HEALTH AND PHYSICAL EDUCATION

Level

| F | 1 | 2 | 3 | 4 | **5** | **6** | B6 |

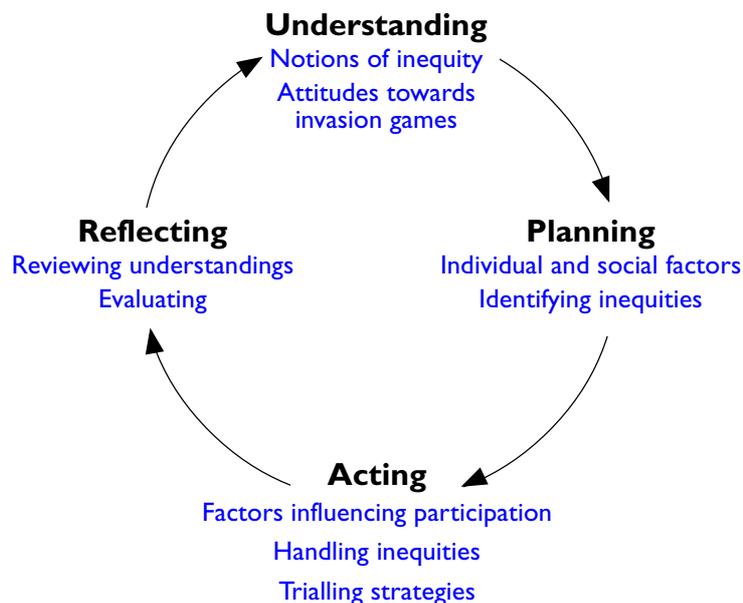# Who's playing the game?

Strand
Developing Concepts and Skills for Physical Activity

Purpose

Students investigate their own and others' attitudes towards participating in invasion games, and identify and explore some of the individual and social factors influencing these. They also examine circumstances that result in inequitable participation in games and propose strategies to redress these.

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.

Understanding
Notions of inequity
Attitudes towards
invasion games

Planning
Individual and social factors
Identifying inequities

Acting
Factors influencing participation
Handling inequities
Trialling strategies

Reflecting
Reviewing understandings
Evaluating

Core learning outcomes

Developing Concepts and Skills for Physical Activity

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

5.4 Students explain how individual and social factors influence their own and others' attitudes towards, and participation in, physical activities.

6.4 Students plan strategies to overcome inequities relating to participation in physical activities.

Core content

Developing Concepts and Skills for Physical Activity

This module incorporates the following core content from the syllabus:

- factors that influence attitudes towards, and participation in, physical activities, in particular access to and availability of facilities; community attitudes; personal characteristics including growth and development, perceived abilities, skill levels, disabilities and physical fitness; cultural beliefs and values; notions of ideal body shapes and gender differences; codes of behaviour; role models and family.

Assessment strategy

Developing Concepts and Skills for Physical Activity 5.4, 6.4

The following assessment task provides opportunities for students to demonstrate the core learning outcomes identified in this module.

- **Students present a report based on their investigation of attitudes towards, and participation in, an invasion game in their school. They use data collected from school community observations and conduct a survey to substantiate their reports. The report should identify and explain how individual and social factors influence attitudes towards, and participation in, an invasion game. As part of this report, students propose strategies to address any inequities.**

Level 5

- Can the student identify his or her attitudes and those of others towards the invasion game being investigated?
- Can the student identify aspects of his or her reasons and those of others for non-participation in the invasion game being investigated?
- Does the student identify individual factors that are associated with (a) attitudes and (b) participation?
- Does the student identify social factors that are associated with (a) attitudes and (b) participation?
- Does the student explain how individual factors influence (a) attitudes and (b) participation?
- Does the student explain how such social factors influence (a) attitudes and (b) participation?

Level 6

The following questions are in addition to those outlined for Level 5 and will assist teachers to determine whether a student has demonstrated Outcome 6.4.

– Does the student identify inequities that relate to practices, policies and beliefs of the particular invasion game investigated?

– Does the student propose strategies to overcome the inequities identified?

Background information

Inequities in society and sport

From a sociocultural perspective, sport can be viewed as a microcosm of society. Inequities existing in society at large are mirrored in sport. For example, just as people with a physical impairment may find it difficult to access public transport and many shopping and work facilities, so too may they find it difficult to access sporting venues. Women and individuals from non-English-speaking backgrounds are under-represented in positions of power in the work force and, similarly, are under-represented in sports administration. Low-income earners may not be able to afford the costs associated with playing sport or being members of sports clubs. Also, just as some people experience discrimination or difficulties daily in the classroom or workplace so too do they experience discrimination or difficulties in participating in sport.

Activities in this module are designed to increase student awareness that 'inequitable' experiences and situations in sport and other forms of physical activity can have an impact upon individual and group attitudes towards, and participation in, sport and other physical activities. Other activities are designed to increase student awareness of the factors that affect their attitudes towards, and limit or increase their participation in, physical activities, and to find ways to overcome any barriers.

Because invasion games tend to receive more media coverage about inequities than others, they are used in this module as the vehicle to address the core learning outcomes. The structure of the module is such that it can easily be adapted to other categories of games, sport or physical activities. Teachers may need to modify some language and tasks so that the module reflects the nature of the particular category of game, sport or physical activity being investigated.

While this module bridges Levels 5 and 6, it is most suited to students working at Level 5. However, the module gives them the opportunity to move towards Level 6. For teachers choosing to plan a unit that moves students towards the demonstration of a single outcome, for example, at either Level 5 or Level 6, the module provides many ideas that can be adapted easily.

Terminology

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

access	equity	opportunity
accessibility	facilities	participation
attitudes	fair	privilege
economic requirements	gender	procedures
economics	individual factors	social factors
equal participation	inequitable outcomes	social practices
equitable participation	inequity	social structures

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module, in particular policies relating to conducting surveys among students.

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:

- recognise, consider and plan ways to overcome the individual and social factors that influence inequities in, attitudes towards, and participation in, games, sport or physical activities.

Students with disabilities or learning difficulties may require some activities to be modified in order to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

Support materials and references

Australian Sports Commission, *Topics in Sport: Statistical Information on Australian Sport*. Available URL: http://www.ausport.gov.au/topstat.html (accessed January 2000).

Australian Sports Commission, *Women in Sport Weblinks*.
Available URL: http://www.ausport.gov.au/partic/wslinks.html (accessed January 2000).

Activities

Understanding

NOTIONS OF INEQUITY	Developing an understanding of inequity in society and in sport

▶   Students discuss definitions and examples of fairness and equity, and consider the outcomes for individuals and groups that result from unfairness and inequity in society and sport. They discuss these in relation to inequities they or others have experienced.

Focus questions could include:
- What is meant by 'fair' and 'unfair'?
- What makes something fair or unfair?
- How does it affect you, emotionally and attitudinally, when you feel you have been treated fairly or unfairly?
- What is meant by 'equity' and 'inequity'? How is 'equity' different from 'equality'?
- What are some of the social expectations of females and males with regard to dress, use of equipment, appropriate places to visit, interests to pursue?
- Do these expectations and accompanying behaviours give rise to equal outcomes for males and females? Is anyone advantaged or disadvantaged by these expectations and by adopting the expected behaviour? Who? How?
- Are these differing social expectations necessary?
- Could females and males be treated equally? What may be the outcomes if they were?

Teaching considerations

To develop student understanding of 'equity' and 'inequity', begin from the concepts of 'fair' and 'unfair'.

Clarify to students that anger might be the emotional outcome of being treated unfairly and loss of interest might be an attitudinal outcome.

Assist students to identify other terms that convey the meaning of 'inequity' — for example, 'disadvantaged', 'deprived of opportunity'.

Highlight to students that inequitable outcomes for the genders and other social groups can emerge from social expectations, social encouragement, social provision, rules and privilege (based on gender, economic and access factors). The messages conveyed by such social factors can shape and condition attitudes and behaviours. For example, providing girls with make-up, hair-dryers and sewing materials may influence girls to use those items but deter boys. Similarly, discouraging girls from visiting pinball parlours, riding bikes and walking the streets alone may condition girls to avoid those areas and behaviours and to consider them inappropriate for their gender. Boys may be discouraged from showing emotion and receive more encouragement than girls to take risks and exhibit aggressive behaviour. Accordingly, boys may adopt these behaviours and see them as appropriate.

Encourage students to think critically about social influences and the equity or inequity of the outcomes that emerge for different individuals.

ATTITUDES TOWARDS INVASION GAMES	Sharing prior experiences in, and current attitudes towards, invasion games

▶   Students discuss their attitudes towards invasion games and participating in them.

Focus questions could include:
- What are some examples of invasion games?
- How do you feel about participating in invasion games?
- What invasion games have you played?
- What invasion games do you participate in now?
- Do you enjoy playing these games? Why?

Teaching considerations

Clarify to students what is meant by invasion games:
- Invasion games are those where the aim is to maintain possession of an object (usually a ball) and to create and use space so as to move into an opponent's territory to attack a goal and score.
- Invasion games also require players to defend space and defend a goal.
- Hockey, basketball, netball, soccer and various other codes of football are categorised as invasion games.

▶   Using understandings gained from the previous activity, students identify inequities in sport they have experienced or of which they are aware.

Focus questions could include:
- Have you ever felt that you or others have been treated inequitably or have been advantaged in sport? When? Why?
- Have you or others ever been denied the opportunity to participate in a particular sport or physical activity? What were the circumstances? Who was involved?
- Have you or others felt advantaged or disadvantaged because of the clothing you had to wear?
- Have you or others been discouraged or denied access to any sporting areas or venues? Which were these? Who was involved?
- Have you been discouraged from using, or denied use of, particular equipment? Which equipment? Why were you denied use? Who was involved?
- Are you aware of any individuals or groups who are not given the opportunity to represent their school in sport? Who? Why?
- Have you ever felt that your performance or that of another has been overlooked or not applauded when acknowledgement would have been appropriate? Why? Whose performance is most acknowledged and rewarded?

Teaching considerations

Use questioning to raise awareness that:

- due to social tradition and gender some students may be denied or discouraged from playing a particular sport;
- dress codes can inhibit performance and the enjoyment and satisfaction that comes from full participation;
- boys and more skilled students often use and dominate more space for physical activity than girls and less skilled students;
- some students are denied opportunities to participate because of costs associated with uniforms and transport;
- some students do not participate fully because of derogatory comments directed at them;
- where there are a limited number of school teams, it is those students with the better skills who are given the opportunity to represent the school;
- 'star' performers tend to receive more recognition than other participants;
- students with intellectual or physical impairments may not be offered the same opportunities as their able-bodied peers.

Planning

INDIVIDUAL AND SOCIAL FACTORS	Exploring individual and social factors influencing students' participation in, and attitudes towards, invasion games

▶ Students develop a questionnaire and survey their peers to identify factors influencing their participation in, and attitudes towards, invasion games at school.

Survey questions could include:

Invasion games played
- What invasion game(s) do you play at school? Why?

Attitude
- What invasion game(s) do you avoid playing at school? Why?
- How do you generally feel about invasion games?
- Do you enjoy playing the invasion game you nominated previously? Why?

Encouragement
- Does anyone encourage and approve of you playing this game? Who?
- Does anyone discourage and disapprove of you playing this game or other invasion games? Who? Why?

Access to facilities
- Are facilities available for you to use?
- Are they easily accessible for you?

Convenience
- When do you play this game?
- Have these games been conveniently scheduled for you? Why?

Economics
- Are there financial costs associated with playing the game?
- If so, are these paid weekly or in a lump sum as a season fee?
- Have the costs presented any difficulty for you or your family? How?
- Are you aware of the costs being a problem for others who play?
- Do you know of other people who don't play because of costs?

Social
- Do you meet other people through playing the game? Whom?

Risk to health
- What health benefits or problems have you and others experienced from participating in the game?

Acknowledgment
- Has your performance and contribution to the game you play been appreciated? By whom? How do you know?
- Has the performance and contribution of everyone in the team been appreciated and acknowledged? How?
- Who has received special recognition for his or her performance and contribution?

Codes of behaviour
- Have any sexist, racist or derogatory comments been made about your performance in the game?
- Are you aware of any sexist, racist or derogatory comments or behaviours directed to others?
- How did you react to sexist, racist, or derogatory comments?
- Have these comments or behaviours affected your attitude or others' attitudes towards participation in the game? How?

Skills and fitness
- How do you rate your skills at invasion games — very poor, poor, average, above average, excellent?
- Do you think you are fit enough to participate?
- How do you rate your aerobic fitness — very poor, poor, average, above average, excellent?

Impairment
- Do you have an impairment of any type? If so, what type?
- Does this prevent you from playing? Why?

Role models
- Who are your role models in this game?
- Have they influenced your participation? How?

Body type
- Do you believe your body type is suited to this game? Why?
- Where do your ideas about this come from?
- What sort of body type is best suited to this game?

Fitness

Personal characteristics

Privilege

Skill level

Culture

Age

Access

Cost

Policies

Sex
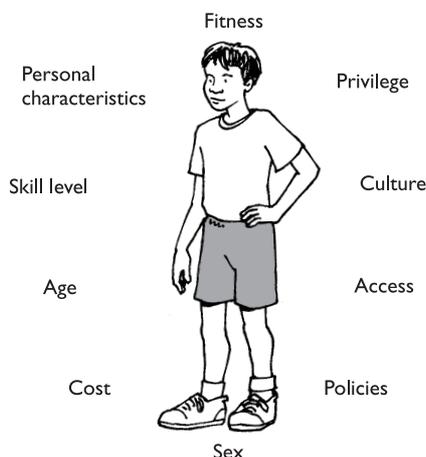
Teaching considerations

Survey questionnaires could be developed cooperatively by different groups, each group addressing a different issue.

Stipulate the number of students to be surveyed by each group.

Explain to students that interviewees have the right to decline to answer questions, so care should be taken to ensure the questions are suitably framed.

More specific questions related to harassment or sexist or racist comments or behaviours could be developed around:
*   language usage — swearing, abuse, ridiculing physical performance or appearance, other verbal 'put downs';
*   non-verbal behaviours — jostling, laughing at physical competence or appearance, use of physical power in an intimidating way — for example, when kicking, batting, throwing, 'hogging' the ball or particular playing positions.

►   Students, individually, or in small groups, undertake a survey of the use of the school grounds to identify factors involved in participation in invasion games.
*   They identify which invasion games are played, where they are played, who plays, does not play and why, and the facility and equipment requirements of the games.
*   Through observations, students record the social interactions that occur during the invasion games played.
*   They question appropriate school personnel to find out the costs involved in providing facilities and equipment for invasion games.
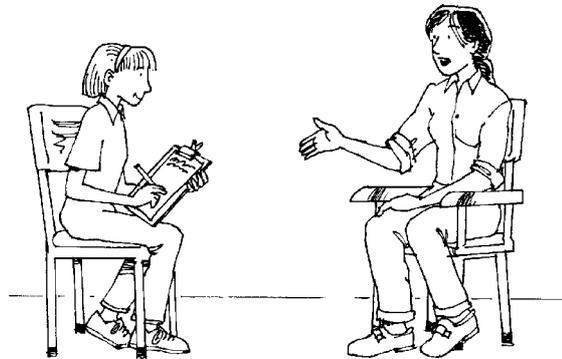
Teaching considerations

Discuss the subjects to be included in the survey. Individuals or groups could undertake to survey different issues.

Other areas that could be investigated:
*   when the games are played;
*   whether or not there are school policies relating to invasion games;
*   which games require the most space;
*   whether or not males and females have equal use of available space;
*   if one sex or age group has privileged access to space or equipment.

WHO'S PLAYING THE GAME? • LOWER SECONDARY

| IDENTIFYING INEQUITIES | Analysing data from the school playground survey to identify inequities |

▶ Students sort and analyse the data collected in their survey of the use of the school grounds to identify any inequities relating to participation in invasion games at their school.

Teaching consideration

Encourage students to examine their data to identify a range of factors that may influence participation in games — for example, location and access to facilities or space, personal characteristics, gender, cost, cultural background, impairment, school policy and the influence of role models.

▶ Groups of students sort and analyse the survey data collected from interviews with their peers. They:
- identify the range of factors that influence the attitudes of their peers towards participation in invasion games;
- present their findings, including any conclusions they have drawn, to the other groups;
- classify the identified factors as social or individual and whether each factor results in equitable or inequitable outcomes.

Teaching considerations

Assist students to differentiate between:
- individual factors: biological and sociocultural differences (cultural background, language barriers), skill level, impairment, ability to access space or facilities, ability to meet costs, scheduling of play, fear of injury, sense of success or failure, sense of social rejection, level of physical fitness;
- social factors: school policies, location of facilities, provision of games programs to cater for the diverse needs of individuals (for example, the genders, individuals with varying abilities and disabilities, or a non-English-speaking background), attitudes of parents, costs associated with playing, codes of behaviour, supportive social environment — for example, equity in recognition of contribution, acceptance of differences in ability, or cultural and social diversity.

▶ Students consider and draw conclusions as to whether individual or social factors are most influential in generating inequities in participation in invasion games played at their school.

Focus questions could include:
- Does privilege of opportunity to play particular invasion games affect attitudes? How?
- Who are or are not privileged? How are they privileged or not privileged?
- Does the playing venue of invasion games affect attitudes towards participation? How? Are all students able to access these locations? Who cannot? Why?
- What is the attitude of students who can't access these games?
- Do any school policies exist that discourage inequitable attitudes towards participation? If not, what can be done to solve the problem?

WHO'S PLAYING THE GAME? • LOWER SECONDARY

- Does the school have policies about segregated games? How do these influence attitudes?
- Do cost factors affect attitudes towards participation in games? How? Who cannot afford to play?
- What effect may cost factors have on attitudes and participation?
- Have experiences during or associated with game play influenced attitudes towards participation in games? What experiences influence favourable attitudes?
- Are there any significant people who influence attitudes towards participation in invasion games? Who? How?
- What sorts of experiences during and after play damage attitudes towards participating in these games?
- In this school, are the inequities in participation more strongly influenced by individual or social factors?
- Are any individual factors a result of social factors?
- Can you see parallels in other aspects of society?

Teaching considerations

Clarify to students that:
- inequities in sport are socially constructed. While individual factors can be identified as influencing attitudes and participation they, themselves, are shaped by social experience and social factors;
- many individuals and groups are excluded from participation in sport just as they are in wider society because of a general social disregard for cultural and social diversity. As a result, it is likely that there exists among students in the school community, inequities in participation and a diverse range of attitudes towards invasion games, similar to those experienced in broader society.

Acting

FACTORS INFLUENCING PARTICIPATION	**Explaining how individual and social factors influence attitudes towards, and participation in, invasion games**

▶   Based on their investigations carried out in the planning phase, students prepare a report that explains how individual and social factors influence their own attitudes and those of others towards, and participation in, invasion games.

HANDLING INEQUITIES	**Planning strategies to overcome inequities relating to students' participation in invasion games**

▶   Students suggest strategies to overcome the inequities identified in the previous activities so that they and their peers can better enjoy and participate more inclusively in invasion games at their school.

Focus questions could include:
- How can the inequities that emerged be handled by the school and by individuals?
- What changes do we need to make to school policies?
- How can inclusivity in invasion games be improved by the school and by individuals?
- How can we attract students of both sexes and from non-English-speaking backgrounds to participate equally in invasion games at our school?
- How can attitudes towards invasion games be improved by the school and by individuals?
- How could school policies be structured so that the range of factors that contribute to inequities can be dealt with?
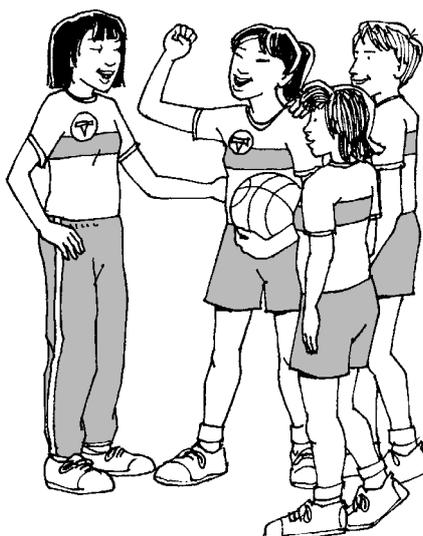
Teaching considerations

Students could develop two strategies — one for overcoming social factors and the other to overcome individual factors.

To overcome social factors, students might recommend actions at the school level — for example, arranging extra practice sessions to provide individuals with the opportunity to improve their playing ability; establishing policies and procedures that ensure male and female students have equal access to equipment and playing space; providing students with constructive technical feedback, praise and encouragement; establishing and setting up structures to enforce codes of behaviour, including those that deal with harassment and physical safety.

To overcome individual factors, students might recommend actions that empower individuals to take proactive steps towards managing social inequities that they or others experience.

| **TRIALLING STRATEGIES** | **Trialling strategies to overcome inequities and improve attitudes towards, and participation in, invasion games** |

▶ In physical activity lessons, and while working in small groups, students trial one or two strategies that they had planned in previous activities. They monitor the effects of the strategies and consider whether they need further refinement to deal with the targeted inequities.

Teaching consideration

Students could choose to use positive self-talk and to encourage others, share space, equipment and roles and act to eliminate the use of inappropriate language or behaviours of their peers.

▶ Students present the findings of their investigations and their strategies to an audience, such as their school council or principal.

Reflecting

REVIEWING UNDERSTANDINGS	**Reflecting upon individual and social factors and how they can influence inequities in invasion games**

▶ Students consider what they have learned about:

- the relationship between individual and social factors, and attitudes towards participating in invasion games and other games, sports and physical activities;
- the strategies that can be applied to eliminate inequities.

Focus questions could include:

- What have you learned about individual and social factors influencing attitudes towards participation in physical activities?
- What have you learned about overcoming the inequities associated with physical activity?
- What other factors might encourage more equitable outcomes — for example, positive attitudes and equal participation?

EVALUATING	**Reflecting on the strategies developed and the teaching–learning process**

▶ Students reflect on the usefulness of their strategies in overcoming inequities.

Focus questions could include:

- Were the strategies able to be implemented?
- What changes resulted from implementation of the strategies?

▶ Students reflect upon the effectiveness of using the inquiry approach in the teaching–learning process.

Focus questions could include:

- How well did the process of inquiry help you to understand how individual and social factors influence our attitudes towards participation in physical activities? How did it help you understand inequities in participation in physical activities?
- Did the inquiry process broaden your knowledge about participation in physical activity as a sociocultural issue? If so, how? If not, why not?
- Did the inquiry process assist you to understand diverse opinions? Supportive environments? How? If not, why not?
- Has your knowledge and attitude towards participation in invasion games changed? How? If not, why not?