

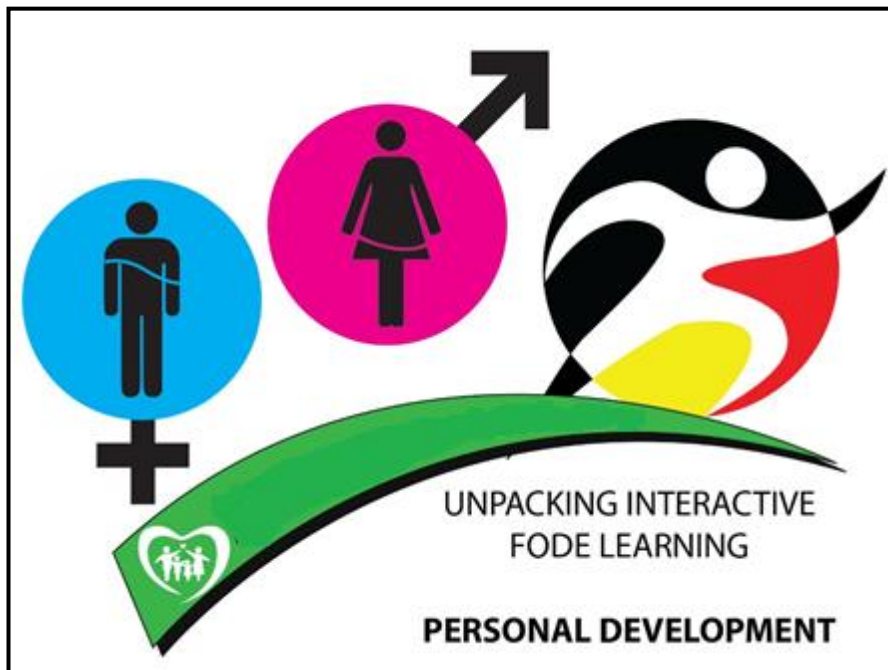


DEPARTMENT OF EDUCATION

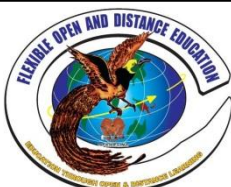
GRADE 10

PERSONAL DEVELOPMENT

UNIT 4



SPORTS ADMINISTRATION



FLEXIBLE OPEN DISTANCE EDUCATION  
PRIVATE MAIL BAG, WAIGANI, NCD  
FOR DEPARTMENT OF EDUCATION  
PAPUA NEW GUINEA

# **PERSONAL DEVELOPMENT**

## **GRADE 10**

### **UNIT 4**

#### **SPORTS ADMINISTRATION**

<b>TOPIC 1</b>	<b>PNG SPORTING STRUCTURE</b>
<b>TOPIC 2</b>	<b>EVENT MANAGEMENT</b>
<b>TOPIC 3</b>	<b>CODE OF ETHICS IN SPORTS</b>
<b>TOPIC 4</b>	<b>SOCIAL ISSUES IN SPORTS</b>

## **ACKNOWLEDGEMENTS**

We acknowledge the contributions of the secondary school teachers in the Central Province and NCD, who helped develop this unit.

Our profound gratitude goes to the former Principal of FODE, Mr. Demas Tongogo for leading the FODE team towards this great achievement. Special thanks to the staff of Personal Development Department of FODE who played an active role in coordinating writing and editing process.

We also acknowledge the professional guidance provided by Curriculum and Assessment Division throughout the processes of writing and the services given by members of the Personal Development Subject Review and Academic Committees.

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**DIANA TEIT AKIS**

PRINCIPAL

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## SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is a part of the new Flexible, Open and Distance Education curriculum. The learning outcomes are student-centred and allows for them to be demonstrated and assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government Policies and Reports. It is developed in line with the National Education Plan (2005 - 2014) and addresses an increase in the number of school leavers affected by the lack of access into secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- To facilitate and promote the integral development of every individual
- To develop and encourage an education system satisfies the requirements of Papua New Guinea and its people
- To establish, preserve and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans' harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers, university lecturers and many others who have contributed in developing this course.



**UKE KOMBRA, PhD**

Secretary for Education

## UNIT 4 INTRODUCTION

---



Dear Student,  
Welcome to Unit 4 of the Grade 10 Personal Development Course. This Unit is called **Sports Administration**. You will study it, using the steps suggested in the **Study Guide** on the next page.

This Unit is based on the National Department of Education approved Personal Development Syllabus for conventional high school. So you will study at home what High school students study in school.

The four Topics you will study are:

1. **PNG Sporting Structure**
2. **Event Management**
3. **Code of Ethics in Sports**
4. **Social issues in Sports**

In Topic 1 – **PNG Sporting Structure** – You will learn about Sports, Sports Administration, Sporting Structure and Organisation and Fitness.

In Topic 2 – **Event Management** – You will learn about Event Organisation and Management, Officiating Duties and Responsibilities, Marking Fields and Courts and Coaching and Volunteering.

In Topic 3 – **Code of Ethics in Sports** – You will learn about Code of Ethics, Fair Play, Rights, Dignity and Worth and Sports and Professionalism.

In Topic 4 – **Social issues in Sports** – You will learn about Violence and Disputes in Sports, Women Participation in Sports, Disabled Sports, Bad Practices in Sports and Sports and Mass Media.

Each Topic has **Lessons** with **Practice Exercises** and **Answers**. You must read each lesson and work through the Practice Exercises. You will have to correct your own answers. The answers to the Practice Exercises are given at the end of each Topic. When you complete a Topic, you will then complete the **Topic Test** in the **Assignment Booklet**. You will repeat the same process until you complete the Unit.

You will do an assignment after completing this unit in the **Assignment Booklet** and submit it to your FODE centre for marking. Remember each assignment mark is added to the final external examination mark. This will give you a final mark and grade.

**We hope you will enjoy studying this Unit for your Personal Development.**

## STUDY GUIDE

---

Follow the steps given below and work through the lessons.

- Step 1** Start with Topic1, Lesson 1 and work through it in order.
- Step 2** When you complete Lesson 1, you must do Practice Exercise 1.
- Step 3** After you have completed the exercise, you must correct your work. The answers are given at the end of each Topic.
- Step 4** Then, revise well and correct your mistakes, if any.
- Step 5** When you have completed all these steps, tick the check-box for Lesson 1, on the content page, like this:

Lesson 1: Know About Yourself

Then go on to the next lesson. You are to repeat the same procedure until you complete all the lessons in a Topic.

As you complete each lesson, tick the box for that lesson on the content page, like this   
This will help you check your progress.

### **Assignment: Topic Test and Unit Test**

When you have completed all the lessons in a Topic, do the Topic Test for that Topic, in your Assignment Booklet. The Unit book tells you when to do this.

### **Marking:**

The Topic Tests in each **Assignment** will be marked by your **Distance Teacher**. The marks you score in each Assignment will count towards the final result. If you score less than 50%, you will have to repeat that Assignment.

Remember, if you score less than 50% in three (3) Assignments, your enrolment will be cancelled. So, you are encouraged to do your work carefully and make sure that you pass all Assignments.

**ALL THE BEST IN YOUR STUDIES!**

# TOPIC 1

## PNG SPORTING STRUCTURE

**In This Topic You Will Learn About:**

- Sports
- Sports Administration
- Sporting Structure and Organization
- Fitness



# TOPIC 1: PNG SPORTING STRUCTURE

---

Welcome to Topic 1 on PNG Sporting Structure. In this topic you will learn about Sports, Sporting Structure and Organisation, Sports Administration and Fitness.

There are four lessons:

## **Lesson 1: Sports**

In this lesson you will define sports, identify its importance and the benefits of playing sports.

## **Lesson 2: Sporting Structure and Organisation**

In this lesson you will identify types of sporting organisations, their structures and functions.

## **Lesson 3: Sports Administration**

In this lesson you will define sports administration and identify ways of administering sports in PNG.

## **Lesson 4: Fitness**

In this lesson you will define fitness, identify elements of fitness and how to measure them.

In doing so, you will find out more about sporting events. You will explore and learn more about the importance and benefits of playing sports, different types of structures and organizations and their functions. As well as finding out more about being physically fit.

**We hope you will enjoy studying this topic.**

## Lesson 1: Sports

---



Welcome to lesson 1 of Unit 4. In this lesson you will learn about sports.



### Your Aims:

- define sports
  - identify the benefits of playing sports
  - identify the importance of playing sports in PNG.
- 

### What are sports?

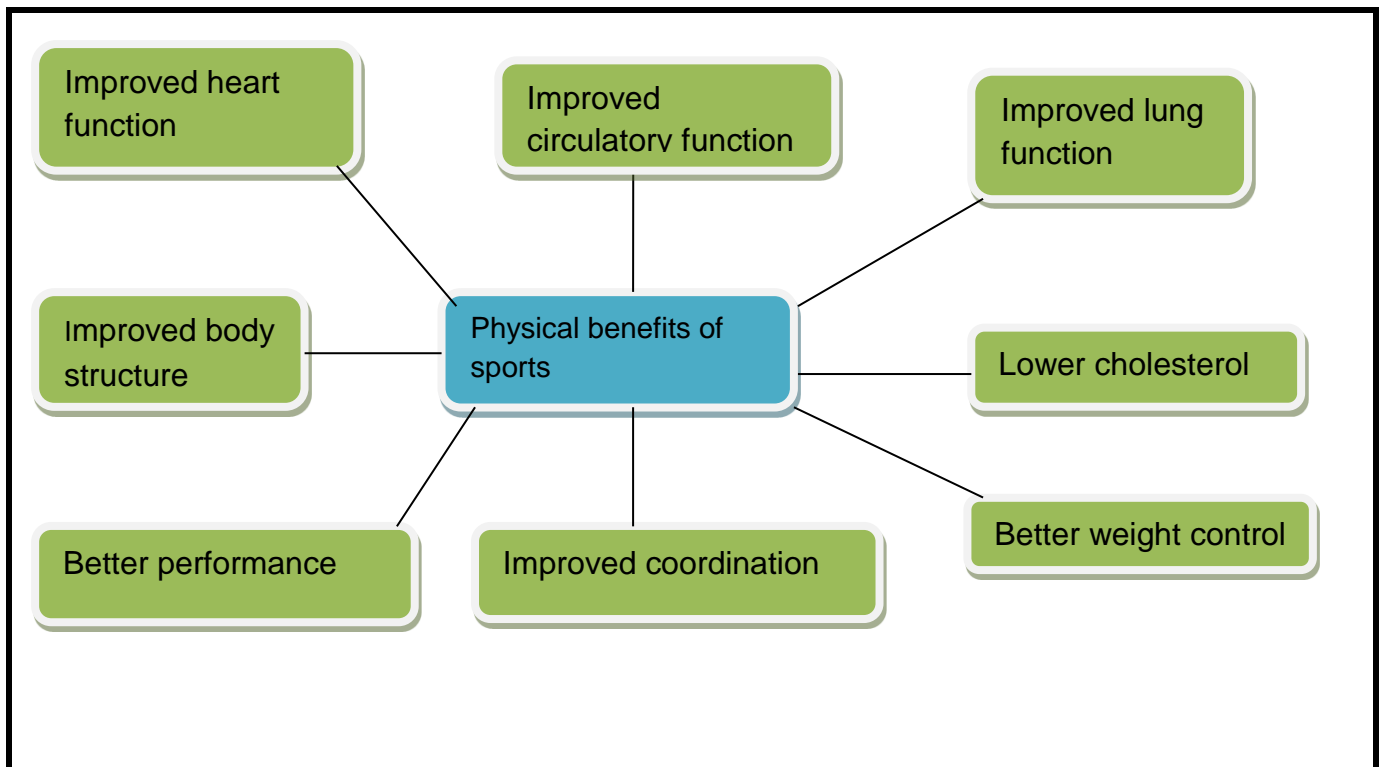
**Sports** are means of participating in physical activity, building character and learning lifelong lessons. In today's world, however, sports are a business. Sports can be described as any activity that uses physical exertion or skills competitively under a set of rules.

Sport is an important social activity in both rural and urban areas of Papua New Guinea whereby many people are actively involved in playing a variety of sports, for example; soccer, volleyball, netball, rugby, touch football, athletics, bowling, etc.. People often play sports normally to keep fit and healthy or just to have fun and enjoyment.

There are also organized competitions in many villages and towns. Bigger competitions, usually take place in each provincial capital, are popular with spectators and sometimes there is a lot of rivalry between the supporters of different teams.

### The Importance and Benefits of Sports

There are enormous advantages of sports. Sports provide us with a physical platform from which to engage in activities that we find interesting. Not only is sport beneficial to our physical health but also our mental, spiritual, social and emotional health. Some of the physical benefits of being physically active are illustrated below. As our fitness improves, we look better, feel better and perform better in just about everything we do. Physical activity also gives us the chance for social interaction, has emotional benefits like stress relief, and improves our mental abilities to think and make decisions. The types of behaviour required for good sporting conduct also provides us with spiritual benefits. For example, sports disciplines encourage positive thinking and portray values and morals that are ethical.



### Physical benefits of sports

- **Physical benefits of being physically active**

On most days we perform many general movements, notably walking and running. On other days we may choose or be required to perform additional activities such as jumping, cycling, and surfing, rock climbing, swimming, jogging and skateboarding. The degree to which we can comfortably perform daily physical demands is an indication of our level of physical fitness.

Physical fitness has two aspects – one is health related and the other is performance- or skill related. **Health –related** relates to the level of fitness we need to maintain good physical health. **Performance-related** fitness relates more to the level of fitness we need for involvement in physical activity such as sport.

The benefits of physical fitness include improving our body shape and posture; by strengthening the bones and muscles; improving heart and lung function; enabling us to control our weight; and enhancing our strength, power and coordination. Exercise tunes our body and enables us to make better use of our energy supply so we do not tire as quickly and are able to perform at an optimal level for longer.

- **Social benefits of being physically active**

Exercising with others offers opportunities for interaction, which improves our social health. There are very few physical activities that we do totally by ourselves, for even individual activities such as surfing usually require that we socialize with others in some way.

Participation in team sports such as netball and hockey helps develop a number of skills which are important for our personal growth, such as the ability to:

- get along with others
- share thoughts and opinions
- communicate ideas and respond to challenges
- work as a team to achieve a common goal
- offer constructive criticism and new ideas



**True spirit of sports – congratulate each other**

- **Mental benefits of being physically active**

During most types of sporting activity we need to be alert, think clearly and make decisions wisely to achieve the desired outcome. In a game of netball, for example, a player is constantly making many of the following decisions.

- Where do I move to?
- Who do I pass to?
- How quickly or slowly do I need to move?
- Should I attempt an intercept?
- Am I putting enough pressure on my opponent?

Having made important decisions, we then need to evaluate the outcome and, if necessary, develop plans for improvement. Creating and implementing game strategies develops our thinking skills by providing situations where we need to solve problems, develop tactics, and set performance goals that are realistic and manageable. In the end, active people have the advantage of being able to concentrate for longer and to being able to concentrate for longer and be more productive than inactive people.

- **Emotional benefits of being physically active**

Emotions refer to how we feel in a particular situation. In situations where tension exists, physical activity can help us handle stress in a non-destructive way. Once we begin to participate in games or exercise, the mind and our muscles. Physical activity helps generate positive feelings by improving our self-confidence and self-esteem as our mastery of different activities develop. Activity also provides us with the opportunity to experience both success and failure and to learn to deal with these appropriately.

- **Spiritual benefits of being physically active**

We may think of spirituality has relating only to a particular religious belief, but it should also be seen as a link to the environment around us. Some people find physical activities such as climbing a mountain to enjoy the view from the peak, bushwalking or swimming with dolphins as a type of spiritual experience. Spirituality affects certain things about us, such as our morals, values, beliefs and aspirations – the aspects that cause us to act in a particular way. Physical activity introduces us to the things that guide the way we act, such as sporting codes of conduct. How we handle situations where we are confronted with poor conduct (such as swearing, spitting, put-downs or bullying in sports) depends on our values. In this way, physical activity benefits our spiritual health by encouraging us to value good sporting conducts and seek positive role models to help us make healthy decisions about difficult situations.



### Activity 1

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1. Explain what sport is.

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2. Identify five benefits of playing sports.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

3. Give one reason why you play or do not play sports

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## Summary

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You have come to the end of lesson 1. In this lesson you have learnt that:

- Sport is an important social activity in both rural and urban areas and abroad whereby many people are actively involved in playing a variety of sports. People often play sports normally to keep fit and healthy or just to have fun and enjoy themselves
- There are vast rewards of sports. Sports provide us with a physical platform from which to engage in activities that we find interesting. Not only is a sport beneficial to our physical health but also our mental, spiritual, social and emotional health.

**NOW GO ON TO DO PRACTICE EXERCISE 1**



### Practice Exercise 1

---

Identify five benefits of each of the following headings.

A. Physical benefits

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

B. Social benefits

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

C. Mental benefits

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

D. Emotional benefits

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

E. Spiritual benefits

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**CHECK YOUR ANSWERS. ANSWERS ARE AT THE END OF TOPIC 1**

## Answers to the Activity

---

### Activity 1

1. Sport is a social activity where people take part in to be fit or healthy or simply have fun and enjoy themselves. It can also be in a form of organized competition where people or teams play against each other to win prizes etc.
2. Possible answers
  - a) Helps manage weight
  - b) Improves decision- making
  - c) Improves confidence
  - d) Encourages good sporting conduct
  - e) Reduces stress
  - f) Improved lung function
  - g) Improved heart function
  - h) Better performance

---

## References

Gr. 9 PD student book – Dianne McInnis.

Gr. 9 PD student book – Kenneth Rouse

Gr. 10 PD student book – Kenneth Rouse

Internet & others

Active Outcomes 1- Proctor, Ruskin.

Active Outcomes 2 – Proctor, Ruskin



## Lesson 2: Sporting Structure and Organisation

---



Welcome to lesson 2 of unit 4. In the last lesson you learnt about the sports. In this lesson you will learn about sporting structure and organisation.



### Your Aims:

- identify types of sporting organisations
  - identify the structure of each organisation and their functions
- 

### Sporting Organizations in Papua New Guinea

There are many different types of sports organizations in Papua New Guinea. Some work at the village level organizing competitions and tournaments in rural areas. There are also sports organizations that organize town competitions within each province as well as those that are responsible for a sport at the national level.

### The Papua New Guinea Sports Federation

The Papua New Guinean Sports Federation (PNGSF) was started in 1961 to allow the Territory of Papua and New Guinea (as PNG was then called) to take part in the 1962 British Empire Games in Perth, Australia, and the first South Pacific Games in Suva, Fiji, in 1963. In 1974 the PNGSF also became the Olympic Committee for Papua New Guinea to allow the country to take part in the 1976 Olympic Games in Montreal, Canada.

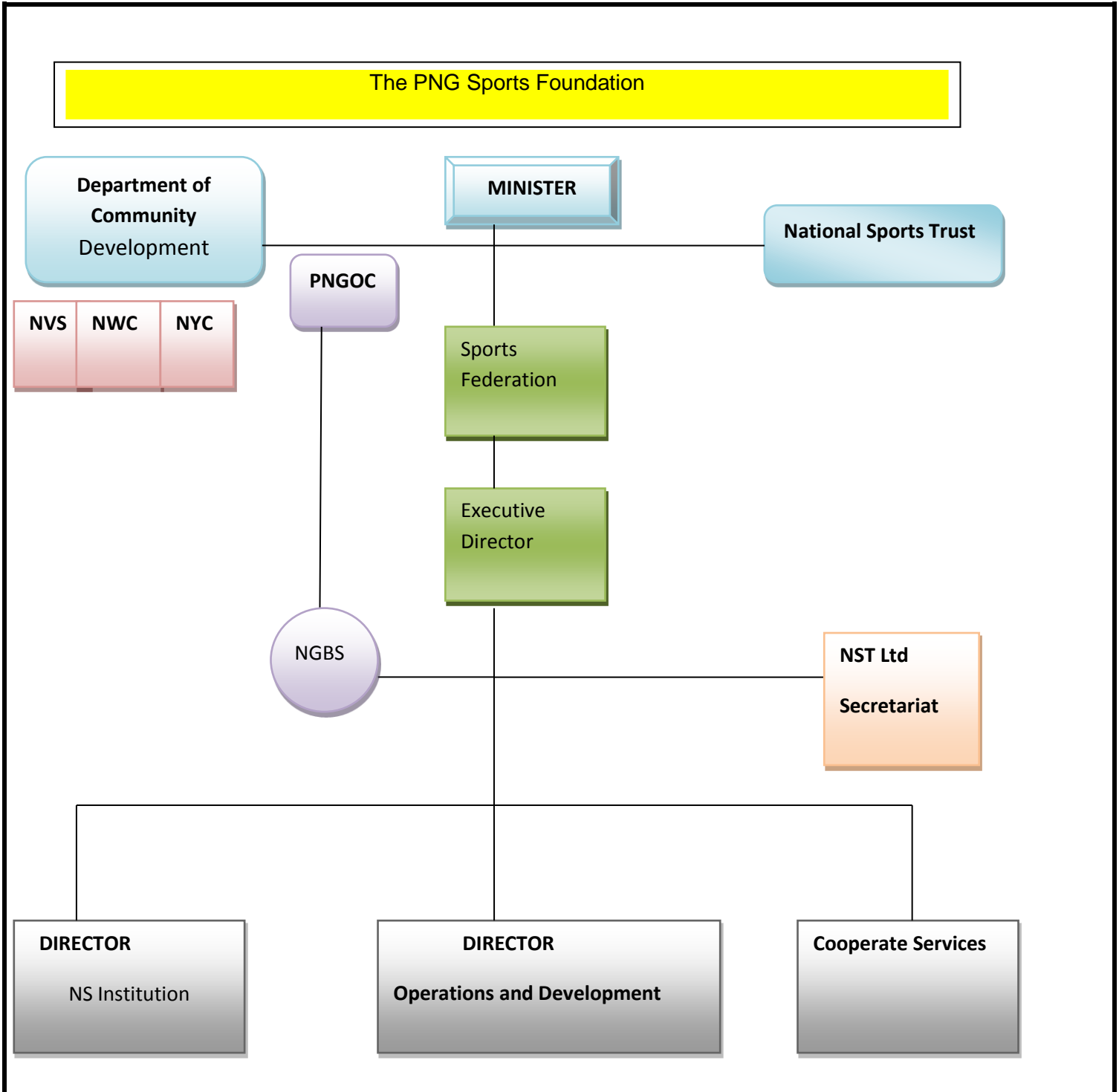
Since that time, the links with the International Olympic Committee (IOC) have provided many opportunities for the development of sport in Papua New Guinea. The organization is known as the Papua New Guinea Sports Federation & Olympic Committee (PNGSFOC) and is responsible for coordinating the participation of Papua New Guinea in sporting events that are supported by the IOC, including the Pacific Games, the Commonwealth Games and the Olympic Games. It is a non-government organization that represents the interests of its members to the government. The PNGSFOC also manages the money that is given for the development of sport in Papua New Guinea.

What are the duties The Papua New Guinea Federation & Olympic Committee?

- Works actively to make sure we take part in major international events.
- Creates opportunities for sportsmen and women to compete and succeed at the highest level.
- Allows sportsmen and women to improve their general knowledge about the culture and lifestyle in other countries.

Below are some common sporting organisations in Papua New Guinea.

**The organizational structure of PNGSF**



**Organisational Structure of PNGSF**

There are many individual associations and federations for each sport that are part of the PNGSFOC and are shown in the following table.

<b>National Federation of the PNGSFOC</b>	
<b>Association</b>	<b>Federation</b>
PNG Archery Association	PNG Netball Federation
PNG Athletics Union	PNG Outrigger Canoe Federation
PNG Archery Federation	PNG Rugby League
PNG Basketball Federation	PNG Shooting Association
PNG Beach Volleyball	PNG Softball Federation
PNG Billiards & Snooker Association	PNG Squash Racquets Federation
PNG Bodybuilding Federation	PNG Surfing Association
PNG Boxing Union	PNG Swimming Inc.
PNG Cricket Board	PNG Table Tennis Association
PNG Football ( Soccer) Association	PNG Touch Federation
PNG Golf Association	PNG Volleyball Federation
PNG Hockey Federation	PNG Weightlifting Federation
PNG Judo Federation	PNG Yachting Association
PNG Karate Federation	PNG Rugby Football Union
PNG Lawn Bowls Association	Taekwondo PNG

**Individual associations and sporting federations in PNG**

### **Skills of organizing and managing a sport event**

Organizing an event can seem like an incredibly overwhelming task. And without organizing and thinking ahead, it can be. Sport, both in global and in local terms is a significant and fast growing industry that requires professionals in all aspects of its management.

A sports organizer and manager must be able to manage and organize the various tasks within his or her area at the specific level where he or she is placed. Managing major sports events for example requires a lot of insight. To set up an efficient and organised sporting event, and to recruit volunteers or employers for the different areas, must be done

thoroughly from the very start. As a sport manager it is important to know about all the areas in order to organize and find relevant persons to manage them.

The following are some of the many skills that are vital for organizing and management of sporting events.

- Excellent organization skills and the ability to carry out a number of tasks at the same time.
- Good communication skills and 'people' skills
- An ability to focus on the job at hand
- A creative approach to problem – solving
- A high level of attention to detail
- The ability to work under pressure and meet tight deadlines
- Time management skills
- Able to delegate where necessary
- Good negotiation skills
- Budget awareness
- Administration and IT skills
- The ability to work as a team and also use your own initiative
- Enthusiasm, motivation and a positive attitude

It is important to note that the structure of sporting events may not function properly without skilled and knowledgeable people.



### Activity 2.1

---

List 4 management skills that are needed to organise a sporting event. Explain why those skills are important.

a) \_\_\_\_\_  
\_\_\_\_\_

b) \_\_\_\_\_  
\_\_\_\_\_

c) \_\_\_\_\_  
\_\_\_\_\_

d) \_\_\_\_\_  
\_\_\_\_\_

## Summary

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You have come to the end of lesson 3. In this lesson you have learnt that:

- There are many different types of sports organizations in Papua New Guinea. Some work at the village level organizing competitions and tournaments in rural areas.
- There are also sports organizations that organize town competitions within each province as well as those that are responsible for a sport at the national level.
- There are many individual associations and federations for each sport that are part of the Papua New Guinea Sports Federation Olympic Committee.
- Organizing an event can seem like an incredibly overwhelming task. And without organizing and thinking ahead, it can be
- There are important skills that vital for a successful and efficient organization and management of any sport event.

**NOW GO ON TO DO PRACTICE EXERCISE 3**



**Practice Exercise 2**

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1. List the skills that are required to be an effective sports organizer and manager.

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2. Explain how sports organizers can effectively promote physical activities in your local area. What do they need to do?

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3. Discuss the difficulties associated with organizing major sports events.

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**CHECK YOUR ANSWERS. ANSWERS ARE AT THE END OF TOPIC 1**

## Answers to the Activity

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### Activity 2.1{Any answers from the list}

Eg: Excellent organization skills and the ability to carry out a number of tasks at the same time (reasons may vary)

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## References

Gr. 9 PD student book – Dianne McInnis.

Gr. 9 PD student book – Kenneth Rouse

Gr. 10 PD student book – Kenneth Rouse

Internet & others

Active Outcomes 1- Proctor, Ruskin.

Active Outcomes 2 – Proctor, Ruskin

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## LESSON 3: Sports Administration

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Welcome to lesson 3 of unit 4. In the last lesson you learnt about sporting structure and organisation. In this lesson you will learn about sports administration.



### Your Aims:

- define sports administration
- identify different ways of administering sports in PNG

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### Sports Administration

In order for sportsmen and women to take part in competitions, and for spectators to be able to watch and enjoy the game, there must be a body of organisers to plan, coordinate and manage the games and events so that these games run smoothly.

There are many different kinds of work that needs to be done to plan and organise games and sporting events. **Sports administrators** are people in authority for planning and organizing games and sporting events. Planning and organizing sporting events is known as **sports administration**.

- **Sports administrators**

The administrators' roles involve a lot of planning and organization, of the sporting events, schedules and training. Good administrators are able to think through ideas and anticipate the many planning problems that might arise. Depending on the size of the task, administrators may recruit assistants. The administrator needs to coordinate the assistants in much the same way as a team captain manages a sports team. The task requires good organizational and communication skills, and effective methods of assisting people to work productively within the given time and budget.

In most cases, the administrators are sports men and women with experience and knowledge in the different sporting fields. Others are college graduates with sports administration certificates. They are also involved in managing and promoting sports clubs, fitness centres and sports facilities and in marketing sports.



Sports administrators are people in authority for planning and organizing games and sporting events.





### Activity 3.1

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#### Give Short Answers

1. Explain what sports administration mean.

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2. What are sports administrators?

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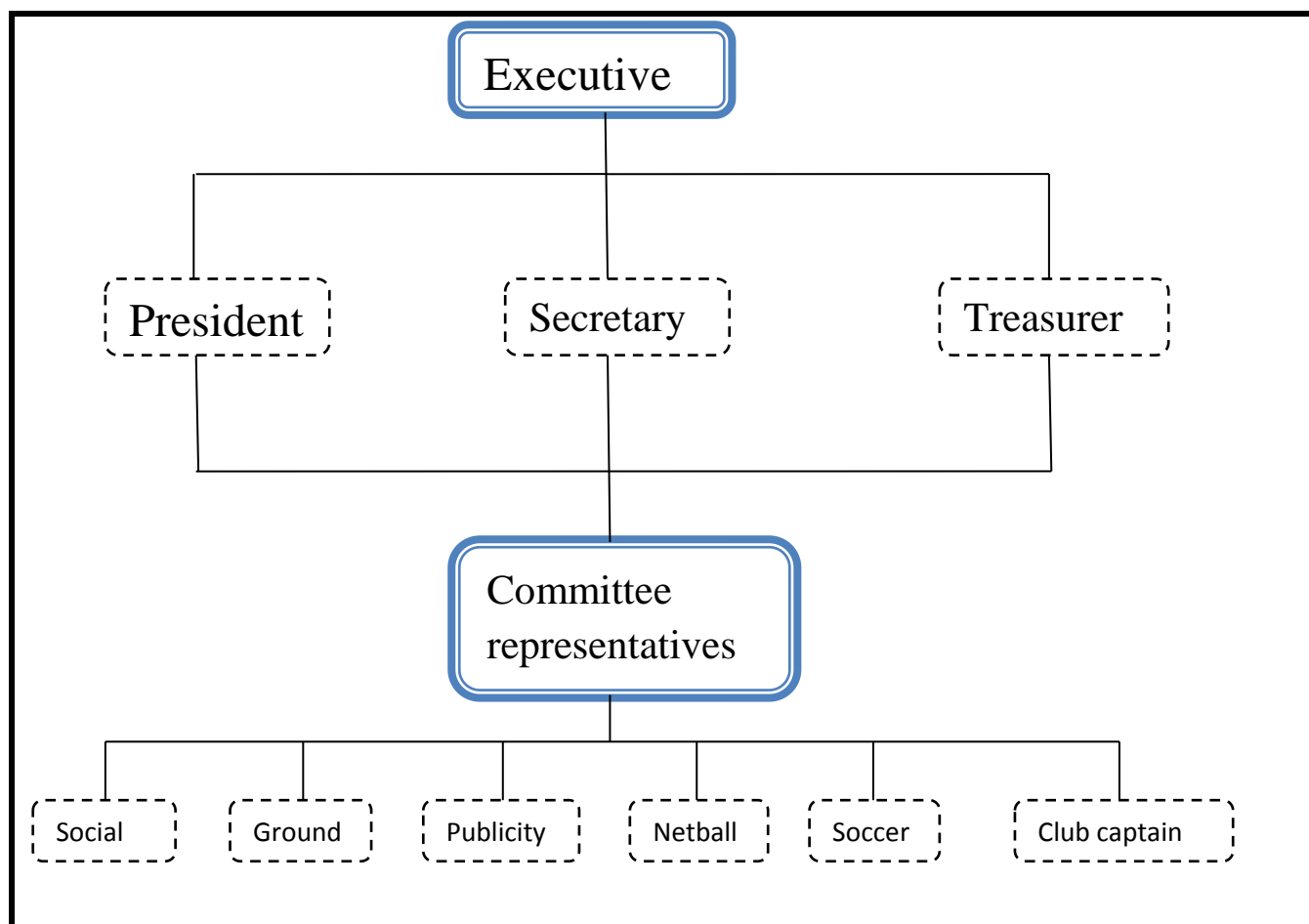
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- **Administrative roles**

Administrators also organize major events such as fun runs, carnivals and competitions. This area of administration is commonly referred to as **event management**. To manage events competently, organisers need to devise **management plans**, anticipate problems and develop solutions.

In a sporting club organisations or associations, a number of people are employed in management positions, with each person responsible for certain duties. The president, secretary and the treasure are commonly known as the **Executive**.



**A typical administrative role structure**

- **Functions of each executive position**

**President**

Are the clubs official representative and key public relations person, who ensure all planning and budgeting, is carried out according to the wishes of the majority.

**Secretary**

The most important administrative role in the day-to-day running of the club also prepares and distributes agenda for meetings.

**Treasurer**

A person responsible for the financial management of the club and also compiles the club budget.

**Committee member**

Could be representatives from small groups such as the match, social or grounds committee or a delegate from a sporting organization

**Activity 3.3**

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

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

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**Different Ways of Administrating Sports in Papua New Guinea**

Sports in Papua New Guinea (PNG), is an important part of the national culture and is therefore played throughout the nation. The administration of sports carried out in PNG often depends on where the game is played and at what level. Ball games and athletics are the two main sporting areas that are popular in PNG.

At the national level, major sporting events are administered by the PNG National Sports Federation (PNGNSF). In each province, there are sports' coordinators who administer games at the provincial level. Ordinary sports enthusiasts or persons are usually the ones who organise and administer sports at the local level.

Apart from these, there are organisations, sporting bodies and facilities that are managed by the PNGNSF. These include:

- managing and promoting sports clubs, eg: PNG Hunters, Rugby League clubs, etc.
- managing fitness centres and athletics programs, eg: Taurama Fitness Centre in NCD
- managing sports facilities, eg: PNG Sports Foundation
- marketing sports in the country, especially in schools, etc.

## Summary

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You have now come to the end of the lesson. In this lesson you have learned that:

- Sports administration is the planning and organisation of sporting events
- Sports administrators are people in authority for planning and organizing games and sporting events.
- The president, secretary and the treasure are commonly known as the **Executive**.
- The functions of each executive positions like the president, secretary and the treasure.

**NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE**



**Practice Exercise 3**

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**The Practice Exercise consists of short answers.**

**You may start Practice Exercise 3**

1. Write a brief explanation of each of the functions of executive positions;

- President

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- Secretary

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- Treasurer

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- Committee representatives

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1**

## Answers to Lesson Activities

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### Activity 3.1

1. Sports administration is the planning and organising of sports events
2. Sports administrators are those who plan and organise sporting events

### Activity 3.2

1. **What qualities would you expect to find in good event manager?**
  - a. Devise management plans
  - b. anticipate problems
  - c. develop solutions
  - d. good understanding
  - e. competent
  - f. Able to work with people and etc.

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## References

Outcome Edition Personal Development Grade 10 Kenneth Rouse (Sports and Fitness pg. 204)

Active outcome 2 second Edition Proctor Ruskin (Being active – now and forever pg. 216-17)

Internet and other sources

## Lesson 4: Fitness

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Welcome to lesson 4 of unit 4. In the last lesson you learnt about sports administration. In this lesson you will learn about fitness.



### Your Aims:

- define fitness
  - identify elements of fitness and how to measure them
- 

### What is fitness?

Fitness is the condition of being fit, suitable or proper. In sports, players as well as game officials have to be physically fit in order to participate actively in the sport. Individual physical fitness can be gained through consistence exercise, training and proper dieting. For example a soccer player does a lot of running and therefore needs to do running exercises and at the same time, should eat a healthy diet.

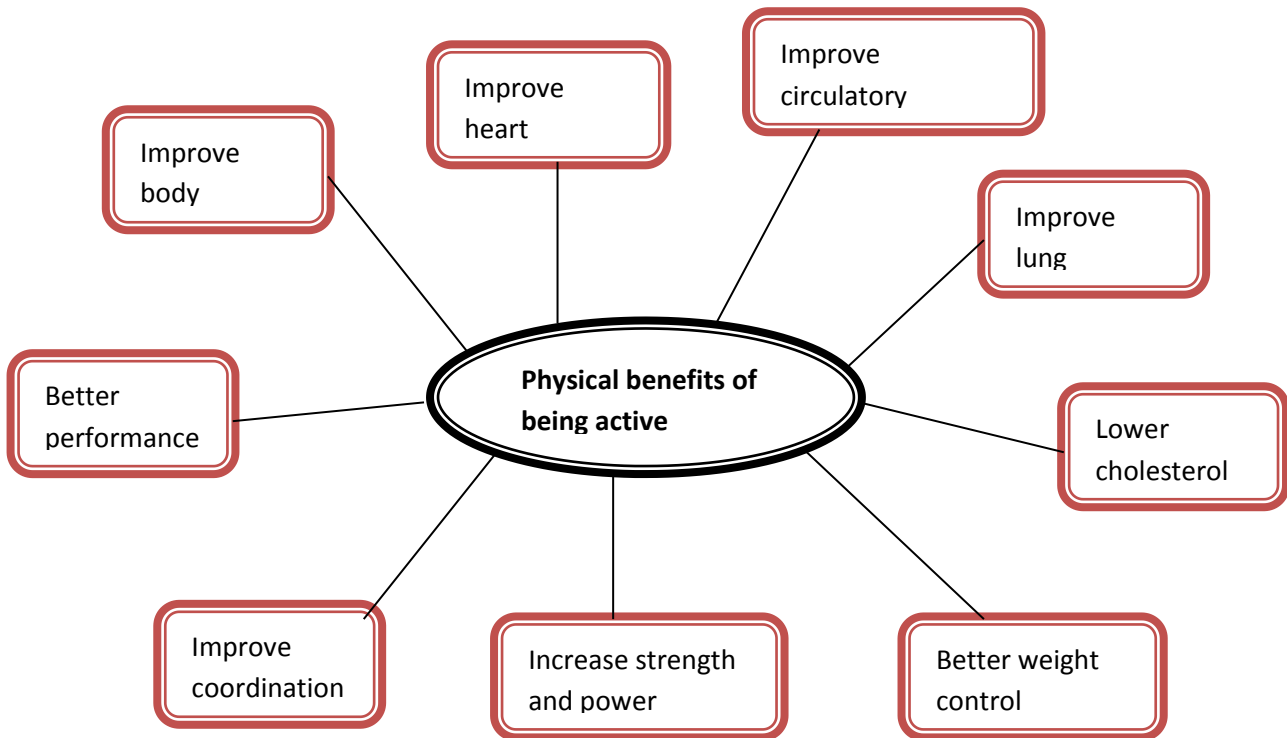
### Benefits of Sports and Fitness

When you hear the word sports you probably think basketball, baseball, or football. When you read fitness you may imagine intense daily workouts at a gym. As a person with a bleeding disorder you may not be able to participate in these activities. The next time you hear the words sports and fitness, consider that physical activity—through safe sports and exercises—will strengthen your musculoskeletal system and reduce extra weight. The real benefit: your joints will become more stable and you'll be less likely to have bleeds and pain.

### Benefits of being physically fit or active:

- it increases your energy level.
- it boosts your mood and attitude.
- it helps your body adjust to even routine activities that can cause a bleed and other complications, especially in joints and muscles weakened by lack of movement.

**Physical benefits of fitness**



**Physical benefits to be gained from being active**

**Physical fitness**



Physical fitness measure of our ability to perform daily tasks and activities



**Activity 4.1**

This activity will help you list some of the physical benefits of being physically active.

**List some physical benefits to be from being active.**

1	6
2	7
3	8
4	9
5	10



## Developing a Personal Fitness Plan

### What is Fitness Plan?

A fitness plan is a detailed outline of how you want to improve your fitness level.

Physical education teachers have many goals, however, one of the most important is to provide an avenue for students to participate in (the units that we teach are a few of the many) and establish **lifetime health and fitness habits and goals**. Students will use the concepts they have learned in class as well as their own knowledge to design their own, realistic fitness plan.

### Steps in Building a Fitness Plan

Step 1	Step 2	Step 3	Step 4	Step 5	Final Product
Fitness history and fitness evaluation (Fitness Gram data)	Set Goals in each fitness component to maintain and improve fitness and nutrition	Assign specific activities to your fitness goals including warm-up and cool-down exercises	Determine a realistic FITT for each activity	Implement, track and modify your plan	Personalized Fitness Plan that works

### Steps in improving your fitness

#### Step 1 (Fitness History/Evaluation)

- A questionnaire is usually a good tool to determine fitness history
- Test scores and class fitness activities are good way to perform a personal fitness evaluation on each of the fitness components

#### Step 2 (Setting Fitness/Nutrition Goals)

Setting goal is really the most important aspect of your fitness plan. Goals will drive all your activities which provide the outline for your fitness plans. You should use the following criteria to set goals:

- Challenging but realistic
- Specific and measurable
- Short term that can lead to long term

#### Step 3 (Choosing Specific Fitness Activities)

You need to choose specific activities that will help you achieve your goal. You should use the following criteria when coming up with your activities:

- Specificity (activity specifically matches your goal)
- Realistic (you can actually do it in your current life)
- Use variety to prevent being bored

**Step 4 (Using the FITT Formula)**

- FITT Formula = Frequency, Intensity, Time and Type
- For each activity, you want to determine how often per week you want to do the activity (Frequency), how hard/moderate or easy you want to do the activity (Intensity) and how long you will spend on that activity (Time)

**Step 5 (Tracking Your Plan)**

After you have designed your plan, you want to use some type of journal/tracking sheet/computer, etc. to keep track of how well you are following your plan.

**Prior Knowledge/Foundational Work**

In order for students to design a fitness plan, they have to have the following knowledge:

- Self-Fitness Assessment
- Fitness Components
- FITT Principle
- Training Principles
- Target Heart Rate Zones
- Different varieties of fitness activities
- How to set short-term and long-term goals
- Log and Track workouts
- Basic nutritional knowledge
- Knowing the FITT general guidelines

**Activity 4.2**

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**Write a short sentence to each of the following questions**

1. In step 4 the abbreviations "**FITT**" stands for;

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2. Describe the following terms;

a. Physical fitness

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b. Health-related fitness

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c. Performance-related fitness

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## Summary

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You have now come to the end of the lesson. In this lesson you have learned that:

- Sports and fitness are the physical activity—through safe sports and exercises—will strengthen your musculoskeletal system and reduce extra weight.
- The benefits of being physically fit or active
- A fitness plan is a detailed outline of how you want to improve your fitness level.
- The concepts that have learned in class as well as their own knowledge to design their own, realistic fitness plan.

**NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE**



### Practice Exercise 4

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**The Practice Exercise consists of short answers.**

**You may start Practice Exercise 4**

1. Write a brief explanation of each of the following steps in building a fitness plan.

- Fitness History/Evaluation

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- Setting Fitness/Nutrition Goals

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- Choosing Specific Fitness Activities

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- Using the FITT Formula

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- Tracking Your Plan

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1**

## Answers to Lesson Activities

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### Activity 4.1

<b>1 Improve lung function</b>	<b>6 Improve coordination</b>
<b>2 Improve circulatory function</b>	<b>7 Increase strength and power</b>
<b>3 Improve heart function</b>	<b>8 Better weight control</b>
<b>4 Improve body structure</b>	<b>9 lower cholesterol</b>
<b>5 better performance</b>	<b>10 Feels better</b>

### Activity 4.2

#### a. Physical fitness

- A measure of our ability to perform daily tasks and activities

#### b. Health-related fitness

- The level of fitness we need to maintain good physical health.

#### c. Performance-related fitness

- The level of fitness we need for physical activity and sport.

## Answers to Practice Exercise 4 {Students answers may vary}

### a. Fitness History/Evaluation

A questionnaire is usually a good tool to determine fitness history. Also test scores and class fitness activities are good way to perform a personal fitness evaluation on each of the fitness components

#### Setting Fitness/Nutrition Goals

Setting goal is really the most important aspect of your fitness plan. Goals will drive all your activities which provide the outline for your fitness plans. {Challenging but realistic, specific and measurable, short term that can lead to long term}

### b. Choosing Specific Fitness Activities

You need to choose specific activities that will help you achieve your goal. Specificity (activity specifically matches your goal), realistic (you can actually do it in your current life) and use variety to prevent being bored.

### c. Using the FITT Formula

For each activity, you want to determine how often per week you want to do the activity (Frequency), how hard/moderate or easy you want to do the activity (Intensity) and how long you will spend on that activity (Time)

### d. Tracking Your Plan

After you have designed your plan, you want to use some type of journal/tracking sheet/computer, etc. to keep track of how well you are following your plan.

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## References

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- Outcome Edition Personal Development Grade 10 Kenneth Rouse (Sports and Fitness pg. 204)
  - Active outcome 2 second Edition Proctor Ruskin (Being active – now and forever pg. 213)
  - Internet and other sources
-

## Answers to Practice Exercises 1-4

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### Answers to Practice Exercise 1.

#### A. Physical benefits

1. Improving body shape and posture by strengthening the bones and muscles
2. Improving heart function and lung function
3. Enabling us to control our weight
4. Enhancing our strength, power and coordination
5. Better performance

#### B. Social benefits

1. Offers opportunities for interaction, which improves our social health.
2. Share thoughts and opinions
3. Communicate ideas and respond to challenges
4. Work as a team to achieve a common goal
5. Offer constructive criticism and new ideas

#### C. Mental benefits

1. Improves decision making skills
2. Evaluate outcomes and develop plans for improvement
3. Creating and implementing game strategies develops our thinking skills by providing situations where we need to solve problems, develop tactics and set performance goals that are realistic and manageable.
4. Able to concentrate for longer periods of time
5. More productive than inactive people

#### D. Emotional benefits

1. Reduce stress
2. Relaxation of the mind and muscles
3. Generate positive feelings by improving our self-confidence and self-esteem
4. Provides the opportunity to experience both success and failure and to learn to deal with these appropriately.
5. The mind is distracted from other pressures

#### E. Spiritual benefits

1. Encourages good sporting conduct
2. Seek positive role models to make healthy decisions about difficult situations
3. Spiritual experiences with nature/environment for individual fulfilment
4. A link to the environment around us
5. Affects our morals, values, beliefs and aspirations to act in a particular way.

### Answers to Practice Exercise 2 {Students answers may vary}

#### a. President

Are the clubs official representative and key public relations person, who ensure all planning and budgeting, is carried out according to the wishes of the majority.

#### b. Secretary

The most important administrative role in the day-to-day running of the club also prepares and distributes agenda for meetings.

#### c. Treasurer

A person responsible for the financial management of the club and also compiles the club budget.

**d. Committee member**

Could be representatives from small groups such as the match, social or grounds committee or a delegate from a sporting organization

Answers to Practice Exercise 3.

No Standard answers. Students' answers will vary.

**Answers to Practice Exercise 4 {Students answers may vary}**

**a. Fitness History/Evaluation**

A questionnaire is usually a good tool to determine fitness history. Also test scores and class fitness activities are good way to perform a personal fitness evaluation on each of the fitness components

**Setting Fitness/Nutrition Goals**

Setting goal is really the most important aspect of your fitness plan. Goals will drive all your activities which provide the outline for your fitness plans. {Challenging but realistic, specific and measurable, short term that can lead to long term}

**b. Choosing Specific Fitness Activities**

You need to choose specific activities that will help you achieve your goal. Specificity (activity specifically matches your goal), realistic (you can actually do it in your current life) and use variety to prevent being bored.

**c. Using the FITT Formula**

For each activity, you want to determine how often per week you want to do the activity (Frequency), how hard/moderate or easy you want to do the activity (Intensity) and how long you will spend on that activity (Time)

**d. Tracking Your Plan**

After you have designed your plan, you want to use some type of journal/tracking sheet/computer, etc. to keep track of how well you are following your plan.



## TOPIC 2

### EVENT MANAGEMENT

**In This Topic You Will Learn About:**

- **Event Organization and Management**
- **Officiating Duties and Responsibilities**
- **Marking Fields and Courts.**
- **Coaching and Volunteering.**

## **TOPIC 2: Event Management**

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Welcome to Topic 2 on Event Management. In this topic you will learn about Event Organisation and Management, Officiating Duties and Responsibilities, Marking Fields and Courts and Coaching and Volunteering.

There are four lessons:

### **Lesson 1: Event Organisation and Management**

In this lesson you will define event management, identify skills of organising and managing a sporting event sports and the duties required for preparing draws.

### **Lesson 2: Sporting Structure and Organisation**

In this lesson you will identify types of sporting organisations, their structures and functions.

### **Lesson 3: Sports Administration**

In this lesson you will define sports administration and identify ways of administering sports in PNG.

### **Lesson 4: Fitness**

In this lesson you will define fitness, identify elements of fitness and how to measure them.

In doing so, you will find out more about event management. You will explore and learn about the skills of organizing and managing an event. Being aware of your roles or duties and responsibilities in matters relating to coaching, volunteering or officiating is important.

**We hope you will enjoy studying this topic.**

## Lesson 5: Event Organisation and Management

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Welcome to lesson 5 of unit 4. In the last lesson you learnt about fitness. In this lesson you will learn about event organisation and management.



### Your Aims:

- define event management
  - identify the skills of organizing and managing a sporting event.
  - identify the duties required for preparing draws
- 

### Organizing and Managing Sport

There are many different jobs that need to be done so that people can enjoy a lot of these important jobs since they are often done by volunteers. People from the local community give their time so that players are able to play and the games run well.

#### Jobs that need doing in sport

- Officiating games ( referees, lines persons, time keepers, judges)
- Marking playing fields and courts
- Maintaining fields, courts and grounds; for example, cutting grass and fixing goal posts

The organization of physical activity, including major games, competitions and performances, requires considerable administration and direction. Organising for administrative, officiating, playing, coaching, choreographing, publicity and volunteering roles are some of the important areas that need to be carefully planned and prepared before the start of any game.

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

Administrators work at gyms, fitness centres, pools and recreational facilities. They also operate sporting clubs. Much of the administration is concerned with promoting activities, compiling membership database, customer service and marketing. They may also make regular inspections of sporting equipment, and dealing with accounts. Furthermore, they may organize major events such as fun runs, carnivals and competitions.

Sports is played everywhere in Papua New Guinea and many people like to take part for fun or to keep fit. People also like to take part in competitions. Events are often organized

for individual sports, for ex: running, squash, golf, etc, nevertheless team sports are usually more popular with players and spectators. As well as providing obvious benefits of fitness and health, sports events and competitions are a good way of bringing people together and building relationships. If you want to organize a successful sporting competition or tournament there are a number of different things that need to be arranged.

The checklist in the following table will help.

### **How to organize a sports competition or tournament?**

Main things to think about:

- what sport or sports will be included? Choose sports that will be enjoyed by most people
- will there be separate events for boys and girls?
- will there be events for people in particular age groups?
- will there be an age limit for the competition?
- when will the event take place? What is the program for the day?
- where will the event take place? Make a booking for a suitable sports field or hall well before the event. Check and confirm the booking nearer the time.
- what officials do you need, such as referees, lines persons, time keepers and judges? Who will do each of these important jobs?
- what prizes will you provide for the winning players or teams?
- will there be food or other refreshments at half time or when all the games are finished?
- how will let other people know the event is on? Put up publicity posters or give *toksave* announcements to the provincial radio station so that people know about the event

### **Other things to think about:**

- do you need uniforms or bibs for each team?
- if the event will be outside, plan what you will do if the weather is very wet.
- when organizing a tournament make sure that each team plays at least twice. Do not have too many teams and do not have long gaps between the games.
- local businesses may be able to sponsor the event or pay for trophies for the winners.
- invite someone from the local newspaper or radio station to come to the event. If they are not able to come you can write a report and send it to them, including the results

### **Organizing a round robin competition**

A round robin is a competition in which a team or player plays every other team or player the same number of times. This is a fair way to organize a competition because each team must play every other team and players cannot complain that it is easier for some teams than others. When each team plays each other twice, this is called a double round robin.

Points can be awarded as follow: two points for a win, one point for a draw and zero for a loss. Points can then be added up to find the overall winner of the competition.

Round robin competition schedule for eight teams or players

	Match 1	Match 2	Match 3	Match 4
Round 1	1 and 8	2 and 7	3 and 6	4 and 5
Round 2	1 and 7	6 and 8	2 and 5	3 and 4
Round 3	1 and 6	5 and 7	4 and 8	2 and 3
Round 4	1 and 5	4 and 6	3 and 7	2 and 8
Round 5	1 and 4	3 and 5	2 and 6	7 and 8
Round 6	1 and 3	2 and 4	5 and 8	6 and 7
Round 7	1 and 2	4 and 7	4 and 7	5 and 6

An example of a round-robin competition schedule

A round robin can also be made to work with an odd number of teams and players. For example, if there are only seven teams or players, a balanced schedule can be made by making team 1 a dummy or 'ghost'.

This means that when another team is scheduled to play team 1, they have a bye, which means that they do not have to play the match. In this case, each team will have one bye in each round of the competition.



### Activity 5.1

Discuss and outline skills of organizing and managing a sport event.

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### Summary



You have come to the end of lesson 5. In this lesson you have learnt that:

- In order to organize a sporting event successfully there are certain skills that the organizers or event managers require including good organizational and communication skills, and effective methods of assisting people to work productively within the timelines allocated.

**NOW GO ON TO DO PRACTICE EXERCISE 5**



## Answers to the Activity

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### Activity 5.1 {Students answers may vary}

Good organizational and communication skills and effective methods of assisting people to work productively within the timelines allocate

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## References

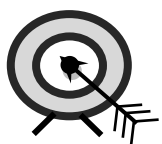
- Gr. 9 PD student book – Dianne McInnis.
- Gr. 9 PD student book – Kenneth Rouse
- Gr. 10 PD student book – Kenneth Rouse
- Internet & others
- Active Outcomes 1- Proctor, Ruskin.
- Active Outcomes 2 – Proctor, Ruskin

## Lesson 6: Officiating Duties and Responsibilities

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Welcome to lesson 6 of unit 4. In the last lesson you learnt about event organisation and management. In this lesson you will learn about officiating duties and responsibilities.



### Your Aims:

- identify duties required of officiating games
  - identify duties required for preparing draws
- 

### What are some duties required for officiating games?

At this stage of our lives, most of us like to play sports and have fun. However, everything about sports, rules, refereeing, draws and the facilities are organized by officials. We need to know a little about what they do.

Some of us have minor roles in sport and activities even at this stage of our lives. This is commendable as official roles encompass a sense of responsibility. Without the support of officials, activities either do not run or are not organized well.



An official carrying out his roles and responsibilities

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



An understanding of, and possibly the opportunity to experience, the roles of particular officials in sport can help us and others enjoy sports. The following provides a brief description of some official roles.

**Referees or umpires**

These people are given the highest responsibility for conducting a game. They need to be knowledgeable about the rules and able to make decisions regarding the implementation of these rules.

**Court or field managers**

These officials oversee all game operations which include: field marking, referee rosters, communication and recording results.

**Sports' trainers**

These people generally have a sound understanding of fitness principles, first aid and how to improve a player's condition. Their main role is to ensure players attain and then maintain the level of fitness required for a sport.

**First aiders**

These people provide basic first aid in the case of injury, and make decisions about when injured players are able to return to play.

**Activity 6.1**

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Identify and list the duties required for officiating games.

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What are some duties required for preparing draws?

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**Activity 6.2**

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Identify and list duties for preparing draws.

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**Summary**

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You have come to the end of lesson 4. In this lesson you have learnt that:

- Sport is an important social activity in both rural and urban areas and abroad whereby many people are actively involved in playing a variety of sports. People often play sports normally to keep fit and healthy or just to have fun and enjoy themselves.
- There are vast rewards for sports. Sports provide us with a physical platform from which to engage in activities that we find interesting. Not only are sports beneficial to our physical health but also for our mental, spiritual, social and emotional health.

**NOW GO ON TO DO PRACTICE EXERCISE 6**



## Practice Exercise 6

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Identify five benefits of each of the following headings.

### Physical benefits

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

### Social benefits

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

### Mental benefits

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

### Emotional benefits

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

### Spiritual benefits

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

**CHECK YOUR ANSWERS. ANSWERS ARE AT THE END OF TOPIC 2**

## Answers to the Activity

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### Activity 6.1 {students answers may vary}

Sport is a social activity where people take part in to be fit or healthy or simply have fun and enjoy themselves. It can also be in a form of organized competition where people or teams play against each other to win prizes etc.

### Activity 6.2

Possible answers

Helps manage weight

Improves decision- making

Improves confidence

Encourages good sporting conduct

Reduces stress

Improved lung function

Improved heart function

Better performance

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## References

- Gr. 9 PD student book – Dianne McInnis.
- Gr. 9 PD student book – Kenneth Rouse
- Gr. 10 PD student book – Kenneth Rouse
- Internet & others
- Active Outcomes 1- Proctor, Ruskin.
- Active Outcomes 2 – Proctor, Ruskin

## Lesson 7: Marking Fields and Courts

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Welcome to lesson 7 of unit 4. In the last lesson you learnt about officiating duties and responsibilities. In this lesson you will learn about marking fields and courts.



### Your Aims:

- identify the procedures/methods of marking fields and courts
  - identify the skills and training required to mark fields and courts
- 

### Procedures/methods of marking a sport field or court

The art of lining fields, rinks, tracks and courts requires the proper materials and some knowledge of science. Most dedicated groundskeepers, facility operators and independent contractors, strive to elevate athletic surface preparation to an art form. Whether the canvas is acres of grass, a vast span of ice, miles of track or an entire field house floor of hardwood, these artists need more than just a paint brush. In selecting marking materials for best results on virtually any given sports surface, artistic ability will fade over time unless a little knowledge of science is applied.

For this lesson we will look at the methods and procedures that are used to mark the following: Athletics fields, basketball courts and volleyball courts.

Although there are many sporting pitches and courts, we will look at those mentioned above, as examples in exploring the methods used to mark official areas of play.

### Athletics

The primary concern when marking grass fields is to keep the turf in good growing condition. Healthy grass not only looks good, it provides a safe surface for play. Water based paints are the preferred choice since they adhere to grass without damaging the texture and growth of the grass. Chalk, typical limestone or marble, is less friendly to turf because it builds up over grass plant's root structure.

### Marking an Athletic Track

The following procedure describes a method of marking out a grass track for both track and field events. Although the method is designed for tracks of 400m circumference with two straights and curves, much of the information is also applicable to circular tracks or oval tracks, or to tracks of other than 400m circumferences. One point about the size of a track - the distance around the inside line is NOT 400m - on a grass track it is 398.74 meters. This is because all distances on a grass track are measured 20cm (0.2m) out from

the inside edge of a lane, as this is where athlete's feet are expected to land. So for a track with two straights 70m long and two curves of radii 41.18m the inside line has a total length of 398.74 meters, while the total distance around an imaginary line 20cm (0.2m) out (i.e. two 70m straights and two curves of 41.38m radius would be 400.00 meters. On a track with a 5cm high kerb such as Sydney International Athletic Centre, lane 1 is measured 30cm (0.3m) out from the kerb, while all other lanes are measured 20cm (0.2m) out.

- **Preliminaries**

The first job is to decide where the track is to be located, bearing in mind low spots where water lies or spots of poor drainage, uneven ground or potholes, high ground or slopes which should be suitable for spectators, and the total area available. The overall dimensions of a six lane track, total length (L) and total width (W), are given in the table overleaf. Top of the list is a lane marking machine.

A tennis court line marker is suitable (may be available second hand) using weed killer and red oxide mixture or a paint mixture. An oil marker can be constructed by mounting a drum, with open end utmost, on three wheels in a tricycle fashion, with the front wheel being a felt-covered wooden wheel 5cm wide. A tap in the side of the drum will allow the oil to drip onto the front wheel. It is advisable, if using a council facility, to check their requirements in this regard. Other items needed are measuring tapes (preferable 100m long, otherwise as long as possible), marking cord (thin rope or heavy twine, a number of 100m lengths), marking pegs (treated 5cm by 5cm timber about 20cm long, sharpened at one end and painted white the other), quantity of pencil sized pegs and sundry stakes, hammers etc.

- **The Straights**

Having decided where the track is to be located, hammer in pegs at points A and B, measuring the length of the straight between the centres of the peg tops. Now locate peg C by measuring the distance AC (see Table 1) from the centre of peg A to the furthest edge of peg C, and also diagonal BC to ensure the angle is 90. Do not hammer this peg in fully yet. Using a similar procedure locate pegs D, E & F, and check that the four pegs are true by measuring the major diagonals DE and CF, and checking that the distance CD and EF are equal to AB.

When all final adjustments have been made the pegs can be hammered just below ground level and fixed permanently. Hammer in stakes about 1m long next to each peg for sighting purposes. Now the straights are marked out. Stretch a marker cord tightly between C and D and mark the line so that the line marker runs over the centre of the pegs. Pegs or stakes are now placed 1.22m apart along the lines DI and CH, marker cords are stretched between appropriate points and the lanes are marked such that all lanes are 1.22m from the outside of one line to the outside of the next line.

The same procedure is used to mark the straights EF to JG.

**Table 1: Length of Straight Radius Diagonals**

AB	AC	AE	BD	BF	BC	BE
60m	44.36m	74.62m				
70m	41.18m	81.21m				

80m 38.00m 88.57m

90m 34.81m 96.50m

100m 31.63m 104.88m

**Major Diagonals Total Length and Width for 6 lanes**

**CF DE L W**

107.10m 163.36m 103.36m

108.09m 167.00m 97.00m

110.34m 170.64m 90.64m

113.78m 174.26m 84.26m

118.33m 177.90m 77.90m

Procedures of marking the straights

- **The Curves**

Next the curves are marked. It is important that great care is taken with marking the inside lane, as any errors here will be repeated in the other lanes. Pull the measuring tape tightly from A to C, and holding the tape firmly at the centre of peg, a swing the tape from C to E, Marking the semicircle about every 30cm with pencil-size pegs. These pegs are only lightly pushed in, and the outside edge of the lane marking wheel will force them aside. In this manner the radius AC is measured to the outside of the line. The other semicircular lanes are easily marked as follows: make a loop at one end of a marking cord and place it over a stake located next to peg A.

With coloured tape of a contrasting colour (electrical insulating tape is ideal) make a mark on the cord at a distance AC from A with the cord stretched, and then make further marks at intervals of 1.22m for the required number of lanes. Now pull the cord tightly until the first mark is level with the outside of the line as marked above, and mark the other semicircles with pegs about 30cm. With a good supply of pegs the whole 6 lanes can be marked at the one time. The same procedure is used to mark the semicircles at the other end of the track.

- **Finishing the Straights**

With suitable stakes and marking cord, the main straight can be extended back to KM. To avoid confusion for athletes running the curve in lanes, these lines need not be fully marked, but only short lengths which intersect the curved lines if this is considered desirable. This is illustrated in Figure 1, on the following page.

Finish line FG is marked at right angle to EF by sighting the stake located next to peg D.

The 100m starting line can now be marked such that the edge of the finish line nearer to the start is exactly 100m from the edge of starting line further from the finish. Similar starting lines can be marked for 50m, 70m, and 60m hurdle & 80m hurdle events if desired. It is advisable to extend all start and finish lines 2 to 3 metres on either side of the track so that the start and finish posts can be kept well away from the track. Hurdles location points should be marked only halfway across each lane so that there is no confusion with the starting lines. The distances of the hurdles marks can be obtained from your Association office.

- **Inside Tracks**

It may be desirable to have an extra straight track on the infield, similar to that shown in Fig.1. Points A and B serve as good reference points for this purpose. There is plenty of scope for positioning the tracks to suit local conditions.

- **Staggered Starts**

Staggered starts are needed for 200m and 400m events (and in some states 800m events) to ensure all competitors cover exactly the same distance. For tracks of 400m circumference with lanes 1.22m wide, the exact amount of stagger needed is 7.66m per lane for the 400m, and 3.83m per lane for the 200m, regardless of the shape of the track. For tracks of other size (usually between 300m and 400m) the 200m staggers will still be 3.83m per lane for lanes of width 1.22m, but the 400m staggers will depend on the actual size and shape of the track.

These distances are measured along an imaginary line 20cm (0.2m) out from the outside edge of each lane, and each lane is measured independently as follows: in lane 2 place pegs 20cm (0.2m) out from the outside edge of the lane on the left and measure around this curve 7.66m from the rear of line FG to the rear of the stagger line.

Stretch a marking cord from peg B through this point across lane 2 and mark the staggered start line which will then be at right angles to the inside border of the lane. Lane 3 is marked similarly at a distance of  $2 \times 7.66 = 15.32\text{m}$  from FG; Lane 4 is marked at a distance of  $3 \times 7.66 = 22.98\text{m}$  from FG; and so on.

For the 200m staggers an imaginary or temporary line CH is needed to measure from Lane 1. Lane 1 start is placed at C; Lane 2 start is measured 3.83m around from CH by the method above; Lane 3 start is measured  $2 \times 3.83 = 7.66\text{m}$  around from CH; Lane 4 start is measured  $3 \times 3.83 = 11.49\text{m}$  around from CH; and so on. For 800m staggers, please contact your Association office for correct marking procedures.

- **Pack Starts**

For races with pack starts the starting line is curved so that each runner starts the same Distance from the finish. To determine the 800m start, (for States where a pack start is used) stand at where you think the curved starting line might meet the outside line and sight where the tangent meets the line 20cm (0.2m) out from the inside line. Place pegs 20cm (0.2m) out from the inside line, going around the curve. Place the zero end of a measuring tape on the last peg and measure the distance around the pegs to the line FG. Swing the tape out across the lanes and insert pegs at this distance.

Join up the pegs with the line marker. For the 1500m start, point R (see Fig 1) must be established by measuring back from D, along a line 20cm (0.2m) from the inside line (use pegs as above), a distance equal to (100m minus length of straight), i.e. for a 70m straight measure back 30m, or for a 90m straight measure back 10m, etc. The remaining procedure is the same as for the 800m start. The only difficulty will be with tracks having a straight of 80m, or 90m, in which case the point where the tangent meets the running line will be about 100m away. This method of making a curved starting line is applicable to tracks of any size or shape, once the starting position in lane 1 has been determined.

- **4 x 100 Relay**



For the first change the "scratch line" (the middle of the changeover zone) has already been marked (point R) by measuring back from DI along a line 20cm (0.2m) out from the inside line, a distance of (100m minus length of straight). The scratch line for lane 2 is measured back from DI a distance of (100m minus length of straight minus 3.83m). For a track with a 70m straight this distance becomes  $(30 - 3.83) = 26.127\text{m}$ .

The scratch line for lane 3 is measured back (100m - length of straight - 2 x 3.83m), which for a track with a 70m straight becomes  $(30 - 7.66) = 22.34\text{m}$ . For lane 4 the distance is (100m - length of straight - 3 x 3.83m), which for a track with a 70m straight becomes  $(30 - 11.49) = 18.51\text{m}$ , and so on. All measurements are made 20cm (0.2m) out from the inside boundary of each lane. For the second change the 200m staggered starting lines are the scratch lines so no further measurements are needed.

For the third change, the scratch lines are determined by measuring back from EJ a distance of (100m minus length of straight) in each lane, along a line 20cm (0.2m) out from the inside boundary of each lane. For a track with a 70m straight, a distance of 30m would be measured back in each lane. The limits of the changeover zones can be marked 10m in front of and 10m behind each scratch line. To avoid confusion these marks should only extend half way across each lane. A 10m acceleration zone, or run-in zone, can also be marked in front of the changeover zone if desired.

- **4 x 400m Relay**

For the 4 x 400m relay, where the first lap and the first curve of the second lap are run in lanes, the starting positions are calculated as 400m stagger + 200m stagger + an advancement to compensate for the runners in the outside lanes having further to run to reach the inside lane at the end of the back straight in the second lap.

The amount of the advancement must be calculated separately for each lane and each size track, and table below shows the results of these calculations. For example, the position of the starting line in Lane 4 of a track with 80m straights is measured around from FG a distance of (normal 400m stagger + normal 200m stagger + 0.08m) =  $(22.98 + 11.49 + 0.08) = 34.55\text{m}$ .

**Advancement for different sized tracks**

**Lane No. Length of Straight**

Lane No.	60m	70m	80m	90m	100m
1	0.00m	0.00m	0.00m	0.00m	0.00m
2	0.01m	0.01m	0.01m	0.01m	0.01m
3	0.05m	0.04m	0.04m	0.03m	0.03m
4	0.11m	0.10m	0.08m	0.07m	0.07m
5	0.20m	0.17m	0.15m	0.13m	0.12m
6	0.31m	0.27m	0.23m	0.21m	0.19m
7	0.45m	0.38m	0.34m	0.30m	0.27m
8	0.16m	0.52m	0.46m	0.41m	0.37m
9	0.80m	0.68m	0.60m	0.53m	0.48m

The scratch line for the first change is measured around from FG a distance of (normal 200m stagger + advancement as above). For lane 4 of a track with 80m straights this distance would be  $(3 \times 3.83 + 0.08\text{m}) = 11.57\text{m}$ . The limits of the changeover zones can be marked 10m on either side of these marks, while the changeover zones for the second and third changes are 10m on either side of FG. There is no acceleration or run-in zone in

the 4 x 400m relay. In practice all these marks would make a very confusing array on a grass track where there is a limit on the number of colours that can be used, so for most purposes it would be preferable to only mark the starting positions and use the normal 400m starts for the first change.

- **The Last Step**

Take cross-sightings of the six main pegs A, B, C, D, E and F using reasonably permanent features such as buildings, poles, trees, etc., and mark these on a plan to help in finding them in twelve months' time. For any important meetings, flags should be placed on the inside line at intervals of 5 meters so as to prevent any competitor running on the line. They should be placed at an angle of 60 to the ground, sloping away from the runners. Flags approximately 25cm by 20cm in size mounted on stakes 45cm long are the most suitable for this purpose.

## **FIELD EVENT MARKINGS**

Markings for the field events are fairly simple, the main ones being for the shot and discus sectors. If there are no permanent circles, the first job is to mark circles with diameters of 2.135m for the shot and 2.50 for the discus, with a line through the centre separating the front from the back half of the circle and extending at least 75cm (0.75m) on each side. The 40 sector lines are measured by locating pegs at points B and C to suit the dimensions shown in Fig 2. The markings shown every 2m for the shot and every 5m for the discus are very handy for making approximate measurements, for example at the practice sessions.

These are marked by measuring the approximate distances from the inside of the front edge of the circle or stop board, placing a peg at that point, and then marking the arc by using the centre of the circle. A run-up lane for the long jump and triple jump could be marked as follows: Place stakes symmetrically at each end of the sand pit 1.22m apart, these stakes being used to locate the ends of the run-up lane. Check that the end points are also 1.22m apart, join the stakes with marking cord and mark the lanes.

### **Throwing Circles**

- **Discus Construction:**

Circles shall be made of band iron, steel or other suitable material, the top of which shall be flush with the ground outside. The interior of the circle may be constructed on concrete, asphalt or other firm, but not slippery, material. The surface of the interior shall be level and 14mm-26mm lower than the upper edge of the rim of the circle.

#### **Measurements:**

The inside diameter of the circle shall be 2.50 meters (+/-5mm). The rim of the circle shall be at least 6mm thick, and shall be painted white.

#### **Layout of a Discus Circle**

A white line 50mm wide shall be drawn from the top of the metal rim extending for at least 0.75m on either side of the circle. It may be painted, or made of wood or other suitable

material. The rear edge of the white line shall form a prolongation of a theoretical line through the centre of the circle at right angles to the centre line of the throwing sector.

### **The Landing Sector:**

The maximum allowance for the overall downward inclination of the landing sector, in the throwing direction, shall not exceed 1:1000. The landing section shall be marked with white lines 50mm wide at an angle of 40 such that the lines, if extended would pass through the centre of the circle. A distinctive flag or marker shall also be provided to mark the existing Association or Centre

### **Record**

#### **Discus Throwing Cage:**

All discus throws shall be made from an enclosure or cage to ensure the safety of spectators, officials and competitors. The cage should also be designed, manufactured and maintained so as to stop the discus so there is no danger of it ricocheting off the cage, back towards the athlete or over the top of the net. Provided it satisfies this, any form of cage design and construction can be used. The cage should be U-shaped in plan. Provision should be made in the design and construction of the cage to prevent a discus forcing its way through any joints in the cage or the netting or underneath the netting panels. The netting for the cage can be made from suitable natural or synthetic fibre cord or, alternatively, from mild or high tensile steel wire. The maximum mesh size shall be 50mm for steel wire and 44mm for cord netting. The minimum size of cord or wire depends on the construction of the cage, but the minimum breaking strain should be 40kg

- **Shot Put**

#### **Stop Board Construction:**

The board shall be painted white and made of wood or other suitable material in the shape of an arc so that the inner edge coincides with inner edge of the circle. It shall be placed mid-way between the sector lines, and be so made that it can be firmly fixed to the ground. {Construction to be the same as the discus}

#### **Measurements:**

The board shall measure 112mm to 300mm wide, 1.21m to 1.23m long on the inside and 98mm to 102mm high in relation to the level of the inside of the circle.

### **The Landing Sector:**

The landing sector shall consist of cinders or grass or suitable material on which the shot makes an imprint. The maximum allowance for the overall downward inclination of the landing sector in the putting direction shall not exceed 1:1000. The landing sector shall be marked with white lines 50mm wide at an angle of 40 such that the lines, if extended, would pass through the centre of the circle. A distinctive flag or marker may be provided to mark the best throw of each competitor, in which case, it shall be placed along, and outside, the sector lines. A distinctive flag or marker shall also be provided to mark the existing Association or Centre

### **Record**

- **Javelin**

The javelin is thrown from an arc at the end of the runway 30 to 36.5 meters long and four meters wide into a throwing sector of angle 29 degrees. Where conditions permit, the minimum length of the runway should be 33.5 meters. From the throwing end of the runway measure back along the centre of the runway precisely eight meters. Mark this spot with a spike or peg, as it forms the centre of the throwing arc at the end of the runway and of the sector. From this point tension an eight-meter length of string and scribe an arc at the end of the runway. Line this arc twice to produce a line of width seven centimetres. Where the arc meets the sides of the runway, extend the arc ends at right angles to the runway edges for 75 centimetres.

Once again mark these lines twice to produce a line seven centimetres wide. All lines on the entire field are five centimetres wide except those that mark the throwing arc for the javelin. To be a valid throw, the javelin must fall within the inner edges of two lines marking a sector of 29 degree. The sector may be accurately laid out by making the distance between the two sector lines 20 meters at a point 40 meters distance from the centre of the throwing arc along one of the sector lines. The sector lines should be continued for a minimum distance of 50 meters and their ends marked with red flags.

- **High Jump Area**

*The Runway and Take off Area:*

The minimum length of the runway shall be 15 meters.

The maximum overall inclination of the runway and take off area shall not exceed 1:250 in the direction of the centre of the cross-bar

The take-off area must be level. If portable mats are used, all references to the level of the take-off area must be construed as referring to the level of the top surface of the mat.

*Apparatus:*

*Uprights:*

Any style of uprights or posts may be used, provided they are rigid.

They shall have supports for the cross bar firmly fixed to them.

They shall be sufficiently tall as to exceed the maximum height to which the cross bar can be raised by at least 100mm.

The distance between the uprights shall not be less than 4.00 meters nor more than 4.04 metres

*Cross-Bar:*

The cross-bar shall be of wood, metal or other suitable material, circular in cross-section.

The length of the cross-bar shall be between 3.98m and 4.02m. The maximum weight of the cross-bar shall be 2kg. The diameter of the cross-bar shall be 29mm - 31mm. Each end of the bar shall be constructed such that it has one flat or concave surface (29 - 35mm x 150 - 200mm) for the purpose of resting on the supports of the uprights. Those parts of the bar which rest on the supports shall be smooth. They may not be covered with rubber or any other material which has the effect of increasing the friction between them and the supports.

- **Long/Triple Jump Area**

*The Runway:*

The minimum length provided for the runway shall be 40 meters. The runway should have a minimum width of 1.22 meters and a maximum width of 1.25 meters. The runway should be marked by white lines 50mm in width. Where conditions permit the minimum length should be 45 meters. The maximum allowance for lateral inclination of the runway shall not exceed 1:100 and the overall inclination in the running direction 1:1000.

*Markers:*

A competitor may place alongside the runway a marker (supplied or approved by the Organizing Committee) to assist in the run-up and take-off. However, if such markers are not supplied, they may use adhesive tape but not chalk or similar substance.

*The Landing Area:*

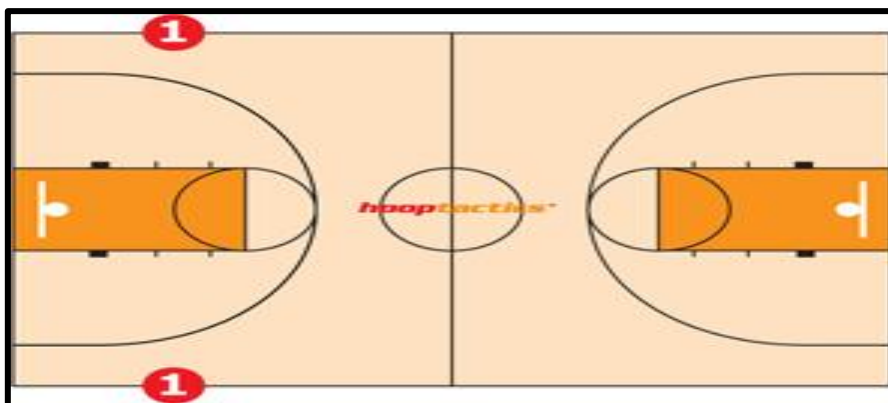
The landing area shall have a minimum width of 2.75 meters and a maximum width of 3 metres. It shall, if possible, be so placed that the middle of the runway, if extended, would coincide with the middle of the landing area. The landing area should be filled with soft damp sand, the top surface of which shall be level with the take-off board.

## **Basketball Court**

Markings for various fields and courts are in accordance with rules of relevant international associations. The surfaces are protected using various acrylic coatings and paints. The toning of sporting field is defined by the project manager of the facility and may differ from the proposals given. The courts may be toned transparently, with the base surface visible through the finish, or opaque, painted in the colour selected by the project manager.

Court dimensions and markings for indoor courts are the same as for the indoor fields. Transverse courts have a subordinate position when crossing the line of the main court and end at least 12 mm before reaching the main court lines.

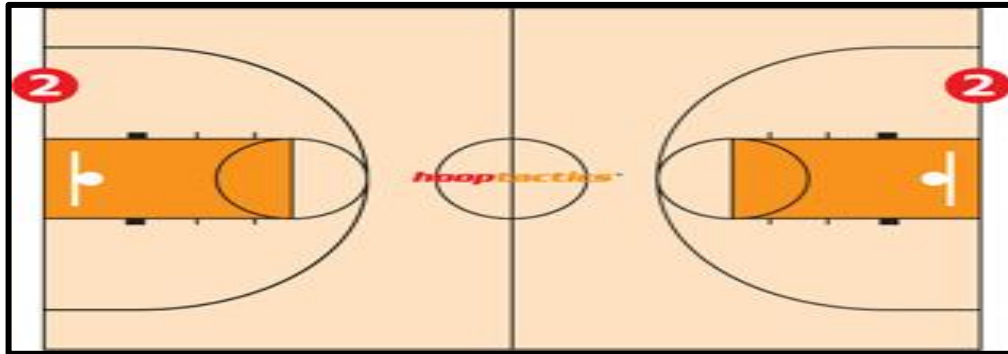
Here are the court lines & markings found on a typical basketball court:



**1. Basketball Court lines and marking**

*Sidelines*

The sidelines are the two boundaries lines running the length of the court. Their location is determined by the width of the court, which is normally 50 feet wide. Along with Baseline and End line they establish the size of the playing area.



**2. Basketball Side lines**

#### *Baseline/End line*

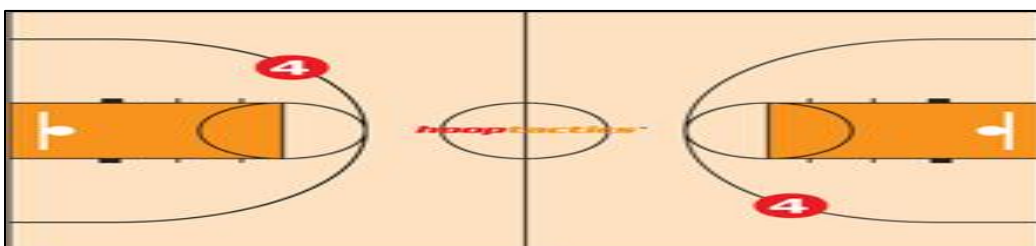
The Baseline/End line runs from sideline to sideline behind the backboard at the ends of the court. They are located four feet behind the basket, and normally have a width of 50 feet. Baseline and End line are interchangeable terms depending upon which team has ball position. Baseline is used for the offensive end of the court. End line is used for the back court or defensive end of the court.



**3. Basketball Base line/end line**

#### *Mid-Court Line*

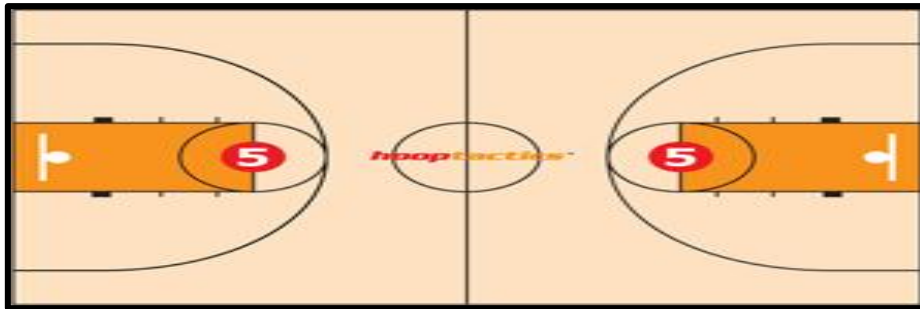
The mid court line divides the court in half. Offensively, once the ball crosses the Mid Court Line, it becomes a boundary line reducing the offensive playing area to just half of the court. Also, on most levels, the offensive team only has 8 to 10 seconds to advance the ball across the mid court line.



**4. Basketball Midcourt line**

### *Three-Point Line*

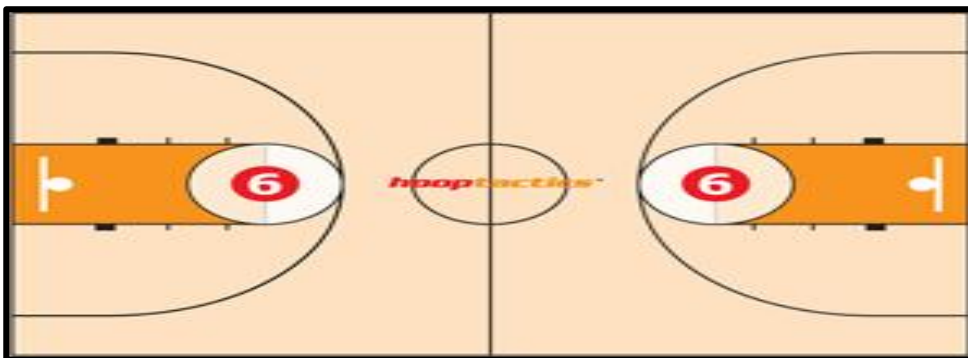
Field Goals made from outside this Three Point Line or arc count as three points. The distance of the three point line from the basket varies according to the different levels of play.



**5. Basketball Three-Point line**

### *Free-throw Line*

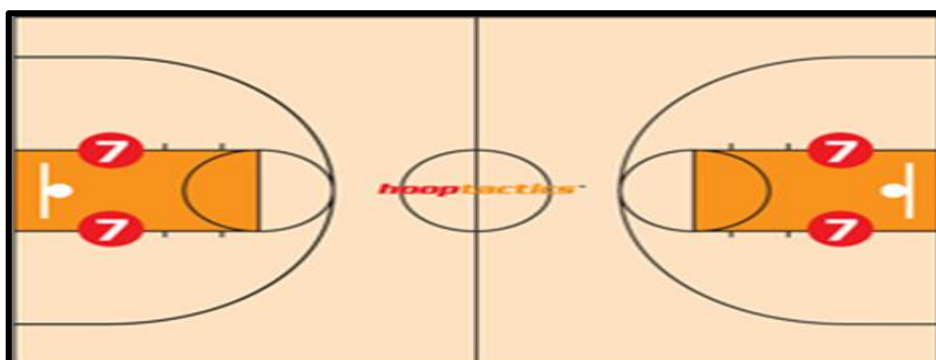
This line is used as a boundary line when shooting free throws. It is fifteen feet away from the backboard. On a free throw attempt, the shooter cannot step on or across this line until the ball strikes the rim. The free throw line is also used in defining the three second area.



**6. Basketball Free-Throw line**

### *Free Throw Circle*

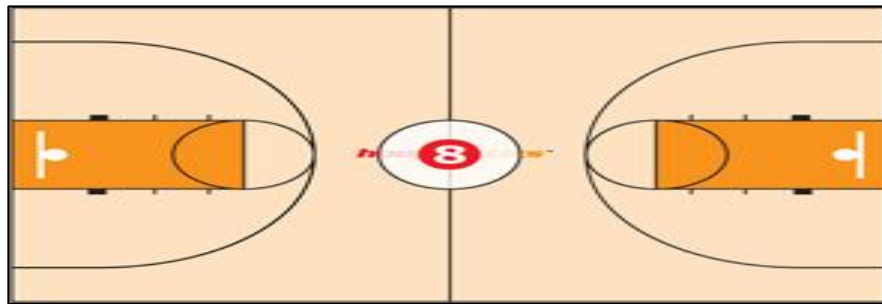
The free throw circles have a diameter of 12 feet. They come into play on free throws and jump balls. During a free throw attempt, the shooter must remain inside the free throw circle. On jump balls, non-jumpers must remain outside the circle until the ball is tapped by one of the jumpers.



7. Basketball Free-Throw circle

*Lane Line*

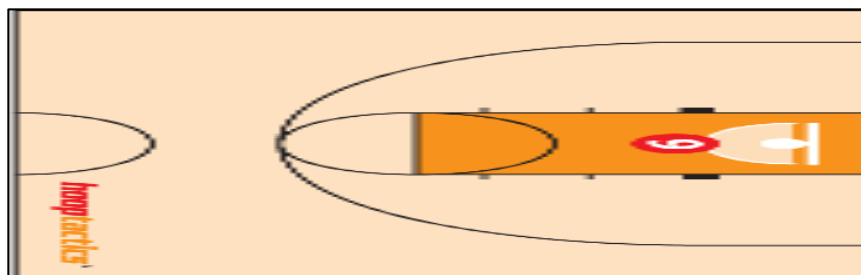
Lane lines are boundaries running from the free throw line to the baseline. The width and shape of the lane lines vary on different levels of the game. The lane lines also contain lane spaces markings used to align and separate the non-shooters. The first lane space, on both sides of the basket, is occupied by the opposing team from the free throw shooter. Non-shooters cannot step into the three second area until the ball leaves the free throw shooter's hand.



8. Basketball Lane line

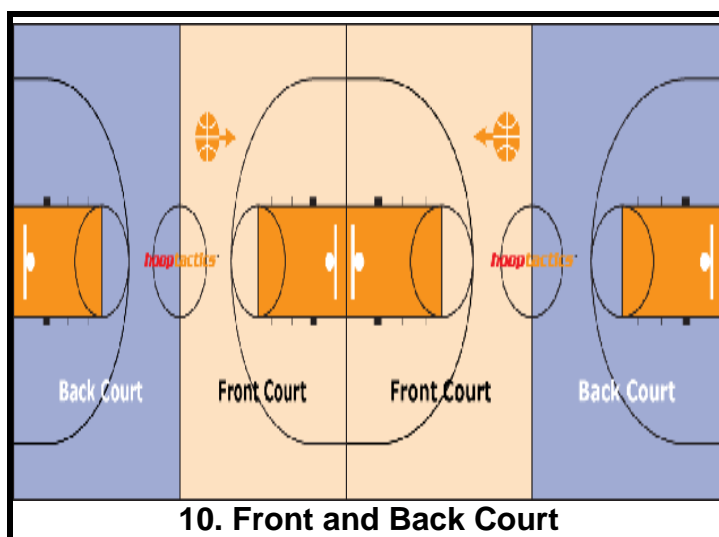
*Centre Circle*

The Centre Circle is a 12 foot diameter circle located in the centre of the court. It is used to start the game and other jump ball situations. On jump balls, non-jumpers must remain outside the circle until the ball is tapped by one of the jumpers.



9. Basketball Centre circle

In professional basketball there is a semi-circular 4' restraining area in front of the basket. No offensive charges can be taken by defenders when they are positioned on or inside this area.



10. Front and Back Court



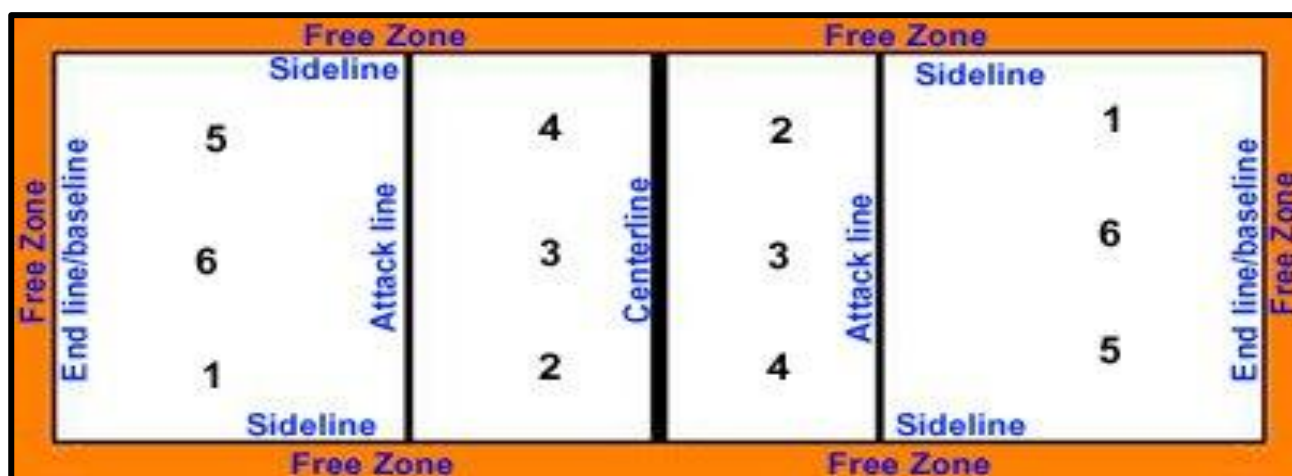
### *The Front and Back court*

The term Front Court is used to denote the offensive end of the court from the midcourt line to the baseline.

The back court is used to denote the area behind the mid court line. It includes the half of the court from the midcourt line back to the end line. Once the ball is advanced across the midcourt line into the front court, it cannot go back into the Front and Back Court

## **Volleyball**

The volleyball court can be divided into areas or zones. The following volleyball court diagram shows volleyball court dimensions with the zones of the court.



**Volleyball Court**

One of the main features of the volleyball court is a 3 meter line parallel to the net on each side of the court. This line is also referred to as the attack line or 10 foot line. This attack line divides the court into back row and front row areas. The main purpose of the attack line is to mark where back row players can attack the ball.

There is an imaginary attack line extending outside the court across the free zone. In volleyball, your team has 6 players on the court at any given time. A team has 3 front row players and 3 back row players. The court can be divided up into 6 areas or zones to help players understand court positioning and volley rotation.



### Activity 7.1

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**Draw outlines of fields and courts using scales.**

### Summary

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You have come to the end of lesson 5. In this lesson you have learnt that:

- The art of lining fields, rinks, tracks and courts requires the proper materials and some knowledge of science.
- Most dedicated groundskeeper, facilities operators and independent contractors strive to elevate athletic surface preparation to an art form.
- Markings for various fields and courts are in accordance with rules of relevant international associations.
- There are different procedures and methods used to mark a sporting field or court.

**NOW GO ON TO DO PRACTICE EXERCISE 7**



### Practice Exercise 7

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**State the methods of marking out a grass track.**

#### 1. Athletics

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**2. Field Event Markings**

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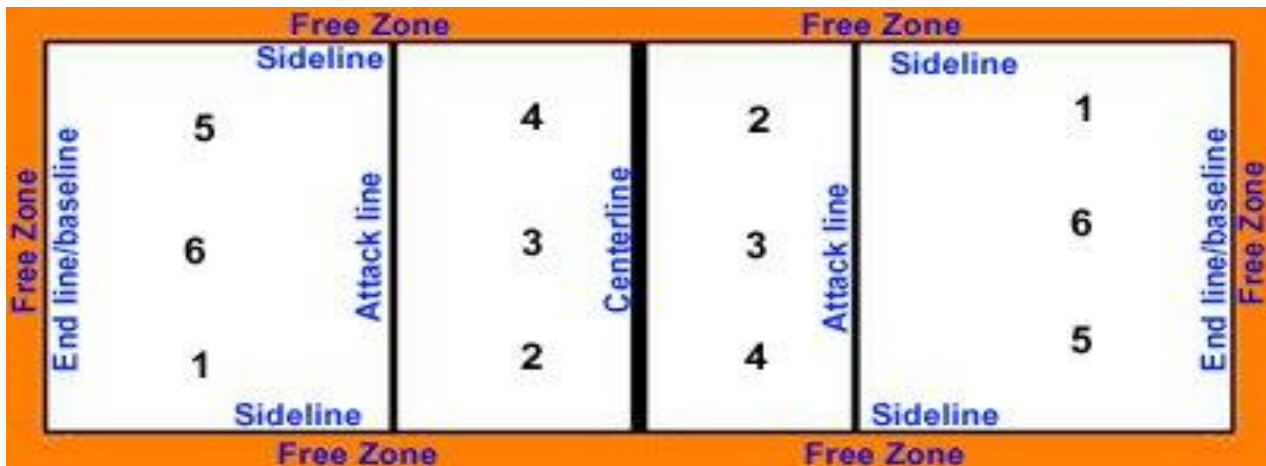
**NOW CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2**

**Answers to the Activity**

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Activity 7.1

{Students to refer to lesson notes to construct a volleyball or basketball court}




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## References

Gr. 9 PD student book – Dianne McInnis.

Gr. 9 PD student book – Kenneth Rouse

Gr. 10 PD student book – Kenneth Rouse

Internet & others

Active Outcomes 1- Proctor, Ruskin.

Active Outcomes 2 – Proctor, Ruskin

## Lesson 8: Coaching and Volunteering

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Welcome to lesson 8 of unit 4. In the last lesson you learnt about marking fields and courts. In this lesson you will learn about coaching and volunteering.



### Your Aims:

- define coaching and volunteering
  - identify basic skills and duties of coaching a sports team
  - identify venues for volunteering in sports events
- 

### What is a Coaching?

**Coaching** is a training or development process through which an individual is supported while achieving specific personal or professional competence result or goal. The individual providing coaching is normally referred to as a coach.

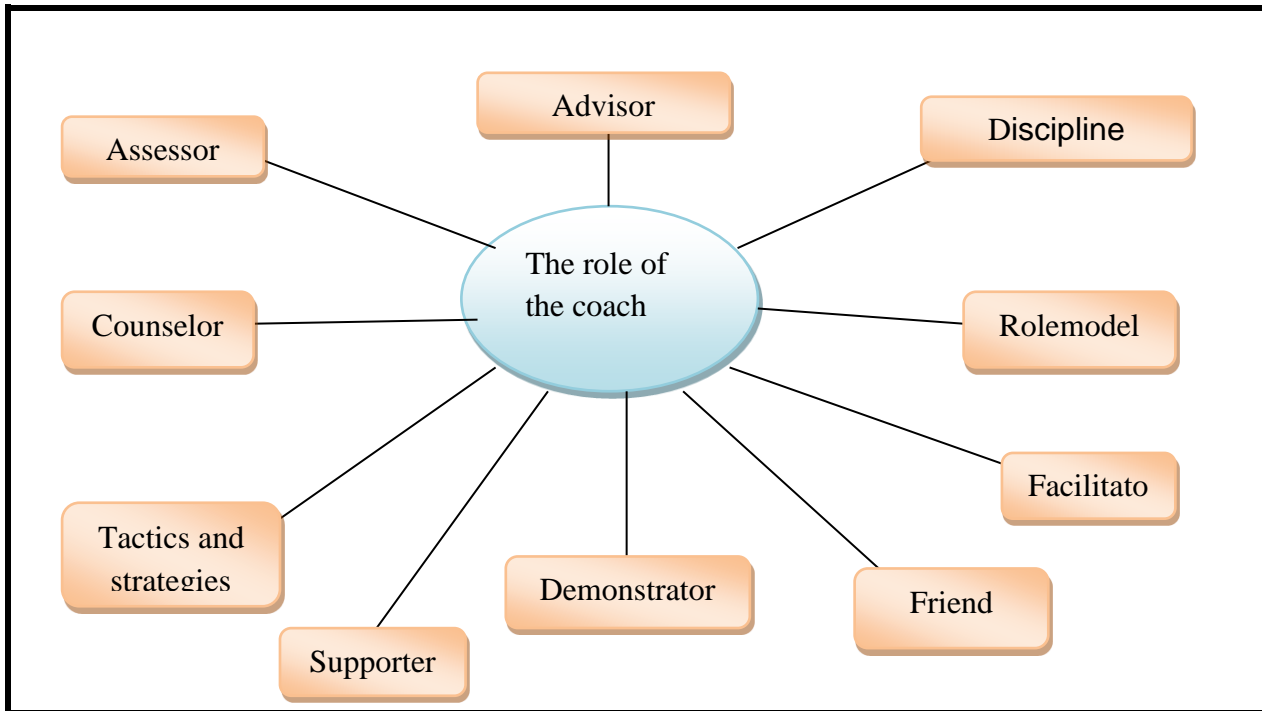
Occasionally, coaching may be applied to an informal relationship between two individuals where one has the greater experience and expertise than the other and offers advice and guidelines as the other goes through a learning process. Coaching differs from mentoring by focusing on competence specifics, as opposed to general overall development.

The odd thing about coaching is that some of the best coaches have never actually competed in the event they are teaching. But they have studied all its techniques and, usually have had experience in some other area of athletic competition.

A **coach** is the person at the side who puts you in front. Look at your favourite athletes – the medal winners, the record breakers. Sure they had the natural talent, but the finer points of style and development of the stamina had to be watched, trained and corrected. Any great athlete today is more than a personal success. His or her coach is always nearby. A coach will show you how to make the most of what you have. He or she will make you aware of the parts of your body most strained by the event you are performing. He or she will give you a specified exercise program to strengthen your muscles.

No bad habits from the beginning means, a much better performance in the end. Little things that don't seem to matter at first can really hold you back when you start moving from good to best. Your coach is like your own personal movie camera. He/she'll pick up all those tiny points that you're too involved to see.

If you undertake the roles of the coach, you will find that there will be many and varied responsibilities at different stages in your coaching career. They may include the following:



**Roles of a coach**

## Coaching Skills

As a coach you will initially need to develop the following skills:

**Organizing** - In organizing the training session you need to plan in advance how you will manage the athletes, equipment and area – group athletes according to numbers, ability and the activity – continually check the plan during the session.

**Safety** – To provide a safe environment for the athletes, you must assess the risk of: the area, equipment and athletes – continue to assess risk throughout the session. Keep athletes on the set task and follow correct practices and progressions.

**Building Rapport** - In building rapport with the athletes learn and use their names, smile and make eye contact, coach the athlete rather than the sport, show interest in and respect for the athletes.

**Instruction and Explanation** - In providing instruction and explanation you should think about and plan what you are going to say, gain the athletes attention, ensure they can hear you. Keep it simple and to the point and check they understand by asking questions.

**Demonstration** - In providing demonstration make sure you are in a position where the athletes can clearly see and hear you. Identify one or two key points for the athletes to focus on. Repeat the demonstration in silence two or three times ( side, back and front view), ask if they have any questions and check they understand by asking open questions.

There are times when it might be appropriate to use someone else to provide the demonstration.

**Observing and Analysis** - In observing and analysis break the action down into phases, focus on one phase at a time, observe the action with your technical model and if appropriate determine what corrective action is required. Remember your ears can be used to observe – for example: listen to the rhythm of the feet of the hurdler.

**Feedback** - In providing feedback encourage the athlete to self-analyse by asking appropriate open questions, provide specific and simple advice, limit the advice to one or two points, check they understand what they will do next and make the whole process a positive experience for the athlete.

### **What is Volunteering?**

Volunteering is generally considered a humane activity and is intended to promote good or improve quality of life. In return, this activity produces a feeling of self – worth and respect. Volunteering at sporting events is one of the best ways to jump in sports.

There is no financial gain involved for the individual. Volunteering is also renowned for skill development, socialization and fun. It is also intended to make contacts for possible employment.

There are various reasons for individuals wanting to volunteer in various activities with different organizations or programs in their communities. The following are some of the reasons.

- Have fun
- Gain skills and experience
- Build friendship and belonging
- Learn new ideas
- Gain recognition
- Gain a sense of accomplishment
- Giving something back to the community
- Unique experiences
- Personal growth and development

There is no particular type of person who volunteers – they come from all walks of life and live in different areas. For most roles at sporting clubs, you do not need specific skills, qualifications, experience or knowledge. There are volunteer opportunities to suit everyone. You just need to be willing to commit to giving some time and energy to a role that suits you.

If the role requires specific skills, such as coaching or first aid, often the sporting club will subsidize or pay for these for you if you commit a certain amount of time to the club.

Volunteer play an integral role in the day-to-day organization and conduct of sports at all levels. Roles can include:

- Coaching
- First Aid
- Team Manager
- Official – referee / umpire
- Committee member
- Administration – recording minutes, collecting membership
- Catering – canteen, stock control.
- Social functions organizer

### What are some duties of a volunteer in a sports event?

- ✓ To make sure they have time to take on the role.
- ✓ To be loyal and offer suggestions
- ✓ To be willing to learn the skills needed to upgrade training as required.
- ✓ To speak up – ask about the things they do not understand.
- ✓ To be dependable and deliver on what they said they would.
- ✓ To be a team player, respect other volunteers and what they are meant to be doing.
- ✓ To be willing to provide feedback.



### Activity 8.1

#### Identify and list coaching skills.

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#### Explain volunteering in general

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#### Avenues for volunteering in sports

Finding out more about volunteering opportunities in your area can be as easy as talking to people you know; family, friends and work colleagues to find out about their volunteer experiences.

If there is a particular club or organization you are interested in finding out about, you can contact them directly, in person, by email or over the phone. The following are some avenues for volunteering in sports events

#### **PNG Sports Foundation (PNGSF)**

**Papua New Guinea Sports Foundation** is currently the only licensed training provider for Oceania Sports Education Program (OSEP) courses in PNG.

#### **National Sports Institute (NSI)**

NSI is the training institute in Goroka. Sports education and training can be obtained from this institute



## Summary

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You have come to the end of lesson 6. In this lesson you have learnt that:

- **Coaching** is a training or development process through which an individual is supported while achieving specific personal or professional competence result or goal.
- As a coach you will initially need to develop the skill of: organizing, safety, building rapport, providing instruction and explanation, demonstration, observing, analysing, questioning and providing feedback.
- Volunteering is generally considered a humane activity and is intended to promote good or improve quality of life. In return, this activity produces a feeling of self – worth and respect.
- There is no financial gain involved for the individual. Volunteering is also renowned for skill development, socialization and fun. It is also intended to make contacts for possible employment.
- There are various reasons for individuals wanting to volunteer in various activities with different organizations or programs in their communities
- Volunteer play an integral role in the day-to-day organization and conduct of sports at all levels.
- There are various duties of a volunteer.

**NOW GO ON TO DO PRACTICE EXERCISE 8**

**Practice Exercise 8**

Imagine that you have been given the job of a coach for a soccer team in your community for the past two months. Briefly highlight the following:

a. What were the roles expected of you?

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b. Which role was most demanding?

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c. What were your responsibilities?

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d. Identify your own skills and talents

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Suggest how a volunteer can increase the enjoyment of physical activity. What activities could you volunteer for your local area?

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**CHECK YOUR ANSWERS. ANSWERS ARE AT THE END OF TOPIC 2**

## Answers to the Activity

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### Activity 8.1 {Students answers may vary}

Any of the following roles

- Organizing
- Safety,
- Building Rapport
- Providing Instruction and Explanation
- Demonstration
- Observing, and Analysing,
- Questioning
- Providing Feedback.

1. Volunteering is generally considered a humane activity and is intended to promote good or improve quality of life. In return, this activity produces a feeling of self – worth and esteem. Volunteering at sporting events is one of the best ways to jump in sports. There is no financial gain involved for the person. Volunteering is also well-known for skill improvement, socialization and enjoyment. It is also planned to make acquaintances for possible employment.
2. Any of the following answers
  - A. To make sure they have time to take on the role.
  - B. To be loyal and offer suggestions
  - C. To be willing to learn the skills needed to upgrade training as required.
  - D. To speak up – ask about the things they do not understand.
  - E. To be dependable and deliver on what they said they would.
  - F. To be a team player, respect other volunteers and what they are meant to be doing.
  - G. To be willing to provide feedback.

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## References

Gr. 9 PD student book – Dianne McInnis.

Gr. 9 PD student book – Kenneth Rouse

Gr. 10 PD student book – Kenneth Rouse

Active Outcomes 1- Proctor, Ruskin.

Active Outcomes 2 – Proctor, Ruskin

Internet & others

## Answers to Practice Exercises 5-8

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### Answers to Practice Exercise 5.

	Match 1	Match 2	Match 3	Match 4
Round 1	1 and 8	2 and 7	3 and 6	4 and 5
Round 2	1 and 7	6 and 8	2 and 5	3 and 4
Round 3	1 and 6	5 and 7	4 and 8	2 and 3
Round 4	1 and 5	4 and 6	3 and 7	2 and 8
Round 5	1 and 4	3 and 5	2 and 6	7 and 8
Round 6	1 and 3	2 and 4	5 and 8	6 and 7
Round 7	1 and 2	4 and 7	4 and 7	5 and 6

### KEY:

Team 1 – Grade 9a, Team 2 – Grade 9b, Team 3 – Grade 10a, Team 4 – Grade 10b,  
Team 5- Grade 11a, Team 6 – Grade 11b, and Team 7 – Grade 12a – Team 8 Grade12b

### Answers to Practice Exercise 6. {Students answers may vary}

#### **Physical benefits**

Improving body shape and posture by strengthening the bones and muscles

Improving heart function and lung function

Enabling us to control our weight

Enhancing our strength, power and coordination

Better performance

#### **Social benefits**

Offers opportunities for interaction, which improves our social health

Share thoughts and opinions

Communicate ideas and respond to challenges

Work as a team to achieve a common goal

Offer constructive criticism and new ideas

#### **Mental benefits**

Improves decision making skills

Evaluate outcomes and develop plans for improvement

Creating and implementing game strategies develops our thinking skills by providing situations where we need to solve problems, develop tactics and set performance goals that are realistic and manageable.

Able to concentrate for longer periods of time

More productive than inactive people

#### **Emotional benefits**

Reduce stress

Relaxation of the mind and muscles

Generate positive feelings by improving our self-confidence and self-esteem

Provides the opportunity to experience both success and failure and to learn to deal with these appropriately

The mind is distracted from other pressures

***Spiritual benefits***

Encourages good sporting conduct

Seek positive role models to make healthy decisions about difficult situations

Spiritual experiences with nature/environment for individual fulfilment

A link to the environment around us

Affects our morals, values, beliefs and aspirations to act in a particular way

**Practice Exercise 7****1. Athletics**

Athletics tracks of 400m circumference with two straights and curves, much of the information is also applicable to circular tracks or oval tracks, or to tracks of other than 400m circumferences. One point about the size of a track - the distance around the inside line is NOT 400m - on a grass track it is 398.74 meters. This is because all distances on a grass track are measured 20cm (0.2m) out from the inside edge of a lane.

**2. Field Event Markings**

Markings for the field events are fairly simple, the main ones being for the shot and discus sectors. If there are no permanent circles, the first job is to mark circles with diameters of 2.135m for the shot and 2.50 for the discus, with a line through the centre separating the front from the back half of the circle and extending at least 75cm (0.75m) on each side.

**Answers to Practice Exercise 8. {Use the checklist to check your answers}**

- A. Able to briefly discuss by identifying roles of a coach.
- B. Able to identify challenging / demanding roles as a coach.
- C. Able to list down responsibilities.
- D. Able to identify skills and talents and explain how these skills and talents can be used to assist / help players in their training and games.

{There are no standard answers. Student's answers may vary.

## **TOPIC 3**

### **CODE OF ETHICS IN SPORTS**

**In This Topic You Will Learn About:**

- **The Code of Ethics**
- **Fair Play**
- **Rights, Dignity and Worth**
- **Sportsmanship and Professionalism**

## **TOPIC 3: Code of Ethics in sports**

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Welcome to Topic 3 on Code of Ethics in Sports. In this topic you will learn about the Code of Ethics, Fair Play, Rights and Dignity and Worth and Sportsmanship and Professionalism.

There are four lessons:

### **Lesson 1: Code of Ethics**

In this lesson you will define event management, identify skills of organising and managing a sporting event sports and the duties required for preparing draws.

### **Lesson 2: Fair Play**

In this lesson you will identify types of sporting organisations, their structures and functions.

### **Lesson 3: Rights, Dignity and Worth**

In this lesson you will define sports administration and identify ways of administering sports in PNG.

### **Lesson 4: Sportsmanship and Professionalism**

In this lesson you will define fitness, identify elements of fitness and how to measure them.

In doing so, you will find out more about the code of ethics in playing sports. You will identify the importance of code of ethics and fair play with the rights, dignity and worth of players and officials in playing sports.

**We hope you will enjoy studying this Topic.**

## Lesson 9: Code of ethics

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Welcome to lesson 9 of unit 4. In the last lesson you learnt about coaching and volunteering. In this lesson you will learn about code of ethics.



### Your Aims:

- define code of ethics in sports
- identify code of ethics in sports

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### What is a Code of Ethics?

A **code of ethics** is the standard that governs the conduct of a person, especially as a member of a group. The **code of conduct** is a set of beliefs and values that we use to make decisions about what is right and wrong. It helps people decide how to behave in an acceptable manner, in any given situation. **Moral code** is a written, formal and consistent set of rules prescribing righteous behaviour that is acceptable by an individual or by a group of people.

All these codes and ethical standards are applied in the game of sports. All players, game officials and the spectators are expected to follow these set guidelines. The code of ethics in sports is known as sports ethics. For example, in sports the sportsman must not be verbally abuse another player. This person has breached all three codes:

- as an individual – code of conduct
- as a player – moral code (written rules of the game)
- as a member of a team and an organisation of sports – code of ethics

### The Importance of Code of Ethics

Most of the rules and laws we follow in everyday life are based on the code of ethics. In sport we also need a code of ethics to show to players, coaches and other sports officials what they can do and what they cannot do. Without good rules about how to play sport and how to behave, both on and off the field, games cannot be played properly and people end being frustrated and angry. Possible problems that could transpire if there was no code of ethics include:

- continuous fights
- serious injuries
- death



Rules must be enforced in a fair way by referees and judges and all players must agree to play fairly.

### Sports Ethics



Sports ethics are rules that are enforced by the governing body for the referees, umpires, judges, players and the spectators.

### Play by rules

Playing by rules is an initiative developed in partnership with the Papua New Guinea Sports Federation (PNGSF) and all national sport and recreational agencies. This can educate sportspersons about their rights and responsibilities both on and off the field.



#### Activity 9.1

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**Explain, and outline the importance of the code of ethics in sports.**

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#### Activity 9.2

**Explain, and discuss the importance of fair play in sports.**

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## Summary

You have come to the end of lesson 9. In this lesson you have learnt that:

- Code of ethics is the standard that governs the conduct of a person, especially as a member of a group.
- The code of conduct is a set of beliefs and values that we use to make decisions about what is right and wrong. It helps people decide how to behave in an acceptable manner, in any given situation.
- Moral code is a written, formal and consistent set of rules prescribing righteous behaviour that is acceptable by an individual or by a group of people.
- All these codes and ethical standards are applied in the game of sports.
- The code of ethics is important because it shows the players, coaches and sports officials what they can and cannot do.
- Fair play is the way that players behave on the sports field and the decisions they make that people usually agree or believe are right and decent.
- It is important to play fairly both when you are winning and when you are losing. This will show if you know how to follow the true spirit of the game

**NOW GO ON TO DO PRACTICE EXERCISE 9**

**Practice Exercise 9**

Copy and complete the following flow chart.

What is a Code of ethics?

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Why is important to have a code of ethics in sports?

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Explain what happens if players and officials do not follow a code of ethics.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

What is fair play?

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Examples of the behaviour that display good sportsmanship

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**CHECK YOUR ANSWERS. ANSWERS ARE AT THE END OF TOPIC 3.**

## Answers to the Activity

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### **Activity 9.1** {students answers may vary}

Most of the rules and laws we follow in everyday life are based on the code of ethics. In sport we also need a code of ethics to show to players, coaches and other sports officials what they can do and what they cannot do.

### **Activity 9.2**

It is important to play fairly both when you are winning and when you are losing. This will show if you know how to follow the true spirit of the game.

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## References

Gr. 9 PD student book – Dianne McInnis.

Gr. 9 PD student book – Kenneth Rouse

Gr. 10 PD student book – Kenneth Rouse

Internet & others

Active Outcomes 1- Proctor, Ruskin.

Active Outcomes 2 – Proctor, Ruskin

## Lesson 10: Fair Play

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Welcome to lesson 10 of unit 4. In the last lesson you learnt about code of ethics. In this lesson you will learn about fair play.



### Your Aims:

- define fair play
- identify the importance of fair play

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### Fair play

There may be situations throughout your sporting career when people or circumstances make your enjoyment or experiences with your sport, less enjoyable. As a sportsperson, you deserve certain rights but you must also take responsibility for your own actions. Fair play is enshrined or written and protected within the laws and cultures of most sports. **Fair play** means to play in accordance with what is expected or in line with the existing rules.

Fair play is the way that players behave on the sports field and the decisions they make that people usually agree or believe are right and decent. Fair play is more than just following the rules of the game. It includes the ideas of friendship, respect for others and always playing with the right spirit. Fair play is a way of thinking, not just way of behaving.

### The importance for fair play

It is important to play fairly both when you are winning and when you are losing. This will show if you know how to follow the true spirit of the game. You cannot win every time and this is something that you must learn to accept. There is usually a team that wins and another loses in any game. Sometimes both times finish with a draw. It is an important lesson for everybody to learn to accept that sometimes we win and sometimes we lose.

You cannot win all the time, and you need to behave in ways that are reasonable even when you are not happy with the result. It is natural to feel good when you win, but it is important life skill to know how to behave when you lose. You must be able to encourage your teammates to accept the loss with an open mind and be good losers. This is an important concept in fair play.

For example:

- if your team loses a game, do not provoke teammates to argue or fight, simply because you lost.
- you must show concern and support for an injured player, even if that player is from the opposite team
- always discourage any arguments or conflicts on the field to get out of hand.
- as a team player, encourage good sportsmanship from your team mates

- do not let your teammates down by shout or scolding them for clumsy play, always encourage them to do better the next time

Exercising fair play during a game reflects good sportsmanship. The sports officials, other players and even the spectators, should be able to see that you are playing by the rules.



Fair play is playing in accordance with what is expected or competing in line with the existing rules. Fair play is also a way of thinking, not just way of behaving.

### Three “R” importance of fair play

A person who knows how to behave cheerfully and keep positive as not to spoil the enjoyment of other people should know the importance of three “R”. The three R’s are:

- respect for the game,
- respect for others
- respect for balance competition

Showing and giving respect to the referees, other players and the spectators instils fair play in individual players. Using fair play as the basis for your participation in sports will get other players looking up to you.



#### Activity 10.1

This activity will help you list some situations or circumstances you may encounter on fair play. Explain some situations or circumstances in sports where you have experienced that the players did not show fair play. How did you react in those situations?

#### *Fair play*

a)	_____
	_____
	_____
	_____
b)	_____
	_____
	_____
	_____
c)	_____
	_____
	_____
	_____



### Activity 10.2

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Write a short sentence in response to each of the following questions

1. Explain what 'fair play' is. Give two examples of fair play.

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2. Why it is important to accept being good losers when you lose a game?

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### Why join a team?

It is a team's responsibility to develop the best ability, attitudes and behaviours in players.

All teams should embrace a code of conduct to ensure:

- fair play at all times
- a focus on skill and performance, rather than winning by whatever means possible
- respect for team mates, opposing players and officials
- self-discipline and cooperation



Develop good sportsmanship through fair play

Humble winners and appreciative losers have good characteristics of sporting contest.

This brings safer rules to allow people to continue playing some sports into their senior years.

## Summary

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You have now come to the end of the lesson. In this lesson you have learned that:

- Fair play is the way that players behave on the sports field and the decisions they make that people usually agree or believe are right and decent.
- It is important to play fairly when you are winning and when you are losing. This will show if you know how to follow the true spirit of the game
- To enjoy the game all players must show respect for the game, respect for others and respect for a balanced competition

**NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE**

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### Practice Exercise 10

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**The Practice Exercise consists of short answers.**

**You may start Practice Exercise 10**

1. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

- Respect:

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- Laws:

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- Enshrined:

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- True spirit:

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2. Explain what you should do if you see that:

- a) your team mates are starting a fight

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- b) another player has been injured

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c) your goal keeper was not able to stop a goal

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d) a supporter of the opposite team, says makes a verbal abuse at you team

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3. Why should teams embrace a code of conduct?

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.**

## **Answers to Lesson Activities**

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### **Activity 10.1**

1. Individual answers may vary. No standard answers.

### **Activity 10.2**

1. Individual answers may vary. No standard answers.

2. Individual answers may vary. No standard answers.

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## **References**

Outcome Edition Personal Development Grade 10 Kenneth Rouse (Sports and Fitness pg. 204)

Active outcome 2 second Edition Proctor Ruskin (Being active – now and forever pg. 213)

Internet & others

Health and Physical Education 1(3<sup>rd</sup> edition) Davis, Hamilton, Bastone-Cook, Bradford (pg. 55)

## Lesson 11: Rights, Dignity and Worth

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Welcome to lesson 11 of unit 4. In the last lesson you learnt about fair play. In this lesson you will learn about rights, dignity and worth.



### Your Aims:

- define rights, dignity and worth
  - identify the rights, dignity and worth of players and officials in sports
- 

### What are Rights?

In any sporting event, individual players are entitled to be treated in a manner that is acceptable, proper and is in accordance with the sports' code of ethics. In sports, the word '**Rights**' refers to the behaviour or action that is morally correct, just or honourable. For example, the rights of a player is violated or abused if she/he is insulted by another player during the game. It is not right to treat a player in this manner.

### Dignity and Worth in Sports

In sports, **Dignity** is the fact of being given honour and respect by other players, spectators and the officials. Other players must see your **worth** or your qualities of being worthy of esteem and respect. As a player on the field you must not put yourself in a position that allows other players to disrespect you. For example do not abuse another player so that you yourself do not get abused.

### Playing by the rules

Because of the code of ethics in sports, players are obliged or expected to play by the rules. Everyone needs to feel safe and to act fairly and respectfully towards each other. There are three (3) things that a sportsperson should consider, if he/she wants to be a good sportsperson.

#### 1. Be a good sport person:

- treat all participants in your sports as you treat yourself
- co-operate with your team, coach and opponents
- control your temper (verbal abuse and insults are not acceptable behaviours).
- respect the rights, dignity and worth of all participants regardless of their ability, **gender** or cultural backgrounds.

#### 2. You must feel safe:

- while playing, at training and practice.
- travelling to and from games and training.
- When with other players, your coach or team personal.

### 3. No-one should:

- make you feel unsafe and ask you to do things that you are not comfortable with.
- verbally abuse you or anyone else.
- make racist or sexist jokes or comments and allow offensive pictures or graffiti to be visible.
- look at or touch anyone in ways that make them feel uncomfortable,
- make uninvited sexual comments that offend and **intimidate** or humiliate
- discriminate against or harass anyone.



All sportspersons have rights, no matter whom they are or where they come from. Each person must feel safe and not be disrespected.

### When sports is not a game

If you find yourself in a situation where you believe you or someone you know is being treated unfairly, it is your responsibility to take control of the situation and do something about it. The problem could get more intense the longer you leave it. It is easy to be told not to put up unfair or unethical behaviour. There are guidelines or steps to take in order to resolve any problems you may encounter both on and off field. These steps are referred to as the 3 'Ts' to conflict resolution in sports.

#### The three (3) "Ts" to conflict resolution

- **Think** about the situation. What is it that is concerning you? What do you want to change? At this stage you may find it helpful to write down what you are feeling. This will help you sort through your thoughts and put things into **perspective**.
- **Talk** to someone you trust. Sometimes talking about your concerns may be all that you need to resolve your problem. It will also allow you to work through your options.
- **Take action**. This may be going to the source of the problem and airing your issues, seeking professional advice or making a formal complaint. The most important thing is to find a resolution you are happy with.

The table below shows good sporting practises;

Players	Officials	Spectators or supporters
Know the rules	Know the rules	Understand the rules
Follow the rules	Make good decisions based on the rules	Respect the decisions of all referees.
Respect the decisions of the referee	Be fair and do not favour one side	Be fair
Accept that you cannot win every game	Control the game	Understand that the team that wins may not be the one that you support
Keep calm even when angry		Keep calm even when angry

As a player, official or spectator/supporter you need to be aware of your rights. You have the right to expect certain standards or forms of coaches, instructors, publicity officers and volunteers.

- Being treated with dignity and respect.
- Provide motivating.
- Actively teach cooperation, fair play and responsible participation
- Take into account gender and cultural differences



### Activity 11.1

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This activity will help you list some guidelines for you as a sportsperson to consider when you are in conflict during games.

1. What can you do about unfair or unethical behaviour both on and off the field?

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2. When is a sport not a game?

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3. What does it mean to “play by the rules”?

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4. How can you be a good sportsperson?

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## Summary

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You have now come to the end of the lesson. In this lesson you have learned that:

- 'Rights' refers to the behaviour or action that is morally correct, just or honourable.
- Dignity is the fact of being given honour and respect by other players, spectators and the officials.
- Other players must see your worth or your qualities of being worthy of esteem and respect.
- That everyone needs to feel safe and to act fairly and respectfully towards each other.
- Use the 3 'Ts' to resolve any problems you may encounter both on and off field.

**NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE**

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## Practice Exercise 11

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The Practice Exercise consists of short answers.

You may start Practice Exercise 11

1. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

- Rights:

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- Dignity:

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- Intimidate

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- Cultural background:

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2. Describe the benefits of rights.

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3. List 2 sporting practises that you should follow if you were:

a) a player

i) \_\_\_\_\_ ii) \_\_\_\_\_

b) an official

i) \_\_\_\_\_ ii) \_\_\_\_\_

c) a spectator

i) \_\_\_\_\_ ii) \_\_\_\_\_

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.**



## **Answers to Lesson Activities**

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### **Answers to Activity 11.1**

1 and 2 - Individual answers may vary. No standard answers

3. Playing by the rules makes everyone feeling safe, acting fairly and respecting each other.

4. By treating all participants the same as you treat yourself.

5. When you find yourself in a situation where you believe you or someone you know is being treated unfairly

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## **References**

Outcome Edition Personal Development Grade 10 Kenneth Rouse (Sports and Fitness pg. 204)

Active outcome 2 second Edition Proctor Ruskin (Being active – now and forever pg. 213)

Internet & others

Health and Physical Education 1(3<sup>rd</sup> edition) Davis, Hamilton, Boston-Cook, Bradford (pg. 56)

## Lesson 12: Sportsmanship and Professionalism

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Welcome to our lesson 12 of unit 4. In the last lesson you learnt about rights, dignity and worth. In this lesson you will learn about sportsmanship and professionalism.



### Your Aims:

- define sportsmanship
  - define professionalism.
- 

### What is Sportsmanship?

**Sportsmanship** refers to your ability to maintain integrity and respect while abiding by the rules of your sports. From your performance you have roles to play and these can bring responsibilities. Over the next few years you may be asked to perform certain roles as coach, captain, team trainer, umpire, spectator, sports' organiser or even scorer. Each of these jobs has a specific performance and role to play and each job carries with it a number of responsibilities. If you are to perform the job well, you must understand what it involves.

### Professionalism in Sports

Professionalism in sports is the combination of all the qualities that are connected with trained and skilled people. Maintaining these qualities both in and off the field requires discipline and commitment. As a person involved in sports you are required to be professional with your dealings in the sport as well as in your interactions with other sporting personals. For example, in a team you are a team player. You must work together as a team to achieve your aim. Even if you have a personal difference with one of your team mates, outside of sports, you still need to maintain professionalism in sports

### The importance of Sportsmanship and Professionalism

- **Being a good sports person**

As a sportsperson you are constantly making decisions. How you react to these situations will mould you as an athlete and a person. But there are some questions to ask when making decisions. For example:

- who will I throw the ball to
- will I go for training or not
- how do I react to referee's call on me
- should I punish him because he pushed me
- should I shout at my team mate for being clumsy with the ball
- should I injure one of them because their team is leading

Think of a sporting identity who you consider a role model. Is your opinion based entirely on their physical ability or is it also influenced by how they behave both on and off the field?

- **Being a captain or a team leader**

Becoming a captain or a team leader is not any easy task. You have to work hard for it through being a good sportsperson. If you are selected as a captain or leader, consider it an honour but remember that such position means responsibilities. To be an effective leader you must:

- be the players' spokesperson to the coach if the players have concerns or suggestions.
- be the players' spokesperson to the umpire or referee if the players have queries or concerns.
- led by example – always give your best at training or in games, encouraging your teammates. Giving everyone a fair go and always acting in a fair manner.
- assist the coach at training by helping to set up equipment or organise players for training drills.
- learn as much as you can about the sport.

Performance in sporting events means more than being physically and mentally prepared to doing your best. It also means observing appropriate sporting conduct and being part of the larger team of people administering the event. True sportsmanship and professionalism will depend on how you as an individual and team player respond to the different situations you find yourself in.



### **Activity 12.1**

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This activity will help you list some of the qualities that you believe makes up sportsmanship.

1. Define:

a) Sportsmanship

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b) Professionalism

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2. How would you respond to these situations?

a) a player from the other team is lying injured on the field

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b) you have training but you are not interested in going

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c) an opponent has injured on of your teammates and your other team members are starting a fight on the field

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**Activity 12.2**

**Write a short sentence to each of the following questions**

1. How would you react positively to situations that will mould you as a sportsperson?

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2. What ways can good sportsmanship be maintained?

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## Summary

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You have now come to the end of the lesson. In this lesson you have learned that:

- Sportsmanship which refers to your ability in maintaining your integrity
- Professionalism is the combination of all the qualities that are connected with trained and skilled people
- That as a sportsperson you are constantly making decisions and how you react to situations that will mould you as an athlete and a person.
- By respecting and abiding by the rules of your sports and heavily relies on the choices that you make as a sportsmanship.
- That becoming a captain or a team leader is not any easy task.

**NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE**



### Practice Exercise 12

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The Practice Exercise consists of short answers.

#### You may start Practice Exercise 12

1. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

- Team leader:

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- Professionalism:

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- High performance:

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- Rules:

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2. Explain “position means responsibilities”

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3. What does it involves responsibilities?

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.**

## Answers to Lesson Activities

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### Answers to Activity 12.1

1. a) Sportsmanship which refers to your ability in maintaining your integrity  
b) Professionalism is the combination of all the qualities that are connected with trained and skilled people
2. Individual answers may vary. No standard answers

### Answers to Activity 12.2

1. Individual answers may vary. No standard answers
2. By asking questions when making decisions such as;
  - Will I go for training?

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## Reference

Outcome Edition Personal Development Grade 10 Kenneth Rouse

Active outcome 2 second Edition Proctor Ruskin

Internet & others

Health and Physical Education 1(3<sup>rd</sup> edition) Davis, Hamilton, Bastone-Cook, Bradford

## Answers to Practice Exercises 9-12

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### Answers to Practice Exercise 9

What is a Code of conduct?

A set of beliefs and rules that people use to guide them, in sports there is also a code of conduct that players and officials follow.



Why is important to have a code of conduct in sports?

Without a code of conduct, both on and off the field, games cannot be played properly and people end being frustrated and angry. Rules must be enforced in a fair way by referees and judges and all players must agree to play fairly



Explain what happens if players and officials do not follow a code of conduct.

1. The players concerned may be suspended for a certain number of games/ matches or for the duration of the competition etc.
2. The officials may be given warnings on the conduct of their players
3. Sponsors may withdraw their sponsorships
4. Games may not be played until otherwise approved by organizers.

What is fair play?

Fair play is the way that players behave on the sports field and the decisions they make that people usually agree or believe are right.



Examples of the behavior that display good sportsmanship

1. Shaking hands with the winning team members after the match/ game.
2. Complimenting/ acknowledging the winning team members.
3. Accepting decisions of referees / umpires despite the decision going against you or your team during and after the game/ match.



### Answers to Practice Exercise 10 {students answers may vary}

- **Respect:**  
A feeling of admiring someone or something that is good, valuable, important and etc...
- **Laws:**  
A particular kind or set of rules to follow
- **Enshrined:**  
To preserve or cherish as sacred
- **True spirit:**  
Develops best ability, attitudes and behaviours in players

#### 2. Explain fair play:

Fair play refers to obeying and following rules and regulations during playing any kind of sport, which policies, laws and guidelines are set that promotes fair play and safety for any kind of sport.

#### 3. Describe the importance of fair play.

The importance of fair play develops leadership skills, respond to challenges, improve self-confidence and assist others to develop their skills and abilities.

### Answers to practice Exercise 11

- **Rights:**  
Something that everyone should have; example everyone has the right to feel safe.
  - **Dignity:**  
A quality that earns or deserves respect {true worth}
  - **Intimidate:**  
Threatening someone to do what you want
  - **Cultural background:**  
Activities that have a purpose or history related to a specific culture
2. Describe the benefits of rights.  
The benefits of rights can treat with dignity and respectful. It also provide motivation and taking into account of gender and cultural differences.
  3. State some importance of regular physical activity on health.  
Education, medical services, business, health services and community centres, sports and recreation, the local government and etc...

### Answers to practice exercise 12

1. a) Team leaders provide an opportunity for individuals to work together has a team. ..  
b) The combination of all the qualities that are connected with trained and skilled people  
c) High level of performance we need for physical and sport.  
d) Rules provide boundaries within which all people connect with sport or activity they abide by.
4. Explain "position means responsibilities"  
Meeting your obligations towards yourself and others
5. What does it involves responsibilities?  
Carrying out obligations and learning about responsibilities.

## **TOPIC 4**

### **SOCIAL ISSUES IN SPORTS**

**In This Topic You Will Learn About:**

- **Violence and Disputes in Sports**
- **Women Participation in Sports**
- **Disabled Sports**
- **Bad Practices in Sports**
- **Sports and Mass Media**

## **TOPIC 4: Social Issues in Sports**

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Welcome to Topic 4 on Social Issues in Sports. In this topic you will learn about Violence and Disputes in Sports, Women Participation in Sports, Disabled Sports, Bad Practices in Sports and Sports and Mass Media.

There are four lessons:

### **Lesson 1: Violence and Disputes in Sports**

In this lesson you will define event management, identify skills of organising and managing a sporting event sports and the duties required for preparing draws.

### **Lesson 2: Women Participation in Sports**

In this lesson you will identify types of sporting organisations, their structures and functions.

### **Lesson 3: Disabled Sports**

In this lesson you will define sports administration and identify ways of administering sports in PNG.

### **Lesson 4: Bad Practices in Sports**

In this lesson you will define fitness, identify elements of fitness and how to measure them.

### **Lesson 5: Sports and Mass Media**

In this lesson you will define fitness, identify elements of fitness and how to measure them.

In doing so, you will find out more about social issues in sports. You will identify the different methods of managing violence and disputes, the importance of disable people taking part in physical activities and the importance of media in promoting sports world wide.

**We hope you will enjoy this Topic.**

## Lesson 13: Violence and Disputes in Sports

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Welcome to lesson 13 of unit 4. In the last lesson you learnt about sportsmanship and professionalism. In this lesson you will learn about violence and disputes in sports.



### Your Aims:

- identify causes of violence and disputes in sports
  - identify methods of managing these disputes
- 

### Causes of disputes in sports

Having a conflict is a normal part of every relationship. We are all individuals with our thoughts, ideas, needs and wants. At times, what we want or think will be different from the wants and thoughts of others whom we have relationships with. The conflict that arises from this difference is not really the issue – it is how you deal with the issue that really matters. It is normal for conflicts and or disputes also occur between players in sports. You should not be surprised when conflicts happen. Always be prepared to deal with them. There are acceptable and unacceptable ways of dealing with sports disputes or other conflicts. We have to deal with conflicts everyday but fighting is not a good way to deal with it.

### Violence in sports

Violence can occur on the field when the players have a strong disagreement with each other or do not accept the decision of the referee or umpire. Sometimes a fight might start between the players or the players attack the referee or another sports official. Violent behaviour on the sports field shows that players do not understand the idea of sportsmanship or are not able follow the spirit of the game. Players who are violent can be suspended so that they are not allowed to play for a period of time.

Violence can also occur off the field between spectators who support different sides or teams, for example, when they do not accept the decisions of the referee or when a particular side loses. Violence can spoil the enjoyment of the game and can sometimes mean that the game has to be suspended or cancelled. Property can be damaged during the violence and people can get hurt. People who are not involved in the fight may feel frightened or threatened which can give sports a bad name.

### Causes of Violence

The causes of violence may include:

- **Cheating**

Cheating occurs when people break the rules of the game and are not willing to follow the ideas of fair play and sportsmanship. Examples of cheating include having an extra player on the field during a game, taking part in an age group that you do not belong to, not staying in your lane during a race on an athletics track.

When people cheat it means that they do not have the skill to beat the other person or team in a fair way by using their own ability. People who cheat are tricking themselves rather than tricking other people and cannot feel proud of their achievements. However, people who are honest play to the best of their ability and show sportsmanship can always feel proud of their achievement whether they lose or win.

At the international level such as the Olympic Games, some sportsmen and women take drugs to try to improve their performance. Many of these drugs are banned by the sporting organizations that control the sports and some sportsmen and women have medals taken away from them when the results of drug testing showed that they were taking substances that were banned.

- **Suspicious**

In the Papua New Guinea context, violence also breaks out during a sporting event because players suspect that an injury or loss is caused by witchcraft. When a team loses, they think that their loss was the result of witchcraft or sorcery. This can be seen as an excuse for a loss. True sportsmanship will blame no one but yourself if you lose a game. Blaming someone for your lack of skills development before a game, can create unnecessary violence in sports.

When people lose, they cannot blame someone else for their loss. Losing could be the result of; lack of training, less number of players fielded, lack of teamwork and cooperation amongst team members, disorganisation of the team or it is also possible that some team members were not prepared mentally.

- **Biased decisions**

Violence can also break out during a sporting event if the players feel that the referees and officials make decisions that are not correct or one-sided. Sporting officials often make decisions that are in line with the sport's code or rules of the game. It is usually when a team is penalised too many times that they feel that the officials are being biased and support the other team.

As a team player, you must ensure that your team mates do not feel let down or upset that your team is being penalised. Make sure that all players are playing by the rules of the game.

- **Aggressive play**

Keeping a cool head and practising true sportsmanship is what all players are supposed to do. However some players play aggressively causing disharmony and anger amongst

themselves. Disputes are bound to happen when players become disrespectful, abusive and hit into other players unnecessarily.

Each team member should play within the bounds of fair play and true sportsmanship.

- **Rowdy spectators and supporters**

In all sporting events there are fans and supporters who side with one of the teams that is playing. Sometimes we see that supporters become too rowdy or loud when supporting their team and in the process become abusive. Often they throw insults at the other team or may go onto the field and punch players or even the referee for decisions made. Violence often breaks out when this happens.

Supports and spectators can support teams but not be abusive. Being abusive by spectators can ignite anger and violence in players.



### Activity 13.1

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Read the story below and answer the following questions

#### **Manoa's story**

Manoa plays the position of forward for his school soccer team. Players in the other teams in the competition think that he is an aggressive player. Some members of his own team think that he is a poor loser.

In the last game Manoa charged the goal keeper several times when the ball had already gone out of play. Each time he did this he shouted "Look out! Look out!" to try to unsettle the goal keeper. The referee saw this happen and the third time he gave a warning to Manoa.

Late in the game each team scored a goal each. Then Manoa got the ball past the fullback into the penalty area but the goal keeper dived on the ground and grabbed the ball. Manoa kicked the goal keeper in the rib several times. Several players then ran over and pushed Manoa to the ground. This made him very angry and he started shouting and tried to punch the other players. His own team mates held him back to prevent a fight and the referee had to stop the game because of this trouble. Later Manoa said that he was trying to kick the ball, not the goal keeper.

1. Name the different causes of disputes that Manoa created in the game.

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2. If you were the captain of Mona's team, explain what you would do if you saw that Mona was playing aggressively. Also explain why you would carry out that action.

### Methods of Managing Disputes

#### What are some methods that can be used to manage and solve disputes?

##### How to avoid sports disputes

- You and other team mates must know and follow the rules.
- Referees must know and apply the rules in a way that is always fair.
- You must have self – discipline and always be responsible for your actions.
- You must be appropriately assertive but not aggressive.
- You must remain calm and in control of yourself even if other people start to lose their self – control.
- You must play as part of a team and not just as an individual

When people are playing sport they are often keen to win, and both players and spectators can get very excited and behave in ways that they might not normally behave. A dispute on the sports field can build up over a period of time and usually triggered by a flash point. A flash point is a critical incident that occurs when the excitement of the game turns into violence and stops the game. Sportsmen, sportswomen and referees can usually deal quickly and fairly with flash points to avoid violence. Some ways of dealing with conflict in sports are shown in the box below.

To manage conflicts in sports you should:

- Watch for triggers or flash points. This is when the conflict reaches a high point and starts to get violent. Learn to recognize flash points in yourself and other people and try to avoid them.
- Think before you act. It is better to respond than to react. Don't lose control and don't let your anger take over.
- Communicate. Listen and talk to the other person or people involved. Work out a solution or agreement that is fair to everyone.
- Set up rules or guidelines. Make sure everyone understands what you have all agreed.
- Take responsibility for your own actions. You can control what you say or do to

prevent conflicts getting worse.



**Activity 13.2**

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Answer the following questions in short answers

1. List and explain briefly the causes of violence in sports.

a) \_\_\_\_\_  
\_\_\_\_\_

b) \_\_\_\_\_  
\_\_\_\_\_

c) \_\_\_\_\_  
\_\_\_\_\_

d) \_\_\_\_\_  
\_\_\_\_\_

e) \_\_\_\_\_  
\_\_\_\_\_

2. List 4 ways in which you can avoid sports disputes.

a) \_\_\_\_\_  
\_\_\_\_\_

b) \_\_\_\_\_  
\_\_\_\_\_

c) \_\_\_\_\_  
\_\_\_\_\_

d) \_\_\_\_\_  
\_\_\_\_\_



## Summary

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You have come to the end of lesson 13. In this lesson you have learnt that:

- It is normal for conflict to occur between people and disputes also occur in sports.
- You should not be surprised when conflict happens but be prepared to deal with it.
- There are acceptable ways to deal with sports disputes or other conflict, and there are also ways that are not acceptable.
- There are no referees in real life. You must use your judgment to solve conflict.
- There are a number of ways that you can follow to solve and manage sports disputes.

**NOW GO ON TO DO PRACTICE EXERCISE 13**

**Practice Exercise 13**

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**Go back to Manoa's story and answer the following:**

In Mona caused a number of disputes that Manoa caused in this story. If you were a team mate of Manoa:

1. How would you describe the actions of Manoa?

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2. Explain how his violent behaviour would have affected the team.

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3. Point out in what part of the story should your coach have removed him from the game? Why?

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4. How can you and other members of the team help Manoa manage his behaviour?

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**CHECK YOUR ANSWERS. ANSWERS ARE AT THE END OF TOPIC 4**

## Answers to the Lesson Activities

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### Activity 13.1

1. Students answers may vary
2. Students answers may vary

### Activity 13.2

1. Students answers may vary
2. Any four of the following
  - a) know and follow the rules
  - b) referee to correctly apply rules
  - c) practice self-discipline
  - d) be appropriately assertive
  - e) remain calm and be in control
  - f) play as part of a team

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Gr. 9 PD student book – Dianne McInnis.

Gr. 9 PD student book – Kenneth Rouse

Gr. 10 PD student book – Kenneth Rouse

Internet & others

Active Outcomes 1- Proctor, Ruskin.

Active Outcomes 2 – Proctor, Ruskin

## Lesson 14: Women Participation in Sports

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Welcome to lesson 14 of unit 4. In the last lesson you learnt about violence and disputes in sports. In this lesson you will learn about women participation in sports.



### Your Aims:

- identify barriers of women participation in sports
  - identify ways to overcome these barriers
  - identify the importance of women participation in sports
- 

### Women's Participation

Women's participation in sport has a long history. It is a history marked not only by division and discrimination, but also one filled with major accomplishments by female athletes and important advances for gender equality and the empowerment of women and girls.

Among the many remarkable achievements are those of Helene Madison of the United States of America, the first woman to swim the 100-yard freestyle in one minute at the 1932 Olympics; Maria-Teresa de Filippis of Italy, the first woman to compete in European Grand Prix auto race in 1958. In Papua New Guinea we also have sportswomen emerging in the sports scene. In 2008 athlete DikaToua represented PNG in weightlifting and won silver medal.

Women have taken up top leadership positions in sport, such as Presidents and Secretaries-General of National Olympic Committees. More and more women have also taken up employment opportunities in all areas of sport, as coaches, managers, officials and sport journalists. These achievements were made in the face of numerous barriers based on gender discrimination. Women were often perceived as being too weak for sports, particularly endurance sports, such as marathons, weightlifting and cycling, and it was often argued in the east that sports was harmful to women's health, particularly their reproductive health.

In 1896, Baron Pierre de Coubertin, founder of the modern Olympics, stated: "No matter how toughened a sportswoman may be her organism is not cut out to sustain certain shocks. Such stereotypes fuelled gender-based discrimination in physical education and in recreational and competitive sports, sporting organizations and sports media.

Women's sports include unskilful and professional competitions in nearly all sports. Female participation in sports rose radically in the twentieth century, especially in the last quarter, reflecting changes in modern societies that emphasized gender equality. Although the level of participation and performance still varies greatly by country and by sport, women's participation have broad acceptance throughout the world. In a few instances, such as figure skating, rival or exceed their male counterparts in popularity.



Modern sports have seen the development of higher profile for female athletes in historically male sports



A women's soccer team

Despite; women competing professionally in sports, the level of participation decreases when it comes to the more violent contact sports. An important aspect about women's sports is that women usually do complete on equal terms against men as to which sports males and females participate in, although there are still some differences. For example, at the 1992 Winter Olympics, both genders were allowed to participate in the sport of figure skating, previously an event for females only. However, the programs for the event required for men to perform three triple jumps, and women only one.

In most places there are more sports for boys and men to play than girls and women. Much of what we read and hear is usually about men in sports. However, half the people in the community are girls and women, if we want to be fair to everybody, then half the sport that we hear about in the media should be women's sport.

Modern sports have seen the development of higher profile for female athletes in other historically male sports such as golf, marathon and hockey. Recently there has been much more cross over.

### **What is a Barrier?**

A **barrier** is an obstacle, impediment or limit to what one can or is allowed to do. It can also refer to a hindrance to progress or for moving forward. For example, if you are trying to go to the next village but you cannot cross the fast flowing river in between the two villages to get there, then that river becomes an obstacle or barrier.

Barriers are not only physical objects or things. Barriers are also marked by discrimination or prejudice. In sports, there are barriers that limit the participation of women.

### **Barriers of women participation in sports**

The positive outcomes of sport for gender equality and women's empowerment are controlled by gender based discrimination in all areas and at all levels of sport and physical activity, driven by continuing stereotypes or labels of women's physical abilities

and social roles. Women are frequently separated involuntarily into different types of sports, events and competitions specifically targeted to women.

Women 'access to positions of leadership and decision-making is constrained from the local level to the international level. The value placed on women's sport is often lower, resulting in inadequate resources and unequal wages and prizes. In the media, women's sport is not only marginalized but also often presented in a different style that reflects and reinforces gender stereotypes. Violence against women, exploitation and harassment in sport are manifestations of the views of men's dominance, physical strength and power, which are traditionally portrayed in male sport.

By age 14, girls are dropping out of sports at two times the rate of boys. Through more than 25 years of research, the Women's Sports Foundation has identified key factors which contribute to this alarming statistic. These include:

- **Lack of access**

Girls have fewer opportunities to play high school sports than boys have. Lack of physical education in schools and limited opportunities to play sports in both high school and college mean girls have to look elsewhere for sports. This may not exist or may cost more money.



**Women playing netball**

- **Safety and transportation issues**

Sports require a place to participate – and for many girls, especially in dense urban environments, that means traveling to facilities through unsafe neighbourhoods or lacking any means to get to a good facility miles away. And if there isn't a safe option like carpooling with other families, the only option for a girl and her family may be to stay home.

- **Social stigma**

Despite recent progress, discrimination based on the real or perceived sexual orientation and gender identity of female athletes continues. Girls in sports may experience bullying,

social isolation, negative performance evaluations, or the loss of their starting position. During socially fragile adolescence, the fear of being tagged “gay” is strong enough to push many girls out of the game. Girls and women should be encouraged to play sports and should be respected by everyone.

- **Decreased quality of experience**

As girls grow up, the quality level of their sports experience may decline. The facilities are not as good as the boys’ venues and the playing times may not be optimal. The availability of quality, trained coaches may be lacking in their community or these coaches may be more focused on the boys’ programs that have more money for training. Equipment and even uniforms aren’t funded for many girls’ programs at the same levels as boys so their ability to grow and enjoy the sport is diminished.

- **Cost**

School sports budgets are being slashed every day, all across the country. Fewer opportunities within schools mean families must pay to play in private programs while also footing the bill for expensive coaches, equipment and out-of-pocket travel requirements. This additional expense is just not possible for many families.

- **Lack of positive role models**

Today’s girls are bombarded with images of external beauty, not those of confident, strong female athletic role models. To some girls, fitting within the mould that they are constantly told to stay in is more important than standing out. Peer pressure can be hard for girls at any age; when that pressure isn’t offset with strong encouragement to participate in sports and healthy physical activity, the results may lead girls to drop out altogether.



### Activity 14.1

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1. Name at least three sports women in PNG.

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_

2. List the barriers that prevent women from participating in sports and physical activities.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

f) \_\_\_\_\_

## Ways to overcome barriers for women participation in sports.

A number of critical elements have been identified for challenging gender discrimination and unequal gender relations, and establishing an enabling environment for gender equality and the empowerment of women, in many different areas, including women and sports.

They include:

- improving women’s capabilities, through education and health
- increasing their access to and control over opportunities and resources, such as employment and economic assets
- enhancing their agency and leadership roles
- protecting and promoting their human rights
- ensuring their security, including freedom from violence.

The role of men and boys in challenging and changing unequal power relations is critical. In recent years, a stronger focus was developed on the positive roles men and boys can play in promoting women’s empowerment in many different areas, such as the home and community. The current dominance of men in the world of sports makes their involvement and contributions to achieving gender equality in this area critical.

Sport and physical activity were first specifically recognized as a human right in the International Charter of Physical Education and Sport, adopted in 1978 by the United Nations Educational, Scientific and Cultural Organization (UNESCO). The Charter states: “One of the essential conditions for the effecwomenn2000 and beyond December 2007/AIDS, malaria and other diseases. Sport can help engage otherwise difficult-to-reach populations and provide positive role models delivering prevention messages.



### Activity 14.2

1. List ways in which barriers can be overcome

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

2. Identify and explain a barrier that women or girls in your community face in playing sports.

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### **Importance of women participation in sports and physical activities**

In addition to benefits for women and girls themselves, women's increased involvement can promote positive development in sport by providing alternative norms, values, attitudes, knowledge, capabilities and experiences. The contributions of women, particularly in leadership positions, can bring diversity and alternative approaches and expand the talent base in areas such as management, coaching and sport journalism.

The participation of more women and girls in sport challenges can be seen as a way to promote gender equality and women and girls' empowerment. In particular, women in sport leadership can shape attitudes towards women's capabilities as leaders and decision-makers, especially in traditional male domains. Women's involvement in sport can make a significant contribution to public life and community development.

The current dominance of men in the world of sport makes their involvement and contributions to achieving gender equality in this area critical.

The following are some steps to increase girls and women's participation in sports.

1. Introduce young girls to different sports and varied opportunities for physical activity. Customarily young females do not necessarily respond to traditional games and coaching. This must change to get more girls playing.
2. Hold girls to the same standards as boys. One way to break the societal difference in expectations between boys and girls is to expect both of them to do the same number of push-ups.
3. Introduce new games, rule modifications, and creative play ideas to keep girls interested in sports. Not placing too much emphasis on winning or game outcomes and instead have sports be about learning physical activity and the game.
4. Make athletic activity an integral part of girl's lives by building a community beyond the field. When young athletes involve athletic activity in their communities, it will help making them feel engaged beyond the field. One way to achieve this is by involving parents in your program.

## Summary

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You have come to the end of lesson 9. In this lesson you have learnt that:

- When we take part in sports we need to develop good interpersonal skills in order to be good players and members of our team.
- Women's sports include unskilful and professional competitions in nearly all sports.
- Although the level of participation and performance still varies greatly by country and by sport, women's participation have broad acceptance throughout the world.
- Men and women should have equal opportunity and should be treated in the same way.
- The positive outcomes of sport for gender equality and women's empowerment are controlled by gender based discrimination in all areas and at all levels of sport and physical activity.

**NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.**



## Answers to the Activities

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### Activity 14.1

1. Individual student's answers may vary
2. Answers include:
  - a) Lack of access
  - b) Safety and transportation issues
  - c) Social stigma
  - d) Cost
  - e) Lack of positive role models
  - f) Decreased quality of experience

### Activity 14.2

1. Individual student's answers may vary
2. Answers include:
  - a) Improving women's capabilities, through education and health
  - b) Increasing their access to and control over opportunities and resources, such as employment and economic assets
  - c) Enhancing their agency and leadership roles
  - d) Protecting and promoting their human rights
  - e) Ensuring their security, including freedom from violence

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## Lesson 15: Sports for People Living with Disabilities

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Welcome to lesson 15 of unit 4. In the last lesson you learnt about women participation in sports. In this lesson you will learn about sports for people living with disabilities.



### Your Aims:

- identify how disabled people can access sports
- identify physical barriers for people with disability
- identify the importance of their participation in sports and physical activities

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### People Living with Disabilities and Sports

**People living with disability** are those who are physically impaired or are unable to actively use a certain part of their body. For example, someone with a broken arm or someone who is blind in one eye, etc. However, this should not stop them from taking part in sports. They have the same right like everybody else to play sports.

### Physical barriers

People with disability experience physical barriers related to most things they try to do. Barriers to participation in sports for disabled people are both physical and psychological. High levels of self-esteem are associated with fewer barriers to participation in sport. In many cases, disabled people put up barriers around themselves in the form of excuses. In the interest of their health, they need to identify barriers and work out ways to remove them.

### Barriers



Barriers are things that prevent us from doing what we should do or should be doing.

### People Living with Disabilities Can Access Sports

People living with disabilities should be assisted and encouraged to take part in sports. They should not be made to feel that they are unable to play or that there is no sporting event that they can take part in.

### Examples:

- Those who are partly paralysed can still run a race in a wheelchair.
- Those who are deaf can still play and enjoy sports such as cricket and table tennis.

- People who are in wheelchairs can take part in athletics and play sports such as basketball.
- Those who use sign language to speak are just as able as everybody else and so should be encouraged to participate.

Internationally, the Paralympics is a kind of sports that is organised for disabled people and it is held after every four years as part of Olympic Games. Different events are held for athletes with different kinds of disability.

Unfortunately, in most parts of Papua New Guinea there is little opportunity for people with disability taking part in sports. The possible reasons for this are:

- they think that they cannot participate in sports
- there is very little or no avenues to give them that opportunity
- they believe that no one is interested or can cope with organising sporting games for them
- Other people think that disabled people are unable to do what they can do



### Activity 15.1

In the table below list some of the physical and mental or psychological barriers that people living with disabilities are faced with in sports.

Physical	Psychological/Mental

### Why Participate in Sports and Physical Activities

Participating in sports and other physical activities should be encouraged for people living with disabilities. The main reasons why they should participate are:

- it helps them build their confidence both physically and mentally
- as members of any community they should be urged to take ownership of being an active member of that community.

Playing sports is a form of therapy/treatment or rehabilitation for this group of people. They need the exercise to keep physically fit and healthy. Participating in sports should also help give them confidence to their inner self and their way of thinking. Sports can bring out talents and capabilities they think they didn't have.

These people must feel that they have the community support to go out there and play. Through sports, they will feel that they too belong to the society. They should be given the opportunity, the time and place to be seen as being like anybody and everybody else.



**Sports can help everyone including people living with disabilities, look beyond their physical impairments.**



**Activity 15.2**

Write short answers in response to the following questions.

1. Why do you think people living with disabilities should be take part in sports and physical activities?

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2. How can you help people (those living with disabilities) in your community take part in sporting activities?

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## Summary

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You have now come to the end of the lesson. In this lesson you have learned that:

- That people living with disabilities have the same right to play sports as other people.
- Barriers that people living with disabilities are face with are both physical and psychological
- People living with disabilities can access different sports and physical activities.
- Many types of physical activities that people living with disabilities have to choose.

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**NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE**





## Practice Exercise 15

The Practice Exercise consists of short answers.

- Write a brief explanation for each of the following key terms to show that you understand the meaning of each term.

a) Disability:

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b) Physical:

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c) Barriers:

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- Describe the benefits for a person living with disability in participating in a sport.

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- In the table below, list the different kinds of people living with disabilities living in your community or that you know of. Suggest what kind of sporting events or physical activities they should be able to participate in. Use the example to help you.

Person living with disability	Sporting event they can take part in
Eg. Has only one arm	Athletics, especially, running

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4**

## **Answers to Lesson Activities**

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### **Activity 15.1**

Individual answers may vary. No standard answers

### **Answers to Activity 15.2**

Individual answers may vary. No standard answers

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## **References**

Outcome Edition Personal Development Grade 10 Kenneth Rouse (Sports and Fitness pg. 204)

Active outcome 2 second Edition Proctor Ruskin (Being active – now and forever pg. 213)

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## Lesson 16: Bad Practices in Sports



Welcome to lesson 16 of unit 4. In the last lesson you learnt about sports for people living with disabilities. In this lesson you will learn about bad practices in sports.



### Your Aims:

- identify bad practices in sports
- identifies the consequences of bad practices in sports

### Practises in Sports

Playing sports has its advantages and disadvantages. Presented in the table below are some examples of benefits and detriments or bad practices that are evident in sports.

Benefits of Sports	Detriments of Sports
<ul style="list-style-type: none"> <li>• The strength, speed, size and agility of modern athletes arouse awe within those who witness their performances.</li> <li>• During competitions athletes exhibit excellence in skill, courage, and the ability to perform under pressure.</li> <li>• Commitments, selflessness, adaptability, teamwork associated with desirable social character are demonstrated on fields, tracks and courts worldwide.</li> <li>• Societies celebrate athletic success and bestow attention and trophies of gold and great riches upon victors.</li> </ul>	<ul style="list-style-type: none"> <li>• The performance ethics motivates individuals to act with self-interest and to engage in behaviour that causes conflict and pain</li> <li>• Some participants may develop the tendency to intentionally harm others, lie, cheat, seeks revenge, utilize harsh and divisive, abusive language</li> <li>• Immoral, pride and selfish behaviours are commonly observed in athletic settings.</li> <li>• Competitive environments are too often characterized by pride, unfairness, malice and violence.</li> <li>• When coaches and athletes see that their dream of athletic achievement cannot be achieved through natural and legitimate means, they may choose to engage in dishonest behaviour.</li> </ul>

### Bad Practices in Sports

An athlete's behaviour on the field is more important than off- field conduct particularly for young people. The off- field behaviour does not produce much effect on young children because they are too young to understand what drugs, sexual roles and rock 'n' roll are all about. The on-field is what is imitated. In the last century and much earlier, players were upright, noble and there were no drugs, violence and gambling.

Bad practices and behaviours in sports by participants and spectators that have unfavourable effects include:

- **Violence**

The use of intentional violence and the threat of violence as a means to achieve success are common in contact sports. Sporting games that involve body contact, for example: Rugby can turn violent if players deliberately cause injury or play to harm another player. The use of violence is further increased because of the fast pace of the game, the elaborate set of rules, the contention of wills and the possibility of contact.



**Fighting on the field**

Intentional physical violence is commonly used in sports as a means to succeed, even in non-contact sport. Players can intentionally harm others or sometimes coaches encourage intentional harm to opponents in an effort to achieve team success. However, contact sporting games do test a player's courage and ability to overcome pain. Any administered body contact that is legal, is part of the game and is allowed by the rules. It cannot be avoided if one is to participate and demonstrate excellence in their performance.

Injuries are bound to occur and as long as it is unintentional, it should not turn into violence. Players should play assertively but there should never be the intent to harm. When an individual participates in any sport, they should respect the health and well-being of others. Purposely injuring and intimidating opponents through the threat of violence may increase the odds of winning a contest.

- **Lying**

Sports can be full of lies if players look for weaker avenues to increase their chances of winning. For example a player may lie when they call a ball out in a tennis match to deny their opponent a point or when they fail to count a stroke in the game of golf. Players can also lie to fake an injury in soccer even though his/her opponent did not kick him/her.

Lying has also been evident in giving the age or height of players. All lies are given in the effort to achieve success.

- **Cheating**

When one fails to play by the rules, cheating occurs. The cheater does not play the same game as the individual who follows the rules. A true test of skill and strategy as dictated by a sport's rules and regulations is not realized. In real sense, victory is stolen by the cheater. Winning through cheating is worthless as it is neither deserved or a sign of player's superiority. Cheating is morally wrong because it takes unfair advantage of one's opponents.

Many tactics such as aggressive and dirty play, ingenuity and flat out cheating can be found in almost all sporting games. Cheating happens when people break the rules of the game and are not willing to follow the ideas of fair play and sportsmanship. Examples of cheating include having an extra player on the field during a game, taking part in age group that you do not belong to, or not staying in the lane during a race on an athletics track.



**An athlete is cheating**

When people cheat it means that they know they do not have the skills to beat the other person or team in a fair way by using their own ability. People who take drugs or other illegal substances to win are cheating themselves rather than tricking other people and therefore should not feel proud of their achievements. On the other hand, people who honestly play by the rules and to the best of their abilities, show true sportsmanship. They can always feel proud of their achievement whether they win or lose.

- **Seeking revenge**

In the heat of a sports contest, tempers often spark negative reactions. When players and coaches feel cheated or embarrassed by opponents and referees, they feel frustrated and angry. They create an avenue to cause revenge. In some cases coaches have attacked referees during contests when they felt that referee calls were unfair or incorrect.

Spectator violence is a problem throughout the world. Fans have engaged in violent behaviour in response to perceived unjust calls, undesirable outcomes, and as a means of celebrating victories. Though spectator violence has been a major problem in the past, it is a problem for law enforcement officials and those who sponsor sporting events.

Reactive violence and verbal attacks cannot make bad situations better; they can only escalate problems, cause conflict, and result in bruised pride and broken bodies. To seek revenge as a response to frustration and anger through verbal and physical means is to violate laws. Revenge cannot spread knowledge of the truth, physical health, mental health, friendship, harmony, inner peace, or avoidance of pain.

When someone has been wronged by another in a sport setting, getting even and having the last word should not be the goal. Such attempts generally lead to an escalation of problems and disharmony. Sports persons, who engage themselves in violent acts in response to another, are guilty of violating laws and rules.

- **Harsh, divisive and provoking behaviour**

Fist fighting and other violent acts in sporting contest have occurred as a consequence of verbal clashes. The talking escalates in its frequency and comments become ever more personal and degrading. Eventually one of the abusers crosses the line from verbal to physical aggression. Trash talking, verbal bullying and provoking are part of the modern competitive sports environment that should be discouraged and disallowed completely from any sporting arena.

Coaches, team captain, spectators or fans and even the players themselves, should not entertain such behaviour. Referees should send players out or be firm in giving technical fouls to both coaches and spectators.

- **Pride and egotistical**

Pride is often thought to be a positive thing. In small degrees it is reflective of delight and satisfaction. Parents experience pride as a result of their children's achievements. When their child gets his or her first hit in a baseball or softball game there is delight and satisfaction. The child may feel glee and a sense of accomplishment.

Pride is a word that is also used to convey a sense of arrogance. There is a point at which pride becomes a negative thing. This is when players start to think too highly of themselves, feel special and believe that they are the only best on the field. Being humble, playing as a team and playing by the code of ethics, is the art of true sportsmanship.



### Activity 16.1

Copy and complete the table below in identifying the bad practices in sports. The word(s) are jumbled so you will have to unjumble them

Jumbled word	Correct word	Jumbled word	Correct word
Ecneliov		Lnnnetitioa	
Gintahce		Hhras	
Siel		Soplebrm	
Rgeneve		Ttiioopcenm	
Epidr		Gpoovnkir	
Lcicsiotge		Hiiggfnt	
Esidiiv		Vasibue	

### Consequences of Bad Practice in Sports

We have looked at a number of bad practices and behaviours in sports. Let us look and discuss the consequences of these bad practices. Before we can look at the consequence let us define what the concept is. A consequence is a result of a particular action or situation, often one which is bad or not convenient.

The following include some consequences of bad practices in sports.

- **Personal**

- ✓ Curiosity gets satisfied (use of drugs) – then what?
- ✓ May get the wrong type of attention
- ✓ May lose control of emotions that is may become angry/violent and depressed
- ✓ May go against family / religious values
- ✓ Creates problems family, teammates and sporting establishments.
- ✓ May lose self- esteem

- **Social**

- ✓ May let friends/ team mates/ family/ sporting organizations down.
- ✓ May lead to negative episodes
- ✓ Growing children will look up to athletes as not good role models in sports

- **Performance on and off Field.**

- ✓ May become less motivated to do well
- ✓ Memory, ability to concentrate and think clearly may be affected.
- ✓ Moods may change and may have difficulty controlling emotions
- ✓ May lose employment, benefits and contract with sporting organizations
- ✓ Become too conscious about public opinion

- **Health**

- ✓ May lead to chemical dependence
- ✓ May become undernourished
- ✓ May cause appetite to change
- ✓ Females may become masculine- looking and growing facial hair
- ✓ Males may experience breast development, decrease in size of testicles
- ✓ May find it difficult to sleep or get adequate rest

- **Financial**

- ✓ Cost of purchasing drugs
- ✓ Cost to compensate destruction to sporting facilities
- ✓ Pay fines if charged by sporting organization

- **Legal**

- ✓ Negative implications regarding possession, purchase and use of performance enhancing substances could jeopardize opportunities in future.



### Activity 16.2

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List and explain four examples of consequences of bad practices in sports

- a) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- d) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Ways to discourage bad practices in sports

The use of violence, both on and off-field, cheating, performance enhancing drugs and emotional involvement are very negative behaviours and practices in sports that should be discouraged. The true meaning of sportsmanship, fair play and success will be really felt if athletes used their long hours of tireless training, knowledge and skills to attain success rather than resorting to these bad behaviours for personal gain. Moreover, if spectator audiences love their sports, they should not provoke players and officials by making unnecessary and offensive remarks to stimulate violence and other deviant behaviours.



There are a number of ways to discourage bad behaviours and practices in sports. Let us look at some of these ways.

- Ethical coaching: how a young athlete develops both with their sport as a person has a lot to do with how she or he is coached. Youth can be very impressionable, and it is important that a coach recognize his or her role in the athletic and personal development of each individual sport.
- Promote a healthy, active lifestyle through fitness and exercise is an obvious benefit to playing sports at a young age
- Instil strong and positive characters in young athletes so that he or she can earn important life lessons like how to work hard, persevere, be a team player, set goals and follow rules.
- Exorbitant fines, lifetime bans and other stern punishments should be imposed on athletes, official, coaches, and other insider from taking the risk.
- Athletes and coaches should follow the spirit of the rules of any individual sport.
- Athletes must play assertively but there should never be intent to harm or intimidate fellow sportsman or women.
- Discourage lying, cheating or carrying out violent acts because they do not foster personal or social harmony.
- All athletes and coaches should play by the rules
- Coaches and athletes should not engage in reactive behaviours in contempt.



### Activity 16.3

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List some ways to discourage bad practices in sports.

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## Summary

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You have come to the end of lesson 16. In this lesson you have learnt that:

- Sports serve as a beacon of humanity but it also serves as a source of darkness.
- Our laws guide humanity toward moral and civil behaviour. The performance ethics motivates individuals to act with self-interest and to engage in behaviour that causes conflict and pain.
- If sports is to have positive affect upon participants and society, the laws should be adhered to at all times.
- Cheating, violence, telling lies, taking revenge, use of harsh, divisive and inflammatory language and pride are some bad practices in the sports setting/ environment.
- There are various consequences of bad practices in sports: There are social, emotional, personal, physical and legal implications.
- There is a number of ways to discourage bad practices in sports.

**NOW GO ON TO DO PRACTICE EXERCISE 16**



**Practice Exercise 16**

Cheating, violence and use of harsh, divisive and provoking speech are three of the many bad practices in sports. These bad practices are also experienced and observed here in Papua New Guinea. In at least three paragraphs discuss these practices. Use the following guideline to do this exercise.

- a. The sports event(s) that you attended heard about or watched.
- b. What were the bad behaviours and practices observed?
- c. Who was involved? What were the consequences of these behaviours?
- d. What should be done to athletes and spectators who instigate bad practices?

Blank writing area with horizontal lines for student response.

**NOW CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**

## Answers to the Activities

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### Activity 16.1

Jumbled word	Correct word	Jumbled word	Correct word
Ecneliiov	violence	Lnnnetitioa	intentional
Gintahce	cheating	Hhras	harsh
Siel	lies	Soplebrm	problems
Rgeneve	revenge	Ttiioopcenm	competition
Epidr	pride	Gpooovnkir	provoking
Lcicsiotge	egotistical	Hiiggfnt	fighting
Esidiiv	divisive	Vasibue	abusive

### Activity 16.2

Students answers may vary, no standard answers

### Activity 16.3

#### *Personal*

Curiosity gets satisfied (use of drugs) – then what?

May get the wrong type of attention

May lose control of emotions that is may become angry/violent and depressed

May go against family / religious values

Creates problems for family, teammates and sporting establishments.

May lose self- esteem

#### *Social*

May let friends/ team mates/ family/ sporting organizations down.

May lead to negative episodes

Growing children will look up to athletes as not good role models in sports

Performance – On and Off- Field.

May become less motivated to do well

Memory, ability to concentrate and think clearly may be affected.

Moods may change and may have difficulty controlling emotions

May lose employment, benefits and contract with sporting organizations

Become too conscious about public opinion

#### *Health*

May lead to chemical dependence

May become undernourished

May cause appetite to change

Females may become masculine- looking – including facial hair

Males may experience breast development, decrease in size of testicles

May find it difficult to sleep or get adequate rest

#### *Financial*

Cost of purchasing drugs

Cost to compensate destruction to sporting facilities

Pay fines if charged by sporting organization

*Legal*

Negative implications regarding possession, purchase and use of performance enhancing substances could jeopardize opportunities in future.

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**References**

Gr. 9 PD student book – Dianne McInnis.

Gr. 9 PD student book – Kenneth Rouse

Gr. 10 PD student book – Kenneth Rouse

Internet & others

Active Outcomes 1- Proctor, Ruskin.

Active Outcomes 2 – Proctor, Ruskin

## Lesson 17: Sports and Mass Media

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Welcome to lesson 17 of unit 4. In the last lesson you learnt about bad practices in sports. In this lesson you will learn about sports and mass media.



### Your Aims:

- defines mass media
  - identify types of mass media
  - identifies the role of mass media in promoting sports
- 

### Mass Media

**Mass media** is collectively the communications media that reaches the mass of people. For example; newspapers, magazines, television, mobile phones and radio stations are communication channels that transfer information to the general public.

Mass media has become one of the main instruments of political, economic and social change. The role of mass media in broadcasting sporting events, places an impact on how the public views and reacts to the games. For example, a large percentage of Papua New Guineans would be in front of a television to watch 'State of Origin'.

Through the use of mass media, people are able to learn, understand and follow the games that are being telecast or printed in the papers. For example, someone who does not know the rules and regulations of lawn tennis can be able to pick up that information by watching the game on television.



**Mass media plays an important role in the communication of sports and sporting events**



### Activity 17.1

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In your own words, explain what mass media is. Give examples.

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## Types of Mass Media

Mass media can be categorized into two broad types: Electronic Media and Print Media.

### 1. Electronic Media

- **Broadcast**

The sequencing of content in a broadcast is called a schedule. With all technological endeavours a number of technical terms have developed. Radio and television programs are distributed over frequency bands that in the United States are highly regulated. Such regulation includes determination of the width of the bands, range, licensing, types of receivers and transmitters used, and acceptable content.

Cable and cable less television programs that are often broadcasted simultaneously with radio programs may have a more limited audience, depending on their accessibility. By coding signals and requiring cable converter box at individual recipients' locations, cable also enables subscription based channels and pay-per-view services. Through broadcast media, people can be able to listen to or watch a sporting event.



**Different forms of mass media**

- **Films and movies**

The term film encompasses motion pictures as individual projects, as well as the field in general. Films are produced by recording people and objects with cameras, or by creating them using animation techniques and or special effects.

Film is considered by many to be an important art form; films entertain, educate, enlighten, and inspire audiences. Any film can become a worldwide attraction, especially with the addition of dubbing or substitutes that translates the film message. Films are also artefacts created by specific cultures, and, in turn, affect them.

- **Video games**

A video is a computer – controlled game which a video display, such as a monitor or television, is the primary feedback device. The term computer game also includes games which display only text or which use other methods, such as sound or vibration, as their primary feedback, but there are very few games in these categories. There must always be some sort of input device usually in the form of button, joystick combinations, a keyboard and mouse/ track combination (computer games), a controller, or a combination of any of the above.

- **Internet**

The internet is also known as the Net. It is a more interactive medium of mass media, and can be briefly described as a network of network. Specifically, it is the network of interconnected computer networks that transmit data by packet switching using the internet procedure. It consists of millions of smaller domestic, academic, business, and government networks, which together carry various information and services, such as email, online chat, file transfer, and the interlinked web pages and other documents of the World Wide Web. A blog is also a website, usually maintained by an individual, with regular entries of commentary, descriptions of events, or interactive media such as images or videos.

- **Mobiles**

Mobile phones were introduced in Japan in 1979 but became a mass media only in 1998 when the first downloaded ringing tones were introduced in Finland. Shortly after that, most forms of media content were introduced on mobile phones, tablets and other portable devices, and today the total value of media consumed on mobile vastly exceeds that of internet content.

## **2. Print Media.**

- **Magazines**

A magazine is a periodical publication containing a variety of articles, generally financed by advertising and or purchase by release. Magazines are typically published weekly, monthly or quarterly with a date on the cover that is in advance of the date that is actually published. They are often printed in colour on coated paper, and are bound with a soft cover.

A magazine falls in two broad categories: consumer magazines and business magazines. In practice magazines are a subset of periodicals, distinct from those periodicals produced by scientific, artistic, academic or special interest publishers which are subscription- only, more expensive, narrowly limited in circulation, and often have little or no advertising. Magazines can be classified as general interest magazines and special interest magazines.



- **Newspapers**

A newspaper is a publication containing news and information and advertising usually printed on low-cost paper called newsprint. It may be general or special interest, most often published daily or weekly. The first printed newspaper was published in 1605, and the form has thrived even in the face of competition from technologies such as radio and television.



### Activity 17.2

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List the different types of mass media that you use. Which one do you frequently use? Explain why you use it more frequently than the others

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### How Mass Media Promotes Sports in Papua New Guinea

- **The functions of mass media**

The significance of mass media for human life cannot be overestimated. This is true because beyond the physical requirements of food and shelter everyone needs communication, entertainment and information. And it's mainly mass media that can satisfy all these requirements at the same time.

Mass media usually are thought of as sources of news and entertainment; they also carry messages of persuasion. Important, though overlooked, is how mass media messages bind people into communication even into nations. The main functions include:



Media Messages

- **Pervasiveness**

Mass media are pervasive in modern life. Through the mass media we learn almost everything we know about the world beyond our immediate environs. How we know about international news without the help of newspapers, television and other mass media? An informed and involved community is possible in modern democracy only when the mass media work well. Also without the mass media our expressions would be limited within earshot and to we write letters, but the mass media make our audience larger.

- **Information source**

Another vital function of the mass media is that it serves as an information source. The heart of the media's informing function lies in the messages called news because news is reports on things that people want or need to know. Advertising is also part of the mass media's information function. The media especially newspapers are bulletin boards for trade and commerce; they can also provide full information such as classified advertisements.

- **Entertainment source**

The mass media can be wonderful entertainers bringing people together huge audiences. No matter how many people saw Charlie Chaplin on the vaudeville stage, more people saw in movie houses. Almost all mass media have an entertainment component. The thrust of the American movie industry is almost wholly entertainment although there can be strong information and persuasive elements. Even the most serious newspaper have occasional humour columns. Most mass media are a mix of information and entertainment.

- **Persuasion forum**

People form opinion from the information and interpretations to which they are exposed, which means that even news coverage has an element of persuasion. The most obvious of the media messages designed to persuade is advertising. Advertisements exhort the audience to action – to go out and buy tooth paste, automobiles, sports attire etc. Public relations usually also tries to persuade and shape attitudes by persuading the mass media audiences to see this or that fact in particular light.

- **Binding influence**

The mass media bind communities together by giving messages that become a shared experience. A rural newspaper editor may not be thinking how his work creates a common identity among readers but it does. The town newspaper is something that everyone in town has in common. The importance of mass media in binding people into nationhood is clear in every revolution.

Mass media plays a great role in our modern society and it seems that our world would be dull and uninteresting without these resources of information, communication and entertainment.



### **Activity 17.3**

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What are the main functions of Mass Media? List and briefly explain what they are.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_
- c) \_\_\_\_\_  
\_\_\_\_\_
- d) \_\_\_\_\_  
\_\_\_\_\_
- e) \_\_\_\_\_  
\_\_\_\_\_

## Summary

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You have come to the end of lesson 17. In this lesson you have learnt that:

- The mass media is a diverse collection of media technologies that reach a large audience through mass communication.
- The technology through which this communication takes place includes a wide variety of outlets.
- There are two broad categories of mass media: Print Media and Electronic Media.
- Print media include newspapers, books and magazines.
- Electronic media includes television, radio, films or movies
- There are five main functions of mass media: pervasiveness, information source, entertainment, persuasion forum and binding influence

**NOW GO ON TO DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.**



### Practice Exercise 17

**Copy and complete the table below. Identify 4 forms of print media and electronic media respectively and do the exercise below. The first one has been done for you.**

Form of media	Definition	Examples
Print Media		
1. Newspapers	A publication containing news and information and advertising, usually printed on newsprint.	The National Post Courier
2.		
3.		
4.		
Electronic Media		
1.		
2.		
3.		
4.		

**NOW CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**

## Answers to Activities

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### Activity 17.1

Students answers may vary

Sports is a game, competition or activity needing physical effort and skill that is played or done according to rules, for enjoyment and/or as a job whereas mass media refers to newspapers, magazines, television and radio stations and the people who work for them who are thought to have a lot of political influence

### Activity 17.2

Film, radio, television, internet, mobile, video games, social media, websites, newspapers, magazines, periodicals, audio recording

### Activity 17.3

There are five main functions of mass media: pervasiveness, information source, entertainment, persuasion forum and binding influence.

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Internet & others

Staurowsky, E. J., DeSousa, M. J., Gentner, N., Miller, K. E., Shakib, S., Thesberge, N., & Williams, N. (2009). Her Life Depends On It II: Sport, Physical Activity, and the Health and

Well-Being of American Girls and Women

Active Outcomes 1- Proctor, Ruskin.

Active Outcomes 2 – Proctor, Ruskin

## Answers to Practice Exercises 13-17

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### Answers to Practice Exercise 13

1-4 Individual students' answers may vary

### Answers to Practice exercise 14

Ensure that women are encouraged and have the opportunity to undertake leadership positions within the organization, including in coaching, officiating, and committee membership

Provide good practical instruction

Establish a positive group atmosphere

Use positive, encouraging, and instructive feedback

Ensure that the training and competition needs of elite female athletes are identified and addressed

Promote beginner and intermediate activities for girls and women as fun, open and non-competitive.

Organize mother and daughter sessions to help create a familial culture of support for sport.

Women and girls are more open to ideas about 'health' and 'well-being' than sport. Combine physical activity with health promotion; offer guest speakers on active lifestyles, nutrition, body image, smoking etc.

Give women a strong voice in programs and maintain a flexible approach to participation to ensure their needs are heard and met

### Answers to practice exercise 15

1. Disability:

When you are treated unfairly or harassed.

Physical:

Being physically fit towards your physical well being

Barriers:

Are things that prevent us from doing what we want to do or should be doing.

2. Answer: No standard answers. Answers will vary

3. Answer: No standard answers. Answers will vary

### Practice Exercise 16.

{Answer: No standard answers. Answers will vary}

**Practice Exercise 17. Answer to Practice Exercise 17**

Form of media	Definition	Examples
Newspapers	A publication containing news and information and advertising, usually printed on newsprint.	The National, Post Courier, Sunday Chronicle, The Weekender
Magazines	A periodical publication containing a variety of articles	School magazine also known as the Yearbook, Paradise magazine
Pamphlets	A thin book with only a few pages which gives information or an opinion about something	Health , Education, Finance
Comics	A magazine, especially for children, which contains a set of stories told in pictures with a small amount of writing	Phantom, Spiderman, Beetle,
Movie/ Film	A series of moving pictures, usually shown in a cinema or on television and often telling a story. A film is produced by recording people and objects with cameras, or by creating them using animation techniques.	Lotus, Home Alone, Harry Porter
Radio	The system or work of broadcasting sound programs for the public to listen to.	National Broadcasting Commission, 100FM,
Television	A device shaped like a box with a screen which receives electrical signals and changes them into moving images and sound.	EMTV, Hitron, Cinema
Video game	a computer- controlled game in which a video display such as a monitor/ television, is the key feedback device.	Nintendo, Computer games



**REFERENCES**

Gr. 9 PD student book – Dianne McInnis.

Gr. 9 PD student book – Kenneth Rouse

Gr. 10 PD student book – Kenneth Rouse

Internet & others

Staurowsky, E. J., DeSousa, M. J., Gentner, N., Miller, K. E., Shakib, S., Thesberge, N., & Williams, N. (2009). Her Life Depends On It II: Sport, Physical Activity, and the Health and

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Active Outcomes 2 – Proctor, Ruskin

Outcome Edition Personal Development Grade 10 Kenneth Rouse (Sports and Fitness pg. 204)

Active outcome 2 second Edition Proctor Ruskin (Being active – now and forever pg. 213)

Internet and other sources

## SUBJECT AND GRADE TO STUDY

Grades 7 & 8

English  
Mathematics  
Science  
Social Science  
Making a Living  
Personal Development

Grades 9 & 10

English  
Formal Mathematics  
Practical Mathematics  
Science  
Social Science  
Commerce  
Design and Technology- Computing  
Personal Development

Grades 11 & 12

English  
Formal Mathematics  
Practical Mathematics  
Science  
Social Science  
Business Studies  
ICT  
Personal Development

### REMEMBER:

In each grade, you must study English, Formal Mathematics, Science and Social Science. Commerce and Practical Math are optional. Your Provincial Coordinator or Supervisor will give you more information regarding each subject.

Certificate in Matriculation

### CORE COURSES

Basic English  
English 1  
English 2  
Basic Maths  
Maths 1  
Maths 2  
History of Science & Technology

### OPTIONAL COURSES

Science Streams: Biology  
Chemistry, Physics and Social Science Streams:  
Geography, Introduction to Economics and Asia and  
the Modern World

### REMEMBER:

You must successfully complete 8 courses: 5 compulsory and 3 optional

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21	HELA	P. O. Box 63, Tari	73197115	72228141	Baja Hadaja	77522861	Mr Ogai John	72229083
22	JIWAKA	c/- FODE Hagen		72228143	Vacant	77522862	Joseph Walep	72229085