CONTENT STRAND: MOVEMENT SKILL AND PERFORMANCE

TOPIC 6
Building successful teams

6.1 Overview
6.1.1 Introduction

Effective teamwork is essential in games and sports, and teamwork skills can be adapted for other tasks that you face in life, such as working with others at school or in a job. For a team to be effective, all members need to contribute by performing a range of tasks to ensure in completing projects. In this topic you will explore how to apply skills such as communication and problem-solving, which are vital in building successful teams.

Sports teams rely significantly on these skills to build success and encourage enjoyment and ongoing participation.

Teams are great for building skills, challenging our abilities and having lots of fun!

Resources

- eLesson: Building successful teams (eles-2947)
- Digital doc: Key terms glossary (doc-29372)

ESSENTIAL QUESTION

How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity?

SYLLABUS OUTCOMES

A student:
- demonstrates self-management skills to effectively manage complex situations (PD4-9)
- applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts. (PD4-10)
6.2 Roles and responsibilities

To be successful on the field takes more than just good players. Effective administrators, medical staff and other support staff perform vital roles that contribute to team achievements.

6.2.1 Various roles in teams

We often think of teams only in terms of the players on the field. However, teams are much more than that. Even if you are unable to be one of the players, there are many other important roles that can connect you to the team. In this subtopic we will examine some of these roles.

Teams are only one part of a much wider sporting umbrella. Competitions need to be organised and refereed, and teams need coaches, trainers and assistants. Rugby league’s first ‘super coach’, the late Jack Gibson, once said ‘success starts in the front office’. The higher the level of competition, the wider the support structures need to be. Is there a place for you in one of the many affiliated roles within sport? It is not uncommon for players to juggle a number of roles such as coach and player.

Sports psychology is an interesting and developing role in sport. It is concerned with maximising performance of athletes by getting greater control over the mind. To find out more about sports psychology, use the Think it! Do it! weblink in the Resources tab.

6.2.2 Roles in sport

Playing, being captain, coaching, instructing, refereeing and administration are examples of some of the roles in sport. The general role of players is well established. Among other things, they attend training, play in games, support the coach and perform required tasks that assist the team. Each team has a captain who must be experienced and possess a good understanding of the rules of the game. The team captain may be elected by the players or appointed by the coach, organisation or committee. The captain will make important decisions during the game and liaise between referee/umpire and fellow players regarding disputes and rule interpretations.

Coaches can play a number of roles. Some of these are illustrated in the figure below. They do not need to be elite athletes themselves, but must have a good understanding of the game and be able to communicate their ideas and inspire their players.
Some parts of a sport may have instructors rather than coaches; for example, fitness trainers provide specific instruction during a pre-season to improve strength and conditioning.

DID YOU KNOW?

Our senses are gatherers of the information around us. When we hear, see, taste, smell and touch, information is being taken in, interpreted and then used by us in a way we see fit. Our sight is by far the richest of the senses, accounting for about 75 per cent of all our perceptions. So when a coach says ‘keep your eye on the ball’, it is good advice.

Most sports require referees or umpires. Referees/umpires are given the highest level of responsibility for conducting a game. They need to be knowledgeable about the rules and able to make decisions regarding their implementation. They often need to settle disputes and provide explanations to captains using their interpretation of the rules.

Finally, there is the role of administrator. This task requires good organisational and communication skills, and effective methods of assisting people to work productively and within the timelines allocated. Administrators take care of tasks such as team registrations, uniforms, competition organisation and planning, as well as rewarding good sportsmanship with prizes and trophies.

Referees need a good knowledge of rules to be able to use them during a game.
DID YOU KNOW?
Hawk Eye is a computer system used in cricket, tennis and other sports to trace the path of the ball and predict its future path. Originally developed in the United Kingdom in 2001, the technology is now used in many sports around the world including snooker. Its technology continues to improve, making it a valuable innovation in elite-level sports.

6.2 Activities
A team captain
1. (a) Form groups with a few other students who enjoy the same sports as you do. Choose one sport to examine.
   (b) Draw a PMI chart similar to the one below.
   (c) Brainstorm the important qualities in a potential team captain of that sport, grouping your ideas in the PMI categories. Some suggestions have been made.

<table>
<thead>
<tr>
<th>Plus</th>
<th>Minus</th>
<th>Interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listens</td>
<td>• Too demanding</td>
<td>• Respected, but not the best player</td>
</tr>
</tbody>
</table>

   (d) Use your brainstorming to give a short presentation to the class. Discuss the importance of the qualities you selected to the team’s success or otherwise.

An administrator
2. You have been appointed to the match committee and are responsible for organising two competitions. One competition has eight teams and the other has nine teams. By the next committee meeting you need to have a draw ready for consideration. How would you go about this?
   (a) The first thing to consider is the number of teams — one competition has an even number (no byes), while the other has an uneven number, necessitating a bye each week. It is a lot easier to use a system to make the draw rather than trying to work out matches by a process of elimination and then having to crosscheck for clashes. The following figure illustrates how a system could be used to organise a draw for an even number of teams — in this case, six. The system simply involves holding the first numbered team and rotating the remaining teams. Use the system and structure to organise your competition for eight teams.

A system for an even number of teams is to hold team number one and rotate the other teams clockwise.
(b) To create a draw for an odd number of teams, place the bye in the top left, hold the position and rotate the remaining numbers. The draw will take the same number of weeks as the number of teams, as shown in the figure at right. Use the figure to complete the draw for your competition for nine teams.

3. Use what you have learned to generate a round of competition for the NRL.

4. Sometimes it can be time-consuming to organise a full draw. Use the Competition organisation worksheet in the Resources tab to explore how to organise a round robin competition.

A team player

**Equipment:** Different types of balls

5. Across a number of classes, organise a team sporting competition. Play a number of short games such as touch football, soccer or basketball and, following each game, rotate roles between coach, team member and umpire/referee. Utilise all aspects of game sense, teamwork, strategy and initiative that you have learned. After you finish playing, as a group discuss and reflect on how the different roles contributed to the success of the game.

A team competition

6. Consider the tournament that you organised in question 5. Compare the different games that you played and make recommendations that you could implement to improve the competition. Could additional roles be implemented?

7. Use the Roles in sport worksheet to organise a tournament where each student can research and perform the various roles.

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**Resources**

- **Interactivity:** Roles in sport (int-5466)
- **Digital doc:** Worksheet 6.1 Competition organisation (doc-29366)
- **Digital doc:** Worksheet 6.2 Roles in sport (doc-29367)

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**6.2 Check and challenge**

**Explain**

1. Explain the role of each of the following:
   (a) team player
   (b) team captain
   (c) coach
   (d) administrator
   (e) referee.

2. Explain how a round robin tournament is organised.

**Elaborate**

3. Investigate the role of a sports trainer.

**Evaluate**

4. Choose one sporting role that appeals to you. Analyse the role in terms of potential benefits and possible problems.
6.3 Working as a team

Effective communication requires certain skills including verbal and non-verbal cues. By being active in the communication process you can respond in the most appropriate ways to the feelings and motives of your teammates.

6.3.1 Communication is key

During team training and games, players must communicate with one another, strategise, establish ways of arriving at important decisions and solve problems that might arise. Exposure to situations such as these helps to develop important personal attributes such as leadership, cooperation and good sporting conduct.

The backbone of teamwork is cooperation — where players work together to achieve a common goal, maximise their abilities, are motivated to accomplish their best, support each other and give their all in the interest of the team. How can a team pull all these elements together?

Use the Work together weblink in the Resources tab to discover more about the importance of teamwork.

On Resources

Weblink: Work together

6.3.2 Teamwork

Team activities provide an opportunity to develop individual strengths and abilities together with cooperative skills. In a rugby team, for example, the ball passes through the hands of many players before one player scores a try. In a debating team, one of the speakers may be more skilled than the others but the points gained by all speakers contribute to the final tally. In a medical team, the more experienced doctor may perform the most difficult procedures but the team will work together to produce the best result for the patient.
HEALTH FACT

According to the Australian Institute of Sport, drinking fluids or hydrating while you play sport or participating in physical activity is very important for your health. You need to replace the fluid you lose as sweat. You can check this loss by weighing yourself before and after exercise. Each kilogram of body weight lost during exercise is the equivalent of one litre of fluid lost. Don’t forget that you need to include the amount of water that you drink within the session. As an example, if you finish your activity session 1 kg lighter than when you started and you drank 1 litre of water through your session, you lost the equivalent of 2 litres of sweat. This needs to be replaced by drinking water.

Being involved in a sporting team provides an opportunity for fitness gains and personal growth. People join teams for many reasons; some are shown in the diagram below.

In most sports, teams become involved in competitions. Although these provide a challenge and enjoyment for most people, negative behaviours are sometimes exhibited by other players. Frustration, anger, parental pressure, the use of unfair tactics and an unhealthy focus on winning can lead to unsporting conduct that needs to be addressed.
DID YOU KNOW?
Have you thought about why you play sport? Researchers have found that the main reasons young people are involved in sport and physical activity are to be with their friends and to have fun. They also enjoy the challenges provided and the excitement of playing games. Sport and physical activity also provide us with a sense of personal achievement and develop responsibility towards others. The development of skills is also seen as important.

6.3 Activities
The following activities focus on developing teamwork. They will challenge your skill execution, decision-making ability and competitiveness. However, you will hopefully be able to identify and experience some of the positive aspects of joining a team, highlighted in the diagram on the previous page.

Teamwork challenge
**Equipment:** A selection of safe obstacles (see instructions), blindfolds, ties (for three-legged race), sacks, six basketballs, oval or large space

1. On a large area such as an oval, set up an obstacle course, as shown in the figure below, using safe equipment such as vaulting boxes, hoops, ropes, tyres and gym mats. Divide the class into four teams of about six or seven people. The aim is for each team to move around the obstacle course in the quickest time. However, the team has not finished until the last team member crosses the finish line. The problem will be that each team has a number of members who will require assistance; one must be blindfolded; two have their legs tied together (as in a three-legged race); and two must remain in sacks (as in a sack race). Additionally, each team must transport six basketballs without using carrying bags. People may change roles during the activity and help one another where possible. Draw the order of teams at random and use a sheet to record the times.

![An example of a teamwork challenge course](image)

2. Use the Wild way to build teamwork worksheet to learn how some organisations use outdoor activities to promote teamwork.
Developing teamwork

**Equipment:** One football per group

3. Study the figure on the right. It shows a simple rugby play where three attacking players pass the ball and move right or left, forcing the defence to adjust. Passes cannot travel in a forward direction (a forward pass).
   (a) Three players line up across the field, the middle player (B) starts with the ball.
   (b) As players run forward, player B switches places with player A, passing the ball in the process.
   (c) Player A continues and switch passes to player C, who ends up in the centre.
   (d) Repeat from step a.
   (e) In groups of three, perform this move and plan two other moves that help create space for one of your players.
   (f) Try all three moves against three passive defensive players. As you become more comfortable with your move, the defence may become an **active defence** and you may increase the pace.

Touch

**Equipment:** One football (any type) for every two teams, markers for goals

4. This activity relates to invasion games and focuses on passing and avoiding being touched when in possession of the ball. Divide the class into teams of six or seven players and allocate them to areas of approximately 60 m × 50 m (see figure at right). Provide one team with any type of football. The aim is to cross the opponent’s end line and score a try without the person in possession of the ball being touched. The ball cannot be passed forward to a player on the same team, nor can it be dropped. If this occurs, the ball is handed to the opposing team. Each team has six opportunities to score a try. If this does not happen, the ball is handed over to the opposition. The game should be stopped if players experience difficulty with passing, if the ball is being dropped or if players are not moving forward.

5. Once you are comfortable with the above game, try some of the following variations.
   (a) Experiment with different types of balls.
   (b) In any phase of play, the attacking team must make three passes before one of their players is touched, otherwise that team loses the ball. This rule encourages players to make quick passes.

6. Use the **Touch football** weblink in the Resources tab to find a list of positions played in touch football. Use the list of attributes for each position to identify which one you think would best suit you and reflect on why.
6.3 Check and challenge

Explain
1. In the Teamwork challenge activity, identify four characteristics (for example, trust) that helped team members work together. Explain how each of these improved team cohesion.

Elaborate
2. In the Touch activity, discuss further skills that need to be developed to prevent errors such as dropped balls and forward passes.

Evaluate
3. In the Teamwork challenge activity, comment on how leadership in your group affected the final outcome.
4. The Developing teamwork activity focused on moving in patterns to create mismatches in defence. Develop a strategy that would create space in defence and allow an attacker a clearer shot at goal.
5. Identify the types of passes in the Touch activity that were most successful.
6. In the Touch activity, what strategies were used to evade the defence? What made you choose this strategy?

6.4 Tactics and strategies for success

Tactics and strategies are used to give your team an advantage over the opposition. They are used in both attack and defence and need to be suited to the abilities of the players. Concentrating on your specific role in the team strategy creates a focus on personal performance and team goals, and not just the result.

6.4.1 Gaining an advantage

When teams oppose one another in competition, they use tactics and strategies to try to give themselves an advantage over the opposition. Wise use of tactics and strategies can provide positional advantage and help overcome the skills and abilities of competent opponents.

All successful teams use tactics and strategies in both attack and defence. Creating and using tactics and strategies that are suited to the ability of the players in a team can be difficult. Although there are many strategies available, the first consideration must be the ability of the players to implement them.

When players are educated in the execution of individual or team strategies, personal growth can
be experienced. Skills improve and roles are identified and understood, leading to better personal and team performances. The performance is based on achieving personal and team goals with less focus on the actual outcome of the game itself. Use the Soccer strategies weblink in the Resources tab to learn about soccer tactics. Many of these tactics could be applied to other sports. Write a brief statement about your understanding of tactics and strategies and how they relate to team sports.

6.4.2 Understanding tactics and strategies

Tactics and strategies are moves that aim to improve the team’s attacking or defending abilities. It might be as simple as blocking an opponent to help advance the ball up the field quickly, or structuring a defence that concentrates on protecting an area close to a goal or basket. For example, ‘shutting the gate’ is a common defensive tactic in rugby league.

There are many tactics and strategies that have been developed for use in specific sports. Many are well known and widely used. Most teams set up structures from which a positional advantage can be gained. Some target the weakness of particular opponents. Regardless of the type of strategy used, its effectiveness will be determined by how well the team understands the strategy and utilises the combined skills of players.

The use of tactics and strategies will help you become conscious of working as a group. You’ll soon find that most strategies won’t be effective without teamwork. Players are allocated roles such as passing to another player and then moving to a position that blocks the intended path of an opponent. With the use of tactics, the focus moves from each individual trying to score a goal to players working together to increase the scoring opportunities for the team. All players in both defensive and attacking positions contribute equally when tactics are used because the tactic would not have been successful had each role not been performed.

DID YOU KNOW?
In basketball, prior to 1937, the referee tossed the ball from behind the end line following every basket.

Successful execution of tactics and strategies requires regular rehearsal during training sessions. Tactics need to be built and adapted to the strengths of fellow players and target opposition weaknesses. However, to be effective, they must be versatile. Tactics and strategies need to have built-in options or alternative movements to allow for opportunities arising elsewhere on the field. Or, in the case that an opposition is able to adjust to a particular movement, variations may need to be used to allow other possibilities to be created.

Because of the spontaneous nature of games, the movements of opponents cannot be scripted. Opposition players often move differently to what was anticipated during practice. As a result, flexibility and creativity become key ingredients in the execution of tactics. Many tactics that worked well in practice may be less effective in a game situation. Being able to adapt strategies to match the ever-changing movements of players within games requires experience, confidence and the ability to make the best of limited opportunities.

Passing in volleyball plays a tactical role in the development of strategy.
HEALTH FACT
Using tactics and strategies requires good thought processing. While accounting for only three per cent of the body’s weight, the brain draws on about 17 per cent of the body’s total energy production.

DID YOU KNOW?
Have you ever wondered why chess players seem to spend a lot of time thinking about their next move? There are more than 318 billion ways of playing the first four turns in a game of chess. There are almost $1.7 \times 10^{29}$ ways of playing the first 10 turns!

6.4 Activities
Screen and roll

**Equipment:** Basketballs, court

1. A simple attacking strategy used in basketball, called a **screen** and **roll**, is illustrated in the figure below. Observe it closely and practise it in groups of three. Reflect on how and when you would use this in a game.

The screen and roll is a basic sequence commonly used in basketball. By varying the options, a more creative sequence can be developed from this structure.

2. In groups of 10 (half on offence and half on defence), practise moving to the areas indicated in the figure on the next page as the ball is passed around the outside. The idea is to have at least two people between the ball and the basket at all times. Gradually increase passing speed to encourage the defence to move quickly.
The 2–1–2 zone defence in basketball

The shape of the zone changes according to the position of the ball.

1–3–1 offence in basketball

**Equipment:** Basketballs, court

Offensive teams will develop patterns and tactics to help break formations such as zone defences. The 1–3–1 pattern illustrated in the figure on the next page is an example of a strategy that could be used to break the zone formation. In the 1–3–1 offence:

i. The ball starts at the point player A and is passed to the wing player B on the left.

ii. The wing player B passes to the baseline player C.

iii. The wing player B cuts through the key looking for the ball.

iv. The centre player D rolls towards the basket and back to the centre position.

v. The far wing player E replaces the point player A.

vi. The point player A moves to the vacant wing position (vacated by B).

vii. The ball is passed back to the new wing player A, who passes to the baseline player C.

viii. Player A cuts and is followed by the centre roll D. The move continues.
3. (a) In groups of five, practise the 1–3–1 offence.
   (b) Try it with the point player throwing the ball to the wing player on the other side and the baseline player having to move across.
   (c) Once you are comfortable with the offence, try it against defence.
4. Use the **Offensive basketball strategy** weblink in the Resources tab to see an animation of another good zone offence. Practise the offence in a later lesson.

**Using strategies in a game**

**Equipment:** Basketballs, court

5. Divide the class into teams. Play games of basketball utilising a 2–1–2 zone defence and a 1–3–1 offence.
   Although many aspects of this will be difficult to remember and carry out under pressure, persevere with the task. You will find that you will be thinking all the time — an attribute that all good players have developed.

**Develop a strategy**

**Equipment:** A selection of footballs, netballs, volleyballs and basketballs

6. (a) As a class, choose a game such as soccer, netball, volleyball, Aussie Rules or rugby. Divide the class into small groups and appoint a leader or coordinator. As a group, plan a move or strategy that would help advance the ball and improve the opportunity for scoring. Plan your move on paper and practise it within your group. Ensure that all players have a role.
   (b) Have groups perform their strategy against defensive players to see whether it works. At this stage, the defence should play a passive role; that is, they should not go for intercepts but rather focus on keeping defensive positions. It is very difficult to successfully execute moves and strategies while you are still learning about the game; however, it is important to persevere and be willing to make necessary modifications and changes.
   (c) As a class, choose the best two strategies and have all groups practise these for use in a modified game.
7. Use the **Developing tactics and strategies** worksheet to learn a common basketball tactic.
6.4 Check and challenge

**Explain**
1. Define the terms ‘tactics’ and ‘strategies’.
2. Describe a simple strategy that could be used in basketball. Why is this strategy effective?

**Elaborate**
3. Discuss why teams use tactics and strategies.
4. What are some of the factors that contribute to making tactics and strategies work effectively?

**Evaluate**
5. Analyse the 2–1–2 zone defence in basketball and comment on its weaknesses.
6. Evaluate the 1–3–1 offence in basketball in terms of its ability to get the ball close to the basket.
7. Outline and analyse a similar strategy that could be used in a different team sport.
8. Identify factors that may hinder effective implementation of tactics and strategies in game situations. Provide reasons why this may be the case.

6.5 Developing initiative

Initiative refers to an ability or attitude required to create or start something, and is highly effective in team games when used appropriately. In this subtopic you will explore a wide range of activities that will enhance initiative.

6.5.1 Enhancing initiative

Most team games are highly structured. They have offensive and defensive formations and players can be evenly matched. Successful teams rely not only on players with considerable ability, but players with initiative. These players are thinking players. They readily ‘take in’ what is happening, adapt to varying and spontaneous situations and use their creative processes to achieve the best outcomes. They work within the cycle of offensive and defensive plays to expose weaknesses and gain the upper hand. Is your initiative developed to its fullest?

Use the Show initiative weblink in the Resources tab to read the instructions for an initiative game. Use the challenge as part of your next warm-up.
6.5.2 Developing initiative

Although games develop our physical skills, they are also about getting along with other people and developing our thinking skills. We usually imagine games as contests between teams and the field as the place where competition happens. However, some games can involve small numbers of people with no opposition. Here, the team members are working together to solve a problem. They need to communicate with one another and work out the best way of achieving their goal. These are called cooperative games and initiative activities.

Initiative activities foster our ability to think creatively and put forward a solution. The thoughts and opinions of others need to be taken into account as team members arrive at the best method for solving a problem. These games are fun to play and improve our social skills at the same time. The activities in this subtopic illustrate some cooperative games and initiative activities that can be carried out in the school environment.

A number of these activities focus on problem solving; others provide a challenge. In the case of problem-solving activities, only enough direction is given to outline the nature of the task. The problem must be solved without assistance.

### 6.5 Activities

#### Quicksand

**Equipment:** Eight markers, three pieces of board (each about 30 square centimetres)

1. Use the markers to outline two safety bases (A and B) which are 3.5 metres apart, as illustrated in the figure below. The area between the safety bases is quicksand. The aim is to work cooperatively and use the boards to get the class to move from one safety base to the other without falling into the quicksand. Students cannot stand on a board for more than five seconds, otherwise it will sink.
Flip
2. Divide the class into groups of 10 and nominate a team captain for each group. Each group must sit or stand in a triangle, forming a 4–3–2–1 arrangement as illustrated in the following figure. The idea is to swap the base with the apex by moving only three people.

Shapes
Equipment: Tug-o-war ropes joined at the ends, blindfolds
3. The rope is placed on the ground. Eight to twelve students stand around the outside of the rope and blindfold themselves, as illustrated in the figure below. They then place both hands on the rope and make the formation requested by the teacher — for example, square, triangle, arc, line, half moon, star and arrow. Students should make one attempt to achieve the requested shape unguided, then try again under the supervision of a non-blindfolded student acting as a coach.
Balance

*Equipment:* Spinners

4. Form groups containing seven to nine students. The aim is for each group to construct a balance activity with the least number of body parts touching the ground and hold the balance for 10 seconds.

5. In groups of three or four students, nominate one student to act as an administrator who must create a cardboard spinner labelled with a range of body parts (left hand, right hand, left foot, right foot, buttocks, chest, head) written on each of the flat surfaces. The administrator spins the hand of the spinner and only those parts can be used as a base. Evaluation of the winners involves deciding who has the most creative balance within the rules.

Circle throws

*Equipment:* Tennis balls

6. The class forms a circle and a tennis ball is given to a student nominated as the leader. The leader then throws the ball across the circle to any other student who does likewise until all students have caught and thrown the ball (see following figure). Students must remember from whom they received the ball and who they threw to because this becomes the pattern for the remainder of the activity. The leader receives the last throw and begins repeating the pattern of throwing and catching. As students become familiar with the pattern, more balls are added. The aim is to see how many balls can be introduced before the activity becomes unmanageable.
Rise and grow
7. Form pairs and sit on the ground with hands joined and soles of the feet up against each other’s feet (see below left). The aim is to try to pull each other off the ground to a standing position. When you are able to do this, form threes, fours and even larger groups and perform the same task (see below right). See how big your group can become before the task becomes too difficult.

Create your own
Equipment: One ball (any type), one hula hoop
8. Divide the class into two groups. Each group is given the task of creating a game or activity that focuses on challenge or problem solving. One group must include a ball in their activity; the other must include a hula hoop. The activity must be safe and be able to be conducted in the school environment. Spend some time developing the initiative, trial it and then ask the other group to solve it.

6.5 Check and challenge
Explain
1. Explain what is meant by ‘initiative’.
2. Why is initiative important in games?
3. Describe ways in which initiative can be developed.
4. Explain the initiative activity you developed. Comment on its ability to foster cooperation and thinking.

Elaborate
5. Discuss why cooperation is important in the development of initiative.
6. Which of the initiative activities did you like most? What skills were developed by this game?

Evaluate
7. How important was listening and exploring the ideas of others in the development of initiative?
8. Assess how participation in these games helped to develop leadership qualities.
6.6 Ethical behaviour

What are your core beliefs that help keep you and your behaviours on track in day-to-day living? Your parents, family, coaches and role models are the people who help build these core beliefs, or values, that shape who you are and support your thought processes when making decisions both on the sporting field and in everyday life. They are your moral compass when participating in sport and life.

6.6.1 Setting a good example

We hear reports in the media about behaviour of athletes that is often positive, but sometimes negative. Many sporting stars are seen as a role model for others and their examples of behaviour are often followed. They can also influence the conduct of others through their actions. The decisions and actions that you demonstrate when you are playing sport say a lot about you as a person. Your values help to shape your behaviour. In this subtopic, you will develop an understanding of ethical behaviour in sport and physical activity.

DID YOU KNOW?

We live in a culturally diverse country, with residents who were born in over 200 different countries. More than 260 languages are spoken in Australia. According to the Australian Sports Commission, we love supporting and playing our favourite sport, with 62 per cent of the population playing and attending sport regularly. However, some people who want to play sport feel excluded for a range of cultural or social reasons. Although we consider Australia a ‘sporting nation’, many Australians are not physically active due to barriers such as cost, language, lack of resources and lack of cultural support.

6.6.2 Ethical behaviour

Ethical behaviour can be described as making judgements or decisions that are fair and proper. How we decide what is right from wrong is based on a number of factors, including our values, or what we consider important as guiding principles in our lives. These values are shaped by our peers, our families, our school, the media, our religion and spiritual beliefs, as well as the community and society in which we live.

Our values affect our behaviour in sport. How we respond to our opponents, the umpires and our coaches reflect these values. They assist in developing a set of principles that determine the way we act. These might include values such as respect, fairness, following rules, enjoyment, trust, honesty and safety. They help us to decide what is fair or unfair and what is right or wrong.
Jonny Marray was a member of the winning men’s doubles team at Wimbledon in 2012. Wimbledon is arguably the most prestigious tennis championship on the professional tennis circuit. Jonny discusses fair play and ethical behaviour in sport in the Tennis and fair play weblink in the Resources tab.

HEALTH FACT
There are a number of health benefits for young people who regularly participate in physical activity and sport. However, the social benefits of playing sport can often be overlooked. Sport and physical activity provide opportunities to make friends and can develop a sense of belonging to a group of friends who share similar interests. Sport and physical activity can also develop your self-confidence and boost your esteem (the way you view yourself). Sport and physical activity challenges us to work together as a team and encourages us to consider and think of the needs of others.

DID YOU KNOW?
According to the Australian Bureau of Statistics, six out of 10 children aged between five and 14 years participate in sport outside of school. Being physically active as a child is a positive protective factor against health issues such as obesity and heart disease. Evidence suggests that physically active children are more likely to mature into physically active adults.

6.6 Activities
Safety in children’s sport
1. (a) In small groups, design a poster that recognises potential safety issues that may occur in junior sport or physical activity.
   (b) List possible strategies to respond to the issues identified in the poster.
   (c) As a class, compare posters and discuss the suggested strategies.

Inclusion in sport
2. Choose a sport that you have played before or one you are familiar with. Imagine that a student with a disability wants to join your sport and be a part of your game.
   (a) Identify potential issues that could arise when including the student.
   (b) Suggest ways to deal with those issues so that the student could join in. What could be modified to enable involvement and enjoyment for all?
   (c) Explore the scenario in the weblink Play by the rules: disability in the Resources tab.

Rules and scoring systems in games
3. Develop a scoring system and additional rules for a game that you are currently playing that fulfils the requirements of ethical behaviour (fair play, rewarding skill, encouraging participation). Your discussion and actions might be based around:
   • the value of a score
   • how you might create and encourage skilled passages of play
   • setting rules to include every player in the scoring process.

Team selection in sport
4. Team selection is sometimes a controversial issue in sport. Think about some of the issues related to team selection. How do you select teams fairly? What decisions need to be made to include all your players? Explore the scenario in the weblink Play by the rules: teams in the Resources tab.
The role of individual sports and activities
5. Individual sporting activities can provide a variety of health and fitness benefits. Participating in sports like surfing, tennis, golf and gymnastics can assist in developing self motivation, independence, focus and attention skills.
   (a) Choose an individual sport of your choice (e.g. tennis, golf or gymnastics) and research the key teaching points of one important skill of that sport. For example, in a golf swing: the grip, the stance, the swing.
   (b) Allow your peers to practice the skill in a modified version of the game.
   (c) Reflection: Each student is to write a reflection on their coaching experience of the individual sport/activity.
      The following questions will assist with your evaluation.
      i. Did you enjoy the game?
      ii. What did you find difficult when participating in the group skill/game session?
      iii. What did you enjoy most about the skill and game session?
      iv. Does the sport/activity meet your sporting needs and interest?

Substance use in sport
6. While training in the gym, you overhear older students talking about wanting to try substances that are claimed to be performance-enhancing. The students say that because there is no drug testing in the sport they are playing at school, there wouldn’t be a chance of getting caught. They are able to buy these substances through a contact at the local community gym. They believe that if they are bigger, faster and stronger, they will have a much better chance of making next year’s representative team. Apply some principles of ethical behaviour to this scenario.
   (a) Do you consider this action cheating?
   (b) What values might have an impact on an individual’s decision to take these substances?
   (c) What would you do in this situation?

Girls playing in boys’ sports teams
7. Louisa wants to play in the boys’ football team. Develop a list of some of the issues that need to be considered in this situation.
8. Explore the scenario in the weblink Play by the rules: gender in the Resources tab.

Parent involvement in sport
9. Create a code of conduct for ethical behaviour of parents in junior sport. Include what type of behaviour should be encouraged and what behaviour is not okay. Use the following questions as a guide for creating your code.
   (a) What rules should be created for parents’ involvement in junior sport?
   (b) What issues should be considered?
   (c) Should parents be involved in the selection of teams that include their children?
   (d) Should parents be involved in coaching teams that include their children?

Verbally abusive coach
10. Your team is not playing well and it is clear that your coach is not happy with your performance. The coach starts to pick on players, saying they are no good and shouldn’t be part of the team. What can you do in this situation?
11. Explore the scenario in the weblink Play by the rules: abuse in the Resources tab.
6.6 Check and challenge

**Explain**
1. How might you describe ‘values’?
2. Describe one example of ethical behaviour in sport or physical activity.

**Elaborate**
3. Discuss an example of how you might make sure that everyone is included in an activity. Why do you think this is important?
4. What are some of the factors that contribute to ethical behaviour in sport?

**Evaluate**
5. Consider and recommend additional ways that the principles of ethical behaviour could be embedded in your sport or physical activity.

6.7 Review

6.7.1 Summary

- The application of interpersonal skills such as collaboration, communication and problem solving is significant in developing inclusivity in sport and physical activities.
- Fitness, friendship and personal growth are important reasons for joining teams.
- There are many roles within sports including player, coach, administrator and referee/umpire.
- Collective decision-making activities, such as strategy development, enhance teamwork, cooperation spirit and problem solving.
- People participate in a variety of competitive and non-competitive physical activities to meet their needs and interests.
- Tactics and strategies aim to improve a team’s attacking and defending ability.
- The screen and roll in basketball is an example of an attacking or offensive strategy.
- The 2–1–2 zone defence is an example of a defensive strategy used in basketball.
- Modification of rules and scoring systems assist in the development of fair play, safety and inclusive participation.
- The development of initiative is important because it fosters our ability to think creatively.
- Activities such as ‘flip’ and ‘quicksand’ develop initiative and teamwork.
- Ethical behaviour in sport and physical activity is shaped by our values.
- Fairness and inclusion are important principles of ethical behaviour in sport and physical activity.

**ESSENTIAL QUESTION**

How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity?

Evaluate your initial response to the essential question now that you have studied the topic.
6.7.2 Key terms

**active defence**  defence that pressures the attack, intercepts the ball and/or frustrates the flow of play

**ethical**  deciding right from wrong

**initiative**  an ability or attitude required to create or start something, or adapt to a situation

**personal growth**  the growth and enhancement of all aspects of an individual

**role model**  a person who might influence your behaviour through their actions and examples

**roll**  a pivot towards the ball followed by a movement towards the basket

**screen**  taking a position that blocks the path of an opponent

**spontaneous**  performed or occurring as a result of a sudden impulse or inclination and without premeditation or external stimulus

**tactics and strategies**  planned moves used to out-maneuver opponents, providing your team with an advantage. They can be used in both attacking and defensive situations.

**teamwork**  the combined action of a group, especially when effective and efficient

**unsporting conduct**  violating a sport’s generally accepted rules of sportsmanship and participant conduct

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6.7 Check and challenge

To answer questions online and to receive immediate feedback and sample responses for every question, go to your learnON title at www.jacplus.com.au  Note: Question numbers may vary slightly.

### Key terms quiz [online]

### Multiple choice quiz [online]

### Check your understanding

1. Explain some responsibilities and tasks that you could contribute to your team’s performance.
2. Describe how you might modify rules in a game to allow everyone to achieve success.
3. Identify some other aspects of fair play, based on the weblink **Tennis and fair play** in the Resources tab.
4. Discuss why people join teams.
5. Explain the importance of activities like ‘Teamwork challenge’ (see subtopic 6.3) in developing teamwork skills.
6. Discuss the importance of leadership in teamwork.
7. Explain why teams develop and implement tactics and strategies.
8. Describe a simple offensive and defensive strategy that may be used in a sport of your choice.
9. Why is initiative important in games? Discuss how it can be developed.
10. Describe the role of a coach in a sporting team.
11. Outline the role of a team captain.
12. Describe how you would organise a round robin competition for eight teams.
13. ‘A single arrow is easily broken but not ten in a bundle’. Use The importance of teamwork weblink in the Resources tab to explore this concept and discuss how it can be applied to team games.

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### Resources

- **Digital doc:** Worksheet 6.5 Key terms quiz (doc-29370)
- **Digital doc:** Worksheet 6.6 Multiple choice quiz (doc-29371)
- **Digital doc:** Key terms glossary (doc-29372)
- **Weblink:** Tennis and fair play
- **Weblink:** The importance of teamwork