# International studies – Option 8: Culture and sport



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## Focus

Students study how cultural differences express themselves in sport.

### Outcomes

A student:

* **IS5-4** examines cultural diversity
* **IS5-5** accounts for the dynamic nature of culture
* **IS5-6** identifies influences on cultures and their interconnectedness
* **IS5-9** evaluates culturally significant issues, events and scenarios from a variety of perspectives
* **IS5-10** applies understanding of cultural differences when communicating across cultures
* **IS5-11** applies strategies to challenge stereotypes.

Outcomes referred to in this document are from the [International studies course document](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/international-studies#/asset2) © 2021 NSW Department of Education for and on behalf of the Crown in right of the State of New South Wales.

### Rationale

International studies is an interdisciplinary course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding.

Through education, travel, work and trade, students increasingly understand how the study of culture requires knowledge to inform values and develop individual and community participation, action, and commitment to be a global citizen.

International studies provides students with an opportunity to explore and recognise their own cultures, and appreciate the richness of multicultural Australia and the world. As Australia is part of the Asia-Pacific region, the International studies course emphasises, but is not limited to, this region.

Students gain knowledge of different cultural practices, values, beliefs, and heritages to form a broader world view. They gain skills to recognise fact, detect bias and challenge stereotypes by exploring cultural difference and interconnectedness. This enables students to understand and value inclusion and to respect the rights of others.

Students learn to conceptualise and explore interrelationships and empathise with others at a local, national, regional, and global level.

In summary, International studies equips students with intercultural sensitivities and the critical skills of analysis and intercultural understanding to participate in, and contribute to, building a cohesive and just world.

### Aim

International studies provides students with an opportunity to explore and recognise their own cultures and appreciate the richness of multicultural Australia and the world. The course enables understanding of cultures from different perspectives and develops skills to engage harmoniously in the globalised and interconnected world.

### Purpose and audience

This teaching resource is for teachers delivering or planning to deliver the course. The learning sequence demonstrates how a combination of outcomes can be used to develop teaching and learning activities. It also suggests a range of resources to support teachers when planning and/or teaching the course.

### When and how to use this document

Use this resource when designing learning activities that align with the course outcomes and content. The activities and resources can be used directly or may be adapted based on teacher judgment and knowledge of their students. Core modules must precede options in the delivery of the course, consult the course document for further details on timing of core and options.

## Learning sequence 1: Cross-cultural understanding and sport

This resource has been designed to support teachers by providing a range of tasks based on syllabus content. Tasks can be incorporated into context driven teaching and learning programs in full or can be used to supplement existing programs. All content is textbook non-specific to ensure equity.

**Students with additional learning needs**: Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. In addition, the [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning) can be used to support the diverse learning needs of students using inclusive teaching and learning strategies. Under the department’s [Inclusive education for students with disability](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/our-disability-strategy/inclusive-education) and the [*Disability Standards for Education*](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/disability-standards-for-education) (2005), all staff must implement reasonable adjustments for students with disability, in consultation with parents/carers, to support students with disability to access the curriculum.

In this sequence, students examine how culture is transmitted through sport and how it impacts the nature of sport, including:

* the role and importance of sport to cultural identity
* the universal nature of sport and why different sports dominate in different countries
* the process of enculturation and how culture can be spread and interpreted through sport
* how sport has enhanced intercultural understanding
* how sport can provide a platform and context for inappropriate social behaviour
* world sporting events in relation to what they show about the culture of participants and of global culture.

### The role and importance of sport to cultural identity

**Note**: Later in this learning sequence students will explore racism in sport with a focus on the experiences of Adam Goodes. It is suggested that the following tasks focus on the positive connection of First Nations Australians with sport and cultural identity.

Access [Cultural identity facts for kids](https://kids.kiddle.co/Cultural_identity) and construct a definition for cultural identity.

Engage with [Digital Classroom Sport and Australian Culture (5:04)](https://youtu.be/Y2UGjqNWPhs) and discuss the question ‘What is the relationship between sport and national and cultural identity?’

As a class, brainstorm and identify victories and achievements in sporting events which have gained worldwide recognition for Australia.

Engage with [Steven Bradbury’s Unbelievable Gold Media Victory (3:09)](https://youtu.be/tYUjmEH9NNk) and [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) the following questions:

* How does Steven Bradbury illustrate national and cultural identity?
* Does the fact that Steven Bradbury was coming last in the final race diminish his success on the day?
* What values does Steven Bradbury demonstrate as an Australian sportsperson?

**Note**: [Backchannel discussion](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/574) will require prepared questions to be delivered on an online platform. [Google Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593) or [Google Forms](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/89) are common platforms used for a backchannel discussion. Suggested backchannel discussion questions might include:

* How does sport contribute to a national identity?
* What influences national identity?
* How important is sport in shaping Australian culture?
* Why is sport so inherently important to Australian culture?
* How does sport connect individuals to their community and provide a sense of belonging?

Access [Sport and Australian national identity (26:08)](https://www.abc.net.au/radionational/programs/bigideas/sport-and-australian-national-identity/10488202) and complete a [Backchannel discussion](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/574) provided by your teacher as you watch the video.

### The universal nature of sport and why different sports dominate in different countries

**Note**: Students will require access to [iMovie](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/617) or [WeVideo](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/649) to create a short film. Allocate a country with an obvious affiliation to a specific sport to each group. Examples might include Japan and Baseball, Australia and Cricket, America and American Football. Alternatively, if iMovie or WeVideo are unavailable, students could record a podcast responding to the questions provided.

Access [The Most Popular Sports In The World](https://www.worldatlas.com/articles/what-are-the-most-popular-sports-in-the-world.html) and answer the following questions.

* What does the word ‘universal’ mean?
* In what way are sports universal?
* Identify the 10 most popular sports in the world.

Use [iMovie](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/617) or [WeVideo](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/649) to create a 5 minute episode of ‘Wide World of Sports’. Each group will be allocated a different country to research by your teacher. In your video you need to:

* locate and describe the country
* identify the most popular sport
* outline the origins and history of the sport
* explain why the sport is popular in the country allocated.

### The process of enculturation and how culture can be spread and interpreted through sport

Engage with [Enculturation](https://www.coursehero.com/study-guides/culturalanthropology/enculturation/) and, as a class, write a definition of the concept enculturation.

Identify ways your family, friends, teachers, and sports have shaped you as an individual.

Access [The complicated history of surfing – Scott Laderman (5:39)](https://youtu.be/jyn_orqdyHQ) and complete a [3-2-1 summary](https://www.facinghistory.org/resource-library/teaching-strategies/3-2-1#:~:text=Rationale,students'%20interest%20in%20a%20topic.). As a class, share:

* 3 things you have learned from this lesson or from this video
* 2 questions you still have
* 1 aspect of the video you enjoyed.

Engage with [How has surfing changed over the years?](https://www.htsresort.com/how-surfing-changed-over-years/) and answer the following questions:

* How popular is the sport of surfing worldwide today?
* What purpose did surfing have for the Polynesian people?
* Identify ways that the sport of surfing has changed.
* What values are associated with the sport?

Access [Torquay 70s Surf Culture (9:08)](https://youtu.be/IPNAXZ7pmgo) and answer the following:

* Why was Torquay a popular destination in the 1970s?
* How did Hare Krishna and business demands blend together in Torquay in the 1970s?
* How was the surf culture lifestyle at Torquay different to the norm of Australia in the 1970s?
* What features of the Torquay surf culture do you think were transferred to other locations around Australia?

Contribute to a class [Padlet](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/592) that illustrates key features of surf culture today. Ensure you include the following features of surf culture:

* values
* art
* beliefs
* lifestyle
* laws or rules.

Discuss how Australian surf culture has influenced Australia’s national identity and as well as the rest of the world.

### How sport has enhanced intercultural understanding

Complete the table to identify characteristics of your own cultural identity.

Table 1 – Characteristics of my cultural identity

|  |  |
| --- | --- |
| Characteristics | Personal examples |
| Groups I belong to |  |
| Traditions I follow |  |
| Values I hold |  |
| My spiritual or religious beliefs |  |
| Ways of living |  |

With a partner, discuss the similarities and differences between your characteristics of cultural identity.

Discuss the complex and diverse nature of cultural identity within the class. How would this translate to a global sporting event such as the Olympics or World Cup?

Brainstorm what you know about New Zealand Māori culture.

Access [England vs New Zealand – 2012 Haka (1:27)](https://youtu.be/VpvWbYeXu_s) and discuss how performing the Haka at sporting events has enhanced intercultural understanding.

Engage with [Ash Barty Celebrates her Heritage (1:55)](https://youtu.be/GxjzgqzqmDc). Discuss how learning about and engaging with diverse cultures creates connections with others and cultivates mutual respect through recognising commonalities and differences. Considering these concepts, list the following:

* List the skills Ash Barty would require to relate to and move between cultures.
* List challenges a sporting person may encounter when relating to and moving between cultures.

Access [Acknowledging and understanding cultural differences in sport](https://www.mindfirstperform.com/post/acknowledging-and-understanding-cultural-differences-in-sports) and make a list of recommendations for a sportsperson or coach participating in an international sporting event.

Access the [International Charter of Physical Education, Physical Activity and Sport](https://en.unesco.org/themes/sport-and-anti-doping/sport-charter) and [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) the following questions:

* What is the purpose of the charter?
* Propose reasons why the charter was initially required.
* Identify ways the charter supports intercultural understanding.

As a class, discuss how sport has enhanced intercultural understanding. Using this information, write 2 paragraphs on the topic.

### How sport can provide a platform and context for inappropriate social behaviour

**Note:** Visit [Digital Classroom: ‘I decided to stand up’](https://digital-classroom.nma.gov.au/defining-moments/australian-football-league-apologises-adam-goodes) for background information on this topic.

Suggested film study: ‘The Final Quarter’.

Engage with [A quiet cheer for silence of the fans – noisy parents muzzled with lollipops](https://www.dailytelegraph.com.au/news/nsw/a-quiet-cheer-for-silence-of-the-fans--noisy-parents-muzzled-with-lollipops/news-story/85ad34cff7ec25966b7a956220f18db0) and answer the following questions:

* What method was deployed to manage sideline behaviour?
* What behaviours were spectators demonstrating at soccer matches?
* Why would this behaviour need to be discouraged?
* Would you normally define the behaviour as inappropriate?

Access [Know Your Role (1:04)](https://youtu.be/NiudNj4Vr08) and answer the following questions:

* What is the purpose of this video?
* What method was deployed to manage social behaviour?
* What behaviours does the video allude to and how are these socially inappropriate?
* Why would a community need to develop a video such as this?

**Note**: The following sequence will address racism in the context of sport. Be aware that students may have personally experienced racism. You may wish to start this topic by having a class conversation regarding boundaries and requesting that students do not disclose personal information on exiting the learning space. Refer to the [Controversial Issues in Schools Policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) for further guidance.

Explain that a school counsellor is available to support students if this topic brings up any emotions or personal issues.

Conduct a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) for the following questions:

* What is racism? Can you provide any examples?
* Do you understand what it means to be racist towards someone?
* What physical and mental effects can racism have on people?
* What role do the institutions of media and sport play in racism?
* What is the difference between casual and institutional racism?

Engage with [Adam Goodes calls out racist spectator (1:35)](https://youtu.be/3dKEAQxlRdg) and answer the following questions:

* Describe Adam Goodes’ emotional reaction to the slur.
* Do you understand what it means to be racist towards someone?
* Does participating as a spectator at sporting events allow for altered social behaviour such as that illustrated in the video?

Choose one stimulus from the resource list below and answer the following questions:

* Why did you choose this stimulus?
* What messages resonated with you about the topic of racism in sport?
* What are your thoughts and perceptions about the stimulus?
* What role was the institution of media and sport playing in escalating the Collingwood incident and associated racism?

Suggested resources for this task:

* video: [Adam Goodes does a war cry dance towards Carlton fans (0:47)](https://youtu.be/32PZWtjbtq0)
* [AFL star Adam Goodes booed again during Melbourne match](https://www.bbc.com/news/world-australia-34104794)
* [AFL racism row: Goodes backed by #IstandwithAdam campaign](https://www.bbc.com/news/world-australia-33745663)
* [Eddie McGuire: Adam Goodes should have warned crowd about war dance](https://www.theage.com.au/sport/afl/eddie-mcguire-adam-goodes-should-have-warned-crowd-about-war-dance-20150601-ghe00g.html)
* [Adam Goodes should apologise, says mother of girl who called him an ape](https://www.theguardian.com/sport/2015/jul/30/adam-goodes-should-apologise-says-mother-of-girl-who-called-him-an-ape)
* [Swans star Adam Goodes always playing the victim: Alan Jones](https://www.smh.com.au/sport/afl/swans-star-adam-goodes-always-plays-the-victim-alan-jones-20150729-gimmn3.html)
* [The media needs to stop condoning the booing and bullying of Adam Goodes](https://mumbrella.com.au/the-media-needs-to-stop-condoning-the-booing-and-bullying-of-adam-goodes-308966)
* [The social psychology of booing Adam Goodes](https://www.thebiggergame.com.au/the-social-psychology-of-booing-adam-goodes/).

As a class, discuss how sport can provide a platform and context for inappropriate social behaviour. Using this information, write 2 paragraphs on the topic.

### World sporting events and global culture

Conduct a class [Jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546) for the major world sporting events. Present group work as a [Google Slide](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/70) presentation.

Table 2 – World sporting events jigsaw template

|  |  |  |
| --- | --- | --- |
| Event | Useful resources | Cultural sharing – values, arts, beliefs, lifestyle, laws, or rules |
| FIFA World Cup | [World Cup Cultural Sharing](https://www.socialstudiesforkids.com/articles/sports/worldcupculture.htm) |  |
| Summer Olympics | [Culture and Olympic Heritage Commission](https://olympics.com/ioc/culture-and-olympic-heritage-commission)  [Summer Olympics](https://artsandculture.google.com/usergallery/7gIypevunuYQKg) |  |
| Winter Olympics | [Culture and Olympic Heritage Commission](https://olympics.com/ioc/culture-and-olympic-heritage-commission)  [Olympic Winter Games blend culture with sport](https://olympics.com/ioc/news/olympic-winter-games-blend-culture-with-sport) |  |
| Paralympic Games | [Culture and Olympic Heritage Commission](https://olympics.com/ioc/culture-and-olympic-heritage-commission)  [What are Paralympic values?](https://www.paralympic.org/feature/what-are-paralympic-values) |  |
| World Military Games | [Peace through sports at the 2019 Military World Games](https://uk.usembassy.gov/peace-through-sports-at-the-2019-military-world-games/) |  |
| America’s Cup | [Putting the multicultural DNA into Americas Cup](https://www.stuff.co.nz/auckland/106856836/putting-the-multicultural-dna-into-americas-cup-2021) |  |

## Learning sequence 2: Gender and sport

Students account for factors that impact on gender participation in sport, including:

* historical and contemporary limitations on gender in sport, for example, religion, stereotypes, competition structure, discrimination
* gender disparities, such as, the differences between funding, sponsorship, media coverage and participation.

**Note:** Please refer to the NSW Department of Education [Controversial Issues in Schools Policy](https://policies.education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools) and support documentation when addressing controversial issues and topics in the classroom.

### Historical account of social inclusion and exclusion of women in sport

Some sports are culturally designated as women’s or men’s, even though they are very similar. As a class, play a game of basketball, then play a game of netball.

* Compare the rules and skills needed to play both.
* Discuss the question: ‘Is it logical that one is considered a game for men and the other for women?’

Engage with [Women in Sport](https://www.nla.gov.au/digital-classroom/year-7/sport-and-australian-culture/women-sport) and answer the following questions:

* In the 1900s, what sports were women encouraged to participate in?
* In the 1900s, what limitations were placed on women in sport?
* What were the justifications for the exclusion of women in sport in Australia in the 1900s?

Access [Meet Ellyse Perry Cricket Australia (2:45)](https://youtu.be/f0ynoWiEVIA) and answer the following questions:

* In contemporary Australia, what sports are women encouraged to participate in?
* In contemporary Australia, what exclusions are placed on women in sport?
* Who did Ellyse Perry consider a role model and how important are role models to improving social inclusion of women in sport?
* What influence do role models have on the future of sports?

Access [Factors influencing participation](https://www.clearinghouseforsport.gov.au/kb/women-in-sport/factors#socio-cultural_factors) and identify the key barriers to women participating in sport in Australia.

Review the following campaigns and discuss the question ‘Why do girls’ sport campaigns exist?’

* [Our Epic Battle #likeagirl](https://www.always.co.uk/en-gb/about-us/campaigns-and-initiatives/our-epic-battle-like-a-girl/)
* [Ban Bossy](https://banbossy.com/)
* [Girl Effect](https://www.girleffect.org/)

Working in groups, use [Google Forms](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/89) to conduct a survey. Research focus question ‘How do gender stereotypes in sport influence exclusion of women and their participation?’ Supporting questions might include:

* How do you portray girls in your club?
* Do boys and girls get an equal amount of time at training on match days?
* Do girls and boys pay the same fees and get the same access to coaches, staff, and equipment?
* Do you encourage girls to try less stereotypical sports?
* Do you assume girls are less interested in sport?

Report on your group survey findings by answering the focus question ‘How do gender stereotypes in sport influence participation?’. In your report include:

* an introduction outlining the aim of the research and how information was collected
* supporting material such as graphs, diagrams or illustrations to discuss the findings of the research
* a conclusion reflecting on what you would do differently if you were to repeat the task.

**Note**: Students will undertake a peer assessment strategy using a choice board. Explain that students only require 2 prompts and will need to choose the prompts that best work with the feedback required for the task. Remind students that feedback must be specific, meaningful, and kind. Access [Teaching Kids to Give and Receive Quality Peer Feedback](https://www.edutopia.org/article/teaching-kids-give-and-receive-quality-peer-feedback) for more information on the choice board strategy.

Conduct a peer assessment of another student’s report on gender stereotypes in sport. Select 2 prompts from the peer feedback choice board to provide your peer with specific, meaningful, and kind feedback.

Table 3 – Peer feedback choice board

|  |  |  |
| --- | --- | --- |
| Choice | Description | Your feedback |
| Greatest strength | * Identify the strongest aspect of this draft. * What specifically was strong? * Why do you think this element was particularly powerful or well done? * How did this element positively impact the overall quality of the draft? |  |
| Hungry for more | * Identify the part of the draft that needs further development. * What would you have enjoyed knowing more about or having more information on? * Where could more detail and development have strengthened this draft? * Can you identify the specific places in the draft where your peer should spend time digging deeper? |  |
| Tiny tweaks | * Identify one aspect of this draft that would benefit from a minor adjustment, modification, or tweak. * What would you suggest your peer rework or reimagine in this draft? * How would reworking this element of their draft impact the overall quality? * Do you have specific recommendations for how they might improve this aspect of their draft? |  |
| Mind blown | * Identify something in this draft that you loved and had not considered as you completed your draft. * Is there a great idea or approach that this student used to complete this draft that you would like to incorporate into your work? * Why did you like this element of their draft? * How can you incorporate this idea or approach into your revision? |  |
| Celebrate surprises | * As you reviewed this draft, what surprised you about your peer’s work? * Was there an aspect of their work that was unexpected, original, out of the box, engaging or particularly thought provoking? * Describe why you liked this aspect of their work. |  |
| Clarifying confusion | * As you reviewed this draft, was there anything unclear, confusing, or that left you wondering? * Is there any aspect of this draft that you would like clarity on or more specifics about? * Were any of the steps or statements unclear? * Can you identify specific elements of this draft that would benefit from clearer language and more explanation? |  |

Use the peer feedback provided to adjust your report before submitting to the teacher for final review.

### Gender disparities in sport

Engage with [Jess Fox wins C1 Gold at Tokyo 2020 (1:30)](https://youtu.be/7LAY03PMpuE) and [Paddler Jessica Fox takes gold in historic win](https://www.kidsnews.com.au/sport/paddler-jessica-fox-takes-gold-in-historic-win/news-story/f49909b921ee45bd310805675890e879) and answer the following questions:

* In which sport did Jessica Fox win a gold medal in 2020?
* Which sport has Jessica Fox previously achieved world and Olympic medals in?
* Why was Jessica Fox winning C1 Slalom gold a historical moment?
* When and why was women’s C1 Slalom included in the Olympics?
* When was men’s C1 Slalom included in the Olympics?
* What advantages would men having more slalom events at Olympic level provide over their female counterparts?

Access [Canoe Kayak Slalom](https://www.penrithwhitewater.com.au/canoe-kayak-slalom) and identify the different events available for men and women at the Sydney 2000 Olympic Games. How did the categories of slalom events available at the Sydney 2000 Olympic Games contribute to exclusion of women in sport?

Engage with [Jacqui Lawrence Old Bonalbo’s Silver Medallist](https://www.abc.net.au/local/stories/2008/08/18/2338841.htm) and discuss the following questions:

* What sport did Jacqui Lawrence compete in?
* How might her success at Beijing support Jessica Fox’s bid for C1 Slalom in 2020?
* Identify challenges Jacqui Lawrence likely experienced while training in a remote rural community.
* How significant are female role models in sports?

**Note**: You might like to access [3-2-1](https://www.facinghistory.org/resource-library/teaching-strategies/3-2-1#:~:text=Rationale,students'%20interest%20in%20a%20topic.) for an explanation of the identifying main ideas using 3-2-1 strategy.

Engage with [New IOC guidelines to ensure gender equal, fair and inclusive representation in sport in Tokyo](https://olympics.com/ioc/news/new-ioc-guidelines-to-ensure-gender-equal-fair-and-inclusive-representation-in-sport-in-tokyo) and identify the main ideas of the article using the 3, 2, 1 strategy, record:

* 3 of the most important ideas from the text
* 2 supporting details for each of these ideas
* 1 question you have about each of these ideas.

Access [The Gender Equality Debate A boost for Women in sport](https://www.athleteassessments.com/gender-equality-debate/) and [Athlete assessments](https://www.athleteassessments.com/gender-equality-debate/#:~:text=According%20to%20a%20BBC%20sport,more%20sporting%20opportunities%20than%20girls). Complete the summary table.

Table 4 – Statistics summary women in sport

|  |  |
| --- | --- |
| Category | Statistics |
| Sports people |  |
| Women’s sport sponsorship |  |
| Collegiate institutional spending |  |
| WNBA Payment |  |
| Australian women sporting income |  |

In 2 paragraphs, discuss the gender disparity in sport in relation to financial concerns.

Engage with [Nike: What are girls made of? (2:00)](https://youtu.be/Y_iCIISngdI) and answer the following questions:

* Suggest the purpose of this video.
* How will media support lesson the gap for women in sport?

**Note**: Use [PSA Public Service Announcements](https://www.storyboardthat.com/articles/e/public-service-announcements) to support student storyboarding and producing a PSA that informs the audience of gender disparities in sport and calls for action to change. Students may find [Adobe Premier Pro](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/60) or [iMovie](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/617) useful for this task.

Work in pairs to create a Public Service Announcement (PSA) that informs the audience of gender disparities and exclusion of women in sport and calls for action to change. Ensure you include the following:

* 3-minute video
* discussion of no less than 2 gender disparities that exist in sport
* engaging stimulus that hooks audience within first 30 seconds
* statistics and reliable sources that are factual and informative.

**Note**: Students will conduct [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) using mystery feedback. To complete this task they will need to be provided with a [Google Forms](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/89) criteria. Criteria will need to be set and may include the following:

* **duration**: appropriate length
* **message**: clear and concise
* **video**: convincing in argument
* accurate information with appropriate examples and statistics used.

Use the [Mystery feedback form](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/108) provided by your teacher to contribute to class feedback on the PSA created by your peers.

## Learning sequence 3: National identity and sport

Students evaluate how sports can contribute to, and impact on, national identity, including:

* national sporting achievements
* examples of how sporting personalities and teams reflect, represent or misrepresent cultural identity
* a sporting controversy and the resulting perspectives of various stakeholders
* relationships between culture, national identity and sporting practices.

### Sporting personalities and cultural identity

Use [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) and [Australia Then and Now 30 Years of Change](https://mccrindle.com.au/insights/blogarchive/australia-then-and-now-30-years-of-change/) to discuss what national identity means to you.

As a class discuss the following:

* What does it mean to be Australian?
* Why is national identity important?
* How do events like Indigenous football rounds represent cultural identity and contribute to national identity?

**Note**: Use the questions provided to conduct an opinion continuum. It is suggested the opinion continuum is clearly labelled with the following categories: strongly agree, agree, neutral, disagree, strongly disagree.

Please refer to the NSW Department of Education [Controversial Issues in Schools Policy](https://policies.education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools) and support documentation when addressing controversial issues and topics in the classroom. [Barometer Taking a Stand on Controversial Issues](https://www.facinghistory.org/resource-library/teaching-strategies/barometer-taking-stand-controversial-issues) may assist in planning for this task.

When using the opinion continuum, it is suggested teachers allow students to justify their opinion and illustrate with examples.

Align yourself to one of the following continuum positions: strongly agree, agree, neutral, disagree or strongly disagree. Your teacher will ask you to explain your position on the opinion continuum for the following statements:

* Sport has a significant and important impact on national identity.
* Sport has a positive impact on national identity.

Choose a well-known sports person who has contributed to Australia’s national identity. For your chosen person present a 3 minute [Google Slides](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/70) presentation titled ‘This is your life, [insert name of person]’. Ensure you include the following in your presentation:

* review of the person’s sporting journey
* highlights and lowlights of their career where relevant
* overview of at least 2 ways the person has contributed to Australia’s national identity.

Resources that might assist with the task:

* [Sport Australia Hall of Fame Cathy Freeman OAM: Athletics – Sprint](https://sahof.org.au/hall-of-fame-member/cathy-freeman/#:~:text=Catherine%20Freeman%20was%20Inducted%20into,of%20Australian%20Sport%E2%80%9D%20in%202011.)
* [Sport Australia Hall of Fame Dawn Fraser AC MBE: Swimming](https://sahof.org.au/hall-of-fame-member/dawn-fraser/)
* [Sport Australia Hall of Fame Evonne Goolagong Cawley AC MBE: Tennis](https://sahof.org.au/hall-of-fame-member/evonne-cawley-goolagong/).

Conduct [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) using the two stars and a wish template:

* **stars** – give feedback about something your peer did really well
* **wish** – give constructive feedback or a helpful suggestion.

Table 5 – Two stars and a wish template

|  |  |  |
| --- | --- | --- |
| Star | Star | Wish |
|  |  |  |

### Sporting controversy and perspectives of stakeholders

**Note**: Please refer to the NSW Department of Education [Controversial Issues in Schools Policy](https://policies.education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools) and support documentation when addressing controversial issues and topics in the classroom.

Engage with [2001 Australia Disqualification Women’s 4x200m Free Graham McKenzie Thomas Rooney (8:17)](https://youtu.be/EqSJ5B9FML0) (watch from 4:14 to 6:01) and discuss the following questions as a class:

* Who won the event?
* Why were the Australian relay team disqualified?
* Was it fair to strip the team of their championship place?
* What is the purpose of rules such as this one enforced at world sporting events?
* How would the perspective of different stakeholders vary? Include the Australian team, event organisers and the German or Great Britain relay teams in your discussion. Explain possible reasons for differences.

Research controversial events in Australia’s sporting history and complete the summary table provided below. The following resources will support your research:

* [Nicky Winmar stands up to racism in the AFL](https://www.deadlystory.com/page/culture/history/Nicky_Winmar_stands_up_to_racism_in_the_AFL)
* [Nicky Winmar’s stand](https://www.nma.gov.au/defining-moments/resources/nicky-winmars-stand)
* [Caught on tape: the story behind Australian cricket's greatest fall](https://www.theguardian.com/sport/2018/nov/14/caught-on-tape-the-story-behind-australian-crickets-greatest-fall)
* Video: [Revisited Episode 1 Sandpaper Gate the ball tampering that changed Australian cricket (9:33)](https://youtu.be/PKfWEKZ5_T4)
* Video: [From the Vault the underarm incident (4:10)](https://youtu.be/TtaWtAxHVsw).

Table 6 – World sporting events jigsaw template

|  |  |  |
| --- | --- | --- |
| Event | Description of event | Description of impact to Australian national identity |
| Nicky Winmar vs. racism |  |  |
| Sandpaper Gate |  |  |
| Underarm ball controversy |  |  |

Answer the question: ‘To what extent does sport impact on Australia’s national identity?’

### The relationship between culture, national identity and sporting practices

Discuss the difference between professional and amateur sport.

In groups, identify the different sports that are popular in your community. Discuss the following for one sport identified:

* Who participates in the actual physical activity?
* Who are the spectators?
* What colours, icons, or mascots are associated with the sport?
* What traditions are associated with the sport in your community?
* Identify any cultural practices that accompany the sport in your community.

Debate ‘backyard sport contributes more to national identity than the Olympic Games’.

## Learning sequence 4: Participation

Students examine the different forms of sport played in a country of choice, including:

* the history and traditions of the sports
* the nature of two sports, one of which originated in the country, the other sport introduced
* the geography, including climate, and its impact on the sports
* an explanation for the popularity of the sport
* an analysis of how the sports reflect aspects of culture in that country.

### Soccer aka football

With a partner, answer the following questions:

* Which sport is considered the most popular sport globally?
* Where in the world is soccer (football) gaining the most popularity?
* Identify the countries where soccer (football) is the most popular sport.

Access [226 countries can’t be wrong](https://bleacherreport.com/articles/82112-226-countries-cant-be-wrong), [China world’s next football superpower](http://promoovertime.com/china-worlds-next-football-superpower/) and [20 Countries Where Soccer (football) Is Extremely Popular](https://www.sportsver.com/20-countries-where-soccer-aka-football-is-popular/) and revisit your answers to the questions above.

As a class, discuss any surprises or new information you learned about football and its popularity from the previous task.

Contribute to a class [Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593) titled ‘The history of soccer’. Use the following headings to distinguish the different historical phases of the sport:

* ancient origins
* modern game
* globalisation.

Use the following and school resources to inform your response:

* [History of soccer](https://historyofsoccer.info/the_history_of_soccer)
* [Football history](https://www.footballhistory.org/)
* video: [The History of Soccer (3:02)](https://youtu.be/0LIuY-m8Tes)

**Note**: Provide students with images from previous World Cup events. [Insane Pictures of Soccer Fans Loving the World Cup](https://bleacherreport.com/articles/2096834-insane-pictures-of-soccer-fans-loving-the-world-cup) might prove helpful with this task.

Your teacher will provide you with images from the soccer World Cup. Use the images to complete a [See-Think-Wonder](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/638) routine. The table will scaffold your response.

Table 7 – See-Think-Wonder

|  |  |  |
| --- | --- | --- |
| See | Think | Wonder |
|  |  |  |

Discuss with a partner what you observed and recorded for each column in the See-Think-Wonder.

Discuss how the soccer World Cup reflects aspects of culture and how this influences the popularity of the sport.

Engage with [Brazilian Soccer Fandom In Miami (4:46)](https://youtu.be/0jgwkJn5SOA) and [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) the following questions:

* Identify reasons why Miguel Silveira is a soccer fan.
* How does Miguel Silveira’s description of soccer and its meaning to him illustrate the passion soccer fans have for the sport?
* Explain how the sport of soccer connects Miguel Silveira to his cultural identity.

Use [Why do you love soccer? In short, soccer is life](https://www.soccertoday.com/why-do-you-love-soccer-in-short-soccer-is-life/?cn-reloaded=1) and your understanding of the soccer fandom to write 2 paragraphs answering the question ‘Explain why football (soccer) is one of the most popular sports globally’.

**Note**: A film study might be appropriate at this stage of the sequence. It can be used to provoke discussions of gender in sport, sport stereotypes, sport fandom or equal pay. Films you may wish to consider:

* Bend It Like Beckham
* The Game of Their Lives
* Zidane: A 21st Century Portrait
* Gracie.

Alternatively, a mock World Cup exercise is also a possibility at this stage of the sequence. Have students research a country and come to the competition in theme. Allocate a team draw and students take turns shooting soccer goals. When each country is eliminated, the student gives a brief on their chosen country, culture, and passion for the sport of football.

### Sport in Japan

**Note**: Teachers will need to provide students with marking criteria for this task. The criteria will provide students with a peer assessment scaffold and guidance on how to best perform in their own group.

Your teacher will allocate you to a group. Each group will use [A look into Japanese Sport Culture](https://shotarohondamoore.medium.com/a-look-into-japanese-sports-culture-cbe8cb0f3617) and further research to prepare a [Canva](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653) presentation on a Japanese sport. Include in the presentation sports history, popularity, and connection to culture. Groups will also conduct a brief demonstration of the sport and its rules. Japanese sports available to research include:

* sumo
* martial arts
* kendo
* kyudo.

Use the marking criteria provided by your teacher to complete a peer assessment for one other group’s Canva presentation and sport demonstration.

## Assessment task

**Note:** When using this task, ensure it is placed on the school template and follows all assessment requirements.

### **Outcomes**

* **IS5-6** identifies influences on cultures and their interconnectedness
* **IS5-11** applies strategies to challenge stereotypes

### **Content**

Students account for factors that impact on gender participation in sport.

### Task instructions

You have been approached by the Australian Sports Hall of Fame Committee to give a speech at the yearly awards ceremony. They have requested your speech encourage women’s participation in sport and challenge gender stereotypes. Your presentation must:

* explain reasons for gender-based variations in sport participation around the world, for example cultural barriers and stereotyping and how these are interconnected
* discuss strategies that could be used in Australia to challenge stereotyping and encourage more women to participate in sport
* be submitted as an oral presentation with a 5-minute limit and printed script.

## Marking criteria

Table 8 – Assessment marking criteria

|  |  |
| --- | --- |
| Grade | Criteria |
| **A** | * Demonstrates extensive knowledge and understanding of factors that impact gender participation in sport and how these are interconnected * Demonstrates extensive understanding of factors that impact on gender participation in sport from a wide range of perspectives * Clearly discusses different strategies that could challenge sporting stereotypes in Australia |
| **B** | * Demonstrates thorough knowledge and understanding of factors that impact gender participation in sport and how these are interconnected * Demonstrates thorough understanding of factors that impact on gender participation in sport from a range of perspectives * Discusses different strategies that could challenge sporting stereotypes in Australia |
| **C** | * Demonstrates sound knowledge and understanding of factors that impact gender participation in sport and how these are interconnected * Demonstrates sound understanding of factors that impact on gender participation in sport from multiple perspectives * Describes different strategies that could challenge sporting stereotypes in Australia |
| **D** | * Demonstrates basic knowledge and understanding of factors that impact gender participation in sport and how these are interconnected * Considers some factors that impact on gender participation in sport from more than one perspective * Identifies different strategies that could challenge sporting stereotypes in Australia |
| **E** | * Demonstrates elementary knowledge and understanding of factors that impact gender participation in sport and how these are interconnected * Attempts to consider factors that impact on gender participation in sport * Recognises different strategies that could challenge sporting stereotypes in Australia |

## Additional information

**Resource evaluation and support**: Please complete the following [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kbKo2q_ZUXlHndJMnh2Wd8NUOUk0VTIzUDVVSlVFQVM5MkdOMkJGTjVKNCQlQCN0PWcu) to help us improve our resources and support.

The information below can be used to support teachers when using this teaching resource for International studies.

### Assessment for learning

Possible formative assessment strategies that could be included:

* Learning intentions and success criteria assist educators to articulate the purpose of a learning task to make judgements about the quality of student learning. These help students focus on the task or activity taking place and what they are learning and provide a framework for reflection and feedback. [Online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) can assist implementation of this formative assessment strategy.
* Eliciting evidence strategies allow teachers to determine the next steps in learning and assist teachers in evaluating the impact of teaching and learning activities. Strategies that may be added to a learning sequence to elicit evidence include all student response systems, [exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543), mini whiteboards (actual or [digital](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/575)), [hinge questions](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/557), [Kahoot](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/621), [Socrative](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/587), or quick quizzes to ensure that individual student progress can be monitored and the lesson sequence adjusted based on formative data collected.
* Feedback is designed to close the gap between current and desired performance by informing teacher and student behaviour (AITSL 2017). AITSL provides a [factsheet to support evidence-based feedback](https://www.aitsl.edu.au/teach/improve-practice/feedback#:~:text=FEEDBACK-,Factsheet,-A%20quick%20guide).
* [Peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) is a structured process where students evaluate the work of their peers by providing valuable feedback in relation to learning intentions and success criteria. It can be supported by [online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=1d29b).
* Self-regulated learning opportunities assist students in taking ownership of their own learning. A variety of strategies can be employed and some examples include reflection tasks, [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645), [KWLH charts](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562), [learning portfolios](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583) and [learning logs](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/564).

The primary role of assessment is to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time.

Feedback that focuses on improving tasks, processes and student self-regulation is the most effective. Students engaging with feedback can take many forms including formal, informal, formative, summative, interactive, demonstrable, visual, written, verbal and non-verbal.

[What works best update 2020](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update) (CESE 2020a)

### Differentiation

Differentiated learning can be enabled by differentiating the teaching approach to content, process, product and the learning environment. For more information on differentiation go to [Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning) and [Differentiation](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).

When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should utilise students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald/enhanced-teaching-and-learning-cycle) and the student’s phase on the [EAL/D Learning Progression](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency). In addition, teachers can access information about [supporting EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency) and [literacy and numeracy support specific to EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald).
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. In addition, the [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning) can be used to support the diverse learning needs of students using inclusive teaching and learning strategies. Subject specific curriculum considerations can be found on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/evaluate) for high potential and gifted learners help teachers to identify and target areas for growth and improvement. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students. The [High Potential and Gifted Education Professional Learning and Resource Hub](https://schoolsnsw.sharepoint.com/sites/HPGEHub/SitePages/Home.aspx) supports school leaders and teachers to effectively implement the High Potential and Gifted Education Policy in their unique contexts.

All students need to be challenged and engaged to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation. (CESE 2020a:6).

### About this resource

All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the Teaching and Learning Curriculum team by emailing [secondaryteachingandlearning@det.nsw.edu.au](mailto:secondaryteachingandlearning@det.nsw.edu.au).

**Alignment to system priorities and/or needs**:

This resource aligns to the School Excellence Framework elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

This resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.1.2, 2.3.2, 3.2.2, 7.2.2

This resource has been designed to support schools with successful implementation of new curriculum, specifically the NSW Department of Education approved elective course, International studies © 2021 NSW Department of Education for and on behalf of the Crown in right of the State of New South Wales.

The resource is produced to assist schools with promoting and implementing the course for the first time. As the course may be taught by teachers from a range of key learning areas, the resource is designed to support teachers from a variety of KLA expertise.

**Department approved elective course**: International studies

**Course outcomes**: IS5-4, IS5-5, IS5-6, IS5-9, IS5-10, IS5-11

**Author**: Curriculum Secondary Learners

**Publisher**: State of NSW, Department of Education

**Resource**: Teaching resource

**Related resources**: Further resources to support International studies can be found on the Department approved elective courses webpage including course document, sample scope and sequences, assessment materials and other learning sequences.

**Professional Learning**: Join the [Teaching and Learning 7-12 statewide staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms) for information regarding professional learning opportunities.

**Universal Design for Learning Tool**: [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning). Support the diverse learning needs of students using inclusive teaching and learning strategies.

**Consulted with**: Aboriginal Outcomes and Partnerships, Inclusion and Wellbeing, EAL/D

**Reviewed by**: This resource was reviewed by Curriculum Secondary Learners and by subject matter experts in schools to ensure accuracy of content.

**Creation date**: 23rd August 2022

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**Evidence Base**:

‘The long-term vision is for a curriculum that supports teachers to nurture wonder, ignite passion and provide every young person with knowledge, skills and attributes that will help prepare them for a lifetime of learning, meaningful adult employment and effective future citizenship’ (NESA 2020:xi).

The development of the course and the course document as part of department approved electives aims to respond to the goals articulated in NESA’s curriculum review. Consistent messages from the review include:

* ‘flexibility’ was the word most used by teachers to describe the systemic change they want
* teachers need more time to teach important knowledge and skills
* students want authentic learning with real-world application.

This teaching resource provides teachers with some examples of explicit and authentic learning experiences. The option to adjust these learning sequences leads to ‘increased local decision making in relation to the curriculum’ as this ‘is associated with higher levels of student performance’ (NESA 2020:52).

The suggested strategies for teaching and learning align with the principles of explicit teaching. ‘The evidence shows that students who experience explicit teaching practices perform better than students who do not. Explicit teaching reduces the cognitive burden of learning new and complex concepts and skills, and helps students develop deep understanding’ (CESE 2020a:11).

## References

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

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