 Year 11 English Studies

Unit title: Playing the Game – English and Sport

Duration: 10 weeks

Unit rationale

This unit has been designed to make students aware of the different types of individuals and groups that use language and to understand how language can be manipulated for a variety of different purposes.

Students will be writing about sport through various different text types including biographies, speeches, letters, reports and recounts. To gain an understanding of the types of language used in these text types, students will engage with and critique a number of literary texts, including dramatic, literary and ICT texts.

The activities in this unit have been designed to ensure high levels of engagement for a particular cohort of students. Aspects of NRL and AFL are the focus of teaching and learning activities. However, teachers may wish to focus their unit on a different sport or a variety of sports, depending on students’ interests.

Focus questions

* What can we learn from the language used in sport?
* How does language serve to motivate and persuade within a sporting context?

Outcomes

ES11-1, ES11-2, ES11-3, ES 11-4, ES11-5, ES11-9, ES11-10

Assessment outline

Multimodal presentation task

Texts

* YouTube clip [Any Given Sunday](https://www.youtube.com/watch?v=m_iKg7nutNY)
* Motivational speech [Gettysburg Speech](https://www.youtube.com/watch?v=uiqdA1B3_Nc)
* Drama – The Club (David Williamson)
* Extract – The Story of Tom Brennan (J.C. Burke)
* Film – Bend It Like Beckham (Gurinda Chadha)
* Film – Remember the Titans (Boaz Yakin)

Program

| Outcomes/content | Teaching and learning | Evidence of learning |
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| Year 11  ES11-1  engage with a broadening range of texts that incorporate increasing levels of language complexity  identify the main ideas and purposes of texts  ES11-2  use and interpret structural and language features, for example visual and aural cues, to identify main ideas, supporting arguments and evidence  understand an increasing number of unfamiliar words, recognising that some words and phrases have figurative meanings  ES11-3 recognise the way structure and register may change according to the purpose, audience and context  Year 12  ES12-1  engage increasingly with texts where the relationships between concepts and information is not explicit and requires inference and interpretation  read, view and listen to texts to connect, interpret, and visualise ideas  integrate prior knowledge with new information to predict, construct or confirm understanding  ES12-2  write for a range of purposes, for example personal communication or social action, to demonstrate knowledge and understanding, using language appropriate to audience, purpose and context  recognise and use evaluative language, for example emotive language and modality for particular purposes  ES12-3  categorise and integrate ideas and information about specific themes or ideas  select appropriate text structures, language and visual features to communicate and represent ideas and information | The Language of Sport  Discuss the use of language in recreational and professional sport at all levels by all stakeholders.  Brainstorm who the stakeholders in sport are.   * What do these stakeholders stand to gain? * Using teacher provided examples to identify enthusiastic and motivational language. * How is language used to create and sustain interest in sporting stories and issues? * How is language used to persuade public and individuals to a certain point of view?   In pairs, students visit online resources – Cricket Australian and NRL websites. Students then present briefly to the class examples of persuasive language that is used to motivate and excite.  Students brainstorm the concept of motivation and the qualities that make a good coach. Students listen to the motivational speeches – Tony D'Amato’s 'Any Given Sunday' and Coach Boone's 'Gettysburg Speech’ (Remember the Titans). Discuss how language is used to motivate listeners. Complete listening activities in Resource 1 and Resource 2.  Listen to ‘[Any Given Sunday](https://www.youtube.com/watch?v=m_iKg7nutNY)’ as a group and discuss how the language is used to motivate listeners.  Listen to Coach Boone’s ‘[Gettysburg Speech](https://www.youtube.com/watch?v=uiqdA1B3_Nc)’.  Student to identify the differences between the two speeches. Complete listening task activities in Resource 1 and Resource 2.  Formative assessment  Students then find their own examples and must identify these elements of language in their own examples. This may be done using PowerPoint where their example can be annotated to display their knowledge and understanding or annotated copies of print articles.  Advertising in Sport  Teacher to lead class discussion, then students to answer in full sentences in their books.  Teacher to locate an appropriate print, clip, or radio advertisement that would be broadcast during a sporting match. How is it used to promote the sport?  Examples of sport advertising:   * “[C’mon Aussie C’mon](https://www.youtube.com/watch?v=2uBjJAV3CMk)” – Australian Cricket TV Ad (1979) * [Delta Goodrem – The Score](https://www.youtube.com/watch?v=fMlXlkQVMYU)   Is sport used as an advertising platform for particular products?  Where do we see advertising in sport?  How is advertising used in sport?  Why is advertising so important in sport?  Advertising techniques used to persuade the audience – A.I.D.A. Students to complete A.I.D.A Grid.  Advertising and sponsorship – What are the benefits?  Issues in Sport  What are the current issues in sport?  What are the issues in sport at local, state, national, and international levels?   * Sexism – for example, equal pay and media coverage   + [New study reveals the hidden sexism which makes women’s sport seem boring](https://www.dailytelegraph.com.au/sport/swoop/new-study-reveals-the-hidden-sexism-which-makes-womens-sport-seem-boring/news-story/847b73612f0921f5e62f341dd3040705)   + Other examples include the Australian Women's Cricket Team, Matildas, and Jillaroos * Racism   + [Adam Goodes (AFL)](http://www.abc.net.au/mediawatch/transcripts/s4286254.htm) * Drug Use   + [Lance Armstrong](http://www.smh.com.au/sport/cycling/lance-armstrong-admits-doping-20130118-2cxrj.html) * [Match fixing](https://www.ausport.gov.au/supporting/integrity_in_sport/match_fixing) * Gambling – the ease of online gambling   + [Wide-ranging ban on gambling ads during sport broadcasts is needed to tackle problem gambling](https://theconversation.com/wide-ranging-ban-on-gambling-ads-during-sport-broadcasts-is-needed-to-tackle-problem-gambling-74687)   Formative assessment – persuasive task  Students prepare a campaign to change an issue in sport. Campaign to include:   * a poster with persuasive slogan – example (a play on the Nike tick with “Drugs! Don’t do it X”) * a 2-3 minute speech outlining reasons why this issue needs to change * an idea about how to engage social media to promote change, a hashtag slogan (Instagram/Twitter) | The Language of Sport   * Student responses to comprehension activities * Lesson observation * Answers to listening task activities * Formative assessment   Advertising in Sport   * Full sentence responses in books * Students responding to questions – either verbally or in a written form * Formative assessment – persuasive task |
| Year 11  ES11-1  recognise the ways that social, community and workplace texts are constructed for particular purposes, audiences and contexts  identify and describe elements of literary texts, for example characterisation, narrative, tone, description and setting  Year 12  ES12-1  explain how social, community and workplace texts are constructed for particular purposes, audiences and contexts  explain and discuss the effectiveness of elements of literary texts, for example characterisation, narrative, tone, description and setting  apply and articulate criteria used to evaluate a text or its ideas | Sport in Australia  Explore the culture of sport in Australia.  Is there a different culture for team sport and individual sports?  Discuss the ideas of stereotype, mateship and loyalty.  Formative assessment  Read extract from 'The Story of Tom Brennan' (p.164), and take note of Tom Brennan's success as the 'Player with the Most Potential'. Students write a personal account of a sporting experience, talking about their fitness, motivation, success, failure, and enjoyment.  Resource 3 [A nation of barrackers at the expense of all else](http://www.theage.com.au/news/opinion/a-nation-of-barrackers-at-the-expense-of-all-else/2007/01/26/1169788690667.html)  Article is also a soft copy resource.  Legends in Sport  Class discussion on Legends of Sport.  Brainstorm a list and discuss why they are legends. How do you become a ‘legend’ of sport? Why do people need legends?  How does language perpetuate the myths of legends? Identify the language used in association with ‘legends’. Students to find their own examples (which could include Herb Elliot, Betty Cuthbert, Cathy Freeman, Mark Richards, Donald Bradman, Merv Hughes, Shane Warne, Craig Lowndes, Dawn Fraser, Yvonne Goolagong, and Liz Ellis).  Have students find an article of a ‘legend’ who has retired. Identify and describe the kind of language elements used about them - highlight and annotate the article. Students to compose and reflect on how the article made them feel.  **Extension questions/activity** – What happens when a “living legend” falls from grace? What are the reasons? Students to research the variety of fallen sporting heroes and the various issues that challenge sporting “legend”.  Examples to discuss provided, Steve Smith (cricketing hero 2017 – fallen hero 2018)  [Smith could be the best ever says Ponting](https://www.cricket.com.au/news/ricky-ponting-says-steve-smith-could-be-best-ever-ashes-century-australia-captain-highlights-gabba/2017-11-25) November, 2017  [Dark day for Australian cricket as Steve Smith admits plan to cheat](https://www.smh.com.au/sport/cricket/dark-day-for-australian-cricket-as-steve-smith-admits-plan-to-cheat-20180325-p4z63q.html) March, 2018  Students to report on a fallen hero and their **sporting issue** (drugs, match fixing).Have students find an article of a fallen ‘legend’ and identify and describe the kind of language used about them. Highlight and annotate an article before and after they have fallen. Students to compose and reflect on how the article made them feel.  Sport in texts  Read the drama text, ‘The Club’ by David Williamson and complete comprehension activity.  Act 1   * Provide a paragraph of events in Act 1 (students to copy into books). * What is our first impression of the characters of Gerry, Jock, Laurie, Ted and Geoff? * Teachers to give students three focus questions on the above characters   Act 2 – The scandal   * Provide a paragraph on events in Act 2 (students to copy into books). * Character profile through language: irony, sarcasm, prejudice, power and loyalty. * Use of quotes to make connections to character traits: purpose, audience response and meaning.   View the film, ‘The Club’, to consolidate knowledge and understanding of text and context.   * Choose three characters from the text: * Read character analysis, discuss their character development and answer questions focusing on their motivation, success and failure (one character per lesson).   Essay preparation:   * Option 1 – Pick one character from the text and discuss how they show motivation, success and failure. * Option 2 – Which characters show motivation, success and failure? (Choose more than one character.) | * Completion of formative assessment * Completion of activities related to the text |
| Year 11  ES11-1 engage with a broadening range of texts that incorporate increasing levels of language complexity  identify the main ideas and purposes of texts  ES11-4 composes a range of texts with increasing accuracy and clarity in different forms  ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts  Year 12  ES12-1 engage increasingly with texts where the relationships between concepts and information is not explicit and requires inference and interpretation  read, view and listen to texts to connect, interpret, and visualise ideas  ES12-4 composes proficient texts in different forms  ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences | Biography  As a class, the teacher introduces text type of biography. Teacher to lead discussion about biographies with students. They will examine structure as well as the language forms and features, and how language in these texts is designed to engage a reader.  Students use the internet to find biographies of sports people.  Example sites include:   * [Biography](https://www.biography.com/people/groups/sports) * [Cricket Network](https://www.cricket.com.au/players) * [Rugby League Project](http://www.rugbyleagueproject.org/players/all.html)   Students identify and discuss language choices within these biographies.  Some definitions to discuss with your students  **Biography:** A chronological summary of the key dates (‘milestones’) in a person’s life, along with information about significant achievements in this life and challenges faced by this individual. This is written from a third person perspective (he/she). The biography can range in size from a few paragraphs to hundreds of pages. It claims to be a true story, but may contain fictional elements. It may focus very closely on the person and his/her family or include a broader picture of the culture, geography and history around this life.  Some key questions   * Why was this biography written and for which audience? * From which perspective is this biography written? How might this affect the reader? * Who is this person? * When and where did he/she live? * What key words sum up his/her appearance and personality? * What kind of family or social group does he/she come from? * What are the key dates in his/her life? Why are these dates significant? * What did this person achieve in his/her life? * What kinds of challenges did he/she face and how did he/she deal with them? * How would you sum up the life he/she led | * Observations throughout lesson * Engagement with class discussion * ICT – iPad use for students to research biographies * Students understand the language used in biographies, how they are used to influence our points of view. * Students can write a short biography using the sentence starters provided in resource |
|  | Ways to support reading/research in biography  Introduce the life-span by dates and ask students to fill in the events and the personal reactions to these.   * Create a time-line ( as a class, in groups or individually) * Different students/groups responsible for different episodes of the life, then put the jigsaw together * Create a list of clues with questions to be answered about this person’s life * Create a WWW pathfinder of useful sites with a worksheet to complete * Create a chart to fill in   Resource 4 has a sample short biography on Cathy Freeman and templates to help students start collecting information about their sporting figure.   * Sentence starters * Template/scaffold to guide student writing * Vocabulary list * Sample biography to act as a model * Questions to answer that build the structure   When examining biographies, teachers can prompt students with the following:   * How does an author help us engage with the subject of the biography? * What language choices help us empathise with the subject and their trials and tribulations? * Who is included in a biography of a person? Emphasis on the events that shaped the sporting figure * Why is the text not only about that person and instead includes family and friend relationships? * There’s always an event that shapes these heroes, can you identify these events and their impact on the chosen hero.   These will help you create the best support for the assessment of student learning, about writing a biography. |  |
|  | Task design: Careful task design will avoid plagiarism and create interesting writing   * Some suggested topics: * 1. Based on the articles/video about the life of…, write a speech for a group of young people to discuss your view of his/her life and achievements; commenting on his/her personal strengths and weaknesses and your feelings about him/her. * 2. Imagine that you are a famous person/personality who his being acknowledged in a TV/radio program for your life’s and contribution to your community. present your response. Thank the people behind the program and outline important details about your life’s achievements and the obstacles you have faced, mentioning other people and events who have had an important role to play in what has been achieved. * 3. Imagine that you are (famous person’s name) and that during this week you are facing some major challenge in your life/making major decisions/involved in some important work/ receiving an award for your achievements. Write a letter to your family/leader or a series of 3 diary entries, covering these events and your ideas, feelings, plans and actions at this time.   What other topics can you think of that will challenge students to use the information they have collected without just copying it? |  |
| Year 11  ES11-9 compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of view  ES11-10  create texts reflecting on their own learning, considering how individual and collaborative processes can be used to ensure better learning outcomes  use constructive feedback from others to improve learning, including their composing and responding to texts  Year 12  ES12-9 compose their own persuasive and imaginative texts, experimenting with language and multimedial forms and features to present attitudes, values, perspectives and points of view  ES12-10  create texts reflecting on their own learning, considering how processes can be adjusted to ensure better learning outcomes  use constructive feedback from others to improve learning, including their composing and responding to texts | **Dream Team assessment task preparation**  Students set up a ‘Dream Team’ for a sport of their choosing.  They must come up with a team name, uniform and logo that is to be presented on a poster.  Students must prepare a paragraph presentation about the list of the members of their “dream team” in the sporting code of their choice. Teachers will need to assist students in compose a paragraph that explains why certain personalities were chosen, such as their ability in certain positions in the game, statistics based on past games, and so on.  Students present this to the class and address questions the audience might have.  Motivational presentation  Using their understanding of how language of sport is used to motivate, persuade and improve a team moral. Students will engage in writing their own speech. They are expected to use:  Emotive, figurative and rhetorical language devices that are designed to motivate an audience  Three quotes from three different sports commentators that back up your speech  An acknowledgement and consideration of the stakeholders involved in the team (for example, advertising partners, fans, investors)  Teachers can refer students to the various speeches they’ve examined in this unit, as exemplars for their own speech. | * Students create their Dream Team, a team name, uniform design and logo posters. * Student can present and persuade the audience about their Dream Team. * Student can write and deliver their own motivational speech with appropriate style and body language. |

Reflection and evaluation

Invite students to complete the student reflect (Resource 5), then complete your own unit evaluation to support improved delivery next time (Resource 6).