

What is the best sport?

KEY CONCEPT: Being the best



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Being the best

KEY WORDS:

Best, premier, greatest, superlative, ranking, qualities, characteristics, comparison, differences, similarities, profile, participation benefits, feel-good, excitement, energetic, team, individual competition, play, opinion, objective, bias, subjective, persuasion, criteria and value.

LEARNING INTENTION:

To understand what we mean by the term 'the best' in relation to sport.

SUCCESS CRITERIA:

We can

- Make a list of all of the sports that we know and identify which ones we think are the best.
- Distinguish between a fact and an opinion.
- Discuss and describe what we mean by 'the best'.
- Generate ideas and formulate reasons which justify what makes a sport 'the best'.
- Compare and contrast criteria for making a sport 'the best'.

STRATEGIES USED:

Thought Map

Opinion Line

Diamond Ranking

1. Identify Important Concepts:

Some of the key areas to investigate within and around the concept of 'best' are the following:

- Superlatives used in everyday language
- Measurement of quality
- Objective measurement
- Subjective measurement
- Opinions
- Facts
- Beliefs based upon evidence
- Value and best
- Consensus
- Progress and change
- Historical perspectives

Activity 1: Thought Map

Thought Map all of the sports that your students can think of.

Ask all of your students to write down what they think are the 3 'best' sports and make a class list showing the top 9 most chosen/voted for sports (it is important to do this without ranking this list).

Activity 2: Deepen the thinking

You will need **Activity 2 resource cards** for the following activity. Your students should work in groups of 3 or 4.

- Select 5 students to represent 5 sports.
- Each student that has been chosen must represent a sport and wear a hat or hold an easily identifiable object associated with that sport. Baseball wears a baseball hat or holds a baseball, Football wears a football helmet etc.
- The remaining students are provided with a set of the **Activity 2 resource cards** – 1 set per group
- In their groups the students must decide which adjective is most suited or associated with which sport. They are to stick the card to the student who represents that sport.
- You may wish to give your students blank cards for them to write their own adjectives on.

You are challenging your students to identify the criteria they use to describe a sport and to provoke discussion. Define the problem by asking questions:

- What is the difference between fast and exciting?
- Can a sport that is slow never be exciting?
- How do you know something is fast?
- If a sport is easy does that make it fun?
- Is dangerous the same as exciting?
- Can something which is relaxing be fun?
- Can you be expressive and tough at the same time?

2. Challenge Students' Understanding of the Concept:

Here are some examples of cognitive conflict we expect your students to experience:

Opinion	Conflicting opinion
The best sports team is one that always wins.	The best sports team is the one that plays fairest.
The best sport is the one I enjoy most.	The best sport is the one that is good for my health.
To be the best means to try hard and work hard at something in order to achieve it.	To be the best means that you can achieve things easily without having to try as hard as others.
Nothing is ever 'the best' because there is always the possibility of something else being better.	Something is 'the best' if someone thinks it is.
For something to be the best many people have to be in agreement that it is.	You can have personal 'bests' or favourites.

Questions for challenge

- What is 'the best'?
- What other words do we use for 'the best'?
- What is the difference between 'the best' and the 'most successful'?
- What is the difference between 'the best' and 'favourite'?
- Who decides who the best is?
- Is something only the best if we decide it is?
- How can you prove that something is the best?
- Do opinions matter?
- What is more important an opinion or a fact?
- Which do you trust the most a person's opinion or a fact?
- Does everyone's opinion matter?
- Whose opinion do you listen to the most?
- Is it possible to be friends with someone who has a different opinion to you?
- Can another person's opinion persuade you to think differently?
- Is it okay to change your mind?
- Why does it matter who is the best?
- Is something or someone who is popular the best?
- Can you only be the best if people like you?
- Is the most expensive thing the best?
- Are you born to be the best?

- Is it possible to become the best through hard work?
- What is the difference between being the best and being great?
- If something is the best will it always be the best?
- Does time change our beliefs?
- Does our age make us think differently?
- Is it possible for your mistakes to make you the best?
- Can you fail and still be the best?
- Is it talent or hard work that makes you the best?
- Is it possible for us to agree on what the best is?
- Is there a best of anything?
- Is important to know who or what is the best?
- Is there such a thing as the best?
- Is it fair to say something is the best?
- Can you feel the best?
- Can you see or hear the best?
- Is it possible to use the word 'best' too much?
- When would being the best be a bad thing?

3. Construct Understanding:

Activity 3: Opinion Line

Fact or Opinion?



This activity encourages your students to consider their opinions and provide reasoning and justification to support their ideas and arguments. Your students are then challenged to differentiate between the statements and to decide what is an opinion and what is a fact.

Display the words 'fact' and 'opinion' at opposing sides of the classroom. Present the students with the **Activity 3 statements** found at the end of the lesson, and ask them to place themselves along the continuum line. Encourage students to justify their decisions.

Enable your students to discuss facts and opinions by asking the following questions.

- What is a fact?
- What is an opinion?
- Which do you find the easiest to identify?
- Are facts more useful than opinions?
- Are opinions unreliable?
- Is there anything to be learnt from an opinion?

Activity 4: Diamond Ranking

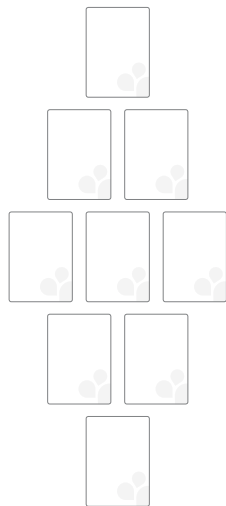
Pose the following questions to your students.

- How are we going to decide what is the best sport?
- Should we base our decision on our opinion?
- How can we measure or gauge what is the best sport?

Ask your students to create a list of all the ways you can measure, what makes a sport the best. You are challenging them to create criteria on which to judge the sports by. Depending on the ability or age of your students you could provide them with a list. Examples of criteria are:

Fun	Danger	Accessible to all
Team work	All weather	Popular
Big prizes	Simple	Skillful

In groups of 3 or 4 your students should rank the criteria/measurements according to what they think are the most important aspects that make a sport the best.



Activity 5: Diamond Ranking

To fully consider the question ‘*What is the best sport?*’ students are challenged to refer back to their top 9 sports which they identified in activity 1. In groups of 3 or 4 students now rank the sports they identified with the best at the top.

Adaptation

For younger students reduce the number of cards or resources they are categorising at any one time. They can also be provided with a number of images or objects that they can consider and evaluate.

Extension

Students could create their own fact and opinion statements.

Students could replace the word ‘best’ for a superlative and rank the sports according to their chosen superlative.

4. Consider The Learning Journey:

At the end of the activity it is usual to encourage your students to review their learning journey and the thinking process they have engaged in throughout the session.

This can include reflection on the thinking that has taken place to this point and a summary and conclusion of the new understanding reached.

They can do this by returning to and re-examining some key questions.

- What does it mean to be the best?
- Could you prove something is the best?
- Are people's opinions important?
- Are there ever times when we should be cautious when listening to someone's opinion?
- What does it mean to be biased?
- Is it always wrong to be biased?
- Does anyone else's opinion matter in deciding what is the best?
- Can we persuade other people that we are right about something being the best? Can other people persuade us?
- Has today's lesson made you re think your opinion over how we identify the best?

Encourage your students to consider and reflect upon the skills which they have used throughout the lesson.

Introduce the vocabulary of thinking skills and challenge your students to use them throughout their reflections.

Good thinking skills - Vocabulary progression

emerging	developing	extending
talk	discuss	debate
work together	co-operate	collaborate
give reasons	explain	justify
think	concentrate	focus
choose	decide	conclude
take turns	include	involve
make links	make connections	make connections
ask questions	query	query
answer questions	respond	respond
remember	recall	recall

- What skills have you used throughout today's lesson?
- When did you use these skills?
- How do you know you used them?
- Which skills did you not use that may have been useful during this lesson?
- Can you think of any times outside of this lesson when you may need to use these skills?

Ideas for transfer

Your students could conduct research into what the class believes is the best book, food, film, cartoon or game, and once they have decided on their criteria they could rank them using the Diamond 9 activity.

Your students could examine extracts from books or magazines relating to the concept of best, and identify what is a fact and what is an opinion.

Your students could produce a persuasive piece of writing which attempts to convince others that something is the best.

ACTIVITY:
What is the best sport?
2-1

ACTIVITY:
What is the best sport?
2-2

ACTIVITY:
What is the best sport?
2-3

FAST



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ACTIVITY:
What is the best sport?
2-4

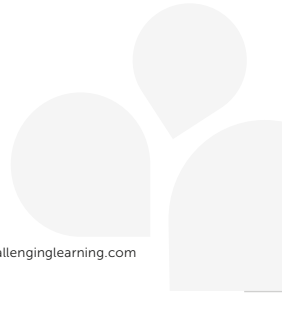
SLOW



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ACTIVITY:
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2-5

DANGEROUS



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ACTIVITY:
What is the best sport?
2-6

EXCITING



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ACTIVITY:
What is the best sport?
2-7

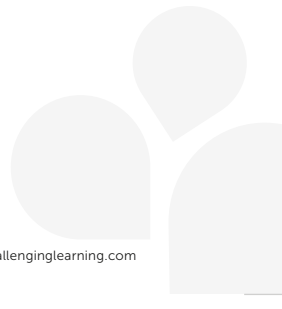
SKILLFUL



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ACTIVITY:
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PHYSICAL



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ACTIVITY:
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2-9

SOCIAL



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GRACEFUL



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TOUGH



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EASY



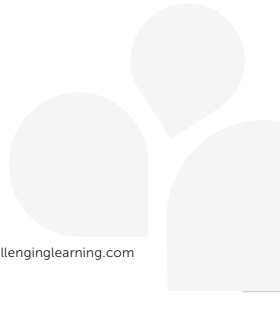
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EXPRESSIVE



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in a week.

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There are 365
days in a year.

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*Harry Potter
and the Deathly
Hallows* sold 15
million copies in
the first 24 hours,
eclipsing in one
day the all-time
children's best-
seller. This makes
it the best.

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Wrestling is a
sport.

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Running was
a competitive
sport in Ancient
Greece. This
makes it the best.

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Strawberries are
a red fruit.

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Bananas are the
best fruit.

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Otters mainly
eat fish.

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Bananas are
curved because
they grow
towards the sun.

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Henry VIII had
six wives.

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Woody and
Buzz from Toy
Story are best
friends.

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The capital
of England is
London.

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The Boston Red
Sox are the
best baseball
team.

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Michael Phelps
has won 28
Olympic medals
that is more than
anyone else.

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Michael Phelps
is the greatest
Olympian ever.

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The best throw
of the day won
the javelin
competition.

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The United States
of America is
made up of 50
states.

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Bananas are a
yellow fruit.

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