



Workshop 8

Organisational skills for assisting at school events

Organising a 'round robin' draw

Activity Sheet 8.1

Background information

A 'round robin' draw is used to determine eventual winners from one or more pools of players or teams. Depending on the number of people/teams, the first few rounds are used to give each person/team the opportunity of playing each of the other people/teams. Points are usually allocated on the basis of two points for a win, one point for a draw, and no points for a loss.

At the conclusion of these rounds, points are tallied, and rankings made. The highest rank of 'one' is allocated to the person/team who has won the most games, and the lowest rank to the person/team who has won the least games.

Usually the top four teams go into the next round. With the top ranked person/team playing the third ranked, and the second ranked playing the fourth ranked.

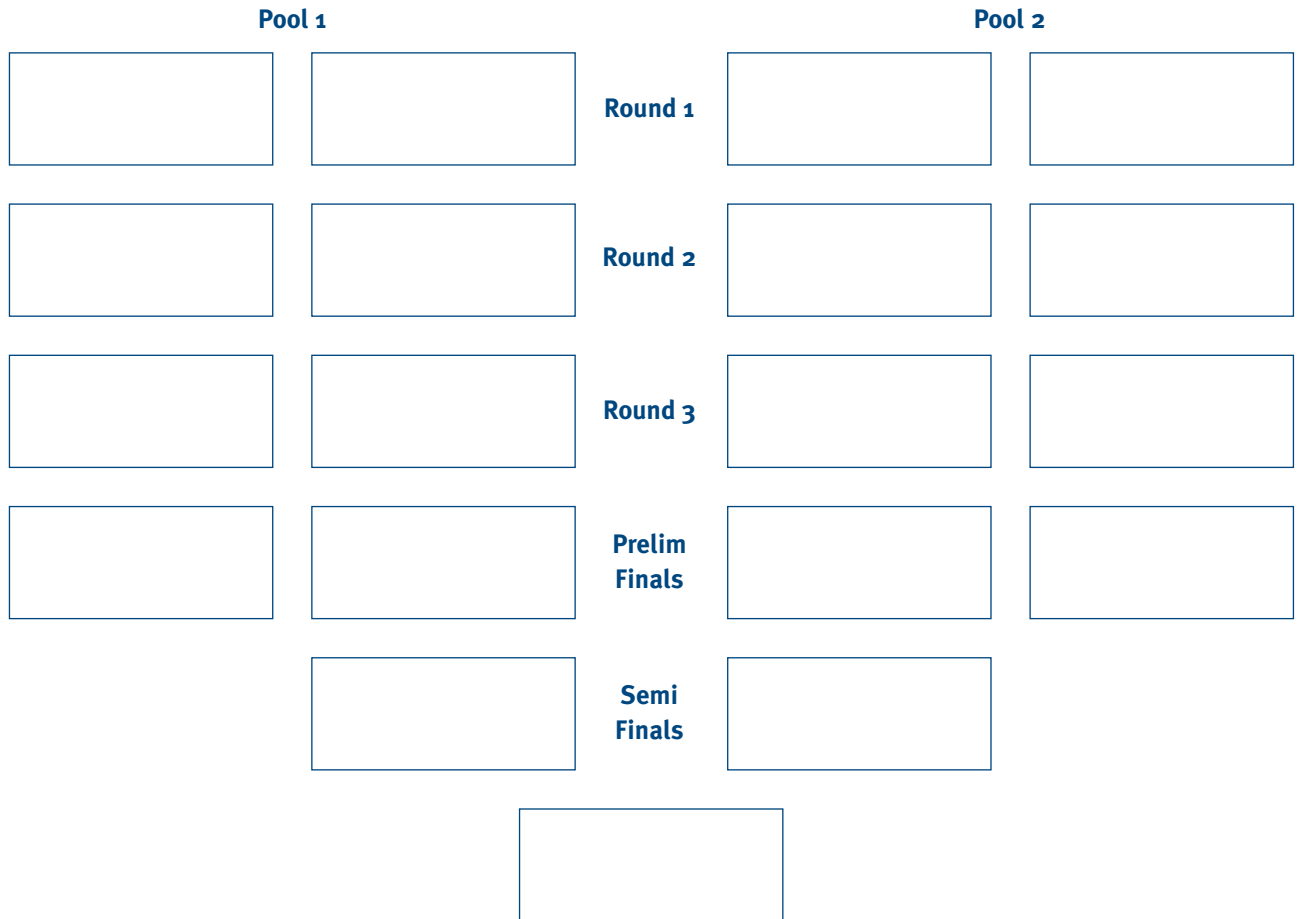
Record your responses to each of the activities in the relevant section of Activity 2.

Activity

1. Teams A, B, C, D, E, F, G and H have entered a tennis competition. Split the teams into two pools, each with an equal number of teams.
2. Using the template provided, develop a fictitious draw that allocates points to different teams, and that ensures the eventual winner is determined by the top ranked teams in each pool playing each other in the Grand Final.

For discussion

- What are the advantages of round robin draws?
- What are the disadvantages of round robin draws?
- Who would be involved in the play-offs for the minor placings (3rd and 4th place)?



The importance of measurement in physical activities

Activity Sheet 8.2

Background information

Measurement in sports and physical activities is important for a number of reasons. It can:

- Help determine the outcome of a particular event (eg where heats of athletics are held and the fastest eight runners go into the final or in high jump where the person who has cleared the highest measurement is the winner).
- Be used as a basis for improvement (eg motivating swimmers to beat their personal best time, rather than competing against each other, or, to establish whether records have been beaten, equalled or missed).
- Communicate some of the rules and regulations of particular sports (eg size of court/playing area, height of net in volleyball or tennis).

Record your responses to each of the activities in the relevant section of Activity 2.

Activity

- 1. Measuring speed.** Each person in the group is given a stopwatch. Play with the stopwatch to determine how to start and stop it, and how it can be used to keep lap times (you may need to refer to the instruction manual). When everyone is comfortable that they can use the stopwatch, allocate one person in the group to say 'go', and approximately five seconds later to say 'stop'. The other members of the group are to respond to the instructions by starting and stopping their stopwatches. Compare the times shown on your stopwatches. What does this tell you about individual reaction time and accuracy? Repeat the activity a few times, continuing to compare results.
- 2. Measuring distance.** Mark out a rectangle with chalk or tape that measures 30cm x 15cm. Invite someone to stand in the rectangle with both feet on the ground, and ask them to jump as far as they can, landing with both feet. Measure the distance that they have jumped. Allow other people in the group to have a turn at jumping and/or measuring. Compare measurements, identifying some of the things you would have to consider in making measurements comparable.

For discussion

- Referring to the background information, what might be some other important reasons for measurement in physical activity?
- Referring to the background information, which other games, sports or physical activities use measurement, and how do they use it?
- What are some of the potential difficulties and anomalies when using stopwatches to measure time?
- What might be some of the potential difficulties and anomalies of using measuring tapes for measuring distance?
- What might you need to find out about measurement in different games, sports and physical activities?

Identifying roles required for particular events

Activity Sheet 8.3

Background information

In organising games, sports or physical activity events, there are usually a number of roles that need to be undertaken in order for the event to run smoothly. Some of these roles are more specialised in relation to the game, sport or physical activity and may require some prior training or knowledge (eg judging performance in gymnastics), whilst others can be picked up easily with little prior training (eg marshalling students for their events).

Some roles that are required for particular events to run smoothly include the following:

- **timekeeper** records the time for a particular person to complete the event, or records the length of halves/quarters in games, and any time out;
- **place judge** identifies the person who comes a particular place in an event such as the third place getter in the 100m. This is compared to the times recorded for each person;
- **starter** calls the start of the event and may note any incorrect starts;
- **marshall** ensures young people are in the correct event, ready to go when their event is called, and that they know where to go;
- **announcer** calls the program, notifying spectators of the results over loud speakers;
- **recorders / scorekeepers** record scores, laps, times, distances, and usually tally individual or team points;
- **disqualification judge / line judge** ensures correct techniques are used, makes decisions about whether balls are in or out;
- **program coordinator** identifies which events are going to be held and ensures they will fit within the timeframe;
- **event nomination recorder** records all the people who have nominated for an event, and checks to make sure they meet any criteria such as age, minimum competition standards; and
- **umpire / referee** controls the game or event according to set rules.

Record your responses to each of the activities in the relevant section of Activity 2.

Activity

1. Identify which of the above roles might be suitable for volunteers, and which require specialist training and why. Consider where any required training might be obtained (refer to the Sport and Recreation Queensland website - www.sportrec.qld.gov.au for some listings of state sporting organisations and other sport and recreation industry organisations that may be able to assist).
2. For each of the following events, identify the roles that would be required for the event to run smoothly:
 - a walkathon
 - a mini game between two groups in the same class
 - an athletics carnival
 - a 'come and try' sports afternoon.
3. Discuss why each of the events listed in 2 above involve different personnel.

Activity 2

Expert Jigsaw

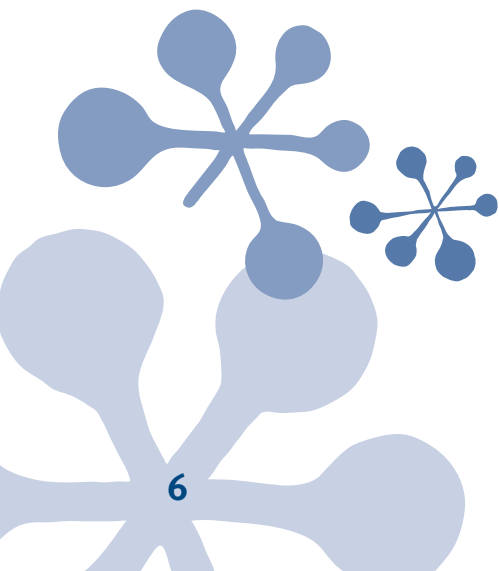
Starting with the Activity Sheet for which you are the 'expert', write responses to the discussion questions, to assist you to report back to your home group. As each member of the home group explains their part of the jigsaw, write notes on the relevant discussion questions below.

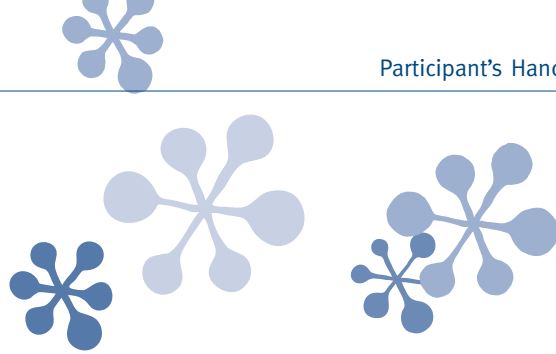
Activity Sheet 8.1

Begin this part of the jigsaw by explaining to the other two members of your group, how the round robin draw was devised. Have the other two members of your group fill in their own template to show the draw. Outline any problems that should be avoided.

The advantages of round robin draws are:

The disadvantages of round robin draws are:





Activity Sheet 8.2

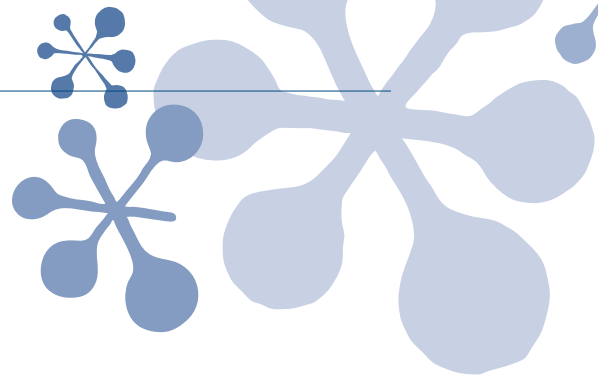
1. Some important reasons for measurement in physical activity include:

2. Other games, sports or physical activities that use measurement include:

3. Some of the potential difficulties and anomalies when using stopwatches to measure time include:

4. Some of the potential difficulties and anomalies of using measuring tapes for measuring distance include:

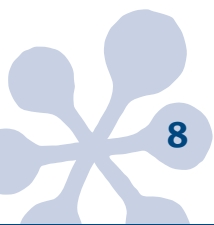
5. To determine measurement in different games, sports or physical activities you might need:



Activity Sheet 8.3

1. Complete the table below:

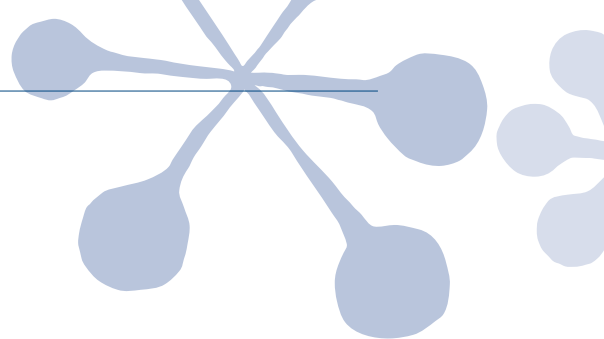
Role	Indicate whether the role could be carried out by a volunteer or by a teacher with specialist training?	Explain why you made this choice
Timekeeper		
Place judge		
Starter		
Marshall		
Public announcement		
Recorder / scorekeeper		
Disqualification judge/line judge		
Program coordinator		
Event nomination recorder		
Umpire/referee		



2. Complete the following table to identify the roles that would be required for the events listed to run smoothly.

Event	Roles that would be required
A walkathon	
A mini game between two groups in the same class	
An athletics carnival	
A 'come and try' sports afternoon	

3. Why do each of the events listed in the previous table involve different personnel?



Activity 3

Developing and sharing a framework for managing an event.

In the table below record your ideas about managing an event of your choice.

Event of your choice	
Possible dates and venues	
Who would be involved?	
How would the event be advertised?	
Equipment needs	
Human resource needs	
Insurance, first aid and other considerations	

Once you have completed the gallery walk, use the space below to record anything that you learnt from other participants' ideas.



Activity 4

Using the journey to look to the future

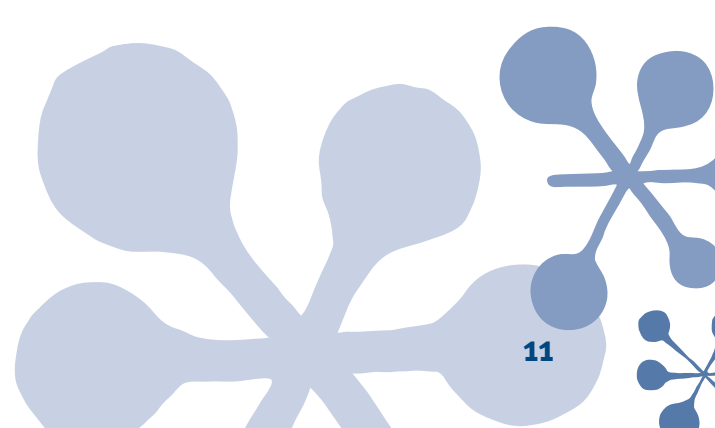
Record your feelings below.

What have you found to be most beneficial about the *Support an Active Learner* program?

How do you plan to put the skills and knowledge you have gained into action?

Identify all the opportunities for volunteering to assist with the school's physical activity program.

Identify all the opportunities for volunteering for which further information is needed.



Reference material

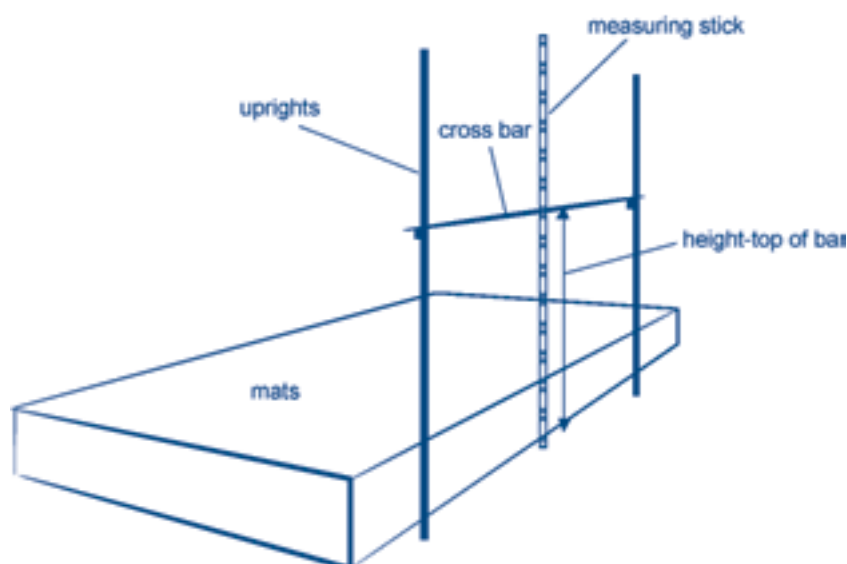
The following points are provided as additional information for participants. Please read and keep for future reference. If you have any questions about these points please see the facilitator.

Some general guidelines

Some basic skills are generally required to run major carnivals at school. These include the official roles at the athletics and swimming carnivals. Volunteers who have basic knowledge are tremendous assets to the successful running of these events.

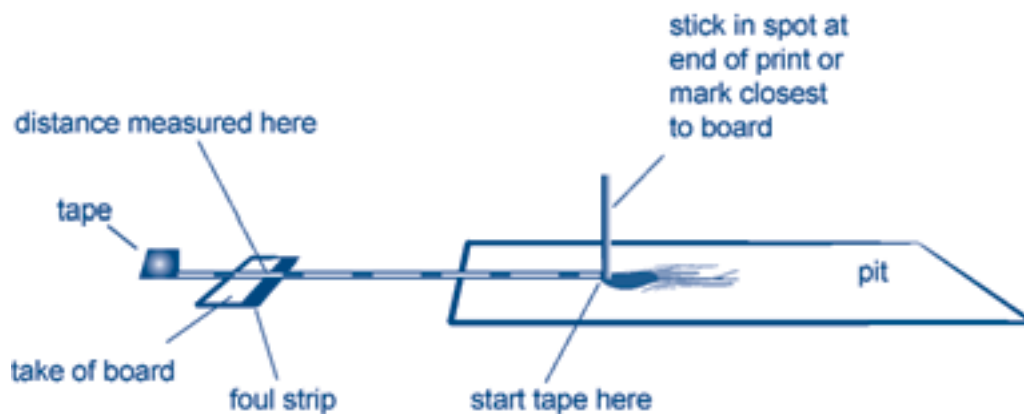
Athletics

High Jump



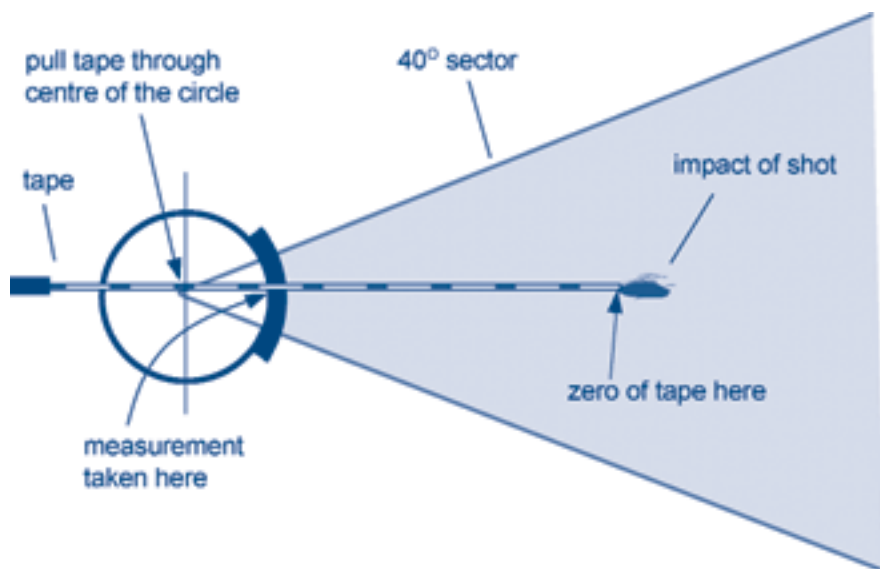
- Participants are allowed three attempts at each height.
- Bar is measured from the ground up with a rigid measuring stick to the centre of the bar.
- No jump or missed jump is recorded if the bar falls from the upright while the jumper is on the mats or the jumper's foot or any body part passes under the bar, or two consecutive baulks.
- Students are allowed 60 seconds to commence a jump.
- They may start jumping at any height above the starting height.
- Successful attempts are given a tick and missed jumps are given a cross.
- A jumper can elect to pass, that is not jump until another height, in these cases a dash is recorded.
- A tie is decided on count back to the one who has missed least number of jumps at next lowest height. If the competitors have the same number of ticks and crosses, the process continues to the first height until placed decided.

Long Jump

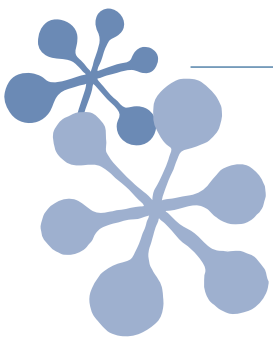


- Long jump competitors are always given at least three jumps and sometimes six jumps.
- The three extra jumps are usually given to the top eight to 10 finalists. All six jumps count for places, the longest jump is recorded as their best jump and places allocated accordingly.
- A foul jump means the competitor has placed their foot over the front of the take off board, this could be the whole foot or only a portion of a toe.
- If the jumper fails to exit the pit forward of the jump it may mean no jump is recorded or that the jump be measured where they left their print, closest to the take off board.
- Students are allowed 60 seconds to commence their jump from when their name is called.
- Measuring is done from the mark made in the sand, closest to the take-off board. Place the zero end of the measuring tape here and measure to the take-off point at the front of the board. In the case of a tie the next best jump determines competition places.
- Make sure the sand in the pit is level and it has been checked for dangerous objects.

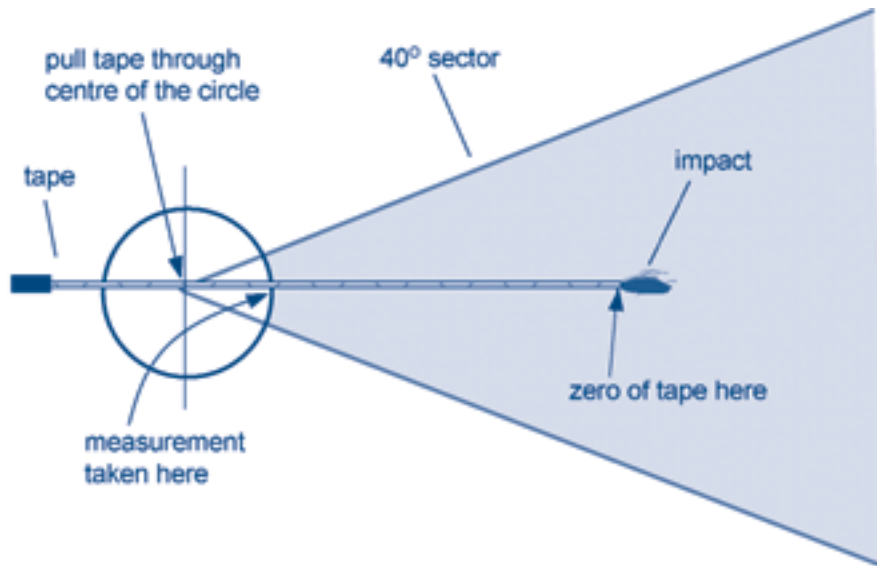
Shot Put



- The number of throws used are the same as in the rules for long jump.
- Foul or a no throw means the thrower has stepped forward out of the shot circle or did not land the shot in the designated 40 degree sector or has used an incorrect technique.
- The shot must be put not thrown - this is a pushing action from the shoulder with one hand, it should remain in close proximity to chin or neck and hand should not be dropped below this point or past the shoulders.
- Measuring takes place from the point of the mark made after the shot has fallen to the inside edge of the stop board. The zero of the measuring tape is placed at the point of mark and measurement made at the inside of stop board.
- Students are allowed 60 seconds to commence their attempt.



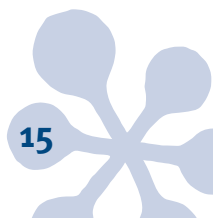
Discus

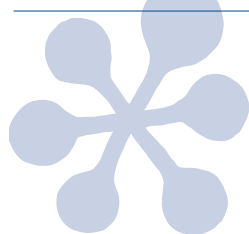


- The number of throws used are the same as in the rules for long jump.
- A *foul* or *no throw* means the thrower has stepped out of the front of the circle or the discus has not landed in the designated 40 degree sector.
- Measuring takes place from nearest mark made by the discus to the circumference of the circle. The zero of the measuring tape is placed at the point of mark and the measurement made at the edge of the circle.
- Students are allowed 60 seconds to commence their attempt.

Safety for throw events

- All other competitors stand well behind the thrower.
- Make sure the sector is clear.
- The shot or discus are carried back to circle - never thrown.
- The throwing area should be clearly marked.
- Throwing should always be supervised and controlled - even practice throws.





Time keepers

Stopwatch

Tips when using a stopwatch

- Check it is in good working order, understand how it works and test it.
- Understand the buttons and ask someone to demonstrate how it works if the volunteer is a beginner.
- Make sure the watch is in the zero position.
- Put one finger on the start button when ready to start and press lightly down.
- On the smoke or flash of the starting gun, push the finger down to start.
- Push the same button again to stop at the end of the race.
- Use different button to clear for next race.
- Basic watches only have two buttons.
- Electronic stopwatches at some swimming carnivals are started automatically and the volunteer will may only need to push a single button to stop the clock.

Athletics

- Start on the smoke of gun (sight is faster than hearing).
- Stop the watch when the runner's torso or upper chest/shoulders cross line.

Swimming

- Start on the gun smoke, flash if possible (sight is faster than hearing) or on the sound of the whistle or beeper.
- Finish when hand or hands (in breaststroke and butterfly) touch the end of pool.
- When using 2 watches take slower time.
- When using 3 watches use middle time.
- If 2 clocks are the same use that time.

Place Judges

Athletics /Swimming

- Sit on the side of the track or pool in direct line with the finish.
- Try to keep your eyes on the competitors until about 30m from the finish line then watch the finish line of the track. In the pool watch the swimmer come in to make contact with the wall at the end of the pool.
- Swimmers are judged when their hand/hands reach the end, usually there are two to three stopwatches per lane. The middle time is the one recorded, if two are the same, that time is used.

Starter

Athletics

Sprints - athletes assemble about one metre from the start line. The commands are:

- On your marks (make sure all athletes are ready and comfortable)
- Set (make sure all athletes are in set position) pause and
- Gun is fired.

If an athlete leaves before the gun is fired it is called a false start. The athlete is given a warning that if they break again they are disqualified from the race.

800m + - The commands are similar but "set" is not used, ie

- On your marks and
- Gun is fired when all athletes are steady and comfortable.

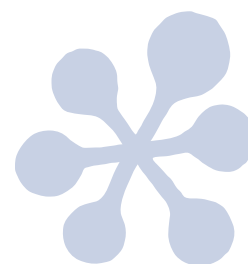
Swimming

Whistle onto blocks make sure all swimmers are steady.

Commands are:

- On your marks (make sure all swimmers are ready and comfortable) and
- Gun or beeper is fired.

Resources



Queensland Health
Active-Ate
www.health.qld.gov.au/ActiveAte/default.asp

Australian Council for Health, Physical Education and Recreation (ACHPER)
www.achper.org.au
ACHPER Advocacy Kit

Australian Sports Commission
www.activeaustralia.org
Modified Sports Resource Manual
Your kids, their game: - a guide for parents, caregivers, teachers and coaches involved in children's sport.
Sport It 2000 - Teacher Resource Manual - Developmental Sports Skills Program
Sports Start
AUSSIE SPORT *Codes of Behaviour* and a book by Denis Baker called *Kids' Sport* or the *Your Kids, Their Game* book and video can be purchased separately.

Children's Health Development Foundation
www.chdf.org.au

Get Active Queensland Schools Program
www.sportrec.qld.gov.au

Health Promoting Schools Network
www.hlth.qut.edu.au/ph/ahpsa

Heart Foundation
www.heartfoundation.com.au

Kids Health and Fitness
www.kidshealthandfitness.com.au

Landy & Burrige, *Motor skills & movement station lesson plans for young children* (2000) USA. Available at the ACHPER Bookshop, Adelaide

Lesson Planz
www.lessonplanz.com

Nutrition Australia
www.nutritionaustralia.com.au

Queensland Association of School Tuckshops
PO Box 2077 Milton DC 4064

Sport and Recreation Queensland
www.sportrec.qld.gov.au

Take Ten
www.take10.net

Teaching Ideas
www.teachingideas.co.uk

The Royal Lifesaving Association Australia - *Swim and Survive Aquapak*
www.royallifesaving.com.au

