

Curriculum and assessment – New South Wales

Introduction

AFL Sport Education aims to develop in each student the knowledge and understanding, skills and values and attitudes to assume a responsible and productive role in society. The study and application of PDHPE outcomes through the AFL Sport Education Football Program is concerned with:

- Physical, social, cognitive and emotional growth and development patterns.
- Development and maintenance of positive interpersonal relationships.
- Living and learning in a safe and secure environment.
- Fundamental movement patterns and coordinated body actions.
- Skills that enable action for better health and movement outcomes.

AFL Sport Education supports the achievement of all major objectives for PDHPE Learning Area outlined in the PDHPE syllabus.

Stage statements

Stage statements provide a description of student achievement that is typically indicated at the end of a stage.

Stage 1 (Indicative Years K–3)

Sport Education is not recommended for Stage 1. In Stage 1 young students learn rules and procedures of simple non-competitive games. Team games that require specialised skills are generally developmentally inappropriate for Stage 1.

During this stage students should be developing fundamental movement patterns that highlight running, dodging, kicking, marking or catching and finding space, individually, with a partner or in very small groups. Emphasis is on regular participation in cooperative games. Students play in a safe and supportive environment, and learn to take turns, follow simple rules and share equipment and space. They are placed in situations where they observe, develop and explore positive relationships in small groups. They practise basic decision-making, goal-setting and planning as they interact with peers while physically active.

Stage 2 (Indicative Years 3–4)

Students attempt to perform basic skills for AFL football. Students begin to master very basic AFL skills and can explain differences between basic skills during practice sessions. They are able to identify their own strengths and begin establishing a positive self-concept in relation to AFL. Students are able to explain how positive relationships develop and are beginning to participate in group situations in the context of modified football games. They show consideration for the needs, rights and feelings of others when playing modified AFL. Students identify major steps when making decisions and can understand, discuss and explain the need for rules and laws. They are aware of responsibility and the need to contribute to a team during Sport Education games. Students perform a variety of basic movement sequences with consistency and control in simple games. Students discuss their activities and recognise that through participation the body responds and changes.

Stage 3 (Indicative Years 5–6)

Students value the uniqueness among individuals in their teams and take increased responsibility for their own and the team's well-being. They can identify their roles and responsibilities in Sport education and can adapt to a range of situations. Students are increasingly able to resolve conflict and are developing more advanced skills for establishing and maintaining positive relationships. Students are able to distinguish between the positive use of power and the abuse of power in relationships and in team contexts. Students plan for safety and respond appropriately to risk situations within the context of a game. They understand basic first aid and can apply it to situations when they occur in the AFL game. They take responsibility for their own decisions and can recognise the effects that their decisions have on themselves and others in the team. Students recognise the skill and game procedures and demonstrate proficiency at running, kicking, catching/marketing and dodging. They practise each skill in a range of open and closed contexts.

STAGE 4 (Indicative Years 7–10)

Students have a willingness to participate in games and recognise the challenging and satisfying nature of demonstrating improved performance of skills and game strategies. They appreciate the features of a skilled AFL player. Students have a willingness to participate in regular practices and competitions and take on more physically demanding skills in football. Students have a sense of their own worth as an individual and value themselves as important members in the team. They show respect for others and take responsibility for their own well-being and others safety when playing and practising. Students develop a sense of belonging and recognise the contribution they and others make to the success or failure of the team. Students communicate effectively with others in their team and think critically about issues arising. They develop awareness of factors that effect the behaviour of others and are more able to participate in problem solving before, during or after games and practices. They can clarify their value system and identify some of the factors that contribute to problems within the team.

For the development of movement skills in football, students know how and why various football skills are performed and apply basic principles in the development and maintenance of AFL skills (eg: handballing, defensive and offensive strategies). Through planning and goal-setting they are able to influence personal development of skills, attitude and behaviours in football.

What to assess

Sport Education allows the teacher to monitor a range of student outcomes specific to the HPE learning area and across a number of learning areas. Sport Education also contributes to a overarching/life skill outcomes that underpin all state and territory curricula.

As all students fulfil a range of roles in addition to being a player, such as coach, umpire and sports board/football committee member, there are opportunities to collect a range of data on students.

The extended unit/season allows teachers and students to engage in authentic assessment. Skill and strategy learning takes time and having lots of practice sessions and playing in modified games provides a meaningful context for assessment. Opportunities for personal and social skill development occur in great number in real contexts and may be readily practised and assessed under Sport Education.

Teachers have developed numerous assessment tools. Teacher and student checklists, portfolios, projects and video recordings are useful assessment instruments when monitoring progress. Teachers have time to observe and make informed judgments about skill and strategy outcomes. Students have been able to work with their teachers to assess their peers and also engage in self-assessment.

How to assess

The original SEPEP manual (1995) outlines a range of assessment strategies used by teachers. The most useful techniques for monitoring and assessment used by AFL Sport Education teachers are:

Written

- Applications for roles.
- Journal entries/player and team/role reflections/team log books.
- Game reports/AFL Sport Education news/ player profiles.
- Umpire/tribunal reports.
- Action plans for role performance.
- Computer-generated reports/schedules/ladders.

Oral

- Students' applications for the various roles.
- Class/small group/team discussion.
- Interviews of players and coaches.
- Peer tutoring/coaching.
- Game commentary (captured on audiotape).

Performance

- Skill and game playing checklists.
- Skill performance through drills/progressions and tabloids.
- Peer tutoring/coaching.
- Team performance (game stats).
- Video tapes of team performances.
- Design of movement sequences in drills/game (eg. set plays).

AFL Sport Education links to PDHPE (NSW)

Skills outcome and indicators

Skills objectives	Outcomes Stage 2 Years 3 & 4	Outcomes Stage 3 Years 5 & 6	Outcomes Stage 4 Years 7 & 8	Outcomes Stage 5 Years 9 & 10	Indicators	Content: How AFL Sport Education achieves outcomes
Communicating effectively with others	Uses a variety of ways to communicate with and within groups.	Communicates confidently in a variety of situations.	<ul style="list-style-type: none"> • Share ideas, feelings and information with others. • Select appropriate ways to express feelings, values and beliefs in different contexts. • Demonstrate the skills associated with assertiveness. 	<ul style="list-style-type: none"> • Analyse feedback from themselves and others on their feelings, beliefs and behaviours. • Use a variety of communication skills, including assertiveness and conflict resolution, where appropriate. • Relate to others in a non-violent way. 	<p>Students will achieve this objective when they:</p> <ul style="list-style-type: none"> • Share ideas, feelings and information. • Relate to others. • Demonstrate assertiveness. 	<ul style="list-style-type: none"> • Coach/captain giving information and feedback. • Umpiring game. • Sport board/football commission members. • Duty team/team members take on responsibility for communicating issues.
Thinking critically about personal and community lifestyle issues	None for this stage.	None for this stage.	<ul style="list-style-type: none"> • Explain key facts and opinions related to lifestyle issues. • Describe cause and effect relationships. • Suggest arguments to support or refute various lifestyle issues. 	<ul style="list-style-type: none"> • Distinguish between fact and opinion. • Related to lifestyle issues. • Predict outcomes of specific lifestyle behaviours. • Draw conclusions about lifestyle aspects based on accurate information. 	<ul style="list-style-type: none"> • Selecting teams and equipment. • Apply decision making process. • Assess impact of decisions on self and others. 	<ul style="list-style-type: none"> • Making team decisions. • Captains' responsibilities. • Team leader/manager deciding on needs of team. • Disputes panel for debrief and problem-solving.
Decision-making in the context of maintaining healthy lifestyles	Makes decisions as an individual and as a group member.	Makes informed decisions and accepts responsibility for consequences.	<ul style="list-style-type: none"> • Select appropriate human and material resources to assist them in making decisions. • Assess the impact that key influences have on decision-making. • Identify lifestyle decisions important to them. 	<ul style="list-style-type: none"> • Apply the steps in the decision-making process to a variety of lifestyle contexts. • Assess the impact their decisions may have on themselves and others. • Act to protect themselves in threatening situations. 	<ul style="list-style-type: none"> • Making positive contributions. • Cooperating. • Selecting appropriate roles in different situations. 	<ul style="list-style-type: none"> • Team communication. • Sport Education leaders • Duty team when setting up for games, etc. • Players using equipment. • Everyone playing or participating in the running of the season.
Interacting effectively with others and the environment	Makes positive contributions in group activities.	Acts in ways that enhance the contribution of self and others in a range of cooperative situations.	<ul style="list-style-type: none"> • Make positive contributions to group activity within both competitive and cooperative situations. • Demonstrate the correct use of specified equipment and apparatus. 	<ul style="list-style-type: none"> • Select appropriate roles in different group situations. • Demonstrate the effective and efficient use of a range of equipment and apparatus. 	<ul style="list-style-type: none"> • Movements: Locomotion and non-locomotion. • Object manipulation and control. • Adapt to varied. 	<ul style="list-style-type: none"> • Tactics/techniques by teams and players. • Individuals during coaching sessions and games. • Strategic game play. • Umpires/whistles.



Skills objectives	Outcomes Stage 2 Years 3 & 4	Outcomes Stage 3 Years 5 & 6	Outcomes Stage 4 Years 7 & 8	Outcomes Stage 5 Years 9 & 10	Indicators	Content: How AFL Sport Education achieves outcomes
Moving with competence and confidence	Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.	Refines and applies movement skills creatively to a variety of challenging situations.	<ul style="list-style-type: none"> • Demonstrate a repertoire of movements that involve locomotion and non-locomotion • Demonstrate a repertoire of movements that involve manipulation and object control. • Respond to new movement tasks in known and unknown situations. 	<ul style="list-style-type: none"> • Demonstrate a personal movement style based on individual interpretation of space, time, force and flow. • Adapt to the varied demands of a range of physical activities. • Be consistently accurate and energy efficient in performing selected movement skills. 	<ul style="list-style-type: none"> • Improve performance through practise and effort. • Devise team plays, strategies. • Analyse performance. • Improvise football movements. • Demonstrates to others as coach/captain. 	<ul style="list-style-type: none"> • Players playing. • Coach developing game skills. • Team practice sessions. • Game skills demonstrated in practice and game settings.
Performing movement skills and compositions	None for this stage.	None for this stage.	<ul style="list-style-type: none"> • Combine skills and elements to form movement compositions. • Communicate ideas using the body as an instrument for expression. • Improve performance through the application of practice and effort. 	<ul style="list-style-type: none"> • Devise team plays, strategies and presentations to achieve specific performance goals. • Analyse a performance. • Improvise movements in a range of physical activities. 	<ul style="list-style-type: none"> • Select skills based on game context. • Adapt to skill deficiencies. • Kick with distance and accuracy. • Marking and handballing. • Kicking to space. • Handballing to a teammate in space. 	<ul style="list-style-type: none"> • Coaches allocating set roles (eg. kick ins). • Coaching sessions. • Game play. • Planning a coaching session.
Planning to influence personal development	None for this stage.	None for this stage.	<ul style="list-style-type: none"> • Determine priorities for developing and maintaining healthy lifestyles. • Select actions which will meet personal needs. • Use safety devices and protective equipment in relevant situations. • Plan a course of action in response to a set task or situation. 	<ul style="list-style-type: none"> • Design individual programs for improving health and fitness. • Set achievable short and long-term goals. • Evaluate factors that may impact on successful planning and management. • Evaluate strategies for dealing with the major periods of change throughout their lives. 	<ul style="list-style-type: none"> • Generate alternatives to problems. • Select alternatives after considering consequences. • Use problem-solving strategies. • Justify solutions. 	<ul style="list-style-type: none"> • Player, team, coach, duty team, referee solve game skill, competition problems. • Teams, individuals or football committee negotiating on an issue. • Team/individual/umpire and conflict resolution.
Individual and shared problem-solving	Uses a range of problem-solving strategies.	Suggests, considers and selects appropriate alternatives when resolving problems.	<ul style="list-style-type: none"> • Generate alternatives to particular problem situations. • Select from a variety of alternatives after considering the consequences. 	<ul style="list-style-type: none"> • Solve problems using a variety of people as resources. • Use problem-solving strategies in response to unfamiliar situations. • Justify their solution to a particular problem. 	<ul style="list-style-type: none"> • Solve problems. • Find alternative solutions. • Take action and justify their choice. • Decide on appropriate action and consequences at the tribunal/judiciary. 	<ul style="list-style-type: none"> • Student/football committee negotiated contracts. • Reflections/debriefs/maintenance – team performance, coach performance, equity issues.
Clarifying their own value system	None for this stage.	None for this stage.	<ul style="list-style-type: none"> • Share those beliefs and principles they hold to be important for well-being. • Evaluate different points of view. • Assess consequences of identified alternative courses of action. 	<ul style="list-style-type: none"> • Prioritise the beliefs they hold about specific lifestyle issues. • Act in a way that publicly affirms their position on particular lifestyle issues. • Evaluates different football codes and their relative merits from personal and class perspectives. 	<ul style="list-style-type: none"> • Share beliefs and principles. • Evaluate different points of view. • Assess consequences of alternative courses of action. • Prioritise beliefs. • Read and comment on AFL news. 	<ul style="list-style-type: none"> • Everyone is a player! • Teams cooperating, listening and communicating. • Goal-setting – individual/team/group. • All affected by team action/reaction. • Promotes self and others as team leader. • Ethics, principles and codes of conduct in AFL Sport Education.

AFL Sport Education links to PDHPE (NSW)

Knowledge and understanding outcomes and indicators

Skills objectives	Outcomes Stage 2 Years 3 & 4	Outcomes Stage 3 Years 5 & 6	Outcomes Stage 4 Years 7 & 8	Outcomes Stage 5 Years 9 & 10	Indicators	Content: How AFL Sport Education achieves outcomes
Active lifestyle The factors that contribute to lifestyle balance	ALS2.6 Discusses the relationship between regular physical activity and health.	ALS3.6 Shows how to maintain and improve the quality of an active lifestyle.	Students will achieve this when they: <ul style="list-style-type: none"> • Describe the essential components of a balanced lifestyle. • Describe the links between diet, exercise and performance. • Identify ways in which physical fitness contributes to physical, social and mental well-being. 	Students will achieve this when they: <ul style="list-style-type: none"> • Outline reasons for individual choices about lifestyle balance. • Explain how the components of physical fitness can be assessed and developed. • Relate their recreation needs to the options available. 	<ul style="list-style-type: none"> • Participates in regular physical activity and discusses progress. • Keeps a log of activity using a spreadsheet and analyses patterns of participation over time. • Contributes to physical activity as a leader/peer tutor/sharing equipment. • Participates in physical activity programs based on personal goals. • Devises strategies to achieve personal active lifestyle goals. 	Students learn about: <ul style="list-style-type: none"> • Keeping a journal. • Developing goals for physical fitness and diet for AFL. • Football committee preparing for the start and end of season.
Movement skill: Game and sports The physical, social and emotional changes that occur throughout life	GSS2.8 Participates and uses equipment in a variety of games and modified sports.	GSS3.8 Applies movement skills in games and sports that require communication, cooperation, decision-making and observation of rules.	<ul style="list-style-type: none"> • Describe ways in which the normal process of growth and development may be affected. • Identify the physical, social and emotional needs of children and adolescents. • Describe the causes and impact of illness and disease on body functioning. 	<ul style="list-style-type: none"> • Identify what can be done to maximise personal growth and development potential. • Describe the changing needs of themselves throughout life. • Describe how quantity and quality of food affect growth and development. 	<ul style="list-style-type: none"> • Demonstrates fun ways of practising skills. • Describes how cooperation/encouragement lead to success in games. • Practises and refines movement skills in a variety of games. • Demonstrates efficient ways of using equipment while working cooperatively with others. • Demonstrates a range of skills in practices and modified games and explains how their level of skill can influence their participation in games. • Coaches – developing skill drills. • All players practising drills and playing lead up games. 	<ul style="list-style-type: none"> • Coaches – developing skill drills. • All players practising drills and playing lead-up games.

Skills objectives	Outcomes Stage 2 Years 3 & 4	Outcomes Stage 3 Years 5 & 6	Outcomes Stage 4 Years 7 & 8	Outcomes Stage 5 Years 9 & 10	Indicators	Content: How AFL Sport Education achieves outcomes
Growth and development Principles underlying the development and the maintenance of positive relations	GDS2.9 Describes life changes and associated feelings.	GDS3.9 Explains and demonstrates strategies for dealing with life changes.	<ul style="list-style-type: none"> Identify the groups to which they can belong and the influences of those groups on them. Explain the importance of communication for positive relationships. Describe the types of responsibilities involved in the different relationships. 	<ul style="list-style-type: none"> Identify what can be done to maximise personal growth and development potential. Describe the changing needs of themselves throughout life. 	<ul style="list-style-type: none"> Identify group characteristics. Sensitive to individual needs. Communicates for positive relationships. Responds to influences of gender, age and cultural and social attitudes. Responsible for team relationships. Understands how positive and negative comments affect others. 	<ul style="list-style-type: none"> Teams and friendship groups in Sport Education. Individual negotiated practices/contracts. Captains, coaches, umpires and players listening and communicating. Cooperating with umpires. Leadership qualities highlighted.
Movement sense The capabilities of the body in motion	Displays a quality of movement in applying movement skills to a variety of familiar and new situations.	Refines and applies movement skills creatively to a variety of challenging situations.	<ul style="list-style-type: none"> Describe the factors that can influence skill development. Identify specific movement skills involved in games, dance, gymnastics, aquatics and athletics. Identify the key points to remember when executing particular movement skills. 	<ul style="list-style-type: none"> Identify the movement skills common to a variety of physical activities. Describe the role of practice, feedback and training on skill improvement. Explain how principles of movement relate to various movement skills. 	<ul style="list-style-type: none"> Kicks proficiently for distance. Varies running patterns to cater for sprinting, distance running, evasion, dodging and defensive marking. Runs to space, times leaps, kicks for accuracy. 	<ul style="list-style-type: none"> Player learning about game sense; how games work. Coaches and captains setting up stations for analysis of skills. Players becoming familiar with movement principles. Reflecting on how the body responds during games and practices.
Personal awareness Factors that contribute to personal awareness and their effect on behaviour	None included in this stage.	None included in this stage.	<ul style="list-style-type: none"> Compare the needs, feelings and beliefs of themselves with those of others. 	<ul style="list-style-type: none"> Describe ways they can support the self-esteem of themselves and others. Explain ways in which feelings of empathy and respect influence behaviour toward others. Describe positive ways of dealing with change and stress. Explain the relationship between goal-setting and productive life patterns. 	<ul style="list-style-type: none"> Self esteem. Effective communication. Individual differences. Managing stress. Goal-setting. Developing self esteem through games Communicating effectively between teams/all roles. Managing stressful situations. Learning control, time management. 	<ul style="list-style-type: none"> All roles in Sport Education. Self esteem improving with confidence. Individual goal-setting. Accepting every one's value to the team. Duty team responsibilities. Individual and team goals.
Interpersonal relationships Personal health choices and practices in relation to life issues	IRS2.11 Describes how relationships with a range of people enhance well-being.	IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships.	<ul style="list-style-type: none"> Identify the steps in the decision-making process. Identify the positive and negative consequences of drug use. 	<ul style="list-style-type: none"> Outline factors in making career decisions and the effects of such decisions on a person's future. Describe ways of acting within a personal value system while under pressure to use or not use drugs. 	<ul style="list-style-type: none"> Relationships between Team/captain; team/coach; players/umpires. Interpersonal relationships. Peer group. Rights and responsibilities. Quality relationships. Self management and interpersonal skill for developing and maintaining relationships. 	<ul style="list-style-type: none"> All Sport education roles. Teacher as facilitator. Captain's role. Conflict resolution. Communication. Assertiveness as team leaders. Managing behaviour through modified games.

Skills objectives	Outcomes Stage 2 Years 3 & 4	Outcomes Stage 3 Years 5 & 6	Outcomes Stage 4 Years 7 & 8	Outcomes Stage 5 Years 9 & 10	Indicators	Content: How AFL Sport Education achieves outcomes
Personal health choices	PHS2.12 Discusses the factors influencing personal health choices.	PHS3.12 Explains the consequences of personal lifestyle choices.	<ul style="list-style-type: none"> Identify the risk factors associated with common lifestyle diseases. Outline community health services and their functions. 	<ul style="list-style-type: none"> Outline the effectiveness of strategies for preventing lifestyle diseases and personal injury. Recognise the various barriers to individual behaviour change. 	<ul style="list-style-type: none"> Students take on different roles and responsibilities. Select future actions to take. Taking precautions and knowing risk factors – blood rules. Prepare for games so that they are safe. 	<ul style="list-style-type: none"> Playing community sport. Captain taking on other responsibilities away from the field. Getting accreditation as a coach, official/umpire. Being advocates for physical activity through media and publicity reports.
Safe living How personal and community attitudes and behaviours influence safe living	SLS2.13 Discusses how safe practices promote personal well-being.	SLS3.13 Describes safe practices that are appropriate to a range of situations and environments.	<ul style="list-style-type: none"> Describe basic emergency health care procedures. Identify factors that may cause accidents. Describe the consequences of accidents on the individual and the community. 	<ul style="list-style-type: none"> Outline the attitudes and behaviours that cause and prevent accidents. 	<ul style="list-style-type: none"> Prepare physically for practices and games. Use protective behaviours and counter measures in dangerous contexts. Evaluate consequences. Apply emergency health procedures. 	<ul style="list-style-type: none"> Check venue and equipment before playing. Assess safety: personal, team, spectator. First aid/trainer prepares for possible football injuries.

AFL Sport Education links to PDHPE (NSW)

Values and attitudes

Skills	Outcomes Stage 2-5 Years 3-10	Skill indicators objectives (processes)	Content: How AFL Sport Education achieves outcomes
	<ul style="list-style-type: none"> V1 Refers to a sense of their own worth and dignity. 	<ul style="list-style-type: none"> Accepts themselves as they grow and change. Appreciates that their physical, social, emotional and intellectual development is unique. Values themselves as an important member of various groups. Expresses a realistic perception of their personal capabilities. Appreciates and accepts the importance of developing a personal value system. 	<p>In Sport education:</p> <ul style="list-style-type: none"> Everyone is a player. Self and peer assessment. Play as a team. Set goals. Develop plans to improve skills and team contributions.
	<ul style="list-style-type: none"> V2 Respects the right of others to hold different values and attitudes from their own. 	<ul style="list-style-type: none"> Appreciates the similarities and differences between themselves and others. Shows sensitivity to the needs, rights, feelings and efforts of others. Shows concern for the welfare of others. Questions forms of discrimination against people on the grounds of their sex, race, marital status, sexuality or disability. 	<p>Even teams</p> <ul style="list-style-type: none"> Codes of practice. Compare AFL, rugby union and rugby league. Discuss equity issues on team contributions in games and administrative tasks.
	<ul style="list-style-type: none"> V3 Enjoys a sense of belonging. 	<ul style="list-style-type: none"> Values fair play. Recognises the contribution they and others make. Appreciates the importance of life. Displays a commitment to developing and maintaining positive relationships. Values positive relationships. Appreciates the need to belong to various groups. 	<ul style="list-style-type: none"> Responses to student umpires and duty team. Use social skills to include all team members. Encourage others. Negotiate with others to improve role performance. Resolve conflict in game play. Use active listening to support team members contributions.



Skills	Outcomes Stage 2-5 Years 3-10	Skill indicators objectives (processes)	Content: How AFL Sport Education achieves outcomes
	<ul style="list-style-type: none"> • V4 Increasingly accepts responsibility for personal and community health. 	<ul style="list-style-type: none"> • Values their health and safety and that of others. • Defends the need for making decisions that enhance health. • Appraises the values and attitudes of different groups within society in relation to lifestyle and health. • Appreciates the need for shared responsibility and decision-making. • Appreciate the need for safe practices in a range of situations and environments. 	<ul style="list-style-type: none"> • Play safely. • Respect the coach. • Listen to the football committee/sports board. • Accept decisions made by umpires and coaches. • Assist in making team/group decisions.
	<ul style="list-style-type: none"> • V5 Willingly participates in regular physical activity. 	<ul style="list-style-type: none"> • Values the need to pursue healthy lifestyles • Values the importance of physical activity to personal health. • Enjoys regular participation in worthwhile physical activity. • Recognises the challenging and satisfying nature of performance. • Recognises the value of lifelong commitment to regular physical activity. • Appreciates the need to participate in physical activity with safety. • Acknowledges effort in achieving results. • Recognises the aesthetic and technical qualities of movement. 	<ul style="list-style-type: none"> • Participate in Sport Education. • Are enthusiastic in practice sessions. • Accepts that skill development requires practise. • Are positive about own/others performance. • Develop community links by becoming accredited coaches or umpires.
	<ul style="list-style-type: none"> • V6 Commits to realising their full potential. 	<ul style="list-style-type: none"> • Appreciates the features of a skilled performance. • Strives to achieve quality in personal performance. • Values the contribution made by support personnel in achieving quality performance. 	<ul style="list-style-type: none"> • Assign certificates/awards for achievement to peers. • Show commitment through actions as a player and umpire. • Are able to recognise aesthetic and technical qualities in others. • Can critically analyse performance of others as coach and captain. • Can assess own/others' performance objectively. • Make an effort to improve • Ask for help from experts/Development Officers.