



# LESSON 8

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TEACHER INFORMATION - ASIAN PORTFOLIO PRESENTATION

**PERTH GLORY**  
**ASIAN PORTFOLIO**

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# TEACHER INFORMATION - ASIAN PORTFOLIO PRESENTATION

## PRIOR TO THE FOOTBALL ACTIVITY - ASSESS SAFETY

Prior to the start of the football activity you should take students to the space where they will be playing football.

You should explain that when many people are active in a defined area accidents and injuries can occur. It is important to minimise the risks by making sure the playing area and its surroundings are safe.

Ask the class to consider the space that they will be playing on. They should brainstorm the following questions:

- What potential hazards are there?
- What can we do to make this space safer?

Once the teacher and students have addressed these questions and are comfortable that the playing area is safe, students can prepare to welcome visitors.

## FORMAT OF TOURNAMENT

To commence the tournament you or senior students should welcome the junior students, teachers, officials and parents in attendance.

Provide a brief summary of what the students have undertaken in the unit of work.

Provide a brief format of the day such as the schedule of games, recess and (or) lunch breaks and the time and venue for the portfolio presentations. Also thank attending guests and those who volunteered to assist.

## THE COMPETING TEAMS

As part of the tournament welcome presenters from each group should introduce their teams to the audience. Each player should be announced by name and applauded for their involvement.

You or senior students should also announce the tournament rules and the action taken by students to make the playing area safe.

## THE MEDIA CREWS

If senior students have been engaged as media crews they should spend their time taking photos and capturing film footage of the event. Prior to their first game each team should also be photographed.

## FIXTURES

The format and volume of fixtures is at your discretion and is largely dependent on the time set aside to play the tournament and the space available to play games.

Games can be played simultaneously (on more than one playing space) or one match at a time.

A number of rounds can be played by teams (round robin tournament) or the tournament can be played on a sudden death knock out basis (team is knocked out when they lose a match).

The winning team could be decided by semi finals and grand final or by accumulating the most points after playing a certain number of games.

The duration of games is also at your discretion. It is recommended that games go for no longer than five minutes especially if the tournament is being played on a round robin basis.

## PORTFOLIO PRESENTATIONS

In keeping with the Asian and football themes of the day you should invite student groups to present their portfolios to the audience.

Presentations could be made in the classroom, school library or pre-recorded on film and replayed on an interactive whiteboard, computer or television.

You may ask the audience to decide on the best presentation and a certificate given to the winners.

An alternative is to have student groups present their portfolios in an assembly or during a class visit on the morning prior to the start of the tournament.

## END OF TOURNAMENT ACKNOWLEDGEMENTS

At the end of the event you or senior students should publicly thank the junior students, teachers, officials and parents in attendance.

To finalise the unit, Lesson 9 asks students to reflect on what they have learnt. Photos that have been taken of students during this football activity should be an integral part of this reflection task.

Students have achieved a lot and it's time to share some of their thoughts.

## TEACHER ADVICE - TAKING PHOTOS OF STUDENTS PLAYING FOOTBALL

### (a) Capturing student images

Whilst playing football games is the intended method of sourcing action photos of students, ultimately it is at your discretion how students have their images captured.

Other ways may include:

- Each student is photographed modelling a football skill such as kicking, dribbling or heading the ball.
- Each group of students is photographed in a team shot holding footballs.
- Each student has their head shot photographed to be superimposed on an image of a **Perth Glory** footballer.
- Each student uses a **Perth Glory** player action photo as inspiration to sketch, draw or paint a self portrait.

### (b) Taking photos

If taking photos of students playing football is the preferred method of capturing images you will need to ensure that

you have organised one or more digital cameras. You will also need to decide who will be taking the photos.

Some options may include:

- The teacher of the class
- Other teaching staff
- Parents
- A select group of Year 5 and 6 students (pre-teaching of the basic use of a digital camera may be required)
- The school photographer
- Students in class taking their own photos (pre-teaching of the basic use of a digital camera may be required).

To ensure all students have had their photo taken it is recommended that the assigned photographers use a class list of students to mark off names as their images are captured.

Photographers should also be instructed to take at least

three photos of every student to ensure a diversity of images are available.

### (c) Sourcing images from football games

If you intend sourcing student images from football games you will have to ensure you have organised an indoor space the size of a basketball court or a similar sized outdoor space to play games. You should also organise the appropriate number of footballs, goals, markers and cones.

You may consider running this activity as part of student lunchtime or in conjunction with a Health and Physical Education class.

If you are not attuned to the basic principles and rules of football, support from the Health and Physical Education teacher, other teaching staff, Year 5 and 6 students or parents with a knowledge of the game is encouraged.

You should also view [Video 1.1 - This is football](#) provided with this resource.

