

SESSION 4

Slide 1: Working title: “Match-fixing Education & Training Tool”

FIX THE FIXING

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Slide 2: GENERAL PRESENTATION OF FIXTHEFIXING (ERASMUS+)

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GENERAL PRESENTATION OF FIXTHEFIXING (ERASMUS+)


- Setup of the project & Erasmus+ background;
- FixtheFixing partner description;
- Tasks and goals of the project;
- Basic presentation of the survey including main outcomes;

How to:

Approx. 5 minutes introduction for the audience/learners about the Erasmus+ Fix the Fixing project;

What were the basic elements/contents of the project design?

Explain survey modus operandi, target groups and number of survey participants (in various countries/in various sports);

Outline one or two major outcomes of the survey (e.g. how many athletes have already been part of match-fixing or participated in a fixed game  in order to impress/have the full attention of the audience/learners);

Slide 3: Sports and ethics: To cheat or not to cheat?

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Sports and ethics: To cheat or not to cheat?

- **Morality and sport values**
 - Morality in sports refers to...
 - Provide examples of cheating.

Tutors should give general information about morality and sport values. Ensure that all participants can ask questions and know what the project is all about.

Slide 4: Sports and ethics: To cheat or not to cheat?

Pierre de Coubertin

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Sports and ethics: To cheat or not to cheat?

- Pierre de Coubertin: *"The most important thing is not winning, but taking part; The essential thing in life is not conquering but fighting well."*
- Americans say: *First is everything, second is nothing.*



Competition
or
Imperfect Competition?

Focus on the different approach athletes may adopt while competing.

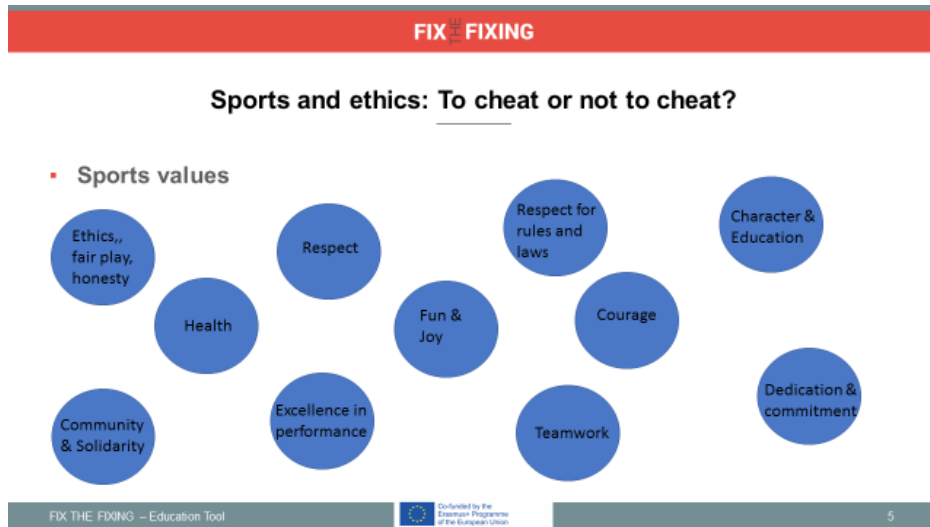
Discuss why people cheat.

The tutor should initiate a discussion and bring participants on board by facilitating an interactive discussion on the touching points of the participants concerning the topic match-fixing.

Ensure that all learners are involved in the discussion and ask them to reflect on their own experiences to provide input to the discussion.

Slide 5: Sports and ethics: To cheat or not to cheat?

Sport values



Provide in a worksheet examples of actions in sport that support or undermine sport values.

Ensure that all participants are involved in the discussions. Ask them to reflect on their emotions, feelings and thoughts that were generated while watching the videos and video statements.



Slide 6: Sports and ethics: To cheat or not to cheat? Cheating vs sport values (videos about Moral dilemmas)



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Sports and ethics: To cheat or not to cheat?


- Cheating vs sport values

What would you do?





**Moral
dilemmas**

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Tutors should present videos and discuss how these behaviors are linked to the sport values. Prompt participants to reflect on what they would do in each situation.

Slide 7: Sports and ethics: To cheat or not to cheat? Your solutions!

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Sports and ethics: To cheat or not to cheat?

- Your solutions!



Identify ambiguous behaviors in sport



Identify the ethically appropriate behavior



Develop the appropriate for you plans to manifest the ethically appropriate behavior

Develop plans of action that will help you resist fixing a game in potential tempting situations.

In this activity tutors should integrate information derived in previous activities. Information pertaining to sport values, the cheating behaviors and the best solutions found.