

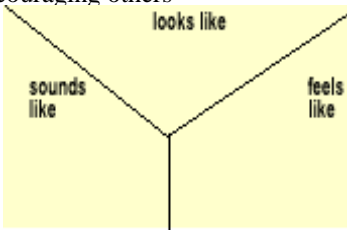
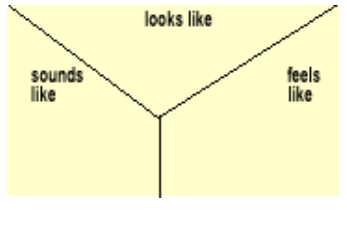
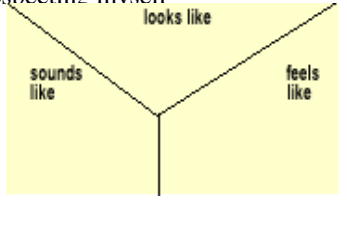
# Touch

## Possible lesson sequence

### Lesson one

1. Students' complete the **task one worksheet** (see worksheet), which shows links between attitudes and values, actions to enhance inclusiveness, and the effect of these actions. Some suggestions are included. If the students have not used Y charts you will need to explain the process.

The following provides example answers for attitudes, values, and beliefs about sensitivity and inclusion, and effect on people's self-worth through implementing these actions. For examples of completed Y charts see worksheets.

Attitudes, values, and beliefs about sensitivity and inclusion	Actions to enhance inclusiveness. For each of the following complete a Y chart to show what the action may look, sound and feel like.	Effect on people's self- worth through implementing these actions.
<ul style="list-style-type: none"> <li>* That everyone is of value</li> <li>* That we are all learning and it is okay to make mistakes</li> <li>* No-one deserves criticism when they are doing their best</li> <li>* That everyone needs encouragement and recognition</li> <li>* Categorising labeling people can reduce the ability to treat people as unique. It can also lead to discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>* Encouraging others               <div style="text-align: center; margin: 10px 0;">  </div> </li> <li>* Accepting others               <div style="text-align: center; margin: 10px 0;">  </div> </li> <li>* Respecting myself               <div style="text-align: center; margin: 10px 0;">  </div> </li> </ul> <p>For examples answers see worksheets</p>	<ul style="list-style-type: none"> <li>* Feel better about themselves.</li> <li>* Feel better about participating in games.</li> <li>* Can enjoy other people company.</li> <li>* Feel more positive about the value of competing.</li> </ul>

2. Students carry out a timed talking activity. The question is – what do you think will be the effect on society if we emphasise inclusion and participation for all rather than win at all costs competition in sport?

Instructions for timed talking.

Students move into pairs. They take turns talking and they are not allowed to repeat what their partner has said.

Person A talks for 25 seconds.

Person B talks for 25 seconds.

Person A talks for 15 seconds.

3. Describe basic rules. Students participate in a game of touch.

During this game you may do one of the following to highlight the issue of inclusiveness.

To find out whether inclusiveness is actually a problem have a student surreptitiously record how many times each player receives the ball during the introductory game of touch.

or

Select several members of a team and surreptitiously instruct other team not to include them in the game.

Debrief questions

Discuss the findings of the game survey

or

At the end of the game ask the excluded students to reflect on how exclusion felt for them.

### **Lessons two - six**

Students brainstorm, either in their teams or on the gymnasium black/white board, a range of strategies that they can use to enhance inclusiveness.

### **Examples of strategies to enhance inclusiveness**

1. Once someone scores a try they are not allowed to score again until three other team members have scored.
2. Award points for each try depending on the number of students who contributed to the try (from the time the team gained position). If four players held/passed the ball the try is worth one point. If five players held/passed the ball the try is worth two points and if all six players held/passed the ball the try is worth 5 points.
3. In a mixed gender class require that before a try can be scored at least two boys and two girls must hold/pass the ball.
4. Students rotate positions every 4/5 turns of possessions. Wings go to links, links go to ruck players, and ruck players go to wings. In this way all players get to be in positions to be involved.
5. Require a minimum of three roll balls (forward movements) to occur before a try can be scored. During these forward movements the team must use at least three different students to act as dummy halves.

Students select strategies that they will use in their touch tournament.

Students form heterogeneous teams including mixed ability and, if relevant, mixed gender.

Students play a tournament of touch with the goal of maximizing student participation.

### **Debrief**

At the end of each lesson students provide peer feedback on the use of their selected inclusion strategy(ies).

For suggestions on how to carry out debriefing visit the reviewing website

[\(http://www.reviewing.co.uk/\)](http://www.reviewing.co.uk/).

Brainstorm skills required to participate in touch under categories of physical, thinking, intrapersonal and interpersonal skills.

<b>Physical skills</b>	<b>Thinking skills</b>	<b>Intrapersonal skills</b>	<b>Interpersonal skills</b>

## Final Lesson

At the end of the unit – after the final debrief on inclusiveness students complete the **task two worksheet** (see worksheets) to show which skills they have learnt or applied during the touch unit.

Physical Skills	Thinking Skills	Intrapersonal Skills	Interpersonal Skills
1. Running with the ball. 2. Passing the ball backwards. 3. Passing the accurately to the receiver. 4. Rolling the ball correctly. 5. Making a tag. 6. 7.	1. Knowing when to pass. 2. Knowing the attack strategy that is being used. 3. Knowing the defence strategy that is being used. 4. 5.	1. Dealing with losing. 2. Dealing with winning. 3. Accepting that I don't need to be the standout player (if sometimes I dominate the play). 4. Accepting that the team requires that I play to my best ability. 5. Accepting that I must contribute fully (if sometimes I don't get involved). 6. 7.	1. Focusing on the positive and making encouraging comments. 2. Smiling and trying to enjoy the activity. 3. Cheering for my team members. 4. Giving pats on back for good plays. 5. Avoiding put down or patronising comments. 6. Avoiding labelling people. 7. 8.
From the skills selected students indicate which ones they found most challenging to apply. Select one from each of the 4 categories.			
From the skill selected indicate why you found this the most challenging to apply.			