# Playing the Game Safely

## Possible Lesson Sequence

## Lesson one

Teacher teaches a selection of minor games using a command style. The emphasis is on safety issues.

During each game stop and as a group brainstorm identify the various safety issues relevant to that game. For further reinforcement issues can be listed on the board as each game is played. The most commonly occurring safety issues are identified and ākonga think about strategies to overcome them.

Examples of useful games: benchball, running dodge, king/queen dodge.

**Debrief questions**

What are the main safety issues to be considered when playing minor games? (including physical, social, emotional, and cultural safety)?

What strategies can you use to increase safety in minor games?

## Lesson two

Teach more minor games using a command practice style. The emphasis during this lesson is to demonstrate skills for teaching games, identify risk, and managing risk. Ākonga brainstorm the skills on the following headings.

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| Skills for teaching minor games | Skills of risk identification | Skills of risk management |

The following are some examples of brainstormed answers.

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| **Skills for teaching minor games**   * gaining attention * ākonga sitting / or close for instruction * teacher communication * voice (assertive) / eye contact, body position * ākonga listening to teacher | Skills of risk identification  * Identifying risk caused by ākonga behaviour * Identifying risk caused by equipment * Identifying risk caused by the environment | Skills of risk management  * scoring * field of play (identifying boundaries) * rules and safety issues (identifying limitations) * treatment of equipment * time out for dangerous play and put downs * developing strategies and tactics as the game progresses |

Examples of minor games include tag warm-ups, for example arch tag, tail tag, peg tag, no names, siege ball, team dodge.

#### Lesson three

Teacher teaches a minor game at its most basic level. For example target ball.

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| **TARGET BALL**  **Area**  Use a basketball court for markings if possible.  **Equipment**  Two large cones and two foam balls or soft volleyballs.  **How to Play**  Split the group into two teams. Place the cones in the middle of the free throw circle at each end. One person from each team becomes the defender insider the free throw circle. Their aim is to stop the ball hitting their cone. They can’t touch the cone while defending.  The rest of the team throw the ball amongst each other and try and knock over the opposition’s cone. If they do this they gain a point and the defender on that cone gets the ball and restarts it by throwing it to a member of their own team. They can’t move with the ball if they have it in their hand. You can defend as in basketball but cannot touch the ball if it is in someone else’s hand. If two people catch the ball at once, it goes back to the teacher and the game is restarted. This stops any fighting over the ball.  **Extensions**  Rules for travel and different balls could be used. You could play soccer; use a tennis ball, rugby ball, or softball. Use basketball or Aussie rules as ways to define what happens on court. |

Play the game so that ākonga are familiar with the game.

Divide ākonga into approximately six groups.

Each group has to develop an adaptation of the basic game: (using guided discovery).

Individuals need to be informed that they must be prepared to both share their adaptation and play with the rest of the class.

Debrief

Describe the rules, safety issues and other relevant information in target ball.

Culminate the lesson with a group reflection and evaluation on the team’s adaptation. Look at the changes that were most effective and why. Ākonga record ideas in their workbook.**Lesson four**

Planning their minor game activity. This activity also uses features of the sport education and Hellison’s personal and social responsibility models

1. In self selected groups - approximately five in each group.

2. Group roles and responsibilities are identified.

Roles listed on board:

* ref
* safety adviser
* equipment officer
* instructor(s)
* scorer/recorder

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| Instruction card The ref  My role is to insist that all players follow the rules. | Instruction card Safety adviser  My role is to keep the game as safe as possible. | Instruction card  Equipment officer  My role is to manage the equipment. | Instruction card The Instructor  My role is to instruct the other team how to play our game. | Instruction card The scorer/recorder  My role is to do the entire recording and scoring for our team. |
| My responsibility is to make fair calls and inform players of game violations in an even-mannered way. | My responsibility is to identify risks and inform players and the referee of the risks and possible management strategies. | My responsibility is to have all the equipment available for the game, in good order and return it at the end of the games. | My responsibility is to explain the game clearly and identify the rules and the risks. | My responsibility is record our game rules and instructions, and keep scores of games. |

3. In groups each ākonga selects a role. They read out their roles and their responsibility, to the rest of their group.

All present must be familiar with all roles so that they can be collectively responsible for the wellbeing of their group and class.

Optional activity

Teacher explains how some games originated.

For example:

* Mäori hand games, these were created to help develop aspects such as dexterity, and co-ordination;
* Overarm Bowling in cricket was developed because when the females began to play cricket they wore skirts. These items restricted their bowling action and hence they could not bowl underarm so developed an over arm method;
* Rugby/Ranfurly Shield Rugby originated in Eton when a young boy decided to pick up the round ball they were playing with and run with it. This was developed into the game we know as Rugby Union. This is the reason the Ranfurly Shield originally had a round ball on it and not the oval ball used today.4. Using the following elements ākonga complete a written plan of an original activity that they will teach to the class (Learner initiated teaching style).

a) name (activity)

b) aim

c) equipment

d) how to play

e) rules

f) safety practices

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| This is an example of a game created by year ten ākonga.  **Name** Cone Ball  **Aim** The aim of this game is to knock over all the cones in your target area before your opposition hits the ones in their target area.  **Equipment** Three foam or soft large balls  Six cones  An area that you can divide into three sections.  Two teams  **How to Play** Split the group into two teams. Split the area into three areas where the two end areas are smaller than the large middle playing ground. Put three cones in each end areas about two metres away from the middle dividing lines. Each team has a target zone and a defending zone. Place two of your team players in the defending zone, to guard the cones. All other players stand in the middle area. The aim is to throw the balls into your target zone and knock the cones over. The first team to knock over all three cones in their target area wins.  **Rules** Only the two nominated defenders are allowed in the defensive zone.  Everyone else must be in the middle zone.  You must stand still with the ball if you have one in your hand.  You are not allowed to snatch a ball from another person’s hand.  If a ball hits a cone that ball is returned to the teacher who will throw this ball into the area and recommence play.  If two people from opposite teams grab the ball at the same time it is thrown back to the teacher who restarts that ball.  **Safety Practices**  Fighting over the balls is not permitted.  If a cone is knocked over it can be moved out of the play area to a safe spot by the defenders (not re erected!!). |

Debrief

How well were other members of your group carrying out their responsibilities during this planning process?

## Lessons five/six/seven

Groups implement their activity (approximately half a lesson per group).

They teach and play their created minor game (self teaching style).

1. During lessons five/six/seven ākonga self assess their own level of success in meeting the responsibilities involved in achieving their personal role and record into their worksheet.

2. Ākonga identify their group’s ability to collectively carry out their responsibilities when teaching the class.

1. Ākonga self assess how prepared they were to participate in other groups original activities.
2. Ākonga self assess how well they contributed to the creation and teaching of their minor game.

# Lesson eight

As a class group collectively select two of the ākonga-created minor games and play both of these games with modifications identified by others in the class, if desirable.

Ākonga record answers to the following evaluation questions at the conclusion of the lesson on their worksheet.

a) What was your level of enjoyment during this unit of work?

b) What was the best part of the unit?

c) What was the worst?

d) What could the teacher do to improve the unit?