



Teams and roles

Where students share in the planning and administration of their sport experiences.

The concept of EVEN teams

- Players and performers always have more fun and more of a challenge when the outcome of a contest or event is *uncertain*.
- That is why games are better when the competitors and teams are evenly matched.

What do we mean by *EVEN*?

- Skill level is important, BUT it should not be the sole criterion for how you select teams.
- Give careful attention to the following relative to each of your students
 - ✓ *Skill level*
 - ✓ *Height/Weight*
 - ✓ *Is (s)he a leader or a follower?*
 - ✓ *Gender*
 - ✓ *Ethnicity*
 - ✓ *Overall personality*
 - ✓ *Is (s)he absent often*
 - ✓ *Any friendship(s) with classmates*

Team size

- How the activity is modified
- What kinds of competitions are planned for that modified activity
- How absences can be easily handled
- How the daily tasks of practice and competition can be managed by the students.
 - ✓ *My preference for invasion, wall/net games: 4 to 6*
- Really useful to select ODD numbers of teams
- Many Sport Education teachers choose to embed small-sided teams into larger teams.

Team selection

- Ahead of time based upon previous knowledge of skills, attitude, attendance
- Can select/elect a sports council which helps teacher select teams
- Can select or volunteer as team captains, which then choose teams: captains then assigned by lottery
- Skills test or competition to rank students and teams from those ranks

When students select teams

- All students need to be considered as selectors
 - ✓ *not just the most skilled*
 - ✓ *need to know the sport a bit better when selecting independent of the teacher*
- Establish clear criteria for team selection
 - ✓ *consider skills and fitness*
 - ✓ *balance boys and girls*
 - ✓ *leadership abilities*
 - ✓ *personality conflicts*
- Panel discussions remain confidential

Team affiliation

- Names and colors
- Own area in the gym or field
- Team photos
- Encouraged to practice in nonattached time

Four categories of Roles

- Playing
 - ✓ *player*
- Non-playing
 - ✓ *Team roles*
 - ✓ *Duty roles*
 - ✓ *Specialist roles*

Four categories of roles

- Player
 - ✓ *remember, all students play all the time*
- Team roles
 - ✓ *nonplaying roles that serve to promote the functioning of an individual team.*
- Duty roles (required)
 - ✓ *roles that all students occupy each season and in most models on each competition day.*
 - ✓ *at a minimum, referee and scorekeeper.*
 - ✓ *By required, we also mean that all students have to learn to do these roles well in that season.*
- Sport specific specialist roles

Example roles

- Player
- Team Roles:
 - ✓ Coach, Captain, Sport Council Member, Manager, Equipment Manager, Fitness Specialist, Trainer, Publicist, Journalist, Commentator, Statistician
- Required Duty Team Roles:
 - ✓ Referee/Umpire, Scorekeeper
- Specialist Officiating Roles
 - ✓ Flag football, Archery
 - ✓ Gymnastics, Badminton
 - ✓ Cross country running, Weight lifting

Choosing roles

- Roles needs to be clearly defined
- Specific time should be allocated in the season plan to help train students in the roles they will be taking
- Students need practice performing these roles as much as any other component of Sport Education
- Some form of accountability must be present so that student performance in these crucial roles counts for something toward team success
- Teachers need to prepare or provide the materials needed for the roles to be fulfilled

Clearly defined roles

- Students need to know exactly what they are required to do.
- Sometimes responsibility is before and after games, not just during.
- Contracts are often drawn up – especially for highly responsible roles such as coach or referee.

A note on refereeing

- Difficult for many beginners
- Modified rules at least reduce decision making requirements
- Need prior practice before games “that count”
- You need to be active in helping beginning referees.

A note on statistics

- Don't make the statistics too complex
- Don't have too many
- What is the history of the sport
 - ✓ *as a guide for the important statistics*
- Use finite actions, where the play stops after
 - ✓ *e.g. goals vs. rebounds*

Role accountability

- Allocate points for certain tasks
- Many teachers will include a student's performance at officiating or scoring within their course evaluation.
- Points may also be awarded for participation in optional activities such as the membership on the sport governing board or activities as a publicist.
- Awards for successful completion of various roles can easily be included at the end of the season awards.

The Sport Board

- Provides a major role for students and creates a mechanism whereby decisions can be made and disputes arbitrated by students themselves.
- The members of the sports board advise the teacher in issues relating to the overall policies governing the sport education season, and can make final decisions concerning violations of fair play rules, competition schedules and the like.