



Football



rules!



A literacy and numeracy unit

Football Rules!

A literacy and numeracy unit

These materials were developed with Adult Literacy Innovative project funding under the Australian Government's Language, Literacy and Numeracy Program through the Department of Education, Employment and Workplace Relations.

Authors: Dave Tout and Philippa McLean

First published on LiteracyNet in 2008

© Commonwealth of Australia, 2008

Contents

Overview of topic	1
CGEA and ACSF/ NRS mapping	2
Training package	3
Employability skills	3
Delivery	6
Assessment	6
Activities	12
Resources to support the completion of this unit	28
AFL	28
Other sports	28
Appendix A: Checklists	30
Handouts	35

Football rules

Overview of topic

The purpose of this topic is to develop language, literacy and numeracy skills to enhance human and social capital outcomes through content focused around the topic of sport, and in particular Australian Rules football. Sport is a major part of the lives of many young people and adults, and the communities in which they live. Sport and related activities are a relevant and potentially engaging context for students to make connections between mathematics and their lives.

In today's society, with its abundance of televised broadcasts, sport includes an amazing array of reports, scores and results, statistical data and analysis which are an extremely rich stimulus for working with students in literacy and numeracy. Not only are there results and statistics, but there are the shapes and sizes of the playing fields; the rules for scoring and even elements of chance can be incorporated through looking at the probability of winning games and also the betting on sports results.

A range of activities, handouts and resources are presented to support delivery and assessment of this topic. The content provides a broad introduction to the topic and the associated activities should be regarded as flexible, with teachers selecting and adapting them to the needs of their particular learners.

This topic provides a range of learning and assessment activities to meet the learning outcomes of a number of literacy and numeracy units from the Certificates in General Education for Adults. The focus in the materials is on 21772VIC Certificate I in General Education for Adults, and the following Units can be covered:

- VBQU132 Engage with texts of limited complexity for personal purposes

- VBQU135 Engage with texts of limited complexity to participate in the community
- VBQU136 Create texts of limited complexity for personal purposes
- VBQU138 Create texts of limited complexity to participate in the community
- VBQU140 Work with measurement and design in familiar situations
- VBQU141 Work with numerical and statistical information in familiar situations

Although the activities, handouts and resources are mainly presented at CGEA Certificate 1 level (ACSF and NRS level 3) it is anticipated that teachers may want to customise the materials for learners operating at different levels. Therefore, it is likely that this unit may enable learners to demonstrate outcomes at other CGEA levels, especially at the Certificate 1 Introductory level. Therefore the following units from the 21771VIC Certificate I in General Education for Adults (Introductory) may be covered:

- VBQU119 Engage with simple texts for personal purposes
- VBQU122 Engage with simple texts to participate in the community
- VBQU123 Create simple texts for personal purposes
- VBQU126 Create simple texts to participate in the community
- VBQU128 Work with simple measurement and design
- VBQU129 Work with simple numerical and statistical information

It also means that the unit is suitable for mixed level classes.

CGEA and ACSF/ NRS mapping

Table 1 identifies the relationship of the elements and performance criteria of these units to the performance indicators of the ACSF and the NRS.

The topic is designed to be delivered through the CGEA with the appropriate ACSF/NRS level and indicators identified and aligned as closely as possible. Teachers need to be aware that an alignment is not always a neat equation because the CGEA and the ACSF are inherently different in their purposes. In addition, particular circumstances of delivery (e.g. context, support) and differences between individual learners (e.g. background knowledge in one Aspect but not another)

will affect performance in any given ACSF/NRS Indicator. The activities support attainment of the CGEA units identified and provide evidence towards ACSF/ NRS performance in the relevant indicators. In some cases this may provide complete evidence; however, teachers need to review the alignment, the circumstances of delivery and individual responses to the tasks and vary alignment as appropriate.

Training package

This topic covers imported units from the Certificate I in Mumgu-dhal tyama-tiyt 21859VIC:

- VPAU114 Use everyday data in the news
- VPAU116 Calculate and communicate sports scores

Employability skills

The activities described in this unit relate to employability skills. These have been linked directly to the learning and assessment activities within the unit. Employability Skills have been a part of the delivery and assessment of Language, Literacy and Numeracy courses for a number of years. They are also referred to as generic skill, life skills, key competencies and lifelong learning skills. Development of Employability Skills enhances students' opportunities to participate more fully in the community and in further education, as well as developing the skills that employers have nominated as being critical. It is a common understanding that Employability Skills are best developed in context so it is important to identify how and when these skills can be developed. It is also critical that teachers are explicit about the development of these skills so that students can develop the knowledge and learn how to apply Employability Skills in the appropriate context.

In table 2 we have identified opportunities for students to develop and demonstrate Employability Skills. However, it is important that teachers use these opportunities to incorporate the teaching and assessment of Employability Skills. For example, a particular activity might suggest that students work in teams. In this instance teachers need to explicitly address the skills of being a good team member so that students understand this skill and learn when it might be put to good use.

Table 1 CGEA–ACSF/NRS mapping grid

CGEA Element	ACSF levels and indicators	NRS levels and indicators	Imported units
<i>VBQ132 Engage in texts of limited complexity for personal purposes.</i>			
1 Locate personally relevant information in everyday texts of limited complexity	3.03 Evaluates and integrates facts and ideas to construct meaning from a range of mostly familiar text types.	3.1 Reads and interprets texts of some complexity, integrating (where relevant) a number of pieces of information in order to generate meaning.	
2 Read and interpret a range of everyday personally relevant texts of limited complexity	3.04 Selects and applies a range of reading strategies as appropriate to the purpose of the text.	3.2 Displays awareness of the purpose of text, including unstated meaning.	
3 Evaluate a range of personally relevant texts of limited complexity		3.3 Interprets and extrapolates from texts containing data which is unambiguously presented in graphic, diagrammatic, formatted or visual form.	
<i>VBQU135 Engage with texts of limited complexity to participate in the community</i>			
1 Locate routine and familiar information for community purposes in everyday texts of limited complexity			
2 Read and interpret a range of everyday personally relevant texts of limited complexity			
3 Evaluate a range of personally relevant texts of limited complexity			
<i>VBQU136 Create texts of limited complexity for personal purposes.</i>			
1 Research everyday and less familiar text type relevant to personal need	3.05 Communicates relationship between ideas and information in a style appropriate to audience and purpose.	3.4 Communicates relationships between ideas through selecting and using grammatical structures and notations which are appropriate to the purpose.	
2 Produce non prose texts of limited complexity for personal purposes	3.06 Selects vocabulary, conventions and grammatical structures appropriate to text.	3.5 Produces and sequences paragraphs according to the purpose of the text.	
3 Produce prose text of limited complexity for personal purposes			

Table 1 CGEA–ACSF/NRS mapping grid – continued

CGEA Element	ACSF levels and indicators	NRS levels and indicators	Imported units
<i>VBQU138 Create texts of limited complexity to participate in the community</i>			
1 Research everyday and less familiar text type relevant to personal need	3.05 Communicates relationship between ideas and information in a style appropriate to audience and purpose.	3.4 Communicates relationships between ideas through selecting and using grammatical structures and notations which are appropriate to the purpose.	
2 Produce non prose texts of limited complexity for personal purposes	3.06 Selects vocabulary, conventions and grammatical structures appropriate to text.	3.5 Produces and sequences paragraphs according to the purpose of the text.	
3 Produce prose text of limited complexity for personal purposes			
<i>VBQU140 Work with measurement and design in familiar situations</i>			
1. Interpret plans and draw and assemble shapes	3.09 Selects and interprets mathematical information that may be partly embedded in a range of familiar and some less familiar tasks and texts	3.10 Selects appropriate mathematical information embedded in a real life activity, item or text.	
2. Estimate, measure and calculate everyday quantities	3.10 Selects from and uses a range of developing mathematical and problem solving strategies in a range of familiar and some less familiar contexts	3.11 Selects and applies a range of mathematical strategies to solve problems in a number of contexts, which are familiar and may be interrelated.	
	3.11 Uses a combination of both informal and formal oral and written mathematical language and representation to communicate mathematically	3.12 Selects and applies a range of mathematical strategies to solve problems in a number of contexts, which are familiar and may be interrelated.	
		3.13 Uses oral and written informal and formal language and representation including symbols and diagrams to communicate mathematically.	
<i>VBQU141 Work with numerical and statistical information in familiar situations</i>			
1. Interpret, use and calculate numerical information in familiar texts	3.09 Selects and interprets mathematical information that may be partly embedded in a range of familiar and some less familiar tasks and texts	3.10 Selects appropriate mathematical information embedded in a real life activity, item or text.	
2. Interpret and create simple tables and graphs	3.10 Selects from and uses a range of developing mathematical and problem solving strategies in a range of familiar and some less familiar contexts	3.11 Selects and applies a range of mathematical strategies to solve problems in a number of contexts, which are familiar and may be interrelated.	
	3.11 Uses a combination of both informal and formal oral and written mathematical language and representation to communicate mathematically	3.12 Selects and applies a range of mathematical strategies to solve problems in a number of contexts, which are familiar and may be interrelated.	
		3.13 Uses oral and written informal and formal language and representation including symbols and diagrams to communicate mathematically.	

For more information on identifying and applying Employability Skills in Language Literacy and Numeracy teaching please see *Making the Link Employability Skills and Further Education Casarotti, N 2007 DEST*

Delivery

The delivery of this unit is flexible. It may be co-delivered with other units, for example: VBQ133/VRQ137, Engage / Create texts of limited complexity for learning purposes; VBQ141 Work with numerical and statistical information in familiar situations. Work within this unit could also form the starting point of VBQ131 Plan and undertake a project.

Assessment

The assessment for this unit has been integrated with delivery. Learners will build a portfolio of tasks and activities which are part of the class work and which can be related to the CGEA elements. This can be seen in Table 2: Summary of activities and assessment.

Blank

Table 2: Activity, assessment and outcome guide

The table below shows how the activities and assessments have been designed to meet the outcomes of the two units.

Activities	Assessment	CGEA performance criteria	Employability skills
<i>Activity 1 – Views and opinions of sport</i>			
Part A Whole Group discussion	Mainly a teaching learning activity.		Communication
Part B Small Group discussion	Observation – use checklist		Teamwork
Part C Whole Group discussion			
Handout 1. Your favourite sport			
Handout 2. Your favourite sport – words			
<i>Activity 2 – Surveys and statistics</i>			
Developing and undertaking a survey	Creating and engaging – Observation – use checklists (Appendix A)	Writing • 1.1, 1.2, • 2.1, 2.2, 2.3, 2.4 • 3.1, 3.2, 3.3 3.4	Part A Communication
Collating, recording and analysing data	Working with numerical and statistical information – collect materials: the survey tool, the results, analysis and report – use checklists (Appendix A) and Observation sheets.	Numerical and statistical information: • 1.1, 1.2, 1.3, 1.4 1.5 • 2.1, 2.2, 2.3 2.4	Problem solving Planning and Organising Learning Technology
Developing a report and/or undertaking a presentation	Handout 4. Your favourite footy team: Survey question and answers		Part B Communication
Handout 3. Your favourite footy team			Initiative and Enterprise
Handout 4. Your favourite footy team: Survey question and answers			Planning and Organising
Part A Whole Group discussion			Learning
Part B Pairs work			Technology
<i>Activity 3: What do you know about Aussie Rules football?</i>			
Part A Whole Group discussion	Creating and engaging – Observation – use checklists (Appendix A)	Writing • 1.1, 1.2, • 2.1, 2.2, 2.3, 2.4 • 3.1, 3.2, 3.3 3.4	Communication Learning Technology
Part B Individual research and writing	Collect materials developed and use checklists (Appendix A)		
Handout 5. Australian Rules football – a brief summary	Observation – use checklist		

Activity 4: Playing fields and times

Handout 6. Australian Rules football playing fields	Working with numerical and statistical information; working with measurement and design and creating and engaging use:	Numerical and statistical information: <ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 1.4 1.5 Work with measurement and design: <ul style="list-style-type: none"> • 1.1, 1.2, 1.3 • 2.1, 2.2, 2.3, 2.4 	Communication Teamwork Problem solving Learning
Part A Playing times and field dimensions			
Part B Pairs work on dimension of playing fields	Handout 6. Australian Rules football playing fields Observation – use checklists Collect materials developed and use checklists (Appendix A)		

Activity 5: Scoring and ladders

Part A Whole Group discussion	Working with numerical and statistical information use: Handout 8. Scoring Australian Rules football Worksheet; Handout 13. Mitchell Football League (MFL) ladder; and Handout 14. Mitchell Football League (MFL) ladder: Questions	Numerical and statistical information: <ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 1.4 1.5 	Communication Teamwork Problem Solving Learning
Part B Small Group discussion			
Part C Whole Group discussion			
Handout 7. Scoring Australian Rules football	Use an observation checklist for observing participation in:		
Handout 8. Scoring Australian Rules football Worksheet	Handout 10. What team's where? Co-operative logic 1		
Handout 9. Calculation of Australian Rules football Ladder	Handout 11. What team's where? Co-operative logic 2		
Handout 10. What team's where? Co-operative logic 1	Handout 12. Sample of an Australian Rules football Ladder		
Handout 11. What team's where? Co-operative logic 2	Handout 13. Mitchell Football League (MFL) ladder		
Handout 12. Sample of an Australian Rules football Ladder	Handout 14. Mitchell Football League (MFL) ladder: Questions		
Handout 13. Mitchell Football League (MFL) ladder			
Handout 14. Mitchell Football League (MFL) ladder: Questions			

Table 2: Activity, assessment and outcome guide – continued

Activities	Assessment	CGEA performance criteria	Employability skills
<p><i>Activity 6: Facts and figures</i></p> <p>Developing and undertaking a survey; collating, recording and analysing data; developing a report and/or undertaking a presentation.</p> <p>Handout 15. Facts and figures</p>	<p>Creating and engaging - Observation – use checklists (Appendix A) and materials developed.</p> <p>Working with numerical and statistical information – collect materials: the survey tool, the results, analysis and report - use checklists (Appendix A) and Observation sheets. Handout 15. Facts and figures</p> <p>This Activity also meets many of the requirements for VBQ131 Plan and undertake a project and this can be assessed using the above processes and materials too.</p>	<p>Writing</p> <ul style="list-style-type: none"> • 1.1, 1.2, • 2.1, 2.2, 2.3, 2.4 • 3.1, 3.2, 3.3 3.4 <p>Numerical and statistical information:</p> <ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 1.4 1.5 • 2.1, 2.2, 2.3 2.4 	<p>Communication</p> <p>Self Management</p> <p>Learning</p> <p>Technology</p>
<p><i>Activity 7: Reporting on a game</i></p> <p>This activity is about reading, understanding and writing a report on a football (or other sports) game.</p> <p>Part A: Group and individual activity</p> <p>Part B: Group and individual activity</p> <p>Part C Individual response</p> <p>The aim is to ask the students to write a brief newspaper style report about the game.</p> <p>Handout 18. Report on a game. Part 1</p> <p>Handout 19. Report on a game. Part 2</p> <p>Handout 20. Reading another article</p> <p>Handout 21. Reporting on a game</p>	<p>Creating and engaging - collect materials and reports developed and use checklists (Appendix A). Materials include Handout 19. Report on a game. Part 2; Handout 20. Reading another article and Handout 21. Reporting on a game.</p>	<p>Reading</p> <ul style="list-style-type: none"> • 1.1,1.2 • 2.1,2.2,2.3, 2.4, • 3.1, 3.2 <p>Writing</p> <ul style="list-style-type: none"> • 1.1, 1.2, • 2.1, 2.2, 2.3, 2.4 • 3.1, 3.2, 3.3 3.4 	<p>Communication</p> <p>Planning and Organising</p> <p>Learning</p>

Activity 8: Football tipping

An extension activity about football tipping that includes PC based activities.

Handout 22. Extension: How to do your Football tipping using a Computer

Creating and engaging - collect materials and files developed and use checklists (Appendix A).

This activity covers basic computer units such as BSBCMNI07A Operate a personal computer.

Look at BSBCMNI07A Operate a personal computer.

Problem Solving
Planning and Organising
Self Management
Learning
Technology

Activity 9: Journal reflection

Handout 23. Journal reflection

Journal writing

Handout 23. Journal reflection

Writing

- 1.1, 1.2,
- 2.1, 2.2, 2.3, 2.4
- 3.1, 3.2, 3.3 3.4

Communication
Learning

Activities

The following activities are designed to develop numeracy and literacy skills through content focused around the topic of sport, in particular Australian Rules football. The activities consist of group and individual activities so that learners can benefit from the perspectives of others while also being able to develop a personal response to the topics.

It is anticipated that teachers will adapt the activities and questions as appropriate to the learner group that they are working with. The questions and activities are suggestions only and teachers need to shape the discussion and activities in a way that respects individual learners. Activities may be omitted at the discretion of the teacher, provided enough material is included to allow formative and summative assessment of numeracy and literacy outlined in the units above.

Preparation and resources

Students will need a ring binder, plastic slips and access to the handouts related to the learning activities for this unit. Access to the internet will facilitate engagement in these activities, however if this is not available, learners may complete the unit using the handout material supplemented by other sources of information such as newspapers and magazines.

◆ Activity 1: Views and opinions of sport

The purpose of this activity is to encourage learners to think about sport and their involvement in sport – as a player or participant, as a coach, as a parent, as an observer, and to use it as an introduction to the rest of the topic about Australian Rules football.

Part A: Whole Group discussion

Discuss with the group their attitudes and participation in sport: do they play a sport or sports, either as a player/participant, as a coach, as a parent, as an observer. Ask questions such as:

- Who plays sports? What sports?
- Who coaches a sport?
- Who have children that play sports? What sports?
- What sports do you watch on TV?
- Do you like Australian Rules football?
- What's good about sport? What are its benefits?
- What's not so good about sport?
- Etc.

Part B: Small Group discussion

Ask the students what their favorite sport is. Divide the learners up into small groups of 2 to 4 learners based on their favourite sports and ask them to consider the following questions (these are available on *Handout 1. Your favourite sport*):

- Why is it your favourite sport?
- Who plays the sport?
- Where is it played – where in Australia? Where overseas?
- What's so good about this sport that makes it better than other sports?
- Is it a popular sport or not?
- What makes it easy or difficult to play?

Ask the students in their groups to complete the two sentences on *Handout 1. Your favourite sport*:

- _____ is our favourite sport because _____.
- _____ is a great game to play because it _____.

Groups may need to reach consensus in order to prioritise their favourite sport. Ask each group to nominate who will read out their responses to the whole class.

Part C: Whole Group discussion

After the small groups have had time to discuss the questions and why they have chosen their particular sport and completed the questions on Handout 1, get the whole group together and take it in turns to get each group to report back with their two responses. You can support ongoing discussion about each of the sports.

One issue with Australian Rules football (and all sports) is that there are specific words that are used in talking and writing about the sport. There will be specific technical words (e.g. ruckman, rover) alongside slang and jargon words or phrases (e.g. the man in white, spekkie) that students who are unfamiliar with the game will most likely not understand and that some students may be familiar with orally but not in writing. You can use *Handout 2. Your favourite sport – words* as a worksheet for students to keep a record of such words and phrases and research and write them down with explanations as they come across them. You may also like students to access: http://en.wikipedia.org/wiki/Australian_rules_football_terms

◆ Activity 2: Surveys and statistics

The purpose of this activity is for the learners to undertake a survey. Using surveys is quite a good way to commence a topic – it gives students a chance to familiarise themselves with the topic and set the scene.

Part A: Whole Group work

Model the task of undertaking a survey and collating and reporting on the results using the group's answers to what their favorite sport was in Activity 1. Write up all their answers as if you had undertaken the survey – including the raw data and work with them through the various stages of collating, graphing and reporting on the results, including:

- Collating their answers into a table
- Plotting the data onto a graph – you could use graph paper, pre-prepared grids or pie chart templates, and/or eventually put the data into *Excel* or *Word* to produce the graph. [The level to which you do this will depend on what level of the CGEA or ACSF you are expecting your students to work at – you can always model a higher standard but only assess to the required level, or add in an appropriate level of support.]
- Modeling the writing of a report about the data and the results. Think about answering questions like:
Which team was the most popular?
Why you thought that was the most popular team?
- You could model the report in a number of ways: eg as a poster, as a PowerPoint, or as a talk supported by the data and graph.

Part B: Pairs work

Ask the students to work in pairs if possible (you could base it on their favourite sports groups from Activity 1) although it could be done individually to undertake their own survey about interviewing people about their favourite Australian Rules football team. [This could be a different sport, but the aim of the rest of the unit was to do some work around Australian Rules football, so the survey would be a good start. Later activities will give students who are unfamiliar with Australian Rules football the opportunity to learn more about the sport.]

Use *Handout 3. Your favourite footy team* as the structure for the students to undertake the survey. Important points to remember to make clear to the students are:

- Decide first what football competition they want to find out about – the AFL, your State or Territory or local Australian Rules football competition
- Decide what question they are going to ask and prepare a questionnaire sheet that they can record people's answers on (they will need to type up their own sheet based on the sample provided in *Handout 4. Your favourite footy team: Survey question and answers*)
- Try to get students to survey at least 20 **different** people. This may be difficult in some situations, but as far as possible, try to make it a minimum of 10 different responses
- Collate their answers together into a table
- Plot their data onto a graph – they could use *Excel* or *Word*
- Write up a report about their data and what their results were. They can produce their report in whatever way they like: eg as a poster, as a PowerPoint, or as a talk supported by their data and graphs.

You should tell students that you will be collecting their work – their raw data, their collated results and their graphs and presentations as evidence for their assessment.

◆ **Activity 3: What do you know about Aussie Rules football?**

Although Australian Rules football is very popular across Australia, it may be that some of your students, for a range of reasons, may not be familiar with the game. This is an opportunity for any such students to learn more about the game, and to use the knowledge of their peers who do know about the game. If you have a class with a number of students who are not familiar with Australian Rules football, then you will need to start this activity with Part A below. If most of your students are familiar with Australian Rules football you can use Part A as a chance for students to share their knowledge and understanding prior to moving on to Part B.

Part A: Whole Group discussion

Discuss with your group who knows what about Australian Rules football in order to make sure all students at least know the fundamentals about the game. The next few activities will add and build on this knowledge. You could consider the following:

- Ask students who do know something about the game to explain it to others
- Write up a list of all the teams that play in the AFL
- View a video or DVD of part of a game and pause it in order to explain how the game is played
- Undertake an excursion to a game that is held nearby.

Part B: Individual research and writing

After an initial discussion ask students to make a summary of the key features of the game of Australian Rules football – they could do this as a poster, as a series of dot points (approximately 10 dot points), or as a short PowerPoint presentation. The following activities will focus more detail on the playing fields and the scoring and league ladders, so this is to be seen as an introduction to the features of the game.

You could point them in the direction of some suitable websites for information such as:

- The official AFL website at: <http://www.afl.com.au/>
- The Wikipedia is also a good starting point: http://en.wikipedia.org/wiki/Australian_rules_football
- The key state or national newspapers have comprehensive sports sections.

- *Handout 5. Australian Rules football – a brief summary* is also available as a handout (it is based on the information available in the Wikipedia <http://en.wikipedia.org/wiki/Australian_rules_football accessed 8th July 2008>

◆ Activity 4: Playing fields and times

The purpose of this activity is to investigate the playing conditions for Australian Rules football including:

- duration of the game
- shape and size of the playing area.

For this activity you will need access to:

- large (builders) tape measures (at least 10 metres long if possible)
- access to an Australian Rules football oval.

Part A: Playing times and field dimensions Whole Group discussion

Discuss with your group how long an Australian Rules football game goes for. Ask the group to decide on what they think the timing rules are. You can check these in the rules of the game from the AFL at:

- <http://www.afl.com.au/Development/AFLExplained/LawsOfTheGame/tabid/10273/default.aspx> and go to “Laws of the Game”

Then discuss with the group who knows about the size and shape of playing fields for Australian Rules football. Ask the group to describe, guess or estimate:

- the shape of the playing field
- the size of the playing field (its length and width)
- the various lines and areas on the playing field including the centre square and the distance between the goal posts.

After the discussion you could give out *Handout 6. Australian Rules football playing fields* as a summary and see how close their estimates were.

Part B: Pairs work

This task invites students to become familiar with the dimensions of a football ground. You could do this in a number of ways.

Option 1

Ask the students to work in pairs to undertake the task of measuring the key dimensions of a local football oval – at the school, at the local football club, etc. Use the second part of *Handout 6. Australian Rules*

football playing fields as the structure for the students to undertake the measurements.

Option 2

Alternatively, ask the students to work in pairs to undertake the task of making a scale plan or a model of one of the AFL football ovals – they can access information about the AFL grounds from the official AFL website at: <http://www.afl.com.au/>. You may need to give them advice and support about a suitable and simple scale to use (eg 1 mm = 1 m) depending on how they are to create the plan or model.

Comparisons

After completing one of the above tasks, ask the students to research the dimensions of the main AFL stadium that is used for finals – the MCG (Melbourne Cricket Ground) and compare this with one other AFL playing field. Point them in the direction of some suitable websites for the sizes of the AFL ovals such as:

- The official AFL website at: <http://www.afl.com.au/>
- Ground websites e.g. for the MCG (Melbourne Cricket Ground) at: <http://www.mcg.org.au/>

After finding the dimensions of two AFL ovals, ask students compare the two and to comment on what the differences are and what the consequences might mean. For example:

- How much do the grounds differ in their dimensions?
- How many people do they hold and why or why not they might play finals or important games at the grounds?
- How the size might impact on how the game is played at each ground?

Note: If working with higher level learners, this task could be extended to include investigations and calculations of the areas of the grounds, and even into the calculation and comparisons of ratios of each ground's length to width.

◆ Activity 5: Scoring and ladders

The purpose of the following activity is to investigate the rules for scoring and winning in Australian Rules football. There are a number of Handouts to support this activity.

Part A: Whole group activity

Hold a classroom discussion about scoring in Australian Rules football and how teams are placed in their positions on the league ladder. Ask those students who know how to score in Australian Rules football to explain it to others in the group who may not understand. Make sure you get all students to understand the scoring system in Australian Rules football. You can use the following Handouts as support:

- *Handout 7. Scoring Australian Rules football* which has an explanation of the scoring system
- *Handout 8. Scoring Australian Rules football Worksheet* which has some examples to work through
- *Handout 9. Calculation of Australian Rules football Ladder* provides an explanation of how the teams are placed in their positions on the league ladder.

Part B: Small group activity Co-operative logic problems

Co-operative logic problems are an excellent way to encourage students to think mathematically, to problem solve, and to share their mathematical knowledge and language. And they have fun doing it. Included here are two examples based on Australian Rules football. The activities encourage students to talk about the maths involved and to share and explain their understandings. It enables you to observe and check the knowledge levels of the students.

You need to photocopy each of the pages on *Handouts 10* and *11. What team's where?* preferably onto coloured card and cut them out and store each set in an envelope or clip lock bag. You need to have enough sets for each group of 4 to 6 students.

Students work in small groups to jointly solve the problem they are given. You need to explain that the aim is to solve the problem by working together co-operatively. Each student is to read out their clue to the group and they then discuss what that means and use the cards to find a solution that satisfies everyone's clues.

Instructions for students

- Empty the contents on to the table
- Place the Question card on the table along with the names of the teams and the points
- Share out the clue cards so that everyone has at least one clue card
- Now take it in turns to read out your clue to the rest of the group and work together to discuss the problem and try to find an answer that you all agree with. It may take a few times for you to read out your clue to the group to make sure everyone agrees.

Part C: Individual activities

Handout 12. Sample of an Australian Rules football Ladder provides a sample of a league ladder for you to use as a stimulus to pose and ask more questions about league ladders.

You can use *Handout 13. Mitchell Football League (MFL) ladder* and *Handout 14. Mitchell Football League (MFL) ladder: Questions* as an assessment task based on an Australian Rules football ladder, or use it as practice.

◆ **Activity 6: Facts and figures**

In this activity you ask students to research and find statistics for one team in their favourite sport (doesn't have to be Australian Rules football this time) in at least two different games in the same competition and compare the two results.

Handout 15. Facts and figures provides some guidance for students in undertaking the research. It sets out the requirements for meeting the Plan and undertake a project unit of the CGEA, alongside the numeracy unit related to working with numerical and statistical information VBQU141.

You may need to do some pre-teaching and modeling of the task prior to requiring the students to undertake the task as a formal assessment task.

◆ Activity 7: Reporting on a game

This activity is about reading, understanding and writing a report on a football (or other sports) game.

Part A: Group and individual activity

Use *Handout 16 Writing – Handout* and *Handout 17 Synonyms – words of similar meaning* as material for introducing how stories about AFL football are written and the sort of language and jargon that are used. These can be used as a reading activity. They can also be used as models for student writings about football. The daily newspapers, particularly Friday – Monday are another rich source of stimulus material for writing.

Handout 18. Report on a game. Part 1 provides a model of a report on a football game. You could use *Handout 19. Report on a game. Part 2* with its set of questions based on reading the article and then have a discussion about the article and how such texts are written and constructed.

You could also bring in a copy or two of other sports articles from a newspaper or magazine (or from the internet) and use these as the basis of a discussion about how they are written and constructed.

Talk about the features of such texts. This should include discussion about:

- The title
- The length of sentences
- Use of direct quotes
- Use of context specific words
- Use of oral speech (not written speech) for reading.

Part B: Group and individual activity

Ask learners to find another report from either a newspaper or the internet about a football game (or you could allow them to choose a sport of their own choosing). You could ask them to either find their own from home, or bring in a number of newspapers – often a Monday after a weekend of sport most newspapers have a major sports section.

Ask them to select their report and to read it carefully. They should prepare a summary of what the main points of the article are in

readiness for preparing a short presentation to the group. There are some guidelines available on *Handout 20. Reading another article*.

When everyone has completed and written their summary you can ask each student to give a brief report to the group about their article.

Part C: Individual response

Organise for the learners to watch part of an Australian Rules football game on the TV or DVD and write a brief report. Or you could even organize to go to see a live football game. The aim is to then ask the students to write a brief newspaper style report about the game.

Handout 21. Reporting on a game can be used as a guide for writing.

◆ Activity 8: Football tipping

Football tipping competitions offer a great opportunity to do some more numeracy and maths work around football, depending on the student group etc. It can also very easily link in with basic computer units such as BSBCM107A Operate a personal computer. There are also online Footy tipping competitions that you could get your group of students to set up a competition in. One possibility where you can set up a competition is at <http://footytipping.com.au/>

In relation to students selecting their tips for each round of football, *Handout 22. Extension: How to do your Football tipping using a Computer* sets out a step by step process for students accessing the AFL website and downloading and saving a Word file that will clearly set out their footy tips on a week by week basis. This illustrates how football tipping can link in with the requirements of the BSBCM107A Operate a personal computer Unit. The steps on the Handout are for doing footy tips for Round 1 in 2008. You will need to show students how to change the round and the year depending on when you are doing your footy tips.

◆ **Activity 9: Journal reflection**

At the conclusion of the Unit, ask learners to write a reflective entry in their journal. Stimulus questions could be:

- Did they enjoy the Unit on sport and Australian rules football?
Why? Why not?
- What did they find most useful about the Unit?
- What was least useful to them?
- Do they have any future plans regarding sport?

Some guidelines are available on *Handout 23. Journal reflection*.

Resources to support the completion of this unit

Teachers may find the following websites useful.

AFL

<http://www.afl.com.au/>

<http://www.afl.com.au/AFLHQ/History/AFL101/tabid/1029/Default.aspx>
and go to “The AFL Ladder”

[http://www.afl.com.au/Development/AFLExpained/LawsOfTheGame/
tabid/10273/default.aspx](http://www.afl.com.au/Development/AFLExpained/LawsOfTheGame/tabid/10273/default.aspx) and go to “Laws of the Game”

The key state or national newspapers have comprehensive sports sections.

The Wikipedia is also a good starting point: http://en.wikipedia.org/wiki/Australian_rules_football

Other sports

Most major sports have comprehensive websites with up-to-date information, latest scores, ladders, player profiles and match statistics. Below are some specific ones which may be useful.

The Australian Sports Commission has general information about different sports: <http://www.ausport.gov.au>

The Australian Institute of Sport also has general information about different sports: <http://www.ais.org.au>

The International Olympic Federation: <http://www.olympic.org>

The Commonwealth Games Federations at: <http://www.thecgf.com>

The International Association of Athletics Federations: <http://www.iaaf.org>

National Basketball League: <http://www.nbl.com.au/>

Netball Australia: <http://www.netball.asn.au/>

Cricket Australia: <http://www.cricket.com.au/>

Hockey Australia: <http://www.hockey.org.au/>

National Rugby League: <http://www.nrl.com.au/>

Australian Rugby Union: <http://www.rugby.com.au/>

Football Federation Australia (soccer): <http://www.footballaustralia.com.au/>

Softball Australia: <http://www.softball.org.au/>

Australian Baseball Federation: <http://www.baseball.com.au/>

Appendix A: Checklists

VBQU132 Engage with texts of limited complexity for personal purposes CGEA Certificate 1

Elements & Performance Criteria	Not Yet		Teacher comment
	Competent	Competent	
1. Locate personally relevant information in everyday texts of limited complexity			
1.1 A range of texts of limited complexity is selected to meet learner's purpose.	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Features of texts are described	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Information of personal relevance is identified	<input type="checkbox"/>	<input type="checkbox"/>
2. Read and interpret a range of everyday personally relevant texts of limited complexity			
2.1 Source of texts is determined	<input type="checkbox"/>	<input type="checkbox"/>
2.2 The purpose of the text is predicted	<input type="checkbox"/>	<input type="checkbox"/>
2.3 A range of strategies is used to comprehend the text	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Main ideas in text are determined	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Key descriptive details are identified	<input type="checkbox"/>	<input type="checkbox"/>
3. Evaluate a range of personally relevant texts of limited complexity			
3.1 A limited range of strategies is applied to analyse texts	<input type="checkbox"/>	<input type="checkbox"/>
3.2 The <i>effectiveness</i> of the texts in terms of meeting their purpose is determined	<input type="checkbox"/>	<input type="checkbox"/>

VBQU135 Engage with texts of limited complexity to participate in the community CGEA Certificate 1

Elements & Performance Criteria	Competent	Not Yet Competent	Teacher comment
1. Locate routine and familiar information for community purposes in everyday texts of limited complexity			
1.1 A range of texts of limited complexity is selected	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Features of texts are described	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Information relevant to community participation is identified	<input type="checkbox"/>	<input type="checkbox"/>
2. Read and interpret a range of everyday texts of limited complexity to participate in the community			
2.1 Source of texts is determined	<input type="checkbox"/>	<input type="checkbox"/>
2.2 The purpose of the texts is predicted	<input type="checkbox"/>	<input type="checkbox"/>
2.3 A range of strategies is used to comprehend the text	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Main ideas in text are identified and interpreted	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Supporting information is identified	<input type="checkbox"/>	<input type="checkbox"/>
3. Evaluate a range of texts of limited complexity to participate in the community			
3.1 A limited range of strategies is applied to analyse texts	<input type="checkbox"/>	<input type="checkbox"/>
3.2 The effectiveness of the text in terms of meeting its purpose is evaluated	<input type="checkbox"/>	<input type="checkbox"/>

VBQU136 Create texts of limited complexity for personal purposes CGEA Certificate 1

Elements & Performance Criteria	Competent	Not Yet Competent	Teacher comment
1. Research everyday and less familiar texts types relevant to personal need			
1.1 A range of texts of limited complexity is sourced	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The purpose and needs of the audience for the texts are interpreted	<input type="checkbox"/>	<input type="checkbox"/>
1.3 The features of the texts are described	<input type="checkbox"/>	<input type="checkbox"/>
2. Produce non prose texts of limited complexity for personal purposes			
2.1 Purposes are determined and appropriate text types selected	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Appropriate format is selected for purpose and required materials are obtained	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Content is planned and drafted	<input type="checkbox"/>	<input type="checkbox"/>

2.3 Draft text is reviewed	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Adjustments are made to final text according to the review	<input type="checkbox"/>	<input type="checkbox"/>
3. Produce prose text of limited complexity for personal purposes			
3.1 Purpose and audience of the prose text is confirmed	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Style is selected and content is planned,sequenced and linked appropriately	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Draft is proof read for accuracy and effect	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Final text is completed effectively and accurately.	<input type="checkbox"/>	<input type="checkbox"/>

VBQU138 Create texts of limited complexity to participate in the community CGEA Certificate 1

Elements & Performance Criteria	Competent	Not Yet Competent	Teacher comment
1. Research everyday and less familiar text types useful for community access			
1.1 A range of texts of limited complexity is selected	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The purpose and needs of the audience for the texts are interpreted	<input type="checkbox"/>	<input type="checkbox"/>
1.3 The features of the texts are described	<input type="checkbox"/>	<input type="checkbox"/>
2. Prepare for creating community texts			
2.1 Purpose of the text and audience is confirmed	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Appropriate format is selected and required materials and equipment gathered	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Information required to create text is collected	<input type="checkbox"/>	<input type="checkbox"/>
3. Produce community texts			
3.1 Appropriate features are selected and utilised to express precise meaning	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Text is reviewed and checked for accuracy	<input type="checkbox"/>	<input type="checkbox"/>

3.3 Text is evaluated for clarity, relevance and impact	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Text is revised to enhance meaning and effectiveness as required	<input type="checkbox"/>	<input type="checkbox"/>

VBQU140 Work with measurement and design in familiar situations CGEA Certificate 1

Elements & Performance Criteria	Competent	Not Yet Competent	Teacher comment
1. Interpret plans and draw and assemble shapes			
1.1 Common two-dimensional shapes are identified and described using the language of shape as well as being represented by diagrams	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Common three-dimensional shapes are identified and described using the language of shape and are represented by diagrams as well as models assembled from given instructions	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Plans and diagrams representing familiar objects are read and interpreted to see if they are representative of the original object and vice versa	<input type="checkbox"/>	<input type="checkbox"/>
2. Estimate, measure and calculate everyday quantities			
2.1 Initial estimate of measurement is made and the measurement is performed correctly using appropriate instruments	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Concepts and units of measure are interpreted, used and described using suitable language and symbols	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Measures of length, mass, and capacity are converted within the metric system	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Reasonableness of results is checked and results are interpreted in terms of original purpose	<input type="checkbox"/>	<input type="checkbox"/>

VBQU141 Work with numerical and statistical information in familiar situations CGEA Certificate 1

Elements & Performance Criteria	Competent	Not Yet Competent	Teacher comment
---------------------------------	-----------	----------------------	-----------------

1. Interpret, use and calculate numerical information in familiar texts
- 1.1 Numerical information in text is identified and an appropriate calculation to solve a problem is determined
- 1.2 Place value concepts for whole numbers and decimals are used to interpret and compare numbers
- 1.3 An initial estimate of the result is made then an accurate numerical calculation is carried out
- 1.4 Simple and familiar fractions, decimals, percentages are converted to equivalent values in a form appropriate to the situation
- 1.5 The reasonableness of results is checked against initial estimate, context of problem and personal knowledge/experience
2. Interpret and create simple tables and graphs
- 2.1 Data is collected, sorted and recorded in tables
- 2.2 Data is represented in graphical form, using appropriate scales and axes
- 2.3 Meaning of data and /or accompanying texts, tables and graphs is interpreted
- 2.4 A range of descriptive language of graphs and tables is used
-

Contents

Handout	Page
1. Your favourite sport	37
2. Your favourite sport - words	38
3. Your favourite footy team	39
4. Your favourite footy team: Survey question and answers	40
5. Australian Rules football - a brief summary	41
6. Australian Rules football playing fields	42
7. Scoring Australian Rules football	44
8. Scoring Australian Rules football Worksheet	45
9. Calculation of Australian Rules football Ladder	46
10. What team's where? Co-operative logic 1	47
11. What team's where? Co-operative logic 2	48
12. Sample of an Australian Rules football Ladder	49
13. Mitchell Football League (MFL) ladder	50
14. Mitchell Football League (MFL) ladder: Questions:	51
15. Facts and figures	53
16. Writing - Handout	55
17. Synonyms - words of similar meaning	56
18. Report on a game - Part 1	57
19. Report on a game - Part 2	59
20. Reading another article	61
21. Reporting on a game	63
22. Extension: How to do your Football tipping using a Computer	64
23. Journal reflection	66

Your favourite sport

In your group talk about your favourite sport. Think about these questions:

- ◇ Why is it your favourite sport?
- ◇ Who plays the sport?
- ◇ Where is it played - where in Australia? Where overseas?
- ◇ What's good about this sport that makes it better than other sports?
- ◇ Is it a very popular sport or not?
- ◇ What makes it easy or difficult to play?

Complete the following sentences ready for you to read out to the rest of the class.

..... is
our favourite sport because

.....
.....

..... is a
great game to play because it

.....
.....

Your favourite sport – words

You will come across a number of words or terms that are often only used in sport. Some are given below. Add in any new ones you meet and maybe don't understand. You can use a dictionary to help you.

Word or term	Explanation
AFL	Australian Football League
Barrack	To shout support or encouragement for your team
Coach	The person who trains the team
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Handout 3

Your favourite footy team

You are to undertake a survey about people's favourite football teams or who they barrack for.

You need to:

1. Decide what football competition you want to find out about - the AFL, your State or Territory or local competition.
2. Decide what question you are going to ask.
3. Type up a questionnaire sheet that you can record people's answers on (a sample you can use is on the next page).
4. Ask at least 10 different people to tell you their answer.
5. Put all your answers together into a table.
6. Plot your data onto a graph - you could use **Excel** or **Word**. Ask your teacher or tutor for help or advice here if you want.
7. Write up a report about your data and what the results were. Think about answering questions like:
 - ◇ Which team was the most popular?
 - ◇ Why do you think that was the most popular team?

You can produce your report in whatever way you like: e.g. as a poster, as a PowerPoint, or as a talk supported by your graph.

Your favourite footy team: Survey question and answers

Question: What team do you support and barrack for, or what is your favourite team in the competition.

Name of person answering question	Favourite team
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Handout 5

Australian Rules football – a brief summary

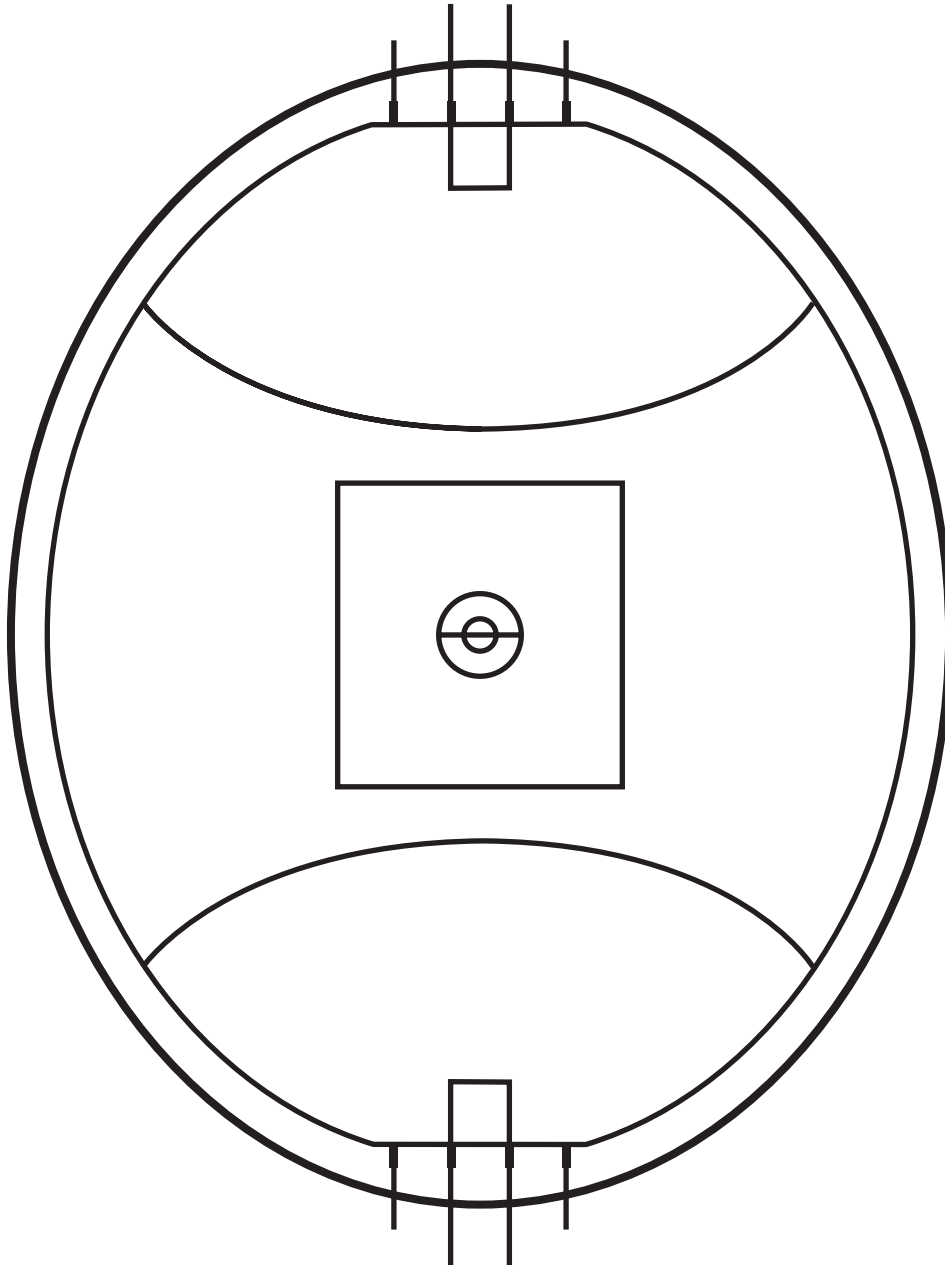
Australian rules football, Australian football, Aussie rules, or simply "football" or "footy" is an Australian team sport played between two teams of 18 players with a ball in the shape of an oval spherical shape (see picture below). It is played outdoors on a large oval shaped grass field, with four goal posts at each end.

The main aim of the game is to score goals (worth six points) by kicking the ball between the middle two posts of the opposing goal. The winner is the team who has the higher total score at the end of the game that is played over four quarters. If the score is tied then a draw is declared.

Players may use any part of their body to move the ball. The key methods are kicking, handballing and running with the ball. There are restrictions on how the ball can be handled, for example players running with the ball must regularly bounce or touch it on the ground, throwing the ball is not allowed and players must not get caught holding the ball. Possession of the ball is in dispute at all times except when a **free kick** is paid. A distinctive feature of the game is the mark, where players anywhere on the field who catch a ball from a kick. Australian rules is a contact sport in which players can tackle using their hands or use their whole body to obstruct opponents. Dangerous physical contact or interference when marking are discouraged with free kicks, distance penalties or suspension, depending on the seriousness of the offence. Frequent physical contests, aerial marking, fast movement of both players and the ball and high scoring are the game's main reasons for being known as a good spectator sport.

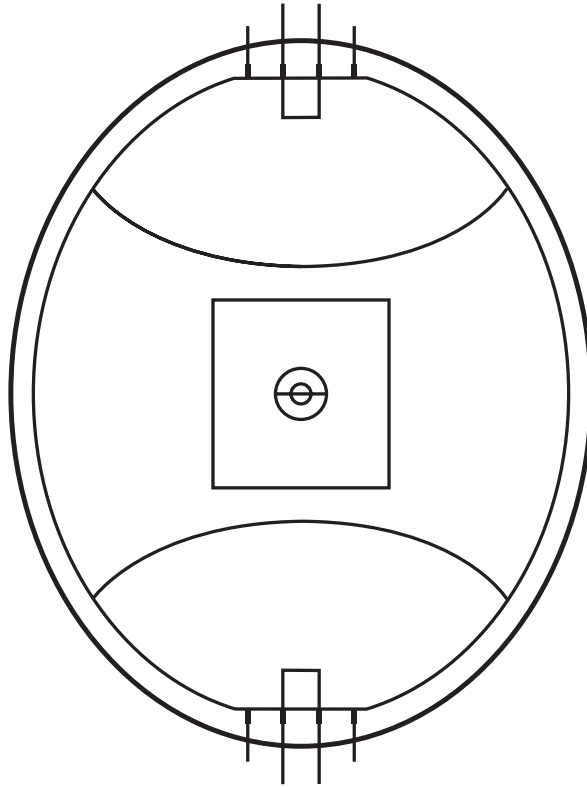


Australian Rules football playing fields



The playing fields in the AFL for playing Australian rules football are oval (or elliptical) in shape and vary in size from 135-185 m long to 110-155 m wide. The centre square is 50 x 50 m. The curved fifty metre line is 50 m away from the goal line. The goal posts are 6.4 metres apart.

1. Name of local oval being measured:



	Estimate	Measured distance
Length: m. m.
Width: m. m.
Distance between goal posts: m. m.

Mark your measurements on the diagram above.

2. Research the size of one of the AFL football grounds and compare its size with the one you have measured above.

Name of AFL oval:

Length: m. Width: m.

Are your measurements for your local oval similar to the measurements for the AFL ground? By about how much do they differ?

.....

.....

.....

Scoring Australian Rules football

In Australian Rules football, you get:

- ◇ **6 points** for each **goal** you kick
- ◇ **1 point** for each **behind** you kick.

The team with the highest number of total **points** wins the game.

Here are some scores for a football game between two teams, Essendon and Brisbane:

Team	Goals	Behinds	Points
Essendon	11	10	76
Brisbane	12	4	76

Because each goal is worth 6 points and each behind is worth just 1 point, to work out the total number of points you need to multiply each goal by 6, and then add on the number of behinds.

So for Essendon you have 11 goals, worth 11 times 6 points, which is 66 points. Then you need to add that to the number of behinds (10). So altogether Essendon's score of 11 goals and 10 behinds is worth 66 plus 10 points, which gives 76 points. This is written in maths as:

$$\text{Essendon's Score} = 11 \times 6 + 10 = 66 + 10 = 76 \text{ points}$$

With Brisbane it will be 12 times 6 points for the 12 goals plus 4 for the number of behinds. So the number of points will equal 12 times 6 which is 72, plus 4 more which gives us a total of 76 points.

$$\text{Brisbane's Score} = 12 \times 6 + 4 = 72 + 4 = 76 \text{ points}$$

In this case, the game would be a tie or draw because the two teams had the same total number of points.

Handout 8

Scoring Australian Rules football Worksheet

Work out the scores for the following games.

1. West Cost against Sydney

Team	Goals	Behinds	Points
West Cost	10	12	
Sydney	11	14	

Which team won?

How many points did they win by?

2. Melbourne against Geelong

Team	Goals	Behinds	Points
Melbourne	9	15	
Geelong	15	10	

Which team won?

How many points did they win by?

3. Collingwood against Adelaide

Team	Goals	Behinds	Points
Collingwood	11	10	
Adelaide	12	4	

Which team won?

How many points did they win by?

Calculation of Australian Rules football Ladder

Match points

Each team receives 4 match points for a win and 2 match points for a draw (tie) and 0 points for a loss.

POINTS FOR = total points scored by the team as the total of its scores for the season.

POINTS AGAINST = total points scored against the team as the total of its opponents' scores for the season.

SCORING PERCENTAGE (%) expresses the teams points scored by the team as a percentage (%) compared to the points scored against it. This scoring percentage is calculated as follows: (Points For divided by Points Against) x 100

This is written in maths as:

$$\text{Percentage} = \frac{\text{Points for (points scored by the team)}}{\text{Points against (points scored against the team)}} \times \frac{100}{1}$$

Working out ladder positions

The position is worked out in the following order:

1. Total number of match points (i.e. Wins & Draws)
2. Scoring Percentage (%).

See example on the next page to see how it works.

Handout 10

What team's where? Co-operative logic 1

What team's where?

Work out the ladder positions and the points for the top 8 teams in the Australian Football League competition after 9 rounds.

Teams score 4 points for a win; 2 points for a draw and 0 points for a loss.

✂

Adelaide	Brisbane	Bulldogs	Collingwood
Geelong	Hawthorn	North Melbourne	Sydney
20	20	22	22
24	30	32	36
Geelong is three places ahead of Sydney		There is 6 points difference between the Bulldogs and Hawthorn	
The Bulldogs are above Adelaide on the ladder		Hawthorn has won all of its games so far	
Brisbane is in 8 th position		Collingwood's points is a multiple of 10	
Sydney and North Melbourne have the same number of points		The top four teams are the Bulldogs, Geelong, Adelaide and Hawthorn but not necessarily in that order	

What team's where? Co-operative logic 2

What team's where?

Work out the ladder positions and the points for the 8 teams in the Northern Territory Football League Australian rules football competition after 10 rounds. Teams score 4 points for a win; 2 points for a draw and 0 points for a loss.

✂

St Marys	Waratah	Tiwi Bombers	Southern Districts
Nightcliff	Palmerston Magpies	Darwin	Wanderers
4	8	12	16
20	32	32	36
The bottom 4 teams are Palmerston Magpies, Darwin, Wanderers and Nightcliff, but not necessarily in that order		St Marys has only lost one game	
Tiwi Bombers and Waratah have won the same number of games but Waratah is just ahead on percentage		Nightcliff is just one place out of the top four with 16 points	
The Wanderers are three places behind Nightcliff		The Palmerston Magpies have won three games	
No team has had any draws		Jared Ilett is the captain of St Marys	

Handout 12

Sample of an Australian Rules football Ladder

Example: Northern Territory Football League ladder after 10 games

Position	Team	P	W	L	D	%	Pts
1	ST MARYS	10	9	1	0	218.35	36
2	WARATAH	10	8	2	0	191.99	32
3	TIWI BOMBERS	10	8	2	0	188.94	32
4	SOUTHERN DISTRICTS	10	5	5	0	145.30	20
5	NIGHTCLIFF	10	4	6	0	89.42	16
6	PALMERSTON MAGPIES	10	3	7	0	48.93	12
7	DARWIN	10	2	8	0	47.49	8
8	WANDERERS	10	1	9	0	41.85	4

Mitchell Football League (MFL) ladder

The ladder in the table below gives the results of the 12 teams in the Australian rules Mitchell Football League competition after 12 games. A team gets 4 points for a win, 2 points for a draw and 0 points for a loss.

	Team	P	W	L	D	%	Pts
1	Tigers	12	11	1	0	133.36	44
2	Lions	12	10	2	0	135.54	40
3	Dogs	12	9	1	2	135.73	40
4	Cats	12	8	3	1	125.26	34
5	Hawks	12	8	4	0	129.95	32
6	Eagles	12	7	5	0	103.05	28
7	Swans	12	6	5	1	105.23	26
8	Wolves	12	4	8	0	85.50	16
9	Hounds	12	3	9	0	76.16	12
10	Wallabies	12	2	10	0	74.44	8
11	Kangaroos	12	1	11	0	61.85	4
12	Wombats	12	1	11	0	61.45	4

Key: P = Played, W = Won, L = Lost, D = Drawn, % = percentage of score kicked for the team compared to points kicked against the team. Pts = Points (4 points for a win, 2 points for a draw and 0 points for a loss.)

Handout 14

Mitchell Football League (MFL) ladder: Questions:

1. Which team finished five places behind the Tigers?

.....

2. Which team had the lowest percentage?

.....

3. How many more points did the top team get than the bottom team?

4..... Show why the Tigers have a total of 44 points?

.....

.....

5. Which teams have won 50% or more of the games played so far?

.....

.....

.....

6. Which team or teams have won exactly $\frac{1}{4}$ of the games played so far?

.....

.....

.....

7. What would be the order of the teams if they were ranked on their percentage, not on the number of points? Complete the table below - put the teams in order and write in their percentage.

Order based on percentage	TEAM	%
1
2
3
4
5
6
7
8
9
10
11
12

8. What was the difference in percentage between the top and the bottom teams?

a) Approximate answer:

b) Work out an exact answer below:

.....

9. Is your exact answer pretty close to your approximate answer or do you need to check your calculations or your estimates?

.....

Handout 15

Facts and figures

Research and find statistics for one team in your favourite team sport (see below for suitable sports to research) in at least two different games in the same competition and compare the two sets of results and statistics.

Remember to make sure you do each of these four tasks as you do your project and research:

- ◇ Make sure you know what the research project is about - what are you looking at and comparing?
- ◇ Plan the project - see the sets of suggested questions below
- ◇ Carry out the project
- ◇ And before you finish and present your report, make sure you review the project.

Here are some questions to help you undertake the research:

- ◇ What sport are you going to research?
- ◇ What team and which two games are you going to compare?
- ◇ What aspects of the game, team and player performance will you look at? For example, scores and performance of the team; individual player performances such as scores, time played, number of possessions, etc.
- ◇ Find the information required - see below for some possible sources for the information
- ◇ Represent the results and data in tables and graphically. This should include tables and graphs (pie charts, bar graphs) of the aspects of the game, team and player performance identified above
- ◇ Write up a report about your data and what the results were. Think about answering questions like:
 - ◇ In which game did the team perform better?
 - ◇ In what areas did the team or players perform better?

You can produce your report in whatever way you like:

- ◇ as a report
- ◇ as a poster
- ◇ as a PowerPoint or digital story
- ◇ as a talk supported by your tables or graphs.

Types of sports

Suitable sports to research include most team games such as football, netball, basketball, rugby, soccer, softball, baseball, cricket, hockey, etc.

Sources of information

- ◇ For information about AFL games go to: AFL website at: <http://www.afl.com.au/>
- ◇ The key state or national newspapers have comprehensive sports sections.

Most major sports have comprehensive websites with up-to-date information, scores, ladders, player profiles and match statistics. Below are some examples.

- ◇ The International Olympic Federation: <http://www.olympic.org>
- ◇ The Commonwealth Games Federations at: <http://www.thecgf.com>
- ◇ National Basketball League: <http://www.nbl.com.au/>
- ◇ Netball Australia: <http://www.netball.asn.au/>
- ◇ Cricket Australia: <http://www.cricket.com.au/>
- ◇ Hockey Australia: <http://www.hockey.org.au/>
- ◇ National Rugby League: <http://www.nrl.com.au/>
- ◇ Australian Rugby Union: <http://www.rugby.com.au/>
- ◇ Football Federation Australia (soccer): <http://www.footballaustralia.com.au/>
- ◇ Softball Australia: <http://www.softball.org.au/>
- ◇ Australian Baseball Federation: <http://www.baseball.com.au/>

Handout 16

Writing – Handout

Below are a number of short quotes that form part of larger stories about AFL football. These can be used as a reading activity. They can also be used as models for student writings about football. The daily newspapers, particularly Friday - Monday are another rich source of stimulus material for writing.

- ◇ The high fliers of the game who through the years have left us all gob-smacked with their aerial acrobatics
- ◇ Nothing stirs the crowd more than seeing a player launch himself above the pack to mark the ball.
- ◇ John Coleman thrilled crowds in the 1950s with his extraordinary aerial feats that are still spoken of in hushed tones today.
- ◇ Alex Jesaulenko used Collingwood ruckman Graeme Jenkin as a stepladder to pull in his famous 1970 grand final screamer
- ◇ Great players were hoisting themselves into the air, flinging themselves above packs with abandon and hauling down screamers HS
- ◇ Many great players, including Gary Ablett snr. risked vertigo to give crowds the thrill of a lifetime
- ◇ The players warm up and then line up for the anthem. The noise builds. Siren. Thud. The game starts like a Grand final. Physical scrimmages, nervous handballs go nowhere. Tackles.
- ◇ They win clean possession and spread the footy. Quickly. Precise handballs. Accurate kicking. They make space.
- ◇ He sprints along the southern wing holding the footy inside the boundary line. He squares it to the forward pocket. The crumb spills to the rover. As he's about to launch one home from fifty he sees Johnno on his own in the pocket. He passes with the outside of his foot. Johnno marks and pops it through.
- ◇ The backline is rock solid

The above material is adapted from **The Footy Almanac** and **150 Years of Footy**. Please see resources for details.

Synonyms – words of similar meaning

In the table below are two terms **mark** and **kick** that are commonly used in Australian Rules football. Under each term are a number of words that can be substituted depending on the context. For example, both rainmaker and wormburner are types of kicks but the words refer to particular kinds of kicks and so could not be used in the same context. Using different words in your writing can make it more interesting.

Mark	Kick
chest mark	drop kick - droppie
overhead mark	torp
contested mark	screw
pack mark	punt
high mark	stab
spectacular mark - specky	banana
one handed mark	check side
diving mark	floater
with the flight of the ball	bomb
standing one's ground	up and under
half volley	hospital pass
juggled mark	mongel punt
fingertip mark	grubber
slips catch	rainmaker
	wormburner
	chip
	airy
	roost

Handout 18

Report on a game – Part 1

Cloke fires in return

COLLINGWOOD'S Travis Cloke was just hoping to pick up a few kicks in his return from a two-week break against the Sydney Swans at ANZ Stadium on Saturday night.

But the 196cm centre half-forward showed no signs of rustiness, kicking three goals, gathering 19 possessions and grabbing eight marks to be one of the Magpies' better players in their 29-point win.

Collingwood moved into fifth spot with an 8-6 record after 14 rounds, but still trails fourth-placed Sydney by six points.

"If we keep going the way we did today, I think definitely we can look top four," Cloke said.

"I missed a week through suspension and the bye, so two weeks (out).

"I was just looking forward to getting out there and having a run around, pick up a few kicks. That was the main idea of today."

The 2007 Copeland Trophy winner said the Magpies matched up well against the Swans, with Collingwood winning the past five clashes between the two sides.

"For some reason we do play really well against Sydney," Cloke said.

"It's just another game today that we really look forward to against Sydney. I think they do, too."

Cloke praised Harry O'Brien and Shane Wakelin, 34 next month, who held Michael O'Loughlin and Barry Hall to one goal each.

"I don't think Harry O'Brien gets enough credit for what he does," Cloke said of his fellow 21-year-old.

"It was his 50th game and a lot of people wouldn't even think he would play that many games. He's an amazing defender and he's probably the tightest defender going around in the AFL at the moment.

"And Shane Wakelin . . . week in, week out he does it no matter what and doesn't argue. I reckon he's got another one or two years in him."

<http://www.news.com.au/heraldsun/sport/afl/story/0,26576,23978336-19742,00.html>
Accessed 7th July 2008

Handout 19

Report on a game – Part 2

Answer the questions below based on the article: "Cloke fires in return"

1. After this game, what position is Collingwood on the ladder?

2. How tall is Travis Cloke?

3. Apart from Travis Cloke, who were some other good players for Collingwood in this game?

◇

◇

4. What do the following words mean in the article? Add in any other words you don't understand and find out what they mean (e.g. ask a class mate, use the internet, ask the teacher).

◇ Possessions:

◇ Bye:

◇ Suspension:

◇

◇

◇

◇

5. What are the main messages in the article?

.....

.....

.....

.....

6. What is one thing that you like about how the article is written?

.....

.....

.....

7. Is there something you didn't understand in the article? Write down the parts of the article that you didn't understand.

.....

.....

.....

.....

.....

Handout 20

Reading another article

You need to find a report or article from either a newspaper or the internet about a football game (or another sport you like). Read it carefully. You need to prepare a summary of what the main points of the article are in readiness for giving a short presentation to the group about your article.

The following questions may help you prepare.

1. What are the main messages in the article?

.....

.....

.....

.....

2. Who was the author writing the article for? Why do you think he or she wrote it?

.....

.....

.....

.....

3. What is one thing that you like about how the article is written?

.....

.....

.....

.....

4. Is there something you didn't understand in the article? Write down the parts of the article that you didn't understand.

.....

.....

.....

.....

5. Do you think the writer did a good job on writing the article? Why or why not?

.....

.....

.....

.....

Handout 21

Reporting on a game

Watch an Australian Rules football game on the TV or DVD and write a brief report (e.g. newspaper style report). You can hand write the report if you want, but it would be good if you could use a computer to write and print out your report.

Use the following as guides for writing (depending on your level of study).

CGEA 1 Introductory Level

- ◇ Use capital letters and full stops
- ◇ Write at least one paragraph
- ◇ Check your spelling (spell check, dictionary, teacher help, class mates)
- ◇ Think about who you are writing for - make your report interesting as well as giving the reader some information
- ◇ Plan your writing so that the reader can follow it from the beginning, through the middle and to the end.

CGEA 1 Level

- ◇ Use some of the "jargon" words that are used when talking about football e.g. tackle, man in white, tagging, possessions, tight defence
- ◇ Think about using some direct words (quotes) from a player or coach
- ◇ Write at least three paragraphs and organise your writing with a beginning, a middle and an end
- ◇ Use a spell check or a dictionary for checking your spelling
- ◇ Think about the reader (the audience). Are you wanting to inform them about football, get them interested, or maybe persuade them to follow football or support a particular team
- ◇ Proof read your report and make changes and corrections.

Extension:

How to do your Football tipping using a Computer

The steps below are for doing your footy tips for Round 1 in 2008. You will need to change the round and the year depending on when you are doing your footy tips.

A) To start a new document

1. Click on Start, Microsoft Word .
2. File, Page Set-up, Landscape, OK.
3. Click on File, SaveAs, My Documents, USB Drive E.
4. Click on your 2008 Folder
5. Type in the File Name **Round 1** and click on Save.

B) To write the heading

6. Click on Insert, Picture, WordArt, and click on the one you like, OK.
7. Type in **YOUR NAME Footy Tipping Round 1 2008**, OK. Eg Pauline's Footy Tipping Round 1 2008

C) To get the week's fixture

8. Connect to the internet (Start, Internet.)
9. In the address box type in <http://afl.com.au/> press Enter.
10. Click on **Fixtures**
11. Click on Toyota AFL Premiership Season.
12. Click on Round 1.

13. Click on Excel
14. Click on Round 1.
15. Select and drag Round 1 dates and teams. Go to Edit and Copy
16. Go back to your Word document, and Right click, paste.
17. Immediately SAVE YOUR WORK by clicking on the picture of the floppy disk.

D) To do your footy tips using the PAINTBRUSH to highlight your tips

18. Highlight the first team you think will win.
19. Click on Format, Font, Underline Style.
20. Choose and underline style you like.
21. Go to Font Colour, and choose red, OK.
22. Get the paintbrush out of the cupboard.
23. Put your cursor in the middle of the red writing.
24. Double-click on the paint brush.
25. Click once on each team you think will **win**.
26. To turn the paintbrush off, click once on the paintbrush.
27. Save your file by clicking on the picture of the floppy disk.
28. Print 1 copy, (File, Print, Colour Printer, 1 copy, OK.)
29. Hand in your footy tips to the teacher to SIGN your copy.

This set of instructions is based on a worksheet developed and used by Pauline Morrow from CAE. Thanks to Pauline for the use of this material.

Journal reflection

Write a reflective entry in your journal. Here are some questions you could think about writing about:

- ◇ Did you enjoy the Unit on sport and Australian rules football? Why? Why not?
- ◇ What did you find most useful about the Unit?
- ◇ What was least useful to you?
- ◇ Do you have any future plans regarding sport?