



LESSON 8

THE TRAINING CAMP III
- OUR RESPECT RULES

OUR MARINERS
CUP

TEACHING AND LEARNING PLAN

LESSON 8

The training camp III - Our respect rules

LESSON VENUE

Art room or classroom

LESSON DURATION

60 minutes

STUDENT PRIOR KNOWLEDGE

Students should have a basic understanding of what respect might look like in football.

WALT - WE ARE LEARNING TO...

Discuss and model the value of respect with others.

WILF - WHAT I'M LOOKING FOR...

- I can assist and contribute to group discussion about the value of respect.
- I can help my team reach a consensus.
- I can introduce aspects, images and symbols of our local club upon which our team can create their team banner.

TIB - THIS IS BECAUSE...

It will help us prepare our junior teams for our football tournament.

LESSON PREPARATION

Prior to the lesson teachers should organise the following:

- interactive whiteboard, computer(s) and other appropriate equipment for the class to view a video
- Activity sheet 4.3 - Our team plan - from Lesson 4
- Activity sheet 8.1 - Devising our respect rules - hard copy to each group or interactive pdf version on student computers, laptops or iPads
- Activity sheet 8.2 - Our respect banner - hard copy to each group or interactive pdf version on student computers, laptops or iPads
- access to art materials and tools
- Teacher information - Our football tournament.

VISUAL RESOURCES AVAILABLE

The visual resource available to teachers for this lesson is:

- [Video 8.1 - Showing respect.](#)

Teacher advice - Assessment

The Assessment rubric should be discussed with students prior to planning for their final presentations.

LESSON DELIVERY

The following provides you with a suggested plan on how to deliver this lesson. You are encouraged to take a flexible approach and modify this lesson and its timings to suit the needs and abilities of your students.

1. Organisation prior to class

In this lesson Year 5 and 6 students will continue working with their junior teams. Their task is to devise respect rules for their team and commence work on a team banner that promotes respect and the local club that they are representing.

2. What respect values will we stand for? (30 minutes)

As a warm up, senior students shake hands with their junior team members and ask each of them one question about something interesting they have done since their last class.

Once they have heard from each junior team member, the Group leader explains that in this lesson they will work together to decide how the value of respect will be promoted and modelled by their team during their tournament.

As a class watch [Video 8.1 - Showing respect.](#) In this video professional footballers from **Central Coast Mariners** talk about how they show respect in and out of football.

At its conclusion the Group leader should start by asking:

- What does having respect in football mean?
- What ways did the players in the video show respect to others? To themselves? To the game? Senior students could use Activity sheet 8.1 - Devising our respect rules to stimulate discussion.

They should include any unique ideas on the activity sheet and then ask junior students to decide on three ways they will respect their teammates and three ways they will respect the game during the tournament.

These rules should be written or typed on Activity sheet 4.3 - Our team plan and copied for each member of the junior and senior team.

3. Promoting what we stand for (20 minutes)

Distribute Activity sheet 8.2 - Our respect banner - hard copy to each group or digital version on student computers, laptops or iPads. Each student group will now give their junior teams a task to design a respect banner to parade during the tournament. They will commence their design in this lesson and complete it in their next art class or in their own time.

Activity sheet 8.2 gives students an example of the elements that could be included on the banner for **Central Coast Mariners**. These include:

- The word respect.
- The colours, logos and symbols of the club they are representing.
- Other facts that they learnt about the local club from their own inquiries.

Junior teams are encouraged to be as creative as they can when designing their banners as it will be a reflection of their teams and the clubs they represent.

Students should use Activity sheet 3.3 - Learning about my local club from the previous lesson or conduct their own research to find the elements they need to include on their team banner.

4. Thanking your team and organising follow up (5 minutes)

At the end of the session senior students should thank their junior teams for their work. They should also organise a time for follow up before the tournament to provide feedback on their team banner, practice their football skills and (or) talk about their respect rules.

5. Student reflection (10 minutes).

To conclude the lesson, students reflect on what they have learnt over the last three classes. They can do this by writing in their workbooks or verbally within their teams.

In their reflections they should address the following questions:

- What did I learn today about working with junior students?

- What were the respect rules we team agreed on?
- Were there any respect rules we didn't agree with? How did the team decide on which rules they should commit to?
- How prepared for the tournament will my team be? Is there anything that we still need to work on?
- Did my team work well together? If so, what qualities did we show? If not, explain why?
- What positive quality did I bring to my team today?
- What can I improve on for next lesson?

6. Final preparations

In preparation for their upcoming event, you should refer to Teacher information - Our football tournament provided with this lesson.

As students will soon be participating in a football event you will have to make sure that final preparations have been made.

They will need equipment such as footballs and cones, playing bibs (if available), a whistle(s) and make sure the playing area is safe. It would be a good idea to develop a fixture and team lists to keep track of players and their teams.

These out of class responsibilities are a great opportunity to get students involved. Allowing them to be part of preparations give teachers a chance to gauge whether they understand what it means to work as a team to achieve a common goal.

Good luck with your tournament.

