



Beyond the Pitch

Teacher Guide

AUSTRALIA

Years 7-8

NEW ZEALAND

Ages 12-14

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™.



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GRANDSTAND:

Culture, diversity
and belonging

Making games more inclusive

Just as the vibrant grandstands of international football bring together people from all over the world, the Grandstand Zone celebrates culture, diversity and belonging. But how can we make sure football is a game everyone can enjoy and give a sense of belonging and inclusion?

In this lesson, students will:

- understand the value of inclusion in sport
- learn methods that can be used to make games to be more inclusive
- apply modifications to games to be more inclusive

Lesson duration: 30–60 minutes

Australian Curriculum Links

Australian Curriculum V8.4

Health and Physical Education – Year 7 & 8

- Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences (ACPMPO84)
- Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMPO83)

Aotearoa New Zealand Curriculum Links

Aotearoa New Zealand Curriculum

Health and Physical Education – Level 4

- Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities (B2).

Health and Physical Education – Level 5

- Investigate community services that support and promote people's wellbeing and take action to promote personal and group involvement (D2).

Background Information for Teachers

Creating an inclusive classroom

Games can be modified to make them more inclusive. Two popular methods are **CHANGE IT** and **STEP**.

C

COACHING STYLE: Provide feedback in the drink break or change of activities without interrupting the game. Use player role models.

H

HOW YOU SCORE: Increase opportunities to score and provide an incentive for both attackers and defenders to increase competitiveness.

A

AREA: Increase or decrease the game challenges by changing the size/shape of the playing area.

N

NUMBERS: Use different team numbers to encourage more participation and equality, such as, moving additional players to a team that is having difficulty.

G

GAME RULES: Game rules are modified as a way to increase or decrease the level of difficulty to suit the needs of the players.

E

EQUIPMENT: Change, alternate or replace the equipment used to better suit the skills of all players.

I

INCLUSION: Encourage players to modify the game and provide opportunities for all players to experience fun and success.

T

TIME: Modifications to a duration of a game, or break times can allow for a wider range of people with varied fitness levels and endurance to participate.

S

SPACE: Consider surface, surroundings, size of playing area, colour contrast or distractions

T

TASK: Adjust the task / rules of the activity, e.g. time, pace, or positions.

E

EQUIPMENT: Modify size, shape, weight, texture, sound colour or type.

P

PEOPLE: Adjust how people are grouped or use a buddy system.



STEP 1 – PREPARE FOR LEARNING

Ask students if they have ever been frustrated, bored or felt left out during a sports game. Explain that this can turn people away from sport. Discuss the problems this causes.

Some people never get to participate successfully in sport because of access, opportunity, disability or discrimination.

Discuss the definition of inclusion.

Inclusion is providing equal access to opportunities and resources for people who might otherwise be excluded.

Inclusion contributes to diversity. This 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 of others, and to treat everyone with kindness and respect. This is important because it helps create a better world where everyone feels included.

Identify any vocabulary that may be unfamiliar to the students.

Vocabulary

Vocabulary words	Definitions
accessibility	when the needs of all people are considered so they can successfully participate in an activity
diversity	the differences that exist in a group
inclusion	making sure everyone is welcome to be part of a group or activity



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 methods that can be used to make games to be more inclusive
- apply modifications to games situations

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



STEP 3 – OPTIONAL ACTIVITIES

1. Modify it!

Ask students to select an existing team game that has caused them to feel unsuccessful or excluded in the past. Students plan, modify and experiment with the rules and playing conditions, creating modifications to the games using the CHANGE IT or STEP acronym.

2. Put it into action

Once students have researched, planned and created their own modified games, allow them to lead the class playing their new version. Encourage students to continue to refine the games as they see issues arise.

3. Feedback and reflection

Formally or informally evaluate the effectiveness of the modifications and their impact on conclusion. If a formal approach is taken, consider before and after questionnaires, short survey, interviews or observation checklists.

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. **C stands for coaching style. This means if something isn't working the coach must be replaced immediately.** [False]

Feedback: Coaches should be able to use many different methods to teach their players.

2. **Taking away scores altogether will make the game better for everyone.** [False]

Feedback: Scoring is a highly motivating part of the game for all players, whatever their ability.

3. **You can be creative with changing equipment.** [True]

Feedback: Changing of equipment can sometimes require creative thought.

4. **The CHANGE IT and STEP methods can be applied to a wide variety of team sports.** [True]

Feedback: These methods are used all over Australia and Aotearoa New Zealand with great success.

5. **CHANGE IT or STEP can be used in official football competitions.** [False]

Feedback: In official competition matches, the Laws of the Game should be followed.

The background features three overlapping geometric patterns. The top-left pattern is yellow with red and orange wavy lines and circular motifs. The middle pattern is a solid light blue triangle. The bottom pattern is pink with a geometric diamond and square pattern.

LOCKER ROOM:

Respect, team work,
passion and
excellence

The importance of a diverse team

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 how to be an encouraging and respectful teammate in all situations.

In this lesson, students will:

- classify skills as physical or emotional/mental
- learn the range of skills needed for an inclusive and diverse team
- apply understanding by selecting a diverse 'fantasy' team

Lesson duration: 30–60 minutes

Australian Curriculum Links

Australian Curriculum V8.4

Health and Physical Education – Year 7 & 8

- Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)

Aotearoa New Zealand Curriculum Links

Aotearoa New Zealand Curriculum

Health and Physical Education – Level 4

- Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses (C1).
- Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people (C2).

Health and Physical Education – Level 5

- Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people (A4).
- Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people (C2).

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 or Aotearoa New Zealand

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



STEP 1 – PREPARE FOR LEARNING

Discuss the purpose of a code of conduct. Does the school have a code of conduct for students? If so, display and discuss the reasoning behind each item. Why do we need codes of conduct? What is the difference between a code of conduct, a rule and a law? Who enforces a code of conduct?

Identify any vocabulary that may be unfamiliar to the students.

Vocabulary

Vocabulary words	Definitions
inclusion	providing equal access to opportunities and resources for people who might otherwise be excluded
diversity	the differences that exist in a group
defender	a playing position focused on defending and stopping opponents from scoring goals
midfielder	a playing position combining defending and attacking
forward	a playing position focused on attacking and scoring goals



STEP 2 – INTERACTIVE LESSON

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STEP 3 – OPTIONAL ACTIVITIES

1. Women's Football GOAT

Research and look into the most successful women's football teams and their players. Who is the greatest of all time? How could this be measured? Formulate debating questions based on the guided research. For example:

- 'Marta is the best female footballer the world has ever seen'
- 'Sam Kerr is the greatest of all time'

2. Female football hall of fame

Students create a sports hall of fame style poster for leading female footballers highlighting their skills and successes. Order the posters chronologically to create a timeline.

3. Class fantasy team

Review the teams created using the interactive lesson. As a class, discuss and select a fantasy team that everyone agrees on. Enter this team into the interactive lesson and see how you score. Did any individual earn a better score?

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. **If all players on the one team share the same cultural background the team will be more skilled.** [False]

Feedback: A diverse team of different cultures is beneficial because players can offer new and varied ideas.

2. **A more diverse team usually means more new ideas and strategies can be used.** [True]

Feedback: This is true! The more diverse experiences of players the greater the range of ideas and strategies.

3. **Strength is all that is needed to play football successfully.** [False]

Feedback: There are many physical and mental skills that are important for teams to be successful in football.

4. **Women and girls have a greater chance at success in football if they have cultural and government support.** [True]

Feedback: Some countries are a lot more privileged than others providing women and girls greater opportunities to play and learn.

5. **Having resilience and a positive growth mindset is an advantage in football.** [True]

Feedback: True! A player can be the most physically skilled in the world, but if they don't have resilience and a positive growth mindset they may find professional play very hard.

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MAKERS' SPACE: Sustainability

Sustaining growth in female football

The Makers' Space focuses on creative and sustainable problem solving. The FIFA Women's World Cup™ is an important platform for promoting and growing participation in women's football, ensuring a sustainable future for the game.

In this lesson, students will:

- understand the goal of increasing female participation in football
- identify ways FIFA can promote football interest among women and girls
- select advertising messaging options to attract girls and women to play football.

Lesson duration: 30–60 minutes

Australian Curriculum Links

Australian Curriculum V8.4

Business and Economics – Year 7 & 8

- Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHEK018)

Aotearoa New Zealand Curriculum Links

Aotearoa New Zealand Curriculum

Health and Physical Education – Level 4

- Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members (D2).

Health and Physical Education – Level 5

- Identify the rights and responsibilities of consumers and use this information to evaluate health and recreational services and products in the community (D3).

Background information for teachers

Access the [Football Australia Gender Equity Action Plan 2019](#) to learn more about the problem statement from an Australian perspective.

Access the [NZ Football Girls' & Women Map to Success](#) to learn more about the problem statement from an Aotearoa New Zealand perspective.



STEP 1 – PREPARE FOR LEARNING

Present the problem statement:

Problem statement:

There is a global target to get 60 million females playing football by 2026.

How do you get more girls involved?

Explain that students will be learning about initiatives by FIFA, Football Australia and New Zealand Football to achieve this target. They will be required to help create social media advertising to raise awareness and promote participation.

Identify any vocabulary that may be unfamiliar to the students.

Vocabulary

Vocabulary words	Definitions
strategy	a thoughtful plan
initiative	a beginning step in a plan of action
social copy	the text in a social media post or feed
promotion	an activity bringing attention to or encourages a cause or aim



STEP 2 – INTERACTIVE LESSON

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STEP 3 – OPTIONAL ACTIVITIES

1. #StepUp

Students write, design and make a prototype of their own social media and advertising campaign. The purpose will be getting girls interested in playing football with their target market being girls aged 12-18. Vote on the most impacting design and analyse the reasons for its effectiveness.

2. Girls only football competition

Students write a persuasive writing text to their PE teacher or school principal requesting an opportunity to run a girls only football competition during school time. Provide compelling reasons using information gathered in the interactive lesson.

3. Debate it

Hold a classroom debate or discussion on one of the following topic areas:

- Women only receive 4% of the total sports media coverage. How can this be improved for future generations? What should the goal be?
- Annually, boys get 1.13 million more sporting opportunities than girls. How can girls be provided with equal opportunities?
- 4% of the total commercial investment in sport goes into women's sport, despite a 2018 Nielsen report revealing that 84% of general sports fans have an interest in women's sports. How can companies be encouraged to invest in women's sport?

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. **Women and girls face significant barriers to playing football, like cultural attitudes and funding.** [True]

Feedback: Sadly, this is true, but with more support from everyone in the community this can see positive changes.

2. **Studies have shown that providing girls and women with equal opportunities to play football can improve their self-confidence and leadership skills.** [True]

Feedback: There are significant benefits to women and girls' wellbeing by providing equal opportunities.

3. **The popularity of women's football is declining.** [False]

Feedback: This is false. In fact, women's football popularity is on the rise and this is why action and attention to women's and girls football is so important.

4. **It is only up to women and girls to keep this movement strong.** [False]

Feedback: False. Women and girls' football needs support from everyone.

5. **Women's sport receives a 50% share of commercial investment in sport.** [False]

Feedback: False. Women's sport only receives 4% of the total commercial investment in sport despite evidence that there is strong interest in women's sports.