



Community Rugby
NEW ZEALAND'S BIGGEST TEAM



YEARS 4-6
.....
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.

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 six themes that build conceptual understandings 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> <ul style="list-style-type: none"> • cultural significance of physical activity and sport, especially Rugby, to Aotearoa New Zealand • short- and long-term effects on local and national economies when they host significant events • national and international relationships that are established and fostered through participation in sporting events • roles and responsibilities of individuals when involved in groups • sense of belonging to places or tūrangawaewae, the significance of place, and the relationship between people and the environment • emerging trends in society that are reflected in changes in sport. 	<ul style="list-style-type: none"> • History, heritage, and heroics of Rugby in New Zealand • Regional roundup – sporting stories, grassroots Rugby • What’s the big deal? – the aims to win on and off the field • Building for a future – infrastructure, resources, planning for the event • Guiding our guests – how to be a great host for Rugby World Cup 2011 • The connections that are created in New Zealand and globally – forging friendships around the world • “Your country needs you” – supporters, volunteers, guides, ambassadors • Fair play – safety first, rules • Team players – inspiring leaders • The REAL New Zealand Festival (our unique ways) – select a category and plan an event for your town • “Me” in the team – professional Rugby, celebrity players • Women in Rugby • Emerging Rugby nations

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





KEY COMPETENCIES

Key Competencies are a focus within the teaching sequence and will enrich the learning outcomes through building, encouraging, and recognising 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 Rugby World Cup player to, for example, a spectator.

THE LEARNER	LEARNING CONTEXT – RUGBY WORLD CUP PLAYER
<p>★ Participating and Contributing</p> <ul style="list-style-type: none"> • contribute ideas and reflect on new learning to support a community of learners • initiate learning opportunities and be an active participant in the learning <p>★ Relating to Others</p> <ul style="list-style-type: none"> • show consideration to others and their learning • work in diverse groups and participate in peer assessment <p>★ Using Language, Symbols, and Texts</p> <ul style="list-style-type: none"> • make meaning and judgments from a range of language, texts, and symbols • select, sort, and confidently use a range of technologies <p>★ Managing Self</p> <ul style="list-style-type: none"> • establish and manage learning goals and meet commitments • set high standards and take risks in learning • develop new skills and a sense of competence 	<p>★ Participating and Contributing</p> <ul style="list-style-type: none"> • take responsible action to contribute towards a successful Rugby World Cup • understand the importance of, and participate in, regular physical activity • display positive behaviours as a role model for others <p>★ Relating to Others</p> <ul style="list-style-type: none"> • understand and respect other peoples and cultures involved in the Tournament • handle situations of provocation and conflict <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"> • fulfill the responsibilities of an assigned role or position in the team • self-motivate to develop new forms of knowledge and skills to enhance the role or position in the team





★ **Thinking**

- think independently and develop new ideas to apply to different contexts
- critically reflect on what has been learned and how it was learned
- develop a self-correction disposition

★ **Thinking**

- 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 goals

ACHIEVEMENT OBJECTIVES – SOCIAL STUDIES LEVEL 3

Students will gain knowledge, skills, and experience to:

- ★ Understand how cultural practices vary but reflect similar purposes
- ★ Understand how people view and use places differently
- ★ Understand how the movement of people affects cultural diversity and interaction in New Zealand
- ★ Understand how groups make and implement rules and laws.

VALUES

New Zealand Curriculum

- excellence, innovation, inquiry, curiosity, diversity, equity, 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

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES/ TIKANGA Ā IWĪ

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 connection 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

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

This teaching resource provides ideas and activities to develop your students' conceptual understandings around 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.

FOCUS QUESTIONS

What do you identify as your culture?

What factors shape your culture?

FOCUS QUESTIONS

What are the common themes?

How do they differ?

What general statements can be made with this information?

FOCUS QUESTIONS

How do cultures change over time?

How does our view of New Zealand culture include or exclude the diversity of the people living here?

Students will need a safe place to discuss and explore the aspects of their culture that will feed into Activity 1 below. Discussing beliefs, values, and practices that relate to a culture 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 for their beliefs, values, and practices. **ASK:** What do we know about the concept of “culture”? Use the Give One – Grab One strategy to explore prior learning.

Give One - Grab One

Students can discuss what they know about the concept of culture and write their ideas on index cards. They can then give one of their ideas to another student and receive one they don't have.

Students can complete Activity 1 “**My Cultural Wheel**” using the prompts provided. In groups of four, students can then share their cultural wheels. Using a compare-and-contrast chart (Activity 2 “**Comparing Ideas about Culture**”), they can explain which factors are similar or different and how these judgments have been made. Now students can complete Activity 3 “**New Zealand's Cultural Wheel**” and share and compare their New Zealand cultural wheels. **ASK:** What is your understanding of New Zealand culture? Some considerations could be: sports groups, environmental attitudes, music and language, tūrangawaewae, whakapapa, traditions and customs, celebrations, and values and beliefs.

- How is Rugby significant to NZ's culture?
- In what other countries is Rugby a significant part of the culture?

As an extension to the “**New Zealand's Cultural Wheel**” activity, students could draw their own wheels and select five people from a range of backgrounds, ethnicities, and generations, such as grandparents, then complete New Zealand's Cultural Wheel for each person.

- ★ How do these compare with your New Zealand cultural wheel or those of your classmates?
- ★ How is Rugby represented through the generations? How has Rugby changed?
- ★ Why do you think Rugby is significant to New Zealand culture?

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

ALIGNMENT

Identifying students' prior knowledge

CONNECTION

Explicitly connecting the content to students' lives through valuing their cultural knowledge

COMMUNITY

Promoting dialogue and contribution

ALIGNMENT

Providing sufficient opportunities to engage in learning experiences





KEY COMPETENCIES

Using language, symbols, and texts
Students recognise how choices of language affect people's understanding and the ways they respond to communication.

Relating to others

By working together, students will come up with new approaches, ideas, and ways of thinking.

FOCUS QUESTIONS

How will we gather the contributions for the class book?

How can we ensure that there is a cultural balance in the book?

RETELLING A STORY

Display stories from the *School Journal* that are related to Rugby and the Rugby World Cup 2011. In groups of three, students can select a journal related to Rugby World Cup 2011 and then read a recount, historical report, profile, or a narrative. Each group can develop a word bank and vocabulary chain to explore words related to the themes.

Students can construct an ideas map (semantic map) in order to structure their ideas for the retelling. Use the strategy Story, Story, Down to explore the themes.

Story, Story, Down

This strategy helps to develop oral confidence and fluency and supports vocabulary development. Each group comes to the front of the class, and one student begins to retell the story. After a sentence or two, the teacher points to another student and he or she continues reading from the last spoken word. If he or she does this without major hesitation, they carry on. If not, he or she must drop to the ground. The challenge is to complete the retelling so everyone has a full understanding of the text.

GRASSROOTS RUGBY

Students can gather stories from the local community to contribute to a class book of Rugby. They can ask their families, friends, people at school and from sport clubs, and cultural groups to provide stories, poems, quips, and anecdotes.

PAST PLAYER – age 84:
“When I was a lad, we weren’t allowed on the field if our boot laces had not been taken out from the boots and washed thoroughly and the boots shined with polish – so shiny, you could see your face in them.”

MOTHER OF JUNIOR PLAYER:
“When I first watched my son play, he was so proud to get the ball that he ran the length of the field the wrong way!”

Refer 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.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

INTEREST

Narratives have emotional appeal that engages students

COMMUNITY

Promoting dialogue and contribution

ALIGNMENT

Providing sufficient opportunities to engage in learning experiences

CONNECTION

Ensuring inclusive content by making diversity visible





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

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?

KEY COMPETENCY
Using language, symbols, and texts
Identify issues for exploration and analyse information and issues from a range of perspectives

FOCUS QUESTIONS

How are towns or cities reflecting their local cultures and heritage in the planned events?

How do their websites showcase their unique positions in New Zealand?

Show the students a map of New Zealand and point out the eleven cities and towns hosting Rugby World Cup 2011 matches. Look at the concept of being a host. Students can list the ways where they, or their family, have hosted guests or visitors. For example, friends spending time at their home or staying overnight, birthday parties, dinner guests, and visitors staying from out of town.

ASK: What factors need to be considered when hosting an international event?

In Activity 4 **“Hosting an International Event”**, students can record the issues to consider for each theme, such as language barriers, having effective event planners, maps of event sites, and tourist destinations.

Students can select an issue and complete Activity 5 **“Consequence Wheel”** to consider consequences and possible solutions. They can identify the best solution and provide explanations and justifications for it.

Students can review the host towns or cities for Rugby World Cup 2011.

Show the students a map of New Zealand and point out the eleven cities and towns hosting Rugby World Cup 2011 matches. Show them the example of the media release that relates to New Plymouth’s plans to host Rugby World Cup 2011 matches:

<http://www.newplymouthnz.com/VisitingNewPlymouth/MajorEvents/RugbyWorldCup/>

Students can now select a town or city that is not hosting a Rugby World Cup 2011 match and complete Activity 6 **“Host Cities”** by designing a media release or a web page that explores the unique position of the town or city and any planned events that reflect the local culture and heritage.

ASK: What is happening in your town or city? How could you be involved?

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

ALIGNMENT

Identifying prior understanding

CONNECTIONS

Using students’ own lives as a point of comparison

ALIGNMENT

Providing multiple learning opportunities to support concept development

INTEREST

Designing a variety of learning experiences that stimulate interest





KEY COMPETENCIES

Using language, symbols, and texts

Make sense of information and identify issues for exploration

Critical thinking

Critically evaluate information and construct knowledge

FOCUS QUESTIONS

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

How will this inquiry provide new understandings for us?

Have a class discussion about the positive and negative effects that could arise from hosting a significant event such as Rugby World Cup 2011.

Relate this to the numbers of visitors, the venues, and the spin-offs in the short and long term. Using the graphic organiser for Activity 7 “**Hosting Rugby World Cup 2011**”, students can list the pros and cons they have identified under the headings in the boxes.

Tourist Sites

Pros - Money is put into improving facilities. Millions of people around the world will watch Rugby World Cup 2011, which will showcase many host towns and cities. It brings tourists to experience New Zealand’s unique eco-tourism and helps nurture the environment.

Cons - Many visitors to some sites could be harmful to the sustainability of the sites.

ASK: What are the future prospects for New Zealand from this type of exposure?

From the discussion, students can think of things they’d like to know more about. These can be written on a board for further discussion and to identify prior knowledge. Rich questions can then be co-constructed by you and the students to ensure that their inquiries provide opportunities for deep learning and new understandings. Consider using the social inquiry process (<http://socialinquiry.ssol.tki.org.nz/>) to deepen the learning through exploring values and perspectives.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

ALIGNMENT

Identifying students’ prior knowledge

COMMUNITY

Promoting dialogue and contribution

CONNECTIONS

Enhancing the relevance of the new learning





FOCUS QUESTIONS

What skills will my students need to learn to enable them to complete their inquiries?

How will I incorporate this into my planning?

KEY

COMPETENCY

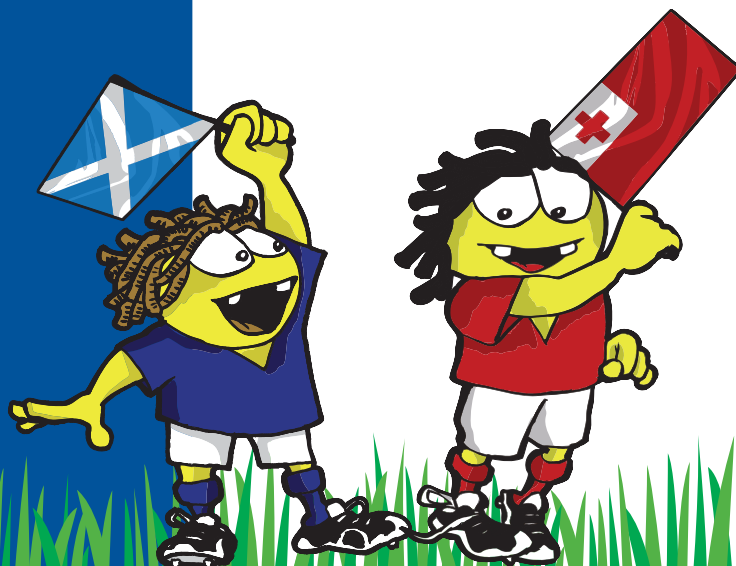
Reflective thinking
Critically evaluate outcomes

Some suggestions for supporting inquiry learning are:

- ★ Organise interest groups – for students who would like to work in groups.
- ★ Predict the skills that students may need to complete their inquiries.
- ★ Support students to write an inquiry plan with supporting questions and timeline. Consider setting must-do's.
- ★ Arrange conference times – plan to meet regularly with each group throughout the inquiry to review progress.
- ★ Give inquiry updates – set times for groups to share updates of their inquiries (so any problems can be addressed using others' successes).
- ★ Set up a skills wall and a learning wall. Develop these with students to enable them to self- and peer-assess during their inquiries.
- ★ Acknowledge, share, and celebrate the new learning.
- ★ Reflect on and evaluate the learning process.

ALIGNMENT

Providing multiple learning opportunities to support concept development





THEME 3

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

FOCUS QUESTION

What connections are there between New Zealand and other participating countries, other than playing Rugby?

KEY COMPETENCY
Relating to others
Sharing ideas, negotiating, and appreciating different points of view

FOCUS QUESTION

Which participating countries have players, coaches, or support staff who are New Zealanders?

There are twenty countries taking part in Rugby World Cup 2011. New Zealand's connection with these countries is the desire to excel at Rugby. What other connections are there between these countries? (See www.rugbyworldcup.com)

Students can consider connections such as Commonwealth countries, language, food, music, trading partners, historical connections, ANZAC alliances, socio-economic ratings, human rights, and government systems. Have the students discuss and set the criteria they will use to investigate these connections.

Divide the class into four groups. Place the names of the twenty participating countries in a bag and ask each group to select five countries to make connections with.

Students can investigate the selected countries and identify the connections using the criteria they have set, then present their findings to the class. They can use the suggestions in Activity 8 **"Participating Countries"** to help them.

Each group must plan their investigation and presentation to the class. They will have one hour for their presentation. For example, one group may decide to focus on each country for twelve minutes to show its connection with the participating countries, New Zealand, and rugby. For example:

Selected country – Japan. A group might set the scene before sharing their findings about Japan by asking students to take off their shoes before entering the classroom. Then the group might move around the globe to one of their other selected countries.

Another group may decide to interweave their understandings about their five countries.

The presentations need to be interesting and informative. Encourage students to use interactive activities, video clips, question and answer sessions, PowerPoint and visual displays, and so on.

Work with the students to co-construct the success criteria for the presentations to support their peer assessment.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

COMMUNITY

Promoting dialogue and contribution

COMMUNITY

Students learn and understand content when they discuss it

ALIGNMENT

Providing sufficient opportunities to engage in learning experiences

ALIGNMENT

Aligning assessment with teaching helps communicate what is important





FOCUS QUESTIONS

What Pacific Island nations are participating in Rugby World Cup 2011 and how are these countries represented?

How are Pacific Island countries reflected in our All Black teams?

Why is a haka, or challenge, important for Pacific Island countries including New Zealand?

KEY COMPETENCY

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

FOCUS QUESTION

How can we express New Zealand's Pasifika heritage?

KEY UNDERSTANDINGS:

- ★ New Zealand is a Pacific nation.
- ★ Immigration from the Pacific Islands has changed the ethnic composition of New Zealand, and Auckland now has the largest population of Pasifika peoples in the world.
- ★ New Zealand's culture, especially in sport and the arts, has gained a distinctly Pacific flavour.
- ★ New Zealand is connected to Pacific Island countries through trade, security, development assistance, foreign policy, environmental issues, and use of sustainable resources.
- ★ The "Pacific Islands" is a blanket term for a diverse range of Pacific Island countries.
- ★ New Zealand is closely aligned as a Pacific Ocean neighbour, and as a friend. Many people living in New Zealand have Pacific Island heritage.

There will be four countries performing a haka or challenge before each Rugby game. Students can find out what each haka represents. What are its origins and movements? View video clips of each country performing their haka or challenge before a Rugby game. Discuss the key messages that are conveyed from the performance of the haka. How does each haka represent its country? To learn more about the performance of haka in New Zealand, go to: <http://kiamau.tki.org.nz/>

Students can design an Opening Ceremony for Rugby World Cup 2011 that reflects all cultures, focusing on the elements that make up a national and international celebration. They can use Activity 9 "Opening Ceremony" to come up with ideas and plan their ceremony. They could get inspiration from viewing other celebrations such as the Olympic and Commonwealth Games Opening and Closing Ceremonies and the Football World Cup Opening Ceremony.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

CONNECTION

Focusing on cultural universals as a basis for connecting to students' lives

COMMUNITY

Promoting dialogue and contribution

ALIGNMENT

Providing sufficient opportunities to engage in learning experiences





FOCUS QUESTION

How can we express New Zealand's Pasifika heritage?

In 2011, the Opening Ceremony will open the Tournament with a bang prior to the opening match between New Zealand and Tonga on September 9, 2011. In front of 60 000 fans at Auckland's Eden Park and a global audience of more than one billion television viewers, it will be a unique opportunity to showcase New Zealand culture, talent, and the international spirit of the tournament.

www.rugbyworldcup.com/destinationnewzealand/news/newsid=2038943.html

The Opening Ceremony will express the close friendship and increasing interdependence with Pacific Island countries and celebrate the growing role that Pacific Island countries play in New Zealand's national identity in areas such as dance and music.

ASK: How can we make all people feel included in the celebrations and maintain the international spirit of the Tournament?

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. The bubble diagram on page 13 provides great stimulus for discussing how students in the classroom are connected to other parts of the world through, for example, products and ideas, as well as religion, culture, and beliefs. The teaching and learning sequence on pages 16–20 provides nine activities that you can choose from to complement your students' exploration of this conceptual understanding. Download this resource at: <http://ssol.tki.org.nz/>





THEME 4

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

KEY COMPETENCIES

Using language, symbols, and texts
Work with and make meaning of the ways in which knowledge is expressed

Managing self
Set high standards, act independently, and use strategies to meet challenges

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?

ASK: What does it mean to be an ambassador?

An ambassador is a representative or promoter of a specific activity. Hayley Westenra is an ambassador for UNICEF. What other ambassadors do you know? What do these people do?

There are five All Black greats who have signed up to be New Zealand Rugby World Cup 2011 government ambassadors. They have been working to promote New Zealand as a fantastic place to visit and do business when we host Rugby World Cup 2011. The five ambassadors are Jonah Lomu, Sean Fitzpatrick, John Kirwan, David Kirk, and Andrew Mehrtens. See: <http://www.nz2011.govt.nz/ambassadors>

ASK: What could you do as an ambassador for Rugby World Cup 2011 in New Zealand? What characteristics does an ambassador need? Show this in a chart. For example:

Characteristics	Action
Proud	Show pride in NZ and its uniqueness
Responsible
Reliable	
Passionate	
.....	
.....	

Students can complete the chart, and using the Think, Pair, Share strategy, discuss their chart with a partner and then with another pair. **ASK:** What are the key characteristics of an ambassador? Students can then complete Activity 10 “Being an Ambassador”.

In larger groups, students can brainstorm ideas about being involved as an ambassador for New Zealand during Rugby World Cup 2011. If you don’t live in a host town or city, you could set up a blog celebrating New Zealand and listing the reasons why tourists should visit your region.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

ALIGNMENT

Identify students’ prior knowledge

COMMUNITY

Promoting dialogue and contribution

ALIGNMENT

Providing sufficient opportunities to engage in learning experiences





FOCUS QUESTION

What is the message behind “The Stadium of Four Million” slogan?

Watch “The Stadium of Four Million” video clip with students. See: www.youtube.com/watch?v=ryQN4JqzDRM

ASK: What is the message of this video clip?

Whether you are an ardent Rugby fan, ambivalent to the game, or have no interest at all, the plan for Rugby World Cup 2011 is much more than just Rugby.

A key message is that there is a bigger prize than the Webb Ellis Cup – the hope that all New Zealanders will pitch in and “make the most of this opportunity while the eyes of the world are upon us for a few short weeks.”

Martin Snedden, CEO, Rugby New Zealand 2011

<http://www.stuff.co.nz/sport/rugby/opinion/3953728/Stadium-of-four-million-offers-bigger-prize>

FOCUS QUESTION

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

Students can discuss the key roles needed to host a successful Rugby World Cup, or any other significant international event. Some roles that students may suggest are players, coaches, camera operators, referees, physiotherapists, sports doctors, volunteers, guides, spectators, stadium groundskeepers, city and country leaders, musicians, kaumatua, journalists, commentators, cultural groups, event planners, drivers, and caterers.

KEY COMPETENCY

Using language, symbols, and texts

Work with and make meaning from the ways in which knowledge is expressed

Students can select one of the roles, gather information about it, and complete Activity 11 “**Roles and Responsibilities**”.

The students can then synthesise their ideas, their prior experiences, and the information they have gathered to write “**A Day in the Life of ...**” (Activity 12) focusing on a person such as a player, a sports journalist, or a volunteer. They need to focus on using topic words and appropriate tone and style to clearly define the role being explored.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

INTEREST

The design and selection of resources impacts on interest

ALIGNMENT

Sequencing whole-class discussions before small-group or individual work can help students access necessary content

ALIGNMENT

Providing opportunities to revisit concepts and learning processes





THEME 5

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

FOCUS QUESTION

What do we know about the special position of Māori in relation to New Zealand's natural resources?

KEY COMPETENCY

Relating to others

By working together, students will come up with new approaches, ideas, and ways of thinking.

FOCUS QUESTION

How can we ensure that visitors to New Zealand during Rugby World Cup 2011 will take care of our environment?

You can use structural indexing to establish students' prior knowledge and develop their understanding about the significance of place and how people view and use places differently.

Take some index cards and on each card write a major concept or idea that relates to the theme of belonging to places. Put nine cards in an envelope and, in groups, students can choose them and place them randomly in a 3 x 3 grid (see below). Have them make a statement or generalisation that includes words that appear horizontally, vertically, or diagonally.

For example:

environment	treasures/ taonga	society
resources	conservation/ rāhui tapu	heritage
land/whenua	ecology	sustainable

For the concepts that appear horizontally, some possible statements are:

- The environment in New Zealand is a showcase of natural treasures/taonga that everyone in society has responsibility for.
- Kaitiakitanga is a Māori concept for the management of the environment in order to protect the mauri of the taonga and ensure sustainable use and management of all natural and physical resources for everyone.

Students can then give their cards to another group and reorder them randomly to encourage further understandings.

You can also discuss the Māori concepts of tapu, mana, and wāhi tapu and how these might influence the relationship of people to specific places.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

ALIGNMENT

Identifying students' prior knowledge

CONNECTION

Explicitly connecting content to students' lives through valuing their cultural knowledge





Divide students into four groups to examine the key concepts that support Environmental Education:

- Interdependence – the relationships between all living things and their environment
- Sustainability – managing Earth’s resources in a responsible way and making lifestyle choices that contribute to this management
- Biodiversity – the huge variety of life on Earth and the ecosystems they form
- Personal and social responsibility for actions – how we can all take positive action to help resolve environmental problems.

Each group can explore a concept. They can first write each student’s understandings of the concept on a large sheet of paper. Then they can use the KWL chart in Activity 13 **“Belonging to a Place”** to record what they already know in the “What I know” column and what they want to know in the middle column. They can think about how they might find out about this and record what they learned in the right-hand column.

Finally they can explore these concepts in relation to the effects of having large numbers of people visiting New Zealand for Rugby World Cup 2011 (the potential opportunities and threats posed by the numbers of visitors to New Zealand).

ASK: How can we protect our natural treasures from the impact of so many visitors? What are the risks to our environment during Rugby World Cup 2011 from the significant number of tourists?

COMMUNITY

Promoting dialogue and contribution

ALIGNMENT

Providing sufficient opportunities to engage in learning experiences





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

FOCUS QUESTIONS

How are these projects selected?
How are they funded?

How do we ensure the quality of the events in the REAL New Zealand Festival?

FOCUS QUESTION

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

“For six weeks, New Zealand will be in the spotlight with 85 000 international visitors and a global viewing audience of more than four billion. It’s a great opportunity to boost New Zealand’s economy and international profile and to showcase to the world everything we do well. From food and wine to renewable energy and marine manufacturing, New Zealand business and industry sectors are gearing up to showcase our innovation, creativity, expertise, and excellence to the world. The REAL New Zealand Showcase programme will be updated regularly. You can view this programme at www.nz2011.govt.nz. www.nz2011.govt.nz/documents/REAL-NZ-Showcase-booklet.pdf”

“The newly-funded projects will bring the total number of festival events to well over 500, stretching from Kaitaia to Invercargill.” <http://www.nz2011.govt.nz/news/real-nz-festival-lottery-fund-boosts-events-for-rwc-2011>”

Review the planned festivities in your area and consider what your school/class could do to share and showcase their talents, creativity, and understandings with the community and visitors from other countries.

ASK: What is happening in our region? How can we be involved?

Using Activity 14 **“Planning a School Festival”**, the students can plan a school festival in conjunction with Rugby World Cup 2011 to showcase their new understandings in relation to the hosting of a significant international event.

Consider aligning the focus to your region. For example, the dates of the Wearable Arts Festival in Wellington have been moved to coincide with Rugby World Cup 2011. Some students in the Wellington area may decide to include wearable arts as part of their class contribution.

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

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

ALIGNMENT

Identifying students’ prior knowledge

CONNECTION

Explicitly connecting content to students’ lives through valuing their cultural knowledge

COMMUNITY

Promoting dialogue and contribution





Students can plan and organise a school festival that focuses on New Zealand on an international stage. This could involve the whole school, a few classes, or a single class. Categories could be diverse, covering a range of student interests such as art and design, music, drama and dance, ICT, and cultural groups.

Students could explore the links between their school community and some of the countries taking part in Rugby World Cup 2011. They could invite parents with links to these countries to design a display that reflects how the countries are represented in the school community.

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 12–16 explores the concept of culture with a focus on Pasifika. Download this resource at: <http://ssol.tki.org.nz/>

ALIGNMENT

Providing sufficient opportunities to engage in learning experiences





THEME 6

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

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?

KEY COMPETENCY Using language, symbols, and texts

Use concise, relevant content to communicate ideas when writing

Show students video clips of Rugby being played in the past and today, such as Wheelchair Rugby, Touch Rugby, Rippa Rugby, and veterans Rugby.

ASK: How has Rugby changed over time? How has the game stayed the same? How has it become more accessible? How does this reflect what is happening in society today?

For example:

- ★ Māori Tikanga – Me mahi tahi tataua kia manawa nui kai toa – work as one, in spirit and heart we are strong
 - http://www.nzrugby.co.nz/get_involved/maori_rugby
- ★ Women's Rugby – The success of the Black Ferns at World Cup level
 - <http://www.rwcwomens.com>
- ★ Ambassadors – The appointment of former Rugby greats as ambassadors for Rugby World Cup 2011
 - <http://www.nz2011.govt.nz/ambassadors>

Provide pictures of celebrity Rugby players such as Richie McCaw, Dan Carter, and Sonny Bill Williams. Discuss the rise of celebrities in Rugby, particularly as a result of promotional advertising.

ASK: In what ways does the emergence of Rugby players as celebrities reflect society today?

Consider views such as those of Robert Winston who believes that the celebrities in the sports and entertainment worlds are built up out of all proportion to their value.

- www.stuff.co.nz/science/3155697/Worship-of-Kiwi-celebrities-a-false-idolatry/

Create A3 charts with the headings “1960” and “2011”. Display the charts around the classroom. Select a focus for each chart, such as Rugby players, sports media, or topical trends in sport in New Zealand and around the world. Encourage students to consider some of the areas of change from the past decades, such as women in Rugby, celebrity sports people, professional players (endorsements), coaching, media involvement, and individual styles within teams, such as different coloured boots.

EFFECTIVE PEDAGOGY IN SOCIAL SCIENCES (BES)

COMMUNITY

Students learn content when they talk together about that content

INTEREST

Allowing students to make their own learning choices can motivate them to engage

ALIGNMENT

Aligning resources to the purpose of a task supports students in achieving outcomes related to that task

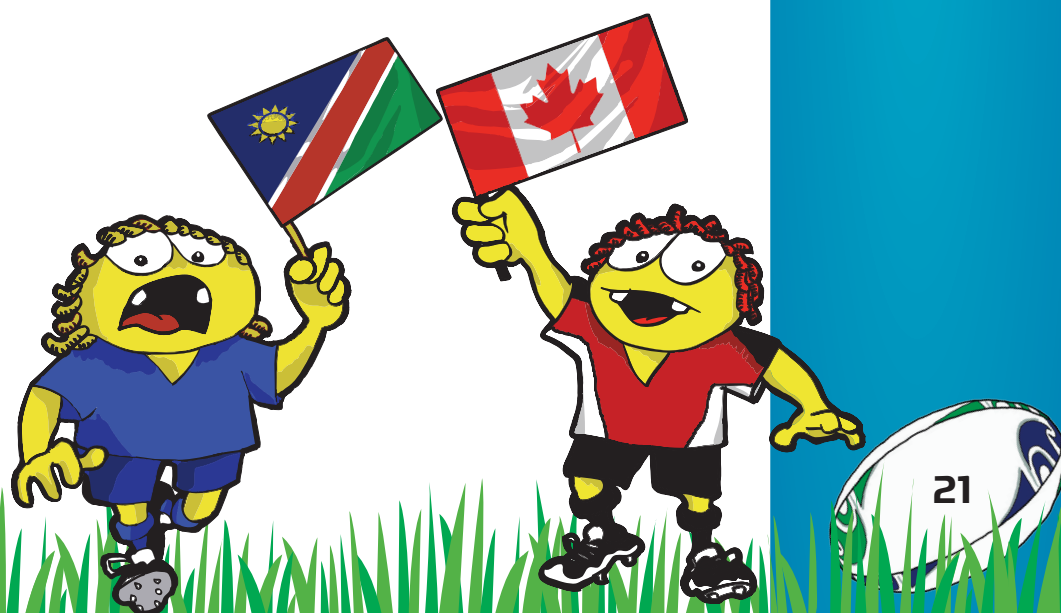




Students can then choose a topic and, using the information on the charts and the ideas from their discussions, they can use Activity 15 **“Trends in Sport”** to write what they think was happening in 1960 and what is currently happening. They can then collate the ideas in groups, report the findings back to the class, and discuss them.

Students can then work individually or in pairs to do more in-depth research on one of the trends, such as women in Rugby or the status of celebrity players. They can explore the connections between the trends in sport, what has happened over time, and the ways these trends are reflected in everyday life.

Using Activity 16 **“Rugby – Yesterday and Today”**, students can write a news article about the trend they have explored, comparing the historical position with the current position and its relationship to what was happening in society then.



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>

