



Community Rugby
NEW ZEALAND'S BIGGEST TEAM



RUGBY WORLD CUP 2011

YEARS 7-8
.....
Teacher Notes





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ACKNOWLEDGMENTS

Thanks to the writers and designers who worked on the Rugby World Cup 2011 education resources for teachers and students. With thanks to Auckland Tourism, Events and Economic Development.

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 the Rugby World Cup – New Zealand 2011 explores 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. 3. National and international relationships that are established and fostered through participation in sporting events. 	<ol style="list-style-type: none"> 1. A) How do we talk about our sporting heroes? What does this say about our views on their role and place in society? B) How has sport helped to shape New Zealand's culture? How has Rugby shaped our culture? 2. A) Who pays, who gains? What are the benefits and costs to communities and the nation of hosting a significant event such as RWC 2011? B) Building for a future – How are decisions made about resources and infrastructure for RWC 2011 and how they will be used after the event? 3. A) How do various New Zealand towns and cities plan to support international teams, as well as the All Blacks, for RWC 2011? B) How can international events support the notion of "global citizenship" and promote understanding and appreciation of cultural difference?





<p>4. Roles and responsibilities of individuals when involved in groups.</p> <p>5. Sense of belonging to places or tūrangawaewae, the significance of place, and the relationship between people and the environment.</p> <p>6. Emerging trends in society that are reflected in changes in sport.</p>	<p>4. A) “Your country needs you” – the roles of supporters, volunteers, guides, and ambassadors in making an event such as RWC 2011 successful.</p> <p>B) The importance of being a team player.</p> <p>C) The roles within RWC 2011 and how these contribute to a successful event.</p> <p>5. A) Being a tour guide for your area – what are the events and attractions you would promote to RWC 2011 visitors?</p> <p>B) What could you do to improve your environment for RWC 2011 visitors?</p> <p>6. A) Then and now – How has sport changed over the decades, in New Zealand and internationally?</p> <p>B) Women in Rugby – How have social pressures and the self-image of Rugby contributed to a different history for women’s Rugby?</p> <p>C) Who plays what? How has participation in sporting codes changed, and how has this changed the game for spectators?</p> <p>D) How, for better or worse, have our expectations of sportspeople changed?</p>
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RELATED CONCEPTS

Cultural diversity, Participation, Interaction, Cooperation, 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 beyond the example below of a RWC player to, for example, a spectator.

FOR LEARNERS	FOR A SPECTATOR/HOST/PLAYER
<p>★ Participating and Contributing</p> <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 <p>★ Relating to Others</p> <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 <p>★ Using Language, Symbols, and Texts</p> <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 <p>★ Managing Self</p> <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 	<p>★ Participating and Contributing</p> <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 <p>★ Relating to Others</p> <ul style="list-style-type: none"> • Understand and respect other peoples and cultures involved in RWC 2011 • Handle potential situations of provocation and conflict on the field and the sideline <p>★ Using language, Symbols, and Texts</p> <ul style="list-style-type: none"> • Use multicultural literacies in interactions with participating countries • Understand terms, gestures, and interpretations of the rules of Rugby <p>★ Managing Self</p> <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 • Evaluate performance in relation to set





★ **Thinking**

- Think skilfully in a range of contexts
- Develop independent thinking strategies to apply in a range of situations

★ **Thinking**

- Think critically, make decisions, and solve problems when participating in sport
- Access relevant information and carry out decisions in a collaborative way

ACHIEVEMENT OBJECTIVES

Students will gain knowledge, skills, and experience to:

- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people
- Understand that events have causes and effects
- Understand how formal and informal groups make decisions that impact on communities
- Understand how people participate individually and collectively in response to community challenges.

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.

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

Students will need a safe place to discuss and explore the aspects of their culture that will feed into Activity 1 below. Discussing how families spend leisure time may involve talking about beliefs, values, and practices that relate to a culture. This may feel threatening to some, and providing an environment where they feel comfortable and supported is crucial. Whatever cultural backgrounds your students have – Māori, Pasifika, Pākehā, Chinese – they need to feel that your discussions allow them to share and express pride in these beliefs, values, and practices.

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. Ka Hikitia resources can be found online at: www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia.aspx

Refer also to Building Conceptual Understandings in the Social Sciences: *Approaches to Building Conceptual Understandings*. This resource has many exemplars based on exploring our culture and heritage and how this relates to communities, places, and events. See especially pages 16 – 18.





KEY COMPETENCIES

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

Relating to others
Consider and reflect on others' ideas and experiences

FOCUS QUESTIONS

What connections are there between cultural values and time spent on an activity?

How important is sport to your family?

How important is sport to other students or your community?

How have people's leisure activities changed over the generations?

ASK: How does the amount of time we spend doing something reflect its importance to us and our culture and identity.

As a class, brainstorm the categories that show how students' families spend their leisure time – family gatherings, digital entertainment (TV, computers, gaming, etc), sport and exercise (taking part or watching), cooking and eating, socialising, or anything else relevant to them. Students can then complete the chart in Activity 1 “**Whānau Time**”, recording the number of hours their family spends on each category over a week.

Using the information from the chart, ask students to create a graph.

ASK: What does your graph tell you about your family time? Which activities seem to be most important to your family?

Students can compare their graphs and discuss the information they draw from them with other students. Then they can write a paragraph that explains their results.

ASK: What does the information tell you about the place or importance of sport and activity in your family time?

As an extension to this activity, students could interview parents or grandparents about family time in *their* school years, and again discuss the similarities and differences between their results.

ASK: Have things changed at all since your parents' or grandparents' school days? What are the differences in how they spent their family time and how you spend your time today?

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

CONNECTION

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

COMMUNITY

Promoting dialogue and acceptance of diversity





KEY COMPETENCIES

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

Thinking
Synthesise and analyse information from a range of sources

FOCUS QUESTIONS

How does our choice of language reflect aspects of our culture?

How do the stories we tell show what we think is important?

What similarities and differences are there in your findings?

Display the names and pictures of some well-known past and present sporting heroes around the classroom. You could organise the pictures on a timeline and, underneath, include some significant moments in sport. For example, if Rugby is chosen, chose milestones such as the date the All Blacks became a professional team.

ASK: Are any of these names familiar to you? How do we talk about sporting heroes like these? What kind of language do we use?

They could then choose a player and find out more information about them.

See:

www.rugbymuseum.co.nz

www.allblacks.com

www.nzru.co.nz

as well as searching news media sources.

Using Activity 2 “**Stories about My Sporting Hero**”, have students record any words, phrases, or stories they have discovered about their chosen player.

Students can use the co-operative strategy “1:3:P:C:R” to analyse any patterns from their research – from their graph and commentary and their research on their chosen player. Consider how these patterns may reflect society’s changing views of sportspeople.

1:3:P:C:R

This is an useful strategy to help students develop ideas.

- 1:** Students work individually.
- 3:** In groups of three, they share and synthesise their ideas.
- P:** They publish their synthesised ideas.
- C:** They circulate around the room to view other groups’ ideas (one student can stay to explain/defend the group’s ideas).
- R:** Students return to their group and refine their ideas based on what they learned from the other groups.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

ALIGNMENT
Identifying students’ prior knowledge

INTEREST
Allowing student choice

CONNECTION
Drawing on relevant content that reflects students’ knowledge and experiences





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.

KEY COMPETENCIES

Thinking
Analyse the consequences of an event

Relating to others
Reflect on and consider other people's ideas and contributions

Participating and contributing
Contribute ideas and initiate learning to participate in a successful learning group

FOCUS QUESTIONS

Do the benefits of hosting a large-scale international sporting event outweigh the costs?

Who is involved in organising and running RWC 2011?

What are the consequences, short- and long-term, for stakeholders involved in RWC 2011?

Discuss an example of a large-scale event such as the V8 Supercars meeting in Hamilton, a large marathon, or an international event like the Commonwealth Games. Discuss the positives and the negatives involved in hosting such an event. Ask students to take a viewpoint “position” on whether the positives outweigh the negatives, or vice versa. Or do things balance out? Use a human continuum to show the spread of viewpoints.

Human Continuum

Create an imaginary line across the classroom with opposing ideas at either end. Students can stand at a place on the line that reflects their viewpoint. They can discuss with other students why they chose that position, then share their ideas with the class.

ASK: Who is affected by a large-scale event like the ones we have been discussing?

Clarify the term “stakeholder”, then make a list of stakeholders students think are involved in hosting world events like RWC 2011. Discuss and list the likely short- and long-term effects on these stakeholders.

ASK: Which consequences are short term? Which are long term?

Students can now complete Activity 3 “**Costs and Benefits**” to predict the consequences for their chosen stakeholders, deciding if they consider the effects as positive or negative.

Activity 3 “**Costs and Benefits**” uses a Johari window. This tool helps students to focus their thinking when they are analysing consequences in order to make a decision. Rating the importance of a consequence will help students to make more informed decisions rather than decisions based merely on the number of positive or negative consequences.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

ALIGNMENT

Drawing on students' prior knowledge

COMMUNITY

Promoting dialogue and contribution





In groups, students can each choose a stakeholder. Discuss their choices to ensure they will give the students the scope to carry out the activity. To begin with, they can predict the consequences and rate them as positive or negative. They can then carry out some research to see if their predictions are accurate. They could do online research, interview stakeholders of similar events, or talk to experts.

The next step is to rate the consequences according to their importance or their potential effects. First they should cross out those that weren't accurate, and then rate the remaining consequences as 1, 2, or 3. A rating of 3 signifies an important consequence; a 1 signifies a consequence that isn't so important.

Finally, students can make a decision about whether they feel it's worthwhile for a stakeholder to be a host. They can present their findings to the class, giving two reasons for their decision as well as the information they have gathered to back up their decision.

You could repeat the human continuum to see whether students' ideas about the pros and cons of hosting a significant event have changed. Note that they need to consider all the stakeholders they identified, not just the one they focused on.

INTEREST

Providing student choice





THEME 3

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

KEY COMPETENCIES
Relating to others
Reflect on and consider others' ideas and contributions

Participating and contributing
Give and receive feedback to improve and assess peers' work

FOCUS QUESTIONS

What connections are made between people from different countries during an international sporting event?

How can host towns and cities involved in RWC 2011 develop deeper connections with their hosted countries?

How can New Zealanders contribute to this event in a way that builds relationships?

Discuss a time when students may have hosted visitors from out of town or stayed with other people. Their experiences may include billeting for a school exchange, hosting an overseas student, having friends or family stay, or staying with people in New Zealand or overseas.

ASK: What makes a good host? How might being a good host have the potential to strengthen friendships? In what ways do you share your family culture and identity with visitors, and vice versa? How does this help you understand your visitors?

During RWC 2011, towns and cities throughout New Zealand are hosting teams. In groups, students can choose a New Zealand city or town that is hosting at least one team. Using Activity 4 "**Host Cities**", students can investigate how that place is planning to promote a deeper relationship between New Zealand and the countries of the visiting teams.

More information on locations, dates, and the philosophy behind hosting a team can be found at: <http://www.rugbyworldcup.com/destinationnewzealand/index.html>
<http://www.theeventscapital.co.nz/rugby-world-cup-2011.html>

Students can also view:

- ★ Te Karere [news item](#) about Gisborne hosting the Namibian team
- ★ Clips on the [RWC YouTube channel](#)

Many City Council or Regional Council websites also have relevant information.

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.

Students can present their information to the class. They can then make a plan, using the information in Activity 5 "**Plan for a Visiting Team**". Their plan should show what they would do for a team visiting their chosen town and how they would enhance the opportunities for interaction between the town and the team.

Groups could then share their plans and assess their work based on success criteria developed by the class.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

CONNECTION

Explicitly connecting content to students' lives

ALIGNMENT

Identifying students' prior knowledge

COMMUNITY

Promoting dialogue and contribution





KEY COMPETENCY

Thinking
Analyse information from a range of sources

FOCUS QUESTIONS

What is a global citizen?

How can hosting an international team foster relationships between your two countries?

How can international events support “global citizenship” and promote understanding and appreciation of cultural inclusion?

Discuss the concept of “global citizenship with students and decide on criteria, such as values, knowledge, and competencies.

ASK: Do we see these values and competencies operating in our school? How are they represented?

Students can watch videos about values promoted by the Rugby World Cup on the [RWC 2011 KidZone site](#).

Using Activity 6 “**Sporting Values**”, have students compare values of the Rugby World Cup with the values of the [Commonwealth Games](#) and the [Olympic Games](#). They can also view a video on the values of the [Olympics](#).

Discuss these values. Do students agree with them? Are they real, or part of the marketing of these organisations? Discuss which values encourage deeper cultural appreciation. Using the Hot Potato co-operative strategy, brainstorm practical ways these values could be implemented during RWC 2011.

Hot Potato

1. Each group chooses a value and writes it as a heading on a piece of chart paper. They record their ideas about the value on the chart.
2. When “hot potato” is called, each group passes their chart to the next group.
3. Each group reads what the previous group has written and then adds their own ideas. They must not repeat any of the ideas already written on the chart, although they can add to them.
4. This continues until each group has contributed to each chart.

During RWC 2011, ask students to collect news articles and stories that reflect New Zealanders displaying global citizenship and show practical examples of RWC 2011 values in communities. After RWC 2011, students can reflect on how successful the event was at promoting cultural understanding and developing an awareness of global citizenship.

Refer to Building Conceptual Understandings in the Social Sciences: *Being Part of Global Communities*. This resource is a key reference to understanding the idea of global communities. Various sections clearly outline the concept of global connections in terms of belonging and participating.

COMMUNITY

Promoting whole-class discussion enhanced by teacher statements and questioning

CONNECTION

Ensuring inclusive content that makes diversity visible

ALIGNMENT

Prioritising outcomes in which multiple experiences and resources are aligned





THEME 4

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

KEY COMPETENCIES

Thinking
Think skilfully in a range of contexts

Managing self
Establish and manage learning goals by setting and meeting deadlines

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

Participating and contributing
Contribute ideas and initiate learning in order to participate in a successful learning group

FOCUS QUESTION

How do the individual players in a rugby team contribute towards the success of the team?

This theme is sport focussed. Teachers may wish to adapt aspects based on their students' interests. Ask the students if they know any names for the position played in team sports. Then choose a team sport such as Rugby, or another sport that your students play or have an interest in. List their suggestions of positions on the board and add to them if you need to.

In small groups, students can then use the jigsaw strategy below to research specific positions. For this activity, written information about the positions can be found [here](#). Written information about Rugby positions can be found [here](#).

Students could also find information by watching clips of specific sport games.

Jigsaw

1. Put students into home groups of four and number the students in each group 1–4.
2. Give each number a different role to learn (in this case, researching a specific position).
3. Students leave their home groups and form expert groups with students of the same number. In each expert group, students work together to fulfil their task.
4. Students then return to their home group, share their information, and use all the pieces of the jigsaw to finish the next part of the task.

Then, individually, students can complete Activity 7 **“Every Player Counts”**. Using the information about positions that they gather in this activity, the students can move on to thinking about how groups of players work together.

Silent Card Shuffle

1. Write each position onto a card or piece of paper.
2. In small groups, without any talking, students arrange the cards into categories – backs, forwards, etc.
3. They can then discuss the placement of their cards and any possible changes. If all the group agrees on a change, they rearrange the cards and label the categories.
4. Students then circulate to see the ways other groups have categorised their cards.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

COMMUNITY

Establishing productive relationships that provide the basis for learning

ALIGNMENT

Drawing on students' prior knowledge

INTEREST

Providing a range of learning experiences





FOCUS QUESTIONS

What would happen if players didn't stick to their positions? How would the team's performance be affected?

How can we connect this learning with other areas of our lives?

ASK: How does sport imitate life? What happens if one player isn't doing a good job? What do players in any kind of sport have to do to work as a successful team?

You may like to discuss times when students have been part of a team that hasn't worked well together.

ASK: What happened, and how did it affect the game and the team?

As a class, play several games of Rippa Rugby (for the rules, please visit http://www.nzrugby.co.nz/small_blacks/rippa_rugby). In each game, leave out several of the key positions. For your final game, ensure all positions are included.

ASK: How did leaving positions out of the game affect the way you played? In a professional game, how would players being out of position affect the game? How would it affect the experience for the spectators?

Students can now complete Activity 8 "**Working Together**", considering how the players in teams work together. Then, in their groups, they could make a poster showing what they have learned about the roles and responsibilities in teams. They could also create a presentation on how being a good team player involves being "in position" and supporting the surrounding players.

If appropriate for 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/camaraderie/kinship acts as a kind of glue that holds a team together.

As an extension, students could analyse positions in a different sport to find out how roles and responsibilities are the same as in Rugby or different.

CONNECTION

Explicitly connecting content to students' lives





THEME 5

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

KEY COMPETENCIES

Thinking
Think skilfully in a range of contexts

Participating and contributing
Contribute ideas and initiate learning in order to participate in a successful learning group

Relating to others
Give and receive feedback to improve and assess peers' work

FOCUS QUESTIONS

What makes your area special?

What are the places you are proud of in your area?

Who are the people coming to your area for RWC 2011?

Which places in your area hold special significance for Māori?

Have a class discussion about what makes your community special. This could be your town, city, or region.

ASK: What do you like about living where you do? What makes your area unique or different from other areas? Are there sacred/*tapu* areas nearby?

Discuss where students like to take visitors. **ASK:** What activities or events do you think new visitors to your area would enjoy? Are there certain types of tourists who might prefer some attractions over others? Do we know this for certain, or are we creating stereotypes?

Suggest that students research activities and attractions available in the community and that they note any they do not know much about. They could talk to tourism experts, visit tourism websites, or talk to people who have lived in the area for a while. Students can record this information in Activity 9 **"Welcome to My Place!"**.

ASK: What kinds of visitors will be coming to New Zealand for RWC 2011?

Have the students think of as many kinds of visitors as possible, for example, families with young children, English speakers and those who don't have English as a first language, tourists, those who love to travel and those who chase the sun sports fans, people with disabilities, and so on.

Ask students to research a range of activities that all of these visitors might enjoy. Then, individually, they can complete Activity 10 **"Something for Everyone"**.

Next, back in their groups, students can use the information from Activity 10 and work together to create a one-day tour. They could create a brochure, a website, a podcast, or a video to promote their tour. In Activity 11 **"A Great Guided Tour"**, they can describe their plan. The following sites could provide students with ideas on presentation:

- ★ [Tourism New Zealand Rugby Road Trips](#)
- ★ [Wellington's efforts for RWC 2011](#)

Each group can present their tour idea to the class, explaining how their choices showcase their community in the best way.

Following the presentations, groups could pair up to assess how their tour meets the class's success criteria for the activity.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

CONNECTION

Explicitly connecting content to students' lives

ALIGNMENT

Drawing on students' prior knowledge

COMMUNITY

Establishing productive relationships that provide the basis for learning





KEY COMPETENCIES

Thinking
Analyse and synthesise information from a range of sources

Managing self
Set high standards and take risks in learning

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

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

Participating and contributing
Contribute ideas and initiate learning to participate in a successful learning group

Discussing attractions and events may lead students to consider improvements that might be made for RWC 2011 visitors.

ASK: What impression do we like visitors to have of our community?

Brainstorm the needs and expectations that visitors to RWC 2011 might have. For example, they may need help with language, cultural understandings, accessible venues, regular transport, wide range of food, good accommodation, safety, entertainment, and so on.

Have the students write their suggestions on large sheets of paper and use the Hot Potato strategy to generate ideas that fit under each category. For example, under Help with Language, they might list: information about the area in multiple languages, translators at popular places, important signs in multiple languages with international symbols.

Students can then identify where features of their community could be made even better for tourists. Students could take a tour of their community, take photos, or use their prior knowledge to decide what to focus on.

In groups, students can use the prioritiser in Activity 12 **"Setting Priorities"** to decide which area would be most important to focus on.

A prioritiser strategy helps students to rank items systematically and carefully.

1. Students list eight areas that need improvement in the boxes in the left column.
2. Considering pairs at a time, students decide which would be the most important of the two. They write their choice and why it is more important in the box in the column to the right.
3. They repeat this process until they are left with one entry. This will be the one area for improvement that is the most important for them.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

ALIGNMENT
Drawing on prior knowledge

CONNECTION
Explicitly connecting content to students' lives

COMMUNITY
Fostering relationships that help create a sense of community

INTEREST
Designing experiences that interest learners by meeting diverse motivational needs





FOCUS QUESTIONS

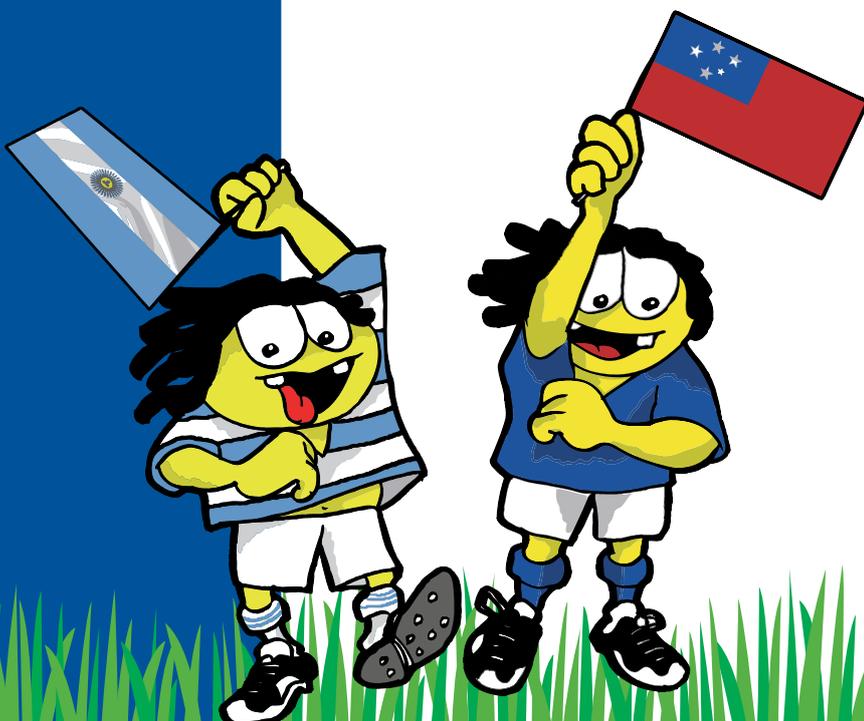
What are the needs of visitors to your area?

How could you improve your area to better meet their needs?

What impression of your community do you want people to leave with?

Refer to 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/>

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.





THEME 6

CONCEPTUAL UNDERSTANDING: Students will gain understanding of emerging trends in society that are reflected in changes in sport.

KEY COMPETENCIES

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

Develop a sense of confidence in a new skill set

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

Participating and contributing
Contribute ideas and initiate learning in order to participate in a successful learning group

FOCUS QUESTIONS

How has sport changed over the generations?

Which changes in sport have been positive, which have been negative, and which have been neutral?

Before starting on this work, set students the task of talking with parents or grandparents about their experiences of sport when they were young.

With this information, students can then use Activity 13 **"Sport – Then and Now"** to compare those experiences with their own experience of sport. Before they start Activity 13, ask the students to decide on the categories they will analyse, for example, types of sport played, time spent on sport, type of equipment, and technology in sport.

Categories Venn Diagram

This strategy encourages students to compare two items in a more focused way than with a regular Venn diagram.

1. Decide on the categories to be compared.
2. Complete a Venn diagram for each category, ensuring the similarities and differences are related to that category only.

In groups, using Activity 14 **"Across the Generations"**, the students can categorise the changes they have noted into positive, negative, and neutral, based on the perspectives of the different people they talked to. They can use this information to construct statements about how sport has changed over the generations.

The students can then use Activity 15 **"Cause and Effect"** to show the sequence of causes and effects that resulted in one of these changes.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

CONNECTION

Explicitly connecting content to students' lives

ALIGNMENT

Drawing on prior knowledge

COMMUNITY

Promoting dialogue through complex tasks and explicit skill development

INTEREST

Maximising interest by building in student choice





FOCUS QUESTIONS

How do changes in society impact on sport?

How could we contribute to positive change in an area of sport?

From discussion arising from Activities 13, 14 and 15, and the information they have gathered, students can each carry out a social inquiry into a focus of learning/topic they find interesting. In their chosen area, they can look at how positive change could be promoted or negative change could be reduced.

Some ideas for topics specific to Rugby, but easily adapted to other topics, are:

- a) Then and now – How has Rugby changed over the decades, in New Zealand and internationally?
- b) Women in Rugby – How have social pressures and the self-image of Rugby contributed to a different history for women's Rugby?
- c) Who plays what? How has participation in sporting codes changed, and how have changes affected the game for spectators?
- d) Being the best – How, for better or worse, have our expectations of sportspeople changed?

Students can use the inquiry tool in Activity 16 **"Find Out – Then What?"** to help them form questions for their research. The students write their goal or purpose in the space provided. The questions in the first section of the activity will have correct answers. The second section provides possible question starters to encourage deeper level questions.



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>

