

Example of social enquiry model

1. Orientation to the case

Introduce students to the idea that the behaviour of sporting role models, as reported in the media, can influence the attitudes and behaviours of other sports people.

2. Identifying the issues

Get students to read the newspaper clipping from *The Waikato Times*, October 27th 2000. Get them to 'brainstorm' the attitudes and values expressed, and identify some of the issues (for example, about success, safety and being a role model).

3. Taking a position

Students identify where they feel they should stand along a continuum of several value statements in relation to sport, for example:
'win at all costs' ----- 'play for fun'
'bad role model' ----- 'brave hero'
'reckless Kiwi' ----- 'national icon'

4. Exploring the stance underlying the positions taken

Encourage students in small groups to explore and to share why they adopted a particular position. Discussion might address such questions as:
"What sort of behaviour is OK from a role model?";
"What effect would this behaviour have on other sports people?";
"What 'practical steps' could team management take to eliminate harm to players?".
The teacher might also direct students' attention to issues of power, equity, justice and ethics.

5. Refining and qualifying the position

Repeat the continuum exercise, and get students to change their position if their attitudes and beliefs have changed. Encourage them to explain what sort of thinking has led them to take a new position.

6. Testing assumptions about facts, definitions and consequences

Focus discussion on students' own value statements, and relate these to the 'Ideals of Fair Play' described in the Hillary Commission *Fairplay Manual*. Encourage students to identify inconsistencies between the two, and to examine possible consequences of behaviour based on their own values, as opposed to that portrayed in the newspaper clipping.

Rugby star critic takes hard tackle

Bad role model – or brave hero? The row continued today over Wellington Captain Norm Hewitt, who played through pain to help win the country's premier rugby prize, then copped a political stiff arm.

Hewitt, who broke his arm in the NPC final against Canterbury on Saturday night, was condemned as a bad role model by Associate Accident Insurance Minister Ruth Dyson.

But Ms Dyson has herself been branded as a "whingeing wowser" by National MP and former Sports Minister Murray McCully.

Sports Minister Trevor Mallard said he could "quite understand" Hewitt's decision to keep playing amid the intense competition of an NPC final.

"I understand exactly what she'd saying in that we have to be careful and responsible and good role models when we're in public life and that includes rugby players.

"But I also think of the intense competitive urges of people in rugby matches and especially if you're in the last 20 minutes of an NPC match and I quite understand what Norm did."

But under the Health and Safety in Employment Act, a rugby field is considered a place of work for professional players. Management and teams have a duty to ensure they take all "practicable steps" to eliminate or minimise any harm to themselves or others.

All Blacks doctor John Mayhew said the Union was aware of the Act's implications.

Mr. McCully cited earlier cases of sports stars who had earned hero status in similar circumstances.

"Colin Meads set the example by playing with a broken arm during the All Blacks tour to South Africa in 1970. Why not give him a severe tongue-lashing?"

"As for Chris Cairns, who batted on with an injured knee to an unbeaten century in the final of the ICC Knockout Tournament in Kenya – surely he should hand back his share of the winning team prize money?"

Sir Edmond Hillary had risked his life climbing Mount Everest. Other "reckless Kiwis" included Ernest Rutherford, who "messed around" with chemicals, and South Canterbury farmer Richard Pearse, who claimed to have invented the flying machine.

- NZPA