



Beyond the Pitch

Teacher Guide

AUSTRALIA

Years 5-6

NEW ZEALAND

Ages 10-12

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

The Journey: Key milestones in women's football

Football fans around the world will be cheering for their team during the FIFA Women's World Cup 2023™ – in the grandstands and beyond. Most fans cheer for their own country, but have you ever thought about supporting a second team?

In this lesson, students will:

- learn about elements of cultural significance such as food
- 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 5

- The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)

HASS – Year 6

- Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)

Aotearoa New Zealand Curriculum Links

Aotearoa New Zealand Curriculum

Social Sciences – Level 3

- Understand how cultural practices vary but reflect similar purposes.
- Understand how people view and use places differently

Social Sciences - Level 4

- Understand that events have causes and effects.

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



STEP 1 – PREPARE FOR LEARNING

Ask students if they have any family traditions. What do they eat? How do they celebrate? Discuss where these traditions come from. Explain that many traditions come from our culture.

Discuss the definition of culture.

Culture is the set of beliefs and patterns of behaviour shared by a particular group of people.

Explain that the FIFA Women's World Cup™ brings together cultures from around the world. So the grandstands will be filled with a diverse range of people and cultures.

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.

Identify any vocabulary that may be unfamiliar to the students.

Vocabulary

Vocabulary words	Definitions
culture	the set of beliefs and patterns of behaviour shared by a particular group of people
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:

- explore the nations participating in the FIFA Women's World Cup 2023™
- learn about the culture and symbols of each country
- use geographical terms to describe locations, facts and symbols

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



STEP 3 – OPTIONAL ACTIVITIES

1. FIFA Women's World Cup 2023™ – Team fact wall

Assign each student one of the 32 teams participating in the FIFA Women's World Cup 2023™. Students then research the facts, symbols and culture of the country and create a fact card to be displayed on the classroom wall. Display the cards in their pool divisions and use them to track the progress of the competition.

2. Playing strip design

Using the knowledge gathered while researching participating teams, design a playing strip for each team. Make sure students consider the symbolic nature of a team uniform and try to capture this in their design.

3. Comparing cultures

Compare the cultures, facts and symbols of the students' own country or culture with the countries they have researched. Use a graphic organiser such as a T-chart or a Venn diagram to compare and contrast.

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 national symbol for England is the Lion.** [True]

Feedback: Correct! England's women's football team is called the Lionesses.

2. **The German women's team has won the FIFA Women's World Cup™ three times.** [False]

Feedback: Germany has won the FIFA Women's World twice.

3. **More than one team's national animal is a bird.** [True]

Feedback: This is true. Argentina, Zambia and Germany have a bird as their national animal.

4. **Black is thought to represent power.** [True]

Feedback: This is true. But black can also symbolise mystery.

5. **Most teams have neon pink in their uniform.** [False]

Feedback: Although neon pink is very visible it might be a distraction for other players!

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LOCKER ROOM:

Respect, team work,
passion and
excellence

Spectator code of conduct

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 respectful in all situations – on the pitch and on the sideline.

In this lesson, students will:

- learn that all players, officials and spectators are required to follow a code of conduct
- learn how to be a respectful spectator
- analyse the behaviour of spectators against the code of conduct

Lesson duration: 30–60 minutes

Australian Curriculum Links

Australian Curriculum V8.4

Health and Physical Education – Year 5 & 6

- Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
- Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)

Aotearoa New Zealand Curriculum Links

Aotearoa New Zealand Curriculum

Health and Physical Education – Level 3

- Identify ways in which people discriminate and ways to act responsibly to support themselves and other people (C2).
- Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these (C3).

Health and Physical Education – Level 4

- Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people (C2).
- Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people (C3).

Background information for teachers

Full contents of the Stadium Code of Conduct for the FIFA Women's World Cup Australia & New Zealand 2023™ can be found here: [Stadium Code of Conduct](#).



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
spectator	a person watching an event
conduct	behaviour
prohibited	not allowed
inclusive	making sure everyone is welcome to be part of a group or activity
offensive	causing someone to feel upset or annoyed



STEP 2 – INTERACTIVE LESSON

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- analyse the behaviour of spectators against the code of conduct.



STEP 3 – OPTIONAL ACTIVITIES

1. Compare codes of conduct

Source a range of spectator codes of conduct for sports that are of interest to the students. Read and compare the codes. How are they different? What do they all have in common?

2. Write your own code of conduct

Does the school have a code of conduct for parents attending school sports events? If so, analyse and amend the contents using the learning from this lesson. If not, write a code of conduct and share it at school sporting events.

3. Debate topics

Hold a class debate (formal or informal) on the topic:

- Sport would be better without spectators.

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. **Codes of conduct are a set of rules only the players need to follow.** [False]

Feedback: Codes of conduct are in place for everyone who participates in a football match including: players, spectators, referees, stadium workers etc.

2. **Only the most loyal fans are allowed to attend FIFA football matches.** [False]

Feedback: Football matches are inclusive. Anyone is welcome to spectate.

3. **It is everyone's responsibility to be a good spectator.** [True]

Feedback: Yes, it is up to everyone to make an effort in making sure games are safe and inclusive for all.

4. **Some fans can face a ban if they don't follow the code of conduct.** [True]

Feedback: If a supporter breaks the code of conduct they can face harsh penalties like a ban from future matches.

5. **Codes of conduct aim to keep all spectators safe and happy.** [True]

Feedback: Codes of conduct are in place so everyone can enjoy matches and have a positive time.

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MAKERS' SPACE: Sustainability

Hosting a sustainable World Cup

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 infrastructure requirements of a host city
- understand the sustainability considerations of stadium venues
- learn how two stadiums have addressed sustainability needs
- classify planning initiatives as sustainable or unsustainable.

Lesson duration: 30–60 minutes

Australian Curriculum Links

Australian Curriculum V8.4

Design and Technologies – Year 5 & 6

- Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use (ACTDEK019)
- Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions (ACTDEP027)

Aotearoa New Zealand Curriculum Links

Aotearoa New Zealand Curriculum

Technology – Level 3

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

Technology – Level 4

- Understand that materials can be formed, manipulated, and/or transformed to enhance the fitness for purpose of a technological product.

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 sketch a plan of a stadium and label the elements they believe a stadium must have to be able to host a FIFA Women's World Cup™ match. Allow students to share and compare and collate a top 10 list of features.

Identify any vocabulary that may be unfamiliar to the students.

Vocabulary

Vocabulary words	Definitions
recycle	make rubbish into something new
initiative	new ideas
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



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Students will:

- identify the infrastructure requirements of a host city
- understand the sustainability considerations of stadium venues
- learn how two stadiums have addressed sustainability needs
- classify planning initiatives as sustainable or unsustainable.



STEP 3 – OPTIONAL ACTIVITIES

1. Sustainability checklist

Using the knowledge gained in the interactive lesson, devise a 10-point sustainability checklist that could be used to assess the sustainability of the World Cup stadiums.

2. Sustainable stadiums

Use the sustainability checklist to assess the following stadiums that will be used during the 2023 FIFA Women's World Cup™. Are they sustainable? Can any of them improve? If so, how?

- Adelaide – Hindmarsh Stadium
- Auckland / Tāmaki Makaurau – Eden Park
- Brisbane – Brisbane Stadium
- Dunedin / Ōtepoti – Dunedin Stadium
- Hamilton / Kirikiriroa – Waikato Stadium
- Melbourne – Melbourne Rectangular Stadium
- Perth – Perth Rectangular Stadium
- Sydney – Stadium Australia and Sydney Football Stadium
- Wellington / Te Whanganui-a-Tara – Wellington Stadium

3. A perfect example

Using the host city requirements learnt in this lesson, students design and create a model host city complete with sustainable building plans, energy providers and waste management. Create a physical or digital prototype using a design process.

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. **A city must have a population of at least one million people to become a host.** [False]

Feedback: This is false. Many of the host cities have populations less than one million.

2. **Host cities must be in a country that regards football as one of their most popular sports.** [False]

Feedback: FIFA wants to promote and spread the game of football. That means introducing the game into cultures that are new to it.

3. **A city must have a reliable transport system to become a host as it reduces the public relying on cars.** [True]

Feedback: A good public transport system is a sustainable way to manage crowds coming and leaving matches.

4. **For a city to be chosen as a host, it must have an all year round moderate climate, ideal for play.** [False]

Feedback: Football can be played in cold or mild temperatures. However, it cannot be too hot or too cold as that would be quite hard for the players.

5. **Some stadiums plant vegetation to make them more visually appealing.** [True]

Feedback: Some stadiums allow vegetation growth on the structures so they are pleasing to look at.