



Community Rugby
NEW ZEALAND'S BIGGEST TEAM



YEARS 1-3
.....
Teacher Notes





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The Ministry of Education's series Building Conceptual Understandings in the Social Sciences (BCUSS) is the key resource referred to in these teachers' notes. The series is designed to help teachers of levels 1–5 support their students' conceptual learning in social studies. Publications in the series have been developed by teachers and other education experts, drawing on recent research. The series is available at the Ministry of Education's website Social Sciences Online: <http://ssol.tki.org.nz>.

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RUGBY WORLD CUP 2011

UNIT DESCRIPTION

This unit on Rugby World Cup 2011 explores the six themes that build conceptual understanding in social studies, while exploring the context of hosting a significant event in New Zealand. It develops purposeful, authentic learning by examining the aspirations, challenges, and opportunities that arise from organising and staging a Rugby World Cup.

CONCEPTUAL UNDERSTANDINGS	POSSIBLE CONTEXTS FOR STUDY
<p>Students will gain understanding of the:</p> <ol style="list-style-type: none"> 1. Cultural significance of physical activity and sport, especially rugby, to Aotearoa New Zealand. 2. Short- and long-term effects on local and national economies when they host significant events. 	<ol style="list-style-type: none"> 1. A) How do we use the term hero in relation to sport and in other areas of our lives? Who are our sporting heroes? Are they always at a national or international level, or can they be “everyday” people? B) What sports do we play? Why are these sports important to us? What do we know about our national teams, such as the All Blacks? Where do we see them (live or on TV) and how do they represent aspects of New Zealand and our cultures? 2. A) What kinds of events do we see happening in our school and in the community? Who organises these events and what are they for? What are the good things that come out of school and community events, such as school fairs, zoned sports meets, or community market days? What are the effects and benefits for the school and community on the day, and after the day? What are the benefits (economic, environmental, social, political, and cultural) of holding much bigger events, such as RWC 2011?





3. National and international relationships that are established and fostered through participation in sporting events.

3. **A)** When do we join other schools for occasions such as sporting events? What good things come out of these occasions? (friendships, sharing of ideas, wider experience, and chances to improve). What about in terms of national and international events? What are the benefits to community or New Zealand?

B) Friendships across the nations – understanding the importance of cultural diversity. How do we find out about other countries' cultures through big events such as RWC 2011, and why is this important? What happens to friendships/relationships after the event? How can we make sure they endure? (including trade <http://www.nzte.govt.nz/latest-events/Rugby-World-Cup-2011/Pages/Showcasing-innovative-industries.aspx>)

C) Manaakitanga is an important concept all New Zealanders need to understand. When hosting visitors, how do you make them feel welcome – at home and at school? How does the way we host visitors affect their experience of our country and culture? How can we take steps to ensure the experience is positive?

4. Roles and responsibilities of individuals when involved in groups.

4. **A)** How do we work in groups as a class? When do you see people working in groups in the community? Why is it important that people understand roles? When working as a group to organise, for example, a class cultural celebration, how do we decide on roles and responsibilities. How do we determine how well they have been carried out?





<p>5. Sense of belonging to places or tūrangawaewae, the significance of place, and the relationship between people and the environment/taiao.</p> <p>6. Emerging trends in society that are reflected in changes in sport.</p>	<p>B) Why are roles and responsibilities important in sport? What are some of these roles? What happens if not everyone takes their team responsibilities seriously (the importance of being a team player)? What are some roles and responsibilities in organising a sporting event such as RWC 2011?</p> <p>5 A) What are the cultures represented in our class/community? What things/events/places are important to these cultures? What makes people feel as if they belong and feel a part of the community?</p> <p>B) If you were a tour guide for your school/community during RWC 2011, what special places or events in your area would you be highlighting for visitors?</p> <p>6 A) Who plays what? What sports are children involved in today compared to in the past? How are your school teams today different to those of your grandparents' time?</p> <p>B) How is watching a game of Rugby today different from in your grandparents' time? If you could go back in time, what are the differences you would notice?</p>
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RELATED CONCEPTS

Cultural diversity, Participation, Interaction, Co-operation, Competition, Leadership, Past, Present, Future, Access, Exchange, Trade, Opportunities, Heritage, Customs and Traditions, Recreation, Communities, Organisations, Rules, Responsibilities, Roles, Mana, Aspirations, Identity, Equity, Culture, Ethnicity, Belonging, Manaakitanga, Tūrangawaewae

KEY COMPETENCIES

These are a focus within the teaching sequence and will enrich the learning outcomes through building, recognising, and encouraging the knowledge, skills, attitudes, and values that underpin these key competencies. The suggestions below will strengthen the competencies of learners by using their knowledge in a range of contexts and by applying the competencies to real situations. The range of contexts could be broadened to include, for example, a spectator, a host, or a player.





FOR LEARNERS	FOR A SPECTATOR/HOST/PLAYER
<ul style="list-style-type: none">★ Participating and Contributing<ul style="list-style-type: none">• Contribute ideas and initiate learning to participate in a successful learning group• Understand the importance of participating in regular physical activity ★ Relating to Others<ul style="list-style-type: none">• Reflect on and consider others' ideas and contributions• Give and receive feedback to improve and assess peers' work• Handle situations of conflict by disagreeing in an agreeable way ★ Using Language, Symbols and Texts<ul style="list-style-type: none">• Make and create meaning from a range of media, texts, and symbols• Select, analyse, and evaluate from a range of technologies ★ Managing Self<ul style="list-style-type: none">• Establish and manage learning goals by setting and meeting deadlines• Set high standards and take risks in learning• Develop a sense of confidence in a new skill set ★ Thinking<ul style="list-style-type: none">• Think skilfully in a range of contexts• Develop independent thinking strategies to apply in a range of situations	<ul style="list-style-type: none">★ Participating and Contributing<ul style="list-style-type: none">• Take responsible action to contribute to a successful Rugby World Cup• Understand the importance of participating in regular physical activity ★ Relating to Others<ul style="list-style-type: none">• Understand and respect other peoples and cultures involved in RWC 2011• Handle situations of provocation and conflict ★ Using Language, Symbols and Texts<ul style="list-style-type: none">• Use multicultural literacies in interactions with participating countries• Understand terms, gestures, and interpretations of the rules of Rugby ★ Managing Self<ul style="list-style-type: none">• Fulfil the responsibilities of an assigned role or position in the team• Self-motivate to develop new forms of knowledge or skills to enhance the role or position in the team ★ Thinking<ul style="list-style-type: none">• Think critically, make decisions, and solve problems when participating in sport• Access relevant information and carry out decisions in a collaborative way• Evaluate performance in relation to set goals





LEVEL 2 ACHIEVEMENT OBJECTIVES

Students will gain knowledge, skills, and experience to:

- Understand that people have social, cultural, and economic roles, rights, and responsibilities
- Understand how cultural practices reflect and express people's customs, traditions, and values
- Understand how people make significant contributions to New Zealand's society
- Understand how time and change affect people's lives.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES/ TIKANGA Ā IWI

The Best Evidence Synthesis identifies four mechanisms that facilitate learning for diverse learners in social studies. Evidence shows that these teaching approaches consistently have a positive impact on students' learning in social studies.

1. **Connection** – make connections to students' lives
2. **Alignment** – align experiences to important outcomes
3. **Community** – build and sustain a learning community
4. **Interest** – design experiences that interest students

VALUES

New Zealand Curriculum

- Excellence, innovation, inquiry, curiosity, diversity, equality, community and participation, ecological sustainability, integrity, respect.

Rugby World Cup Values

- Pride and respect, strength, intensity, ruggedness, passion, love of the game, tradition and heritage, camaraderie, teamwork, unity, celebration, champions.

Building Conceptual Understandings in the Social Sciences: *Approaches to Social Inquiry* should be your compass in terms of developing and implementing a social enquiry approach when exploring the conceptual understandings in this resource. See especially pages 5 to 10, and the overview diagram on page 12. Download this resource from: <http://ssol.tki.org.nz>

This teaching resource provides ideas and activities that you can use with your students to develop their conceptual understandings associated with this significant event. They are suggestions only and should be further adapted to suit the needs of your students and communities.





THEME 1

CONCEPTUAL UNDERSTANDING: Students will gain understanding of the cultural significance of physical activity and sport, especially Rugby, to Aotearoa New Zealand.

KEY COMPETENCIES

Relating to others
Reflect on and consider others' ideas and experiences

Participating and contributing
Contribute ideas to ensure a successful learning outcome for a group

Thinking
Synthesise and analyse information

FOCUS QUESTIONS

What is a hero?

Who are your heroes?

Who are the sports heroes in your class, your community, and your country?

What are the similarities and differences between your heroes?

Begin work on this theme by putting physical activity and sport into context through a discussion of the concept of hauora/well-being. Taha tinana/physical well-being is just one of the four elements that contribute to hauora. To have a balance in our lives, we also need to consider spiritual, mental and emotional, and social well-being. Each is essential and supports the others. A clear explanation of Dr Mason Durie's whare tapawhā model to explain the concept of hauora can be found at: www.tki.org.nz/r/health/curriculum/statement/page31_e.php

For younger students, begin this lesson with a discussion of heroes. They will have their own ideas, and many will link this term with the “superheroes” seen in many TV programmes and interactive games.

Be aware that many students will have heroes that relate to their own culture. Students will need a safe place to discuss and explore the aspects of their culture that feed into Activity 1 below. Integrating an understanding of cultural identity in learning contexts shows that, as a teacher, you are acknowledging, respecting, and valuing who students are and where they come from. All cultures have skills and qualities that can be built on.

It's important to be familiar with the education as expressed in Ka Hikitia—Managing for Success: *The Māori Education Strategy 2008–2012*. Wellington: The Ministry of Education. The “culture counts” philosophy expressed in this strategy document provides valuable guidance on ensuring your planning provides an environment where all students can experience success.

ASK: Do all heroes have super powers? What other kinds of heroes are there? Try to work towards the idea that heroes come in all shapes and sizes and don't have to have extraordinary powers.

For older students, write this quote from Sir Edmund Hillary on the board.

“You don't have to be a fantastic hero to do certain things – to compete. You can be just an ordinary chap, sufficiently motivated to reach challenging goals.”

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

ALIGNMENT

Identifying students' prior knowledge

CONNECTION

Explicitly connecting content to the students' lives and making the diversity of the students visible

COMMUNITY

Promoting dialogue and whole-class discussion

CONNECTION

Drawing on relevant content that reflects students' knowledge and experiences





Discuss the quote, clarifying the term “chap”.

ASK: Do you agree with this statement?

- What did Sir Edmund mean by “ordinary”?
- How important is it not to give up – to try again when you don’t succeed a first time?
- To be a hero, how motivated do you need to be? What goals would you need to have?
- Who are your heroes?
- Who are the heroes in your family? Your community? Your school?

Create a hero wall and ask students to add pictures, photos, or drawings of their heroes. You may like to group the images into categories, for example, sport, whānau, or community.

As a class, make a hero word bank by brainstorming words and phrases that describe the qualities of heroes. Again, be aware that students need to be able to contribute freely. For some, their image of one kind of hero might not be physically strong: their kuia or a community elder, for example. Words associated with heroes could include: hard-working, mana, achievement, overcoming obstacles, clever, strong.

Students can then complete Activity 1 “**Top Ten**” by choosing ten qualities from the word bank and ranking them from most important to least important. Younger students can simply choose the ten words they feel best apply. Ask students to share their rankings with a partner and then to share them with the class.

ASK: What kind of hero were you thinking of when you made your list of qualities?

Students can then create a description of their favourite sports hero using Activity 2 “**My Sports Hero**”. Younger students can draw or glue pictures of their hero and/or use a word from the hero word bank. Older students can write more detailed descriptions, then include these in a paragraph about their hero. These descriptions could also be added to the hero wall.





As an extension, students can use the double-bubble graphic organiser in Activity 3 **“Comparing Heroes”** to compare two of their heroes.

Double Bubble

A double-bubble graphic organiser is a focused kind of Venn diagram that is easier for younger students to use. This is one way to use it:

1. In the middle black circles, students write the names of the two heroes.
2. In each outer circle, they write a characteristic that describes one of the heroes.
3. In the inner circles, they write characteristics that describe both of the heroes.

The second way involves slightly more complex thinking.

1. Students write the names of the two heroes in the middle black circles.
2. They choose a trait from the word bank, for example, “helpful”.
3. In each outer circle, they write an example of that trait that applies to one of the heroes, for example, one might train younger people in their sport.
4. In each inner circle, they write an example of the trait shown by both heroes, for example, both might have helped fund-raise for the Christchurch earthquake appeal.

Students may need to research their two heroes in order to complete the second option. They can also create their own double-bubble diagrams, adding more circles if required.





FOCUS QUESTIONS

What sports do you play?

Why are these sports important to you?

What do you know about Rugby and our national team, the All Blacks?

Where do you see them, and how do they represent aspects of New Zealand and its cultures?

Ask the students to discuss and share stories about the sports they play. Encourage them to think of other sports or games that they play with friends and family, as well as team sports. If possible, have a tabloid sports session with several other classes to give students a taste of sports and activities they may not have tried.

Use Journal Surf to locate *School Journal* stories and articles about sports and other physical activities, particularly Rugby. Older students can read these texts independently. Younger students may need to have them read as part of a shared reading session.

Discuss why physical activity and sport are an important part of hauora/well-being. Choose one type of physical activity to model, for example, throwing a ball around in the backyard with another family member.

ASK: What skills do you improve when you do this activity? How does the activity make you feel? How does it make you feel about the person you are playing with?

Using Activity 4 “**I Like to Play**”, ask students to choose a sport or physical activity they like to do with their friends or family, for example touch, kilikiti, or bowls. After discussion, in groups or using the think, pair, share strategy, have students each complete the statements in the activity. Younger students could respond by drawing a picture with a label or a sentence.

Ask students to bring in photos, stories, or news clippings about RWC 2011. For students with a high level of interest in Rugby, brainstorm what they know about Rugby, particularly the All Blacks and the Black Ferns. Encourage Pasifika students to discuss the teams that represent Pasifika nations. Discuss whether students have seen these teams play, either on TV or live. Discuss how following a team and watching games can be just as enjoyable as playing.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

COMMUNITY

Promoting whole-class discussion enhanced by teacher statements and questioning

ALIGNMENT

Identifying students' prior knowledge

CONNECTION

Explicitly connecting content to students' lives





THEME 2

CONCEPTUAL UNDERSTANDING: Students will gain understanding of the short- and long-term effects on local and national economies when they host significant events.

FOCUS QUESTIONS

Who are we going to invite?

How can we make sure they have fun?

What jobs need to be done for our event?

Who will do them?

KEY COMPETENCIES

Relating to others
Reflect on and consider others' ideas and experiences

Participating and contributing
Contribute ideas and participate to ensure a successful outcome for a group

Relating to others
Handle situations of conflict by disagreeing in an agreeable way

Understanding the range of effects, financial or otherwise, that events can have on a community may be difficult for younger students. To build on students' prior knowledge and begin an exploration of this topic, consider arranging for your class to host another class from the school or from a nearby school or kindergarten. The planning and hosting of such an event, and reflection on its success or otherwise, provides a framework at the students' own level for exploring the next three conceptual understandings.

The focus for the visit could be a shared morning tea or lunch, a games afternoon, or any other appropriate event. Try to have a focus that capitalises on your students' interests and strengths. This exercise will help them grasp these high-level concepts before the focus moves to national or international events.

Discuss manaakitanga – the Māori concept of hospitality – where the way in which visitors are welcomed and cared for is very important. The treatment of the manuhiri/visitors must be of the highest order.

As a class, brainstorm and decide on the hosting event and the roles needed to make it a success. Use Activity 5 **"Our Event"** to help students plan the event. Explain the planning tool and work with students to build and record a vocabulary they can refer to as they complete the planning. Younger students will need to do this as a shared writing activity. Older students could complete this individually or in pairs.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

INTEREST

Maximising interest through first-hand experiences that make learning real

CONNECTION

Explicitly connecting content to the students' lives

COMMUNITY

Establishing productive relationships that help create a sense of community





FOCUS QUESTIONS

What were the good and not-so-good things about hosting the event?

How did you make sure the event was fun and went smoothly?

What good things did people say about the event?

How could you have made the event even better?

KEY COMPETENCIES

Relating to others
Reflect on and consider others' ideas and experiences

Participating and contributing
Contribute ideas to ensure a successful learning outcome for a group

Using language, symbols, and texts

Make and create meaning from a range of media, texts, and symbols

As a class, discuss the event that you and your class hosted. Make a list of everything that was done before, during, and after the event. Include things that weren't fun, such as cleaning up. Students can use Activity 6 "**What Was Fun?**" to categorise the activities into things they enjoyed and things that weren't so much fun.

ASK: What did we get from the experience? How could we make the experience better next time?

Extend the exploration of the topic by talking about a larger event the school has hosted, for example, a gala, a kapa haka competition or a Polyfest. Try to make connections between this larger event and the class event.

ASK: In what ways were these two events the same? How was the larger event different from our event?

Invite the principal, or someone else who was involved in planning this larger event, for an interview. As a class, prepare questions that will help students understand the costs and benefits of hosting the event. Students can use Activity 7 "**Tell Us All about It!**" to plan their questions for this interview. You could use a 1:3:P:C:R strategy to refine their questions.

1:3:P:C:R

This is an excellent strategy to help students develop questions.

- 1:** Students write questions individually.
- 3:** In groups of three, they share their questions and agree on which are best.
- P:** They publish their questions.
- C:** Students circulate around the room to see the other groups' ideas. (They can leave a defender behind to explain or defend their ideas.)
- R:** Students return to their groups and refine their questions.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

COMMUNITY
Promoting whole-class discussion enhanced by teacher statements and questioning

ALIGNMENT
Identifying students' prior knowledge

CONNECTION
Drawing on relevant content that uses students' lives and experiences as a comparison





When the interview is over, complete a larger version of the chart in Activity 6 **“What Was Fun?”** as a class, basing it on the findings from the interview about costs and benefits. Students can explore the different concepts by comparing their charts with the class chart.

ASK: What are the similarities and differences?

With older students, you could make links between Activities 5–7 and RWC 2011. Ask students to bring news articles will help them to discuss and understand the benefits and costs of hosting RWC 2011 for both their area and for Aotearoa New Zealand.

**EFFECTIVE
PEDAGOGY
IN SOCIAL
SCIENCES (BES)**

INTEREST

Using a variety of activities to make learning more memorable





THEME 3

CONCEPTUAL UNDERSTANDING: Students will gain understanding of national and international relationships that are established and fostered through participation in sporting events.

FOCUS QUESTIONS

How did hosting your event change your relationships with your visitors?

How can we continue to be friends with visitors after they have gone?

KEY COMPETENCIES

Thinking
Develop independent thinking strategies to use in a range of contexts

Relating to others
Reflect on and consider others' ideas and experiences

Using language, symbols, and texts
Select and analyse from a range of technologies

As a class, discuss how the students felt about their visitors before the event.

ASK: Were you happy, shy, or nervous? How do you feel about the visitors now? What are the differences?

For younger students, you could make a feelings display where they could put their name or picture under two feeling pictures, one matching how they felt about the visitors then and one matching how they feel now.

Ask students to complete Activity 8 **“Guests Can Become Friends”** to see how their relationships with their visitors have changed.

Find a selection of stories about friendship and read them to the class. You could use Journal Surf to find stories and articles from the *School Journal*.

Ask: Have you ever had a friend who moved away? Or maybe they have gone to another school or even a different class? Did you stay friends? If you did stay friends, was it easy or hard? If you didn't stay friends, why not?

Using Activity 9 **“Who Is My Friend?”**, students can choose one person they made friends with during the event and plan ways of continuing their friendship. Older students can also give reasons for why their ideas would be successful.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

COMMUNITY
Promoting whole-class discussion enhanced by teacher statements and questioning

ALIGNMENT
Identifying students' prior knowledge

CONNECTION
Explicitly connecting content to students' lives and making the diversity of the students visible



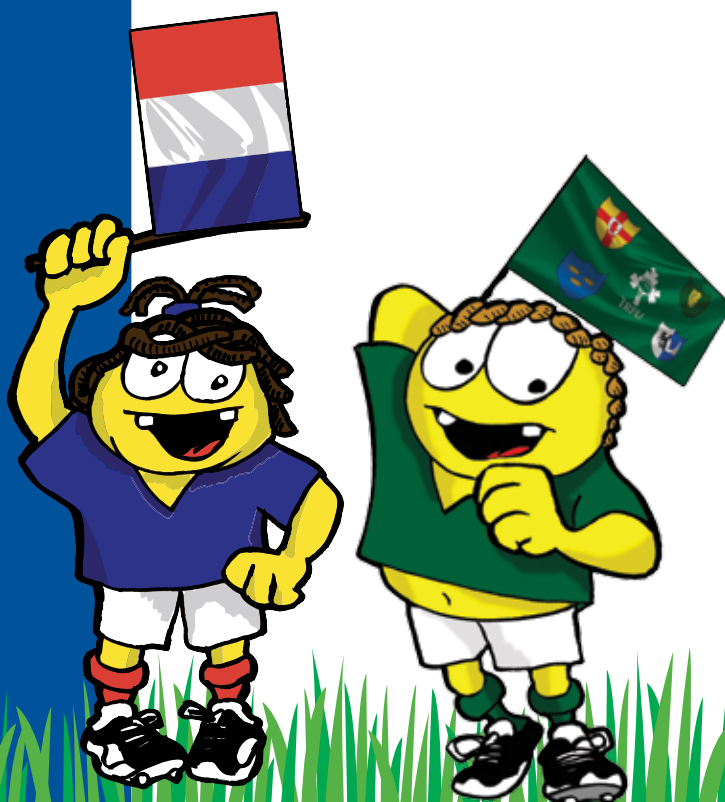


Show students the [RWC 2011 volunteer promo video with Michael Jones](#) twice. Before watching it the second time, tell the students to look for how RWC 2011 could help us learn about other countries and how it could help other countries learn about us. Also ask them to look for things we can do to promote friendships with people visiting for RWC 2011. Afterwards, discuss what they learned from the video and whether they agree with the messages in it.

Students can then complete Activity 10 **“Making Friends”** to generate ideas for how they could help promote friendships with visitors to RWC 2011.

CONNECTION

Drawing on relevant content that reflects students' knowledge and experiences





THEME 4

CONCEPTUAL UNDERSTANDING: Students will gain understanding of the roles and responsibilities of individuals when involved in groups.

FOCUS QUESTIONS

What was your role for your class event?

What would happen if you didn't perform your role well?

Why is it important to work together as a team?

KEY COMPETENCIES

Thinking
Think skilfully in a range of contexts

Relating to others
Handle situations of conflict by disagreeing in an agreeable way

Participating and contributing
Contribute ideas to ensure a successful outcome for a group

Ask students to complete Activity 11 **"My Role"**, reflecting on their role in the class event.

My Role Organiser

This organiser helps students to understand all the roles needed for an event by thinking about what would happen if they were missing. For example, if you ask a student to describe the purpose of the handle on a frypan, they will often say it is to hold on to. If you ask them to imagine what might happen if the handle is missing, the student may add to this and say you will burn your hand when you pick the frypan up. This helps them to understand the role performed by the handle.

There are four main elements to the organiser:

1. Identify the role or job.
2. Identify the different parts of the role.
3. Predict what would happen if that role were missing from the event.
4. Use 3 to work out the purpose of the role in the context of the event.

As an extension, students can think about how all the jobs work together to make the whole event run smoothly.

Use the information from Activity 11 to make an organiser for the whole class. Put students into groups with the same role. They can share their ideas and then glue or draw their group's ideas onto the class organiser.

Once students have a clear understanding of how each role was important for the class event, play a whole-class game that has a variety of positions. For example, T-ball, ki-o-rahi, kilikiti, or non-stop cricket. Make sure each student gets a chance to play in all the positions.

After the game, discuss the experience of working in a team sport, and why different team members might have different roles.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

COMMUNITY

Promoting relationships that are inclusive and embedded in learning

CONNECTION

Explicitly connecting content to students' lives

INTEREST

Using a variety of activities to make learning more memorable

COMMUNITY

Promoting whole-class discussion enhanced by teacher statements





ASK: What are the different roles in that game? What would happen if one person tried to take on all the roles? How does each role work with the others to help the team succeed?

Next, explore and decide on a definition for “team player”.

ASK: Why is it important to be a team player in a game? Is the success of the team more important than the individual successes of the “stars of the game”?

If appropriate to your students, discuss this within the context of kotahitanga and working in unity for the good of the team. You might also discuss how whanaungatanga (an ethic of belonging/kinship) acts as a kind of glue that holds a team together.

ASK: Have you ever played a game with someone who wasn’t a team player? What happened? Who decides who gets to carry out the different roles in a game like this? What about in a club sport? What about in our national teams?

The students can each complete Activity 12 “**Playing as a Team**” to show how their own position worked to help the team.

As an extension to consolidate this important concept, students could complete Activity 13 “**Being a Team Player**”. Help younger students to write down words or captions to an illustration to show why it’s important to play as a team and not as individuals. Older students can write statements.





THEME 5

CONCEPTUAL UNDERSTANDING: Students will gain understanding of the sense of belonging to places or *tūrangawaewae*, the significance of place, and the relationship between people and the environment/*taiao*.

FOCUS QUESTIONS

What does it mean to be a member of your class?

What are your class's values?

What parts of your classroom show your class's values?

How could you change parts of your class so it better reflects your class's values?

KEY

COMPETENCIES

Thinking
Think skilfully in a range of contexts

Relating to others
Reflect on and consider the ideas and contributions of others

Participating and contributing
Contribute ideas to ensure a successful outcome for a group

Managing self
Develop a sense of confidence in a new skill set

Refer to the Ministry of Education's resource Building Conceptual Understandings in the Social Sciences: *Belonging and Participating in Society*. This resource addresses key understandings about belonging and identity. Because of diverse backgrounds, experiences, and cultures, students will have unique experiences of belonging and participating. Section 1 on pages 12 to 16 explores the concept of culture with a focus on Pasifika. Download this resource from: <http://ssol.tki.org.nz>

Discuss with students what it means to them to belong to their class.

ASK: What is it like to be in Room 2? What values do we have in our class? Do we all share the same values, or do some children have different ones? What makes you feel that you belong to Room 2?

Refer to page 10 of *The New Zealand Curriculum* for information on values to be encouraged, modelled, and explored.

As a class, you could make a Y chart showing what being a Room 2 student looks like, sounds like, and feels like.

It's important to be familiar with the education as expressed in Ka Hikitia—Managing for Success: *The Māori Education Strategy 2008–2012*. Wellington: The Ministry of Education. The “culture counts” philosophy expressed in this strategy document provides valuable guidance on ensuring your planning provides an environment where all students can experience success.

Next, choose an area of the classroom that you think reflects or exemplifies one of the values from your class list. Stand in that area and tell the students why you think it reflects that value. For example, you might say, “I think the library corner reflects a value because Room 2 thinks reading is important and it's good to have a safe, comfortable place to sit while you read.” Ask the students to stand in areas they think reflect the class values and share why with the person next to them. Then ask them to feed back what their partner told them.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

COMMUNITY

Promoting relationships that are inclusive and embedded in learning

ALIGNMENT

Identifying students' prior knowledge

CONNECTION

Explicitly connecting the content to the students' lives and making the diversity of the students visible

INTEREST

Using a variety of activities to make learning more memorable





Discuss whether there are any parts of the class that don't reflect the class values well. For example, students might suggest the doorway because when people come in it looks messy, or the rubbish bin because we believe in recycling yet we throw lots of food and recyclables away.

Assign groups an area of the classroom that they would like to improve. Students could use a POOCH approach to complete Activity 14 **"Make It Better"** to decide on a way to improve that area. It could be something as simple as moving the rubbish bin away from the entrance and putting up some artwork.

POOCH

Pooch is a graphic organiser to help students solve a problem.

1. They identify the problem.
2. They generate options to solve the problem.
3. They predict the outcomes for each option.
4. They choose the best option.

Younger students could draw their ideas or write one word.





FOCUS QUESTIONS

What are the places you like in your community?

Why are those places important to you?

What places would you show to a visitor?

KEY COMPETENCIES

Thinking
Think skillfully in a range of contexts

Relating to others
Handle situations of conflict by disagreeing in an agreeable way

Participating and contributing
Contribute ideas to ensure a successful outcome for a group

Using language, symbols, and texts
Make and create meaning from a range of media, texts, and symbols

Now, broaden your discussion from the classroom to include your local area.

ASK: How are our values reflected in the places, attractions, and events in our local area? If you were a tour guide for RWC 2011, where would you take visitors? How would you explain why these areas are important to you? How do they reflect your values and kaupapa?

For older students you can look at the wider community. If your students are younger, or are unfamiliar with the area, you can adapt the questions to reflect the school environment.

Show students a map of the school's area or town. You could use a paper map, draw a simple map on the board, or use the Internet to look at a digital map.

Give each student a sticky note and ask them to write or draw a place they would like to take a visitor, then attach their notes to the map. This place could be a lookout spot, museum, wildlife area, or similar. Students may need help locating the correct area to stick their note.

ASK: Why do you think a visitor would like to go to that place?

In pairs or threes, give students a smaller printed version of the map and ask them to plan a day's outing for a visitor. Keep the large map on display so students can refer to their classmates' ideas as well as their own.

ASK: What places or events might they like to see? For example a play, a concert, a marae, a museum. How long will the visitors want to spend at each place? What would be the best order to go in? Where will they eat? Will you take a picnic and eat it somewhere outside, or go to a café or restaurant?

Students can draw the areas they plan to visit on their map and number or use arrows to show the order they will go in.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

COMMUNITY

Promoting relationships that are inclusive and embedded in learning

ALIGNMENT

Identifying students' prior knowledge

INTEREST

Using a variety of activities to make learning more memorable

COMMUNITY

Establishing productive relationships that help create a sense of community





ASK: So what does this mean? Discuss with the students the variations in the maps.

To extend this activity, you could give students a budget and a target group of visitors and have them plan the transport as well.

ASK: Why do some people value some places/events and others don't? How do such things as our identity, culture, values, and perspectives affect the way we view and value places?

What about the importance of the concepts of whanaungatanga, whakapapa, and tikanga in determining how much we value place? What does the way we value our places of importance mean for our visitors?





THEME 6

CONCEPTUAL UNDERSTANDING: Students will gain understanding of how changes in society are reflected in changes in sport.

FOCUS QUESTIONS

What sports do we play?

What sports were played in the past?

Why have sports changed over the years?
How have they changed?

KEY COMPETENCIES

Using language, symbols, and texts
Work with and make meaning from information

Relating to others
Reflect on and consider others' ideas and experiences

Managing self
Develop a sense of confidence in a new skill set

Thinking
Think skilfully in a range of contexts

Ask the students to share the sports and games they play. Accept all suggestions and be aware that some games might not be widely known but might play an important role for a particular culture. It's important that you provide a classroom culture where students feel comfortable talking about any aspect of their family's leisure time, however unfamiliar it may be to others.

Using Activity 15 **"Circle It!"** ask students to draw pictures or use words to represent all those sports and games they are familiar with. Ask students to think about which of these sports would have been played by people in the generation of their tūpuna/grandparents. Using the traffic light system, students can circle in green those sports they think those people would have played, red for those they think would not have been played, and orange for those they are unsure about.

Ask students to take their predictions home and interview a kaumātua/older person to find out what sports or games were played. They can tick the sports they predicted correctly and re-colour the ones they predicted incorrectly.

When students have done their interview, have them share their findings as a class. Ask them why they think the changes occurred. Do they notice any patterns in the differences?

Older students could also conduct a simple historical research project comparing photos of their school's sports teams this year with teams from fifty years earlier.

ASK: What are the similarities and differences between past and present sports and past and present sports teams? What patterns can you find? How might watching a game of Rugby today be different from watching when your grandparents were children?

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

CONNECTION

Explicitly connecting content to students' lives and making the diversity of the students visible

COMMUNITY

Promoting dialogue and contribution

COMMUNITY

Promoting whole-class discussion enhanced by teacher statements





As part of giving students a window into sport in past generations, you could show your students videos of Rugby games from different eras. YouTube is an excellent source for this, particularly “Legendary All Black Moments”, which covers the 1950s, 1960s, and 1970s.

ASK: What differences do you notice between Rugby in these videos and how it is now?

Students can then complete the Venn diagram in Activity 16 “**Then and Now**”. Encourage them to think about how the game is played, who the spectators are, what the players look like, what the grounds are like, and so on.

INTEREST

Providing a range of learning experiences



Useful Websites

www.rugbyworldcup.com/kidzone

www.ruggerland.co.nz

www.irb.com

www.nz2011.govt.nz

www.sparc.org.nz

www.knzb.org.nz

www.nzrugby.co.nz

<http://ssol.tki.org.nz>

