Chapter 2: Participation, teamwork and fair play

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Chapter 2: Participation, teamwork and fair play

Introduction

What sports or recreational activities do you do? What Australians participate in and how often they do so has changed over the last 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. The different roles in sport all have different responsibilities, but fair play, ethics and effective teamwork are essential.

ESSENTIAL QUESTION

How important is it for individuals to be involved in sport and physical activity?

STARTER QUESTIONS

1. What sports did you play when you were younger?
2. What sports do you play now?
3. How important do you think a coach, administrator or umpire is?
4. What do you think fair play is?
5. Does teamwork have a big impact on a team’s success?
2.1 Patterns of participation in sport and physical activity

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

ENGAGE

There are many aspects of participation in sport and physical activity. In this section you will investigate the levels of participation of various groups and the methods of participation. The data presented provides information about:

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

This data is important for government bodies and sports organisations when campaigning to increase sport participation. Use the weblinks in your Resources section 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?
EXPLORER

Participation in sport and physical activity — a statistical overview

In 2012, the Australian Bureau of Statistics (ABS) conducted a survey on the sports and physical activities in which people participated during the 12 months prior to the time of interview. This survey inquired about participation in sports or physical activities that are usually organised by a club or association (for example, netball and football), as well as other forms of non-organised sport such as swimming lessons. This survey found that 60 per cent of children between the ages of 5–14 were engaged in organised sport outside of school time. For 15–17-year-olds, a total of 78 per cent of Australians participated in sport and physical recreation. This included 85 per cent of males and 70 per cent of females.

For adults, from about the age of 35 onwards, the percentage of people involved in sport and recreation declines, with about 48 per cent of women and 50 per cent of men over the age of 65 participating.

Table 2.1: Participants in sport and physical recreation

<table>
<thead>
<tr>
<th>Age group (years)</th>
<th>Males (%)</th>
<th>Females (%)</th>
<th>Persons (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15–17</td>
<td>85.1</td>
<td>70.3</td>
<td>78.0</td>
</tr>
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</table>
### Participation rate

<table>
<thead>
<tr>
<th>Age group (years)</th>
<th>Males (%)</th>
<th>Females (%)</th>
<th>Persons (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18–24</td>
<td>76.2</td>
<td>66.8</td>
<td>71.6</td>
</tr>
<tr>
<td>25–34</td>
<td>70.0</td>
<td>70.4</td>
<td>70.2</td>
</tr>
<tr>
<td>35–44</td>
<td>69.6</td>
<td>67.7</td>
<td>68.7</td>
</tr>
<tr>
<td>45–54</td>
<td>61.4</td>
<td>65.3</td>
<td>63.4</td>
</tr>
<tr>
<td>55–64</td>
<td>61.8</td>
<td>63.5</td>
<td>62.6</td>
</tr>
<tr>
<td>65 and over</td>
<td>52.9</td>
<td>48.1</td>
<td>50.4</td>
</tr>
</tbody>
</table>


### DID YOU KNOW?

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

For children aged 5–14 years, popular sports for males include soccer, swimming and Australian Rules football, while for females, dancing, swimming and netball were the most popular in 2012.

#### Table 2.2: Top 10 organised sports and dancing for children aged 5–14, 2006, 2009 and 2012

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2009</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation rates for males (%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer (outdoor)</td>
<td>19.6</td>
<td>19.9</td>
<td>21.7</td>
</tr>
<tr>
<td>Swimming/diving</td>
<td>16.5</td>
<td>17.2</td>
<td>16.5</td>
</tr>
<tr>
<td>Australian Rules football</td>
<td>13.8</td>
<td>16.0</td>
<td>14.9</td>
</tr>
<tr>
<td>Basketball</td>
<td>7.4</td>
<td>8.5</td>
<td>9.2</td>
</tr>
<tr>
<td>Cricket (outdoor)</td>
<td>10.1</td>
<td>9.7</td>
<td>8.6</td>
</tr>
<tr>
<td>Tennis</td>
<td>8.0</td>
<td>9.4</td>
<td>8.4</td>
</tr>
<tr>
<td>Martial arts</td>
<td>6.1</td>
<td>7.5</td>
<td>7.8</td>
</tr>
<tr>
<td>Rugby League</td>
<td>7.9</td>
<td>7.0</td>
<td>7.5</td>
</tr>
<tr>
<td>Rugby Union</td>
<td>3.9</td>
<td>3.8</td>
<td>4.0</td>
</tr>
<tr>
<td>Dancing</td>
<td>2.4</td>
<td>3.0</td>
<td>3.5</td>
</tr>
<tr>
<td>Athletics, track and field</td>
<td>2.6</td>
<td>3.0</td>
<td>3.2</td>
</tr>
<tr>
<td><strong>Participation rates for females (%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dancing</td>
<td>23.1</td>
<td>26.3</td>
<td>27.1</td>
</tr>
<tr>
<td>Activity</td>
<td>2006</td>
<td>2009</td>
<td>2012</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Swimming/diving</td>
<td>18.2</td>
<td>19.8</td>
<td>18.9</td>
</tr>
<tr>
<td>Netball</td>
<td>17.3</td>
<td>17.0</td>
<td>16.2</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>—</td>
<td>—</td>
<td>8.1</td>
</tr>
<tr>
<td>Basketball</td>
<td>5.7</td>
<td>6.3</td>
<td>6.6</td>
</tr>
<tr>
<td>Soccer (outdoor)</td>
<td>6.4</td>
<td>6.2</td>
<td>6.5</td>
</tr>
<tr>
<td>Tennis</td>
<td>6.6</td>
<td>6.3</td>
<td>6.3</td>
</tr>
<tr>
<td>Martial arts</td>
<td>2.9</td>
<td>3.7</td>
<td>3.7</td>
</tr>
<tr>
<td>Athletics, track and field</td>
<td>3.2</td>
<td>3.5</td>
<td>3.1</td>
</tr>
<tr>
<td>Horse riding/equestrian/polo</td>
<td>2.8</td>
<td>2.4</td>
<td>2.0</td>
</tr>
<tr>
<td>Hockey</td>
<td>2.2</td>
<td>2.4</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Source: Australian Bureau of Statistics, *Children’s Participation in Cultural and Leisure Activities, Australia, April 2012* (cat. no. 4901.0)

For all Australians aged 15 and above, the most popular physical activity is walking for exercise, although this is substantially higher for females (see table 2.3). 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 2.3: Participation rates in selected sporting and recreational activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number ('000)</th>
<th>Participation rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Males</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking for exercise</td>
<td>1474.1</td>
<td>16.5</td>
</tr>
<tr>
<td>Fitness/gym</td>
<td>1343.6</td>
<td>15.1</td>
</tr>
<tr>
<td>Cycling/BMXing</td>
<td>875.5</td>
<td>9.8</td>
</tr>
<tr>
<td>Jogging/running</td>
<td>775.3</td>
<td>8.7</td>
</tr>
<tr>
<td>Golf</td>
<td>732.5</td>
<td>8.2</td>
</tr>
<tr>
<td>Swimming/diving</td>
<td>671.9</td>
<td>7.5</td>
</tr>
<tr>
<td>Tennis</td>
<td>436.1</td>
<td>4.9</td>
</tr>
<tr>
<td>Soccer (outdoor)</td>
<td>368.6</td>
<td>4.1</td>
</tr>
<tr>
<td>Cricket (outdoor)</td>
<td>268.3</td>
<td>3.0</td>
</tr>
<tr>
<td>Basketball</td>
<td>245.6</td>
<td>2.8</td>
</tr>
<tr>
<td><strong>Females</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking for exercise</td>
<td>2784.7</td>
<td>30.4</td>
</tr>
<tr>
<td>Fitness/gym</td>
<td>1745.7</td>
<td>19.1</td>
</tr>
<tr>
<td>Swimming/diving</td>
<td>729.2</td>
<td>8.0</td>
</tr>
<tr>
<td>Jogging/running</td>
<td>585.4</td>
<td>6.4</td>
</tr>
</tbody>
</table>
### Participation in Sport and Physical Recreation, Australia, 2011–12

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number ('000)</th>
<th>Participation rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycling/BMXing</td>
<td>490.6</td>
<td>5.4</td>
</tr>
<tr>
<td>Netball</td>
<td>410.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Tennis</td>
<td>314.2</td>
<td>3.4</td>
</tr>
<tr>
<td>Yoga</td>
<td>298.9</td>
<td>3.3</td>
</tr>
<tr>
<td>Dancing/ballet</td>
<td>229.1</td>
<td>2.5</td>
</tr>
<tr>
<td>Bush walking</td>
<td>216.8</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Source: Australian Bureau of Statistics, Participation in Sport and Physical Recreation, Australia, 2011–12 (cat. no. 4177.0)

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**DID YOU KNOW?**

The most common sporting activities that children participate in are swimming, soccer and netball.

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There is a physical activity suitable for everyone. Make sure some of your recreational activities include physical activity to optimise your health.
ACTIVITIES

1 Physical activity in your community
For your own gender, does the information found in table 2.2 reflect what you think is happening in your own community? Does your community have resources that promote physical activity or potentially have barriers that prevent activity?

2 Your physical activity
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.

3 Predicting future trends
1. Using the information in table 2.2 and the Australian Bureau of Statistics weblink in your Resources section, analyse the trends in children’s participation in organised sport.
2. 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?

4 The quiet achievers
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?

5 Collect and evaluate
Use the Collect and evaluate worksheet in your Resources section to complete a sophisticated task requiring data collection, evaluation and elaboration of results.
CHECK & CHALLENGE

Explain
1. Why would participation rates in physical activity and organised sport tend to decrease with age in people over 34?

Evaluate
2. Look at the top two activities for people 15 and over for both males and females. Why do you think these are the most popular?

Elaborate
3. 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 the local residents. In particular, consider members of the following groups:
   - families
   - pre-school children
   - retired adults.

2.2 Role of exercise in the lives of Australians

Australians recognise the importance of physical activity in maintaining a healthy lifestyle. However, many don’t appreciate the significance of exercise to all dimensions of health.

ENGAGE

The link between participation in physical activity — whether it be organised sport or recreation — and good health is very strong. Federal and state governments, as well as local councils, fund and promote participation in physical activity as a means of maintaining and improving:
   - physical wellbeing
   - social wellbeing
   - mental wellbeing (this can also be referred to as emotional health).
Consider what Australia would be like if no-one participated in physical activity. List as many consequences as you can. Then list at least four benefits that physical activity has on each of our physical health, social health, and mental health.

Physical activity benefits our physical, social and mental wellbeing.

**EXPLORE**

**Why participate in physical activity?**

Throughout our lives, we are encouraged to participate in regular physical activity, and involvement in sport and recreation is seen as highly desirable. Campaigns that encourage us to become physically active, such as the Australian Government’s Shape Up Australia, are continually being developed. But why do we need to participate in physical activity?

There is strong evidence to demonstrate that a range of health benefits (physical and mental) are gained from regular active participation in physical activity.

**Physical health benefits**

Physical health benefits of participation in physical activity include:

- reduced risk and incidence of cardiovascular disease
- reduced risk and incidence of stroke and heart attacks
- lower risk of high blood pressure and reduction of blood pressure levels in people who already have hypertension (high blood pressure)
- reduced risk and incidence of type 2 diabetes
- reduced risk of some types of cancer, for example, colon cancer
- building and maintaining healthy bones, muscles and joints
• prevention of osteoporosis
• improved posture
• help in achieving and maintaining a healthy body weight
• protection against musculoskeletal injuries in children
• improvement in movement and motor skills.

**DID YOU KNOW?**

Local governments provide contacts for, and information about, walking groups, bicycle paths, play groups and many other services that are aimed at promoting involvement in physical activity and healthy lifestyles. To find information about free services provided by your local government, visit their website.

**Social health benefits**

Social health benefits of participation in physical activity include:

• provision of opportunities for social interaction that helps to build community networks and reduces isolation and exclusion
• encouragement of family links
• reduction in workplace absenteeism (being absent from work) due to illness
• environmental benefits to society, with less pollution due to reduced car use through increased walking and cycling, referred to as ‘active transport’
• social and economic benefits to society — employment, sponsorships, national pride, role modelling and volunteer opportunities.

**DID YOU KNOW?**

The more you exercise, the lower your resting heart rate. This is because your heart is becoming more efficient and is able to pump more blood per beat.

**Emotional and mental health benefits**

Mental health benefits of participation in physical activity include:

• reduction in depression, anxiety and stress
• enhanced self-esteem and self-confidence
- improved concentration and enhanced memory and learning
- improved sleep patterns.

**Trends in sport and physical activity**

In Australia, ‘traditional’ sports such as cricket, netball, Australian Rules football and rugby have typically been popular. Over the last 100 or so years there has been a significant impact on the types of physical activity played by Australians as more migrants have arrived in this country, bringing with them sports and activities from their own cultures. Over this time an abundance of additional activities has been introduced by people from different cultures. Games like squash, badminton, lacrosse and bocce are examples of these.

In a world becoming more globalised, sports and activities from all around the world are accessible via the internet and television, bringing previously unheard of sports into the homes of Australians. Soccer has overtaken all other organised sports as Australia’s most popular junior organised sport. Seeing games from the English Premier League and World Cup games live has increased the popularity of the ‘world game’. Other examples of activities becoming more popular in Australia include activities from the Asia region such as yoga, tai-chi and a myriad of martial arts including taekwondo, karate, judo and kung-fu.

Within Australia, a significant contribution has also been made to the sporting landscape by Aboriginal and Torres Strait Islanders. For example, the sport of Marn Grook, a type of football played with possum hide, is played by Indigenous Australians from western Victoria. Some historians believe Marn Grook inspired the invention of Australian Rules football.

Famous Indigenous Australians have also made an enormous contribution to Australia’s sporting profile. These include:

- Cathy Freeman — gold medal winner of the 400-metre event at the Sydney 2000 Olympics
- Patrick Johnson — the first Australian to break 10 seconds for the 100-metre sprint (9.93 seconds)
- Patrick Mills — Australian basketballer playing in the NBA
- Lionel Rose — Australian of the Year in 1968, an icon of boxing in this country
- Adam Goodes — another Australian of the Year, famous AFL footballer and anti-racism campaigner
- Wendell Sailor — a Torres Strait Islander, famous Australian rugby league and union player
- Evonne Goolagong Cawley — winner of 14 Grand Slam events, a pioneer in Australian tennis.
Adam Goodes is an Indigenous Australian who has made an enormous contribution to Australia’s sporting profile.

Over the last century the introduction of a huge variety of games and activities has changed the way in which Australians have viewed physical activity and sport. Australians have embraced multicultural sports and leisure pursuits, opening up the opportunity for us all to engage in activities that appeal to us, regardless of where they have come from. In a globalised world, it will be interesting to see what new sports and activities Australians indulge in over the coming years.

**ACTIVITIES**

1. **Town mayor**
   If you were the local mayor of a new town, what activities would you promote, which facilities would you build and why? Write a report on your plans.

2. **Sport promotion**
   Create a flyer/jingle/speech that targets a particular demographic and that promotes the benefits of sport.

3. **Local research**
   Research your local government expenditure on sport and physical activity.
   1. Do you think governments spend enough?
2. Do they target different sports equally?

3. Do you agree with the spending?

Justify your answer to each question.

4 Fact sheet

Use the Shape Up weblink in your Resources section to visit the website for this health initiative. Describe the purpose of this program and provide a fact sheet to help summarise the information provided at this site.

5 Encouragement

Imagine you are talking to an adult member of your family, such as an uncle or aunt. You are encouraging them to take up some form of exercise or sport. What would you say to them about possible immediate benefits and long-term benefits?

6 Martial arts investigation

Investigate a type of martial arts from around the world. Research its history and when it was first introduced into Australia. See if you can identify another form of martial arts not readily heard about or seen in Australia. Report back about this.

7 Indigenous Australians and sport

Research and report on a famous Indigenous Australian and their contributions to sport in Australia.

8 Activities from Asia

Participate in a low-intensity activity that originated from Asian culture, such as tai-chi (China) or yoga (India). Identify and then link the physical, social and emotional benefits of participating in the activity. Explore the importance of your chosen activity to the culture it has derived from.

CHECK & CHALLENGE

Explain

1. Explain why you think the federal government promotes the National Physical Activity Guidelines. Give reasons for your answer.
Elaborate

2. Of the many health benefits of sport and physical activity, which five do you believe are the most important for the average Australian teenager? Explain your reasoning.

3. Visit the Better Health Channel weblink in your Resources section and provide a summary of the website, including its aims and strategies to improve the health of Australians.

2.3 Roles and responsibilities in sport

Participants in sport are expected to undertake specific roles and to accept the responsibilities that go along with those roles.

ENGAGE

Individuals can be involved in sport in many ways. These include:

• as a player, captain, or coach
• as an official, umpire, referee, timekeeper or scorer
• as an administrator, club president, team manager, trainer, runner or equipment manager.

It is very important that the roles and responsibilities of each participant are clearly defined for the sport to be conducted in a fair and orderly manner.

List the various roles you have played in organised sport, either in school or outside school. Which roles have you enjoyed performing and why? Which roles did you least enjoy performing and why?
Team-mates are responsible for the team culture and the team’s success.

EXPLORER

Players

Players participate either as individuals or as team members, depending on the nature of their sport or activity. In either case, players usually need to work closely with coaches and other support personnel to improve their performance and achieve their best. Team players also need to work cooperatively with others to help the team achieve its goals. Players generally have a number of expectations to fulfil as part of their role in sport and physical activity, such as:

- attending training and games, and working cooperatively with others in the pursuit of their individual and team goals
- being attentive to what is being said by the coaching staff, and being disciplined in the performance of activities, both during practice and during competitive matches
- participating positively and displaying good sporting conduct, and showing respect towards team-mates, opponents, coaches and officials.

Team captain

One player in a team who has a special role to play is the team captain. Captains are often selected by team-mates but may be selected by the coach or administrators of the sport, because such people have experience, ability in and knowledge of the game, as well as an understanding of strategies and tactics. The captain is often expected to:

- make important strategic and tactical decisions in the game
- be responsible for the conduct and behaviour of the team in general and of fellow players
• lead by example and to be an inspiration to other players
• perform media and sponsorship duties on behalf of the team
• communicate with officials (umpires and referees) and administrators on behalf of the team
• support and assist the coaching staff.

The role of the team captain, in this case Australian test cricket captain Michael Clarke, is crucial to the success of many teams.

The coach

Most athletes and sporting teams commit to a coach to help them achieve their goals. Coaching is central to the development of sport at every level, whether in a school environment, the local club or at an elite level. Coaches guide and assist athletes in developing their full potential. They are responsible for training athletes by analysing their performances, teaching skills and tactics, and provide encouragement, motivation and other forms of psychological assistance.

Roles and responsibilities of the coach

The roles and responsibilities of coaches are very broad. While a coach may not always be personally responsible for providing all of the expertise in each particular area, their overall aim is to prepare the players for competition with the aim of enhancing their performance.

Some of the roles and responsibilities that a coach may be expected to perform include:

• **educator** — teaching skills and techniques to players
• **strategist and tactician** — formulating and implementing game plans and strategies, in order to gain a competitive advantage over the opposition
• **fitness adviser** — improving player fitness through the development and application of appropriate fitness training programs
• *organiser* — planning and conducting training sessions, as well as coordinating the contributions of other staff, such as assistant coaches and medical staff (trainers, physiotherapists and doctors)

• *motivator* — motivating players, instilling a determination and a desire to succeed

• *disciplinarian* — developing and implementing player and team codes of conduct and behaviour

• *counsellor* — advising and supporting players

• *public relations officer* — providing publicity and acting as a marketing representative of the team, club and sport

• *role model* — personifying the positive attributes of being involved in the game or sport

• *nutritionist* — advising athletes and players about appropriate dietary and nutritional requirements

• *scientist* — keeping up to date with the latest developments and technology in sport and applying this knowledge to the benefit of the athletes and team.

The role of the coach is central to the development of sport at just about every level of competition and performance. Socceroos coach Ange Postecoglou talks to the players during a team training session.

Skills and characteristics of the effective coach

Effective coaches possess various skills, characteristics and personal attributes that enable them to develop productive relationships with the athletes with whom they work. Some of these skills are described below.

• *Knowledge of the game* — coaches must possess a thorough knowledge of the rules, skills, techniques and strategies for their sport.

• *Knowledge of coaching principles and sports science* — coaches need to understand and be able to apply coaching principles, as well as knowledge about skill acquisition and biomechanical principles. They also need to possess an understanding of exercise physiology and sports psychology.
• **Communication skills** — coaches must be able to communicate effectively with their athletes. Well-developed verbal and written communication skills are essential, as is the use of appropriate nonverbal communication, such as body language and gestures.

• **Observation and analysis skills** — coaches must possess the ability to observe and analyse a player’s performance and, if necessary, implement modifications and corrections to the player’s technique or performance.

• **Organisational and management skills** — the ability to plan and implement training schedules and programs, and to manage and coordinate the role of other coaching and support staff are essential skills required of the coach.

Some of the characteristics and personal attributes that an effective coach has include:

• **patience, persistence, understanding and enthusiasm** — coaches need to be aware of and understand the personal goals and motivation of their athletes. Enthusiasm also tends to be infectious, rubbing off on players and encouraging them to strive for excellence!

• **values and integrity** — coaches should personify the positive aspects of involvement in sport such as respect, responsibility, determination, fair play and good sporting conduct. Acceptance and practice of the Coach’s Code of Behaviour helps to ensure that coaches deal with their athletes honestly, and demonstrate the appropriate values and integrity expected of a coach.

**DID YOU KNOW?**

The tradition of the rousing motivational half-time speech by coaches is no longer embraced by elite level sporting teams. The focus today is on individualising feedback to each player and specific groups of players. An excellent coach knows the best way to motivate each individual member of his team, and this usually cannot be done in a group situation. Elite teams have a number of coaches who specialise in various aspects of the game.

**Styles of coaching**

Although coaches all bring their individual personalities and characteristics to the role of the coach, a number of recognisable styles of coaching have been identified. Traditionally, there have been three basic styles: the **authoritarian** or autocratic style, the **democratic** or cooperative style and the **casual** style. More recently, other styles have been identified, including the **command** style, the **reciprocal** style, the **problem-solving** style and the **guided discovery** style. Rarely do coaches fit these profiles exactly; rather, they tend to display the characteristics of one style more than the others. It is also true that many coaches combine elements from each of the main coaching styles.

**Officials — umpires and referees, scorers, and timekeepers**

An **official** is any person who controls the actual play of a sporting competition by applying the rules and laws of the sport to make judgements on rule infringement, performance, time and score. Officials in sport are most commonly referred to as umpires or referees, scorers and timekeepers.
Umpires and referees are responsible for ensuring players adhere to the rules.

The duty of the sports official is to act with integrity during competition, aiming to perform their role accurately, consistently and objectively.

Umpires and referees

Umpires and referees are responsible for regulating the conduct and playing of sporting events. They are responsible for ensuring that sports are played correctly and fairly, they penalise those players who break the rules, and they resolve disputes between teams. Umpires and referees also play a key role in ensuring the spirit of the game is observed by all.

Umpires and referees are required to have a thorough understanding of the sport’s rules and the ability to make decisions quickly, accurately and fairly, often while under pressure. They must possess good communication skills and be attentive to detail. They also have personal and legal responsibilities towards the players; for example, ensuring that games are halted if the safety of players is jeopardised.

Scorers

Scorers are responsible for maintaining an accurate record of the scores achieved during the course of a game. This information is usually recorded on a scoresheet or scorecard, with at least some of the information displayed on a scoreboard so that all players, spectators and other officials are constantly aware of the state of the game. In some sports, scoring can be quite a complex process, and the person fulfilling this role needs to have a good understanding of the complexities of the task. For example, the scorer in cricket records all runs scored, both in total and by each batsperson, all wickets taken, both in total and by each bowler, and the number of overs bowled, both in total and by each bowler. They record how each batsperson was dismissed, the overall score at the time of each dismissal, and the number of runs scored by each batting partnership. They also record extras such as no-balls, wides, byes and leg byes.

Timekeepers

Timekeepers monitor the time during a game or sporting event. Their role is to ensure that competition times are adhered to and that periods of play are in accordance with the rules of the
sport. Timekeepers are also responsible for recording times taken by athletes and sportspersons to complete events in sports such as athletics, swimming, cycling, skating, skiing and motor racing.

**Administrators**

Administrative roles in sport generally relate to the planning and organisation of sporting events or competitions, or to the running of a team, club, sporting association or sporting facility. Sports administrators may occupy positions such as team manager, executive officer, committee member, centre manager and event manager.

**Fairness and ethical behaviour in sport**

All participants, coaches and officials have an obligation to adhere to the rules of the game. They also have responsibility to act ethically at all times. Although the term ‘acting ethically’ can be interpreted a number of ways, most people would agree that this means that people should behave in a manner that is consistent with the values considered appropriate in a sporting context. Examples are behaviours consistent with the maintenance of the spirit of the sport, a level playing field for all, maintaining the health and safety of all and good role modelling for others.

There are a number of organisations around Australia that aim to promote ethical behaviour in sport, including:

- the Australian Institute of Sport which, through its website, promotes a coach’s code of behaviour that gives coaches advice on how to act with integrity and respect, while aiming to promote safety, health and excellence in the athletes they work with

- the Australian Sports Anti-Doping Authority (ASADA). This organisation works in conjunction with national sports organisations, providing advice and guidelines about promoting doping-free sports environments around the country.

**CASE STUDY**

ASADA is a national organisation that enforces the world anti-doping rules in this country. It provides education to all officials and athletes about how to behave ethically and within the rules. There are eight categories of doping violations:

1. an athlete having a prohibited substance in their sample
2. an athlete using or attempting to use a prohibited substance or method
3. refusing or failing to submit a sample collection when requested
4. failing to be available for out-of-competition testing, including failure to file required whereabouts information
5. tampering or attempting to tamper with any part of doping control
6. possessing prohibited substances and prohibited methods
7. trafficking or attempting to traffic any prohibited substance or prohibited method
8. administering or attempting to administer to any athlete in-competition or out-of-competition any prohibited method or any prohibited substance, or covering up an anti-doping rule violation or any attempted anti-doping rule violation.

ACTIVITIES

1 Captain
1. In groups of three, brainstorm the qualities that you think are important for a team captain to possess or display. List at least five of these qualities in a table or mind map.
2. Identify a captain in a sports team who possesses these qualities and write a report explaining in what ways these qualities make him or her a successful captain.

2 Coaching
1. List the most widely recognised coaching styles.
2. Which of these coaching styles would you most relate to as a player and why?
3. Rank, in order of priority, the top six skills and characteristics that you believe would be most important for a coach of an under-15 mixed netball team to possess and display. Be prepared to justify your selections and ranking.

3 Have a go
As a class, organise a team round-robin competition. Take turns to trial different roles throughout the competition, such as player, coach, scorer, umpire or timekeeper. Reflect on these different roles by using the Round-robin roles worksheet in your Resources section. Discuss the pressures of being an official rather than a scorer.

4 Match up
Complete the Recognising roles in sport and Coaching styles interactivities in your Resources section to identify different sporting roles and coaching styles.
5 Research task
Choose either option 1 or option 2.

1. Select and research one of the eight categories of anti-doping violations, then answer the following.
   - Provide an example of an anti-doping violation in this category. Indicate what the outcome was.
   - Explain why you think this particular rule is in place.
     What would happen if there were no anti-doping violations?

2. Research other organisations that promote fairness and ethical behaviour in sport. Identify their role and provide an example of their work in practice.

6 Different roles
Imagine yourself in the role of umpire, coach and official. For each role, explain how you would ensure you fulfil your role efficiently.

CHECK & CHALLENGE

Explain
1. Discuss the difficulties associated with umpiring and refereeing. How important is it that umpires and officials be treated with respect?

Elaborate
2. How could umpiring and refereeing be made more appealing to people?

Evaluate
3. How can players, coaches and officials assist referees and umpires to carry out their key responsibilities during the game?

Elaborate
4. Draw up a table that compares the advantages and disadvantages associated with each of the most widely recognised styles of coaching. Which style do you think would be most successful today? Explain your reasons.
Evaluate

5. Imagine you are a coach of the local junior sporting team. What do you see as the most important aspects of your role? How, as the coach, would you cater for the individual needs of the players in your team?

6. In how many ways can an athlete and coach contravene anti-doping violations?

2.4 Elements of teams and teamwork

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

ENGAGE

In this section, 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.
Teams provide an opportunity for individuals to work together to achieve a common purpose.

EXPLORE

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 Olympics, voted to share any financial rewards they might receive as a result of their performance at the Sydney Olympic Games among the whole squad of 25 players, rather than only those 16 players who would be 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’.

**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.

**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.

According to basketball legend Michael Jordan, ‘talent wins games, but teamwork wins championships’.

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 who are willing to assist others in their roles at times.

Training on 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.

Many sporting teams participate in training camps and challenge activities, the primary goal of which is team building and the development of team spirit.

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. A famous Australian tennis player, Leyton Hewitt, regularly used self-talk as a way of increasing motivation and energy levels during a match. His famous catchcry was ‘come on’, which he regularly expressed at times where he needed to energise himself. This often inspired others in the crowd to also make some noise, increasing the likelihood of encouragement from them, therefore raising his expectation motivation.

Similar tactics are used in team sports, where team members aim to 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 comments.

Support within the team

Team support is not only about individual team members being warm, empathetic and caring about their team-mates, but 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 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 team support.

Communication between team leaders and team members

One of the most important contributions a team leader can make to a team 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.

ACTIVITIES

1 Recipe for success

1. List five benefits of being involved in a sporting team.

2. Summarise the ingredients required for an effective team.
2 There is no ‘I' in team

What sayings or team bonding games do you know that promote teamwork? Create a class folder of games and sayings.

3 Teamwork

1. 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.

2. Divide the class into teams of about five or six students.

3. 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.

4. a. 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.

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

4 Assessing teamwork

1. List the characteristics that you think are desirable in team members, such as in a game of basketball. The focus should be on the factors that influence teamwork and being a valued member of the group. As a group, come together and highlight the main five characteristics that you think are important in a team player. After this, design a rubric that can assess these five characteristics.

2. After this, partake in a game of basketball against another group that has completed their own rubrics on what they think is important in a team player.

3. After the game each team member is assigned to assess another team-mate using the rubric designed. Pass this to the team-mate who is to complete two tasks. First, write a short summary of ‘what makes me a good team-mate?’ Second, write a short summary stating ‘how can I become a better team-mate?’
CHECK & 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.

2.5 Fair play and sporting conduct

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

ENGAGE

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 your Resources section to watch behaviour displayed by Serena Williams during a heated tennis match, and read some comments about the same incident.
EXPLORE

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. Learning to lose gracefully, as well as learning how to win, are important habits for individual team members and teams as a whole to develop. It is the team’s responsibility to develop the high standards of attitude and behaviour in its players and members.

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 team-mates, opponents, coaches and officials treat one another 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 means still finding ways to compliment your opponents.

Gracious winners and losers characterise a good sporting contest.

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 which 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 cinder 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 round him.

The 1956 National Mile Championship. After this incident, John Landy offered his hand to the fallen Ron Clarke in what many people believe to be one of the greatest examples of good sporting conduct.

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 round 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 your Resources section to watch an interview with John Landy in which he reminisces about his sporting conduct.

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 team-mates 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’.

Chapter 2: Participation, teamwork and fair play © John Wiley & Sons Australia, Ltd
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 your Resources section to find out about these, as well as codes of ethics developed by the ASC.

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.

Athletes need to be careful that natural on-field aggression does not become violent, or turn into a conflict.

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.

### ACTIVITIES

**1 Conduct**

1. Use the Codes of conduct worksheet in your Resources section and read the codes provided.
2. What do they have in common?
3. How do they vary?
4. What improvements or amendments would you suggest for each code of conduct?

**2 Observe**

Observe a class member as he or she participates in a game or activity in class, and assess his or her level of fair play and sports etiquette. Rate their level of performance from 1 to 5 in each criterion.

- Encouraged team-mates (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. Student never demonstrated criterion.
2. Student demonstrated criterion in fewer than 50 per cent of the opportunities presented.
3. Student demonstrated criterion in more than 50 per cent of the opportunities presented, but fewer than 75 per cent.
4. Student demonstrated criterion in more than 75 per cent of the opportunities presented, but fewer than 100 per cent.
5. Student always demonstrated criterion.

3 It’s your turn
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.

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

5 Sports boycotts
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.

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 Olympics 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.

CHECK & 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.

Review

What have I learned?

- 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.

### CHECK

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 your Resources section.
ESSENTIAL QUESTION REVIEWED

How important is it for individuals to be involved in sport and physical activity?
Evaluate your initial response to the essential question now that you have studied the topic.

ICT activities

Organising a sports competition
SEARCHLIGHT ID: pro-0064

Scenario
Our new sports program wants more students involved in organising the sporting competitions. Being part of the sporting culture is so important at our school and to your house team — we need you to be involved.
Your task

Your group has been appointed to manage a sports competition within your school. As a group, you are responsible for organising, promoting and conducting the competition. With your teacher, decide whether your group will manage a lunchtime sporting competition, or assist with an existing sporting event for the school, such as a swimming carnival or athletics day. For this task, you will need to work in a group of at least six people.

Process

• Open the ProjectsPLUS application for this chapter in your Resources section. Watch the introductory video lesson, click the ‘Start Project’ button and then set up your project group. Save your settings and the project will be launched.

• Navigate to your Research Forum. Here you will find a number of pre-loaded topics that you may need to research in order to organise a sporting event. These include ‘Roles and responsibilities in sport’, ‘Rules of the game’, ‘Organising a sports competition’ and ‘Running the event’. You may also add other research topics that you think may help you in your task.

• In your group, there are many decisions you will need to make. As a group, determine what competition within the school calendar or a new competition at lunchtime you could organise. Decide who will be involved in your competition and select an appropriate sport to play — you might want to poll the students
as to their preferences. Decide on when and where the competition will be held. You will probably need to liaise with the teachers to arrange these details. Determine how many teams can enter your competition and the length of time it will run for. Each group member needs to be involved in all areas of the competition. This includes coaching, refereeing, being team captain, timekeeper, team manager and crowd control. Don’t forget fans and reporters can watch the competition! Make notes of reminders, tips or reflections as the project moves ahead.

• Enter the information that you find as articles under your topics in the Research Forum. You should find at least two sources (other than the textbook) to help you find advice about running a sporting competition. You can view and comment on other group members’ articles and rate the information that they have entered.

• There are three parts to this project; promotion, organisation and awards.
  – *Promotion* — as a group, promote your sports competition. Your mission is to make people participate in the sporting competition. You could make posters, newsletters or create and participate in assembly presentations.
  
  – *Organisation* — as a group organise how the competition will run. Assign members in your group different roles such as umpires, scorers, timekeepers and recorders. These roles will require some notes or templates to be used on the day. Use *Word* to create scoresheets or lists. You might need sign-up sheets, equipment lists, schedules and scoresheets to record results. If you are doing a lunch-time activity, once entries have been received, organise and publish a sports draw — either round robin or a knock out competition. If you are in charge of team morale for a school event, you want to create banners or chants to cheer on the competitors.
  
  – *Awards* — promoting a sporting culture never ends. At the conclusion of the competition you should have some kind of award ceremony or presentation. This could be at your school assembly or a notice in the school newsletter. Use *Photoshop, Word, Publisher* or a communication tool of your choice to share the sporting news with your school. You could give out awards or certificates. Remember to recognise all those who participated, not only those who won.

• In your report, include such things as:
  – the number of teams and students who took part
  – details of the draw (include a copy of your notes)
  – roles and responsibilities that needed to be undertaken in order to conduct the sporting competition
  – an outline of any problems or difficulties your group faced and what you did to overcome these problems.
Include in your presentation any photos or video footage you make have taken during the competition.

Print the Research Report from your ProjectPlus Research Form and hand this in to complete your project.

**SUGGESTED SOFTWARE**

- ProjectsPLUS
- Microsoft Word
- PowerPoint
- Photoshop
- Microsoft Publisher

**MEDIA CENTRE**

Your Media Centre contains:

- a video outlining organisational tasks for a competitive event
• templates to help you organise your plans and record keeping
• images for your advertisement or competition awards
• an assessment rubric.