

EdRugby Online Educational Resource

LESSON: Uniforms 1

THEME: Game plan

LEVEL

Upper primary
Lower secondary

DESCRIPTION

Students examine the form of a Rugby jersey. They deconstruct the messages and symbolism of the colours, numbers and other elements.

An ideal follow up to this lesson is *Uniforms 2*.

OUTCOMES

This lesson contributes to the achievement of the following unit outcomes:

English

- With teacher guidance, identifies and discusses how linguistic structures and features work to shape readers' and viewers' understanding of texts.
- Identifies and discusses some of the relationships between ideas, information and events in visual texts designed for general viewing.

Technology

- Examines and identifies key design features, including aesthetic features.

SUGGESTED TIME:

50 minutes

WHAT YOU NEED:

- class copies of student handouts (at the end of this lesson plan)
- highlighters or coloured pencils

GAME PLAN

PART 1 INTRODUCTION

- a. Distribute Student handout – Photographs. Discuss the photographs with the class. Some suggested questions may include:

What do you think is happening in photograph 1? How do you know?

What do you think is happening in photograph 2? How do you know?

What tells you the most about what is happening? Who is involved?

Direct the discussion to the uniforms shown in the photographs. Explain that uniforms give us information about what groups or associations the men belong to and what they are doing.

- b. Continue the discussion. Some suggested questions may include:

Why do some people wear uniforms?

Who else wears uniforms, apart from sports men and women?

Why are uniforms important?

How would we identify people such as police men and women if they didn't wear uniforms?

Ask students to imagine the problems that might arise in the following situations:

- a hospital where the nurses and doctors didn't wear any uniform
- a policewoman in casual clothes trying to direct traffic.

- c. Ask students how they would define a uniform. Discuss the following definition.

Uniform: A distinctive dress of uniform style, materials and colour worn by and identifying all the members of a group or organisation.
(*Macquarie Dictionary*)

PART 2 RECOGNISING UNIFORMS

- a. Look at photograph 3. Ask the class why this person has painted his face and dressed the way he has. Discuss the ideas around this person not wanting to be identified as an individual, but as a fan of a particular team, the All Blacks. The colour of the face, the clothes and the hat, as well as the emblem, tell us this.
- b. Explain that colour is probably one of the most important elements of uniforms. While sports fans can't wear the players' uniforms, they often wear clothes of the same colour, sometimes including some similar features. Supporters often wear uniforms of sorts.

Students discuss the importance of colour in uniforms. Some suggested questions include:

What do some colours represent?

What does a doctor's white coat imply? Is it a symbol of cleanliness and hygiene and does it convey authority?

What colours are soldiers' uniforms?

What colours do football teams and other sports teams often choose? Do they usually have some symbolic importance, for instance are they the local, state or national colours?

Would it be possible to know what was happening in a football match if both teams were wearing the same colour uniform?

Has television made team colours even more important?

Ask students what the following colours or colour combinations mean to them:

- red (danger, Queensland colours)
- green and gold
- red, white and blue
- white
- black.

- c. Discuss the style of a uniform and its importance. Explain that the style of a uniform is an important part of our recognising its significance. The style usually relates to a uniform's function and the sort of activities a person engages in while wearing it.

Most sports uniforms are brief and are designed not to inhibit the wearers. Some sports uniforms are designed to protect the wearers, to cover their bodies as much as possible. Ask students if they can think of any sports persons, such as fencers, who wear their uniform as protection.

Ask students to imagine different styles for different uniforms. For instance, can students imagine a policeman in football jumper and shorts in police colours. How would this affect their ability to recognise the occupation?

- d. Explain that badges and logos are important parts of uniforms. They help us identify exactly what group a person belongs to. Ask students about the badges and logos they have seen on soldiers, police and on the uniforms of company employees. Each badge and logo gives information about the person and their job.

Ask the class some questions related to badges and logos on sports teams' uniforms and what they represent. For instance, with Rugby teams, badges and logos can give the following information:

- their country, state or team logo
- the competition the sports person is playing in, for instance an international test or a Super 14 competition
- the position of the player
- the companies sponsoring the team.

Ask students why sponsors want their logos on sports uniforms and what they hope to gain from this.

- e. Distribute Student handout – Logos and emblems. Ask how many of the emblems the class recognise and where they have seen them. Ask students some of the following questions:

What birds, animals and flowers appear in the emblems?

Why were they chosen?

Why does Australian wildlife feature so strongly?

How many footballs can students find on the handout?

PART 3 WALLABIES AND BRUMBIES

Distribute Student handout – Jerseys. Ask students to label the features of the uniforms which make them recognisable and explain their significance.

Students should include:

- the colours of the uniform
- the badges and symbols that are specifically Australian
- the logos of sponsors.

PART 4 REFLECTION

Reflect on the roles that uniforms play in our community. Discuss the people who wear uniforms and the function that uniforms have. How does a uniform strengthen a team? Can a group of people be identified as being part of the same group without a uniform?

PART 5 EXTENSION

- Research uniforms on the Internet. Make a list of organisations that use a uniform.
- Find out more about uniforms used in the armed forces or large organisations around the world. Which colours are most popular? Why?
- Collect photographs and images of other sporting teams around the world. What are the similarities and differences in their emblems and uniforms?
- Collect examples of different uniforms in history. Which uniforms have been more successful than others? What has made them more successful?
- What is your school uniform? Collect some images of your uniform and label the elements. Design a new uniform for your school.

STUDENT HANDOUT PHOTOGRAPHS



Photograph 1

AUCKLAND, NEW ZEALAND - JULY 21: The All Blacks perform the Haka prior to the 2007 Tri Nations series match between New Zealand and Australia at Eden Park on July 21, 2007 in Auckland, New Zealand. (Photo by Ross Land/Getty Images)



Photograph 2

SYDNEY, AUSTRALIA - MARCH 02: Matt Giteau of the Force runs the ball during the round five Super 14 match between the Waratahs and the Western Force at Aussie Stadium on March 2, 2007 in Sydney, Australia. (Photo by Cameron Spencer/Getty Images)

**Photograph 3**

14 October 1999: A New Zealand fan watches the action during the Rugby World Cup 1999 Pool B match between New Zealand and Italy played at the McAlpine Stadium, Huddersfield, England. The game finished in a record-breaking 101–3 win for the New Zealand All Blacks.

(Mandatory Credit: Michael Steele /Allsport. Credit: Getty Images)

STUDENT HANDOUT LOGOS AND EMBLEMS

G A M E P L A N



Logos and emblems from Australian Rugby teams in 2007



Jerseys from Australian Rugby teams 2007