



Beyond the Pitch

Teacher Guide

AUSTRALIA
Foundation-Year 2

NEW ZEALAND
Ages 5-8

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 chevron pattern. The middle shape is a solid light pink trapezoid. The bottom shape is a teal and light blue chevron pattern.

GRANDSTAND:

Culture, diversity
and belonging

Symbols of belonging

Just as the vibrant grandstands of international football bring together people from all over the world, the Grandstand Zone celebrates culture, diversity and belonging.

In this lesson, students will:

- identify the symbols of the host countries, Australia and Aotearoa New Zealand, including flags, national colours and other symbols
- understand how symbols create a sense of belonging

Lesson duration: 30–60 minutes

Australian Curriculum Links

Australian Curriculum V8.4

HASS – Foundation

- The representation of the location of places and their features on simple maps and models (ACHASSK014)
- The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015)

HPE – Year 1 & 2

- Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)

Aotearoa New Zealand Curriculum Links

Aotearoa New Zealand Curriculum

Social Sciences – Level 1

- Understand how belonging to groups is important for people




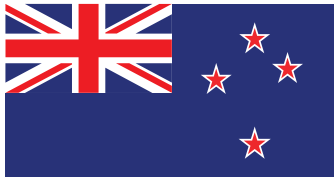
Social Sciences - Level 2

- Understand how cultural practices reflect and express people's customs, traditions, and values

Background Information for Teachers

The shared hosting of the FIFA Women's World Cup 2023™ by Australia and Aotearoa New Zealand represents a world first in world cup history.

As global neighbours, Australia and Aotearoa New Zealand share some similarities but are also independent and unique.

	Symbols of Australia	Symbols of Aotearoa New Zealand
<p>Geography Both countries are island nations in the southern hemisphere, separated by the Tasman Sea.</p>		
<p>National flags Both flags feature a navy blue background and the Union Jack in the top-left corner. They both incorporate a representation of the Southern Cross but with some differences in the shape, colour and number of stars. The Australian Flag also includes the Federation Star.</p>		
<p>Football strip colours</p>	Green and gold	White with black
<p>National anthem</p>	Advance Australia Fair	God Defend New Zealand and God Save the King
<p>Other symbols</p>	Kangaroo Emu Golden Wattle Opal	Kiwi (unofficial) Silver Fern (unofficial)



STEP 1 – PREPARE FOR LEARNING

Discuss the definition of a symbol.

A symbol is something that stands for something else.

Give examples and have students identify other symbols they know. Discuss how symbols give people a sense of belonging – to a team, a country, a school, a family. Why is this important?

Display a map of Australia and Aotearoa New Zealand showing location and relative sizes. Identify the location of:

- Australia
- Aotearoa New Zealand
- Tasman Sea
- the Equator (both countries are in the southern hemisphere)

Identify any vocabulary that may be unfamiliar to the students.

Vocabulary

Vocabulary words	Definitions
national	for the whole country
symbol	something that stands for something else
anthem	a song representing a country
hemisphere	half of the world
Aotearoa	the Maori name for New Zealand



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 symbols of Australia and Aotearoa New Zealand:

- maps of each country
- national flags
- team playing colours
- national birds (official and unofficial)

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



STEP 3 – OPTIONAL ACTIVITIES

1. Graphic organiser: Venn diagram

Use a physical (hoops or rope circles) or digital Venn diagram or demonstrate how this graphic organiser can be used to show things that are in common or unique. Label the circles Australia and Aotearoa New Zealand. On sticky notes, draw or write the elements represented on the flags of the two countries and place them in the appropriate hoop. Discuss what is unique and in common.

2. Symbols about me

Have students create a set of ‘official’ symbols to represent themselves. With a partner, use a Venn diagram to classify the symbols as unique to one or shared by both.

3. Explore other countries’ symbols

Select other countries participating in the FIFA Women’s World Cup or other countries of significance to the students and research the symbols that represent those countries. Focus on the sense of belonging that is represented by the symbols.

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.

1. **True or false? The Southern Cross on the Australian Flag has four stars.** [False]

Feedback: The Southern Cross on the Australian Flag has five stars.

2. **True or false? Australia is bigger than Aotearoa New Zealand.** [True]

Feedback: Australia is 29 times bigger than Aotearoa New Zealand.

3. **Which two playing colours represent Aotearoa New Zealand?** [White with black]

Feedback: Green and gold are Australia's colours.

4. **Which country is home to the emu?** [Australia]

Feedback: The emu cannot fly but can run very fast.

5. **True or false? The name of the sea between Australia and Aotearoa New Zealand is called the Australia Sea.** [False]

Feedback: The Tasman Sea separates Australia and Aotearoa New Zealand.

The background features three overlapping geometric shapes: a yellow shape with red circular patterns, a teal shape, and a pink shape with a geometric pattern of triangles and squares.

LOCKER ROOM:

Respect, team work,
passion and
excellence

Identify personal feelings

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:

- match emotions to facial expressions
- identify which emotion someone might feel in a certain situation
- explain how to show respect in sport

Lesson duration: 30–60 minutes

Australian Curriculum Links

Australian Curriculum V8.4

Health and Physical Education – Foundation

- Practise personal and social skills to interact positively with others (ACPPS004)

Health and Physical Education – Year 1 & 2

- Identify and practise emotional responses that account for own and others' feelings (ACPPS020)
 - Describe ways to include others to make them feel they belong (ACPPS019)

Aotearoa New Zealand Curriculum Links

Aotearoa New Zealand Curriculum

Level 1 Health and Physical Education

- Demonstrate respect through sharing and cooperation in groups (C2).
- Express their own ideas, needs, wants, and feelings clearly and listen to those of other people (C3).

Level 2 Health and Physical Education

- 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).

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'. It is important to identify our emotions and monitor what we do when we experience a strong emotion. For example, it is okay to feel angry, but it is not acceptable to hurt someone when we feel angry.

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

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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 facial expressions for some common emotions:

- embarrassed
- happy
- angry
- sad
- proud
- nervous

They will also identify what emotion someone might feel in a sporting situation and learn how they can show respect on the sporting field.



STEP 3 – OPTIONAL ACTIVITIES

1. Emotion memory match cards

Students work collaboratively to create pairs of matching facial expression cards to represent an emotion. Arrange the cards in an array with the images face-down. Play memory match. When a player makes a match, they must identify the emotion shown on the cards. If they get it wrong, the cards are returned to their position.

2. Emotion charades

Write a list of emotions on cards or sticky notes. Students take turns selecting a card and acting out the emotion through mime and facial expression. The remaining class tries to guess the correct emotion.

3. Emotional reactions

Use the stories in the interactive lesson to facilitate an exploration of how people sometimes react to their own emotions. Remind students that all emotions are acceptable – it's what we do with our emotions that can hurt or harm others or ourselves. Suggest positive ways to express emotion without hurting others.

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. **Everyone can feel big emotions and feelings before, during and after a game.** [True]

Feedback: Yes, this is true! You are not alone. Lots of us have big feelings during play and that is ok.

2. **Only children can have big feelings.** [False]

Feedback: Everyone has big feelings, including adults and teachers.

3. **If a teammate looks upset it is a good idea to cheer them on.** [True]

Feedback: True! Good teammates look out for each other!

4. **People should not get emotional during football play.** [False]

Feedback: Emotions are normal to feel, especially during something as competitive as sport. We all have a responsibility to check in on how we are feeling.

5. **Coaches and fans get emotional as well as players.** [True]

Feedback: There are lots of people involved in a football match and they are all able to feel big feelings.

The left side of the page is decorated with a vertical strip of colorful geometric patterns. From top to bottom, it includes: a pink background with green triangles; a green background with pink triangles; a solid orange triangle; and a yellow background with blue dots.

MAKERS' SPACE: Sustainability

Sort rubbish

The Makers' Space focuses on creative and sustainable problem solving. Waste management at the FIFA Women's World Cup stadiums is identified as a problem that requires a creative solution.

In this lesson, students will:

- identify the need for waste management at stadium venues
- learn how waste can be classified
- sort sample waste in a sustainable way

Lesson duration: 30–60 minutes

Australian Curriculum Links

Australian Curriculum V8.4

HASS – Foundation

- The reasons why some places are special to people, and how they can be looked after (ACHASSK01)

HASS – Year 1

- The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)

Science – Year 2

- Different materials can be combined for a particular purpose (ACSSU031)

Aotearoa New Zealand Curriculum Links

Aotearoa New Zealand Curriculum

Health and Physical Education – Level 1

- Take individual and collective action to contribute to environments that can be enjoyed by all (D3, D4).

Health and Physical Education – Level 2

- Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments (D3, D4).

Technology – Level 1

- Outline a general plan to support the development of an outcome, identifying appropriate steps and resources

Technology – Level 2

- Develop a plan that identifies the key stages and the resources required to complete an outcome.

Background information for teachers

In this lesson, the most common waste bin colours have been used:

- General waste: red
- Recycling: yellow
- Green/organic waste: green

If your local area uses a different colour system, this will need to be explained to the students.



STEP 1 – PREPARE FOR LEARNING

Activate prior knowledge by asking students to think about the bins that their family leaves out the front for collection. Check their knowledge about the types of waste, the colours of the bins and the frequency of collection. Do they know any rules about how waste is sorted?

Identify any vocabulary that may be unfamiliar to the students

Vocabulary

Vocabulary words	Definitions
waste	rubbish
recycle	make rubbish into something new
recyclable	something that can be recycled



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 classify waste as:

- general waste
- recyclable waste
- green/organic waste



STEP 3 – OPTIONAL ACTIVITIES

1. Classroom waste sort

Note: It is recommended that gloves be worn for anyone interacting with waste in this activity. Prepare three boxes/containers with labels for general waste, recyclable waste and green/organic waste. Use the classroom bin as a sample of intermingled waste and ask students to make decisions about where each item should be placed. Compare the amount in each box. Ask students if they think a bin from the play area would have a similar or different distribution. How would this compare to waste at a stadium venue?

2. Community cooperation

Does your school have a waste management system that separates waste by type? If so, encourage better use of the separate bins by creating signs for the bins. If not, ask students how they could encourage the school to put a waste management plan in place.

3. Recycled football stadium

Using recyclable materials, design and construct a football stadium. Encourage students to participate in a design process that considers available resources and suitable construction techniques. Collect recyclable materials over a period of time so there are plenty of options for all students.

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. **It is okay to throw rubbish on the ground.** [False]

Feedback: Rubbish left on the ground can pile up, become very smelly and even end up in our oceans, rivers and creeks.

2. **We should always recycle paper products.** [True]

Feedback: It is easy to turn paper into something new. The more we recycle paper, the less trees we need to cut down to make new paper.

3. **There is only a recycling bin and a general bin.** [False]

Feedback: Many places are getting better at sorting rubbish. Make sure you look out for all the different bins!

4. **We should compost food scraps if we can.** [True]

Feedback: If you can, composting food is great for the environment.

5. **Leaving rubbish on the ground can make people become sick.** [True]

Feedback: Rubbish has germs that can make us very sick.

