

# MODULE 3

## STUDENT ROLES



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### PURPOSE OF THE MODULE

*To provide detailed information about some of the roles students have an opportunity to perform in a SEPEP season.*

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Role Cards for:

- Player
- Captain
- Coach
- Sports Board Member
- Disputes Panel/Tribunal
- Duty Team
- First Aid Officer
- Records Officer
- Publicity Officer
- Referee/Umpire
- Selection Committee Member
- School-Community Links Officer
- Umpires'/Referees' Advisor
- SEPEP Action Researcher

# STUDENT ROLES

## WHAT SEPEP TEACHERS AND STUDENTS SAID ABOUT STUDENT ROLES

### TEACHERS

*I found the girls in my group absolutely, totally dominated the management side of it, and the boys let them do that. Then when it came to playing the game, the boys took over and the girls were pushed to the background.*

(Teacher teleconference, Queensland)

*Overall they didn't tend to want a role at the start. Some volunteered, but most had to be talked around.*

(Teacher questionnaire, Northern Territory)

*This season I left it very much 'open-slather' to the kids and it became more of a popularity contest than a 'who would do the best job' contest.*

(Teacher teleconference, Tasmania)

*Students actively sought roles, but the level to which they fulfilled them was limited.*

(Teacher questionnaire, Australian Capital Territory)

*I was surprised by the amount of female participation in every aspect of the game, whether it was refereeing, playing or being an official. I've got some girls who usually have absolutely no interest in moving, other than breathing. They seemed to involve themselves very much in the SEPEP Touch season.*

(Teacher teleconference, Queensland)

*Ask the kids if they would like to nominate themselves. If you get too many, (that's what we get, too many kids nominate instead of not enough) then perhaps a secret ballot voting system so the students can choose who they would like to have on their Sports Board.*

(Teacher interview, Western Australia)

*I had a few kids whose role involved using class time. The other kids were still out there in their team training. They saw it as a bit unfair because they were super-keen and wanted to get out there and join in. At the same time, I think they realised the importance of their role and that people in positions of responsibility need to make sacrifices.*

(Teacher teleconference, South Australia)

### STUDENTS

*All kinds of people get a chance at different roles.*

(Student journal, Northern Territory)

*Anyone who wanted to do something probably got it.*

(Student journal, Victoria)

*I enjoyed seeing who won (voting for roles), there were some surprises but it was good to see some of the others who aren't so popular, get in.*

(Student journal, Australian Capital Territory)

*In my team two of the guys wanted to be coach and captain. Not even considering the girls! So now the biggest idiot is our captain.*

(Student journal, Australian Capital Territory)

# STUDENT ROLES

## WHAT YOU NEED TO THINK ABOUT

### Not just a player

One of the crucial aspects of SEPEP is the varying roles that students assume in addition to the traditional role of player. Herein lies the great potential for SEPEP to be a truly developmental model of physical education. As well as being active participants students can assume a variety of roles that require a wide range of skills and abilities. This level of involvement provides opportunities for meaningful participation in physical education.

### Develop scope

The roles and their various responsibilities can be allocated by the teacher or chosen by the students. The level of complexity of each role can be designed to meet learning outcomes and/or the individual abilities of students. As teachers grow to understand students' performances in the various roles they will redesign/modify the role specifications to promote appropriate learning. Teachers have found that the scope of roles can be greatly extended by the use of out-of-class work and through the focused efforts of students during wet weather/interruptions to the schedule.

### Explain roles carefully

All students need to be taught about the different roles and their specifications. Teachers must allocate time during class for the roles to be explained fully. The enthusiasm and vitality teachers can breathe into the roles will increase the likelihood of energetic and creative students responding. The essential leadership and communication strategies inherent in each role must be understood. Once students have been introduced to these requirements, they must be given time to practise the role in a variety of settings. They should also be given feedback on how they are meeting the role specifications.

### Which roles to include?

The roles which are included in your season will depend on the class size and the number of players in each team. For example, a class of 24 may have 6 teams, 4 per team. Each of the teams could have a member of the Sports Board, i.e., a Sports Board of six members. Within the Sports Board 3 members could have different responsibilities for different aspects of publicity. The 4th member could be the end-of-season event co-ordinator, the 5th the league statistician and the 6th member the school-community links officer. Alternatively, three of the Sports Board could also be selectors while the remaining three could form the disputes panel or the judiciary/tribunal.

The possibilities are endless and you and your students will decide which are the important roles in your SEPEP season.

## STUDENT ROLES IN SEPEP ARE DETAILED IN ROLE CARDS AND INCLUDE:

- player
- captain
- coach
- Sports Board member
- disputes panel/tribunal member
- duty team
- first aid officer
- records officer
- publicity officer
- umpire/referee/official
- selection committee
- school-community links officer
- umpires'/referees' advisor
- SEPEP action researcher

### OTHER POSSIBLE ROLES INCLUDE:

- team manager
- team/class treasurer
- games controller
- equipment officer
- fixture secretary
- special events organiser (including: fundraising, catering, arranging publicity in conjunction with the publicity officer, staff-student game organiser)
- fitness advisor

*With roles such as captain and coach, assistants can be appointed. Students can thus have significant responsibilities as 'assistant coach' and 'vice captain'.*

It is essential to the success of the program that students assume more than the role of a player. The most successful SEPEP seasons occurred when all students took on roles in addition to that of player. This not only shows students that physical education is about much more than physical performance but it also ensures that higher level student outcomes can be achieved.

The most crucial roles are assumed by the students on the Sports Board. These key people will run your season and should be chosen carefully. Sports Board members can at times be overworked and some SEPEP teachers have allocated Sports Board-like roles to other students. However these roles should be co-ordinated by the Sports Board.



## ROLE ALLOCATION

Students need opportunities to try a range of roles and to be challenged in each role they accept. When SEPEP is offered more than once a year, or three or four times in a school program, these opportunities are provided. Records need to be maintained so that students are given maximum exposure to the various roles as well as opportunities to extend themselves both within and across year levels. Year 9 SEPEP must be different, more advanced, than Year 8 SEPEP. Careful consideration of roles by teachers can help achieve developmental physical education.

Teachers have said that generally students actively sought roles and that role allocation was a relatively smooth and simple process. Student feedback suggests that allocation of roles was often influenced by the social standing of some students. Gender also appeared to influence who received particular roles, with boys tending to receive activity-based roles such as coach and captain and girls tending to assume managerial and organisational positions such as publicity officer or Sports Board member.

## PERFORMANCE IN ROLES

Student outcomes in the health and physical education learning area require teachers to change the student perception that physical education is only concerned with physical performance in class time. However, some students were opposed to performing 'extra' work for physical education, outside lesson time. Time invested on role description and initial student assistance will pay dividends. Experience has shown that students appreciate the opportunity to perform some different, 'non-activity' tasks within their physical education program.

Teachers need to carefully consider how they can best integrate, co-ordinate and recognise the efforts of students outside allocated class time. Careful planning in this area can be very productive and will ultimately affect the success of the season.

## ABSENCES

Student absences in some cases proved to be crippling to the performance of the SEPEP roles. Teachers and students often became frustrated with this. While 'no shows' never seemed to disrupt the flow of the multi-activity program, under SEPEP student absences can threaten the success of the season.

Even though many teachers commented that absences were reduced during the SEPEP season they still represented a significant problem for the teacher and the Sports Board. As the following comment suggests, this problem cannot easily be overcome:

*A problem lies with absences. You've got a small number of people doing a particular job, and if they're absent, particularly for a number of days, then you've got to build something into your organisation as a back-up. That's a little tricky considering that you're essentially trying to have all of your students having a special role anyway.*

(Teacher teleconference, South Australia)

One effective strategy has been to select teams with one more player than will be needed on court/field at a time. For example, 4 in a team for 3-a-side volleyball. The extra player rotates in each time the team wins service. With 6 on a team for 5-a-side soccer or hockey the extra player rotates in every 3 minutes. Another alternative can be that if a team is one short, a member of the duty team of similar ability can be recruited for the game. Similarly, the opposition may agree to play one short and rotate their 'extra' player. Of course, if there is little absenteeism anticipated, there is little need to exclude (on rotation) players from games.

# USING SEPEP ROLE CARDS

## ROLE CARDS SERVE A NUMBER OF PURPOSES:

**A** To give an idea of the sorts of roles students can assume

**B** To help explain roles to students in the early part of the season

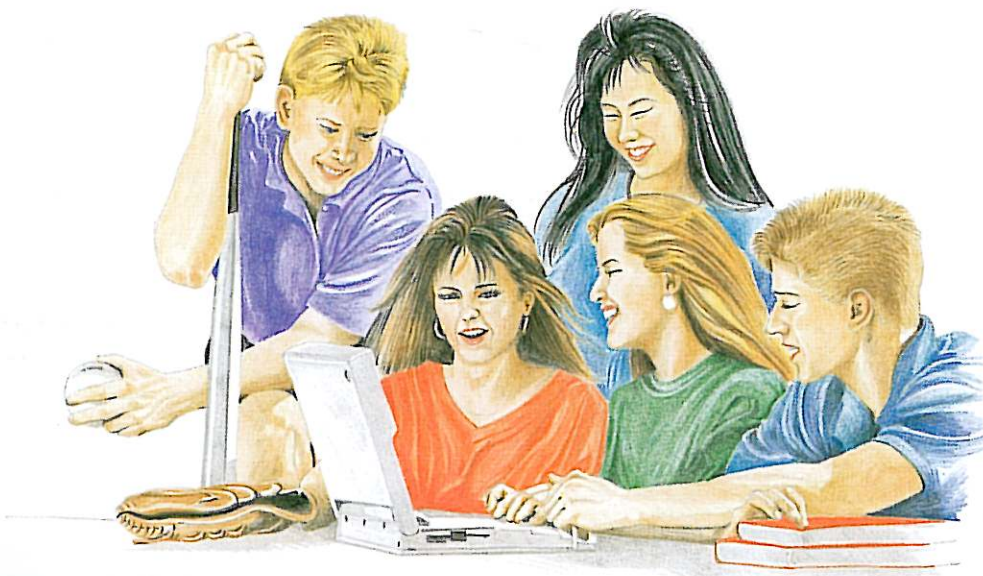
**C** As job description cards which can be posted on the SEPEP notice board.

**D** Depending on your experience with SEPEP and the previous experience of the class, you will decide which roles to include in your season. Skills developed in SEPEP tend to last and students want to extend or change their roles each season. They don't want another introductory SEPEP season, they want to move forward both as players and in their other roles.

The roles mentioned on the role cards are only a sample of the types of duties students can assume. Teachers can mix and match, separate, or combine these roles to suit both the sport and students' abilities. Teachers can choose these or any of the other roles which are found in community or professional sport. Any role that can be educational can be included.

To use the cards as job advertisements, post them on the SEPEP notice board and ask for applications. (There are ideas on how to do this in the Selection module.) Teachers and students can determine the selection criteria for each position. To apply for the roles, students could prepare a brief talk or a written application detailing why they are best suited to the position. This process can facilitate cross-curricular links (e.g., English, Social Studies, Health Education) and encourage students to value their season and its associated responsibilities. Teachers may interview the students or, once the Sports Board is chosen, all may act as the 'employing authority'.

Some experienced SEPEP students are including skills gained in SEPEP in their resumés and in real out-of-school job applications. (See Assessment module for further detail.) This sort of outcome is being greeted with interest at staff meetings, as well as amongst parents. If you are prepared to put in the effort and then publicise the results, such contributions can do much to lift the profile of PE in your school.



# TWO KEY ROLES

## EVERYONE IS A PLAYER

It is important to emphasise again that each student is first and foremost a player. This is the first of the roles described on pages 9 – 22. The successful accomplishment of this task by each student should be one of your primary goals. Students need to be constantly reminded of the value of the player as a team member.

In some seasons several students may be players only. However, this situation should not continue across seasons or years. Some outstanding health and physical education learning area and cross-curricular outcomes have resulted from students been extended in their additional roles.

## DUTY TEAM

SEPEP seasons use a duty team to effectively organise and implement the sessions (both games and practices). The Sports Board must take responsibility for the organisation of the season and should, in liaison with the teacher, provide a list of the duty teams' responsibilities. To ensure that the duty team functions effectively students need to be given time to practise their tasks before the tournament begins. The various tasks of the duty team change over the season, so both the teacher and Sports Board need to be aware of these changes in advance.

Teams are typically rotated through this role session by session. If two rounds of a tournament are scheduled during a session then one duty team sets up and controls the first round while the second team controls round 2 and puts away.

Possible duty team functions are listed on a role card (see page 14). Role practice is crucial for the duty team and must be closely monitored by the teacher. The role of the duty team is crucial to the successful management of the season. At Thornlie Senior High School, (WA) the duty team operates from the SEPEP Club House, formerly known as the PE sport store, and the members work effectively with captains to set up the array of cones and domes that mark the fields. The duty teams also distribute the uniforms and equipment and collect these at the end of the session.

## DUTY TEAM RESPONSIBILITIES

- responsible for equipment, court markings etc. (Detail these for students)
- officiate for the games
- score and record results
- report to the teacher any problems in these areas.

## WET WEATHER?

The duty team, with guidance from the teacher, should be ready to implement wet weather alternatives. This may include a change of venue, use of videos and other teaching/coaching resources. Reference to the final modules (Using Available Resources and Troubleshooting) will help in this regard.



# RESOURCE SHEET 1

## STUDENT TASK PLANNER

**T**his planner could be applied to all roles. Planning for appropriate role performance is very important and relies on effective teaching strategies. SEPEP teachers have told us that students who aren't made accountable for their work from the beginning of the season sometimes tend to fail to complete tasks and let the SEPEP social system down. It is suggested that all students who have roles complete a planner like this one early in the season.

## STUDENT TASK PLANNER

Student's Role: \_\_\_\_\_

| TASKS TO<br>BE DONE | HOW TO DO<br>THE TASK | WHO ELSE<br>CAN HELP? | TIME<br>NEEDED |
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# PLAYER

## GENERAL DESCRIPTION

Everyone in a SEPEP season is a Player. Just as with other roles, Players have important tasks to fulfil for the season to run effectively. In fact, the role of Player is the single most important one in the whole season. Without Players, we have no competition. And when Players don't fulfil their roles properly, the season loses momentum and SEPEP ceases to be good PE.

## SPECIFIC DUTIES

- Turn up for every lesson and remember to bring any equipment needed (e.g., SEPEP uniform, game strategy cards, sporting gear).
- Participate to the best of your ability. The goal of SEPEP is that everybody has an ENJOYABLE and MEANINGFUL sporting experience. TO DO THIS YOU MUST TRY YOUR HARDEST, REGARDLESS OF HOW GOOD YOU ARE!
- Work to involve other students in the season at all times. Some students often don't want to participate (for a number of reasons). It is the job of each Player to ensure they try to make others want to take part. This includes doing things such as encouraging at all times (rather than heckling), passing to other students and not hogging all the play, and not letting other students get away with slacking off during a class. Good Players are successful, but TRUE SPORTSMEN and WOMEN are the people who get others involved in the sport!
- Play fairly and be a good sportsperson. Bad sporting behaviour (e.g., sledging, abusing umpires or not accepting their decisions, favouring some team-mates and not others, or intentionally breaking the rules) can prevent other students enjoying the game. SEPEP is all about enjoyment, so it is up to each Player to be fair and sporting.

## SKILLS YOU WILL NEED

### *ESSENTIAL:*

- The ability and desire to try your hardest, regardless of how good you are
- The ability to take responsibility for your own behaviour and actions (rather than relying on the teacher)
- A desire to promote participation and enjoyment for all students, not just the best Players
- The ability to co-operate with team-mates.

### *DESIRABLE:*

- Time and effort to develop your own skills for the good of the team.

# CAPTAIN

## GENERAL DESCRIPTION

Captains are responsible for directing their teams in games. Among their duties are the maintenance of team unity, promotion of skilled performance and provision of leadership through modelling fair and co-operative play.

## SPECIFIC DUTIES

- Toss the coin before the game.
- The Captain is the only player allowed to discuss decisions with the referee/umpire (although this must be done in a responsible way).
- Lead their team in games by setting an example in terms of playing, behaviour and effort.
- Be responsible for after-match cheers, hand-shaking and/or speeches.
- Thank the referees, scorers and opposition coaches after games.
- Along with the coach, sort out any disputes amongst players in their team – a harmonious team is more likely to win and players are more likely to enjoy themselves.
- Listen to ALL team members when making decisions. Make sure everybody has a say.
- With the coach consider any awards to team members.
- Be responsible for their team's conduct during the season.

## SKILLS YOU WILL NEED

### *ESSENTIAL:*

- Leadership qualities – be able to set an example and help other students
- Able to be fair with ALL players, regardless of what you think of them
- Good communication skills – able to encourage and/or inspire other students. Listen to what others say
- Work with the coach and teacher to improve game play.

### *DESIRABLE:*

- Knowledge of the sport.

# COACH

## GENERAL DESCRIPTION

**I**n SEPEP each team has a Coach who is also a player. The Coach is responsible for organising training sessions. The Coach works with the captain and other players to work out ways of improving the team's performance.

## SPECIFIC DUTIES

- Devise training drills that will help their team improve. This may require some research to find out new or better ways of training and playing.
- Lead their team in training sessions (focus on skill and strategy).
- Give or get help for players who require it.
- Make substitutions in games. Make sure everyone gets a fair go.
- Along with the captain, sort out any disputes amongst players in their team – a harmonious team is more likely to win and players are more likely to enjoy themselves.
- Listen to ALL team members when making decisions. Make sure everybody has a say.
- Monitor team performance by keeping a record of how their team trained or played. This keeps track of improvement and can give ideas of where to concentrate efforts during training.
- Discuss training and games with the teacher.
- Suggest strategies for improving team performance.

## SKILLS YOU WILL NEED

### *ESSENTIAL:*

- Ability to communicate with each player in your team to encourage them and help them improve
- Ability to motivate your team-mates to work together and try their hardest
- Ability to identify problems with your team's performance and to devise training sessions to improve
- Ability to co-operate with the teacher to help your team.

### *DESIRABLE:*

- Ability to find information (e.g., from coaching manuals) and apply it to training
- Knowledge of the sport.

# SPORTS BOARD MEMBER

## GENERAL DESCRIPTION

**M**embers of the Sports Board are responsible for the planning and running of the season. This is a very important job because the whole class depends on the Sports Board to do a good job. The teacher can be a member of or consultant to the Sports Board. However, all decisions must be co-operatively reached – no one person should dominate.

## SPECIFIC DUTIES

- Select the competition format and decide on the characteristics the competition will have. Decide on:
  - team sizes
  - rule modifications for games
  - general rules for classes regarding what is expected of students
  - rules and procedures to deal with anticipated problems (e.g., absentees causing a team to be short of players, teams out of uniform, arguing with umpires, students slacking off at training).
- Prepare list of tasks for duty team.
- Organise the end-of-season event (or make an appointment for this role).
- Co-ordinate the provision of awards and recognition of achievements.
- Work with all other persons who have roles to help them be successful and to ensure they do their job well.
- Act as either an intermediate step between, or be part of, the disputes panel/tribunal.
- Work closely with the teacher to ensure the season is rewarding for all.

## SKILLS YOU WILL NEED

### *ESSENTIAL:*

- High degree of responsibility
- Ability to communicate with others to collaboratively solve problems and make decisions
- Willingness to spend some out-of-class time to meet and discuss the running of the season.

### *DESIRABLE:*

- Ability to sell ideas to classmates.

# DISPUTES PANEL/TRIBUNAL

## GENERAL DESCRIPTION

**M**embers of the Disputes Panel need to be very responsible, fair and wise. The Panel is responsible for many of the tasks the teacher normally carries out. Amongst its duties are dealing with misbehaviour or unfair play and making decisions about any disputes. All members need to be sensitive to issues of race, gender and disability.

## SPECIFIC DUTIES

- Meet to make decisions about any issue that may be referred to it. Some of the issues the Disputes Panel may deal with are:
  - disagreements between players or amongst teams
  - general undesirable conduct (e.g., not participating, failure to bring uniforms, not promoting equal competition and giving all people a fair go)
  - disagreements with umpires.
- Decide on appropriate punishment for those infringing SEPEP's ethics of fair play, participation and fair go for all.
- Meet with the teacher if necessary (e.g., to discuss decisions regarding punishment).
- Be responsible for public relations by:
  - maintaining a high public profile so everyone knows who you are
  - being approachable for all disputes and taking these disputes seriously, no matter how trivial they seem
  - being publicly accountable for decisions, showing that you have been objective and fair
  - being equitable and consistent – not favouring
  - selecting appropriate consequences which deter other players from offending.

## SKILLS YOU WILL NEED

### *ESSENTIAL:*

- Ability to make wise, socially just decisions which will help the season to be successful
- Ability to communicate with the teacher to ensure decisions are acceptable
- Ability to communicate with others to solve problems that may be referred to the Disputes Panel
- Ability to treat all players as equal – to not favour friends – so as to make consistent and fair decisions.

### *DESIRABLE:*

- Ability to communicate with classmates to explain decisions that have been made
- A sensitivity to issues of gender, race and disability.

# DUTY TEAM

## GENERAL DESCRIPTION

The Duty Team is responsible for the organisation for each session. This includes equipment collection and distribution, liaison with captains and officiating in each session. Other tasks of the Duty Team are to start and finish games, monitor equipment usage, liaise with captains on attendance, etc.

## SPECIFIC DUTIES

- Carefully follow the advice of the Sports Board on the collection, setting up and return of equipment for practice sessions and games.
- Start and finish the session on time. (There may be a 'Games Controller' to help).
- Officiate at all games.
- Score and record results, best players etc. and give these to the Sports Board.
- Organise/implement wet weather alternatives.
- Liaise with coaches about the need to supply any extra equipment required for practice sessions.
- Supervise collection and putting away of all equipment at the end of each session.
- Keep an inventory to ensure all equipment that goes out for each session is returned.
- Perform simple maintenance of equipment (e.g., inflation of balls) and report to teacher any major repairs needed.
- Investigate and compile a report about any damage to equipment and report to Sports Board.
- Instruct players or coaches (if necessary) about the correct use of equipment.
- Be responsible for maintaining a tidy and efficient equipment storeroom/club house.
- Provide equipment to class members for lunch/recess or after-school training. (Check this is O.K. with the PE department).
- Provide water and towels as required.

## SKILLS YOU WILL NEED

### *ESSENTIAL:*

- A high level of responsibility to ensure officiating is effective and equipment is looked after
- Ability to direct others to effectively organise the session
- Ability to keep an inventory of equipment
- Ability to direct a group of classmates in the collection, set up and return of equipment
- Tidy habits and the ability to maintain an efficient storeroom/club house
- Ability to communicate with the teacher and Sports Board.

### *DESIRABLE:*

- Ability to lead the session and give clear directions
- Ability to respond to changes to the schedule
- A willingness to spend some out-of-class time on maintenance and storing of equipment.

# FIRST AID OFFICER

## GENERAL DESCRIPTION

The First Aid Officer is a very professional position that must be filled by a responsible and caring person. The First Aid Officer treats or provides advice about any of the many minor injuries and ailments that are an unfortunate part of any sporting competition. This role can provide you with some valuable experience in an area where most community sporting organisations are short of personnel. You may even be able to find some part-time work outside of school.

## SPECIFIC DUTIES

- Be responsible for maintaining a first aid kit containing band-aids, disinfectant, bandages, ice packs or other equipment necessary for treating minor sports injuries.
- Liaise with teacher and school nurse to devise or learn about appropriate procedures in case of serious injuries.
- Find out about sports injuries and be a source of information for people who may have aches and pains.
- Treat or supervise treatment of minor injuries such as sprains, grazes or bruises.
- Write-up reports of accidents detailing causes, injuries and suggested action for future prevention (if appropriate).
- Identify possible hazards or causes of injury and report them to the appropriate authority (teacher, Sports Board).
- Write certificates to release those with excuses from participating in a session (optional task).

### Note:

- The teacher has a professional responsibility to take precautions against accidents and to take action when injury occurs. The First Aid Officer does not override this responsibility in any way and hence must work with the teacher to sort out exact roles and duties.
- Students who are ill or injured have personal rights which must be respected. The teacher should be aware of these rights and can help the First Aid Officer to ensure these rights are being respected.

## SKILLS YOU WILL NEED

### *ESSENTIAL:*

- Some knowledge about the sorts of injuries that occur in sports
- A genuine interest in caring for other students who may be injured
- The ability to find out about how to treat sport injuries by reading, approaching people with skills in the area or even doing a first aid/sports medicine awareness course.

### *DESIRABLE:*

- A desire to spend some out-of-class time learning about sports first aid
- Writing skill for preparing accident reports.



# RECORDS OFFICER

## GENERAL DESCRIPTION

The Records Officer plays a vital role in the running of the SEPEP season. The Records Officer is responsible for all of the record keeping for the competition. Amongst the Records Officer's duties are collecting scores and keeping the premiership table for the competition.

## SPECIFIC DUTIES

- Collaborate with the Sports Board to prepare the fixtures for the season. These need to be posted on the SEPEP notice board for all to see.
- Collect the scores from all games and write up results to be given to the publicity officers.
- Use the score sheets from each round of fixtures to update the premiership ladder. Getting these on the SEPEP notice board is a vital job so that all players in the competition know their team's standing.
- Collect votes or nominations for awards/recognition (if appropriate) from each game and keep a tally of these.

## SKILLS YOU WILL NEED

### *ESSENTIAL:*

- Ability to write up tables and calculate percentages
- Ability to co-operate with publicity officers and the Sports Board members to ensure the competition is kept up to date.

### *DESIRABLE:*

- Computing skills to record and update result summaries, ladders etc.



# PUBLICITY OFFICER

## GENERAL DESCRIPTION

**P**ublicity Officers are responsible for communicating the status of the SEPEP season to the class, year level, school or community. Publicity Officers have duties that are similar to those done by TV and newspaper sports reporters and commentators.

## SPECIFIC DUTIES

- Prepare the SEPEP notice board so all students can find out about the SEPEP season.
- Design promotional and informational material for display on the SEPEP notice board.
- Feature sporting personalities in class, school or community newsletters and papers.
- Highlight and review interesting, funny or informative news from each week's fixtures and training. This may be done by taking photos and adding humorous quotes or anecdotes, or interviewing a player or coach at the end of a session.
- Commentate a game (if appropriate).
- Preview the week's coming games. This could involve interviews and in-class discussions.
- Inform others in the school (students, teachers, administrators, parents) of what is happening in SEPEP. It is important to show how what is happening in PE is contributing to your education.
- Liaise with the school-community links officer.
- See if you can do some writing tasks as part of your other school work.

## SKILLS YOU WILL NEED

### *ESSENTIAL:*

- Confidence and personality: to be comfortable in the limelight
- Excellent communication skills
- Good writing skills (or willingness to improve).

### *DESIRABLE:*

- A sense of humour
- Art and/or computing skill
- A flair for highlighting a range of achievements.

# REFEREE/UMPIRE

## GENERAL DESCRIPTION

The Referee/Umpire is responsible for officiating in games. Everybody has a go at umpiring during the season. Sport has many rules and generally requires an Umpire or Referee to help make sure the competition is fair. The most important thing for Umpires to remember is that they must be fair and consistent. As long as players know what they can and can't do, they will learn to play within the rules.

## SPECIFIC DUTIES

- Learn the rules.
- Let games flow by calling only essential stoppages.
- Remember that even professional umpires make some mistakes. You are inexperienced, so you will probably make a lot of mistakes. All that is required is that you try your hardest.
- Make your own decisions – don't let others tell you what to do. Be willing to admit an mistake and correct it.
- Be firm, fair and consistent.
- Blow your whistle loudly and clearly and/or signal appropriately as soon as you see an infringement.
- Go with your first decision – it is usually the right one. If you hesitate, you will not be consistent and players may become annoyed.
- After you have blown the whistle and/or signalled, speak loudly and clearly so everyone knows your decision. If you are hesitant, players will not respect your decisions. Remember, the Referee/Umpire is ALWAYS right – once you have made a decision, stick with it unless you decide to change it. (Try not to do this too often).
- When approached by a captain (if time permits) explain your decision. They are allowed to ask so that they know why the decision was made, but they are not allowed to dispute the decision.
- Report or penalise players who deliberately break the rules or display poor sporting behaviour. Be especially firm with anyone who argues with you.

## SKILLS YOU WILL NEED

### *ESSENTIAL:*

- Some understanding of the rules of the game. You don't need to be an expert, but you must be able to make basic decisions confidently
- A clear, confident voice so you can tell players what you have decided
- The desire to be fair. Favouring one side can ruin the game and possibly the season.

### *DESIRABLE:*

- Ability to communicate with players. Umpires don't have to be the enemies of players
- An open mind. It is important to be able to learn from experience. While you might not often change decisions, you can make different decisions in the future.

# SELECTION COMMITTEE MEMBER

## GENERAL DESCRIPTION

The Selection Committee (usually 3 selectors) plays a very important part in the overall running of the SEPEP season. The Selection Committee can be an independent role or can be part of another role (e.g., the Sports Board). The job of the Selection Committee is to place the students into fair and equal teams for the season and to monitor team performance throughout the season to see if the teams remain evenly matched. If it becomes clear during the season that some teams are much stronger than others, it is the job of the Selection Committee to decide how teams can be made more even.

## SPECIFIC DUTIES

- Rank players according to ability using any combination of the following methods:
  - prior knowledge of players' abilities
  - consultation with the teacher
  - assessment of ability by observing training or conducting a pre-season tournament with experimental teams.
- Based on these rankings, place each player in a team for the competition. Teams must have the following characteristics:
  - be of equal ability to make sure the competition is even
  - have a balance of boys & girls (if co-ed)
  - be based purely on ability & not popularity or friendships.
- Monitor the competition to check that teams are fairly even and, if any teams have little chance of winning, devise a way of evening up the competition (e.g., suggest to the Sports Board a handicap system or perhaps a mid-season draft).
- Handle all disputes regarding team placements and be responsible for justifying your decisions. The committee must be able to show that it has been objective and not shown favouritism.
- Observe players throughout the season and assign awards at the end of the season (e.g., most improved, fairest player, best team player, hardest trier).

## SKILLS YOU WILL NEED

### *ESSENTIAL:*

- Ability to make independent decisions (not be influenced by friends)
- Ability to identify and rank students' abilities in the sport
- Willingness to spend some out-of-class time in meetings to decide on team placements.

### *DESIRABLE:*

- Some computing skills for designing evaluation forms to keep record of abilities
- Ability to 'sell' your decisions (some may criticise you if they are upset with their teams).

# SCHOOL-COMMUNITY LINKS OFFICER

## GENERAL DESCRIPTION

The School-Community Links Officer plays a central role in promoting the SEPEP philosophy. SEPEP is all about making it more likely that students begin to participate in some sort of community sport. The School-Community Links Officer is responsible for promoting and evaluating this goal of SEPEP.

## SPECIFIC DUTIES

- Contact sporting personalities (local, state or national) who could contribute to the SEPEP season by either teaching about the sport, telling people how to get into a community competition or just motivating students to want to play the sport.
- Arrange for community sport personnel to visit the school.
- Research the numbers of students who currently play some sort of community sport and prepare a report on who they are, what sport/s they play, and where they play them. (You may liaise with the SEPEP action researcher on this job.)
- Find out about students' attitudes to playing the sport you are doing for SEPEP and prepare a brief report as feedback for the class. An especially important part of this is finding out about attitudes BEFORE, DURING and AFTER the season to see if any students change their mind about the sport.
- Talk with the appropriate community sporting club/s about your SEPEP season and try to get them interested. This is an important job, for if students are to join a club they must feel welcome. Also, it is pointless to join a particular club if there are already too many players there. The School-Community Links Officer should be able to tell the class all of the alternatives they have to join different clubs.
- Liaise with the publicity officer.

## SKILLS YOU WILL NEED

### *ESSENTIAL:*

- Willingness to spend some out-of-class time contacting community sporting people and finding out about facilities, competitions and contacts
- Good communication skills
- An interest in junior sport and the desire to see as many classmates as possible playing some sort of sport.

### *DESIRABLE:*

- The ability to encourage classmates to take part in some sort of community sport
- The ability to advertise and promote school visits by sporting personnel to arouse interest
- A familiarity with the Sports Search computer program
- Knowledge of community sporting opportunities.

# UMPIRES' / REFEREES' ADVISOR

## GENERAL DESCRIPTION

The Umpires' Advisor is responsible for supervising the umpiring throughout the season. Amongst the duties of the Umpires' Advisor are observing the standard of umpiring, identifying any weaknesses and devising ways of improving the standard of umpiring during the season. Umpires' Advisors are like coaches for umpires; they should support the umpires and be willing to discuss problems experienced.

## SPECIFIC DUTIES

- Observe umpiring in games and prepare reports about the general strengths and weaknesses of umpiring.
- Study umpiring and prepare ways to introduce this knowledge to students so as to improve the standard of umpiring.
- If appropriate, invite a community sportsperson or umpire into a lesson to work on student umpiring.
- Liaise with school-community links officer.
- Encourage consistency.
- Work with umpires on knowledge of rules and their interpretations.
- Consider awards for outstanding umpiring.

## SKILLS YOU WILL NEED

### *ESSENTIAL:*

- Advanced knowledge of the game
- Knowledge and understanding of umpiring the game
- Ability to observe, give feedback and advice to umpires.

### *DESIRABLE:*

- Ability to communicate with players and coaches
- A willingness to pursue refereeing/umpiring opportunities outside school
- Ability to collect data on umpire performance.



# SEPEP ACTION RESEARCHER

## GENERAL DESCRIPTION

The SEPEP Action Researcher has a number of important tasks. Being a relatively new model for teaching physical education, SEPEP is still being developed and refined. The Researcher plays a vital part in the improvement of SEPEP by collecting information on a range of topics and making simple reports so that the teacher can make appropriate adjustments to the program. Never before have students had such an opportunity to let the teacher know what they REALLY want out of physical education!

## SPECIFIC DUTIES

- Interview players and students performing specific roles.
- Prepare reports for teachers and students.
- Talk to the teacher about perceived strengths, weaknesses or problems with the season.
- Interview the teacher about their SEPEP role.
- Interview the principal and/or other teachers about their views of SEPEP and how it fits into the total school philosophy.
- Interview some parents about the teaching of sport in physical education and what they have heard about SEPEP.
- Survey the class about their attitudes to the season.
- Keep the information so that the next season builds on gains made.

## SKILLS YOU WILL NEED

### *ESSENTIAL:*

- High level written and oral communication skills
- Ability to analyse information and prepare reports
- A willingness to spend out-of-class time to discuss the season.

### *DESIRABLE:*

- Ability to critically evaluate the life of a PE student
- Ability to ask important questions
- Ability to analyse information to promote better learning/PE experiences.