CONTENT STRAND: MOVEMENT SKILL AND PERFORMANCE

TOPIC 6
Teamwork and fair play

6.1 Overview

6.1.1 Introduction

What sports or recreational activities are you involved in? What Australians participate in and how often they do so has changed over the past 100 years. Participation brings physical, social and emotional benefits. Being involved in sport is not just about playing; officials, umpires and coaches all play a part. Collaboration skills are vital in this environment and the ability to demonstrate leadership qualities can assist in engaging others in sporting activities. The various roles in sport all have different responsibilities, but fair play, ethics and effective teamwork are essential.

on Resources

eLesson: Participation, teamwork and fair play (eles-2968)

Digital doc: Key terms glossary (doc-29355)

ESSENTIAL QUESTIONS

Being involved in some way in physical activity is not difficult. There is a vast array of roles from which to choose that match our individual strengths. How do we know what to choose and whether we will like it?

How can our involvement benefit the wider community?

How can we include, assist and lead others during physical activity?

SYLLABUS OUTCOME

A student:

• critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts. (PD5-10)
6.2 Patterns of participation in sport and physical activity

Participation in sport and physical activity can take many forms; it can involve activity as a player or performer, or be more passive as a coach, administrator or umpire and referee. ‘Spectating’ is not considered participation.

6.2.1 Active and passive participation in sport

In this subtopic we will investigate the levels of participation of various groups and the methods of participation. We will consider:

- whole population participation
- male and female participation across all age groups
- children’s participation in organised sport
- participation of children with a disability in organised sport and physical activity
- playing and non-playing involvement in organised sport and other physical activities.

How do you interpret ‘participation in physical activity’?

This information is important for government bodies and sports organisations when campaigning to increase sport participation. Use the ACHPER, Healthy kids and NSW Office of Sport weblinks in the Resources tab to research groups and organisations that promote participation in sports, and activities available to children and adults. During your research, consider the following:

- What is the purpose, goal or vision of the group or organisation?
- Who are the target groups?
- What activities, resources and opportunities are offered by the organisation?
- Is the content provided on each website relevant to you?

Digital doc: Worksheet 6.1 Researching sporting websites (doc-29329)

Weblink: ACHPER

Weblink: Healthy kids

Weblink: NSW Office of Sport
6.2.2 Participation in sport and physical activity — a statistical overview

According to AusPlay Focus: Children’s Participation in Organised Physical Activity Outside of School Hours, participation rates in 2017 of Australian children in some form of organised after school physical activity has shown an overall increase.

This survey is comprehensive and one of the biggest ever conducted in Australia. Annually, 20,000 people aged 15 or over complete this survey. The survey provides information about the physical activities undertaken by the children of those parents surveyed. The physical activities can be sport or non-sport related, but it must be organised by parents and be part of an organisation or club as well as being conducted outside school hours.

In terms of child participation frequency, the survey shows that in 2017:

- 63% of children participated in organised physical activity outside of school hours at least once per week (up from 56% in 2016)
- 25% of children participated in organised physical activity outside of school hours at least three times per week (up from 20% in 2016).

Having a disability should not prevent a person from participation in physical activity or organised sport. According to the Australian Bureau of Statistics, of persons aged 5–14 years with a reported disability, around 59 per cent participated in a physical activity for sport and around 66 per cent participated in a physical activity for exercise or recreation in the past 12 months. An example of this is that many Australian Surf Lifesaving Clubs run programs for Nippers which are accessible for children with various types of disabilities.

Swimming, soccer, Australian Rules football, dance and gymnastics have been identified as the top 5 organised physical activities for 2017.

**DID YOU KNOW?**

By far the most active participants in sport, exercise and recreation are the residents of the Australian Capital Territory (ACT). Among children, adolescents and adults, physical activity levels of ACT residents are well above those of the rest of Australia!

**TABLE 6.1** Top 10 organised out of school activities for children in Australia, 2017

<table>
<thead>
<tr>
<th>Activity</th>
<th>% of population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>31.8%</td>
</tr>
<tr>
<td>Soccer</td>
<td>14.1%</td>
</tr>
<tr>
<td>Australian Rules football</td>
<td>8.8%</td>
</tr>
<tr>
<td>Dancing (recreational)</td>
<td>8%</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>7.6%</td>
</tr>
<tr>
<td>Basketball</td>
<td>7.3%</td>
</tr>
<tr>
<td>Netball</td>
<td>6.6%</td>
</tr>
<tr>
<td>Tennis</td>
<td>6.0%</td>
</tr>
<tr>
<td>Athletics, track and field</td>
<td>5.5%</td>
</tr>
<tr>
<td>Cricket</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

In 2017, for children aged 5–14 years, popular sports for males included soccer, swimming and Australian Rules football, while for females, dancing, swimming and netball were the most popular.

**TABLE 6.2** Participation rates by gender (5–14 years) for top 10 activities, 2017

<table>
<thead>
<tr>
<th>Activity</th>
<th>Boys</th>
<th>Activity</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>29.8%</td>
<td>Swimming</td>
<td>33.9%</td>
</tr>
<tr>
<td>Soccer</td>
<td>21.9%</td>
<td>Dancing (recreational)</td>
<td>14.7%</td>
</tr>
<tr>
<td>Australian Rules football</td>
<td>14.6%</td>
<td>Netball</td>
<td>13.3%</td>
</tr>
<tr>
<td>Cricket</td>
<td>10.0%</td>
<td>Gymnastics</td>
<td>12.1%</td>
</tr>
<tr>
<td>Basketball</td>
<td>8.6%</td>
<td>Soccer</td>
<td>8.9%</td>
</tr>
<tr>
<td>Tennis</td>
<td>7.1%</td>
<td>Basketball</td>
<td>5.9%</td>
</tr>
<tr>
<td>Athletics, track and field</td>
<td>6.0%</td>
<td>Dance Sport</td>
<td>5.2%</td>
</tr>
<tr>
<td>Rugby league</td>
<td>5.7%</td>
<td>Athletics, track and field</td>
<td>4.9%</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>3.4%</td>
<td>Tennis</td>
<td>4.8%</td>
</tr>
<tr>
<td>Rugby union</td>
<td>3.2%</td>
<td>Hockey</td>
<td>3.2%</td>
</tr>
</tbody>
</table>


For all Australians aged 15 and above, the most popular physical activity is walking for exercise, although this is substantially higher for females. Nearly half of all females aged 15 and above walk or go to the gym. Males are more likely than females to cycle, jog or play golf.

**TABLE 6.3** Participation rates in selected sporting and recreational activities (ages 15 and over)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Males</th>
<th>Activity</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking (recreational)</td>
<td>32.8%</td>
<td>Walking (recreational)</td>
<td>52.3%</td>
</tr>
<tr>
<td>Fitness/gym</td>
<td>28.6%</td>
<td>Fitness/gym</td>
<td>35.4%</td>
</tr>
<tr>
<td>Athletics, track and field*</td>
<td>17.8%</td>
<td>Swimming</td>
<td>16.0%</td>
</tr>
<tr>
<td>Cycling</td>
<td>14.3%</td>
<td>Athletics, track and field*</td>
<td>13.9%</td>
</tr>
<tr>
<td>Swimming</td>
<td>13.0%</td>
<td>Cycling</td>
<td>9.2%</td>
</tr>
<tr>
<td>Soccer</td>
<td>9.1%</td>
<td>Yoga</td>
<td>7.4%</td>
</tr>
<tr>
<td>Golf</td>
<td>8.6%</td>
<td>Netball</td>
<td>5.6%</td>
</tr>
<tr>
<td>Cricket</td>
<td>5.9%</td>
<td>Bush walking</td>
<td>5.4%</td>
</tr>
<tr>
<td>Tennis</td>
<td>5.5%</td>
<td>Pilates</td>
<td>4.4%</td>
</tr>
<tr>
<td>Bush walking</td>
<td>5.3%</td>
<td>Tennis</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

*Athletics, track and field includes jogging and running


**DID YOU KNOW?**

There is a physical activity suitable for everyone. Make sure some of your recreational pursuits include physical activity to optimise your health.
6.2 Activities

Physical activity in your community
1. For your own gender, does the information found in table 6.2 reflect what you think is happening in your community? Does your community have resources that promote physical activity or potentially have barriers that prevent activity, including for those with a disability?

Your physical activity
2. Predict what might happen to your own physical activity levels over the next year. Discuss ways in which you might be able to increase the amount of physical activity you do to improve your health.

Predicting future trends
3. (a) Using the information in table 6.2 and the AusPlay weblink in the Resources tab, analyse the trends in children’s participation in organised sport.
(b) Which sports have had the largest rise in participation rates? Why do you think this is? Using this information, predict which sports you think will grow the most in the next three years. Are there differences in the growth sports for males and females?

The quiet achievers
4. How important is the work of volunteers in organised sport in Australia? How could you go about recruiting people to act as volunteers for a local sporting club or team? What reasons or benefits could you sell to them about volunteering?

Collect and evaluate
5. Use the Collect and evaluate worksheet in the Resources tab to complete a sophisticated task requiring data collection, evaluation and elaboration of results. The task is designed to find out what sports and physical activities people from different age groups have participated in during the past 12 months.

6.2 Check and challenge

Explain
1. Why would participation rates in physical activity and organised sport tend to decrease with age in people over 35?

Elaborate
2. Make a list of recommendations you could suggest to a local city council about providing facilities and programs to promote participation in sport and physical activity by local residents. In particular, consider members of the following groups:
   - families
   - pre-school children
   - retired adults
   - people with a disability.

Evaluate
3. In table 6.3, look at the top three activities for both males and females. Why do you think these are the most popular?
6.3 Elements of teams and teamwork

Success is more likely when there is great teamwork between all individuals involved. A team is a group of people with complementary skills, who are committed to a shared purpose.

6.3.1 Good teamwork brings success
In this subtopic, many aspects of teamwork will be investigated. Think about any teams you have been associated with in the past 12 months. Were they effective or ineffective, successful or otherwise? What was it about these teams that made them this way? What are the key elements of high performing teams? How can great teamwork be developed?

Use a range of research tools, including the internet, to create a database of definitions or characteristics of what makes a successful team. Collect at least three definitions.

6.3.2 Teams and teamwork
Being involved in a sporting team provides opportunities to:
• improve and develop individual and group skills
• meet other people who share a mutual interest
• work cooperatively with others to achieve a common purpose
• work and socialise with others, and develop friendships and relationships
• respond to challenging situations
• develop leadership skills
• improve self-confidence and self-esteem.

DID YOU KNOW?
The Hockeyroos, Australia’s gold medal-winning women’s hockey team at the Sydney Olympic Games, voted to share any financial rewards they might receive as a result of their performance at the Games among the whole squad of 25 players, rather than only those 16 players who were named in the team for the Games. Ric Charlesworth, the team coach at the time, stated, ‘The strength of a team lies within the capacity of its individuals to agree on and strive towards common goals and rewards’.

6.3.3 Key elements of high-performing teams
Most people interested in how teams perform and how teamwork develops agree that high-performing or successful teams, regardless of whether they are sporting teams, tend to display certain key elements or characteristics. These key elements can be summarised as follows:
• There is a clear and common purpose. The vision or purpose of the team has been defined and accepted by everyone. Goals and tasks are understood and committed to by everyone.
• There is a climate of trust between members of the team.
• Open and honest communication exists among members. Team members feel free to express their feelings on the goals and tasks, as well as on the group’s operation.
• Diversity of opinions and ideas is encouraged.
• Creativity and positive risk-taking is evident.
• A sense of belonging and pride in accomplishments is promoted and encouraged.
• The team is constantly learning and aiming to improve.
• Procedures are developed to diagnose, analyse and solve problems.
• Participative leadership is practised; while the team may have a formal leader or leadership group, leadership functions shift from time to time, depending upon the circumstances, the needs of the situation and the skills of the team members.
• Decisions are supported and made together; for important decisions, there should be substantial, but not necessarily unanimous, agreement through open discussion of everyone’s ideas and the avoidance of formal voting.
• There are clear roles and assignments. Expectations about the roles played by each team member are clear, and the workload is evenly and fairly distributed among all members.
• The team is diverse and has a broad spectrum of team member types.
• Self-evaluation is apparent. Periodically, the team examines how well it is functioning and what may be interfering with its effectiveness.

6.3.4 Team building and developing teamwork

Developing a sense of team and teamwork can be a very complex and challenging task, but the rewards can be substantial. Most sportspeople would agree that a champion team will always beat a team of champions.

Team building, which is often a key role expected of the coach, is very much a matter of putting in place ingredients and strategies that allow for the characteristics of successful teams to develop and flourish.

Selection of team members

The selection of team members is very important when building teams and developing teamwork. Effective teams are made up of a range of different types of team members who develop confidence and trust in one another. Effective teams also consist of a range of team members with different skill sets and experience. Balancing skill sets and the experience of team members can help build an effective team.

Establishing a common purpose or goal

Establishing a common purpose or goal within the team is essential in team building. Teams need to understand what they are trying to accomplish and why. This gives the team direction and offers each member a sense of value and commitment. Team members also need a detailed understanding of how the team will accomplish its tasks and goals.

Allocation of roles within the team

Assigning roles to team members helps individuals to assume an active and productive position within the team. However, individuals must be willing and able to adapt to new roles if required by the team. Teamwork also requires people to be willing to assist others in their roles at times.
Training in how to work together
A team must know how to work together to be productive and successful. Sometimes, specific training in how to work together is necessary or advantageous. Such teamwork training might include instructional workshops and courses on communication skills, conflict resolution, goal setting and other topics that provide skills necessary to be an effective team player.

Many teams also participate in training camps and challenge activities whose primary goal is team building and the development of team spirit. Typically, players are subjected to challenging and demanding situations that require them to make good decisions while under pressure, to problem-solve and to work together to achieve a certain goal. AFL football teams, Rugby League teams and the Australian cricket team are just a few of the many teams that engage in these types of camps and activities.

Motivation
A variety of strategies can be adopted to motivate players and teams. Some of the easiest methods include use of ‘self-talk’ and encouragement to each other. Australian tennis champion, Lleyton Hewitt, regularly used self-talk as a way of increasing motivation and energy levels during a match. His famous catch cry was ‘come on!’, which he regularly expressed at times where he needed to energise himself. This often inspired others in the crowd to also cheer and yell words of encouragement, thereby raising his motivation.

Similar tactics are used in team sports, where team members use encouraging language to increase the motivation of others. This encouragement in team sports should be reciprocal, meaning that all team members have the responsibility to encourage others in addition to being the recipient of positive, motivating comments.

Support within the team
Team support is not only about individual team members being warm, empathetic and caring about their teammates. It is also about providing four distinct types of support: emotional support, informational support, instrumental support and appraisal support.

- Team emotional support refers to the notion of providing ‘a shoulder to cry on’, an encouraging word and sympathetic understanding of another team member’s emotional pain or distress.
- Team informational support refers to the extent to which team members exchange necessary information.
- Team instrumental support focuses on the practical support that team members offer each other.
- Team appraisal support is the help individual team members can provide one another in making sense of a particular situation and providing feedback to others.

Team building will be successful if the team members can provide each of these types of support to one another.
Communication between team leaders and team members

One of the most important contributions a team leader can make is to ensure that a climate exists within the team that enables members to speak honestly and deal openly with any obstacles or problems that might be preventing the team from achieving its goals.

In rowing, the cox communicates with the rowers to ensure everyone works together as a team.

6.3 Activities

Recipe for success
1. In pairs, create an A4 poster to display in the classroom outlining five benefits of being involved in a sporting team and summarising the ingredients required for an effective team.

There is no ‘I’ in team
2. What sayings or team-bonding games do you know that promote teamwork? Create a class folder of games and sayings.

Teamwork
3. (a) As a class, set up an obstacle course in the gym or other suitable area, using safe equipment such as gymnastics items (for example, vaulting horse, beam, parallel bars, gym mats), benches, hoops, tyres, wall bars and ropes.
   (b) Divide the class into teams of about five or six students.
   (c) The aim is for each team to work together to move around the obstacle course in the shortest possible time. Each team could have one common handicap; for example, the team might have to transport a container of water around the course without spilling it, or have one team member who is blindfolded. The time taken to complete the course is measured when the last member of each team crosses the finish line.
At the end of the activity, reflect upon your experiences and record some details about the factors and characteristics that helped each team to work together and function effectively as a single unit. Consider leadership styles and team dynamics.

Consider the factors and characteristics that hindered cooperation and effective teamwork. Consider leadership styles and group dynamics.

Assessing teamwork

4. (a) Using basketball as an example, list the characteristics that you think are desirable in team members. The focus should be on the factors that influence teamwork and being a valued member of the group.

(b) In groups of five, agree upon the five main characteristics that you think are important in a team player, then design a rubric that can assess these five characteristics.

(c) After this, partake in a game of basketball against another group that has completed their own rubric for assessing the characteristics they think are important in a team player.

(d) After the game, assign each team member to assess another teammate using the rubric designed. Each team member should then be provided with their assessment and complete the following two tasks:
   i. Write a short summary of ‘what makes me a good teammate?’
   ii. Write a short summary outlining ‘how can I become a better teammate?’

6.3 Check and challenge

Explain

1. Explain the four types of support that can help to build effective teams.

2. Have you ever participated in a team-building activity? If so, describe what you did and whether or not it was successful. Identify what aspects made the activity successful or unsuccessful.

Elaborate

3. Identify and discuss the characteristics you have that would contribute to the success of an effective team.

Evaluate

4. Research and provide a brief written report on a team leader who you believe made a significant contribution to the success of the team that they worked with or were part of. Provide information about the leadership qualities they possessed and demonstrated. Evaluate how these qualities contributed to the success of the team.

6.4 Fair play and sporting conduct

It is important for individual team members and teams to learn to lose gracefully and to win with humility.

6.4.1 Australian sporting culture

Australian sportspeople have always been proud of our cultural concept of the ‘fair go’. This principle is an unwritten law of behaving fairly and with positive sportsmanship during all types and levels of competition. This concept of the ‘fair go’ encourages all athletes to compete hard, but fair, and provide opportunity for all athletes to achieve their own types of personal success.

The fabric of Australian sporting culture is based on having a go, doing your best and supporting others. The most successful sporting teams, from the Under 8’s local soccer team to the professional netball team, the NSW Swifts, all display these great qualities. Thanking the umpires, coaches and team mates after your game is one simple way to foster positive sporting behaviours.
6.4.2 Inclusivity in sport

Sporting clubs and associations are providing increasing opportunities for all athletes, including young people with disabilities, to participate in sport and enjoy all the benefits regular sport and physical activity can bring.

An example of inclusivity can be seen in the Surf Life Saving New South Wales (SLSNSW) Disability Inclusion policy. SLSNSW states that it ‘is committed to the inclusion of people with disability, their families and their carers’. The policy establishes the importance of everyone having access to the opportunities surf lifesaving brings as well as having equal access to surf clubs and their activities.

SLSNSW encourages clubs to look at inclusion on a spectrum, with the goal of always supporting a person with a disability to participate as they choose, and not as others choose for them.

6.4.3 Being a good sport

Having fun, and displaying courtesy and respect to officials, opponents and teammates are integral to being a good sport. Playing by the rules and learning to accept the game moments that don’t go your team’s way helps create a respectful environment and a more resilient athlete.

In small groups, discuss the aspects of what constitutes good sporting conduct, and then write your own definition. To extend your discussion, use the A response and Behaving badly weblinks in the Resources tab to watch behaviour displayed by Serena Williams during a heated tennis match, and read some comments about the same incident.

6.4.4 Fair play

Fair play can be defined as Participation in sport being based upon the concepts of fairness, fun, sportsmanship, respect, safety, and personal and collective responsibility. With these principles at the forefront of sport participation, all participants can enjoy the benefits of being involved in sport and physical activity.

Being able to deal with the highs and lows of competitive sport is essential to the development of fair play. Although competition can be positive and rewarding, it can also result in negative behaviours being exhibited by some players or teams. Factors such as poor performance, frustration or anger, external pressures (such as peer pressure or parental pressure) and a win-at-all-costs mentality can result in individuals or teams displaying unsporting conduct. It is important for individual team members and teams as a whole to learn how to lose gracefully, as well as learning how to win. It is the team’s responsibility to develop high standards of behaviour and attitude in all players and other members.

6.4.5 Sporting conduct

Put simply, good sporting conduct means conforming to the rules of sport. More grandly, it may be considered the ethos of sport. The activity will be enjoyed for its own sake with proper consideration for fairness and ethics and respect for one’s opponents. Basically, good sporting conduct occurs when teammates,
opponents, coaches and officials treat each other with respect and consideration. Good sporting conduct starts with something as simple as shaking hands with an opponent before a game, and includes acknowledging skills displayed by others and accepting unfavourable decisions gracefully. Good sporting conduct means acknowledging your victories without demeaning your opponents. Even if you win comfortably, good sporting conduct requires that you still find ways to compliment your opponent/s.

Poor sporting conduct can manifest itself in many ways, such as arguing with or not accepting the umpire’s decisions, winners ‘rubbing salt in the wounds’ of the losers, and the losers acting or speaking offensively, or blaming others for their loss. Poor sporting conduct can also include booing national anthems and failing to congratulate or acknowledge winners.

Coaches and parents who emphasise good sporting conduct see winning as just one of several goals. They help young athletes take pride in their accomplishments and in their improving skills, so that they see themselves as winners even if the scoreboard doesn’t show it. The best coaches and parents encourage young players to have fun, to play fairly by the rules, and to concentrate on helping the team while developing and improving their own skills.

**Sporting conduct case study: John Landy**

The 1956 National Mile (1500 m) Championship in Melbourne is remembered for one of the greatest sporting gestures of all time. John Landy had become the world champion miler in 1954. No-one in the world was faster week after week over the mile and three miles than John Landy. Ron Clarke, another Australian, held the Australian and World Junior Mile record. As the 1956 Olympics loomed, everybody was looking to Landy to set a new world record. Many thought that if Landy got a fast start in the championship race he would set a new world record.

At the end of the first lap of this race, Robbie Morgan-Morris had completed the first quarter mile in 59 seconds, followed by Ron Clarke, Alec Henderson, John Plummer and then John Landy. The time was right on target for a world record. At the half-mile, Morgan-Morris was still leading and the time was two minutes and two seconds. At the start of the third lap, young Clarke and Landy moved forward. A new world record beckoned. Then an event occurred that is etched into the minds of many who witnessed it.

Clarke was moving to the lead as they came into the corner on the third lap. Landy was on his shoulder. Alec Henderson tried to squeeze between the two runners and the inside edge of the track. In doing so, Clarke, with his spikes, clipped his heel. Clarke sprawled forward onto the track while Henderson was knocked onto the inside arena. Landy leaped over the falling body of Clarke in front of him and, as he did, his sharp spikes tore into the flesh of Clarke’s shoulder. The rest of the field either jumped over Clarke or ran around him.

Then, to everyone’s amazement, Landy stopped, turned around, ran back to the fallen Clarke and helped him up to his feet. Landy had forgotten about the Australian mile title, his world record bid, even the approaching Olympic Games, in a spontaneous gesture of good sporting conduct. Clarke got to his feet and, together, Landy and Clarke set off after the other runners. They were 60 yards (55 metres) behind the rest of the field, who had
kept on running, and the crowd did not expect them to continue. Clarke and Landy sprinted off in pursuit. The crowd was shouting as, with every stride, Landy hauled in the front runners.

Landy quickly ran around the rest of the field, and came into the home straight, leaving Clarke behind with a powerful finish. He stormed down the straight and in the last ten yards passed the two leading runners to win the Australian Championship in four minutes and four seconds. There was no question Landy could have set a new world record that day. Stopping and going back, picking up Clarke and then running back over his tracks had cost him eight or ten seconds.

John Landy was to go on and set new world records and become a hero at the 1956 Olympic Games (he also became Governor of Victoria from 2001 to 2006), but nothing compares with that race in 1956 when he stopped, picked up Ron Clarke and then continued to run himself into athletic immortality.

Use the A good sport weblink in the Resources tab to watch John Landy win the 1956 National Mile Championship.

Developing good sporting conduct

Good conduct learned through sport often carries over into other areas of your life. At school, for example, you are better able to appreciate the contributions made by classmates, and know how to work as part of a team to complete a project.

You can develop good sporting conduct by adopting the following advice:

• Learn as much as you can about your sport and always play by its rules.
• Realise that, on a team, everyone deserves a chance to play.
• Speak politely and act courteously toward everyone before, during and after games and events.
• Stay cool, even if others are losing their tempers.
• Never settle disputes by resorting to violence. Remember that if you respond with violence, you could be penalised or even injured.
• Support your teammates with positive statements and avoid trash-talking.
• Acknowledge good plays, even when someone on the other team makes them.
• When officials make a call, accept it gracefully, even if it goes against you.
• Whether you win or lose, congratulate your opponents on a game well played.

DID YOU KNOW?

Adam Gilchrist, who opened the batting in the cricket World Cup semi-final in 2003, created enormous debate about what constituted good sporting conduct and fair play when he ‘walked’ after being given ‘not out’ by the umpire. The debate centred on whether Gilchrist had set an unreasonable precedent for all future batsmen by declaring himself ‘out’.

6.4.6 Codes of behaviour

Codes of behaviour or conduct are also useful tools in educating and encouraging athletes to play fairly and in a correct fashion. The Australian Sports Commission (ASC) has developed various sporting codes of conduct that apply to players, coaches, administrators, spectators, officials and parents, as well as a general code of behaviour. Use the ASC weblink in the Resources tab to find out about these, as well as codes of ethics developed by the ASC.
6.4.7 Resolving conflict in sporting environments

In many types of social situations, conflict between individuals can arise. The sporting environment is certainly no exception to this. Conflict and, on some occasions, violence, can arise on the field between players and teams, and between players and officials.

Conflicts and acts of violence need to be resolved to the satisfaction of all parties involved. Within professional and elite sporting ranks, most sports have judiciaries that examine incidents that may have occurred and make judgements about them. Often, sanctions in the form of suspensions and fines are handed down to players found guilty of breaches of rules and standards of conduct. These sports have often invested a lot of time, thought and resources into analysing the types of conflicts that occur and working on solutions that will be fair and just.

In the school environment, conflicts can also arise in games and activities during lunchtimes or in classes. Conflicts might arise because of disputes over rules, or if one person feels threatened or treated unfairly. Not sharing equipment and facilities are also common causes of conflict. Often, these types of conflicts will be resolved through the intervention of a teacher. However, this is not always the case, and the conflict can quickly escalate if young people do not have the skills and ability to resolve such issues appropriately. The following strategies can be employed to help resolve situations of conflict:

- Focus on the problem or behaviour, not on the person.
- Listen attentively and with an open mind to the other person.
- Explain your point of view clearly and calmly.
- Try not to lay blame on other people.
- Make your actions and responses positive at all times.
- Be willing to compromise so as to bring about the best outcome for all.
- Seek help from teachers if you think it is required.
- If conflict arises between others, try to mediate rather than taking sides.
- View each situation of conflict as an opportunity to develop and improve your interpersonal and relationship skills.

DID YOU KNOW?

Sports diplomacy is used to influence politics, usually through boycotting sporting events or teams. In 1964, South Africa was excluded from the Olympic Games because of its policy of apartheid. As well as other limitations, apartheid forbade people of different races to play sport together. Many teams refused to play in South Africa until apartheid ended in the 1990s.
6.4 Activities

Conduct
1. Use the Codes of conduct worksheet in the Resources tab and read the codes provided, then answer the following questions.
   (a) What do the codes have in common?
   (b) How do they vary?
   (c) What improvements or amendments would you suggest for each code of conduct?

Observe
2. Observe a player of your choice (either a professional, in a local competition or at school) as he or she participates in a game/match. Assess his or her level of fair play and sports etiquette. Use the levels of performance ranking provided below to rate their level of performance from 1 to 5 in each of the following criteria.
   - Encouraged teammates (for example, said things like ‘well done’ or ‘good shot’)
   - Displayed respect and courtesy towards opponents; did not sledge, put down or abuse opposition players
   - Involved all other players in the game by sharing the ball and ensuring that no-one ‘hogged the ball’; did not attempt to dominate play at all times
   - No evidence of cheating or attempting to take unfair advantage of situations
   - Displayed respect and courtesy towards umpires and officials; accepted decisions without complaint and did not abuse or criticise
   - Won or lost gracefully — shook opponents’ hands after the game and congratulated opposition

Levels of performance
1. Player never demonstrated criterion
2. Player demonstrated criterion in fewer than 50 per cent of the opportunities presented
3. Player demonstrated criterion in more than 50 per cent of the opportunities presented, but fewer than 75 per cent
4. Player demonstrated criterion in more than 75 per cent of the opportunities presented, but fewer than 100 per cent
5. Player always demonstrated criterion

It’s your turn
3. Develop a code of behaviour that outlines how your class should behave when engaged in sporting competition in class. Using ideas from all students, this may become the basis for a class code of behaviour.

Someone else’s shoes
4. What would you have done if you were Adam Gilchrist in the situation described in section 6.4.5? Explain and justify the motivation for your action to a partner.

Sports boycotts
5. Use the internet and other sources to research famous boycotts of sporting events. As a class, discuss whether political conflict should have a role in defining fair play and good sporting conduct.

Inclusivity
6. Research policies from a variety of sporting clubs on inclusivity in sport. Create a poster with 10 Fast Facts from one of your sporting club policies that identifies the key elements to their inclusivity policy.
7. Participate in the following practical activity. Working in groups of 3 or 4, devise a modified game that has suitable adjustments for a student with a disability; for example, in a wheelchair, vision impaired, etc. Your game must include specific rules, a scoring system and strategies that allows adjustments for students with a disability. Your game can include a combination of a number of sports, for example: netball, ultimate frisbee and soccer where the rules and the field of play reflect a combination of these sports.
6.4 Check and challenge

Explain
1. How do you think parents should behave when watching their children participate in sport?
2. What impact do you think parents with poor sporting conduct might have on their children, and their children's continued participation in sport or physical activity?

Elaborate
3. What actions should local sporting clubs and associations take to ensure that all member groups are aware of and abide by appropriate standards of behaviour?

Evaluate
4. Outline five conflict resolution strategies that you might recommend to help resolve a situation of conflict occurring between two groups of students playing basketball at lunchtime. Rate which strategy you think would be most effective.

6.5 Roles in physical activity

You may consider being a player as the only role in sport you could have. However, there are many other roles from which to choose, which may have considerable appeal.

6.5.1 Organisation of physical activity

Other than being a player, is there anything that we can do to strengthen our connection with physical activity? Most of us have been in teams and received help from coaches, referees, organisers and the like. Is there anything we can do to repay some of what we have been given? It is important for people to step up and take on many of the roles in organised physical activity, and the experience can, in fact, be quite enjoyable and provide a great sense of personal satisfaction to those involved.

The organisation of physical activity, including major games, competitions and performances, requires considerable administration and direction.

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Digital doc: Worksheet 6.3 Codes of conduct (doc-29346)
6.5.2 Administrators

Administrative roles relate to planning and organisation. Good administrators are able to think through ideas and anticipate the many planning problems that might arise. Depending on the size of the task, administrators may recruit assistants who help with some of the smaller chores. The administrator needs to be able to coordinate the assistants in much the same way that a team captain manages a sports team. The task requires good organisational and communication skills, and effective methods of assisting people to work productively within the timelines allocated.

Administrators work at gyms, fitness centres, pools and recreational facilities such as indoor rock-climbing centres. They also operate sporting clubs, where much of the administration is concerned with promoting activities, compiling membership databases, customer service and marketing. They may also make regular inspections of equipment, deal with accounts and take care of insurance issues.

Administrators also organise major events such as fun runs, carnivals and competitions. This area of administration is commonly referred to as event management. To manage events competently, organisers need to be able to devise management plans, anticipate problems and develop solutions. Because event managers may need to recruit personnel for various tasks, they require a good understanding of the demands of the job and must be able to work with people who have varied abilities.

Administrative roles

In a sporting club organisation or association, a number of people are employed in management positions, with each person responsible for certain duties. Typical administrative roles within a club include president, secretary, treasurer, publicity officer and committee members, who usually have a grade or sport for which they are responsible. The president, secretary and treasurer are commonly known as the executive.

- **President** — assumes overall responsibility. The president is the club’s official representative and key public relations person, who ensures all planning and budgeting is carried out according to the wishes of the majority. When the president is unable to fulfill their duties, the vice president takes over as the replacement.

- **Secretary** — the most important administrative role in the day-to-day running of the club. The secretary prepares and distributes the agenda for meetings in consultation with the president, and records the minutes at the meeting. They also send out nominations at the beginning of competitions and are responsible for all correspondence.
The club structure

- **Treasurer** — responsible for the financial management of the club. The treasurer compiles the club budget for the coming year, showing expected income and expenditure, as well as being responsible for cheque books, invoices, petty cash, receipt books and the collection of fees.
- **Committee member** — could be representatives from small committees such as the match, social or grounds committee, or a delegate from a sporting organisation.

### 6.5 Activities

**Carnival organisation**

1. This activity can be completed using the Organising a sport competition ProjectsPLUS in the Resources tab. Organising school swimming, cross country and athletic carnivals requires similar skills to those required in the organisation of major events.

   (a) Divide the class into three groups and allocate a carnival to each group. The task for each group is to draw up a management plan for the organisation of their carnival. Use the following questions as a guide in developing the plan:

   - **Who is the event for?** All students or competitors only? Who marks rolls and checks absences? When is this conducted?
   - **When will it be held?** Does it need a full day or half day? Does the date conflict with other events? Is there an alternative date in the case of wet weather?
   - **Where will it be held?** Pool, park or athletics ground? Who books the venues? What is the cost? Is it within the budget?
   - **How do we promote our event?** If there is a committee, who is on it? How do we raise awareness — assemblies, posters or notices in newsletters?
   - **How do people get there?** Buses or make their own way? Is there sufficient parking? How many people require transport to be organised? What is the cost and who collects the money?
   - **What equipment is required?** Who is responsible for equipment? Who sets up the equipment — for example, hurdles? Who takes it back?
• **What officials are required?** An announcer, timekeeper, judges, recorders and others? What do they do and how do they learn their roles? Who checks that they are performing their roles correctly? How do results get to the recorders?

• **What events will be conducted?** Who is responsible for the program? How many copies are required? What will the program include — times, events and records? Will it fit into the time constraints?

• **What awards will be presented?** Age champions, house winners or record breakers? What types of award will be made and who will present these? When will the awards be presented?

• **What happens in the case of injury?** Who will manage first aid? Is the person qualified? Is the first aid kit available and well stocked?

• **Will canteen facilities be available?** If so, what food is available and who makes the purchases? Should the profits go to a worthwhile cause?

• **Who takes care of the clean-up?** How will it be organised? Are sufficient bins available? Does the council need to be notified?

• **What happens in the event of wet weather?** Would the event be cancelled or postponed? How would people be informed? What would happen with food orders?

• **What permissions are required?** Are notes for student transport and participation essential? Is permission required for using the facilities?

(b) Within each group, elect an event manager who organises the rest of the group into a team of officials to coordinate various roles and provide concrete responses to the questions.

(c) Coordinate the responses into a PowerPoint presentation and use it to outline your planned event to the class. Be sure to ask questions regarding any event aspects about which you are concerned or unsure.

2. What qualities would you expect to find in a good event manager?

3. How can an event manager ensure things are thoroughly planned?

4. Discuss the difficulties associated with organising major events.

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**Resources**

- Projectsplus: Organising a sport competition (pro-0004)
- Digital doc: Worksheet 6.4 Competition organisation (doc-29347)

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**6.5 Check and challenge**

**Explain**

1. Explain the skills required to be an effective sports administrator.
2. Who comprises the executive of a club and what are their roles?
3. Explain how good administration can promote physical activity.

**Evaluate**

4. Have you ever considered taking a professional role in sport? Use the *Fitness careers* weblink in the Resources tab to find out what kinds of career opportunities are available in the fitness industry and write down five examples. Would you be interested in pursuing any of these careers?

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**Resources**

- Weblink: Fitness careers
6.6 Official roles

At this stage of your life, you probably like to play sports and have fun. However, everything about sports — rules, refereeing, draws and the facilities — are organised by officials. It is important to know a little about what they do.

6.6.1 Introduction

Some of us may have minor official roles in sport and activities even at this stage of our lives. This is commendable as official roles encompass a sense of duty and responsibility. Without the support of officials, activities either do not run or are not well organised. Many official roles are honorary or voluntary with people believing that they should give back some of what the sport has given them. Have any people in official capacities helped you with your interests? Do you feel ready to give back?

6.6.2 Official roles

Official roles belong to people who carry out the duties associated with conducting events or games. At a carnival, officials include timekeepers, judges, marshals, recorders and event supervisors. In games, the officials are usually umpires and referees, lines people, scorers, timekeepers and field managers. Officials are usually appointed by the club or controlling organisation and have undergone extensive training to become familiar with the rules and management procedures.

An understanding of, and possibly the opportunity to experience, the roles of particular officials in sport can help our own and others' enjoyment of physical activity. A brief description of some official roles is provided below.

- **Referees** or umpires. These people 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.
- **Court or field managers.** These officials oversee all game operations including field marking, referee rosters, communications and recording results.
- **Sports trainers.** These people generally have a sound understanding of fitness principles, first aid and how to improve a player’s condition. Their main role is to ensure players attain and then maintain the level of fitness required for the sport.
- **First aiders.** These people provide basic first aid in the case of injury and make decisions about when injured players are able to return to play.

**DID YOU KNOW?**

The judges and officials at the Ancient Greek Olympic Games were permitted to whip participants caught cheating. Judges could also set fines or expel competitors for cheating, but they were renowned for their fairness.
6.6.3 Leadership
Many aspects of physical activity can help develop leadership skills. Referees, coaches, team captains, trainers, draw organisers, lines people and even canteen workers have special roles. With these roles come responsibilities and the need to organise, assist, provide advice, communicate, enforce rules and oversee regulations. It is at this level that leadership qualities are inspired and nurtured. Leadership roles include:

- **youth leaders** — required in camps and recreational settings, teams, sports organisations, clubs and related activities such as adventure programs
- **team captains** — must be experienced and mature, and possess a good understanding of the rules of the game. They make important decisions during the game and are responsible for the conduct and behaviour of fellow players.

The leadership of the captain is important to team success.

6.6 Activities
Know the rules
1. Research the sport of Ultimate Frisbee. Learn the rules and then participate in a round robin class competition. Ultimate Frisbee requires no officials to control or manage the game as the players are responsible for the honour system which officiates the game. Two teams working together in a competitive environment without an official to referee is a great story of collaboration, sportsmanship and fair play.

2. As part of a games unit, organise competitions in a range of games. Spend time before each game researching the rules and discussing situations in which they need to be implemented. In basketball, for example, the travel, double dribble, three-second and foul rules need to be understood to ensure a free-flowing game. Organise a roster of referees or officials for each of the games and run the competition. Develop structures that fully support the referee — for example, the exclusion of any player from a game if guilty of making a negative comment to either the referee or another player.

3. Comment on the difficulty of refereeing. How important is it that referees be given a ‘fair go’?

4. How could refereeing be made more appealing to people who might be interested?

5. Form groups that generally relate to the sports that you play. Brainstorm the qualities that you like and dislike in a team captain. Compile your thoughts into a small essay and read it to the class. Discuss the importance of these qualities to team success.
6.6 Check and challenge

Explain
1. Explain the role of the first aider at sporting events.
2. Explain why it is important to have officials present at any organised sporting competition.

Elaborate
3. Describe the role of the sports trainer.

Evaluate
4. Evaluate the importance of good leadership in team behaviour.
5. Use the Australian Institute of Sport weblink in the Resources tab to choose a fact sheet about your favourite sport. Use the information in the sheet to describe what you think the role of the sports trainer would be for that sport.

6.7 Individual and team player roles

Across all forms of physical activity, support positions such as coaches, instructors, choreographers, publicity officers and volunteers play an important role.

6.7.1 Coaches, instructors and choreographers

Coaches, instructors and choreographers have very special roles because they develop skills — the foundation movements of success. Skill development may be a long and arduous task, depending on the level of achievement. During the skill development period, people in these roles develop close associations with players or performers and influence them in many ways, including character development. How have you been influenced by a coach, instructor or choreographer? How could you positively influence others in this area?

People may work as individuals or as team members, depending on the nature of the sport. Some teams may not work closely together but their individual effort is still immensely important. Members of a swimming relay team, for example, perform as individuals but every member’s effort is vital to the overall result. In other games, such as basketball and touch football, team members rely more on the performance of the player closest to them during the game. A poor pass or kick to a fellow teammate, for example, can result in a lost opportunity for a try, basket or goal.
6.7.2 The coach

The coach is responsible for developing the individual skills, attitudes and expectations of players in both team games and individual sports. Good coaches have a passion for the task. 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 the players. Coaches have the most important role in team development. The role of the coach is multi-faceted and can be seen in the following figure.

6.7.3 Instructor

The role of the instructor is somewhat different from that of the coach. Whereas coaches prepare players for events and teams for competitions (usually over an extended period of time), the instructor provides a single lesson or sequence of lessons for a specific purpose. A golfer who is experiencing difficulty with part of their swing, for example, may seek advice from a professional who provides a golf lesson. Gymnastic and aerobic instructors and fitness trainers provide teaching or tuition in specific areas of a sport or activity. Most people who begin skiing, for example, benefit from a number of lessons to assist with balance, control and manoeuvring the skis.

DID YOU KNOW?

The Australian Institute of Sport (AIS) has sport physiologists who provide expert assistance and advice to athletes and coaches to enhance sporting performance. The physiologists perform routine exercise tests for AIS athletes and national sporting teams. The tests determine an athlete’s oxygen uptake, anaerobic threshold, peak power, time to exhaustion, agility, acceleration, flexibility and sprint times.
6.7.4 Choreographer

Choreography takes in the elements of coaching and instructing and applies them to the dance or performance setting. The role of the choreographer is to plan, direct, improvise, watch and evaluate movement. Choreographers, being specialists in the area of dance and performance, sometimes work in television, film and theatre. In a single dance item, the choreographer designs the entire performance and coordinates technical elements such as lights, music, costumes, sets, props and sound. Choreographers need to be able to work with producers, artistic directors and costume designers to ensure technical aspects of the performance are properly integrated and linked to the theme.

6.7.5 Publicity officer

The role of publicity officer is a specialised one that relates to the promotion of an activity. This role frequently provides an opportunity for people who are no longer able to play or who like to be involved but do not possess the required skill. The scope of a publicity officer usually involves:

- promoting the club or team within the community
- organising the design and distribution of brochures
- providing reports on games
- keeping results and records.

6.7.6 Volunteers

Volunteers play an important role in the functioning of clubs and similar organisations. They may be members or friends of the club who choose to give their time, skill and experience. There are many roles for volunteers, including public relations, fundraising, first aid, social functions, uniform cleaning, maintenance, spectator supervision or perhaps even car park patrols.
HEALTH FACT

In 1971, The Sun-Herald City2Surf began with 2107 entrants, of which only 2 per cent were female. In 2006, more women entered the event than men for the first and only time in the event’s history. In 2008, a record $1.25 million was raised for charity. In 2009, The Sun-Herald City2Surf was the biggest road run in the world, with a sold-out field of 75 000 participants. The 47th The Sun-Herald City2Surf conducted in 2017 saw 80 700 people register to take part, including the event’s 2 millionth entrant. Kurt Fearnley from Hamilton, took the crown in the Elite Wheelchair race for an incredible fifth time, in 41:21.

6.7 Activities

Join the team
1. Within the class or across a number of classes, organise a competition in a team sport. Play a number of short games and, following each game, rotate roles between coach, team member, referee and organiser.
   (a) Which role did you enjoy most?
   (b) Which role was the most demanding? Why?
   (c) Identify your own skills and talents that relate to each role. Can you see a pathway along which you would prefer to progress?
   (d) Comment on how your relationships with others changed according to your role.

You become the instructor
2. (a) Choose an area in which you think you would be able to provide some instruction. Examples may include the tennis serve, basketball shooting, golf swing, javelin throwing, fitness evaluation, breaststroke or volleyball serve. Use the library or internet to develop a sound knowledge base and find an area to practise your skill.
   (b) Divide the class into pairs and organise an instruction session where you teach your skill and, in return, you are taught. The instruction session must include an explanation of the skill, situations in which it can be practised, evaluation and some drills that can be used for home training. Use palm cards or a clipboard to help you remember your skills, drills and information. Focus on trying to improve the way in which the skill is performed.
   (c) Communication is obviously an important element in good instruction. Suggest how communication between instructor and client can be improved.
   (d) Suggest a range of activities or sports for which you would find instructors.
   (e) Choose one sport or activity. Comment on how instructors can make the sport or activity more enjoyable for their clients.

Be a sports reporter
3. You apply for a job at the local newspaper as a sports writer. The editor would like to see some of your work and sends you to a sports game. Your column length is 500 words and your article needs to have a catchy heading. The editor explains that what you write must apply to the game, but not be a ‘ball by ball’ description of it. Ideally, the article should highlight an issue and use the game as a ‘springboard’ into that issue. Write your article and read it to the class. Discuss how positive publicity can promote physical activity and encourage people to try something new.

Resources

- eLesson: Personal training (eles-0765)
- Digital doc: Worksheet 6.5 Team player roles (doc-29348)
- Digital doc: Worksheet 6.6 Ethics in sport (doc-29349)
- Digital doc: Worksheet 6.7 Research — the making of choreographers (doc-29350)
6.7 Check and challenge

Explain
1. Outline the difference between a coach and a choreographer.
2. Using skiing or golf as an example, explain the role of the instructor.
3. Explain why adults and senior people are often willing volunteers for major sporting events.
4. Explain how the media can be used to enhance enjoyment of physical activity.

Elaborate
5. Describe how the internet can be a valuable tool for a club publicity officer.

Evaluate
6. Use the Volunteers in sport weblink in the Resources tab to view the clip ‘Thank you to our volunteers!’.
   Suggest how the volunteer can increase the enjoyment of physical activity for others. What activities could you volunteer for in your local area?

6.8 Strategies for enhancing others’ enjoyment of, and participation in, physical activity

There are many ways you can enhance others’ enjoyment of physical activity, including raising awareness, establishing policy and identifying support structures.

6.8.1 Promoting physical activity

How do we bring physical activity to the forefront and raise its profile in the minds of busy people? How do we make activity an enjoyable and invigorating part of life to the extent that we want to do it?

One method that the Australian Government uses to promote National Youth Week is by using ambassadors. Reflect on that role in encouraging physical activity: what would you do if you held the position of ambassador?

Throughout each day there is competition for the way people spend their time: demands made by school or work, the need for rest and sleep, and the attraction of passive recreational interests consume a lot of our available moments. If we find the opportunity for planned physical activity, it is often at the end of the day when we are more likely to feel tired, lethargic and not in the mood to be active and enterprising. So, promoting physical activity and its benefits is very important. Some strategies such as raising awareness, building policy and identifying needs and support structures can provide the basis of a solid action plan.
The most important part of elevating interest in physical activity is to raise awareness of its significance. If people are unaware of the value of activity to health and wellbeing, they may choose not to be involved.

The following is a list of ideas and strategies to help raise awareness about how people can enjoy physical activity.

<table>
<thead>
<tr>
<th>Publicise activity</th>
<th>Posters, articles, flyers and noticeboards are all ways of telling people about activities and encouraging them to be involved. The next time you go into a gym or fitness facility, observe the noticeboards and note how people communicate their messages.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote activity as fun</td>
<td>Always depict activity as being fun, interesting and something in which everybody should be involved.</td>
</tr>
<tr>
<td>Promote health concerns</td>
<td>Inform people about activity issues such as the correct amount of exercise to do in a day and creative ways of achieving this goal.</td>
</tr>
<tr>
<td>Promote stress relief</td>
<td>Promote physical activity as stress relieving, invigorating, full of variety and able to cater to different lifestyles.</td>
</tr>
<tr>
<td>Promote challenge</td>
<td>Present activity as a form of challenge. Appeal to people’s sense of daring, excitement and contest. Many recreational activities contribute to these.</td>
</tr>
<tr>
<td>Advertise</td>
<td>Place advertisements in newspapers or use other forms of the media to promote your message. Current affairs programs are frequently used to make people aware of the consequences of lack of activity, such as obesity.</td>
</tr>
<tr>
<td>Involve high-profile people</td>
<td>Engage high-profile sportspeople to talk at assemblies or other functions about their achievements. Invite people concerned with health, such as doctors, physiotherapists, sport coaches and trainers, to address groups about the benefits of activity to health.</td>
</tr>
<tr>
<td>Use positive role modelling</td>
<td>Be involved yourself and show people that you enjoy what you do.</td>
</tr>
<tr>
<td>Communicate with enthusiasm</td>
<td>Feelings are contagious. If you are passionate about what you do, you might find that others want to share your enjoyment.</td>
</tr>
<tr>
<td>Be an activity organiser</td>
<td>Be energetically involved in the organisation of events, such as fun runs, that provide an opportunity to become active in a non-threatening way.</td>
</tr>
</tbody>
</table>

**HEALTH FACT**

The New South Wales Premier’s Sporting Challenge encourages young people to engage in sport and physical activity to develop healthy and active lifestyles. It involves a ten-week challenge in teams of up to twelve, where students accumulate time spent participating in a range of physical pursuits at school and in their own time. Participants receive an award based on the amount of time they have spent engaged in physical activity over the duration of the challenge.

6.8.2 Establishing policy

**Policies** relate to the way that things need to be done. In the classroom, we may be familiar with a policy of no eating or refraining from talking while others are speaking. Policies are simple statements that tell people what is and is not allowed. In this way, they provide a framework in which we can operate in a cooperative...
manner, with each person being aware of what is required. Where policy is very important, it becomes law and may have penalties attached if it is not followed correctly — for example, a bicycle rider must wear a helmet while riding on the road.

Like the classroom and other places, policies can also relate to physical activity. In schools, some policies may restrict physical activity (no running in certain areas) or encourage forms of physical activity (after-school training and competitions). A simple way of adapting policy to encourage physical activity would be to make venues for activity more accessible and the environment more encouraging. A school with an equipped gymnasium and well-maintained playing fields is likely to have more students participating in physical activity than a school with fewer facilities.

In schools, policies that relate to activity need to:
- emphasise knowledge and skills that promote lifetime physical activity
- help adolescents make the transition to an active adult lifestyle
- devote adequate time to engaging in physical activity that is fun and has a strong skill base
- allocate time to involvement in activity that ranges from moderate to vigorous
- meet the needs of all students, especially those who are not athletically gifted
- engage the whole person, not only physical aspects, but also social and mental
- actively teach cooperation, fair play and responsible participation in physical activity
- take into account gender and cultural differences in students’ interests
- provide a motivating, stimulating learning environment, where mistakes are seen only as part of the learning process.

6.8.3 Accessing support structures
Many support structures are available for people to access information, suggestions and guidance. People also need to be aware of campaigns that are promoted by government and private organisations to address specific community problems. Below are some support structures readily available on the internet.

<table>
<thead>
<tr>
<th>Support structures available online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sport Australia.</strong> This government organisation is focused on getting more Australians participating and excelling in sport. It includes the AIS for high performance athletes, as well as resources to encourage sporting participation across Australia. These resources include the Sporting schools program and information for coaches and officials.</td>
</tr>
<tr>
<td><strong>Australian Sports Commission.</strong> The home page on the commission’s website provides access to a wealth of articles and information that would be of interest to people keen to find out more about a particular aspect of sport.</td>
</tr>
<tr>
<td><strong>Coaching.</strong> The Coaching links on the Ausport website provide an online coaching course, tools and tips, plus more resources to help coaches.</td>
</tr>
<tr>
<td><strong>NSW Office of Sport.</strong> This New South Wales government body offers a range of services and support in NSW to promote an active and healthy lifestyle.</td>
</tr>
<tr>
<td><strong>Play by the Rules.</strong> The website for this organisation provides information on how to prevent and deal with inappropriate behaviour, including discrimination, harassment, favouritism, bias and forms of abuse. It targets sports administrators, club managers, coaches, umpires, referees and participants in sport or recreational activities.</td>
</tr>
</tbody>
</table>

Some communities experience a greater need than others for programs that encourage physical activities. Some groups experience health problems that may directly relate to a lack of physical activity — for example, obesity, depression, drug-related problems, high blood pressure, stress, arthritis and adult-onset diabetes.
If communities can identify health problems that relate to lack of exercise, they can formulate strategies to address the problem. The local hospital or health centre is often able to provide statistics and information that relate directly to health problems in local areas.

**DID YOU KNOW?**
Your local council is a significant resource for sporting associations. Your club may lease facilities from the council. The council may also provide advice and support for your club; they may have funds to enhance development of facilities and they may have a sport and recreation committee which provides clubs with an opportunity to shape council sport and recreation policies.

**6.8 Activities**

**Awareness strategies**
1. (a) In small groups, discuss and add to the list of awareness strategies outlined in this subtopic.
   (b) Allocate three strategies to each group for close examination. The group task is to develop ways of enhancing the enjoyment of physical activity for other students throughout the school.
   (c) Collate the strategies into a class action plan and trial it within the school environment. At a later date, evaluate your success.

**Posters**
2. (a) As a class, allocate a different type of physical activity to each class member — for example, rock climbing, jogging, cycling, dance, etc. Try to cover a wide range of different activities across the class.
   (b) Design and create a poster that promotes your chosen activity. Use desktop publishing with images from an image bank or use cardboard and clippings from magazines.
   (c) Place the posters around the classroom walls and evaluate each in terms of appeal. Comment on whether you are now more aware of what different activities are on offer.

**Developing an action plan**
3. Divide the class into three groups. Each group is to design and present an action plan that aims to increase participation and enjoyment of physical activity as follows:
   - Group 1: action plan for the school
   - Group 2: action plan for a workplace (bank, factory, industry)
   - Group 3: action plan for a community (local area).

   The action plan must:
   - identify the need for physical activity (health concerns, obesity)
   - outline how awareness will be raised
   - decide on policies that provides direction on how the problems will be addressed
   - identify areas of support
   - formulate a plan of action
   - suggest how the plan will be evaluated.

   Each group should formulate its ideas and present its action plan using a PowerPoint presentation.

   Use the following questions to evaluate each PowerPoint action plan presentation.
   (a) What is the value of each plan according to its functionality (that is, how it will work)?
   (b) Does the plan address the problems?
   (c) Will people become sufficiently aware of the problems? Why?
   (d) Were all areas of support identified — physical (grounds), knowledge (internet, books), personnel (fitness trainers, doctors)? Should other areas be included?
   (e) Were roles identified for implementing the plan (that is, who will do what)?
   (f) Will there be ongoing evaluation to address minor problems as they arise?
   (g) How important is proper planning to the success of action plans such as these?
6.8 Check and challenge

**Explain**
1. Explain why people who work in institutions that cater for exercise programs need policies.
2. Identify and explain the key components of an action plan that could be used to increase participation and enjoyment in physical activity.

**Elaborate**
3. Describe two support structures that might be helpful in providing information about various forms of physical activity in Australia.

**Evaluate**
4. Evaluate the importance of awareness raising in the success of an action plan.
5. Use the Lunchtime legends weblink in the Resources tab to find out about physical activity plans for adults who work full-time. Devise a brief physical activity plan for your year level at school.

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6.9 Review

6.9.1 Summary

- The fabric of Australian sporting culture is based on having a go, doing your best and supporting others. Playing to the rules, accepting the umpire’s decision, and thanking your team mates, coaches and umpires are ways to promote fair play and ethical behaviour.
- Many sporting clubs and associations are actively involved in building an inclusivity policy into their club policies to encourage involvement from all sections of our community.
- Participation in sport and physical activity can take many forms. These include playing or performance of the sport or activity, coaching, officiating, administrative roles, and support roles such as trainers and medical assistants.
- There is strong evidence to demonstrate that a range of physical, social and mental health benefits are gained from active participation in regular physical activity.
- Most athletes and sporting teams commit to a coach to help them achieve their individual or group goals.
- Coaches require a wide range of skills and characteristics, including knowledge of the game, knowledge of coaching principles and sports sciences, communication skills, observation and analysis skills, organisational and management skills, patience, persistence, understanding and enthusiasm.
- A team can be defined as a number of people with complementary skills who are committed to a shared purpose, performance goals, and approach for which they hold themselves mutually accountable.
- Codes of conduct are useful tools for educating and encouraging athletes to play fairly.
- Raising awareness, policies, information and support structures can all help increase participation in physical activity.
ESSENTIAL QUESTIONS

Being involved in some way in physical activity is not difficult. There is a vast array of roles from which to choose that match our individual strengths. How do we know what to choose and whether we will like it? How can our involvement benefit the wider community? How can we include, assist and lead others during physical activity?

Evaluate your initial response to the essential questions after having studied this topic.

6.9.2 Key terms

- **action plan**: A design or blueprint that outlines a procedure for implementing an important strategy — in this case, participation in physical activity.
- **agenda**: Lists the items of business and their order for discussion at the meeting.
- **appraisal support**: Providing feedback to others to make sense of a particular situation.
- **choreography**: Takes in the elements of coaching and instructing and applies them to the dance or performance setting.
- **emotional support**: Sympathetic understanding and behaviour to another team member's emotional wellbeing.
- **event management**: The organisation and coordination of large-scale events such as fun runs and music festivals.
- **informational support**: The exchange of necessary information among team members for their functioning.
- **instrumental support**: The practical support team members offer each other.
- **management plans**: A strategy that itemises all the tasks that need to be addressed and suggests ways in which they can be accomplished.
- **minutes**: The record of what has been discussed and decided at the meeting.
- **policies**: Simple statements that tell people what is and is not allowed.
- **scorers**: Sporting officials responsible for maintaining an accurate record of the scores attained during the course of a game or event.
- **sporting conduct**: Conforming to the rules of sport; an aspiration or ethos that the activity will be enjoyed for its own sake, with proper consideration for fairness and ethics, and respect for one's opponents.
- **timekeepers**: Sporting officials who ensure that competition times are adhered to, and that periods of play are in accordance with the rules of the sport.
- **umpires and referees**: Sporting officials responsible for regulating the conduct and playing of sporting events.

6.9 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**

**Multiple choice quiz**

**Check your understanding**

1. Describe and explain the change in patterns of participation in physical activity as people move from childhood to adolescence, and then into adulthood.
2. What are the short- and long-term benefits of participating in sport?
3. What are the two most important characteristics the person in these roles should display?
   (a) Team captain
   (b) Junior coach
   (c) Elite coach
   (d) Senior coach
   (e) Parent spectator
4. Provide your own definition of what it is to be a:
   (a) great team member
   (b) great team
   (c) fair sportsperson.
5. What is the role of the coach in developing each of the characteristics identified in question 4?
6. How does a good coach build team relationships?
7. What is the role of a code of conduct in:
   (a) promoting fair play
   (b) promoting high quality performance
   (c) providing penalties for indiscretions?
8. Define the key words and terms of the topic using the In my words worksheet in the Resources tab.