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Skills and strategies for soccer

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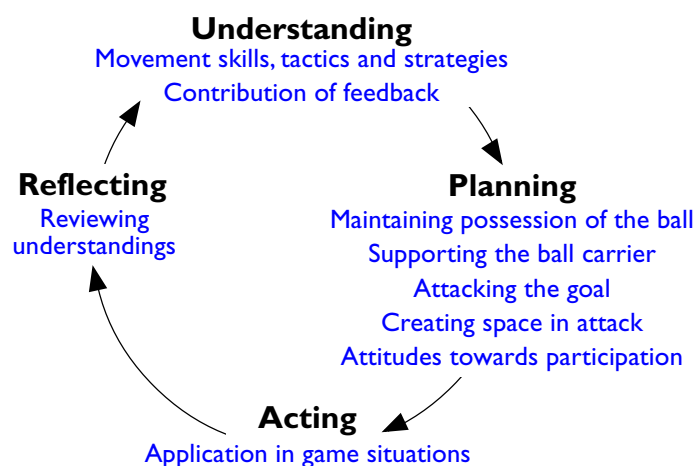
Developing Concepts and Skills for Physical Activity

Purpose

Students develop and demonstrate skills and strategies to solve the tactical problems of maintaining possession, attacking the goal and creating space in attack within the invasion game of soccer. They apply basic movement concepts of skill acquisition relating to the concepts of practice and feedback to assist in modifying the skills and strategies required. Students also analyse and compare media images of soccer with their perceptions of being a successful participant in physical activity. They use this knowledge to explain how these perceptions influence attitudes towards, and participation in, physical activity.

Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



Core learning outcomes

Developing Concepts and Skills for Physical Activity

This module focuses on the following core learning outcomes from the Years 1–10 Health and Physical Education Syllabus:

- 5.1 Students perform games, sports or other physical activities in ways which reflect their ability to modify movement skills and sequences using basic movement concepts.
- 5.2 Students demonstrate a range of tactics and strategies to achieve an identified goal in games, sports or other physical activities.
- 5.4 Students explain how individual and social factors influence their own and others' attitudes towards, and participation in, physical activities.

Core content

Developing Concepts and Skills for Physical Activity

This module incorporates the following core content from the syllabus:

- specialised skills for movement in a team game;
- offensive strategies for use in a team game including use of space, skill selection, cooperation and teamwork;
- skills acquisition concepts of practice and feedback to modify skills and strategies;
- the role of the media in influencing attitudes towards, and participation in, physical activities.

Assessment strategy

Developing Concepts and Skills for Physical Activity 5.1

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

- **Students choose a drill used to practise an important skill or skill sequence in this module. They explain the role of practice and feedback in modifying their performance of this particular skill or skill sequence.**
 - Does the student provide examples of feedback used in the drill?
 - Does the student provide examples of practice used in the drill?
 - Does the student explain how feedback was used effectively?
 - Does the student explain how practice was used effectively?

Developing Concepts and Skills for Physical Activity 5.2

- **While participating in a six-a-side soccer game, students demonstrate the skills, tactics and strategies required to maintain possession, create space and score goals.**
 - Does the student support the ball carrier by being in, or moving to, an open space to create a passing lane?
 - Can the student pass the ball accurately to its intended target?
 - Can the student control the pass?
 - Does the student attempt to shoot at an appropriate time?
 - Does the student shoot the ball below head height and on target?

Developing Concepts and Skills for Physical Activity 5.4

- Students write a media report to encourage students of their own age to participate in soccer. The report should highlight reasons participants of their own age should enjoy soccer and explain how individual and social factors can influence attitudes towards the game.
 - Does the student identify individual factors and explain how these may influence participants' attitudes towards taking part in physical activities?
 - Does the student identify social factors and explain how these may influence participants' attitudes towards taking part in physical activities?

Background information

Tactical approach to teaching games

The tactical approach modelled in this module provides opportunities for students to develop their physical and cognitive actions in games. It promotes a greater understanding of game play; improved ability to play games skilfully, tactically and strategically; and a greater interest in learning games. This approach also provides opportunities for teachers to include aspects of sport education, and cooperative learning, such as peer tutoring.

Tactical awareness, critical to game performance, is the ability to identify tactical problems that arise during a game and to select the appropriate responses. Responses might be on-the-ball skills, such as passing or shooting, and off-the-ball movements, such as supporting and covering.

To illustrate this approach, the tactical problems outlined in this module show a progression of game-question-practice-game. Each problem begins with a developmentally appropriate game form and is followed by skill or movement tasks that lead to re-application of these skills in another game. The questions cover what to do and how to do it. The practice tasks help students develop their tactical awareness of movements and the skills necessary to implement the tactics (Griffin, Mitchell & Oslin 1997, pp. 7–16).

Invasion games are characterised by equal numbers of opponents occupying the same area of play and competing for space within that field of play. These games involve manipulating the use of space to develop strategies of attack and defence to maintain possession, evade the opposition and play as a team.

For the purposes of demonstration, this module focuses on motor skills, movement sequences, tactics and strategies in the context of soccer. The emphasis is on attack, this being the fundamental tactical basis for invasion games. Examples of other invasion games suitable for students at this level include hockey, touch football, basketball, water polo, walla rugby, Australian football and rugby league.

Note that the amount of practice required by students will be determined by their skill levels, their previous levels of experience and the need to vary the activities to maintain interest and challenge.

Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

attacking the ball	first touch	shielding the ball
attacking the goal	invasion games	shoot
cooperation	maintaining possession	strategy
creating space in attack	passing lane	support
feedback	practice	tactic

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies are of particular relevance in 'Skills and strategies for soccer'. Some safety issues that teachers should consider are:

- including appropriate stretching exercises in warm-up and cool-down activities;
- ensuring the area for the physical activities is suitable — for example, flat and free of stones and loose objects, non-slippery, large enough for the number of students participating;
- ensuring students wear shin pads and appropriate footwear and clothing.

To assist students to achieve the aims of the various activities in a safe manner, it may be useful to set some rules — for example, no tackling, no pushing.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and diversity. It includes activities that encourage students to:

- use cooperative strategies and teamwork in the development of skills and tactics;
- participate fully in the activities as integral members of teams, despite varying abilities and knowledge.

Support materials and references

Aussie Sport 1994, *Sport It: Towards 2000*, Tactical Directions, Canberra.

Aussie Sport 1997, *Game Sense: Developing Thinking Players*, Australian Sports Commission, Canberra.

Australian Sports Commission, *Australian Sport WWW*. Available URL: <http://www.ausport.gov.au/socmenu.html> (accessed 14 April 1999).

FIFA, *FIFA.com*. Available URL: <http://www.fifa.com/index.html> (accessed 14 April 1999).

Griffin, L. L., Mitchell, S. A. & Oslin, J. L. 1997, *Teaching Sport Concepts and Skills: A Tactical Games Approach*, Human Kinetics, Lower Mitcham, SA.

Activities

Understanding

MOVEMENT SKILLS, TACTICS AND STRATEGIES

Developing an understanding of the skills, tactics and strategies necessary to maintain possession, create space and score goals in the game of soccer

► Students participate in modified, small group games, four players versus two (4 v. 2), within a 20 m × 15 m area. One team has possession of the ball (attackers) while the other team attempts to take possession (defenders). There is no goalkeeper. The aim of the game is to score goals. Students discuss the concepts and skills needed in the game and their attitudes towards participating in soccer.

Focus questions could include:

- What must you do in the game to help your team maintain possession?
- If a member of your team has possession, what is your role?
- Where is a good place to be in support when your team has the ball?
- How can players without the ball help the player with the ball?
- Is there a ‘best time’ to pass the ball to a team-mate?
- If the opposing team has possession, what is your role?
- Where is a good place to be in support when your team is not in possession of the ball?
- What skills do you need to help your team to score goals?
- What skills does your team need to score goals?
- What relationships exist between attackers and defenders?
- Was it easier to score goals as a member of the team with four players or two? Why?

Teaching considerations

Skills should be demonstrated for students, either by the teacher or an appropriate student. This applies throughout the module whenever skills are being learnt or practised.

Ensure the team with only two players is changed frequently so that levels of motivation are maintained.

Ensure the size of goals is appropriate to the skill levels of students.

Students should be encouraged to use all the available space in their game area.

► Students participate in the same activity, but in teams of 3 v. 3 players. One team has possession of the ball (attackers) while the other attempts to take possession (defenders). The aim of the game is to score goals.

Focus questions could include:

- Is it more difficult to maintain possession in this game than in the first? Why?
- What tactics and/or strategies worked best in your game to gain/maintain possession?

- What was the best way to move within your area of play? Why?
- Do the relationships between attackers and defenders change in this game compared with the first?
- If a member of your team has possession, what is your role in creating space?
- If the opposing team has possession, what is your role in denying space?
- How do these roles determine your movement within the area of play?

Teaching consideration

In a 3 v. 3 game, the players will have greater difficulty maintaining possession, creating space and scoring goals because of the reduced time and space available to them.

► Students discuss what they have learnt from participating in each of the 4 v. 2 and 3 v. 3 activities. They also discuss the possible influences on their attitudes towards and feelings about participation in soccer.

Focus questions could include:

- Which activity did you enjoy most? Why?
- What sort of physical skills were necessary to:
 - maintain or gain possession of the ball?
 - attack the goal?
 - create space?
- What tactics/strategies do you need to understand:
 - to maintain possession?
 - to attack the goal?
 - to create space?
- How did your team members have to cooperate to achieve the goals set?
- What happened if your team did not cooperate?
- What strategies did you use to improve cooperation within your team?
- How does it make you feel when your team cooperates?
- How did you communicate with other team members?
- Do you enjoy being part of a team? Why?
- What has led you to think this way?
- Why do you have this attitude?

**CONTRIBUTION OF
FEEDBACK****Exploring the contribution of feedback to the development of
tactical understanding and skills**

► Students discuss when and how feedback is given, who can give feedback, and how it can contribute to skill development. They recall the previous game activities and then other situations when they have been given feedback or have had to give feedback.

Focus questions could include:

- When you played the previous games, what information about the skills did you need to know?
- When you played the previous games, what information about the strategies did you need to know?
- What were the sources of this information?
- What information came from you?
- What information came from other sources?
- What do you think feedback is?
- What is its purpose?
- When have you given feedback?
- How did you give it? Why?
- Are there different types of feedback?
- What type of feedback did you find helped most? Give an example.
- What type of feedback was of no use? Why was this?
- What might be the relationship between practice and feedback in developing a skill?

Teaching considerations

Feedback (information about performance) can affect one's confidence. Positive feedback highlights success, encourages improvement and suggests modification. Negative feedback points out errors, highlights failure and states what not to do.

Intrinsic feedback comes from oneself. An example is when students learn from their own mistakes or use the way an activity 'feels' to guide further improvement and performance.

Extrinsic feedback comes from an outside source such as another class member, teacher or coach.

Feedback is a valuable aid when it comes from a reliable source. Students must be able to identify reliable feedback to be aware of how they can be of greatest assistance to others.

Planning

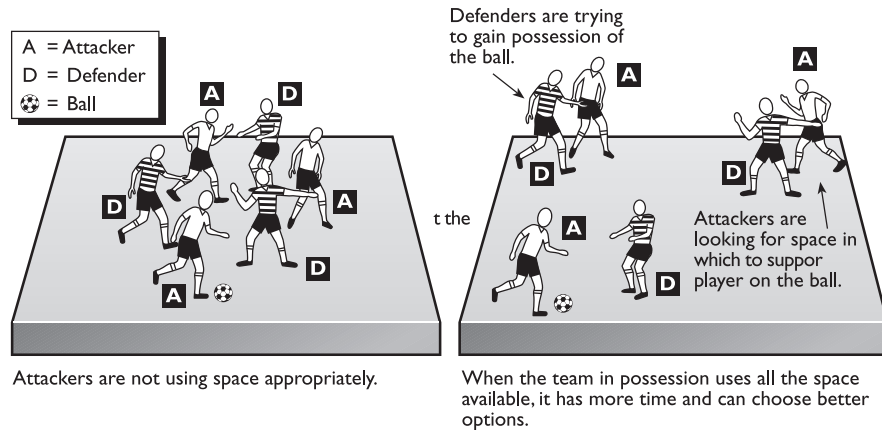
MAINTAINING POSSESSION OF THE BALL

Developing the skills of receiving and passing the ball on the ground with both the inside and outside of the foot, using 'first touch' to control and set up for the next move

► Students participate in a 3 v. 3 soccer possession game in a 30 m × 20 m area. The aim of the game is to maintain possession for five consecutive, successful passes. Throughout the game, students should be encouraged to use space appropriately and to provide positive feedback to their team members.

Focus questions could include:

- What must you do to achieve the aim of this game?
- What must you understand to be successful in this game?
- What skills are you required to use?
- How can your team keep the ball?
- What makes passes successful?



Teaching considerations

'First touch' and passing with the inside and outside of the foot are explained in Resource Sheet 1. Students should identify the skills required to use:

- the inside and outside of each foot to pass the ball;
- the inside of the foot to control the ball.

In this activity, successful passes are firm, short and accurate. The activity can be repeated to allow a focus on both the inside and outside of the foot.

► With partners, students practise passing using the inside and outside of each foot. They use 'first touch' to control the ball and set up for the pass. Partners are to provide positive feedback to each other.

Focus questions could include:

- Where did your feedback come from?
- What made it useful or not?
- What information did you receive intrinsically? Extrinsically?
- What could have been done to make the practice more beneficial?
- How did you and your partner cooperate and support each other?

Teaching considerations

A suitable distance between partners would be 5–10 m depending on the skill of the players.

Reinforce the notion of a successful pass as one which is easily received and controlled by a team member.

The cues for passing with the inside of the foot are:

- face the direction you are passing;
- place the non-kicking foot beside the ball and directed toward the target;
- use the inside of the foot and turn the foot square to the ball;
- strike through the centre of the ball and follow through with the kicking foot.

The cues for passing with the outside of the foot are:

- face the direction you are passing;
- place the non-kicking foot beside the ball;
- use the outside of the foot and point the toe forward and down;
- strike through the centre of the ball and follow through with the kicking foot.

The cues for controlling the ball with the inside of the foot are:

- position yourself in line with the ball as it comes to you;
- relax the foot on impact and at the same time set yourself up for the pass.

- ▶ Students participate in a 3 v. 3 game in a 30 m × 20 m area with a narrow goal and no goalkeeper, using the inside or outside of the foot to pass as required. They make three touches (maximum) before passing (depending on each student's ability) and keep the ball below waist height.

Teaching considerations

Reinforce the following points:

- establish control and set up quickly;
- ensure passing is firm and accurate;
- when appropriate, keep your head up for a clearer vision;
- score in a small goal.

SUPPORTING THE BALL CARRIER

Developing the strategies of supporting the ball carrier by being in constant position to receive a pass and being able to provide constant support for the player on the ball

- ▶ Students participate in a 3 v. 3 game in a 30 m × 20 m area with a narrow goal. Each player has two touches to receive and control the ball and one touch to pass or shoot.

Focus questions could include:

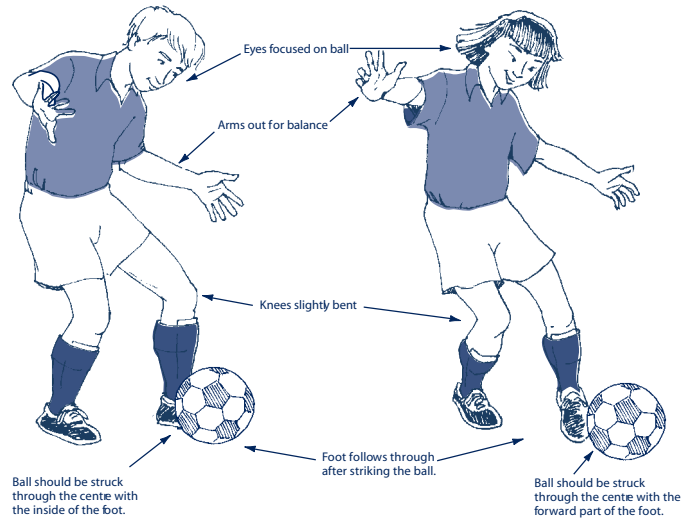
- How can players without the ball help the player who has the ball?
- Where should supporting players position themselves?
- How can team members support the player on the ball?

Teaching considerations

Players should call for the ball and give instructions in accordance with the laws of the game.

Players should move to an open space that allows them to receive a pass — that is, create a passing lane.

► Students practise passing and supporting in a 2 v. 1 game in a 20 m × 10 m area. On the whistle, the defender must try to gain possession of the ball; the support player moves to either side; and the attacker draws the defender and passes.



Focus questions could include:

- Where did your feedback come from?
- What made it useful or not?
- What information did you receive intrinsically? Extrinsically?
- What could have been done to make the practice more beneficial?
- How did you and your partner cooperate and support each other?
- How did the information you received from students calling and giving instructions help you?
- Is this another form of feedback?

Teaching considerations

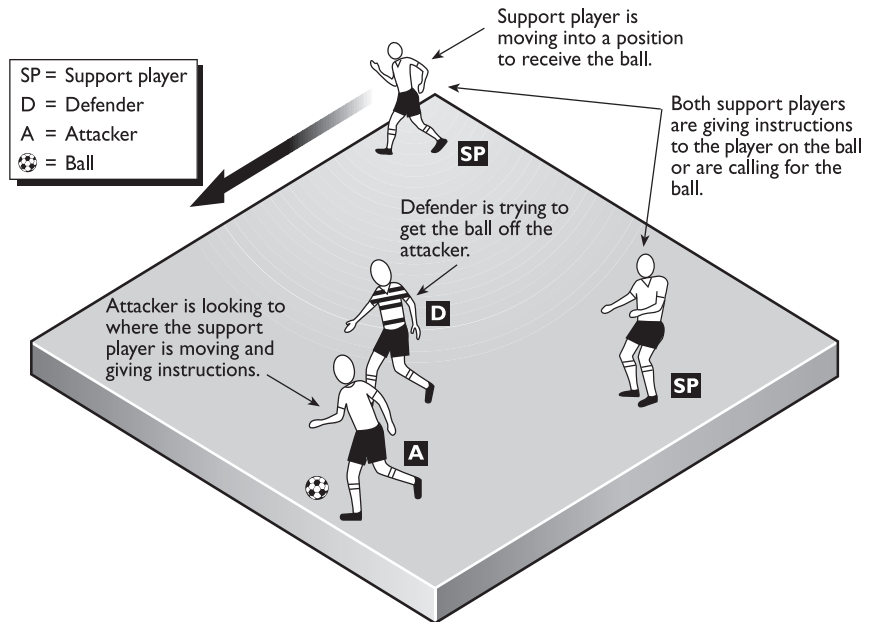
Play 2 v. 1 for six passes or until the defender wins the ball.

Encourage the support player to move quickly to the side when the whistle blows.

Ensure the attacker waits for the defender to close in before passing.

Recognise that feedback can be received from various sources such as the teacher, other players and video material.

- ▶ Students practise continuous passing and supporting in a 3 v. 1 game in a 10 m × 10 m area with an active defender who must attack the ball. Players with the ball can move only along the perimeter.



Focus questions could include:

- Where did your feedback come from?
- What made it useful or not?
- What information did you receive intrinsically? Extrinsically?
- What could have been done to make the practice more beneficial?
- How did your team members cooperate and support each other?
- How much more practice (if any) is needed for you to successfully perform the skills required?
- Are you better at receiving, controlling or passing the ball?

Teaching considerations

Rotate the defender at 10 passes or at a predetermined time.

Remind players that passes may be made to the space a support player is moving into or to the support player's feet.

Encourage supporting players to move quickly and call.

- ▶ Students participate in a 6 v. 6 game in a 50 m × 30 m area with full-width goals at both ends.

Teaching considerations

Encourage the team in possession to always have two open support players.

Remind support players to move quickly to open space and call for the ball.

ATTACKING THE GOAL**Developing the strategy of creating shooting opportunities by using a target player to lay (pass) the ball off for a shot by a supporting player**

► Students get an early pass to a designated target player, and then support while participating in a 6 v. 6 game in a 50 m × 40 m area with full-width goals and no goalkeeper.

Focus questions could include:

- What should other players do when their own target player has the ball?
- Where is a good place to be in support?
- Why aim low when shooting for goal?

Teaching considerations

Explain that a good place to be in support is where players can receive a pass and shoot.

Note that each team has only one target player and one defender to mark the target player. Rotate the target player.

Encourage students to shoot as often as possible, to hit the target between the posts, and to keep the ball low.

► With a partner, students practise shooting a static and then a moving ball between two cones to another pair of students. They should aim to keep all shots below waist height.

Focus questions could include:

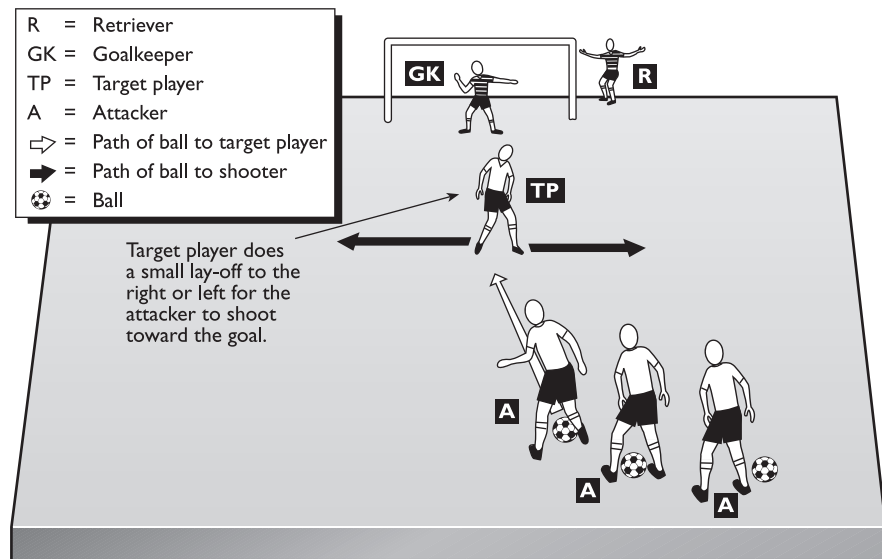
- Where did your feedback come from?
- What made it useful or not?
- What information did you receive intrinsically? Extrinsically?
- What could have been done to make the practice more beneficial?
- How did you and your partner cooperate and support each other?
- How much more practice (if any) is needed for you to successfully perform the skills required?

Teaching considerations

Remind students of the cues for shooting:

- take a long step to the ball;
- place the non-kicking foot next to the ball;
- use the instep (or laces);
- move the head and toe down;
- follow through;
- use arms to maintain balance.

► Students practise shooting from target player lay-off.



Focus questions could include:

- Where did your feedback come from?
- What made it useful or not?
- What information did you receive intrinsically? Extrinsically?
- What could have been done to make the practice more beneficial?
- How did your team members cooperate and support each other?
- How much more practice (if any) is needed for you to successfully perform the skills required?

Teaching considerations

Remind students of the cues for the activity. They include:

- direct a firm, accurate pass to the target player;
- call for the ball (using a player's name) as you run to the side of the target player to receive the return pass/lay-off;
- shoot the moving ball immediately and cleanly.

Emphasise the need for the target player to call for the ball and to pass firmly to the side where the shooter moves.

► Students shoot for goal while participating in a 6 v. 6 game in a 50 m x 40 m area with full-width goals. To count, goals can only be scored from a lay-off by the target player.

Teaching considerations

Rotate the target player.

The target player cannot turn with the ball.

Emphasise:

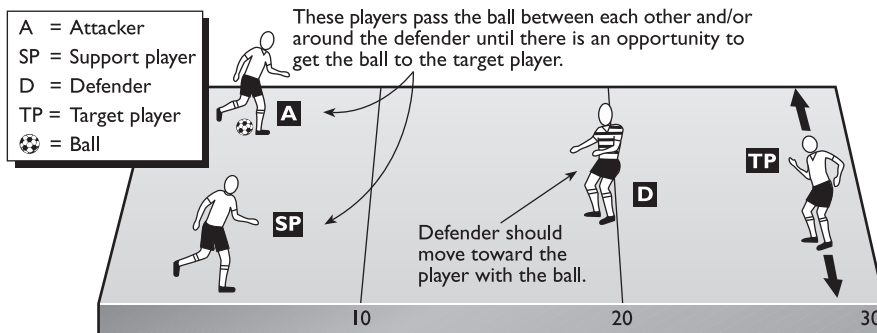
- hitting the goal when shooting;
- accuracy more than power;
- supporting the target player by giving instructions and being available for a pass.

Set a specific number of shots on goal per team.

**CREATING SPACE
IN ATTACK**

Developing the strategy of using a first-time pass to create space and beat a defender

► Students participate in a 2 v. 1 game in a 30 m × 10 m area. The aim is to get the ball to the target player.



► Students practise using a first-time pass to beat a defender in a 2 v. 2 game in a 40 m × 10 m area (passive defenders on 10 m and 30 m). Defenders must go to the ball. Each defender can only advance a maximum of 10 m. Attackers must beat each defender with a ‘one-two’ pass.

Focus questions could include:

- Where did your feedback come from? What made it useful or not ?
- What information did you receive intrinsically? Extrinsically?
- What could have been done to make the practice more beneficial?
- How did your team members cooperate and support each other?
- How much more practice (if any) is needed for you to successfully perform the skills required?

Teaching considerations

Support players must position themselves ahead of the ball and return a first-time pass (one given with the first touch of the ball) behind the defender.

In a ‘one-two’ pass, the ball carrier must draw the defender toward him or her, give the pass and move immediately for the return.

► Students suggest other strategies that could be used to beat a defender within the 2 v. 2 game structure of the previous activity — for example, dribbling to beat an opponent, chipping the ball, shielding the ball. They practise these strategies.

Focus questions could include:

- What strategies worked best for you?
- What skills did you need?

► Students use a ‘one-two’ pass at appropriate times to beat opponents while participating in a 4 v. 4 game in a 40 m × 30 m area with small goals and no goalkeeper.

Teaching consideration

Award an extra goal for successful ‘one-two’ passes that beat an opponent.

**ATTITUDES
TOWARDS
PARTICIPATION****Investigating how students' participation in games and sports is influenced by individual and social factors**

► Students examine coaching books, press clippings, videotapes and other media reports about games and sport to identify the images of players presented. They then consider how the characteristics of participants in physical activities influence the attitudes of themselves and their peers towards participation in games and sports.

Focus questions could include:

- Did you find any bias towards particular sports or towards one gender in your investigation?
- How successful in their sports are the participants presented?
- Why are they newsworthy?
- Do the media images show participants in active or passive poses?
- Are there differences between the way participants of different genders or ages are portrayed?
- How does this make you feel about participation in games?
- How are referees, coaches and scorers depicted in media reports?
- Are referees important participants in physical activities?
- How do media images influence the way you think about participation in physical activities?
- What is the stereotypical image of participants portrayed in the media?
- Are these images typical of all participants in physical activities?
- Do you need to have high skill levels to be a successful participant and to enjoy physical activities?
- Why does the media promote these particular images of physical activities?
- Does this valuing influence your own reasons for participating or not participating in physical activities?



Resource
Sheet 2

► Students rank 10 individual enjoyment factors related to participation in physical activity (see Resource Sheet 2). Following collation of class results, students compare and discuss the similarities and differences in class rankings.

Focus questions could include:

- What individual enjoyment factors rate highly? Lowly?
- Are these different when compared with the class ranking?
- What may coaches and teachers learn from these results about the way physical activities are presented?
- What impact might these results have on your physical activities as an individual? As a team member?

Teaching consideration

School-age participants usually rate factors such as improving their skill levels and playing using the skills of the sport very highly. Factors such as beating their opponents and receiving medals or trophies rank lowly.

Acting

APPLICATION IN GAME SITUATIONS

Applying the skills, strategies and tactics developed in the planning phase to a modified game situation

► In teams of six, students practise tactics and strategies to allow successful team participation in a six-a-side game of soccer. Students should negotiate among themselves to decide the role each person will play, giving consideration to the skills and abilities of all players in the team.

Focus questions could include:

- Will this tactic or strategy be suitable for the playing abilities of all team members?
- How will the chosen tactic or strategy improve the performance of team members?
- In devising this tactic or strategy, how will you cope with the different skill levels of your peers?
- What forms of encouragement and support will you offer other members of your team?
- As a team member, what will you do to cooperate with your team when learning the tactic or strategy?
- How much practice will your team need?
- How much practice will you need?

► Students participate in a six-a-side game of soccer.

► Students evaluate the effectiveness of practice in team contexts.

Focus questions could include:

- Were the team practices enjoyable?
- What benefits came out of the practices?
- Where did the team movements break down? How much did this affect the success of the team?
- What needs to be practised before greater levels of success are likely?
- What could have been done to make the practice more beneficial?
- Was your team cooperative and supportive?
- How did your team members cooperate and support each other?

Teaching considerations

Examples of breakdown in team movements include lack of movement skill, lack of group practice and lack of communication.

Emphasise that, irrespective of skill level, adequate practice will improve teamwork.

► Students write a media report to encourage students their own age to participate in soccer. The report should highlight reasons participants would find soccer enjoyable and explain how particular individual and social factors can influence attitudes towards taking part in the game.

Reflecting

REVIEWING UNDERSTANDINGS

Considering what has been learnt about the skills, strategies and tactics of soccer

► Students discuss how successfully they have learnt the skills and strategies of the invasion game of soccer.

Focus questions could include:

- How do you think you have improved your own skill level?
- Do you think the skill level of the team has improved?
- What tactics and strategies did you learn?
- Were these tactics and strategies appropriate for all situations?
- Did these tactics and strategies contribute to achieving the goal identified by the team?
- Could another strategy have been used to achieve the same goal?
- Were the tactics and strategies appropriate for the skill levels of all team members?
- Did team members cooperate to implement the tactics?
- Was this module presented differently from other physical activity modules? What was different?
- Did this process help you to identify the skills and strategies needed?
- What are the advantages and disadvantages of learning sports skills and strategies this way?
- Are there other ways of learning sports skills and strategies?
- Did this way of learning lead to more success and enjoyment for you?

► Students reflect on how the skills, tactics and strategies they have learnt may have influenced their attitude towards participating in other games and sports.

Focus questions could include:

- What have you learnt about the reasons you and others have for participating in physical activities?
- What have you learnt about the social factors that influence your participation in physical activity?
- How can full participation by all team members be promoted?
- How has your behaviour changed on the playing field in terms of being more supportive of other team members?
- Has learning the tactics required made these activities more interesting?
- Did this way of learning lead to more success and enjoyment for you?

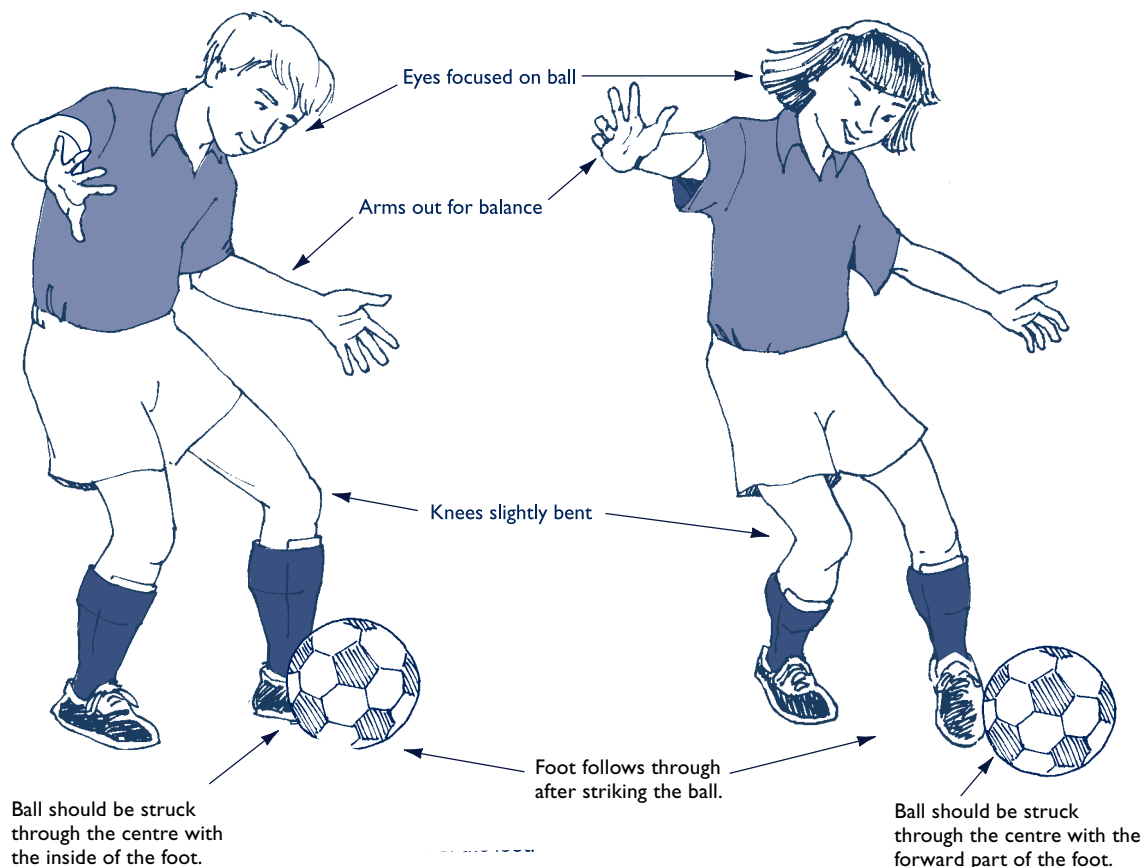
Receiving and passing the ball

Receiving the ball: First touch

The concept of 'first touch' is an important one to instil in players when developing soccer skills and strategies. The quicker a player can control the ball (that is, with the first touch) rather than needing two, three or four touches, the more time the player will have to use the ball. With more time, the player will have more options from which to choose, thereby improving the quality of the game.

Passing with the inside of the foot

Passing with the outside of the foot



Participating in physical activities



Consider the following enjoyment factors related to participating in physical activities.
Rank them from 1 to 10.

- Having an exciting close game
- Receiving medals or trophies
- Beating your opponents
- Being with friends
- Wearing the correct uniform
- Competing and trying to win
- Playing, using the skills and strategies of the sport
- Improving your skill level
- Having a good relationship with the coach or teacher
- Being selected in the playing side rather than sitting on the bench

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Health and Physical Education Syllabus

Years 1 to 10 Health and Physical Education Sourcebook: Guidelines

Health and Physical Education Initial In-service Materials

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Any inquiries should be addressed to:
Queensland School Curriculum Council
PO Box 317
Brisbane Albert Street, Q 4002
Australia

Telephone: (07) 3237 0794
Facsimile: (07) 3237 1285
Website: <http://www.qscc.qld.edu.au>
Email: inquiries@qscc.qld.edu.au

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