



Beyond the Pitch

Teacher Guide

AUSTRALIA

Years 3-4

NEW ZEALAND

Ages 8-10

FIFA Women's World Cup 2023™

Beyond the Pitch

Welcome to Beyond the Pitch! This interactive, online resource for Australian and Aotearoa New Zealand schools supports engagement with the FIFA Women's World Cup 2023™ through curriculum-aligned lessons and activities.

Beyond the Pitch is divided into several zones, each with their own unique learning opportunities. Each zone includes an interactive lesson that can be accessed without signing in and can be played multiple times.

- The **Grandstand** explores the themes of culture, diversity and belonging.
- The **Locker Room** examines the values of respect, team work, passion and excellence.
- **Makers' Space** looks at the role of sustainability in sport.
- The final zone, **Let's Play**, brings the learning together in an engaging online game featuring the FIFA Women's World Cup 2023™ mascot, Tazuni™.



A decorative graphic on the left side of the slide, consisting of three overlapping geometric shapes. The top shape is a pink and orange zigzag pattern. The middle shape is a solid light pink trapezoid. The bottom shape is a teal and light blue zigzag pattern.

GRANDSTAND:

Culture, diversity
and belonging

The Journey: Key milestones in women's football

Football fans from across the world celebrate victories and achievements by cheering from the grandstand. In this lesson, the Grandstand Zone celebrates the journey of women's football and the culture, diversity and belonging this journey has unlocked.

In this lesson, students will:

- learn key events and dates in the history of women's football
- recognise significant achievements by teams and individuals
- describe the value of diversity in sport

Lesson duration: 30–60 minutes

Australian Curriculum Links

Australian Curriculum V8.4

HASS – Year 3

- How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community ACHASSK063
- Sequence information about people's lives and events ACHASSI055

HASS – Year 4

- Sequence information about people's lives and events ACHASSI076

Aotearoa New Zealand Curriculum Links

Aotearoa New Zealand Curriculum

Social Sciences – Level 2

- Understand how time and change affect people's lives.
- Understand how cultural practices reflect and express people's customs, traditions, and values.

Social Sciences - Level 3

- Understand how people remember and record the past in different ways.

Background Information for Teachers

Creating an inclusive classroom

Some of the content in this lesson may generate diverse opinions and touch on sensitive topics. To assist you in providing a safe and inclusive learning environment, please read through the following guidelines:

- be aware of your own perspective on issues and any potential for bias
- show that you are comfortable discussing different perspectives and opinions
- demonstrate genuine interest in learning about different perspectives and opinions
- avoid creating a 'correct' and 'incorrect' approach to culture
- value the different experiences that each student brings to discussions
- make connections to students' prior knowledge and experience
- monitor the language you use when referring to people from diverse backgrounds
- watch for attitudes that may promote discrimination and racist behaviour
- encourage respectful discussion and debate when there are different points of view
- use inclusive language (monitor the use of 'we', 'us', 'them', 'they')
- encourage critical thinking and questioning
- provide the opportunity for **all** students to identify as Australian:

Adapted from Cultural inclusion (NSW Department of Education, 2020)



STEP 1 – PREPARE FOR LEARNING

Determine students' understanding of the changing roles of women over time. Explain that women and girls have not always been allowed to play football.

Discuss the definition of diversity.

Diversity is when people with different backgrounds are all part of one group.

Explain that diversity is important because it helps us learn from each other and understand that everyone is unique and special in their own way.

Having diversity also helps us to be more accepting and inclusive of others, and to treat everyone with kindness and respect. This is important because it helps create a better world where everyone feels included.

Did you know?

In Australia, women and girls represent 174,609 participants in outdoor, social and registered football. This is an increase of 21% from 2020-2021 (**Football Australia Participation report 2022**)

In New Zealand, girls and women's football achieved 13% growth in recent years, taking the total to 19,281 girls and women playing football in 2019. (**New Zealand Football Annual Report, 2019**)

Identify any vocabulary that may be unfamiliar to the students.

Vocabulary

Vocabulary words	Definitions
diversity	the differences that exist in a group
inclusion	making sure everyone is welcome to be part of a group or activity
timeline	a graphic display showing key dates and events in order
chronological	in the order that events occurred; in time order



STEP 2 – INTERACTIVE LESSON

The interactive lesson requires minimal reading to complete and can be accessed on laptops and tablets. However, for students requiring reading support, the lesson can be completed as a whole class on an interactive whiteboard.

There is no login or sign up required and lessons can be repeated multiple times by refreshing the window or tab.

Students will learn about some highlights in the history of women's football:

Some key events in the journey of women's' football

1881 First recorded international women's football match

1920 Women play football to raise money for the war

1991 First Women's World Cup tournament

1996 Women's football is played at the Olympic Games for the first time

2008 Sam Kerr begins her sporting career

2019 Marta becomes the first player to score in 5 FIFA Women's World Cups in a row

2020 Australia and Aotearoa New Zealand announced as co-hosts for the FIFA Women's World Cup in 2023

2023 Australia and Aotearoa New Zealand co-host the Women's World Cup

Encourage students to read the 'did you know' facts to expand their knowledge and understanding.



STEP 3 – OPTIONAL ACTIVITIES

1. Vocabulary study: chronological

Explore the etymology and morphology of the word 'chronological'. Chronology is a noun derived from:

- **chrono-** [khronos] – time
- **-ology** [logia] –the science of

Chronology literally means 'the science of time'. When the morpheme -ical is added, the noun becomes an adjective. A more relatable definition is: 'in the order that events occurred'.

2. Women of Football

Research some key figures in the history of women's football and create a timeline of their life with key events listed in chronological order.

3. Interview

To develop a more personal understanding of the changing roles and opportunities for women, have students interview an older woman whose experience may be very different from women of today. Prepare interview questions and discuss the need to be respectful of different opinions and experiences. Consider the impact of cultural differences when selecting an interviewee.

Check for understanding

Check for understanding using the following questions. Knowledge of this information will help students successfully complete the Let's Play game at the end of the program.

True or false?

1. **The first football matches played allowed players to punch the ball!** [True]

Feedback: Correct! If this rule stayed, it may not have been called 'football'.

2. **The first official FIFA Women's World Cup was hosted by China in 1991.** [True]

Feedback: China hosted the FIFA Women's World Cup in 1991 and Team USA won.

3. **During the war, women played football to raise money for the war effort.** [True]

Feedback: Raising much needed funds for the war was one of the reasons the women played.

4. **Female referees were introduced to the FIFA Women's World Cup in 2003.** [False]

Feedback: Female referees have participated since 1991.

5. **The first international women's football match in 1881 was played between Scotland and England.** [True]

Feedback: Yes, this is true! But we don't know who won because no one recorded the score.

The background features three overlapping geometric patterns: a yellow pattern with red wavy lines and circles, a light blue triangle, and a pink pattern with white and red geometric shapes.

LOCKER ROOM:

Respect, team work,
passion and
excellence

Emotions and consequences of behaviour

The locker room is where players prepare for matches and support each other through successes and failures. In Beyond the Pitch, the Locker Room Zone is a safe space to explore emotions and learn how to be respectful in all situations.

In this lesson, students will:

- identify which emotion someone might feel in a certain situation
- understand how to respond respectfully to situations where big emotions are involved
- explain that being a fair and respectful player sometimes involves keeping big emotions under control

Lesson duration: 30–60 minutes

Australian Curriculum Links

Australian Curriculum V8.4

Health and Physical Education – Year 3 & 4

- Explore how success, challenge and failure strengthen identities (ACPPS033)
- Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)

Aotearoa New Zealand Curriculum Links

Aotearoa New Zealand Curriculum

Health and Physical Education - Level 2

- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups (C1).
- Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them (C3).

Health and Physical Education - Level 3

- Identify and compare ways of establishing relationships and managing changing relationships (C1).
- Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these (C3).

Background information for teachers

While students of this age have widely varying levels of social and emotional intelligence, providing common language to express and describe emotions is critical for all students.

Teachers are encouraged to model descriptions of their own emotions and to support students to develop the language required to express how they are feeling.

It is important to avoid classifying emotions as 'good' or 'bad' – every emotion is valid. However, recognising and monitoring our responses to emotion is a critical component of emotional development.



STEP 1 – PREPARE FOR LEARNING

Discuss the definition of an emotion.

An emotion is something we feel because of an experience or situation.

Ask students to give examples of emotions they have experienced. Explain that all emotions are valid and acceptable. Avoid classifying emotions as 'good' or 'bad'.

Explain that emotions can be mild or strong. Use a word cline to demonstrate how to describe emotions from mild to strong.

- For example: calm → annoyed → upset → frustrated → angry → furious

Managing strong emotions is a necessary part of life and also part of playing sport. Controlling strong emotions is a skill all children should learn.

Make sure students are aware of the emotions listed in the vocabulary table.

Vocabulary

Vocabulary words	Definitions
embarrassed	feeling uncomfortable because of shame or receiving too much attention from others
happy	feeling joy or pleasure
angry	having a strong feeling against someone who has behaved badly
sad	feeling unhappy
proud	feeling pleased because of something owned or achieved
nervous	feeling fearful or worried



STEP 2 – INTERACTIVE LESSON

The interactive lesson requires minimal reading to complete and can be accessed on laptops and tablets. However, for students requiring reading support, the lesson can be completed as a whole class on an interactive whiteboard.

There is no login or sign up required and lessons can be repeated multiple times by refreshing the window or tab.

Students will learn to identify common emotions such as nervous, embarrassed and proud.

They will also respond to scenarios where someone is feeling a strong emotion and learn how they can show respect on the sporting field.



STEP 3 – OPTIONAL ACTIVITIES

1. Emotion word clines

Create an emotion word cline to explore and develop the language of emotions. For example:

◦ calm → annoyed → upset → frustrated → angry → furious

Have students illustrate and label characters to match each emotion word showing the physical and mental characteristics of each one.

2. Act it out

In groups, select a scenario from the interactive lesson and show the different outcomes depending on the decisions made. Discuss the impact of the decisions on all participants.

3. Make the rules clear

Many issues arise from unclear understanding of the rules of football. Help support good sportsmanship by making the rules clear for everyone. Have students research the Laws of the Game and create a poster for the playground.

Check for understanding

Check for understanding using the following questions. Knowledge of this information will help students successfully complete the Let's Play game at the end of the program.

True or false?

1. **Being a good teammate includes the skills of respect and support.** [True]

Feedback: Respect and support are very important skills for a good teammate.

2. **Players only need to show respect towards their own team.** [False]

Feedback: Players must show respect towards both teams, the crowd, referees and coaches.

3. **Learning how to support and respect your team is a skill just as important as dribbling, passing and kicking.** [True]

Feedback: This is true! Professionals must learn these skills as well and if they don't, they risk getting a red or yellow card or even being banned from playing.

4. **Everyone will be a good sport once they have been told to be.** [False]

Feedback: Some people learn these skills faster than others, and that's ok. We need to be patient and know everyone is trying their best.

5. **Allowing people to make mistakes is part of being a good footballer.** [True]

Feedback: Just like in school, mistakes are a good thing! Sometimes it's the best way to learn.

The left side of the page is decorated with a collage of geometric patterns. It includes a pink and green triangle pattern, a solid orange triangle, and a yellow background with blue dots. The patterns are layered and partially overlapping.

MAKERS' SPACE: Sustainability

Sustainable choices

The Makers' Space focuses on creative and sustainable problem solving. Utilising sustainable materials at the FIFA Women's World Cup is an important consideration both now and for the future.

In this lesson, students will:

- identify the materials used to create sporting equipment and clothing
- classify materials as renewable, non-renewable, sustainable, recycled, recyclable
- understand the need to select materials that meet the demands of function, safety and sustainability

Lesson duration: 30–60 minutes

Australian Curriculum Links

Australian Curriculum V8.4

Design and Technologies – Year 3 & 4

- Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes (ACTDEK013)

Aotearoa New Zealand Curriculum Links

Aotearoa New Zealand Curriculum

Technology – Level 2

- Understand that there is a relationship between a material used and its performance properties in a technological product.

Technology – Level 3

- Understand the relationship between the materials used and their performance properties in technological products.

Background information for teachers

The FIFA sustainability strategy can be found online here: [FIFA Women's World Cup 2023 Sustainability Strategy](#).



STEP 1 – PREPARE FOR LEARNING

Activate prior knowledge by asking students to identify materials used in everyday items in the classroom or their homes. Check for the level of understanding students have about the source of each material – where does it come from, is it renewable, can it be recycled?

Identify any vocabulary that may be unfamiliar to the students.

Vocabulary

Vocabulary words	Definitions
recycle	make rubbish into something new
recyclable	something that can be recycled
renewable	a resource which can be used repeatedly and replaced naturally
non-renewable	a resource that runs out and cannot be replaced naturally
sustainable	the use of resources in a way that does not damage the environment



STEP 2 – INTERACTIVE LESSON

The interactive lesson requires minimal reading to complete and can be accessed on laptops and tablets. However, for students requiring reading support, the lesson can be completed as a whole class on an interactive whiteboard.

There is no login or sign up required and lessons can be repeated multiple times by refreshing the window or tab.

Students will learn what materials can be used to create football equipment and clothing.

They will also classify materials as:

- renewable
- non-renewable
- sustainable
- recycled
- recyclable



STEP 3 – OPTIONAL ACTIVITIES

1. Recycled football

Using scrap materials from home and school, students create a recycled football. This can easily be achieved using soft plastics and elastic or string. Encourage students to participate in a design process that considers available resources and suitable construction techniques. Collect materials over a period of time so there are plenty of options for all students.

2. Life cycle of materials

Explore the life cycle of a renewable and a non-renewable material. What is the source or origin of the material? How is it processed or refined? What are its strengths and weaknesses for use in a range of purposes? How is it reused or recycled?

3. Bamboo sports uniform

Create a persuasive text asking for school sport uniforms to be made from bamboo. Give reasons explaining the sustainability of bamboo and its suitability for this purpose.

Check for understanding

Check for understanding using the following questions. Knowledge of this information will help students successfully complete the Let's Play game at the end of the program.

True or false?

1. **Recycled rubber can be made to make the soles of football boots.** [True]

Feedback: This is true and just one of the many things it can be remade into.

2. **Bamboo is a type of grass.** [True]

Feedback: It may come as a surprise, but bamboo is a type of grass and is very fast growing.

3. **Polyester is a renewable resource.** [False]

Feedback: Sadly it is not and many items of clothing are made from this material.

4. **Recycled rubber products are weaker than products made from new rubber.** [False]

Feedback: Recycled rubber is very strong making it great for sports equipment.

5. **Bamboo can be used to make clothing.** [True]

Feedback: Bamboo can make very soft, silky and breathable clothing suitable for sports casual and formal wear.

