

# Girls don't play soccer



By Brisbane Amatore  
Pictures by Jackson Onahikeni

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Development 2015

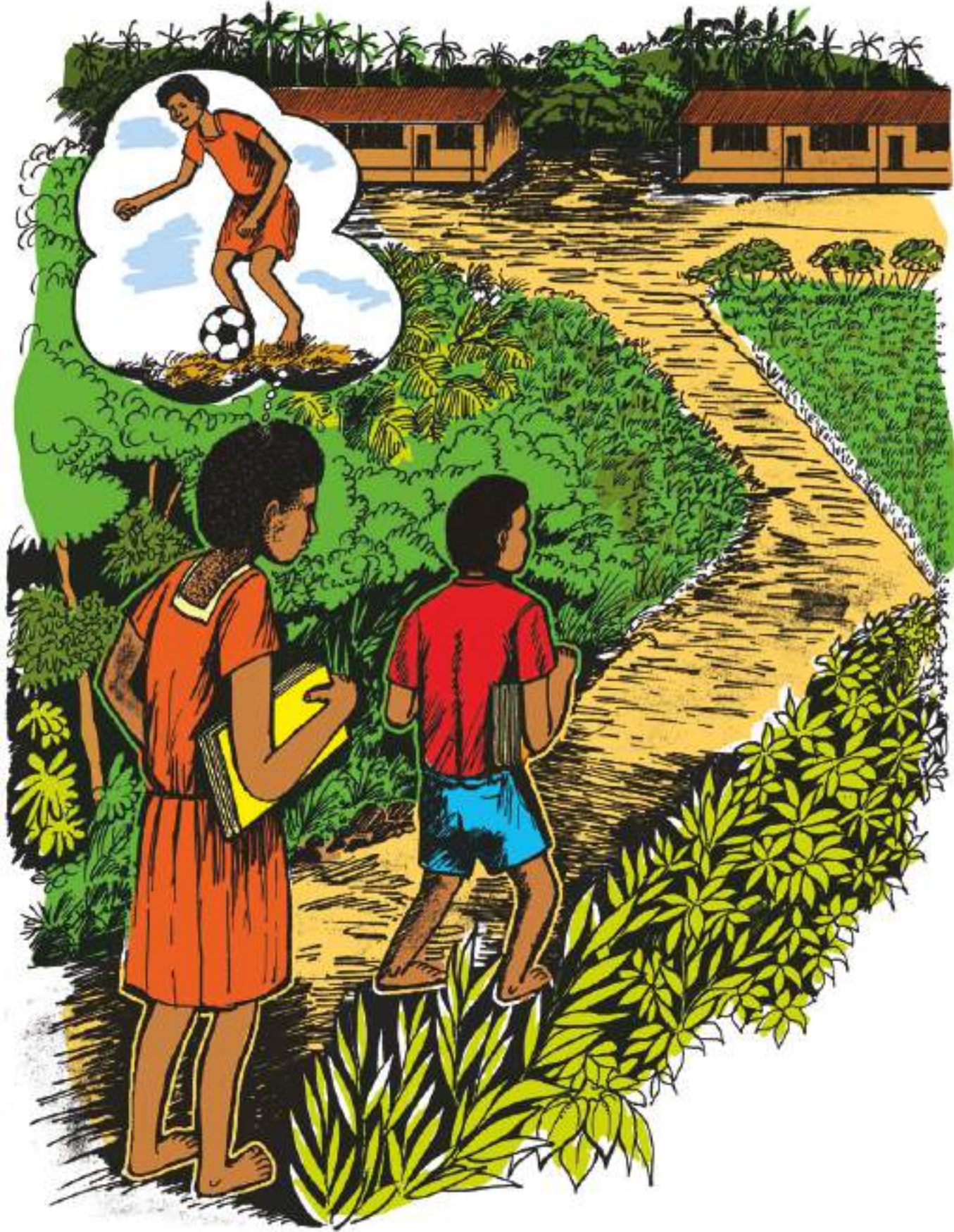
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# Girls don't play soccer



By Brisbane Amatore  
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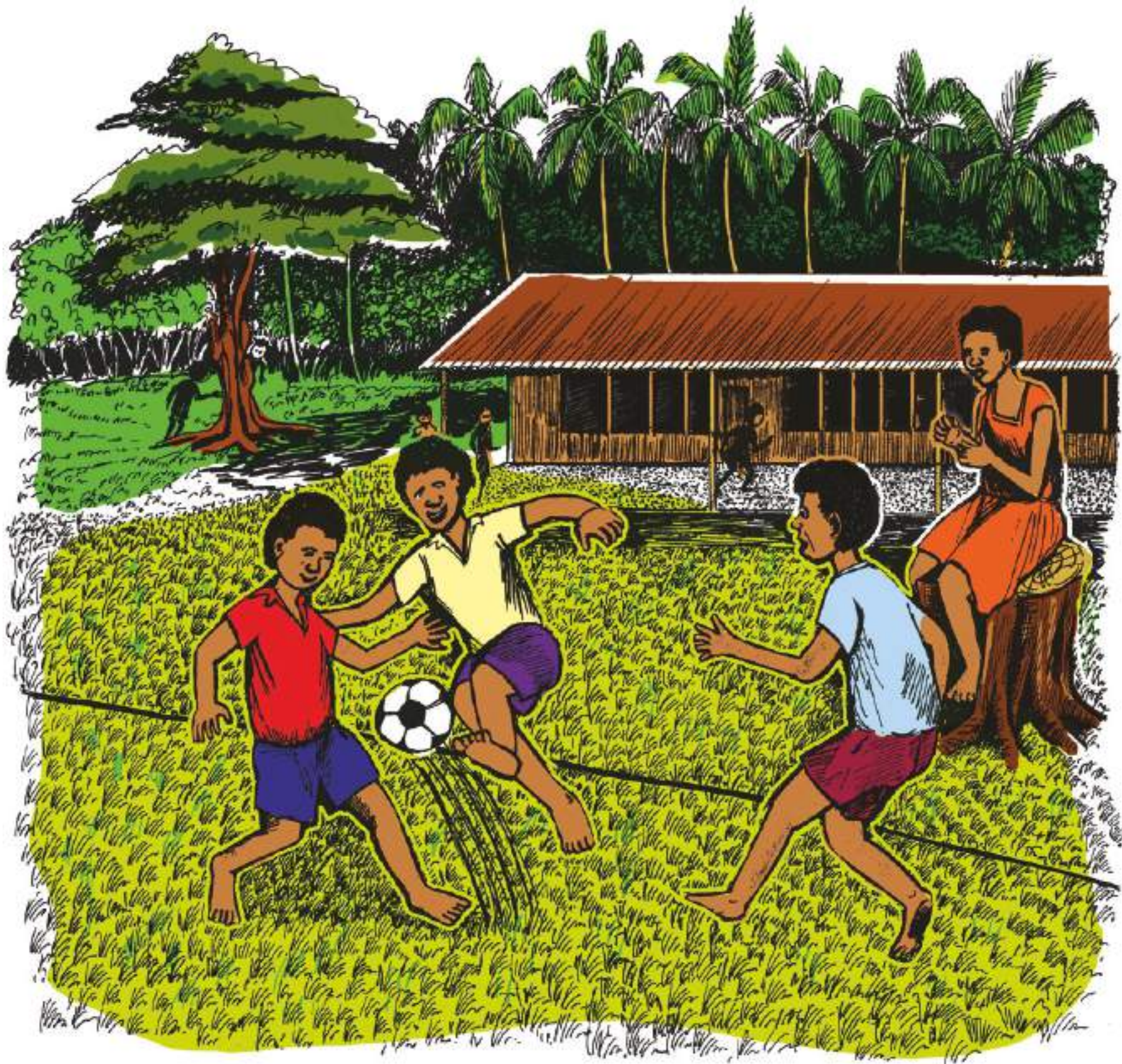
Lorah lived in a village in the Shortland Islands. Lorah loved soccer. On the way to school she dreamed about playing soccer.





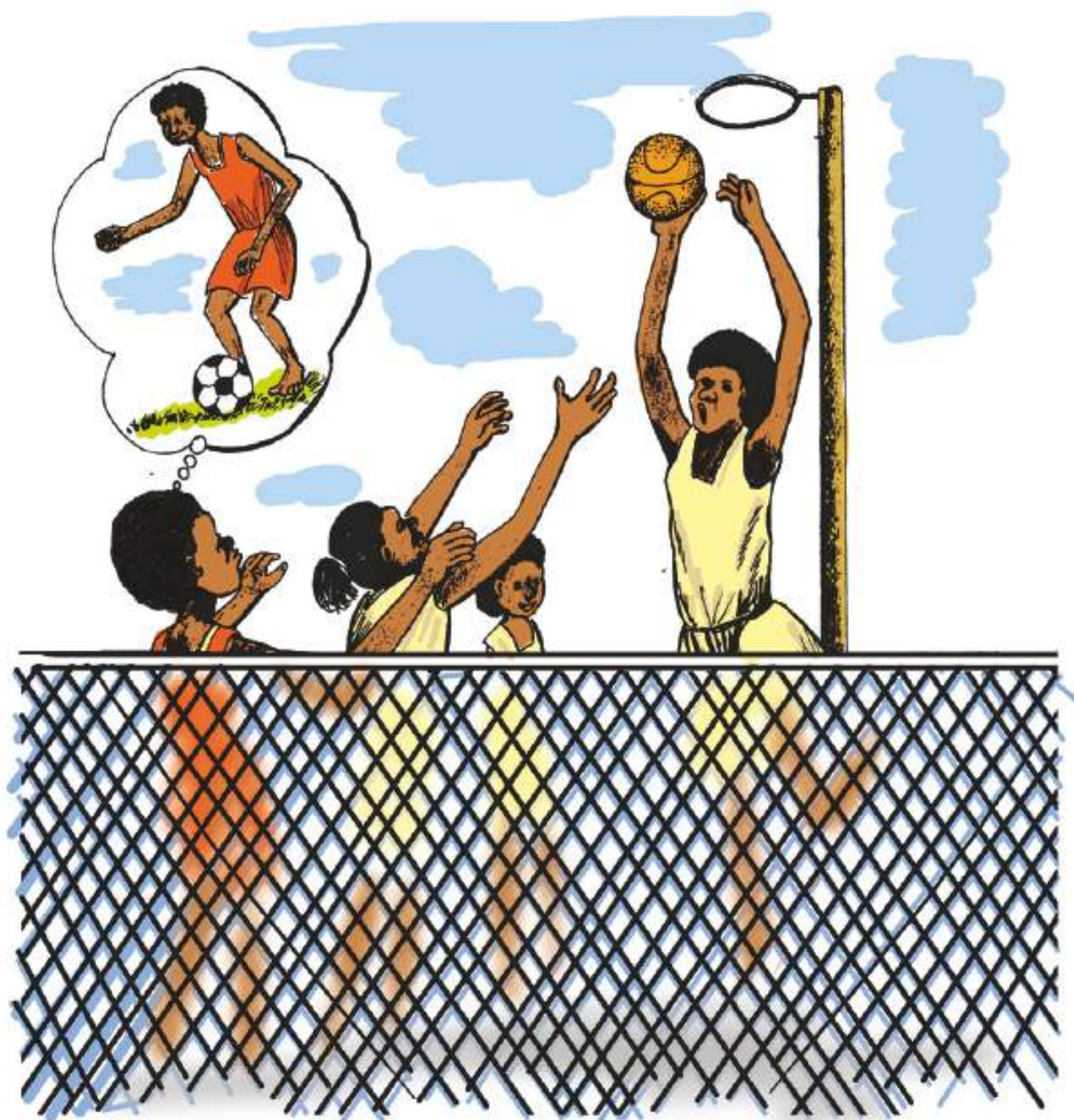
In class she dreamed about scoring goals.





At breaktime she watched the boys playing soccer. She wished she could play too. "Girls don't play soccer," they said.





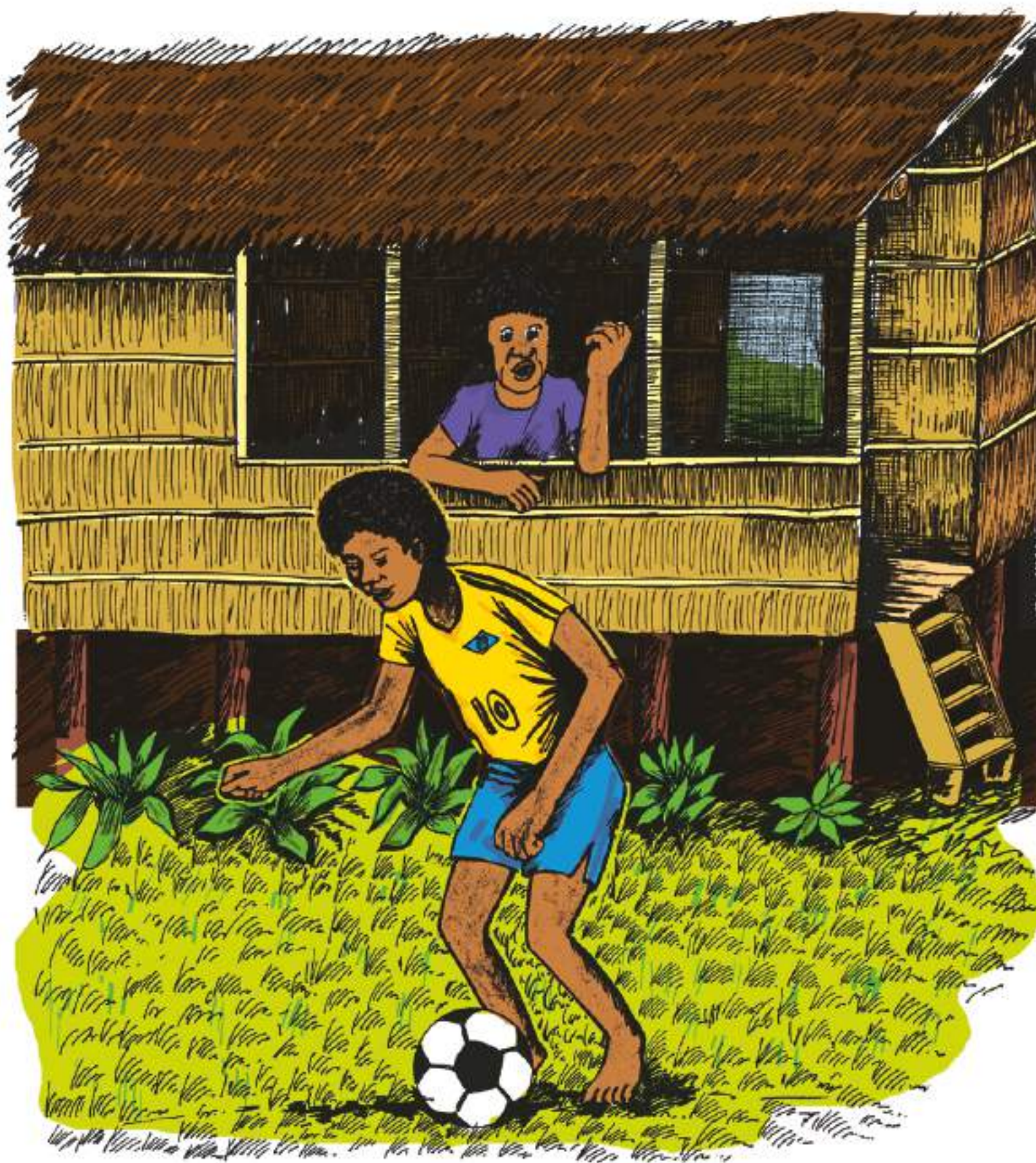
During netball games, Lorah dreamed about playing soccer. She dreamed about soccer so much that she couldn't concentrate on netball.





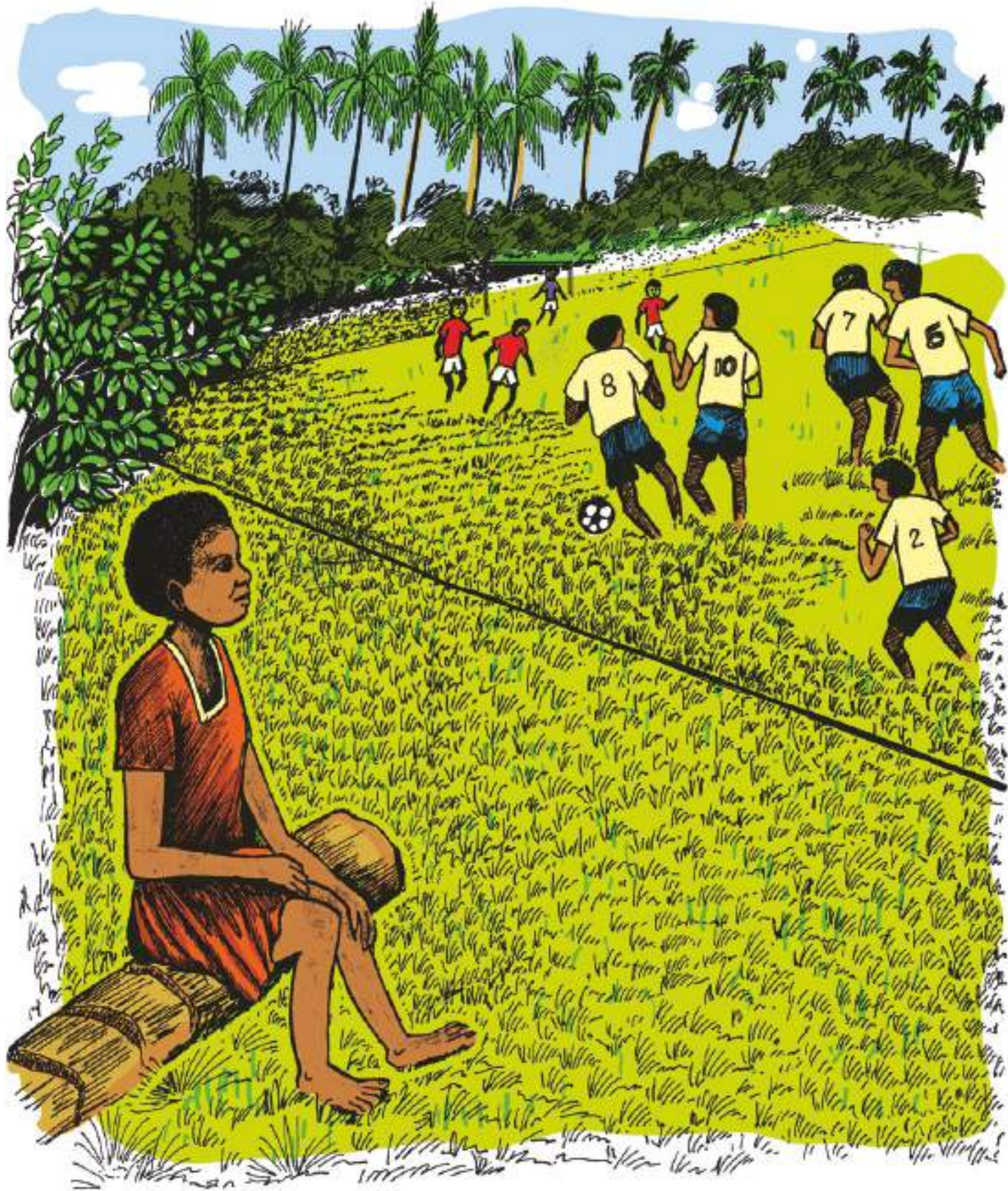
In the afternoon, Lorah read her magazine about the World Cup.





Then she put on her yellow T-shirt and her blue shorts and went out to practise soccer. She dreamed she was playing for her favourite team, Brazil. "Girls don't play soccer," her mother said.





In the evening, Lorah's friends played netball on the school field. Lorah sat and watched the boys playing soccer instead. Lorah hoped that one day the boys would let her play too, but they never did.





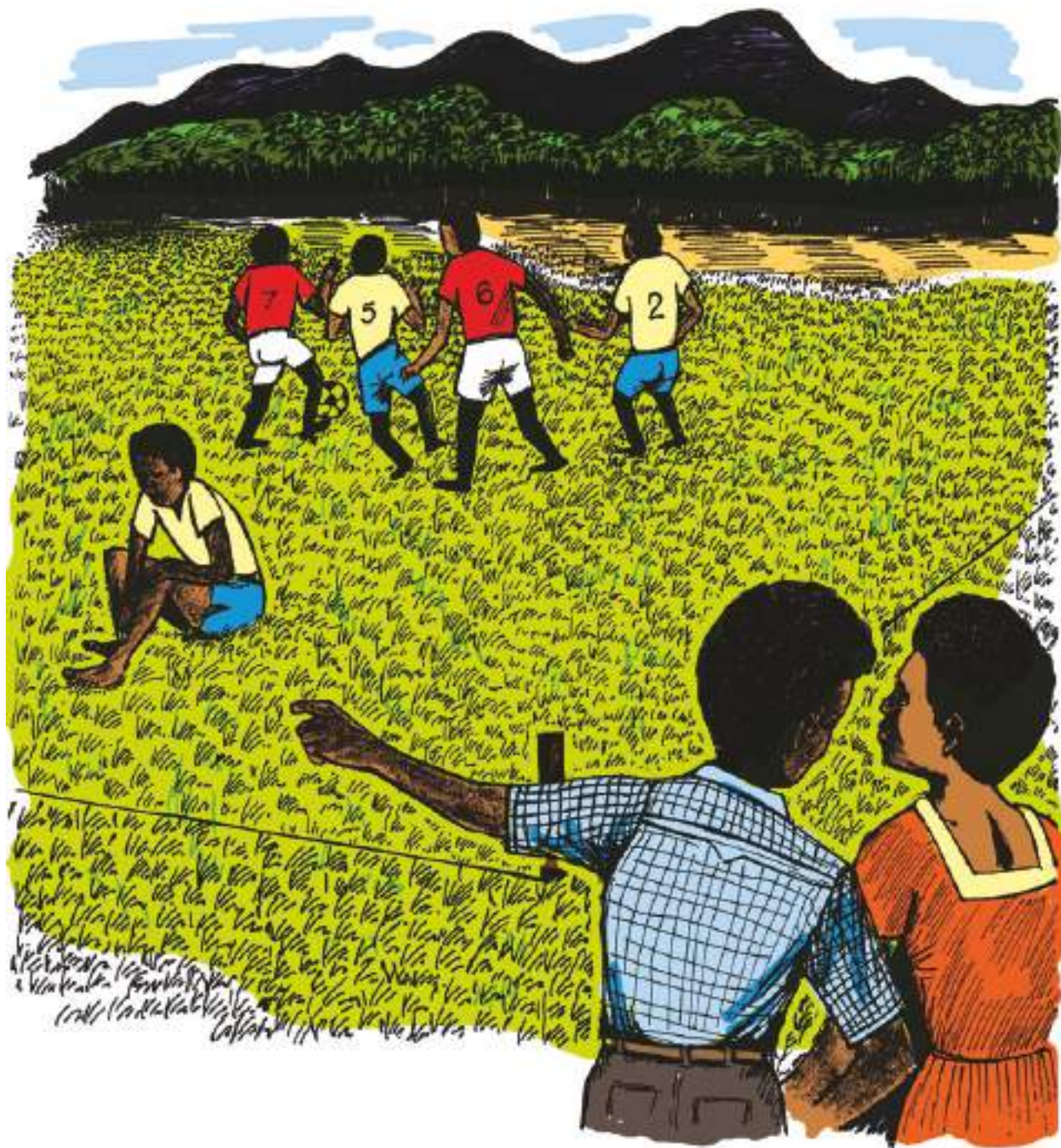
In November it was time for the school carnival. There were soccer and netball competitions. Lorah asked if she could play soccer. "Girls don't play soccer," the teacher said.





On the day of the carnival Lorah rushed over to watch the soccer as soon as her netball game was finished. It was the final game and the score was two goals each. There were five minutes left to play.





As Lorah watched, her friend James fell and hurt his knee. He couldn't finish the game. The teacher looked around for somebody to take his place, but there were no other players. Then he saw Lorah standing at the side of the field. "Come on Lorah," he said, "you can play for the last five minutes."





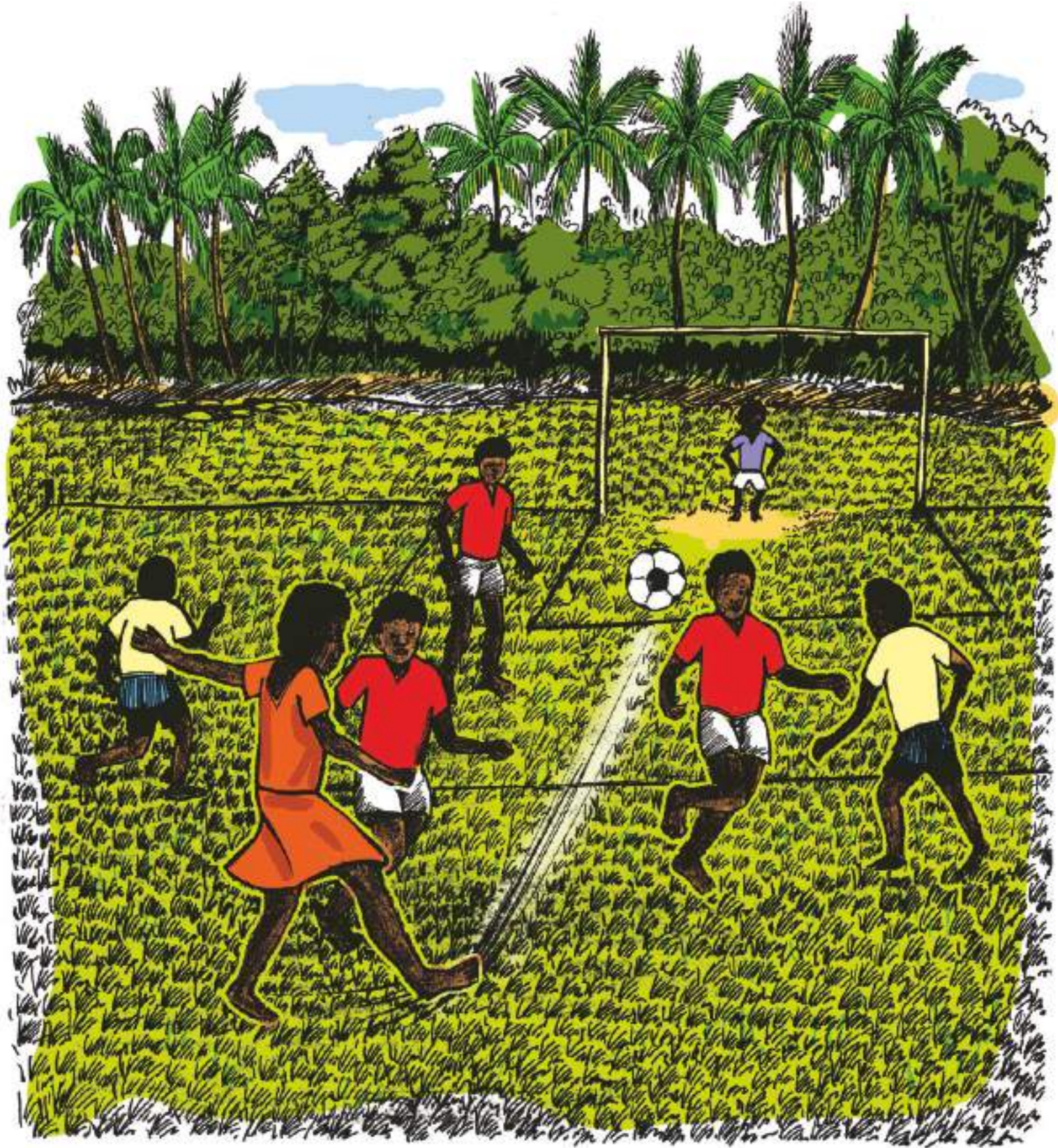
Lorah rushed onto the field as fast as she could. "But girls don't play soccer," the boys said.





Lorah ran and tackled and passed the ball to the other players on her team. She used all the skills she had practised over and over again.





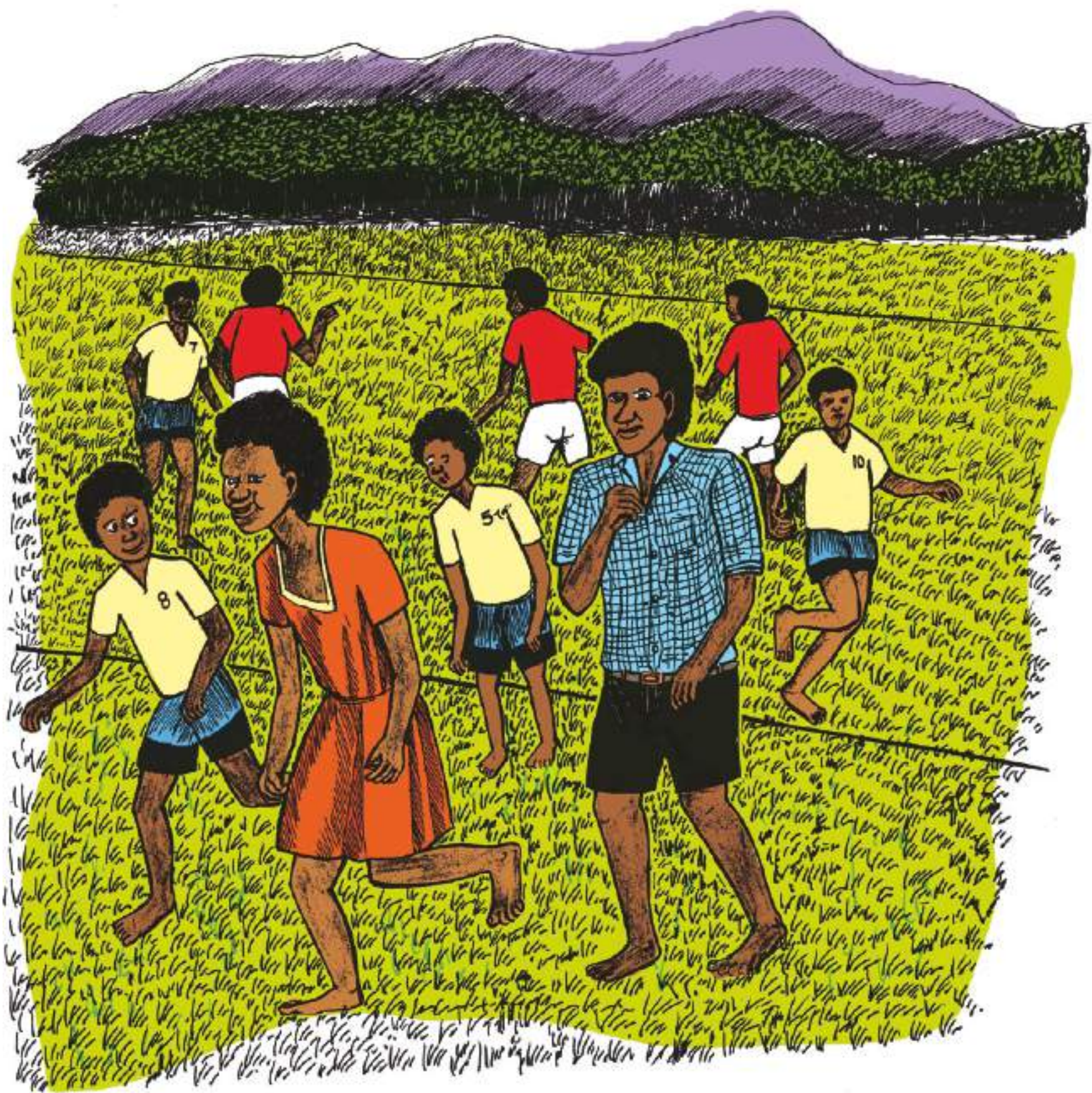
Then, in the last minute, the ball came to Lorah near the penalty area. She ran past two players and kicked the ball as hard as she could towards the goal.





The ball crashed against the goal post and bounced away. A few seconds later the final whistle blew and the game was over. It was a draw, two goals each. There would have to be a replay.





Lorah wondered if she would be able to play next time. The teacher looked at Lorah. "Maybe girls do play soccer after all," he thought.







Text:	<i>Girls Don't Play Soccer</i>
Level:	Year 3
Message:	People of different genders can achieve the same goals.
Discussion focus:	Traditional and changing gender roles
Comprehension:	Comparing stories; ordering events
Vocabulary focus:	Soccer words
Print focus:	Thought bubbles;
Letters and sounds:	silent <i>k</i> – ; tricky letter patterns
Writing opportunity:	Continuing the story

ACTIVITIES	LANG.	SYLLABUS
<b>Day 1</b> <u>Modelled Reading</u> Set the context: Talking with learners Tell the learners: <i>This is a story called Girls don't play Soccer and on the front you can see boys and one girl playing soccer. The story is about this girl, Lorah, and her love of playing soccer. What do you think will be the reaction of the community to this?</i> Discuss how people react to girls doing things that boys normally do. Ask them to think about how Lorah might feel. Do a walk through the pictures up to p. 11, talking about what they see in the pictures. Point out the thought bubbles. Remind learners that this is similar to the thought bubbles they have seen in other books (eg. <i>The Two Wishes</i> , <i>Forgetful Frank</i> )	V/P	3.4.1.1 3.3.2.1
<u>Read the story: Listening and watching</u> Read the story in clear, expressive English. <b>STOP at p. 11.</b>	E	
<u>Review the story: Understanding the story</u> Go back through pp. 2 - 11 with the learners. Ask learners to retell what was happening as you turn each page. Make sure they can tell you the events in order. Think about the reaction to the events from the characters. Learners suggest what might happen in the rest of the story. Do NOT tell them if they are right or not. Remind them that they will hear the rest tomorrow.	V/P + E	3.4.2.3 3.6.2.4
<u>Responding to the story: Talking by the learners</u> Ask the learners: <i>What was the attitude of the teacher towards Lorah? Was this a normal reaction?</i> Talk about what happens when people act differently to the way other people expect and why it is hard to act in ways we want. Discuss whether it is fair to make girls play one sport and boys play another. Make the link to the book <i>My First Fish: How is Lorah's experience like Clarissa's experience?</i>	V/P + E	3.6.1.4 3.6.1.2 3.3.2.1 3.6.2.2
<u>Close Reading</u> Use the big book (do NOT give out small books) to do close reading of pp. 2 and 3. Summarise: this gives the setting for the book and the situation for Lorah. Notice the repetition of sentences on the pages. This repetition shows <i>how</i> much Lorah wanted to play soccer.	E + V/P	3.4.2.5
<u>Focus on Letters and Sounds: Silent <i>k</i></u> Using the big book, focus learners' attention to p. 11 and the word <i>knee</i> . Say the word and then ask what is unusual about the word. They will notice that it has a silent <i>k</i> : we see the letter but we don't hear it. This is very unusual in English. Show learners some other words: say these words, ask the learners to spell them as you write them on the board, then add the <i>k</i> if the learners did not know it was there: <i>know</i> , <i>knock</i> , <i>knit</i> , <i>knowledge</i> , <i>knew</i> . Make sure the learners know the meaning of the words! They could make a list of these words in their exercise books.	E + V/P	3.4.3.1 3.4.3.2

<b>Day 2</b> <u>Modelled Reading Part 2</u> <u>Revising and completing the book</u> Ask learners to think about what happened on pp. 2 - 11. In pairs, the learners discuss what they remember from the story. Learners contribute to a class discussion about what they think will happen when Lorah goes into the game. DO not do a picture walk for the last section, just tell the learners to watch and listen to what happens to Lorah and the team.	V/P + E	3.4.1.1 3.3.2.1
<u>Read the story: Listening and watching</u> Read p.12 - 15 in clear English. STOP at p. 15, ask learners to guess what Lorah enjoyed the most about that day. Continue to read p. 16.	E	
<u>Review the story: Understanding the story</u> Go back through the pages with the learners. Get them to retell to a partner what was happening as you turn each page. Make sure they understand that although Lorah didn't win the game for the team, she showed how well she could play. Look at what attitudes might have changed by the end of the book. Revise some of the words that might have been difficult.	V/P + E	3.4.2.3 3.4.2.5



ACTIVITIES	LANG.	SYLLABUS																		
<p><u>Responding to the story: Talking by the students</u></p> <p>Focus on the idea that people of different genders can achieve the same goals. Again, make the link to Clarissa in <i>My First Fish</i>. <i>Was there a good outcome from the actions of Lorah and Clarissa? Did it help the boys as well as the girls?</i> Discuss what might happen next for both girls, or other girls, in the future.</p>	<b>V/P + E</b>	3.6.2.2 3.6.2.3 3.6.1.2																		
<p><u>Comprehension: Comparing stories</u></p> <p><i>Preparation:</i> Have copies of <i>My First Fish</i> available for the learners as well as the small copies of <i>Girls don't play Soccer</i>.</p> <p>Give out copies of both books to learners and ask learners to quickly re-read <i>My First Fish</i> in pairs or groups so they remember the story.</p> <p>Do this next part orally, as a class discussion:</p> <ul style="list-style-type: none"><li>Ask them to open both books at once and find the orientation for each story: the setting (<i>Where? When? Who?</i>) for each story. Note the similarities (both girls, about the same age) and differences (one by the water, one in the village/at school).</li><li>Now look at expectations: how was each girl <i>expected</i> to act? What did they want to do that others didn't agree with. How did she feel?</li><li>Look at the action: what did each girl do that was unusual for that community. How did she feel?</li><li>Look at the reaction of others: how did the adults react? How did the boys react? How did the girls feel?</li><li>Outcome: what is the outcome for each girl in the story? What might happen next?</li></ul> <p>Make a chart on the board now that learners can copy into their books and then put in notes from this discussion:</p> <table><tr><th></th><th>Setting</th><th>Expectations</th><th>Action taken</th><th>Reaction</th><th>Outcome</th></tr><tr><td>Lorah</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Clarissa</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>The learners might be able to write a few sentence comparing the stories, eg. <i>Lorah lived in the village and Clarissa lived by the sea, but both wanted to do something that only boys did.</i></p>		Setting	Expectations	Action taken	Reaction	Outcome	Lorah						Clarissa						<b>E + V/P</b>	3.6.1.2 3.6.2.4 3.6.2.3 3.8.1.5
	Setting	Expectations	Action taken	Reaction	Outcome															
Lorah																				
Clarissa																				
<p>Day 3</p> <p><u>Revisiting the story: Shared reading</u></p> <p>Ask the learners to again retell the story orally, in their own words, by reference to the illustrations. Read the book together with learners joining in the word “Girls don't play soccer” when they are said in the book.</p>	<b>V/P + E</b>	3.6.1.1 3.4.2.4																		
<p><u>Close Reading</u></p> <p>Distribute small books and do a close reading of pp. 13 &amp; 14 (and p. 15 if your learners are able). These pages give many actions to do with soccer and <i>Where?</i> and <i>How?</i></p>	<b>E + V/P</b>	3.4.2.5 3.4.3.5 3.4.3.7																		
<p><u>Focus on Vocabulary: soccer words + spelling focus</u></p> <p>Revisit the whole text using the small copies of the book. Learners find the words related to the game of soccer and where and how it is played. Draw a soccer ball in their books and write the words that they find. The learners will need these words on Day 5 for using in a story.</p> <p>As a class, ask for a word and then talk about how to spell it. Look at the parts of the words that might be tricky. Transfer the words to a wall list and to flashcards for learners to use in other learning activities.</p>	<b>E + V/P</b>	3.4.3.2 3.4.3.3 3.4.3.1																		
<p><u>Focus on print: thought bubbles</u></p> <p>Find the thought bubbles on p. 2, 3 and 5. <i>Why do illustrators use thought bubbles? What do these thought bubbles indicate?</i> Learners suggest what Lorah is “saying” in her head. In their exercise book, draw a picture of Lorah's head and under it write the words when is thinking. Add the page number for that thought.</p>	<b>E + V/P</b>	3.4.1.6 3.5.2.1																		
<p>Day 4</p> <p><u>Revisiting the story: Shared reading</u></p> <p>Read the book, inviting learners to read alternate pages.</p>	<b>E</b>	3.6.1.1																		
<p><u>Comprehension: ordering events</u></p> <p><i>Preparation:</i> Write these events on cards. One per class is OK, but making more sets mean that learners can do this activity in groups: <table><tr><td>Lorah dreamed of playing soccer</td><td>she watched the boys play soccer</td></tr><tr><td>whenever she could</td><td>she played soccer by herself</td></tr><tr><td>she had to play netball with the other girls</td><td>in the</td></tr><tr><td>carnival the boys were equal</td><td>James was hurt</td></tr><tr><td>the teacher said Lorah could play</td><td>Lorah kicked a</td></tr><tr><td>goal</td><td>everyone was surprised</td></tr><tr><td>the teacher wondered if girls should play soccer</td><td></td></tr></table></p> <p>Show the cards, but not in order. Give each card to a learner and ask the learners with cards to stand in front of the class. The class discusses which order to move the learners with the cards so that the events are like that in the book.</p> <p>While the learner with cards still standing, help the class to retell the story, adding extra words and sentences between the cards. Do this orally in groups.</p> <p>If your learners are able, they could try writing the cards and other sentences. They will need to add the correct punctuation.</p>	Lorah dreamed of playing soccer	she watched the boys play soccer	whenever she could	she played soccer by herself	she had to play netball with the other girls	in the	carnival the boys were equal	James was hurt	the teacher said Lorah could play	Lorah kicked a	goal	everyone was surprised	the teacher wondered if girls should play soccer		<b>E + V/P</b>	3.4.2.5 3.9.1.1 3.9.1.6				
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ACTIVITIES	LANG.	SYLLABUS
<p>Discussion: Oral exposition</p> <p>Recall the discussions about the book and what girls can or can't do. Write this on the board:</p> <p style="text-align: center;"><i>Girls should be allowed to play soccer because _____.</i></p> <p style="text-align: center;"><i>Girls shouldn't be allowed to play soccer because _____.</i></p> <p>Ask learners to decide which opinion that have and use the appropriate sentence structure to give that opinion about the topic. Encourage them to give reasons and to listen to each others' reasons. A good way to do this is ask for one from the <i>should</i> and then one from the <i>shouldn't</i>. At the end, the learners can write their idea in their books. They might have more reasons after the discussion.</p>	<b>E + V/P</b>	3.4.3.1 3.8.1.7

Day 5 Independent Reading Using the small copies, learners read the book individually or with a partner	E	3.6.1.1								
Guided Writing: continuing the story <i>Preparation:</i> draw this chart of a piece of paper for display: <table><tr><td>Orientation: the teacher asks Lorah to play in the next game</td><td><i>When is it? Where is it? What does he say? What is Lorah's reaction?</i></td></tr><tr><td>Complication: people are not happy</td><td><i>What do the boys say? What do the girls say? How does Lorah feel about this?</i></td></tr><tr><td>Resolution: what happens in the game</td><td><i>How will Lorah perform? How do others react?</i></td></tr><tr><td>Outcome: what does this mean?</td><td><i>What continues to happen in the future? How does Lorah feel?</i></td></tr></table>	Orientation: the teacher asks Lorah to play in the next game	<i>When is it? Where is it? What does he say? What is Lorah's reaction?</i>	Complication: people are not happy	<i>What do the boys say? What do the girls say? How does Lorah feel about this?</i>	Resolution: what happens in the game	<i>How will Lorah perform? How do others react?</i>	Outcome: what does this mean?	<i>What continues to happen in the future? How does Lorah feel?</i>	E + V/P	3.7.1.1 3.7.1.3 3.7.2.4 3.3.2.4 3.8.1.7
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Look at the final page of the book where the teachers says “Maybe girls do play soccer after all”. Imagine the next game in the carnival. Imagine that Lorah is asked to play: what might happen? How would the boys feel? Use the chart to show how the learners can think about the story in stages (left hand column) and what to explain inside those stages (right hand column) Ask groups to talk about and plan the next part of the story, using the framework to think about the events. They can retell to the class or write this story into words.										







