



Teacher Resource

# Women's World Cup

## Focus Questions


Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Who is hosting the 2023 Women's World Cup?
2. When was the Women's World Cup officially recognised by FIFA?
  - a. 1976
  - b. 1991
  - c. 2023
3. What is the name of the Australian women's soccer team?
4. Women playing A-League soccer receive less money as men for the same achievement. True or false?
5. Who do you think will win the Women's World Cup?


## Activity: Class Discussion

After watching the BTN Women's World Cup story, hold a class discussion using the following discussion starters.

- What do you know about the Women's World Cup?
- How often is the Women's World Cup?
- Why do you think the Women's World Cup is important?
- Can you identify any challenges women in soccer face?
- How does the Women's World Cup help contribute to gender equality in sports?
- How did you feel after watching the story?
- What surprised you about the story?
- What did the video make you wonder?
- Think of three questions you have about the BTN story.



What do you know about the Women's World Cup?



What questions do you have?

### EPISODE 19

25th July 2023

### KEY LEARNING

Students will deepen their understanding of the Women's World Cup and explore its significance in promoting women's sports.

### CURRICULUM

#### Health & PE – Year 7/8

Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity.

#### Health & PE – Year 5/6

Identify how valuing diversity positively influences the wellbeing of the community.

#### HASS – Year 3 and 4

Pose questions to investigate people, events, places and issues.

Locate and collect information and data from different sources, including observations.

#### HASS – Year 5 and 6

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.

Locate and collect relevant information and data from primary sources and secondary sources.

#### HASS – Year 7

Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges.

## Activity: The Role of Mascots

In this activity students will explore the significance and role of mascots in sporting events. Begin the activity with a discussion about the significance of sports events and ask students if they know about any sports mascots and their role in the events.

Students will look at pictures and [watch a video](#) of Tazuni, the mascot of the 2023 Women's World Cup. Students will learn about its design, symbolism, and the message it conveys. [Tazuni – Official Mascot of FIFA Women's World Cup](#)



After learning about Tazuni, students will respond to the following:

- What is Tazuni?
- Where does the name Tazuni come from?
- What 3 words would you use to describe Tazuni?
- What qualities and characteristics should a good mascot have?
- Explore previous FIFA Women's World Cup mascots. Research each mascot's origin.

Students will then design and sketch a new mascot for the next Women's World Cup. Students will respond to the following and create a poster with an illustration of their design.

- What qualities and characteristics do you think the new mascot should possess? Make a list.
- What values should it represent?
- How can it celebrate the diversity of women's soccer?

## Activity: Write a Feature Story

Students will imagine they are sports journalists covering the Women's World Cup. Students will choose one aspect of the sporting event that they are interested in writing about. Some possible topics include:

- A star player
- Match report
- The sporting event's mascot
- Challenges faced by women in soccer.
- A history of the Women's World Cup.
- A team making their first appearance at the World Cup.

Students can use the following to guide them throughout the research and writing process:

- Research as much as you can about the topic.
- Include statistics, quotes from players or experts, and any other significant details.
- Add visuals, such as images or infographics.
- Could you interview someone, like a player or expert? Write some interview questions.
- Write a feature story – find out what makes a good feature story [here](#). Share your story with the class.



## Rookie Reporter Training assets

Visit BTN's [Rookie Reporter Training](#) to learn more about how to make a news story. The [How to Make News video](#) also gives some useful tips for making your own news story. Watch this [BTN Explainer](#) as a class to learn more about filming tips, like how to frame your shots and what the rule of thirds is.



[Rookie Reporter Training](#)



[Becoming a journalist](#)

## Activity: Significant Australian Sports Women

In this activity students will learn more about significant Australian sportswomen, their accomplishments, and their impact on sport in Australia. Students will choose one Australian sports woman that they find inspiring and would like to learn more about. Students may want to explore the ABC's Fierce Girls, a podcast that tells the stories of some of Australia's most extraordinary women, including many significant sports women.



[ABC Fierce Girls – Sam Kerr](#)



[ABC Fierce Girls – Faith Thomas](#)



[ABC Fierce Girls – Ash Barty](#)



[ABC Fierce Girls – Evonne Goolagong Cawley](#)



[ABC Fierce Girls – Sabre Norris](#)



[ABC Fierce Girls – Daphne Hilton \(Ceeney\)](#)



[ABC Fierce Girls – Cathy Freeman](#)



[ABC Fierce Girls – Layne Beachley](#)



[ABC Fierce Girls – Michelle Payne](#)

## Activity: Biography

Before students begin to construct their biographies, hold a class discussion to find out what they already know about biographical writing. Discuss what type of information is included in a biography and what they tell us about a person. The [Civics and Citizenship website](#) has some examples of biographies for students to look at.

### Class Discussion

Use the questions below to get a class discussion started with your students about biographical writing.

- What does a biography tell us about a person?
- Where can you look to find information for your biographical writing? It could include the internet, newspaper articles, magazine articles and interviews, other biographies, historical books or television interviews. Why is it important to use more than one source of information?
- What makes a biography interesting? For example, key information and facts, a timeline of events, photographs, illustrations and quotes.



### Create A Biography

Using the biography worksheet at the end of this activity, students will research and record information about a significant Australia sports woman. Some possible areas of research include:

- When and where was she born? Describe her family life growing up.
- What are some of her achievements? Choose one to explore in more detail.
- What inspired or motivated them?
- What were some challenges that she faced?
- How did she make an impact on people's lives?
- What do you admire about her?

### Further Investigations

- Create a timeline of important events in her life.
- What are some of the key events in her life? Write a summary for one key event, which answers the 5 W's – Who, What, Where, When and Why?
- How do primary sources (for example photos, letters, diaries, and official documents) help us understand what might have happened at a place in time? Find 1 or 2 primary sources that help you learn more about the person's life.
- Make a Did You Know for other students.
- Plan and create a portrait of the person. Think about the expressions, symbolism, and colours that reflect the person, their values, and their impact. Explore and experiment with different techniques



and mediums to produce a portrait. Present your portrait to the class, introducing who the person is, the impact they have had and then explain your portrait and what each of the elements in the portrait mean.

## Activity: Choose a project

Students choose one of the following projects to work on and then present their work to a partner, small group, or the class.

### Celebrate IWD

As a class celebrate the achievements of sports women in Australia. Go to the [UN International Women's Day](#) website for more information.

### Letter writing

What significant Australian sports woman inspires you? Write a letter thanking her for her achievements and the impact she has had on Australia and sport.

### Play Soccer

Organise a mini soccer match or penalty shootout to experience the excitement and teamwork associated with soccer.

### Quiz

Create a quiz about the Women's World Cup! Use a range of question types (true or false, multiple choice, fill in the blank, matching the pair). Test your classmates' knowledge.

## Useful Websites

- [FIFA Women's World Cup](#)
- [Matildas Call for Equal Prize Money](#) – BTN Newsbreak
- [The Team](#) – Matildas
- [With the Women's World Cup fast approaching, the pressure is on the Matildas like never before](#) – ABC News
- [Matildas call on FIFA, A-Leagues to further support women's football in pre-Women's World Cup video](#) – ABC News
- [Sports Pay Gap](#) – BTN

# BIOGRAPHY

Name

Born

Family

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