Be a Good Sport

[KidsHealth.org/en/kids/good-sport.html](http://KidsHealth.org/en/kids/good-sport.html)

#### Taking the Pressure Off Sports Competition

[KidsHealth.org/en/kids/pressure.html](http://KidsHealth.org/en/kids/pressure.html)

#### Cheating

[KidsHealth.org/en/kids/cheating.html](http://KidsHealth.org/en/kids/cheating.html)

#### Taking Charge of Anger

[KidsHealth.org/en/kids/anger.html](http://KidsHealth.org/en/kids/anger.html)

#### Train Your Temper

[KidsHealth.org/en/kids/temper.html](http://KidsHealth.org/en/kids/temper.html)

#### Saying Sorry

[KidsHealth.org/en/kids/sorry.html](http://KidsHealth.org/en/kids/sorry.html)

## Discussion Questions

*Note: The following questions are written in language appropriate for sharing with your students.*

1. Kendall throws his cap and refuses to congratulate the other team after a loss. Is he being a good sport? What does it mean to be a good sport? What are some of the things kids can do to be good sports? Name things good sports don't do.
2. When two teams play a game, chances are one is going to lose. How do you feel when you lose? What do you do to show your feelings? Discuss what's good about not wanting to lose. How can it be bad?
3. Sam bends the rules when playing basketball with neighborhood friends because she loves to win. She insists that some of her baskets count when she knows they really shouldn't. Is that cheating? Do good sports cheat? Why or why not?



## Activities for Students

*Note: The following activities are written in language appropriate for sharing with your students.*

### Sportsmanship Scenarios

#### Objectives:

Students will:

- Learn about behaviors that are part of good sportsmanship
- Explore outcomes of good and poor sportsmanship

#### Materials:

- Computer with Internet access
- Sportsmanship Scenarios handout (available at: [KidsHealth.org/classroom/3to5/personal/fitness/sportsmanship\\_handout1.pdf](http://KidsHealth.org/classroom/3to5/personal/fitness/sportsmanship_handout1.pdf))

#### Class Time:

1 hour

#### Activity:

Your basketball team is down by two points and there's only enough time for a buzzer-beater shot. You give it your best effort, but the ball bounces off the rim! It's a tough loss, but in a basketball game, someone's bound to lose. When faced with a disappointing loss, you can either be a good sport or a sore loser. Can you tell the difference between the two? First, do some research at KidsHealth to learn more about good sportsmanship. Then, read the scenarios listed on the Sportsmanship Scenarios handout. Select a scenario and figure out what a good sport and sore loser would do in that situation. Record the possible outcomes for these actions. When you're finished, discuss your predictions with a friend. Do you think it's easier to be a good sport or a sore loser? Why?

#### Extensions:

1. Sore losers aren't fun to play with. With a friend, role-play a conversation between a good sport and a sore loser. What could good sports say to sore losers to convince them to show good sportsmanship?
2. Good sportsmanship isn't just important for kids' games; professional athletes are responsible for sportsmanlike conduct as well. Search in books, kids' sports magazines, or on the Internet for examples of professional athletes who were good sports or sore losers. Do you think showing good sportsmanship affected these athletes' careers? Why or why not?



## Good Sports Greeting Cards

### Objectives:

Students will:

- Learn about the qualities and behaviors that reflect good sportsmanship

### Materials:

- Computer with Internet access
- Plain paper
- Art supplies (crayons, markers, colored pencils, etc.)
- Sample greeting cards

### Class Time:

90 minutes

### Activity:

Looking at row after row of greeting cards in a store, you might think there's a card for every possible occasion. Not so, says Good Sports Greetings Company. So Good Sports Greetings has hired you to design a line of greeting cards to promote good sportsmanship among kids. Before you create your greeting card design, check out articles at KidsHealth to learn more about being a good sport. You can also take a look at some sample greeting cards to get your creative juices flowing. Now you're ready to create your first card for Good Sports Greetings. Fold a plain piece of paper in half to create your card, then use art supplies to write words and draw pictures to decorate it. You can choose one of these types of cards to make or come up with your own idea:

- A congratulations card for a good sport
- An encouragement card for a member of a losing team
- A card reminding a sore loser about good sportsmanship

## Reproducible Materials

### Handout: Sportsmanship Scenarios

[KidsHealth.org/classroom/3to5/personal/fitness/sportsmanship\\_handout1.pdf](http://KidsHealth.org/classroom/3to5/personal/fitness/sportsmanship_handout1.pdf)

### Quiz: Sportsmanship

[KidsHealth.org/classroom/3to5/personal/fitness/sportsmanship\\_quiz.pdf](http://KidsHealth.org/classroom/3to5/personal/fitness/sportsmanship_quiz.pdf)

### Answer Key: Sportsmanship

[KidsHealth.org/classroom/3to5/personal/fitness/sportsmanship\\_quiz\\_answers.pdf](http://KidsHealth.org/classroom/3to5/personal/fitness/sportsmanship_quiz_answers.pdf)



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Sportsmanship Scenarios

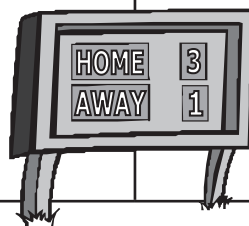
Instructions: Choose one of these three scenarios, then write what a good sport would do and what a sore loser would do, as well as what would happen as a result those actions.

**Scenario 1:** It's the bottom of the 9th inning, the bases are loaded, and your teammate Keith comes up to bat. You know that if Keith gets a hit, your team will win. Keith strikes out. Your team loses.

**Scenario 2:** You're playing basketball with neighborhood friends. The other team makes a basket that you think shouldn't count. The other team insists it does.

**Scenario 3:** Your soccer team made it to the semi-finals. You're playing the toughest team in the league and you're down by four goals. There are 3 minutes left in the game. The coach takes you out so one of your teammates who rarely plays can get on the field.

<p><b>What would a good sport do?</b></p>	<p><b>What might happen next:</b></p>
<p><b>What would a sore loser do?</b></p>	<p><b>What might happen next:</b></p>





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Quiz

Instructions: Answer each question.

1. What does it mean to be a good sport?

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2. List four ways to be a good sport:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

3. You've lost a championship baseball game. Which reaction is considered good sportsmanship?

- a. Running to the other team's dugout to accuse them of cheating
- b. Congratulating the other team
- c. Yelling at the referee for bad calls during the game

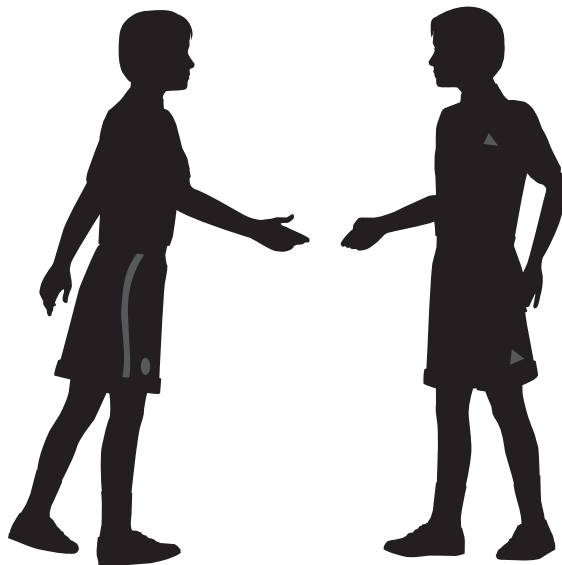
4. \_\_\_\_\_ is when a person misleads, deceives, or acts dishonestly on purpose.

5. Why is it important to be a good sport?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Quiz Answer Key

1. What does it mean to be a good sport?  
*Good sports can handle losing and congratulate the winners. Good sports are also gracious winners and congratulate their opponents for their efforts. Good sports are fair, polite, and fun to play with.*  
\_\_\_\_\_  
\_\_\_\_\_
2. List four ways to be a good sport:  
*Any four of the following: be polite to everyone you're playing with and against; don't show off; tell your opponents "good game!"; learn the rules of the game; listen to your coaches and follow their directions; don't argue with officials; don't make excuses or blame teammates if you lose; be willing to sit out so others can play; play fair and don't cheat; cheer for your teammates no matter what.*  
\_\_\_\_\_
3. You've lost a championship baseball game. Which reaction is considered good sportsmanship?
  - a. Running to the other team's dugout to accuse them of cheating
  - b. Congratulating the other team
  - c. Yelling at the referee for bad calls during the game
4. \_\_\_\_\_ *Cheating* \_\_\_\_\_ is when a person misleads, deceives, or acts dishonestly on purpose.
5. Why is it important to be a good sport?  
*Kids who are good sports will be seen as fun to play with. Kids might not be as eager to play with someone who gets angry all the time and won't ever give other players a break or a chance to play.*  
\_\_\_\_\_  
\_\_\_\_\_

