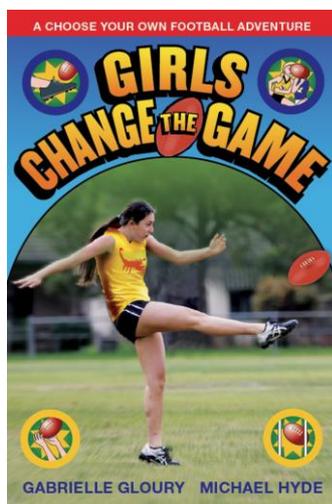


## Teacher's Notes

### *Girls Change the Game*

By Gabrielle Gloury and Michael Hyde



The first Scorpions Under 14 Girls team from the Westpark Football Club has just been announced and this is their very first game.

The Scorpions are up against the in-form team of the competition, the Eastvale Ravens.

You can steer the Scorpions to victory by choosing what happens in the game.

Here are some ideas for using *Girls Change the Game* inside (or outside) the classroom.

The book is aimed at 8 to 14 year olds and was based on the earlier *Change the Game* series by Michael Hyde. Certainly, the titles will appeal to girls and those who enjoy Australian Rules football. Even students who only have a passing interest in any sport will also be drawn to this book. It's exciting and hands over the power of the story to its readers!

The exercises and discussion points have been developed in such a way that they can be adapted and applied to different Year Levels. This Study Guide aims to provide ideas and exercises to engage students in school-based group or individual activities. Additionally, it can be used for extension activities for individual students or home-based exercises.

### The Authors

Between them, Michael Hyde and Gabrielle Gloury have over fifty years of teaching experience. Michael has been teaching professional writing for over forty years and has thirty publications to his name, and Gabrielle pursued a career teaching maths and science for ten years.

### **Selection of Books on Sport by Michael Hyde:**

- *Footy Dreaming* (ages 11-15)
- *Tyger, Tyger* (ages 13-16)
- *Surfing Goliath* (ages 10-15)
- For more books, study guides and articles, go to: [www.michaelhyde.com.au](http://www.michaelhyde.com.au)

### **Different Readings of *Girls Change the Game***

The idea behind *Girls Change the Game* is that the reader makes decisions to help the Scorpions under-14 Girls football team to victory against the Ravens. There are eight different outcomes with five chances for victory and three for loss.

The book will usually be read by the children individually. However, some fun can be added if they read in groups with the group members deciding what decisions they would like to make as the game progresses. There is great fun to be had by the whole class to make decisions by voting. This could possibly be an activity for the end of the week.

### **AFL Women's website**

For those students who are avid followers of the game or who have a real interest in girls playing football, the AFL Women's website provides a wealth of information and a great way to keep up to date with all the news of AFLW.

The URL for the AFL women's football website is: <https://womens.afl>

It has lots of detailed information concerning teams, rules, advice, games, promotion, social and environmental impacts and so on. The content is very readable, user friendly and accessible.

## **Writing your own *Girls Change the Game***

When we began to write our book, we worked out some of the best decisions that players, coaches and umpires can make over the course of a game. It helped us organise the story and produce as much variety and excitement as possible.

Of course, we don't expect you to immediately write your own version of the book. In some ways they are quite difficult to write because we had to remember the scores, what team was in front, what quarter the game was up to, who was in what position, the changes in positions, who was injured if there was an injury, the weather, the personalities of different players, plus the different rules that apply to an Under 14 Girls footy game.

Nevertheless, we think it might be fun for you to write the first part of your own *Change the Game* up to a First Decision Point.

### **Exercise:**

1. Watch a footy game, especially a girls or women's match that will give you passages of play that you could use. Or perhaps you have a local match you can use. Or one you played in. Or one you make up.
2. Make up your own team. Give them a team name (like the Scorpions). Maybe include the names of your friends for the players. Give them all playing positions.
3. Give the opposition a name (like the Ravens).
4. Watch or remember a part of a game where it was exciting and where a team scored. Describe a short passage of play but try to write it like we did in *Girls Change the Game* as though you are calling the game – like they do on TV or radio.
5. As you describe the action, pay attention to details like who went for the ball, where they were in the field, mistakes, brilliant play, kicks, handballs, the weather, injuries, free kicks, out of bounds, throw-ins, ball-ups and so on. For extra help, have another look at *Girls Change the Game*.
6. As you write your own version, try and get to a stage where something happens in the game. For example, a free kick (Is a free kick awarded?), a score (Did the ball go through for a goal or a behind?), an injury (A player has been crunched. Does she keep playing or not?), out of bounds (In or out?), a mark (Was it a mark? See what the umpire decides). Have a look at the decision points in *Girls Change the Game* to see the kind of decisions you had to make. Write your first decision point.
7. Share your own Change the Game. If possible, publish them for the rest of the school. And if you're keen, keep going with your own version. If you like, send your versions to the authors of *Girls Change the Game* via Ford St Publishing (162 Hoddle Street, Abbotsford, Vic 3067, Australia).

## Action Writing

Action writing is the most important aspect to *Girls Change the Game*. After all, the book is an action-packed account of a girls' footy match.

Often, the adults in children's and teenagers' lives tell them to stop playing the PS4, watching TV, sitting on the couch, being on their phones, hanging out in their bedrooms, etc. However, even with all that lack of moving, they are still involved in some sort of daily action – walking, running, swimming, dancing, jumping, skipping (and sometimes fighting!).

When we have to describe any kind of action in our writing, it often doesn't capture the experience. Action writing is quite difficult. We might try to describe kicking the winning goal in a game, but our efforts fall short, not capturing that scene.

### **Exercise:**

Choose an action experience you were involved in or watched. Examples are taking a mark, catching a fish, winning your bout in martial arts, climbing trees, falling out of a tree, building a cubby house, learning a new physical skill, surfing a good break, running from a vicious dog, hiding from someone looking for you, dancing with your friends, riding an out-of-control bike . . .

The experience could have happened yesterday or years ago but for some reason it sticks in your memory.

Now write about this experience. To capture the action, here are some tools you'll need to use. Maybe not all of them but probably most:

- *Detail (colours, weather, mood, sounds, skills, sweat . . .)*
- *The Five Senses (and maybe the sixth sense as well)*
- *What was said*
- *People involved*
- *Where it took place*
- *The audience/crowd (if there was one)*
- *Slow motion (like in movies, it emphasises a part of the action)*
- *Feelings*
- *Thoughts in your head*

And SHOW DON'T TELL!!!! (Don't say 'It was so exciting when I kicked the goal'. Do say 'Somehow I got my foot to the slippery ball just as the siren sounded. It went through for a goal and the crowd rose like a tsunami!')

NB. Oh yes. One more thing. You can exaggerate sometimes but not all the time

## **Good Sports Writing**

*Girls Change the Game* was influenced by sports commentary and articles.

Our media is filled with sport: newspapers, digital media, TV, streaming. Some of the best sportswriters in the world are Australian. They write about everything from *Racism in footy* to a *Muslim praying before a match* to *How a cricket ball behaves differently on a hot day compared to a cold day*.

### **Exercise:**

Choose an article from anywhere on any topic where you like how it's written. Work out what things work well:

- *The kind of words used.*
- *What he/she writes about.*
- *Whether they use long or short sentences.*
- *Are they humorous?*
- *Do they tell anecdotes (small stories) to show what they're meaning?*

Now choose one of your own experiences or a completely made-up experience. Write your own short article where you try and write in the same style as the journalist whose articles you enjoy.

Maybe try and get your work published in your school's publications.

## YOUR Sport

The authors of *Girls Change the Game* love footy. They attempted to take that passion for Aussie Rules into the game in the book. Here's your chance to convey your passion for a sport you love.

If you play a sport or take part in any physical activity, or even if you just love watching a sport, you'll often say things like, 'I love netball' or 'I couldn't live without soccer' or 'I don't know why but I can't wait for Saturday when we play' or 'Running is fantastic' or 'Skateboarding is my life' or 'There's nothing like surfing'. On and on and on. BUT – so far all we know is that you love some sport or other, and not much else, whether you play it or watch it or both.

In story writing, this is called 'telling'. But the listener or the reader wants more. More detail. More experiences. More flesh on the bones. So you have to be able to SHOW them what you mean. In other words, you have to '**show, don't tell**'. The best way to do this is to write about one experience you had playing or training or watching the sport you love.

### **Exercise:**

Choose an experience where, for example, your team won; or where you or somebody overcame an injury; or a fabulous day fishing; or where you learnt do something; or went to a match where the underdogs won; or where a team member showed big support to a team mate who was injured or who didn't play well on the day, etc.

Write about this experience but do not leave out details. That way the reader will understand why you absolutely love your sport

## **Social Issues about Footy and Other Sports**

### **Discussion Topics:**

(Many of these below are adaptable to different year levels.)

- *Why is encouraging girls' participation in sport important?*
- *What happened to Adam Goodes was dreadful.*
- *Girls shouldn't play certain sports.*
- *The Paralympics is as interesting to watch as able-bodied Olympics.*
- *Parents can be helpful or harmful in children's sports.*
- *How important is winning?*
- *Team sport is better than individual sports.*
- *Is it okay to not like sport?*
- *What are the good and bad aspects of sport?*
- *Too much money is involved in sport.*
- *Some sports cost way too much.*
- *Gambling shouldn't have any involvement in sport.*

## Research Projects

Australia has a long and rich sporting history. Well known Australian women champions include: Daisy Pearce, Ash Barty, Dawn Fraser, Sam Kerr, Betty Cuthbert, Liz Ellis, Cathy Freeman, Evonne Goolagong-Cawley, Raylene Boyle, Shane Gould, Myrtle Baylis, Wendy Shaffer, Nova Perris-Kneebone, Kate Slatter, Anna Meares, Michele Timms and Ellyse Perry to name a few!

### Exercise:

1. Choose five of these champions. Research their life and write a brief history of their sporting achievements.
  - a. What sport did they play?
  - b. Did they play a team sport and if so, who did they play for?
  - c. How long did their sports career last?
  - d. What highlights did you discover about their sporting career?
  - e. What do you think their greatest sporting achievement is and why?
  - f. Did they have any significant obstacles or problems to overcome on their way to becoming a champion? How did they approach these?
  - g. Did they play more than one sport?
2. If they have retired from their sport, try and find a recorded interview with them after their retirement. You're sure to find some online.
  - a. After sport what did they do with their life?
  - b. Write a paragraph about how they look back on their career.
  - c. Discover what they believe were the best and or worst aspects of being a sporting champion.

### Exercise:

There are many famous Australian Women's Sports teams: eg. the Opals, the Diamonds, the Dolphins, the Hockeyroos, the Sapphires and the Matildas.

Choose a team and provide a summary of the history of the team.

Don't forget to include their most famous victories, their saddest losses and their best-known players.

Can you discover what made the team you choose a good team? What is a good team? What are the key elements necessary to make a good team?

Is there anything that makes this team stand out from the rest? If so, what is it and what is the importance of it?

Have fun!

