

# SESSION 5

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

FIX THE FIXING

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## Slide 2: Sports and ethics: To cheat or not to cheat? Define moral disengagement and its manifestation in sport.

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### Sports and ethics: To cheat or not to cheat?

- Define *moral disengagement* and its manifestation in sport.

Tutors should give general information about moral disengagement.

Ensure that all participants can ask questions and know what the project is all about.

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

### *Moral disengagement*

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#### Sports and ethics: To cheat or not to cheat?

- **Moral disengagement** is a term from social psychology for the process of convincing the self that ethical standards do not apply to oneself in a particular context. This is done by separating moral reactions from inhumane conduct and disabling the mechanism of self-condemnation.

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

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## Sports and ethics: To cheat or not to cheat?

- Mechanisms



## Slide 5: Sports and ethics: To cheat or not to cheat? Moral disengagement mechanisms

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### Sports and ethics: To cheat or not to cheat?

- Moral disengagement mechanisms

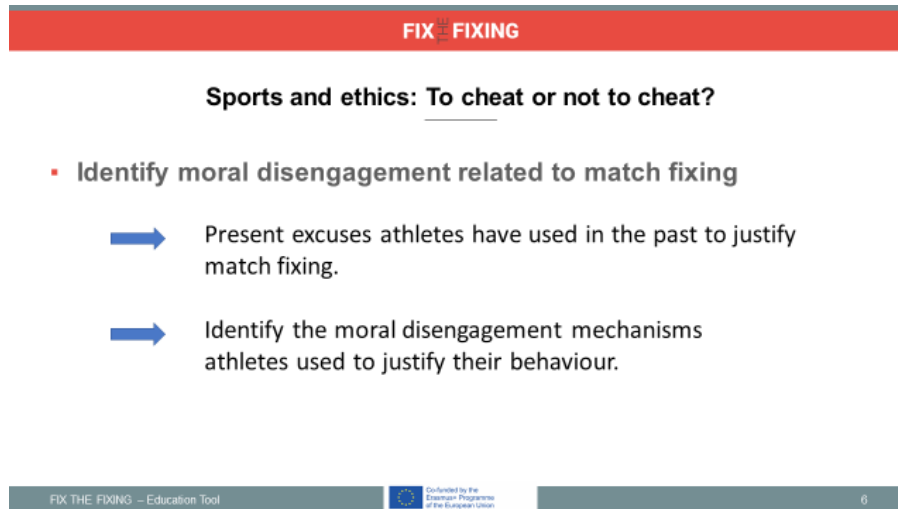
*Can moral disengagement explain why people cheat?*

*How athletes try to justify wrongdoing in sport?*

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 6: Sports and ethics: To cheat or not to cheat? Identify moral disengagement related to match fixing



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**Sports and ethics: To cheat or not to cheat?**

- **Identify moral disengagement related to match fixing**
  - ➔ Present excuses athletes have used in the past to justify match fixing.
  - ➔ Identify the moral disengagement mechanisms athletes used to justify their behaviour.

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Prompt participants to reflect on how athletes should think instead.

Tutors should present excuses athletes have used in the past to justify match fixing and ask participants to identify the moral disengagement mechanisms athletes used to justify their behaviour. Prompt participants to reflect on how athletes should think instead.

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 7: Sports and ethics: To cheat or not to cheat? How can athletes justify their match fixing behaviour?

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#### Sports and ethics: To cheat or not to cheat?

- How can athletes justify their match fixing behaviour?



- Write the most common ways athletes tend to excuse match fixing.
- What moral disengagement mechanism are operating in each case.

Tutors should assist athletes in completing the worksheet. Initiate discussion on what moral disengagement mechanism each excuse represents. Focus on the discussion of why this way of thinking is wrong for the athlete and the sport.

## Slide 8: Sports and ethics: To cheat or not to cheat? How should I think when approached to fix a game!

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### Sports and ethics: To cheat or not to cheat?

- How should I think when approached to fix a game!



Identify match fixing related temptations and the reason to endorse them



Develop the appropriate for you plans to change your thoughts towards a more ethical way.

In this activity tutors should integrate information derived in previous activities. Information pertaining to reasons for match fixing, moral disengagement and how athletes justify wrongdoing.