**Sport and Competition**

Endball

**Object of the game**

To score more tries/goals than the opposition.

A try is achieved by running or passing into the opposition’s end zone. If playing inside, this may mean touching the ball against the oppositions end wall.

# **Basic rules**

* Field or court may be any size.
* You may pass the ball in any direction.
* You may run in any direction.
* When passing the ball two hands must be used. (NO one handed passes are allowed or it is a turnover.)
* If the ball touches the ground at any time it will be a turnover. The ball goes to the team that didn’t pass the ball last.
* If an opposition player touches you while you are in possession of the ball, it will be a turnover.
* When a turnover occurs the team, which gains position, receive a free pass.
* You may not run with the ball or get touched when you receive a free pass. The pass is taken from where the offence took place.

# **Team sizes**

* These may vary depending on class size but five players per side, on the field, is a good number.
* Rules on substitutions can be at the teacher’s discretion.

**Lesson one**

During an endball game, the teacher provides instruction cards.

For example:

* Instruct one team or selected ākonga to cheat and/or otherwise act unfairly.
* Stack the game by allowing one ākonga to select his/her own team made up of the perceived best players.
* Instruct umpires to give some biased calls.
* Instruct individual ākonga the task of enthusiastically supporting fair play or making honour calls.
* Impose restrictions on one team only to create a dominant team
* Instruct individual ākonga to hog and not pass the ball.

During the games, the teams and players should be adjusted so that over time all ākonga have positive and negative experiences of “sporting” and “unsporting” behaviour in the contrived situations.

Issues relating sports and competition with personal well-being, can be explored in short time-outs within the game setting or as part of a debrief process at the end of the games.

The following are some sample debrief questions to choose from:

# **Winning and losing**

* When might you feel OK about losing?
* How good does it feel to beat a weaker team?
* How would you feel if you really want to win but were in a team that usually loses?
* How would you like to be treated by someone who has just beaten you? Who you have just beaten?
* What effect can negative attitudes toward winning and losing have on a) your own self-esteem, b) your team-mates, c) your opponents, d) the referee, and e) your own long-term participation in sport itself?
* How do you think the school/wider community/ society values winning and losing?
* What are some of the different things that have been said when New Zealand’s elite teams (for example, Silver Ferns, Black Ferns, All Blacks, All Whites, White Socks, Black Caps etc) win or lose.
* What are some of the different things that have been said about New Zealand’s Olympic performances and results? Discuss whether these responses are valid.
* How might we value and/or change sports to make them more enjoyable and rewarding for players?

# **Fair play and cheating**

* What do fair play and cheating mean to you?
* What do people do which is fair or unfair?
* Are some behaviours acceptable within limits?
* How do you feel when you lose to a team that plays fairly and when you beat a team that cheats?
* How would you feel if your team won by cheating or played unfairly?
* How would you like or expect to be treated by your team-mates and/or your opponents when you have just done something really well?
* How might a person feel if they play fairly but are in a team that often cheats?
* How do you feel when the referee fails to spot an infringement, but the player makes an honour call?
* What can you do to make sport fairer for yourself and other players?
* Why do you think the school/wider community/ society values playing fairly and not cheating?

**The importance of rules**

* When we changed the rules/conditions of endball, what sorts of tactics were needed to overcome the other team’s advantage?
* What rules are for safety, rather than to make the contest more even, or to create more challenge?
* What would happen if “the only rule were that there are no rules”?
* How do you feel if you lose to a team/individual who breaks rules but is not penalised?
* How might you feel if your team scores, but one of your team-mates makes an honour call and the goal is disallowed?
* Why do you think the school/wider community/ society values playing within the rules?
* How do you think learning to play sport within the rules might carry over into your everyday life?
* Who is advantaged by everyone playing by the rules? Who is disadvantaged?
* How do you feel if the referee seems to be picking on you?
* Are there rules that could be changed to make the game fairer/safer/more inclusive?
* What rules can you think of in sports that make the game exciting and interesting for spectators, rather than for the safety or benefit of players?
* How would a player on a team feel or act if they were disadvantaged by the rules or the referee’s decisions?
* How would a player on a team feel or act if they were advantaged by the rules or the referee’s decisions?

**Discrimination and inclusiveness**

* How do you feel when you are excluded from your team’s efforts?
* Who is advantaged by all players being included in sport? Who is disadvantaged?
* What rules can you think of that encourage equal participation? Do they work?
* How might you feel/what might you do if one of your team-mates has low ability?
* How do you think the school/wider community/ society either includes or discriminates against people?
* How do you think learning to include others in sport might carry over into your everyday life?
* Are there rules that could be changed to make the game more inclusive?

**Lesson two**

Place the following quotes on the whiteboard for discussion.

**“Winners make it happen. Losers let it happen.”**

**“To play this game you must have fire, and there is nothing that stokes fire like hate.”**

**“Winning isn’t everything. It’s the only thing left to do after all other things are done.” Vince Lombardi**

**Display this poem or have it read out to the class**

|  |  |
| --- | --- |
| **THE DROPOUT** | |
| Now Johnny was seven,  His playmate eleven,  And they played kick to kick in the park,  For Johnny ‘twas fun,  Didn’t matter who won,  Or if you fumbled a kick or a mark.  Then Dad said to Mum,  ‘About your young son,  I want Johnny to play footy like me.’  And Mum said, ‘Yes Dad,  I’m sure he’ll be glad’,  But they didn’t ask Johnny, you see.  So they made Johnny train,  Then came the big game,  We’ll see how our little boy’s made.  ‘Son, this is for real,  If they hurt you, don’t squeal,  There’s nothing to be really afraid.’  Was his father aware,  Of his little boy’s scare,  See those pleading eyes as he begs  ‘Dad, it won’t be much fun,  It’s so far to run,  And I’ve only got two little legs.’  But Dad grinned a grin,  ‘For sure you can win.  Get out there my boy and thrash ‘em.  Tight fists and head down,  If you can’t beat ‘em, my boy, then bash em’. | Johnny wanted to cry,  But he thought, ‘I must try,  If we win my Dad will feel grand.  But what if I fall,  Or miss-kick the ball,  I wonder, will Dad understand?’  The ball is in sight,  Then suddenly a fight,  A spectator yelled, ‘Stop it, you bully.’  And Mum said, ‘No shame,  It’s part of the game,’  Then flattened the bloke with her brolly!  The other team won,  Nine goals to none,  And his father was really uptight.  Didn’t see his son’s stress,  Said he couldn’t care less,  His little boy didn’t sleep well that night.  Now Johnny’s fifteen,  And not to be seen,  In the park playing football or cricket.  To his parents’ dismay,  He just gave sport away,  He’s dropped for they’ve broken his spirit.  - Alan Bunn, parent:  *Sports Coach*, vol. 6, No. 4. |

Ask the following questions (class discussion)

* How do you feel when you lose? When you win?
* What can you do to support others who feel bad after playing sport?

Divide class into groups and discuss the following article.

|  |
| --- |
| "**A candle loses nothing by lighting another candle"**      A few years ago, at the Seattle Special Olympics, nine contestants, all physically or mentally disabled, assembled at the starting line for the 100-yard dash.   At the gun, they all started out, not exactly in a dash, but with a relish to run the race to the finish and win. All, that is, except one little boy who stumbled on the asphalt, tumbled over a couple of times, and began to cry.   The other eight heard the boy cry. They slowed down and looked back.   Then they all turned around and went back...every one of them.   One girl with Down's Syndrome bent down and kissed him and said, "This will make it better." Then all nine linked arms and walked together to the finish line. Everyone in the stadium stood, and the cheering went on for several minutes. People who were there are still telling the story.  Why would this action seem so unusual that people would continue to retell it? |

Formalise discussions and record group responses to feelings of winning and losing (Formative assessment activity)

# **Lesson three**

Discuss the attributes of a sportsperson who demonstrates fair play.   
List examples of fair play in the school and society. You may use video footage to assist with examples of this.

Design a fair play certificate that rewards these qualities.

# **Lesson four**

Play endball with ākonga providing peer feedback on their attitudes towards winning and losing, fair play, accepting the rules, and endeavouring to include others.

Fair play is rewarded through the presentation of the ākonga designed fair play certificate.

# **Lesson five**

Using endball as a starter idea ākonga are given the task of creating a new game or modifying endball. Teachers may want to limit the equipment.

ākonga then buddy teach the game and are peer assessed on their modified game using the following criteria: (see worksheets)

Were the rules clearly explained?

Was fair play rewarded?

Was the game enjoyable?