



Off-field Curriculum Guide - Year 5-6

MODULE 3
(Session 1, 2)



Predicting words in a Text

1. Provide students with the following opening sentence of a news article on the Club's website:

Player A has decided to retire after a long and successful career in the AFL due to personal reasons

Students predict what might follow in the news article.

● The circumstances in his family life Yes / No Justify: _____

● The Player's injuries Yes / No Justify: _____

● Something about the family Yes / No Justify: _____

● The Player's career highlights Yes / No Justify: _____

2. Provide students with the following opening sentence of a news article on the Club's website:

Stadium to undergo a \$10m refurbishment

Students predict what might follow in the news article.

- returning the pitch likely / unlikely
- strength likely / unlikely
- endurance likely / unlikely
- change rooms likely / unlikely
- stands likely / unlikely
- out of use likely / unlikely
- nutrition likely / unlikely
- players likely / unlikely
- personal best likely / unlikely
- spectators likely / unlikely



Students write a complete article with the headline and words / phrases from the above list.

Moving Beyond a Bare Assertion

1. Explain to the students what is meant by a bare assertion using the following example:

“Buddy Franklin is the best player ever!”

Explain that this statement could be tempered (distancing oneself from the statement) by the use of more moderate language. For example:

“It could be that Buddy is the best player ever.”

or

“He is universally regarded as one of the greats of the game.”

2. Students use one of the following phrases to temper this bare assertion:

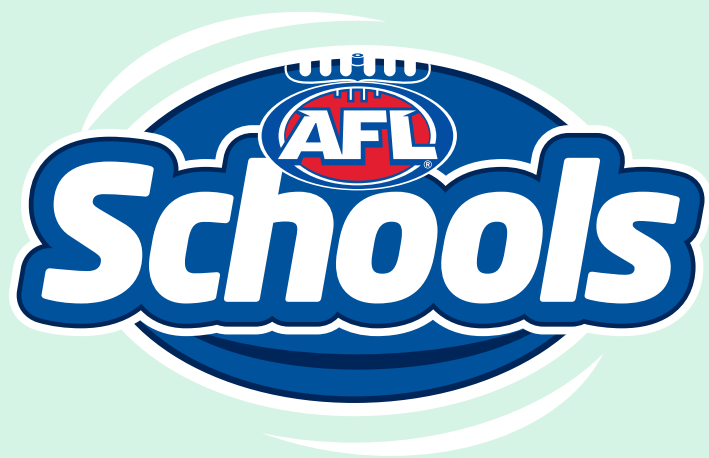
- It could be that...
- It is generally agreed...
- Most people / critics agree that...

“The SCG is the best venue for AFL in the country.”

3. Students list other phrases that could be used to temper bare assertions.

Curriculum Links

SESSION	ACTIVITY	LEARNING INTENTION	CURRICULUM LINK		
			AUSTRALIAN	NSW	VIC
1	Predicting words in a Text	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold	ACELA1506	EN3-6B	VELA322
2	Moving beyond a bare assertion	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	ACELA1502		VELA335



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