

# TEACHER INFORMATION – OUR FOOTBALL TOURNAMENT

## PREPARING FOR OUR FOOTBALL TOURNAMENT

Explain to students that soon they will be running a football tournament for a junior class.

You should collaborate with your students to decide who the audience will be. The audience may be invited to the school or reached online and (or) through the use of media. See [Students modelling skills learnt](#) for examples of the audience and ways in which it can be reached.

For live presentations teachers and students should inform the targeted audience well in advance of presentations to ensure a healthy attendance. [Templates to promote your event](#) publicising your event and [Information and Communication Technology \(ICT\), media and social media opportunities](#) are provided with this unit to assist with promotion.

## FORMAT OF TOURNAMENT

To commence the tournament Group leaders from each team welcome the junior students, teachers, officials and parents in attendance.

They provide a brief summary of what the students have undertaken to prepare for the tournament, focusing in particular on the peer teaching and learning sessions. Emphasis should be made on the fun, football playing and respect focus of the day.

Group leaders should also provide a brief format of the day, such as, the schedule of games, recess and/or lunch breaks and venue for the food stall. They should also thank attending guests and those who volunteered to assist on the day.

## THE COMPETING TEAMS

As part of the tournament welcome, student ‘coaches’ should introduce their teams by local club name to the audience. Each player should be announced by name and applauded for their involvement. When introduced, teams should parade their banners promoting their club.

If time permits junior members of the team should briefly talk about the symbols on their banner. They should talk about how they relate to the local club they are representing and promote respect.

‘Coaches’ also announce the tournament rules that both senior and junior students will abide by.

## THE MEDIA CREWS

Throughout the tournament media crews should be taking photos and capturing footage. Prior to their first game each team of senior and junior students should be photographed in a team shot with their team banner. These shots will be used in the certificate presentation at a later time.

## FIXTURES

The format and volume of fixtures is at the discretion of the teacher and is largely dependent on the time set aside to play the tournament and the space available to play games. To ensure that all students are continuously involved it is recommended that a small-sided (for example, five-a-side) games format be adopted.

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 FFA Cup style 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 the teacher’s discretion. It is recommended however that games go for no longer than five minutes especially if the tournament is being played on a round robin basis.

## PEER EVALUATION OF STUDENT PERFORMANCE AND BEHAVIOURS

Provide coaches with Activity sheet - Match evaluation for each game.

They can use this activity sheet to record player statistics and performance highlights and identify behaviour that is consistent with the respect rules decided on in Lesson 8. ‘Coaches’ can use this information to affirm their team members at the certificate presentation.

## FOOD STALL

The food stall is an optional activity.

Where possible the preparer(s) of food (such as, local restaurant or parent) should provide a recipe for their dish and a brief background on its origins.

As a side project, this information, in addition to photos taken by the media crews, can be used to develop a recipe cookbook that students can present to the school community at the end of the unit.

This could also provide a good opportunity for senior and junior students to come together and share their knowledge with the audience about the local club they are representing.

Schools should be reminded about following anaphylaxis procedures and food allergy codes if they decide run a food stall.

## END OF TOURNAMENT ACKNOWLEDGEMENTS

At the end of the tournament Group leaders of each team publicly thank the junior students, teachers, officials and parents in attendance.

They should gather their teams together and personally thank and acknowledge each senior and junior student who

make up their team. They should also inform their team that a certificate presentation will be scheduled at a later time to celebrate everyone's efforts on the day.

## PRESENTATION OF CERTIFICATES

Provided with this advice is a Certificate of Participation for students to decorate and personalise for junior students.

This can be presented by senior students to junior students at a time of their choosing.

When personalising the certificate senior students should use the information about each player collated

on the Activity sheet – Match evaluation to write positive comments about what they brought to their team.

They should, where possible, use the Activity sheet 3.3 - Learning about my local club to decorate the certificate with symbols of the club they represented. The team photograph taken before the tournament should also be included on the certificate.

To finalise the unit, Lesson 9 asks students to reflect on their peer teaching experience and what they have learnt during the unit.

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



Anthony Caceres, Midfielder