



Community Rugby
NEW ZEALAND'S BIGGEST TEAM



YEARS 4-6
.....
Activity Book

Name:

Class:



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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. Thanks also 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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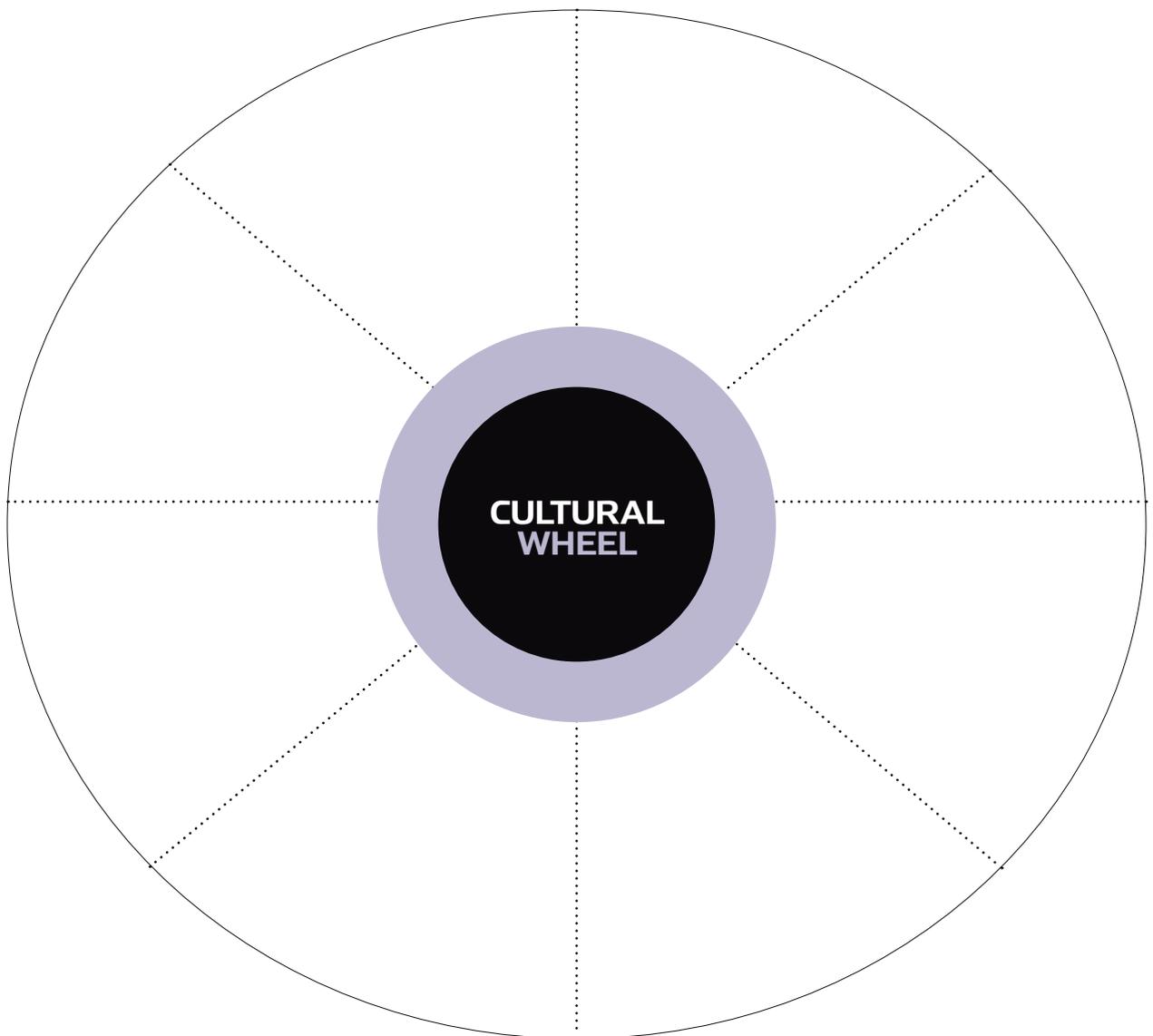
ISBN 978 0 7903 3767 8



ACTIVITY 1
My Cultural Wheel



We have been discussing the values, practices, and beliefs that are important to different cultures in Aotearoa New Zealand. Whatever your culture – Māori, Pasifika, Pākehā, Chinese – it's cool to feel proud of who you are! Think of the unique things from your culture, including customs, music, family events, what you do in your spare time, and the groups you belong to. Write some of these in your cultural wheel.



FOCUS QUESTIONS

- ★ What do you identify as your culture?
- ★ What factors shape your culture?



ACTIVITY 2
Comparing Ideas
about Culture

Use this organiser to compare and contrast your cultural wheel with those of two other students.

Name:

Name:

Name:



Compare each cultural wheel.

How are our cultural wheels the same or similar?

.....

.....

.....

How are our cultural wheels different?



FOCUS QUESTIONS

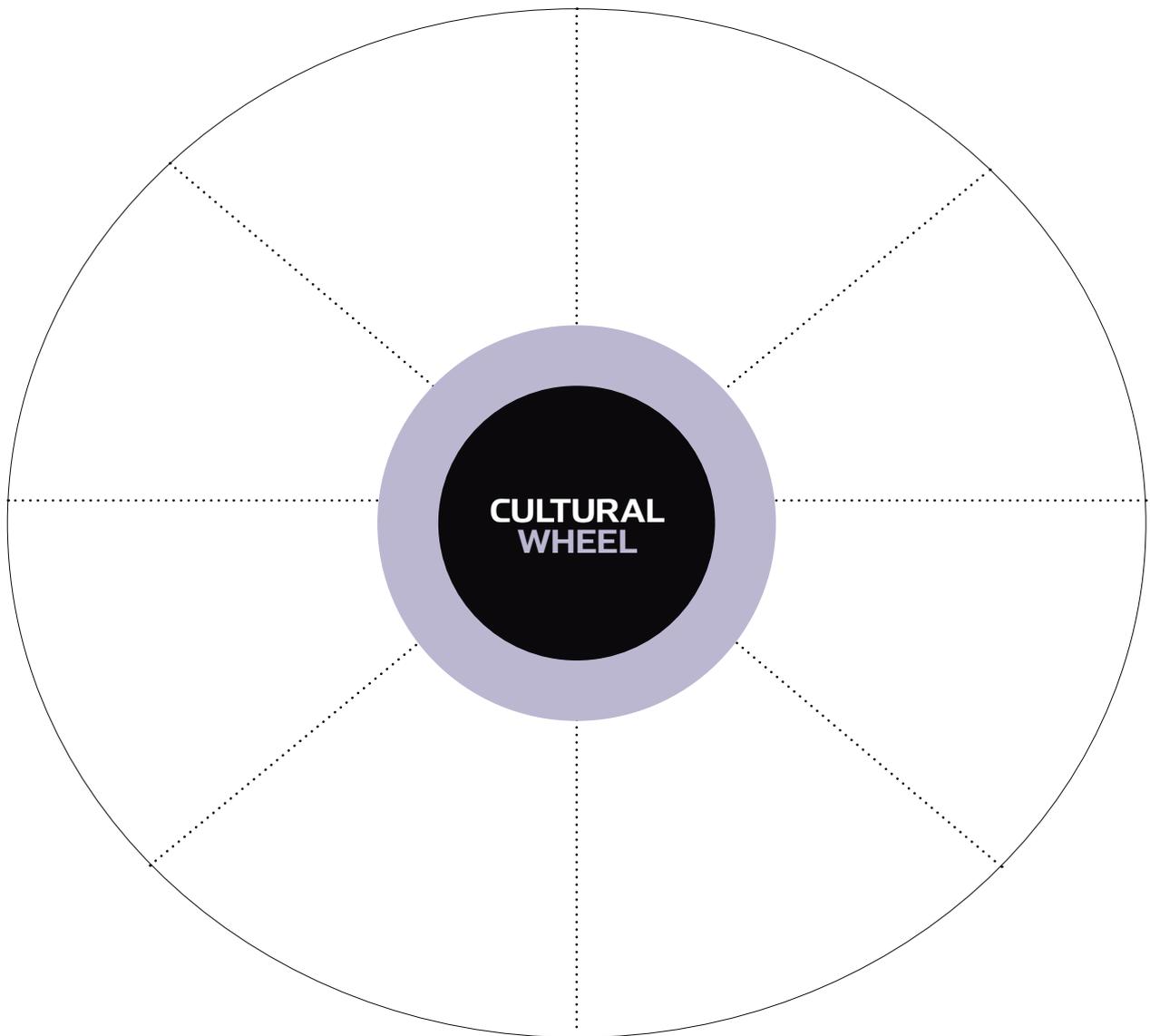
- ★ What are the common themes?
- ★ How do they differ?



ACTIVITY 3
New Zealand's Cultural Wheel



Aotearoa New Zealand is made up of many cultures. All of the unique things about your own special culture – such as your language, customs, music, and stories – are an important part of the culture of New Zealand. Think about what you discovered in Activity 2. Write your ideas about New Zealand's culture in the wheel below. Remember that culture includes all of the things that hold a community and a country together.



FOCUS QUESTIONS

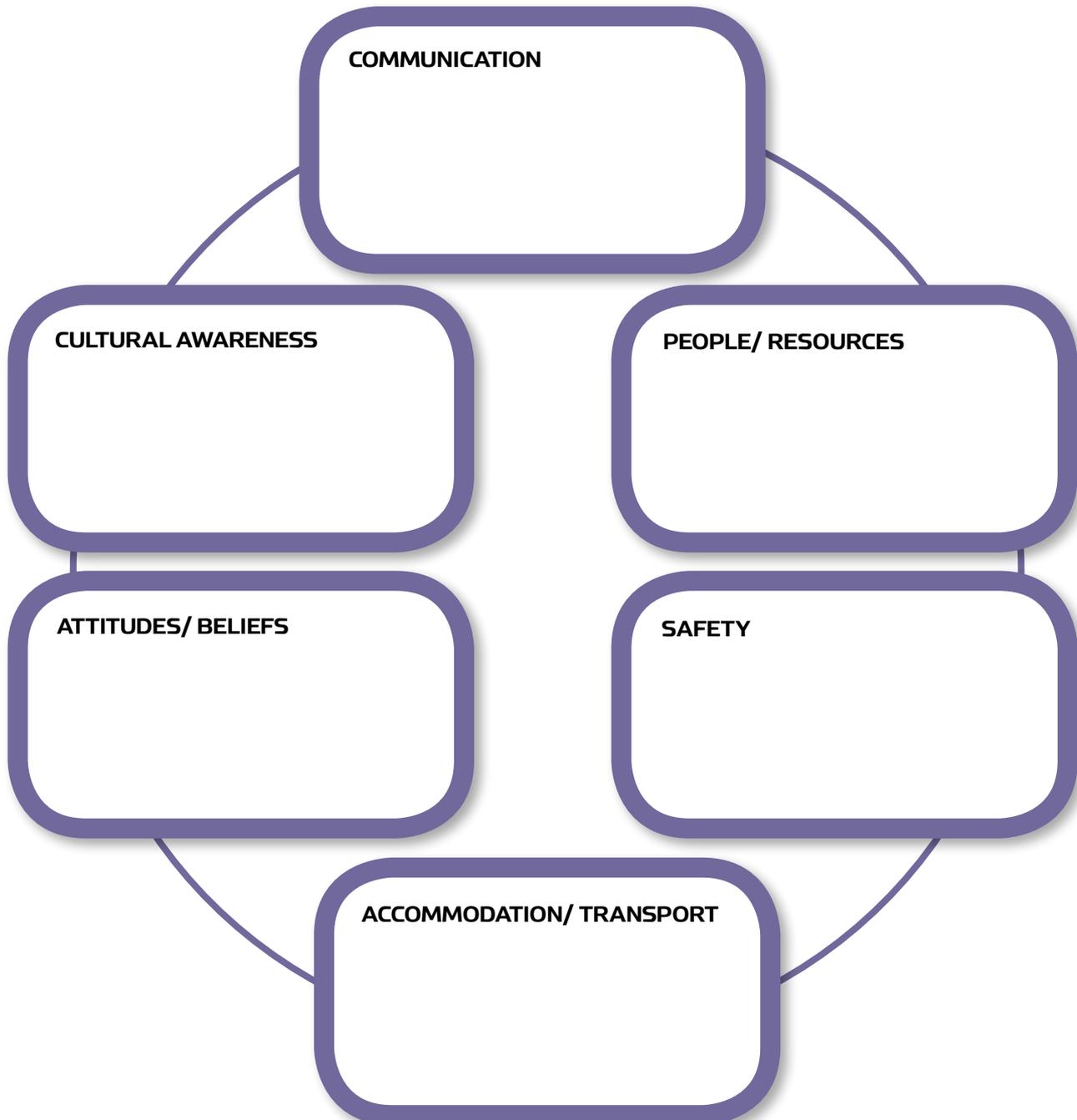
- ★ What are the common themes?
- ★ How do they differ?
- ★ What general statements can be made with this information?



ACTIVITY 4

Hosting an International Event

Under each of these six themes, record the issues you might need to consider when hosting an international event.



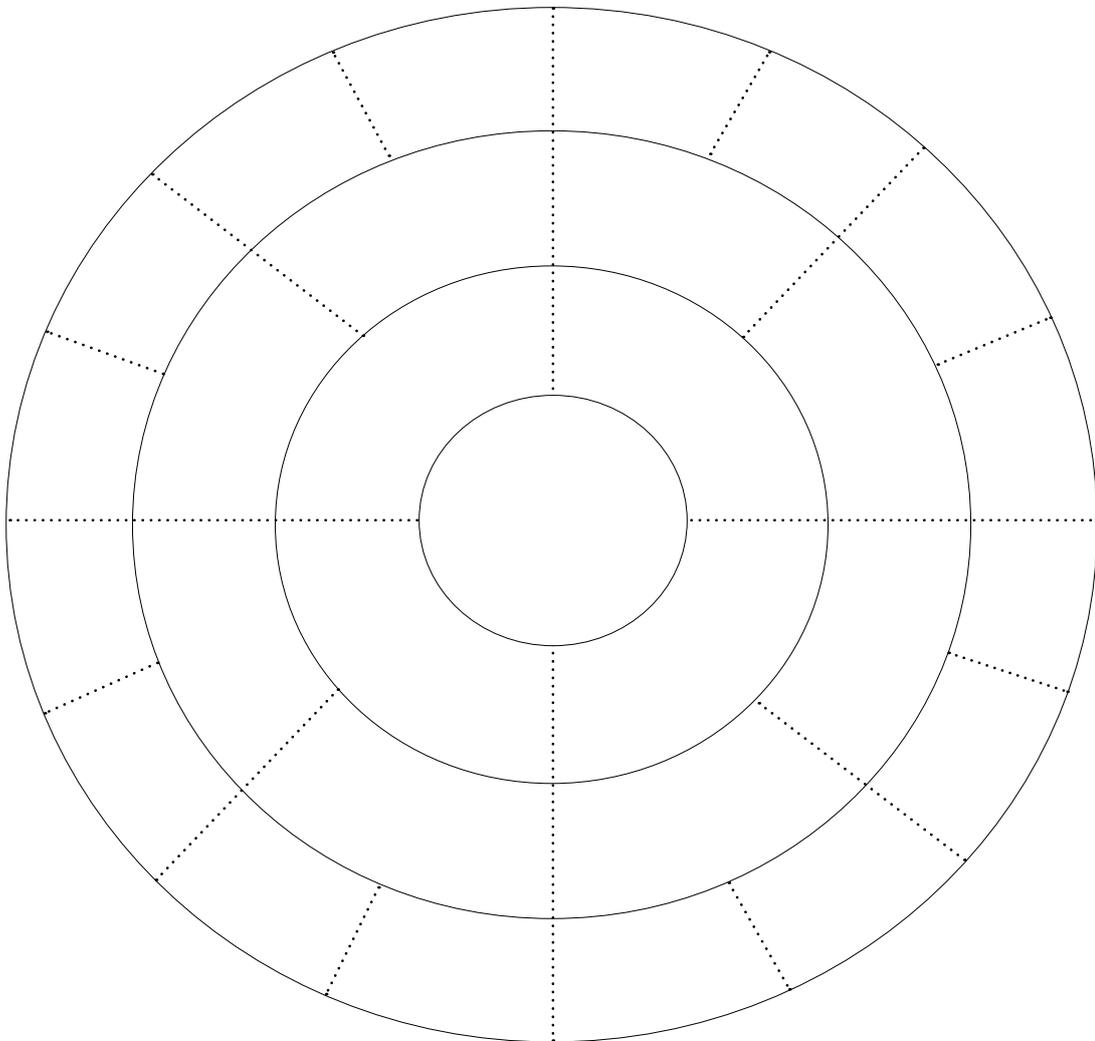
FOCUS QUESTIONS

- ★ What factors do you consider when you, or your family, are being a host?
- ★ How does this relate to the considerations needed when hosting an international event?

ACTIVITY 5 Consequence Wheel



1. Select one of the issues you identified in Activity 4 and write it in the centre of the wheel.
2. In each section of the circle going outward, write one consequence of the issue. The consequence can be positive and/or negative.
3. In the next circle, write one or two new consequences for each statement. Continue moving outwards until you have completed the wheel.
4. Now discuss the issue from a range of perspectives in order to work out the best solution to the issue. Explain and justify your solution.



FOCUS QUESTIONS

- ★ What factors do you consider when you, or your family, are being a host?
- ★ How does this relate to the considerations needed when hosting an international event?

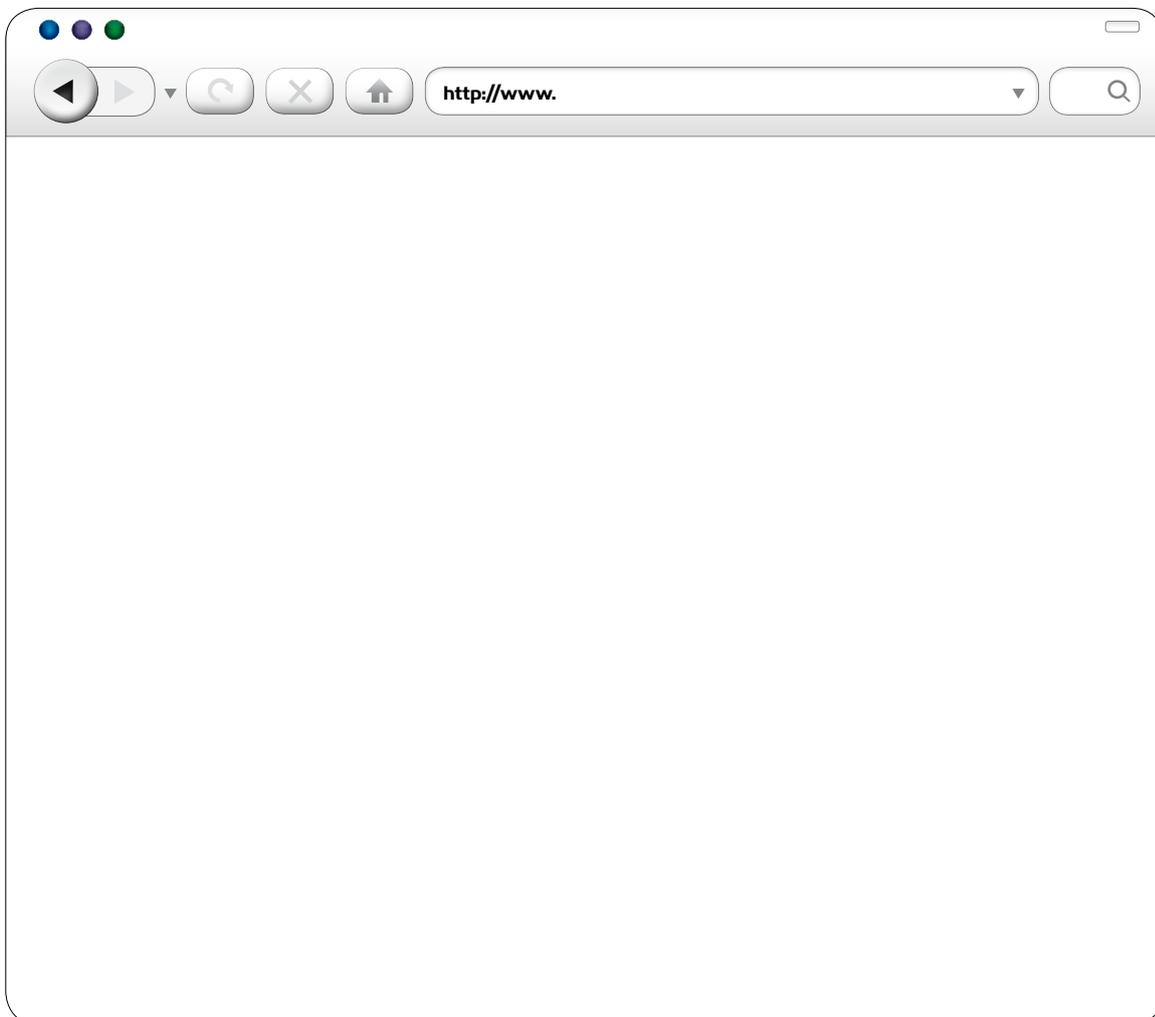


ACTIVITY 6

Host Cities

Eleven towns and cities around New Zealand will host matches for Rugby World Cup 2011. Have a look at some of the websites of these host cities.

Select a town or city that is not hosting a Rugby World Cup 2011 match. Design a web page for the town or city in the space below. List the events that will showcase your chosen town or city. Include any historical connections that the town or city has to Rugby.



The image shows a browser window template with a white background and a grey border. At the top, there are three colored window control buttons (red, yellow, green) on the left and a close button (X) on the right. Below these is a navigation bar with a back button, a forward button, a refresh button, a home button, and a search button. The address bar contains the text "http://www." and a search icon. The main content area is a large, empty white rectangle.

FOCUS QUESTIONS

- ★ How are towns and cities reflecting their local cultures and heritage in the planned events?
- ★ How do their websites showcase their unique positions in New Zealand?

ACTIVITY 7

Hosting Rugby World Cup 2011



Rugby World Cup 2011 will provide a range of opportunities and challenges for New Zealand as the host country. Consider the positive and negative effects that could arise from hosting such a significant event, now and in the future.

INTERNATIONAL VISITORS

★ Pros

★ Cons

TOURIST SITES

★ Pros

★ Cons

BUSINESS AND TRADE

★ Pros

★ Cons

HOSTING RUGBY WORLD CUP 2011

SPORTING VENUES

★ Pros

★ Cons

INFRASTRUCTURE IMPROVEMENT

★ Pros

★ Cons

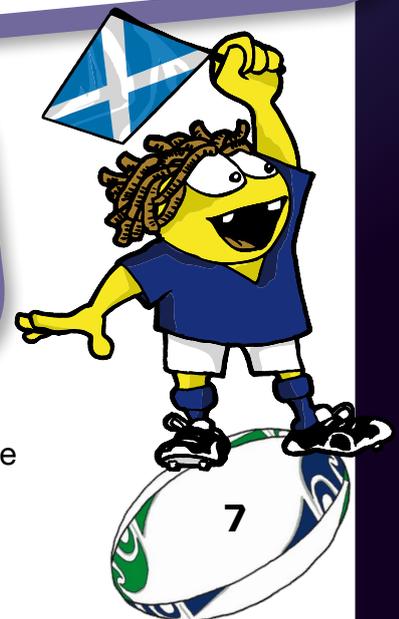
MEDIA COVERAGE

★ Pros

★ Cons

FOCUS QUESTION

- ★ What are the future prospects for New Zealand from this type of international exposure?



ACTIVITY 8

Participating Countries

There are twenty countries taking part in Rugby World Cup 2011. Fill in the missing country names in the table below.

POOL A	POOL B	POOL C	POOL D
 Canada	 Argentina	 Australia	 Fiji
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____

Select five of these countries and investigate the connections between them. Then illustrate these connections in a presentation. Consider the focus questions below when planning your presentation.

Be creative in your presentation. Use resources such as video clips, movies, interactive activities, and visual displays!

FOCUS QUESTIONS

- ★ What are the connections between your five countries?
- ★ Where are they located? Are they on the same continent?
- ★ What connections do these countries have through international trade?
- ★ In what way are their schools similar? Their governments?
- ★ These countries are connected through Rugby. What other sports do they all play?
- ★ Which of your countries are expected to be more successful than others in RWC 2011?
- ★ Which of your five countries are part of the Commonwealth or a Pacific nation?

ACTIVITY 9 Opening Ceremony



The Opening Ceremony will begin Rugby World Cup 2011 with a bang, prior to the opening match between New Zealand and Tonga on September 9, in front of 60 000 fans at Eden Park and a global television audience of millions.

→ Use this thinking cloud to record your ideas for planning an Opening Ceremony that will reflect the cultural diversity of New Zealand.

→ Use your ideas to develop a plan for your Opening Ceremony.



PLANNING CHART FOR OUR VERSION OF THE OPENING CEREMONY

My role in the group:			
My tasks:	1	2	3
What do I need to do to complete the tasks?			
Who can support me?			
Tasks to be completed by (date):			

FOCUS QUESTIONS

- ★ How can we make all people feel included and a part of the celebrations and maintain the international spirit of the Tournament?
- ★ How can we explore and express the uniqueness of New Zealand's bicultural heritage and its Polynesian and Pacific heritage?



ACTIVITY 10

Being an Ambassador

Use the idea of an iceberg (where only a small part of an iceberg is visible and the largest part is submerged). At the top of this “iceberg”, place the actions that will be shown by a good ambassador representing his or her country.

Underneath this, in the middle box, write the key characteristics that encourage these actions. At the bottom of the “iceberg”, list the attitudes, values, and beliefs that lay a solid foundation for these actions.

ACTIONS

CHARACTERISTICS

ATTITUDES, VALUES, BELIEFS

FOCUS QUESTIONS

- ★ As a New Zealand citizen, how can I act as an ambassador during Rugby World Cup 2011?
- ★ What characteristics would a good ambassador display as a spectator at a Rugby match?



ACTIVITY 11

Roles and Responsibilities



Write the role you have chosen in the left-hand box. In the next two boxes, list what you see as the main responsibilities of that role. In the last four boxes, you can add further details that relate to that role.

<p>ROLE</p>	<p>RESPONSIBILITIES</p>	<p>DETAIL</p>
	<p>RESPONSIBILITIES</p>	<p>DETAIL</p>
		<p>DETAIL</p>
		<p>DETAIL</p>



FOCUS QUESTION

- ★ What are the key roles needed to organise and stage a significant international event?

ACTIVITY 13
Belonging to a Place



We have been discussing the Māori concept of tūrangawaewae and how it's important to feel that you belong to a place. We have also been thinking about caring for the places that are special to us.

Choose one of the four concepts we have been discussing and explore it further.

In the chart below, write what you already know about your chosen concept in the left column, and questions about what you would like to know in the middle column. Research these questions and record your findings in the right-hand column.

- Interdependence Sustainability Biodiversity**
Personal and Social Responsibility

THE CONCEPT WE WANT TO EXPLORE IS:		
WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I HAVE LEARNED

FOCUS QUESTIONS

- ★ How can we ensure that visitors to New Zealand during Rugby World Cup 2011 will take care of our environment?
- ★ What do we know about the special position of Māori in relation to New Zealand's natural resources?



ACTIVITY 14

Planning a School Festival

Plan a school festival in conjunction with Rugby World Cup 2011 to showcase your new understandings in relation to hosting a significant international event.

Think about how you could align your festival to what's happening in your region during Rugby World Cup 2011. Ask yourself:

- ★ What categories would we choose for our festival?
- ★ How can we make sure everyone takes part?
- ★ How can we ensure it is culturally balanced?
- ★ How can we use our knowledge of ICT to spread the word?
- ★ How will we advertise our event to visitors from other countries?

Use the chart below to help you plan.

Who will take part?

Who will write the programme/advertising?

What are the audiovisual requirements?

What materials do we need, for example, paper, paint?

Who can act as guides?

Do we need an MC?

How can we make the most of Internet publicity?

How many food stalls will we need and what will they sell?

NOTES:

Now ask yourself, "What other things might we need to consider?"

FOCUS QUESTION

- ★ How can we showcase our talents, creativity, and understandings?

ACTIVITY 15
Trends in Sport



You have been discussing the differences between Rugby in 1960 (gender, age, and ability) and today. Choose a topic such as “Women in Rugby” or “Celebrities in Sport”. Use the ideas from class discussion and those on the wall charts you have made to help you write your ideas on the differences between 1960 and today.

MY TOPIC

1960	2011

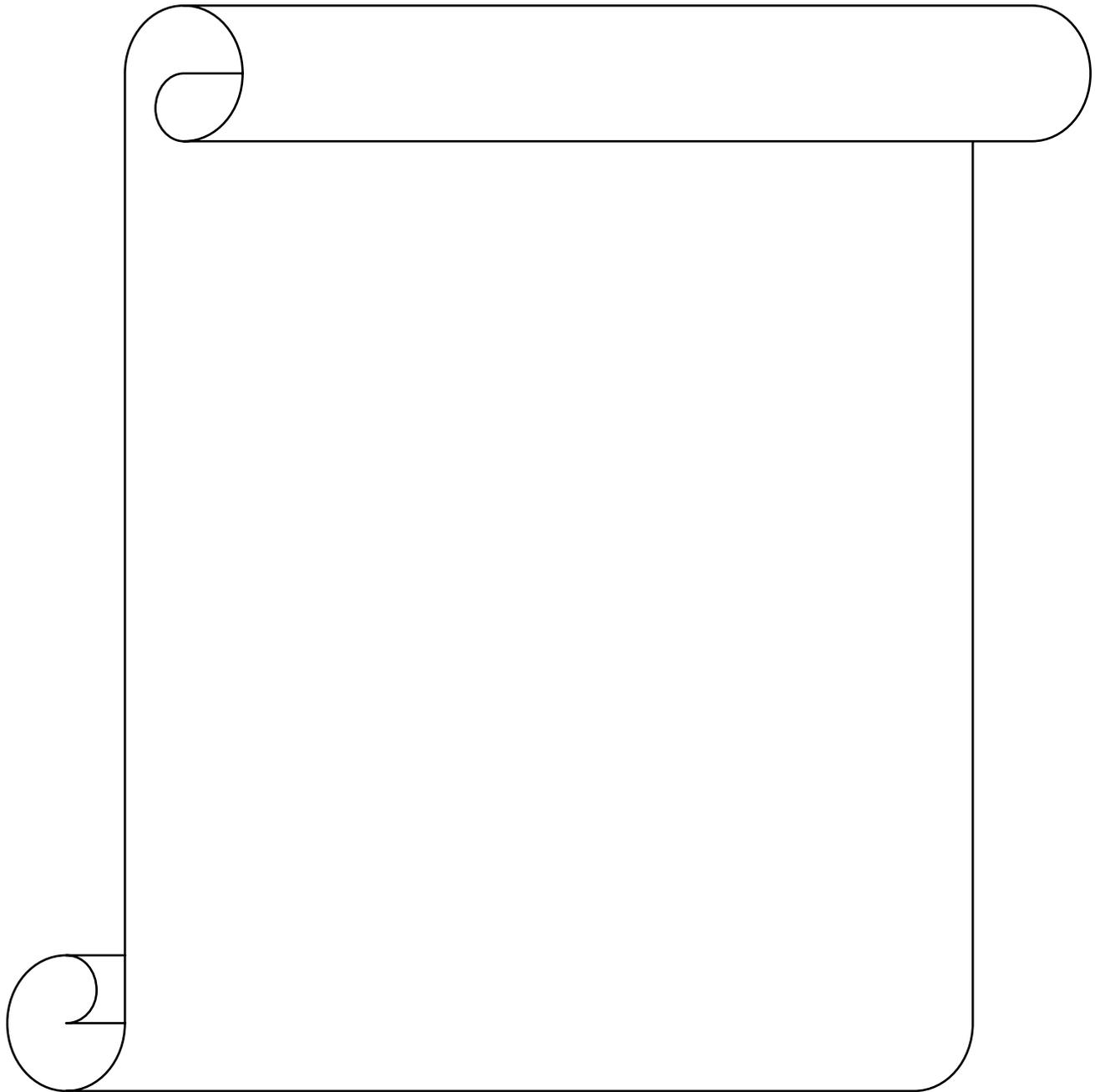
FOCUS QUESTIONS

- ★ How has Rugby changed over time? How has Rugby stayed the same?
- ★ What trends in sport reflect what is happening in society today?
- ★ In what ways do these sporting trends differ from those of fifty years ago?



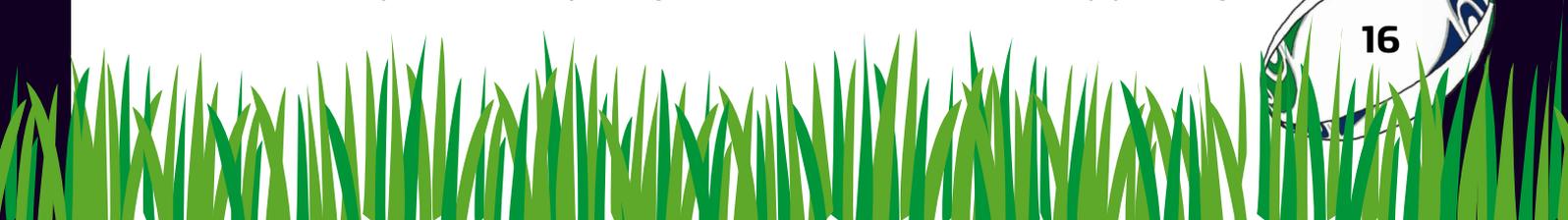
ACTIVITY 16
**Rugby – Yesterday
and Today**

Write an article about the trend you explored in Activity 15, comparing how things were in 1960 with how they are today.



FOCUS QUESTION

★ In what ways do these sporting trends differ from those of fifty years ago?





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



ISBN 978-0-7903-3767-8



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