Body in Motion

In this unit you will …

▶ examine types of movement skills
▶ analyse how space, time, effort and relationships are affected through movement
▶ evaluate tactical play
▶ understand the roles and responsibilities of various sports contexts
▶ recognise safe play
▶ apply ethical and inclusive sporting practices.
What are you curious to learn about in this unit?

Links

Attributions
Writer: Elizabeth Kerr

123RF: stockbroker (boys playing basketball).

Alamy Stock Photo: Allstar Picture Library (Serena Williams); Calamy stock images (runner with prosthetic arm); Clive Chilvers (wheelchair rugby team); Michael Dwyer (three ballerinas); ne mainpicture (Rafael Nadal); tech gadgets (olympic rings logo).

Guardian News & Media Ltd: Extract from ‘Netballer Ashleigh Brazill’s civil union: my sexuality has never been an issue,’ by Erin Delahunty, 2 February 2016; extract from ‘The courageous journey of Ian Roberts, rugby league’s first openly gay player,’ by Patrick Skene, 18 August 2015.

Image 100: Corbis/Glow Images (male swimmer doing butterfly stroke).

iStockphoto: girl playing tennis.

MIXA Co., Ltd: (man throwing javelin).


Shutterstock: Aleph Studio (toddler); dotshock (all hands in); Gajus (blackboard); Racheal Grazias (girls playing hockey); photobychance (boys playing rugby); mezzotint (disabled sprinter); Warren Goldswain (yoga pose); wizdata (gymnast with ribbon).

Daniel Wilkins: (Ashleigh Brazill’s civil union).
## Unit glossary

Read the definition then write each word in a sentence to show its meaning.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>apparatus</td>
<td>a set of instruments, machinery or appliances for a particular task</td>
</tr>
<tr>
<td>flow</td>
<td>any continuous movement; how your body moves through space</td>
</tr>
<tr>
<td>force</td>
<td>strength; impetus; the amount of energy used in movement</td>
</tr>
<tr>
<td>fundamental skills</td>
<td>basic skills of movement such as balancing, throwing and catching</td>
</tr>
<tr>
<td>manipulative skills</td>
<td>when a piece of sporting equipment like a bat or ball is introduced to the skill</td>
</tr>
<tr>
<td>proficiency</td>
<td>skill; competency; capability</td>
</tr>
<tr>
<td>skill refinement</td>
<td>development of skills based on teaching and feedback through practising</td>
</tr>
<tr>
<td>specialised skills</td>
<td>skills tailored to a specific sport or physical activity</td>
</tr>
<tr>
<td>stimulus</td>
<td>something that motivates a response or reaction</td>
</tr>
<tr>
<td>strategy</td>
<td>a long-term way to achieve a goal</td>
</tr>
<tr>
<td>tactic</td>
<td>a short-term way to achieve a goal</td>
</tr>
</tbody>
</table>
TYPES OF MOVEMENT SKILLS

When you were a child you learnt the basics of movement. You met milestones such as rolling, sitting, walking, and running in a series of building blocks. By the time you were in primary school, you probably started to refine these skills and it is likely that you were more effective at balancing, throwing and catching. These are classified as fundamental movement skills. Everyone develops these skills at different times and to different levels of proficiency.

As you progressed through junior school your locomotor skills continued to improve and if you started playing games or sport, you would have transitioned into sequencing, where you added movement together to coordinate arms, legs and body movements. When you complete specific skills intended for a designated purpose within a sport or game, it is classified as a specialised movement skill.

All sports have movement skills. Some sports also include manipulative skills—these are when a piece of sporting equipment like a bat or ball is introduced to the skill.

All movement can be referred to as locomotor or non-locomotor skills. Movements that move the body from one place to another are locomotor movement while movements that you perform on the spot are non-locomotor movements.
Classify each of the following movements as either locomotor (L), non-locomotor (N) or manipulative (M).

<table>
<thead>
<tr>
<th>movement</th>
<th>L/N/M</th>
<th>movement</th>
<th>L/N/M</th>
<th>movement</th>
<th>L/N/M</th>
</tr>
</thead>
<tbody>
<tr>
<td>twisting</td>
<td></td>
<td>balancing</td>
<td></td>
<td>diving</td>
<td></td>
</tr>
<tr>
<td>walking</td>
<td></td>
<td>rolling</td>
<td></td>
<td>catching</td>
<td></td>
</tr>
<tr>
<td>stretching</td>
<td></td>
<td>running</td>
<td></td>
<td>bending</td>
<td></td>
</tr>
<tr>
<td>pivoting</td>
<td></td>
<td>throwing</td>
<td></td>
<td>leaping</td>
<td></td>
</tr>
</tbody>
</table>

Give examples of ways you use these skills in your life.

.............................................................................................................................................................................................................................................................................................................
Fundamental movement skills

Fundamental movement skills are considered the building blocks of movement. They provide the basis for learning more complex specialised, or sport specific, skills. The development of fundamental movement skills enables children to participate successfully and safely in all types of physical activity.

The 12 fundamental movement skills are listed below:
**Balance**
- Stand still with both feet on the ground.
- Lift one foot away from your other leg.
- Keep eyes lifted.
- Stand tall.
- Maintain body control.

**Vertical jump**
- Stand tall with feet shoulder width apart.
- Bend knees ready to explode into the air.
- Swing arms back and up.
- Straighten legs and arms in the air.
- Bend knees on landing.
- Land with feet shoulder width apart.
- Maintain body control through take-off, jump and landing.

**Hop**
- Stand on one foot.
- Keep eyes lifted throughout.
- Bend supporting leg.
- Land on the ball of your foot.
- Bend supporting knee on landing.
- Maintain body control through take-off, jump and landing.
**Side gallop**
- Step out with one foot bending the knee.
- Catch two feet in the air together.
- Straighten knees in the air.
- Land on opposite leg with bent knee.
- Maintain body control through take-off, jump and landing.

**Skip**
- Step hop, step hop.
- Keep eyes lifted.
- Take off and land on the front of your foot.
- Keep hips facing forward.
- Maintain body control through take-off, jump and landing.

**Leap**
- Look straight ahead.
- Bend knee to take off.
- Scissor legs in the air.
- Scissor arms in opposition to legs.
- Lean body into the leap.
- Land on ball of foot bending knee gently.
In pairs, participate in a fundamental skills test. While you complete the test, your partner will write comments about your performance of the skill.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance</td>
<td></td>
</tr>
<tr>
<td>Vertical jump</td>
<td></td>
</tr>
<tr>
<td>Hop</td>
<td></td>
</tr>
<tr>
<td>Skip</td>
<td></td>
</tr>
<tr>
<td>Leap</td>
<td></td>
</tr>
</tbody>
</table>
**APPLY**

Skills practice

Participate in a series of round robin activities that practise the following fundamental movement skills:

- kick
- catch
- two-handed strike
- overarm throw
- dodge.

**EVALUATE**

Reflection

Answer the questions in relation to your performance of fundamental movement skills.

1. What fundamental movement skills are your strongest?

2. Why do you think that these skills are easiest for you?

3. Which fundamental skills are you still refining?

4. What kinds of activities would help you to refine these skills?

5. What might affect someone's ability to perform the 12 fundamental movement skills?
All sports require the use of fundamental movement skills.

1. Think about the following sports and identify which fundamental movement skills would be required for that particular sport.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Fundamental skills required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hockey</td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
</tr>
<tr>
<td>AFL</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
</tr>
<tr>
<td>Martial arts</td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td></td>
</tr>
<tr>
<td>Badminton</td>
<td></td>
</tr>
<tr>
<td>Gymnastics</td>
<td></td>
</tr>
</tbody>
</table>

2. Which fundamental movement skills are the most used (transferable)?
Specialised movement skills

Specialised movement skills are tailored to a specific sport or physical activity. Fundamental movement skills act as a foundation for developing a specialised movement skill.

An example of a specialised movement is a basketball lay-up. This is a specific series of movements that you only see in basketball. It combines the fundamental movement skills of taking two large steps (or leaps) followed by one hop. In tennis, a backhand is a specialist demonstration of a two-handed strike.

**ANALYSE Video response**

As a class, watch the video of a specialised movement skill. With a partner discuss the fundamental and specialised movement skills shown and answer the following questions.

1. Complete the table.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Fundamental skills used</th>
<th>Specialised skills used</th>
</tr>
</thead>
</table>

2. What did you observe about the way the skill was performed?

3. What feedback could you give the player about the way they performed the skill?

4. In what way does the specialised skill enhance the sport shown?
Choose two sports from the list below (or another sport approved by your teacher):
- lacrosse
- pesäpallo
- curling
- bike polo
- kabaddi
- roller derby.

Research your chosen sports and analyse the way movement skills are used by the players.

<table>
<thead>
<tr>
<th>Sport 1</th>
<th>Movement skills for this sport</th>
<th>Fundamental</th>
<th>Specialist</th>
<th>Manipulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport 2</td>
<td>Movement skills for this sport</td>
<td>Fundamental</td>
<td>Specialist</td>
<td>Manipulative</td>
</tr>
</tbody>
</table>

Thoughts and comments on this sport
SKILL REFINEMENT

Practice is essential for skill development. When we practise, we become more refined at the skill. Good practice incorporates good instruction and feedback. If a learner is to master a skill, they need specific teaching cues and feedback as to how to improve. Practice should always take place in a safe environment where skills can be learnt with minimal risk of injury.

EVALUATE
Skills practice

You will be given a skill to perform by your teacher. Before being given skill instruction and feedback, you need to perform the skill 10 times. Record your number of successful executions below.

Pre-practice /10

You will now be given instruction, feedback and practice time. You will repeat your performance of the skill 10 times and record the number of successful executions below.

Post-practice /10

1 Compare your data. Did your results improve with instruction, feedback and practice time?

2 Give reasons for the data results achieved.
3 Form a group of five students and combine your data. Tabulate your combined results as a bar graph in the space provided below.

4 What does the graph tell you about your group’s results?

5 How could your results continue to improve?
SPACE, TIME, EFFORT AND RELATIONSHIPS

Use of space in sport

There are many factors that can influence how effective movement can be. Space is an important aspect of all movement. Your personal space is the area immediately near you. General space is the entire area available to you, such as a stage or a field. Understanding how personal and general space are affected by the people and objects that inhabit it is known as spatial awareness.

1 List two sports that require a high level of spatial awareness.

2 Choose one of the sports you have listed and explain why a player would need a high level of spatial awareness to be effective in that sport.

3 Choose one of the sports you have listed and draw how a person might use space within a game.
Use of time in sport

Your timing refers to how fast or how slow you move. You may respond quickly or you may linger in one place. You may accelerate at the beginning of a race and then decelerate once you have run through the finishing line. Time refers to the duration of your movement. It may be a sudden movement, such as a jump for a basketball rebound, or it may be sustained in duration, such as gliding off the wall after a tumble turn in a butterfly race. Rhythm is also an aspect of time. Rhythm is the mathematical organisation of time. It consists of beats organised into repeatable patterns.

1 As a class, watch the video showing an Olympic long-distance swimming race. Note down your observations of how the swimmer uses timing to successfully complete the race.

2 As a class, watch the video showing an Olympic short-distance swimming race. Note down your observations of how the swimmer uses timing to successfully complete the race.

3 Use the Venn diagram below to show the similarities and differences of using time over long- and short-distance swimming races.

<table>
<thead>
<tr>
<th>Short-distance</th>
<th>Long-distance</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://via.placeholder.com/150" alt="Venn diagram" /></td>
<td><img src="https://via.placeholder.com/150" alt="Venn diagram" /></td>
</tr>
</tbody>
</table>
Force and flow in sport

Force is the amount of energy used in movement. It may be light, strong, heavy or explosive.
Flow is how your body moves through space. The flow of movement can be free, bound, continuous or interrupted.

Watch the video of a person performing in a figure-skating competition. With a partner, talk about how flow and force are used in the routine.

Watch the video of an ice hockey match. With a partner, talk about how flow and force are used in the plays shown.

Choose another sport and describe different ways that force and flow are used in that sport.
Relationships in sport

Every time we move, we are developing some kind of relationship. Different relationships include those with people, equipment or apparatus.

Relating to others

When relating with another person in movement, we can mirror, contrast, or support that person.

When we mirror somebody else, we do exactly the same movement as them but use the other side of our body (as if looking into a mirror). Thus, if the other person raises their left arm, we raise our right. An example of this would be defending in netball.

To contrast somebody else is to do an opposite movement. An example would be on a tennis court. If our opponent moves back towards the baseline, we would move forward to place a drop shot just over the net.

To move in support with somebody else is to work with them as one. Both individual movements will contribute to the overall effect. This may mean working at the same level in a dance routine, or it may be completing a set play in rugby.
In the space below, draw (or print and paste) examples of the three types of relationships in different games or sporting contexts.
Relating to equipment

In physical activities with equipment or apparatus, relationships exist between the players and the props for various reasons. In stick, racquet and bat sports, players use equipment as an extension of their body. In hand-ball contact sports, players need to control and manipulate the ball for attacking and defensive play. In rock climbing, participants use equipment for safety purposes.

**APPLY**
Skills practice

Improvise with various apparatus as set up by your teacher such as ribbon, ball, hoop and skipping rope. Choose one apparatus and develop a sequence that shows you using the apparatus in a pattern, flowing from one use to another.

Answer the following questions.

1. How difficult was it to control the apparatus while performing non-locomotor movements?

2. How difficult was it to control the apparatus while performing locomotor movements?

3. In what ways did you have to relate to the apparatus to create a flow with your sequence?
Relating to a stimulus

In creative movement, in order to develop an idea for a dance work, your starting point is to respond to a stimulus. All movement comes from the stimulus you have chosen. A stimulus can be:

- auditory: a response to the way something sounds e.g. waves crashing
- visual: a response to the way something looks e.g. a painting of flowers
- ideational: a response to a thought or concept e.g. heaven
- kinaesthetic: a response to movement e.g. how one body part affects another
- tactile: a response to the way something feels e.g. a fluffy blanket.

LANGUAGE TIP

A stimulus is something that motivates a response or reaction.
CREATE
Performance

With a group, choose one of the following stimulus ideas, or another teacher-approved stimulus, and create a physical response:

- a thunderstorm
- summer
- movements lead by the head
- a doll coming to life.

Use the table below to provide feedback about another group’s performance.

Group one

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Not evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement links to stimulus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses locomotor and non-locomotor movements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows a variety of relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates force and flow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows spatial awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
STRATEGY AND TACTICAL PLAY

In sport, strategies and tactics are used to gain advantage over the opposition.

Strategies are long-term ways to achieve a goal, such as the skill development of a team during practice or the use of visual playback to analyse performance.

Tactics are short-term ways to achieve a goal, such as choosing a specific tactical play during a baseball game or choosing whether or not to pass the ball in touch football.

EVALUATE

As a class, watch (or listen) to a press conference after a live competitive match.

1 What types of tactical language did you hear in the press conference?

2 Choose five of the words or phrases you heard and research what they mean in the context of the game.

<table>
<thead>
<tr>
<th>Tactical jargon</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 How do player injuries change a club’s strategy?

4 In what ways do you think player motivation plays a role in a team’s success within a game?
Choose a team sport. Imagine you are the coach of your own fantasy team. You can choose any players for your team from the past or present within that sport. Create a game plan using the following template.

Choose your sport.

Choose your team: put player names and pictures in the space below.
Team analysis:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Research coaching strategies for your sport.
1. What movement skills will you focus on during practice?
   ..................................................................................................................................
   ..................................................................................................................................

2. What offensive strategies will you use for the season?
   ..................................................................................................................................

3. What defensive strategies will you use for the season?
   ..................................................................................................................................
   ..................................................................................................................................

4. Why have you chosen these specific strategies for your team?
   ..................................................................................................................................
Game tactics

In the space provided, draw a field that represents your sport and outline what positions your players will play in their first game.
Write a scenario of the game in play as though you are commentating the sport.

As the coach, decide what tactics you would have your team employ next within the game to try to gain an advantage over the opposition.

Your strongest player is injured and cannot go back into play. Discuss what strategies and tactics you would employ within your team.
ROLES AND RESPONSIBILITIES

In a sports team, or club, there will be a number of different roles and responsibilities allocated to different people. Some roles are formal roles that are established by the group, organisation, or team and are directly prescribed to group members. An example of this would be a team's coach or captain.

Informal roles within a team or club are those that arise through the interactions of team members. Someone might be the person who organises social events, or always brings oranges to the game.

Survey 10 classmates. Find out what sport they are involved in and what role or responsibility they have within that sport.

<table>
<thead>
<tr>
<th>Student name</th>
<th>Sport</th>
<th>Role or responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using the responses of the students in your class, work out how many people have formal roles and how many have informal roles within their sport.

Formal ..............................................................................................................................................................

Informal ..............................................................................................................................................................

Why are roles and responsibilities important in the management and function of a sport or organisation?
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
Communication in sport

Communication is necessary for an athlete or a team to be effective. There are many relationships that are involved in sport, including:

- coach – athlete
- coach – assistant coach
- teammate – teammate
- athlete – media
- communication with support services such as psychologists and physiotherapists.

Each relationship has its own type of communication. Motivation is a key communication tool to improving athletic performance.

In a group, act out a sporting environment either in practice or during play. Show the different relationships that are appropriate for this sport and demonstrate how to communicate effectively in order to increase motivation for the participants.

Outline the relationship you chose to perform and explain how you have demonstrated effective communication in each role.
As a class, participate in a team sport or game. Everyone will be allocated a role or responsibility for the event by the teacher.

My job ........................................................................................................................................................................

Description of this role

1  How did your role compare to other roles within the context?

2  What role would you have chosen for yourself?

3  Were you successful in your job? Why/why not?

4  What would you do differently if you took on this role again?

5  In your opinion, what is the most important role or responsibility a person can have within a team?

6  What have you learnt about roles and responsibilities within a team through this activity?
SAFE PLAY

Every sport has a list of rules that players and coaches must abide by. Rules are designed to:

• ensure the safety of players
• create a flow or dynamic within the game.

ANALYSE
Research

Choose three different sports and find out which rules a player must follow when participating in that sport.

Sport 1

Sport 2

Sport 3
Choose one of the sports you have researched, or you may choose another sport of which you understand the rules well.

Imagine that you are teaching this sport in primary schools. How would you modify the rules for a junior school competition? Explain why you have chosen these modifications for this year level.

Sport chosen

Rules for play in junior school competition

Why have you chosen these specific modifications?
INCLUSION IN SPORT

In Australia, everyone has the right to be involved in sport regardless of their age, gender, sexuality, ability, religion or nationality.

Disability and sport

The Disability Discrimination Act 1992 is a law that ensures that people with disability are able to access sport and leisure opportunities. It states that there is to be reasonable adjustments made where possible to create an inclusive environment.

An inclusion spectrum aims to categorise sports into various levels of ability to identify their accessibility.
The Paralympics is a world platform where athletes with a disability are able to compete in a wide range of sporting events. The first official Paralympics was held in Rome in 1960.

The Invictus Games was founded in 2014 by Prince Harry, Duke of Sussex, as a platform for wounded, injured or sick veterans to take part in competitive sport.

LANGUAGE TIP

The use of the prefix para- comes from the word parallel, meaning equal to.

LANGUAGE TIP

The word invictus means unconquered.
With a partner discuss how participation in sport improves the health of somebody with a physical or intellectual disability. Categorise your answers in the graphic organiser below.

**SOCIAL HEALTH**

**EMOTIONAL HEALTH**

**PHYSICAL HEALTH**
ANALYSE
Research

Research one sport that is a part of either the Paralympics or the Invictus Games. Find out all of the ways that it is adapted to be an inclusive sport for people with a disability.
Physical activity and age

Sport in adulthood helps combat a range of health risks. In the Snapshot of Australia’s Health 2018 report there are some alarming results, including:

• two-thirds of Australia’s adults are overweight
• coronary heart disease is the leading cause of death in males over 45 years of age
• Australians are not doing the recommended amount of physical activity.

1. How can participating in lifelong physical activity reduce possible weight gain?

2. How can participating in lifelong physical activity help to prevent coronary heart disease?

3. What are some reasons older Australians may not be meeting the recommended physical activity guidelines?

4. What physical activity opportunities are available in your local community for older people?

5. What recommendations or advice would you give to an older adult in your life to ensure they regularly participate in physical activities?
Gender and sport

Through history, sports have predominantly been a male-dominated domain. There are continuous debates over the gap in pay between male and female elite athletes and the lack of media coverage of women’s sports. There are some gains being made in this area with the introduction of professional codes such as the AFL Women’s Competition but there is still a huge discrepancy in how different genders are represented in sport.

The following pictures were both taken during professional play. Compare what is worn by women in tennis to what is worn by men.

1 What differences do you notice between the clothing of the two athletes?

2 Why do you think there are different expectations for male and female athletes?

3 What is another example where the expectations are different between genders within the same sport?
With a partner discuss the following case studies and answer the questions.

**CASE STUDY**

Jessica is 10 and she has played in the under-10s mixed soccer team for the past three years. She is one of the strongest players. There are not enough girls to form an under-12s girls’ team, but she is not allowed to play in the under-12’s boys’ team, even though she has stronger soccer skills than many of the boys on the team.

1. Why do you think the under-12s team is segregated by gender?

2. How would you feel if you were Jessica?

3. What would you do in this situation?

Walter coaches an Olympic men’s basketball team. Jackson coaches an Olympic women’s basketball team for the same country. Walter earns double the salary of Jackson.

1. Why would the men’s coach earn more?

2. How would you feel if you were Jackson?

3. What would you do if you were Walter and you found this out?

Svetlana is a professional athlete ranked in the top 10 in her sport. Luciana is also a professional athlete ranked in the top 50 players. Luciana is an ambassador and brand representative for eight brands. The marketing has nothing to do with her sporting skills and everything to do with her looks. Svetlana is a brand representative for two sports-related products only. She has not been approached by other companies.

1. Why would Luciana have more commercial deals when she is not as skilled at her sport?

2. How would you feel if you were Svetlana?

3. What would you do in this situation?
Sexuality and sport

CASE STUDY

Read the following excerpt and answer the questions

Netballer Ashleigh Brazill’s civil union: my sexuality has never been an issue

The Diamonds star celebrated a lifetime commitment to her partner at the weekend and says she has been “lucky” in her experience as an openly gay athlete.

Ashleigh Brazill didn’t set out to be a trailblazer. But as one of the only openly gay elite netballers in Australia, the self-proclaimed “scrappy kid” from the New South Wales town of Bargo who celebrated a civil union with her partner on Saturday is one by default. What sets 26-year-old Brazill apart from the handful of other elite athletes who have come out, she says, is that there has been no prejudice to smash, no homophobia to confront. She says her sexuality “simply doesn’t rate a mention” in netball circles. “Not now, not ever.”

She tells Guardian Australia: “Not once in my career has someone said something, either on the court or off it. It’s never been an issue and I’ve always been open about it. Even as an 18-year-old at the [NSW] Swifts, I was more worried about it than my teammates. I remember saying, ‘Are you sure it’s OK?’”

Brazill is fulfilling a vital role, according to Jason Ball, the first openly gay Australian rules footballer, who campaigned for the AFL’s first “pride” match, which will be played in August.
Her experience is in contrast to the findings of last year’s international Out on the Fields study, commissioned by rugby’s Bingham Cup and a coalition of other sporting organisations, which found 80% of respondents, gay and straight, had witnessed or experienced homophobia in sport.

Ian Roberts, the rugby league’s first openly gay player, was openly vilified when he came out in 1995, after years of innuendo. And when American football’s first openly gay player, Michael Sam, embraced his partner after being drafted in 2014, he was “lambasted by the likes of Sam Newman”, Ball says. “I am hopeful that there are many people in the community, much more enlightened than Newman, who don’t have a problem with gay athletes, who wouldn’t blink an eye.”

Change is coming, Ball says. In addition to Brazill, he cites the experience of ex-NRL player Casey Conway, who came out to his former teammates after he left the Sydney Roosters in 2005, as proof. “Casey seems to not have received any kind of negative attention from coming out. Hopefully we’re moving to a place where it’s no big deal to be gay, on the sporting field or in any other part of life.”

1. Why do you think there was such a strong contrast between Brazill’s experience as an openly gay athlete and Roberts’ experience?

2. Do you think that a person’s sexuality impacts their ability to play sport? Why or why not?

3. Why do you think that Sam Newman made comments about Michael Sam’s sexuality? Do you think that he had a right to do that?

4. Do you think that sport is becoming more inclusive? Why or why not?
Design your own sport.

Students are to work individually or in a small group to design a new sport. They are to develop a 30-second video to market their new sport to the Australian Olympic Committee. The video must include:

- demonstration of the game
- outline of the movement skills required to play the game
- rules of the game to keep players safe
- a tactical play you would use within the game
- how your game promotes inclusivity.

<table>
<thead>
<tr>
<th>Marking criteria</th>
<th>The student…</th>
</tr>
</thead>
</table>
| **Advanced**     | • presents a creative and engaging video of a new sport  
                  • includes an exceptional analysis of the movement skills required to participate in the sport  
                  • has thoroughly devised the rules to ensure player safety  
                  • demonstrates an exceptional level of knowledge and understanding of tactical play and inclusivity. |
| **Accomplished** | • presents a creative and/or engaging video of a new sport  
                  • includes a skilled analysis of the movement skills required to participate in the sport  
                  • has accurately devised the rules to ensure player safety  
                  • demonstrates a proficient level of knowledge and understanding of tactical play and inclusivity. |
| **Developing**   | • presents a video of a new sport  
                  • includes an adequate analysis of the movement skills required to participate in the sport  
                  • has devised the rules to ensure player safety  
                  • demonstrates an adequate level of knowledge and understanding of tactical play and inclusivity. |
| **Beginning**    | • presents a brief video of a sport  
                  • includes a basic analysis of the movement skills required to participate in the sport  
                  • has devised minimal rules for the sport  
                  • demonstrates a functional level of knowledge and understanding of tactical play and inclusivity. |
Planning space
Find the words that relate to this unit.

<table>
<thead>
<tr>
<th>awareness</th>
<th>flow</th>
<th>force</th>
</tr>
</thead>
<tbody>
<tr>
<td>fundamentals</td>
<td>games</td>
<td>gymnastics</td>
</tr>
<tr>
<td>inclusive</td>
<td>locomotor</td>
<td>manipulative</td>
</tr>
<tr>
<td>movement</td>
<td>practice</td>
<td>relationships</td>
</tr>
<tr>
<td>role</td>
<td>sequence</td>
<td>safety</td>
</tr>
<tr>
<td>skills</td>
<td>specialised</td>
<td>sport</td>
</tr>
<tr>
<td>stimulus</td>
<td>tactics</td>
<td>time</td>
</tr>
</tbody>
</table>

| REVISION |

<table>
<thead>
<tr>
<th>awareness</th>
<th>flow</th>
<th>force</th>
</tr>
</thead>
<tbody>
<tr>
<td>fundamentals</td>
<td>games</td>
<td>gymnastics</td>
</tr>
<tr>
<td>inclusive</td>
<td>locomotor</td>
<td>manipulative</td>
</tr>
<tr>
<td>movement</td>
<td>practice</td>
<td>relationships</td>
</tr>
<tr>
<td>role</td>
<td>sequence</td>
<td>safety</td>
</tr>
<tr>
<td>skills</td>
<td>specialised</td>
<td>sport</td>
</tr>
<tr>
<td>stimulus</td>
<td>tactics</td>
<td>time</td>
</tr>
</tbody>
</table>
Choose a sport that you play or enjoy watching and make a list of the fundamental and specialised skills used in that sport in the table below.

**Sport**

<table>
<thead>
<tr>
<th>Fundamental skills</th>
<th>Specialised skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Personal evaluation

The most important thing I learnt in this unit was:

The things I liked best in this unit were:

Improvements I could suggest for this unit include:
TEACHER FEEDBACK

Teacher’s comments

Student strengths

Improvement areas

Teacher’s comments (1 = beginning, 2 = developing, 3 = accomplished, 4 = advanced)

<table>
<thead>
<tr>
<th>Teacher’s comments</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort and application in class – contribution of ideas, listening to others, participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of responses in workbook – thoughtful and thorough responses demonstrating understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommendations