



Community Rugby
NEW ZEALAND'S BIGGEST TEAM



YEARS 7-8
.....
Activity Book

Name:

Class:



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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 the 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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ACTIVITY 1
Whānau Time



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 ways your whānau/family chooses to spend its time. Fill in the categories you decided on in class. Record the number of hours your family spends on each category each day.

| Category | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|----------|--------|---------|-----------|----------|--------|----------|--------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

On a separate sheet of paper, create a bar graph that clearly shows this information – use the x-axis for the categories and the y-axis for the number of hours. Then write a paragraph below to explain the results shown in your graph. How accurately does the graph represent your family’s values? Are there any activities that your family values but doesn’t spend much time on?

.....

.....

.....

.....

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?



ACTIVITY 2

Stories about My Sporting Hero

Choose one of your sporting heroes, for example, a player competing in RWC 2011. Find words, phrases, and stories that relate to your player.

What I already know

Information from other people

**MY
SPORTING
HERO**

Information from news sources

Information from websites

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 our findings?



ACTIVITY 3
Costs and Benefits



There are many people and organisations involved in developing and running a successful RWC 2011 and many others who are affected by it. We have been looking at the short- and long-term effects for these “stakeholders”.

My chosen stakeholder is:

.....

This stakeholder is involved because:

.....

I predict the following consequences for my stakeholder:

| Short-term positives | Short-term negatives |
|----------------------|----------------------|
| | |
| Long-term positives | Long-term negatives |
| | |

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?



ACTIVITY 4
Host Cities

My host city:

Host team(s):

| | |
|--|--|
| How has this host city prepared for RWC 2011? | |
| Manaakitanga - What does this word mean and how can we apply this concept when hosting visitors in our cities? | |
| Is the host city including aspects of all cultures that make up New Zealand? Are there opportunities for rich cultural understandings to be developed? | |
| How does the host city plan to show the locals aspects of the culture of the visiting team(s)? | |
| What opportunities is the city providing for the visiting team(s) and supporters to interact with people from the city? | |

My inquiry questions:

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?
- ★ How can we avoid cultural tokenism and promoting low-level understanding of our culture (such as only looking at flags and capital cities)? How can we provide tourists with a rich understanding of our culture and vice versa?

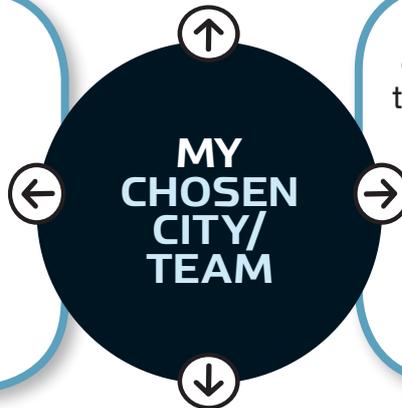


ACTIVITY 5
Plan for a Visiting Team



How I would ensure the city is a good host

How I would provide opportunities for the visitors to share their culture



How I would provide opportunities for the visiting team to experience New Zealand culture

How I would provide opportunities for interaction between the team and people in the city

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?

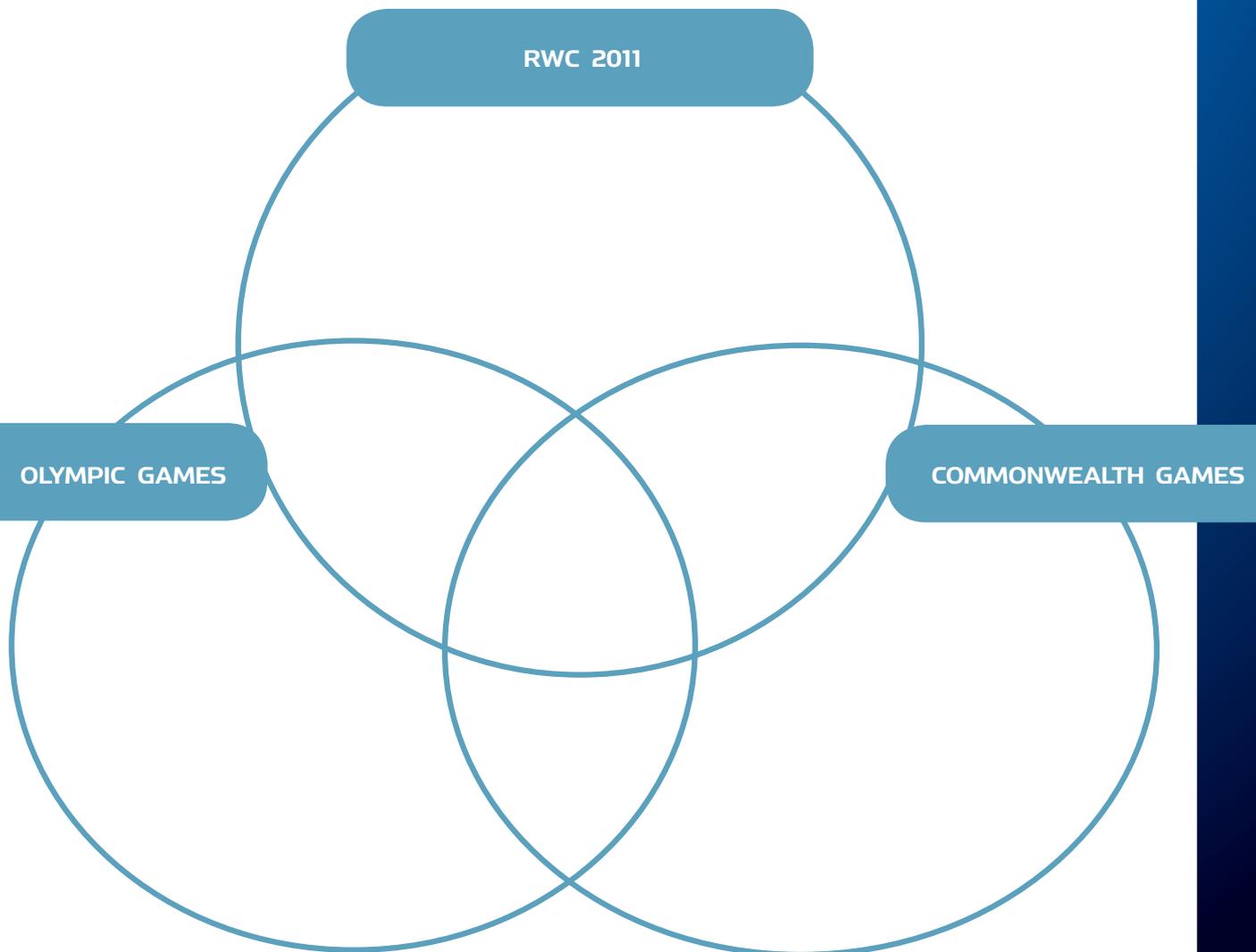


ACTIVITY 6

Sporting Values

In the spaces below, write the values promoted by the Rugby World Cup, the Olympic Games, and the Commonwealth Games. List the values shared by two or more events in the overlapping areas.

Which of these values help us to understand and value other cultures, as well as our own? Which fit with our definition of a global citizen? What if we add a fourth circle for our school values? What would the overlaps be?



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?

ACTIVITY 7
Everyone Counts



You have been discussing the concept of kotahitanga and the way members of any kind of team work as one. Everyone counts. This is true for a team working on a project such as RWC 2011. It is also true for a sports team.

Choose one kind of team member. Use the spaces below to record information about their roles and responsibilities, the skills they need, and the people they work with most closely.

Position:

What someone in this position does:

Skills a person in this position needs:

Other people a person in this position usually works with:

FOCUS QUESTIONS

- ★ How do the individual players in a Rugby team contribute towards the success of the team?
- ★ What would happen if players didn't stick to their positions? How would the team's performance be affected?



ACTIVITY 8

Working Together

You have been discussing the concept of kotahitanga and working as a team. Choose four positions in a team sport, such as hockey, netball, or Rugby. For each position, answer the questions in the boxes below. Then write a paragraph about how the players in these positions work together for the team.

Position

.....



What happens when this player is out of position?



How does this player work with other players to ensure the success of the team?

Position

.....



What happens when this player is out of position?



How does this player work with other players to ensure the success of the team?

Position

.....



What happens when this player is out of position?



How does this player work with other players to ensure the success of the team?

Position

.....



What happens when this player is out of position?



How does this player work with other players to ensure the success of the team?

Players Working Together

FOCUS QUESTIONS

- ★ How do the individual players in a team contribute to the success of the team?
- ★ What would happen if players didn't stick to their positions? How would the team's performance be affected?

ACTIVITY 9
Welcome to My Place!



What are the really great features of your area? Do any hold special significance for Māori? What are the attractions and events you would list as “must-sees”?

Use tourism websites or talk to locals to find out more. List your three favourite places, attractions, or events below, describe the features, and say how you discovered them.

Name of the attraction:

Description:

.....

Where I found out about it:

.....

Name of the attraction:

Description:

.....

Where I found out about it:

.....

Name of the attraction:

Description:

.....

Where I found out about it:

.....

FOCUS QUESTIONS

- ★ Which places in your area hold special significance for Māori?
- ★ What places or attractions are you proud of?
Why are they special for you?



ACTIVITY 10
Something for Everyone

Tourists come to visit Aotearoa New Zealand for all kinds of reasons. Many visitors to RWC 2011 will take the opportunity to travel and see different parts of the country. Others are just here for the Rugby but will visit the different attractions a town or city provides. Any tourist likes to have a choice of places to visit and activities to take part in.

List four places and four activities for visitors to RWC 2011. Why would tourists find these interesting?

PLACES

1.

2.

3.

4.

REASONS

.....

.....

.....

.....

ACTIVITIES

1.

2.

3.

4.

REASONS

.....

.....

.....

.....

FOCUS QUESTIONS

- ★ Who are the people coming to your area for RWC 2011?
- ★ How can you showcase your area for particular groups?



ACTIVITY 11
A Great Guided Tour



From your research in Activity 10, you may have found out a lot you didn't know about the area you live in. Do you know enough to arrange a guided tour? In this activity, think about the information you have from the last two activities and plan a four-stop tour with a good mix of places and attractions.

My tour is designed to appeal to:

Things I need to think about for this kind of visitor:

.....

| Time | Place | Attraction or event | How this showcases our area |
|------|-------|---------------------|-----------------------------|
| | | | |
| | | | |
| | | | |
| | | | |

FOCUS QUESTIONS

- ★ What makes your area special?
- ★ What are the places you are proud of in your area?
- ★ How can you showcase your area for particular groups?



ACTIVITY 12

Setting Priorities

You've found some great attractions and events for tourists in your area. What things would you like to make even better for those visiting for RWC 2011? List eight possibilities, then narrow the list down to four. Carry on like this until you are left with one area you want to make better for visitors.

| | | | |
|----|------------------|------------------|---|
| 1. | Reason: | Reason: | The most important area for improvement: |
| 2. | | | |
| 3. | Reason: | | |
| 4. | | | |
| 5. | Reason: | Reason: | |
| 6. | | | |
| 7. | Reason: | | |
| 8. | | | |

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?



ACTIVITY 13
Sport –
Then and Now

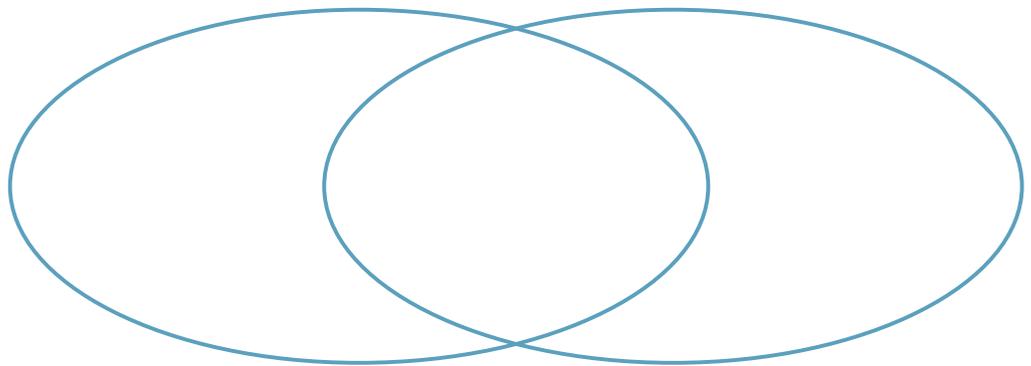


We have been discussing sporting experiences with our parents and grandparents. Use the Venn diagrams below to explore the similarities and differences between your parents' (or grandparents') experiences of sport and your own. Choose three categories to explore.

| My experiences now | Both | My parents' experiences then |
|--------------------|------|------------------------------|
|--------------------|------|------------------------------|

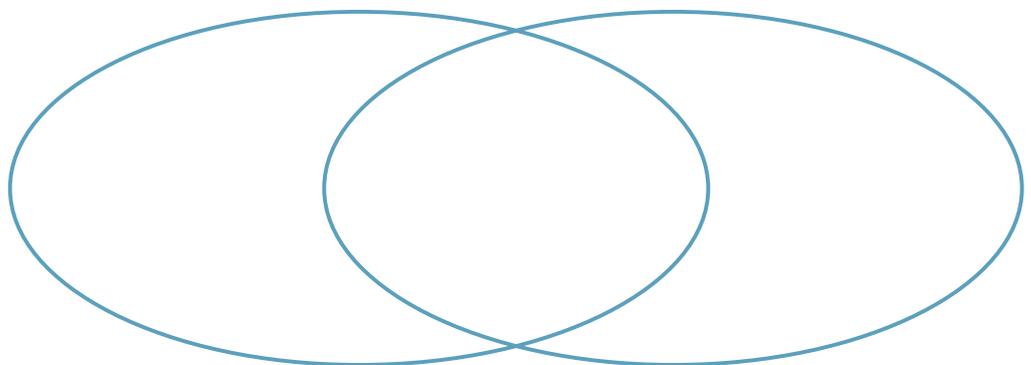
Category:

.....



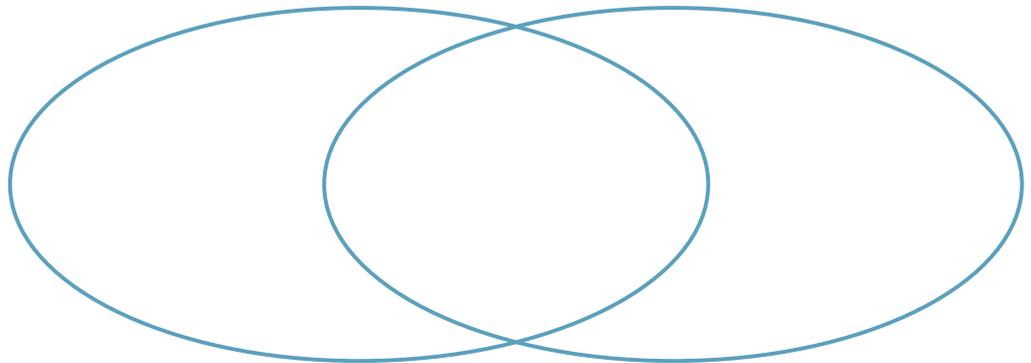
Category:

.....



Category:

.....



FOCUS QUESTION

★ How has sport changed over the generations?



ACTIVITY 14

Across the Generations

How has sport changed from the way earlier generations experienced it? Look at the information and the comments from the people you have spoken to. For three people, say whether the changes in sport have been positive, negative, or neutral, and explain why.

| From the point of view of: | Positive change | Negative change | Neutral |
|----------------------------|-----------------|-----------------|---------|
| | | | |
| | | | |

| From the point of view of: | Positive change | Negative change | Neutral |
|----------------------------|-----------------|-----------------|---------|
| | | | |
| | | | |

| From the point of view of: | Positive change | Negative change | Neutral |
|----------------------------|-----------------|-----------------|---------|
| | | | |
| | | | |

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?

ACTIVITY 15
.....
Cause and Effect



Think of the way sport has changed over time. Choose one of these changes and analyse its consequences. Complete the flow chart below, explaining how that change came about.

This happened



Which caused this



Which caused this



Which resulted in this

FOCUS QUESTION

★ How do changes in society impact on sport?



ACTIVITY 16
Find Out –
Then What?

Use this activity to develop purposeful questions that will help you broaden your inquiry and make your findings more relevant and authentic.

My topic:

| | |
|--|--|
| <p>Find out What information do I need to find out? (Hint: There will be a correct answer to all of these questions.)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>Who? What? Which? When? Where? Why? How?</p> |
|--|--|

| | |
|--|---|
| <p>Then what? What other questions do I need so I can find out about my topic? (Hint: These questions go deeper and have a range of answers.)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>What if ...? How could I ...? Is it right to ...? Should we ...? What evidence is there ... ?</p> |
|--|---|

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?





NOTES



Useful Websites

www.rugbyworldcup.com/kidzone

www.ruggerland.co.nz

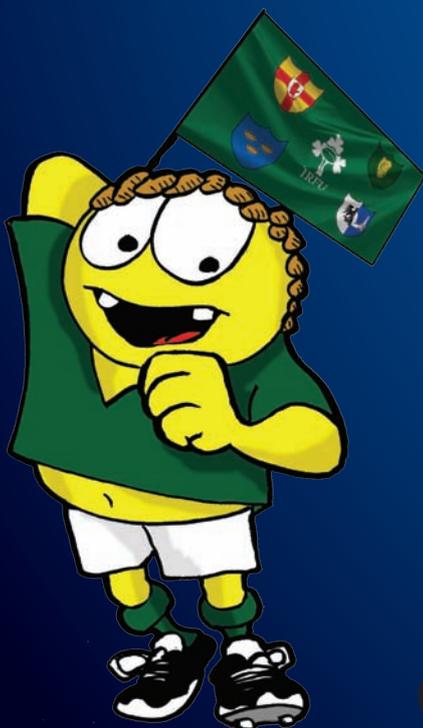
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