Has football changed?

Activity overview
This series of activities provides students with an insight into changes that have occurred to football since its beginning. Predominately students read articles, supported by suitable learning strategies to help them comprehend and analyse the texts. In each case students develop a brief text to summarise their understandings.

The final activity requires students to synthesise their developing ideas to produce a text that applies what they have found out about changes to football.

Time required
Sessions 1, 2 and 3: 60 minutes each
Session 4: 2 x 60 minutes

Materials
- Worksheet 1: AFL history data chart and Worksheet 2: Indigenous players’ influence on football
- Hard copy of suggested articles or access to Internet to view the articles

Preparation
Access suggested articles and print off or ensure Internet assess is available for the session. Consider the need to modify texts depending on students’ reading abilities. Photocopy Worksheets 1 and 2 as required, one copy per student.
Activity steps

Session 1: Brainstorm and data chart
1. Pose the question: Has football really changed that much? Discuss and list students’ ideas. Themes that arise may include:

<table>
<thead>
<tr>
<th>Agree it has changed</th>
<th>Disagree it hasn’t changed</th>
</tr>
</thead>
<tbody>
<tr>
<td>More teams are now involved representing most states</td>
<td>Still the same type of game</td>
</tr>
<tr>
<td>Television coverage/media</td>
<td>Players still have similar skills</td>
</tr>
<tr>
<td>Rules have changed</td>
<td>Played over a season</td>
</tr>
<tr>
<td>There are female umpires</td>
<td>Competition ends in a Grand Final</td>
</tr>
<tr>
<td>Increased number of Indigenous players.</td>
<td></td>
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</tbody>
</table>

Explain that the class will focus on how football has changed. Provide students with two reference sites and a copy of Worksheet 1: AFL history data chart. Explain the use of the data chart as a way to guide them to analyse and compare information from several sources. Encourage students to use a third source if available.

Share completed data charts and discuss students’ reasoning behind their choice of the three significant changes to football as a result of reading the reference materials.

Session 2: Mind map
2. Invite students to discuss what they know about the influence of players of Aboriginal and Torres Strait Islander descent on the game of Australian football. Provide the following two articles:


Provide students with Worksheet 2: Indigenous players’ influence on football. Students read the two articles and use the worksheet to map their ideas. Encourage students to add connecting ideas in the form of a mind map.

Share students’ completed mind maps.
Session 3: Developing a summary

3. Discuss the expanding role of women and girls in the AFL. Provide students with print outs or access to the following articles available on the AFL Official Website. Use the URL or a search engine and the article title to locate the article.

Article: Girls Just Want To Have Fun – By Umpiring! [Article URL]

Article: Women Making A Mark In Umpiring [Article URL]

Article: Women and girls making their mark [Article URL]

Prior to reading the articles ask students to indicate what they think the articles may be about by at first only providing the titles. As a class, develop three or four focusing questions which will help guide their analysis of the articles.

Explain that their task is to write a summary of the main ideas. Read one article as a class and model how to identify the key points of the article and the main messages. Students work with a partner to provide a summary of the three articles. Consider grouping strategies that support students with lower reading skills.

Share summaries in small groups or as a class.

Session 4: Culminating Task

4. Provide students with several task options to synthesise what they have found out in relation to football and how it has changed over time. The tasks may include:

- In a team of three, develop several sample pages of a book titled, *A hundred and fifty years of football*

- Use captions to show the dialogue between a grandmother/father and his or her grandchild discussing an aspect of how the game has changed.

- Create a headline and article that describes the announcement of a 18–team AFL competition.

- Think ahead to the future and imagine you are interviewing the first female to umpire an AFL Grand Final. Create the interview questions and answers.

Ask students to consider the message they are attempting to get across to their audience. What information from the previous sessions will they use? Do they need to research further information? Encourage students to consider the most appropriate way to construct the text to present that message. How might images or illustrations be used?
Assessment ideas

- Listen to students read a brief paragraph of at least one of the articles. Is the text appropriate to their reading level? What strategies do they use when they come across an unfamiliar word? Are they able to read on and make sense of the word. Do they sound out the word? Do they require additional support to make sense of the texts? How will this be organised?

- Review students’ individual data chart to assess whether the data collected is accurate and relates to the information provided. Are students able to identify three significant changes to Australian football – in class discussion, can they provide appropriate reasoning for their choices?

- Assess students’ mind maps. Have they identified suitable ways in which Indigenous players have contributed to Australian football? Have they extended their thinking beyond these initial ideas?

- Assess students’ summaries. Have they worked equally to write the summary? Ask students to complete a self and peer-assessment.

- Assess the culminating task. What messages were students attempting to get across? Does the text fulfil that aim? How have they used the information from previous sessions?

Optional extension

Develop a poster which describes the many changes to football since its inception and indicates the year each occurred.

Explore ways in which football has not changed. Debate the original question posed in session 1, Has football really changed that much?
Worksheet 1: AFL history data chart

Name: ____________________________________________________________

<table>
<thead>
<tr>
<th>What do you think are three significant changes to football since it began?</th>
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<tbody>
<tr>
<td>Why did the league name change from VFL to AFL?</td>
</tr>
<tr>
<td>How did the numbers of teams in the competition change over time?</td>
</tr>
<tr>
<td>How was the game of football created?</td>
</tr>
</tbody>
</table>

Reference

- "It's More Than a Game" AFL CD-ROM
- AFL History
- AFL - Chronology
- About the game

AFL Official website


AFL History

- AFL - The Story So Far: A Chronology 1897 – 2007
Worksheet 2: Indigenous players’ influence on football

Name: ____________________________________________________________

Describe ways in which Indigenous players have had an influence on the game of football.
Use the bubbles to record your ideas.