


Unit: Fair Go! Ethical and Social Dilemmas Associated With Sport Year: 6 Duration: 10 weeks			Main Idea Persuasive Positioning		Key Concepts <ul style="list-style-type: none"> • Texts and multimedia images are used to represent views, values, gender and cultural identity • Texts and imagery can be used to manipulate and position the viewer/reader • The media influences our beliefs and understandings and we need to learn how to interpret meaning with care • Societal beliefs, value systems and stereotyping are promoted through texts and images • Connections can be made between texts and also between texts and our own lives, beliefs and value systems 				
			(A) Communicate through speaking, listening, reading, writing, viewing and representing		(B) Use language to shape and make meaning according to purpose, audience and context		(C) Think in ways that are imaginative, creative, interpretive and critical	(D) Express themselves and their relationships with others & their world	(E) Learn & reflect on their learning through their study of English
EN3-1A Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features	EN3-2A Composes, edits and presents well-structured and coherent texts	EN3-3A Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies	EN3-4A Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts	EN3-5B Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts	EN3-6B Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies	EN3-7C Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts	EN3-8D Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts	EN3-9E Recognises, reflects on and assesses their strengths as a learner	

CONTINUUM CLUSTER 12 - YEAR 6

Reading Texts	Comprehension	Vocabulary Knowledge	Aspects of Writing	Aspects of Speaking
<ul style="list-style-type: none"> • Reads increasingly longer novels and subject texts using a range of effective word identification strategies to maintain meaning • Reads, views and uses a wide variety of literary and factual, print and electronic texts with increasing autonomy, e.g. Extended novels and information texts, video documentaries, multimedia and performance texts, graphic material • Reads more demanding subject texts that have increasing levels of technicality and abstraction • Monitors reading for accuracy and meaning by selecting and using appropriate higher order word identification skills such as knowledge of word origins and analogy • Confidently adjusts the chosen reading/viewing pathway to achieve the intended purpose in literary and factual, print, electronic and multimodal texts 	<ul style="list-style-type: none"> • Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence • Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations • Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented • Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented • Interprets texts by identifying and discussing multiple purposes with the same text • Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic • Analyses texts to compare how language structures and features are used to position readers and viewers • Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic 	<ul style="list-style-type: none"> • Uses new words for known concepts e.g. blissful for happy • Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics • Accurately uses the vocabulary associated with digital technology and electronic texts • Draws on knowledge of word origins to work out meaning of new words 	<ul style="list-style-type: none"> • Writes sustained texts for a wide range of purposes • Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience • Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation • Critically reflects on effectiveness of own/others' writing and seeks and responds to feedback from others • Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience • Makes sentence level choices (e.g. short sentences to built tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses • Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses • Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables • Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact 	<ul style="list-style-type: none"> • Effectively sustains a point of view throughout a discussion or debate, drawing on a range of sources to provide justification • Analyses, synthesises and evaluates the views and reasons put forward by others • Plans, rehearses and makes adjustments to oral presentations for specific purposes and audiences • Refines and expands active listening strategies to include others' ideas, providing feedback and support for others • Listens attentively to more lengthy and challenging spoken and multimodal texts to gather and evaluate key information

Term Overview

Wk	Explicit Teaching	Student Activities—Choices	Novel Study	Assessment
1	<ul style="list-style-type: none"> • Introduction of unit Slides 1-4 • Language of Sport—Start Wall of Words • Introduce novel—Gleitzman Online Interview 	<ul style="list-style-type: none"> • Choose a sport of your choice and research it using the criteria provided and the marking matrix. Due in Week 9 (see Appendix I) • Pretest - Activity Sheet No 1 	Listen to Gleitzman reading the first 2 chapters online then read chapters 3-5. Activity Sheet 1A	Pretest Activity Sheet 1
2	<ul style="list-style-type: none"> • The language of persuasion • Slides 5-19 	Write an advertisement for a sporting product that uses as least 4 of the kinds of persuasive elements listed in the slide or design poster for World Cup—Activity Sheet 3	Chapters 6-11 Activity Sheet 2	
3	<ul style="list-style-type: none"> • Corruption in Sport—Slides 20-23 • Poor vs Rich—Slides 24-25 • Poster for Brazil—visual literacy • Response to photos assessment 	<ul style="list-style-type: none"> • Research recent incidents of corruption and write a report about it • Write a script for an interview between a presenter and someone associated with corruption • Write a piece of sports journalism about a possible scandal involving some kind of corruption in a sporting field • Venn Diagram comparing rich and poor children playing sport—Activity Sheets 4 and 5 	Chapters 12-17 Still Activity Sheet 2	Response to photographs of rich and poor
4	<ul style="list-style-type: none"> • Advertising in, through and of sport • Slides 26-33 	<ul style="list-style-type: none"> • Create a range of sporting products carrying your logo or • Create a script for a promo for an upcoming sponsored tv sport event or • Write a script for a tv advertisement against advertising through sport • Write a letter from sports person to a potential sponsor seeking sponsorship and explaining why it would be of benefit to the sponsor Activity Sheet 6 	Chapters 18-22 Activity Sheet 7	
5	<ul style="list-style-type: none"> • Sports Journalism • Slides 34-37 • Set speech topics 	<ul style="list-style-type: none"> • Write an account of your own sporting skills at a weekend event as a newspaper or television sport report • Activity Sheet 8 	Chapters 23-26 Activity Sheet 9	
6	<ul style="list-style-type: none"> • Amateur vs professional • Slides 38-39 	<ul style="list-style-type: none"> • Write about an event from 3 different media sources (blog, twitter, newspaper, tv, website) • Activity Sheet 10 	Chapters 27-31 Still Activity Sheet 9	
7	<ul style="list-style-type: none"> • Drugs in Sport • Slides 40-41 	<ul style="list-style-type: none"> • Write a script for a tv show where a range of people are interviewed about this topic • Find news reports about drugs in sport and write a conversation between team mates about it - Activity Sheet 11 	Chapters 32-36 Activity Sheet 12	
8	<ul style="list-style-type: none"> • Sexism in Sport • Slides 42-43 	<ul style="list-style-type: none"> • Audit newspaper sports space to look at female/male coverage • Research prize money female vs male - Activity Sheet 13 	Chapters 37-43 Still on Activity Sheet 12	<ul style="list-style-type: none"> • Presentation of sport research—marking matrix • Post test • Presentation of speeches—self and peer assessment
9	<ul style="list-style-type: none"> • Disability in sport • Slides 44-46 	<ul style="list-style-type: none"> • Hot seat interview with disabled sports person 	Finishing off responses and activities	
10	<ul style="list-style-type: none"> • Codes in Sport—is there a difference? • Slide3s 47-48 	<ul style="list-style-type: none"> • Complete an activity sheet about 6 different sports codes and whether that particular sport is portrayed in a certain way • Activity sheet 14 		

Unit: Fair Go!

Wk	Explicit Teaching	Independent Activities	Novel Study	Assessment
1	<ul style="list-style-type: none"> • Complete the pretest Activity Sheet 1 • Introduction: In small groups, brainstorm the name of all the sports you can—make this a competition with a prize for the winning group • Go over the research contract and the marking matrix Slides 2-3 • Language of Sport—Start ‘Wall of Words’ Slide 4 	<ul style="list-style-type: none"> • Start research contract about a sport (see Appendix I) 	<ul style="list-style-type: none"> • Predict what you think the book will be about after looking at the front cover. What is the visual imagery on the front ‘saying’? • Introduce novel and listen to Maurice Gleitzman read the first two chapters online. • Then read Chapters 3-5 aloud, stopping to predict and discuss main points as you go • Complete the follow-up Activity Sheet 1A • Discuss: <ul style="list-style-type: none"> • Who is narrating the story? (first person/Bridie) • Why isn’t the story being told by the main character? • Who do you think is the central character? 	Assessment for Learning: Pretest—Activity Sheet 1
2	<p>How writers/composers position us through persuasion</p> <ul style="list-style-type: none"> • The language of persuasion in sport—look at the newspaper article ‘Palace coup inspires weary Jedinak’ and highlight any examples of persuasive or emotive language. What is the main message of the piece? Slides 5-7 • Look at the examples of different world cup posters and ‘read’ the messages using visual literacy Slides 8-16 • Aussie, Aussie, Aussie! Oi! Oi! Oi! Slide 17 • Walk on—the role of theme song Slide 18 • Watch the online interview with Maurice Gleitzman Slide 19 	<ul style="list-style-type: none"> • Write an advertisement for a sporting product that uses as least 4 of the kinds of persuasive elements listed in the slide. Present to the class and explain how you used the 4 elements. • Design your own world cup poster imagining Australia was hosting it in 2018 <p>Activity Sheet 3</p>	<p>Chapters 6-11</p> <ul style="list-style-type: none"> • Discuss: why does Bridie have bad dreams? How does this connect with you? Have you had any experiences that have then made you have bad dreams? Share. • Why do you think Mum was so stern with Matt? • Why do you think Mum decided to send them to Uncle Cliff’s place? (at least 2 reasons) • Why doesn’t Bridie like going to Uncle Cliff’s place? • Why is Uncle Cliff so sad? • What is wrong with Matt’s shape? Do you agree? • Why are they offered a free trip? Do you think this is realistic? What would you be most happy about if it was you? What would worry you? <p>Activity Sheet 2</p>	

Unit:

Wk	Explicit Teaching	Independent Activities	Novel Study	Assess-ment
3	<p>Corruption in Sport <u>Slides 20-23</u></p> <ul style="list-style-type: none"> • Watch the slides/read the hand-out about corruption in sport • Is this a fair representation of most sport? • Do you think all sport could be corrupt in some way? • What implications does this have for betting? • Brainstorm then discuss some different ways corruption in sport —match fixing, doping, ring-ins • Do we have any form of ‘corruption’ or unfairness in our sport in the playground? Activity sheet. • On Slide 23, underline all the emotive or persuasive language—what impression does the article give? <p>Poor vs Rich</p> <ul style="list-style-type: none"> • Watch <u>Slide 24</u> which shows a satirical view of the World Cup in Brazil. What is the message? What features of visual literacy did the composer use to position you, the viewer? How effective is it as a message? • Look at <u>Slide 25</u> Showing the 2 photographs. Complete Venn diagram to compare and contrast 	<p>Either research and write a report about a real incident involving corruption in sport or Write a script for a television interview between a hard-nosed reporter and someone connected with corruption in sport in some way. or Write a piece of sports journalism about a possible scandal involving some kind of corruption in a sporting field</p> <p><u>Activity Sheet: 4</u></p> <p>Venn Diagram <u>Activity Sheet 5</u></p>	<p>Chapters 12—17</p> <ul style="list-style-type: none"> • At the end of Chapter 13, predict what will happen. • What is Bridie happy about when she meets Gazz? • In what ways does Bridie help Matt on the pitch at Gazz’s place and at the academy? • What is Bridie’s first impression at the academy? • What is her explanation for the seriousness of the players and people involved? • What do you think the African boy might mean by the last comment on page 74? <p><u>(still on Activity Sheet 2)</u></p>	<p>Assessment task—Look at <u>Slide 25</u> with the 2 photographs (rich and poor) and write your impressions and ideas. Take these in as an assessment activity, then afterwards, look at the slide of the same photos and discuss as a whole class.</p>

Unit:

Wk	Explicit Teaching	Independent Activities	Novel Study	Assessment
4	<p>Advertising in Sport</p> <ul style="list-style-type: none"> • <i>What part does advertising play in sport? Discuss. Slides 26-27</i> • <i>Read the slide/hand-out about children and advertising in sport and discuss. Slide 29 (appendix II)</i> • <i>Look at the hand out about alcohol and junk food advertising through sport produced by the Health Department of Victoria. (it is quite long, but is an excellent source for modelled and guided reading, and involves a range of types of reading i.e. reading graphs etc. What is the overall message? (Appendix) Who produced the research? Why was it undertaken?</i> • <i>Look at Slide 28 Find the products being advertised. Sometimes it is not obvious, and you need to look at smaller logos etc as well as the obvious brands.</i> • <i>Look at Slide 30 of the World Cup posters and discuss the difference between 1966 and today—what has changed? Does it reflect a change in our whole society or culture too?</i> • <i>Look at the previews and official songs Slides 31-33 What is the message they are giving? How subliminal is the message? What feeling do they create?</i> • <i>What do you think of players/sporting fields not being allowed advertising? Why is it so important?</i> • <i>Do you think it really might make a difference to the selling of products?</i> • <i>What about your sporting team? Are you sponsored by a local business? Why is the business doing that? (not just to promote sales, but to further their corporate moral image)</i> • <i>Research some sponsorship deals and find out what kind of money we are talking about—who is the richest in the world? Is it fair? What would happen if it was banned?</i> 	<p>Create a range of sporting products carrying your logo or</p> <p>Create a script for a promo for an upcoming sponsored tv sport event or</p> <p>Write a script for a tv advertisement against advertising through sport or</p> <p>Write a letter from sportsperson to a potential sponsor seeking sponsorship and explaining why it would be of benefit to the sponsor</p> <p><u>Activity Sheet No 6</u></p>	<p>Chapters 18-22</p> <ul style="list-style-type: none"> • <i>What do they find out about the club in chapter 18?</i> • <i>How do you think they feel?</i> • <i>What do you think Matt is so worried about in Chapter 19?</i> • <i>Why was Uncle Cliff sent off?</i> • <i>How does Bridie know that Matt is upset in Chapter 20?</i> • <i>Why don't the kids join in the bbq?</i> • <i>What do you think about that?</i> • <i>What do we learn about Gazz's life at the end of Chapter 22?</i> • <i>Do you think it is all worth it?</i> • <i>Why do you think it has become like that?</i> • <i>Is there any way it could all be undone?</i> <p><u>Activity Sheet 7</u></p>	<p>Assessment of Learning: Student responses to novel</p>

Unit:				
Wk	Explicit Teaching	Independent Activities	Novel Study	Assessment
5	<p>Sports Journalism</p> <ul style="list-style-type: none"> • Find out the name of some well known Australian sports journalists and add them to the Wall of Words • How do you become a sports journalist? • Slides 34-36 The contents of sports journalism and who the audience is. At this point, show a current full television sports report to look at the different sections covered. Critique the program after collaboratively developing a matrix to judge it by • Slide 37 about 'Good Sports Journalism'. What did you think? Is it necessary? Does it make it better for the reader? Viewer? • Do you think you need to have played the sport at a top level yourself to be a good journalist? 	<p>Either:</p> <ul style="list-style-type: none"> • Critique a sports article using a matrix decided on by the whole class • Write an account of your own sporting skills at a weekend event as a newspaper or television sport report • Write and act out your own television sports report <p>Activity Sheet 8</p>	<p>Chapters 23-26</p> <ul style="list-style-type: none"> • What does Bridie see at the game that upsets her so much? • What would different people think of her reaction? Uncle Cliff? Her Mum? The Coach? A player? Gazz? • Why does Bridie's Mum ground her? • Why had Matt's mother lied about the pins? • How do you think Matt felt when he found out? • Why is Bridie so concerned by the end of Chapter 26? Do you agree with her? • Why do you think that Matt can't see what Bridie sees? <p>Activity Sheet 9</p>	<p>Assessment About Learning: Critique of a piece of sports journalism</p>
6	<p>Amateur Vs Professional</p> <ul style="list-style-type: none"> • The Olympics used to be amateurs only—why do you think it changed? • Could we go back to that? • Which do you think is better? • Why is it so hard for amateurs to compete against professionals? • Watch Slide 38-39 and discuss • Appendix—Australia's list of 10 highest paid sportspeople for 2013 (missing? Women? Some sports?) 	<ul style="list-style-type: none"> • Write about a professional sports event and also an amateur sports event as either a newspaper article, television report, internet report, twitter or blog <p>Activity Sheet 10</p>	<p>Chapters 27-31</p> <ul style="list-style-type: none"> • Why does Matt fire Bridie on page 135? • Is it for the best? • Do you think it's right that Matt starts playing by the 'new rules'? • Why do you think Mrs Jarvis is helping Bridie? • Predict what Bridie is planning. • Why didn't Mrs J stay with Bridie at the Council Oval? Was that safe? • What does Lola say and mean about school? Discuss whether you agree with her or not • Why does Matt turn down the opportunity for a fun game at the end of Chapter 31? <p>Still Activity Sheet 9</p>	

Unit:				
Wk	Explicit Teaching	Independent Activities	Novel Study	Assessment
7	<p>Drugs in Sport</p> <ul style="list-style-type: none"> • <u>Slide 40-41</u> • <i>Discuss</i> • <i>Why do they do it? Is it just for winning?</i> • <i>Read the article/s in the appendix and discuss as a whole class</i> <p><i>(The full ASADA report for 2013 is in the folder for this unit)</i></p> <p><i>'Muscling Up' - article about steroid use is included in the appendix)</i></p>	<p>Either:</p> <ul style="list-style-type: none"> • Research ASADA and write an information report about its role • Write a script for a tv show where a range of people are interviewed about this topic • Find news reports about drugs in sport and write a conversation between team mates about it <p><u>Activity Page 11</u></p>	<p>Chapters 32-36</p> <ul style="list-style-type: none"> • Why is Ayo playing the way he does on page 150? • Why did Bridie hide in the locker? Wasn't there a better way? • How does Bridie get Matt to agree to the game on the Council Estate. • Why do you think Mr Nkrumo is so angry on page 161? • Why didn't their plan work? • What is the difference between looking and gazing? • Why is Uncle Cliff 'gazing' so much at Mrs J? • On Page 165 Terrine says 'Why would anyone give all this up ... for a measly two hundred thousand pounds a week?' What does she mean by this? How does the author use humour throughout the novel to position the reader? <p><u>Activity Sheet 12</u></p>	<p>Assessment of Learning:</p> <p>Use any of the independent activities as an assessment tool</p>
8	<p>Sexism in Sport</p> <ul style="list-style-type: none"> • <u>Slide No 42</u> <i>Watch the You Tube interview from 21min—33 min then discuss</i> • <u>Slide No 43</u> <i>What is the message of this slide?</i> <ul style="list-style-type: none"> • <i>Begin presenting speeches to class</i> • <i>Begin presenting sports assignments to class</i> 	<p>Either:</p> <ul style="list-style-type: none"> • Audit newspaper sports pages to look at female/ male coverage • Research prize money female vs male <p><u>Activity Sheet 13</u></p>	<p>Chapters 37-43</p> <ul style="list-style-type: none"> • What did the club learn from Bridie? • Why are the club using Matt in the next game? • Why did Mr Nkrumo make up the story about Ayo? Do you think it was fair that they were to be sent home? • How realistic is the ending? • What events are not likely to take place in real life? • What is the 'moral heart' of the story? <p><u>Still on Activity Sheet 12</u></p>	<p>Assessment of Learning:</p> <p>Use any of the independent activities as an assessment tool</p>

Unit:

Wk	Explicit Teaching	Independent Activities	Novel Study	Assessment
9	<p>Don't Dis my Ability</p> <ul style="list-style-type: none"> • Slides 44-46 Watch the ASICS campaign from You Tube—'Made of Sport' and discuss the message of each one • Why do you think ASICS have made these advertisements? • Why do disabled sports get so little air play? • What could be done about it? • Watch you tube documentary about wheelchair rugby and discuss. • How do they compare as sportsmen and women to able-bodied players? • Why is it so rough? • Present speeches to class • Present sports assignments to class 	<ul style="list-style-type: none"> • Create a 'Hot Seat' interview in pairs where a disabled athlete is interviewed about the challenges they have faced and what their sport means to them 	<ul style="list-style-type: none"> • Complete any unfinished pages from activity booklet 	<p>Peer and self assessment of speeches</p> <p>Presentation of projects</p>
10	<p>Codes in Sports</p> <ul style="list-style-type: none"> • Slides 47-48 • Do different sporting codes present differently? • Are codes stereotyped by certain types of people? e.g. is league different to soccer, etc. Discuss. What part does the media play in promoting the continuing these stereotypes? • Present speeches to class • Present sports assignments to class 	<p>Activity Page 14</p>	<ul style="list-style-type: none"> • Complete any unfinished pages from activity booklet 	<p>Peer and self assessment of speeches</p> <p>Assessment About Learning Complete post test</p>

from The Times - London

FAILURE is all around, everywhere you look. The England rugby team — failures. Tony McCoy and Pete Sampras, two of the greatest sportsmen of recent times — failures.

In sport, there is no getting away from the awful stench of failure. Without it, there can be no success and no glory....Most striking of all was the language of sport that concentrated on failure, defeat and on setbacks. In the green room before the game, Lawrence Dallaglio, the former England captain, talked not of victory but of the utter “humiliation” and the “embarrassment” that England had suffered at the Millennium Stadium the year before, when they had been slaughtered 30-3 by Wales. ...

Sampras: “I lost a few grand-slam finals and it sucked. The hard truth is that nobody cares about the loser. It was the fear of failure that drove me,” he said in The Times on Tuesday. ...Sarah Taylor, the outstanding women’s cricketer of the day, talked of the pain of England’s last-ball defeat by Australia in Sri Lanka two years ago as a key motivating tool for the World Twenty20 coming up...the real value lent by ... “failure” was in the lessons learnt for a life after sport: how personal disappointment can make you more tolerant of the shortcomings of others, and how, if the failure was because of external factors, it can reacquaint you with the importance of luck and circumstance and chip away at any sense of entitlement. The Times

What does that last phrase mean — ‘chip away at any sense of entitlement?’

Children who participate in organised sport are being bombarded by junk-food advertising for up to four hours a week, a study shows.

Researchers found that children aged five to 14 who take part in rugby league, cricket and Little Athletics are most at risk of "excessive" exposure to unhealthy messages through sponsorship by companies such as McDonald's and Coca-Cola Amatil.

Health experts say the saturation of fast-food and soft-drink promotion undermines the World Health Organisation's recommendation that the marketing of food high in saturated fat, sugar and salt be banned in children's settings.

"There is a fundamental conflict between sport and the promotion of sugary drinks," says Jane Martin, executive manager of the Obesity Policy Coalition.

"This is banned in other countries because they take the WHO recommendations seriously. If this continues we will have a generation of children that die younger than their parents."

The study, published in the *Journal of Science and Medicine in Sport*, combined a survey of almost 3500 parents about the amount of time their children spent playing popular sports with a survey of food marketing in NSW junior clubs. It found 75 per cent of junior athletics, track and field and rugby league clubs, and 42 per cent of cricket clubs in NSW are sponsored by food and drink makers.

At those clubs, children are exposed to unhealthy food messages for two to four hours each week. In comparison, fast-food promotion was virtually absent at swimming, tennis and martial arts clubs.

Lead author Bridget Kelly, a lecturer in public health at Wollongong University, said the huge promotional opportunities companies have through branding on signage, uniforms, certificates and vouchers was far greater than any funding given to the clubs.

"It certainly wouldn't spell the end of junior sport if this was banned," Dr Kelly said.

"Multinationals like Subway and Domino's Pizza typically don't provide substantial amounts of money to the clubs, so they wouldn't fall apart if it was restricted."

"Pervasive exposure" in environments that are supposedly healthy was sending contradictory messages to nearly two-thirds of Australian children who participate in sport regularly, she said.

"We know children are influenced by the sponsors."

With about a quarter of Australian children overweight or obese, Ms Martin said parents were struggling to protect their children from the junk food industry.

"If these companies were really serious about not promoting to children, they wouldn't be doing this. To see little children targeted by McDonald's is exploitation."

reer earnings above \$100 million.

2. Adam Scott. Golf. \$15.5m

A break-out year for Australia's best and most marketable golfer. Adam Scott's win at the US Masters in April 2013 pushed his world ranking to three. About half of his salary was made off-course in 2013. Sponsors include Mercedes Benz and Rolex.

3. Mark Webber. Motor sports. \$10.0m

A perennial near the top of the Sports Earners list, Webber is set to lose his top three spot in 2014. Last year was Webber's final season as a Formula One driver. He has been replaced at his former Red Bull team by fellow Australian Daniel Ricciardo, who is yet to make this list.

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4. Jason Day. Golf. \$7.5m

Jasons Day enjoyed another successful year on the US PGA Tour and finished the year in style winning \$1.5 million at World Cup in Melbourne.

5. Kyrie Irving. Basketball. \$6.5m

Kyrie Irving's Australian citizenship means he is eligible for our list despite living most of his life in the US and rejecting advances by Australia's basketball officialdom to play for our national side. Melbourne-born, Irving plays for the Cleveland Cavaliers in the National Basketball Association.

6. Shane Watson. Cricket. \$6.0m

Shane Watson leads a long list of millionaire cricketers. The opening batsman and part time bowler is in demand in all forms of the game. Apart from a multi-million deal with Cricket Australia, he got as much as \$1.4 million from the Indian Premier League side the Rajasthan Royals in 2013. Has at least nine sponsors including Brut, Asics and Tag Heuer.

7. Michael Clarke. Cricket. \$5.5m

Australia's best batsmen and captain of the Ashes winning cricket team, Michael Clarke ranks second among our top earning cricketers and would have topped the 'cricket' list had he taken part in the 2013 Indian Premier League. As captain, Clarke is highly valuable to personal sponsors and Cricket Australia's corporate backers.

8. Luke Wilkshire. Soccer. \$5.0m

Luke Wikshire's ascension to the title of Australia's best paid soccer player shows that it is not always the biggest names who get the best salaries. Has a two year, \$10 million deal with Dynamo Moscow.

9. Grant Balfour. Baseball. \$5.0m

Injury concerns got in the way of Balfour signing a two year deal with the Baltimore Orioles that

High-profile claims of links between elite sports and organised crime in Australia – such as those outlined in last year’s Australian Crime Commission (ACC) report – have put performance and image enhancing drugs (PIEDs) squarely in the consciousness of mainstream society. But what are they, and how widespread is their use?

PIEDs is a term used to describe a range of substances that include steroids, hormones, insulin and peptides. There are several categories: anabolic and androgenic steroids (AAS) as well as ergogenic. They refer to any substances that will physically enhance the capacity for mental and or physical activity. The (ongoing) saga of both the Essendon and Cronulla football clubs regarding allegedly illegal supplement programs continue to dog the headlines. But there are broader, more concerning trends regarding the use of PIEDs than merely at the elite level

A growing market

Data from the ACC’s 2011-12 Illicit Drug Data report indicated that the market for PIEDs has expanded, with record numbers of seizures, detections and arrests.

Between 2007 and 2012, Australian arrests for steroids increased by 213%. In comparison, amphetamine arrests for the same period only increased by 5%, despite amphetamines being traditionally regarded as “hardcore” drugs. While the number of arrests for steroids is comparatively small, there is no doubt it is an emerging crime trend which is rapidly becoming a serious threat.

Steroid use is overwhelmingly a male issue: only 9% of arrests for steroids in 2011-12 involved females. New South Wales leads the way Australia-wide, accounting for 70% of the national seizures of steroids, while Queensland comes a distant second. Interestingly, however, Queensland accounted for 58% of steroid arrests for the same period. Nationally, the detection of PIEDs increased by 56% in 2011-12, with actual figures rising from 5,561 to 8,726.

Many law enforcement agencies are concerned that PIED consumers are increasingly coming to the attention of organised crime. Biekie gangs in particular have been linked with the PIED market.

approached to fix matches in 2008, bringing to light further details of a worldwide fixing investigation. The *Daily Mail* last week reported that former New Zealand international Lou Vincent had told International Cricket Council anti-corruption investigators that he was offered cash to fix cricket matches.

... The *Mail* understands the man dubbed "X" is the same player for whom Vincent admitted fixing matches in both English county cricket and in the now-defunct Indian Cricket League. McCullum told investigators he was approached by X in Kolkata before the start of the 2008 Indian Premier League where he outlined the intricacies of spread betting.

The same player met him again weeks later at a cafe in Worcester on a date falling between the Test and one-day series during the full tour of England.

McCullum said X told him how to fix games by batting slowly and explained a number of top international players were involved in fixing... (He) told me that potentially he could get for me from between \$US70,000-\$US180,000 a game." ... "It was my opinion then, as it is now, that X was actively concerned in fixing ... I believed he was asking me to do the same thing for him in the IPL as others were doing in the ICL." McCullum was told he could launder the money through property deals in Dubai. The name of a contact was provided. He said he rejected the prospect of fixing games and was shocked by the experience.

"He was a hero who became a friend so I always found it difficult to say no," McCullum told investigators.

New Zealand Cricket released a short statement voicing its dismay that McCullum's testimony had been leaked to the media.

"We can confirm that Brendon is NOT under investigation by the ICC and his testimony has actually been applauded by them," the statement said.

"NZC has 100 per cent confidence in our captain and his role in tackling corruption."

NZN

and not without merit. She has played for Australia at international level in both soccer and cricket and recently batted the Aussies to victory in the One Day International against England in Hobart with 90 not out from 95 balls.

Some would say that deserves serious respect. Not the cricket fans on the Facebook page 'Cricket memes', apparently, who responded to the news with a plethora of comments on January 29 applauding her 'hotness... Obviously these comments are from a minority and in my experience do not represent Australian men as a whole. Which is why I love it when young healthy Aussie women achieve greatness on a world stage like Ellyse Perry, and in a sports obsessed nation like Australia, the more role models for girls across all industries the better.

Of course, all this fight for recognition is nothing new for female sports which battle to gain prime time broadcasting, government funding, equal prize money and the seven figure sums of sport sponsorship awarded to the men...

Last year, one of our most loved and celebrated role models, Stephanie Gilmore, was asked to spend more time in front of the camera semi naked than actually surfing on the Roxy ad for the Roxy Pro Biarritz. The ad, dubbed 'all sex no surf' by former world champion Cori Schumacher reveals the conflicted plight of female athletes who have more chance of those lucrative sponsorship dollars if they won the genetic lottery as well as the sporting one.

One of America's most successful alpine skiers, Lindsay Vonn, who was the first American woman to win gold in downhill skiing at a Winter Olympics and has won a combined total of nine consecutive season titles in downhill, Super G and combined ski racing, spends her professional life covered up against the cold. And yet the only version of Vonn that magazines like *Sports Illustrated* seem to be interested in is when she's bikini-clad in the snow. When are gold medals not enough? We all know sex sells. But what makes male athletes naturally 'bankable' while sportswomen – however prominent – are harassed, vilified or objectified based on their looks?

...until female athletes are treated by their sports fans and the media with the level of respect that professionals deserve, there'll always be a price to pay for being 'marketable'.

Rachael Oakes-Ash

Fair Go!

*An English Unit About
Moral, Social and Ethical
Dilemmas Associated With Sport*

Name

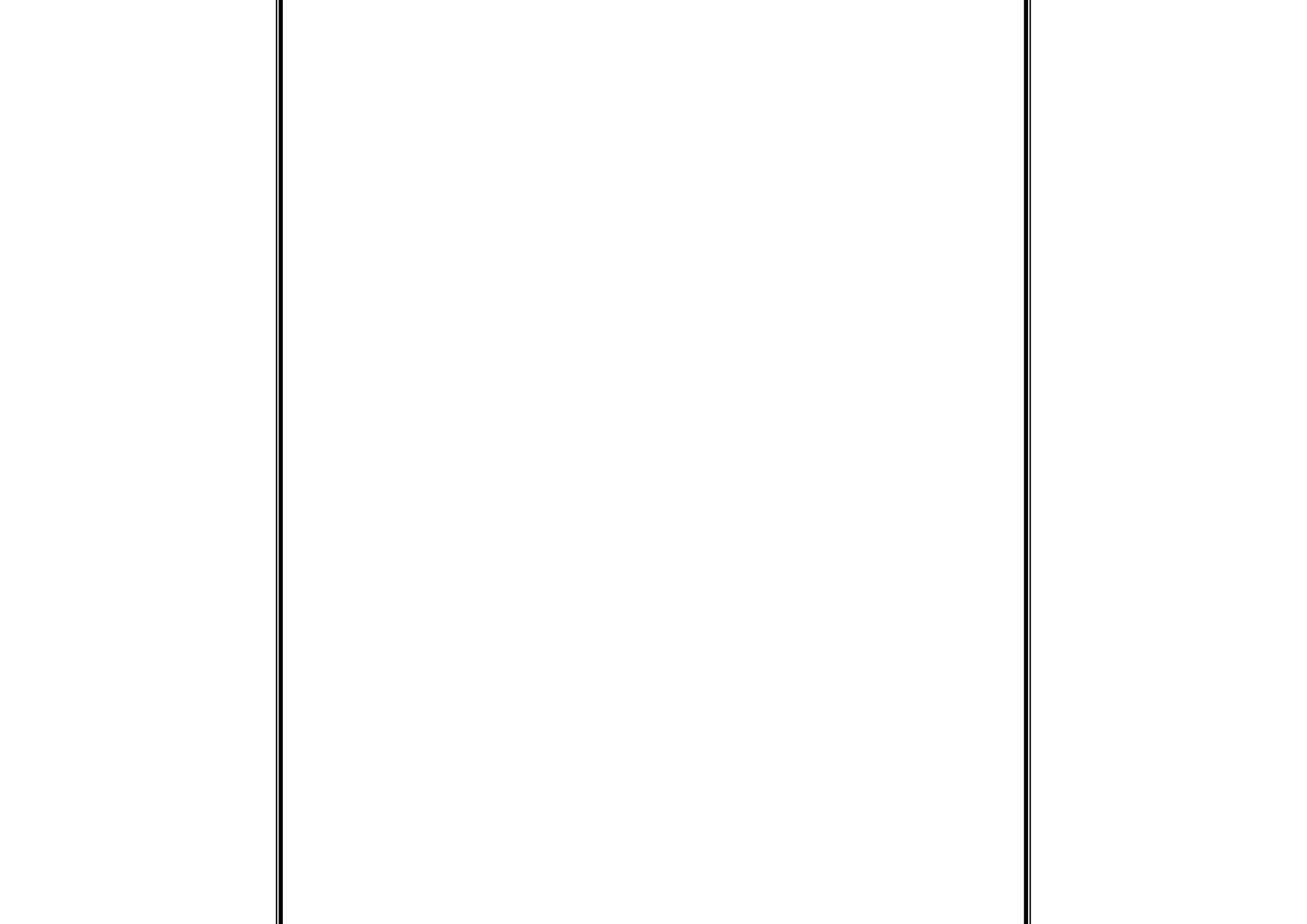
Class

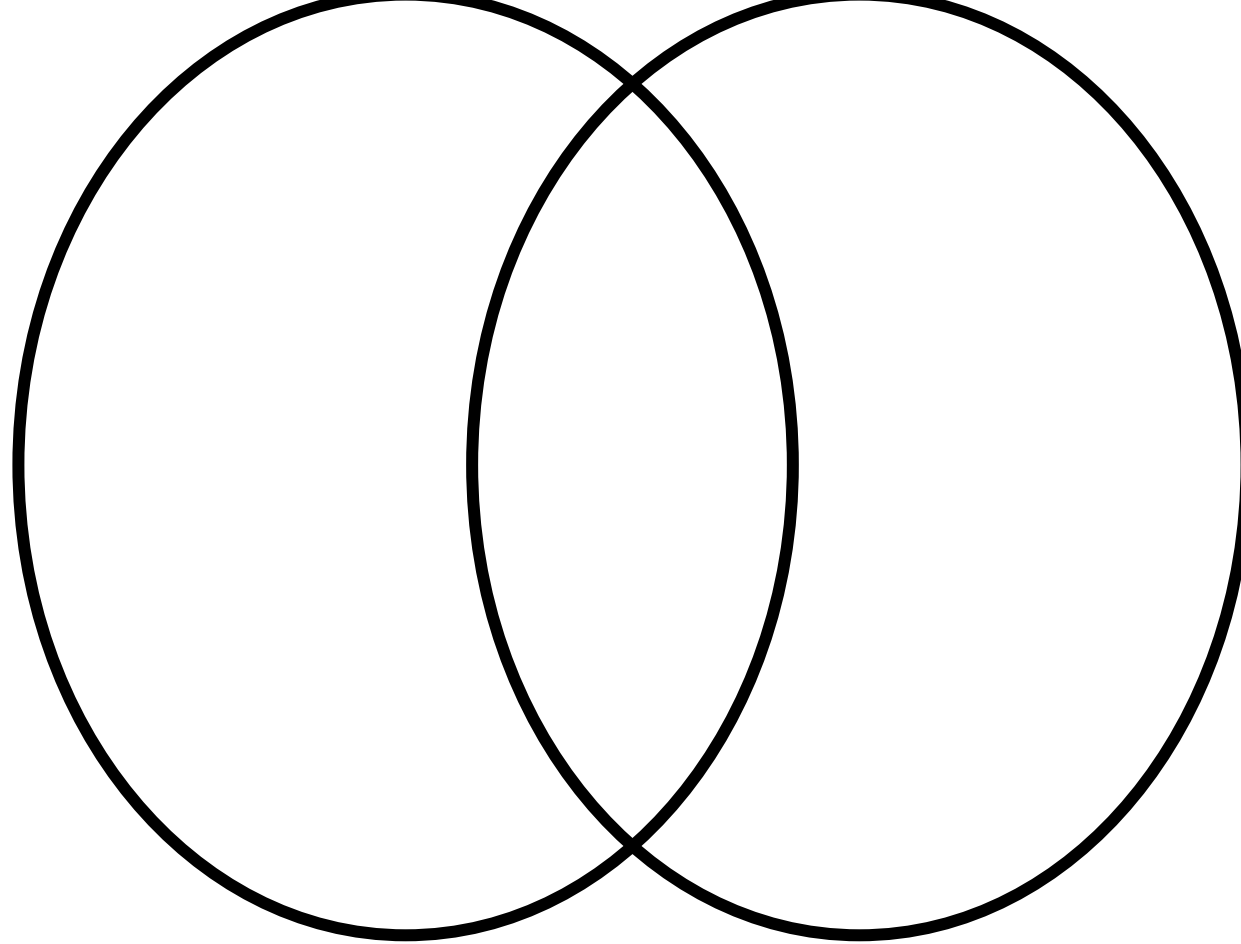
3	What is a 'dilemma'?	
4	What is a 'controversy'?	
5	Names as many different types of stereotyping as you can.	
6	What is your favourite sport?	
7	Why do you like it?	
8	What does 'sponsorship' mean (in relation to sport)	
9	Can you name a sporting sponsor?	
10	Name 3 types of media	1 2 3
11	How much time do you spend watching sport on tv or computer?	
12	Can you name a famous sports commentator or sports journalist?	
13	Can you name a television sport program?	
14	Do you have a pay-to-view sport channel in your home? If so, who watches it and how often?	
15	Name as many well-known sporting events as you can e.g. Wimbledon	



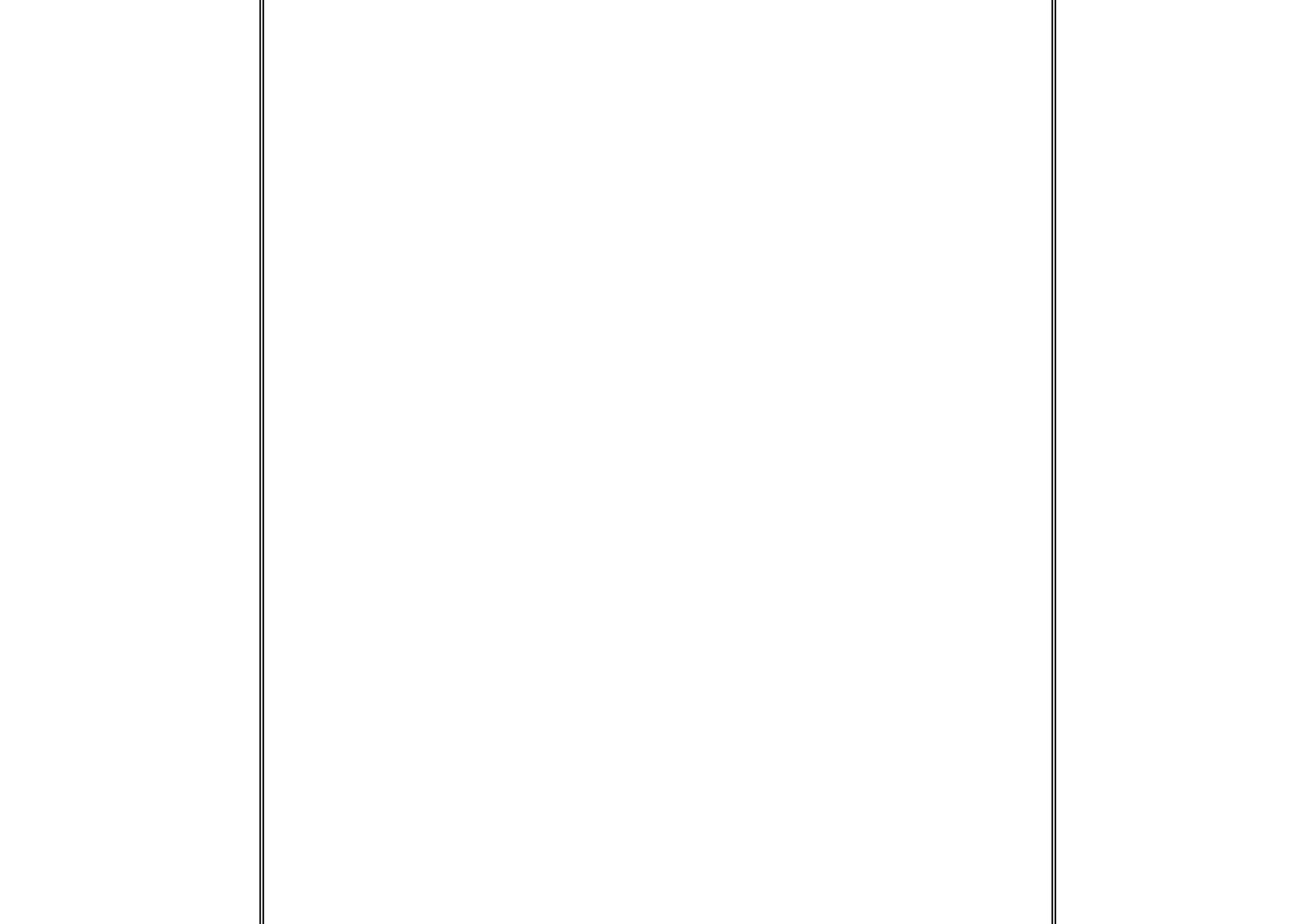
Remember to answer the questions using full sentences. Some have been started for you to remind you how to do this.

1	What do we know about Bridie?	<i>We know that</i>
2	What do we know about Matt?	
3	What do we know about Uncle Cliff?	
4	Who is the narrator telling the story?	
5	Why isn't it being narrated by Matt?	<i>It isn't being narrated by Matt because</i>
6	What message is the picture on the front giving you?	<i>The message from the picture on the front is</i>
7	What does Bridie think of the Orange Team?	
8	Why do you think Uncle Cliff intervenes?	<i>Uncle Cliff intervenes because</i>
9	How would you describe the	<i>I would describe</i>





Is there corruption or unfairness in sporting activities at our own school?



of the club and its attitude?

Matt:

Mum:

Gazz:

Terrine:

Mrs Jenkins:

Mr Merchant:

Ayo:

Chapters 27-31

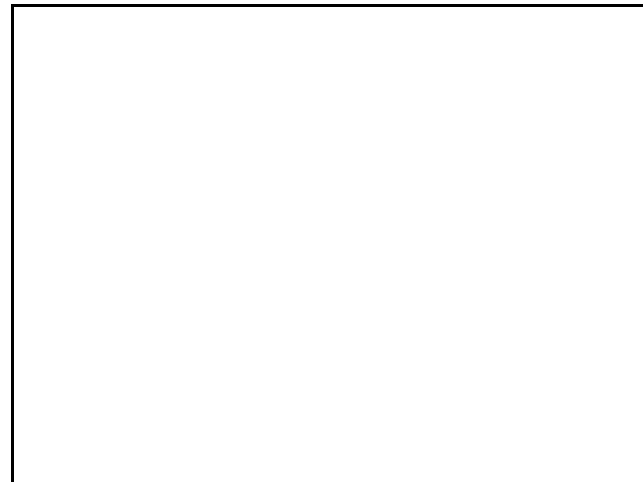
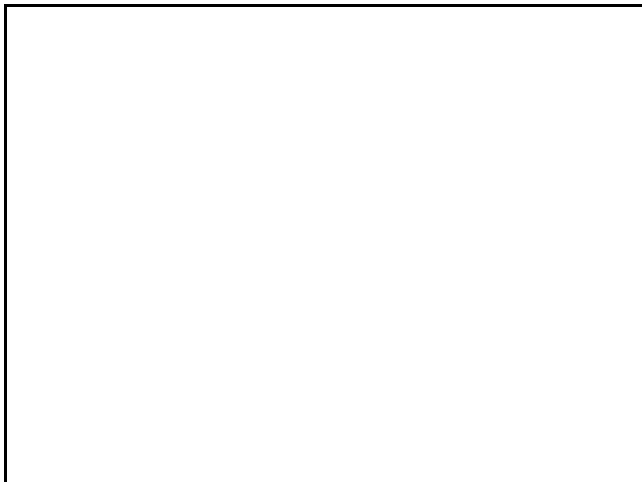
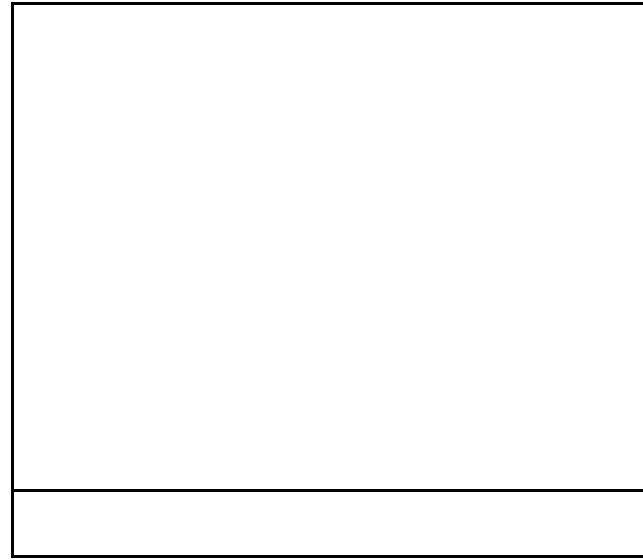
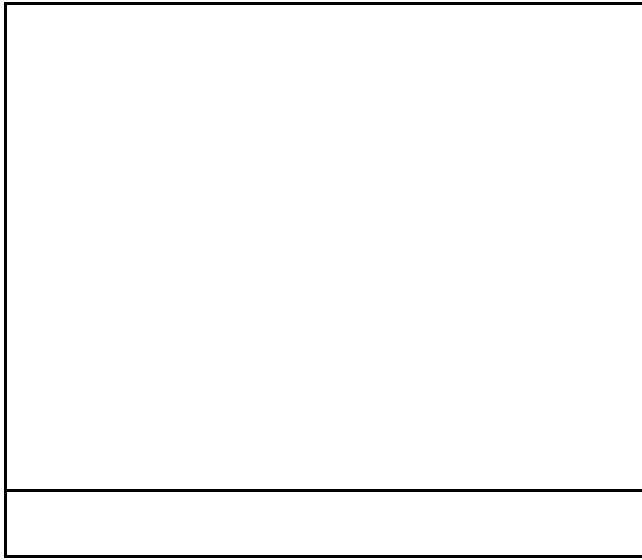
Matt turns down the opportunity for a kick-around game because ...

What made the club finally see sense and change their management of the players?

Why did Mr Nkrumo make up the story about Ayo? Do you think he was a morally ethical person? Why? Why not?

Chapters 37-43

What are the main themes or messages from the novel?



3	What is a 'dilemma'?	
4	What is a 'controversy'?	
5	Names as many different types of stereotyping as you can.	
6	What is your favourite sport?	
7	Why do you like it?	
8	What does 'sponsorship' mean (in relation to sport)	
9	Can you name a sporting sponsor?	
10	Name 3 types of media	1 2 3
11	How much time do you spend watching sport on tv or computer?	
12	Can you name a famous sports commentator or sports journalist?	
13	Can you name a television sport program?	
14	Do you have a pay-to-view sport channel in your home? If so, who watches it and how often?	
15	Name as many well-known sporting events as you can e.g. Wimbledon	

Argument Exposition — Class Speech

Positive speech either for or against one of the following. It must be 3 minutes in length and assessed against the specific criteria shown

Save the world

Corrupted, it's not worth watching

There should be no alcohol advertising connected

Sports should go back to being amateur only

Return to our Aussie society

Waste of time and money

There is too much sport on our media

TV, not watch

It's not fair!

Not a nation of sportsmen or couch potatoes

The selling of players is bad for sports

Not a game to sin to win?

It's not what it's all about.

Not who wins?

It's not too obsessed with sports

Prepare for presentation to the class in Week 8.

Name:	Date:
Topic:	
<i>Structure / Development of Ideas (introduction, body, conclusion)</i>	
<i>Spoke to the topic and covered it convincingly</i>	
<i>Use of persuasive language and devices</i>	
<i>Interest/Entertainment Value:</i>	
<i>Volume</i>	
<i>Speed and appropriate pausing</i>	
<i>Expression</i>	
<i>Clarity</i>	
<i>Confidence and body language</i>	
<i>Eye contact —looked up</i>	
<i>Use of notes</i>	
<i>Timing: ready on time (5 pts) 3 min length (5 pts)</i>	
TOTAL	
<i>If I was doing it again ... (self assessment)</i>	

Research Project

Choose a sport played in Australia that you are interested in and research it. It can be completed using any format: PowerPoint; website; cardboard; booklet etc.

You must cover the following subheadings:

- *Origins of the sport and a basic history*
- *Equipment needed*
- *Rules of the sport—overview of how it is played*
- *Where it is played around the world*
- *How is the sport promoted? Is there sponsorship involved?*
- *People famous for playing the sport and their history*
- *Why people play the sport—what is it about the sport that appeals to people?*
- *Changes you would recommend to the way it is played or promoted*
- *Any controversial issues relating to the sport*

Pay attention to:

- *Accuracy of spelling and grammar*
- *Neatness of presentation*
- *Using a variety of sources, not just the internet*
- *Referencing accurately and attributing sources to images as well as information*
- *Pacing yourself with timing—don't leave it to the last minute; you need to cover about one subheading per week*
- *The marking matrix—it will guide you on the expectations*

Assignment Marking Matrix

			Mark
Little information about the history.	Some information about the history.	Very detailed information about the history.	
Some information about the equipment needed.	Enough information about equipment including some pictures.	A lot of information about equipment with carefully labelled pictures.	
Some information about the rules and how it is played.	General information about the rules and how it is played.	Detailed information about how it is played including diagrams.	
Small amount of information about where it is played around the world.	Some information about where it is played around the world with basic map.	Detailed information about where it is played in the world with comprehensive map/s.	
Small amount of information about how it is promoted and advertised.	Reasonable amount of information about how it is promoted. Information about sponsorship and advertising included.	Excellent information about how it is promoted as well as detailed information about sponsorship and advertising.	
Some information about sportspeople known for playing the sport.	Quite a bit of information about sportspeople known for playing the sport including photographs.	Very detailed information about sportspeople known for playing the sport including biographies and photos.	
Some information about why the sport is appealing.	General information about why the sport is appealing.	Specific information about why the sport is appealing with personal links included.	
One idea about a change you would recommend.	Several ideas on changes you would recommend.	Detailed recommendations on changes and inclusion of reasons why.	
Little information about controversy surrounding this sport.	Some information about controversy but not including specific examples/cuttings.	Detailed information about controversy including several media cuttings/examples.	
Was not finished in the time frame allowed.	Finished only one or two days later than the expected date.	Completely finished on time and ready to present.	
Work included some errors and did not reflect reasonable attention to detail.	Work was accurate and well presented.	Presentation had no errors at all and was extremely well presented.	
Work used limited sources and mostly used cut-and-paste of information. No bibliography or referencing listed.	Research used several sources and was generally written in own words. Reasonably accurate referencing.	Research used several types of media as sources and was clearly written in own words. Referencing included and accurate.	
Sources were not all attributed.	Most sources were attributed clearly but not all images.	All sources were clearly referenced including images.	
Not enough effort put into the assignment.	A good amount of effort put into the assignment.	An exceptional assignment reflecting a great deal of effort.	

Due On:

