

EdRugby Online Educational Resource

LESSON: Two towns

LEVEL

Upper primary

THEME: Rugby diversity

DESCRIPTION:

Students compare and contrast two Rugby communities. They compare and contrast various issues, look at communication across distance and devise parts of a plan of action to begin an exchange.

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.

Studies of Society and Environment

- Describes the roles, rights and responsibilities of members of cultural groups.
- Describes how cultural groups, their belief systems and social organisation contribute to the identity of a society.

SUGGESTED TIME:

40 minutes

WHAT YOU NEED:

- class copies of student handout (at the end of this lesson plan).
- scissors, glue, sticky tape, cardboard (for making cards)

PART 1 INTRODUCTION

- a. Discuss the Rugby World Cup 2007 and the participating countries. Brainstorm the names of some of the countries, including Australia and Fiji. Explain that along with Australia, Fiji also has a strong Rugby tradition.

Distribute Student Handout - Sigatoka and Newport (You may choose to modify this lesson by using your own examples of different regions, towns, cities or countries) and allow students two minutes to look closely at the photographs to determine what is shown, who is shown, what they could be involved in and what are the differences between the two. Explain that the photos were taken in Sigatoka, Fiji and Newport, Australia in 2004. Ask students to consider the effects of the two environments on the activities shown.

Draw out any suggestions that lead towards differences and similarities.
- b. Encourage students to share their own experiences of activities, sporting or otherwise, in an environment very different from the one they are in now. Ask about how the surroundings affected their activities.
- c. Discuss the ideas which underpin diversity, using the teams and countries from the Rugby World Cup as examples. Discuss the achievements of the Fijian Rugby team in areas such as the Rugby World Cup 2007 and Rugby Sevens. How might these achievements shape the identity of a nation such as Fiji? Explore the Fiji Rugby website www.teivovo.com and discuss any initial similarities and differences with the Australian Rugby Union website www.rugby.com.au.

PART 2 SIGATOKA, FIJI

- a. Distribute atlases.

Ask students to find the location of Sigatoka, Fiji (SE of Nadi) on a map.
- b. Discuss any information the map gives, such as climate, proximity to other countries or towns, a situation inland or on the coast, landforms and size.
- c. Distribute Student Handouts – Sigatoka, Fiji, Fiji email, Fiji correspondence, Fiji article and allow time for students to read the texts about a tour to a village near Sigatoka. Point out the differences between the texts and their purpose and audience.
- d. Ask students to compare this community with their own. Focus on how the environment would affect their activities, such as climate, access to education and recreation and the facilities they are used to. How are values such as sharing and teamwork observable? Discuss how their lives would be different if they lived there.

PART 3 NEWPORT, AUSTRALIA

- a. Ask students to find the location of Newport, Australia on a map.
- b. Discuss any information the map gives, such as climate, proximity to other countries or towns, a situation inland or on the coast, landforms and size.
- c. Distribute Student Handout – Newport, Australia and allow time for students to read the text about a tour to Newport.
- d. Ask students to compare this community with their own and with the one described in Part 2. Focus on how the environment would affect their activities, such as climate, access to education and recreation and the facilities they are used to.

Discuss how their lives would be different if they lived there.

PART 4 EXCHANGES

- a. Brainstorm with students what planning and organisation would have been done to arrange a Rugby tour like the Newport-Fiji tours. Divide the brainstorm into sections such as ‘before making a booking’ and ‘before leaving’, ‘during the tour’ and ‘after the tour’.

Prompt students to contribute their own experiences of any tours and to think about planning before the tour actually begins. Alternatively, print the suggestions below and cut them up for groups of students to put in order or to arrange into ‘before’, ‘during’ and ‘after’ categories.

The list could include:

- getting permission from your Rugby club and/or school to plan a tour
- locating a Rugby club or school in a suitably different place and making contact to find out if they’d like to participate
- finding out who to communicate with, such as the team coach or manager
- asking for preliminary commitment from players and their parents
- finding out possible costs of fares, food, transport, accommodation, equipment, travel insurance etc
- estimating convenient dates which will also suit the host team.
Confirming the dates with everyone involved
- collecting permission forms and deposits from participants to determine final numbers. Giving receipts for deposits
- deciding on accommodation, billeting or hotels and booking or confirming the arrangements for the right length of time and the right number of people
- organising fundraising and deciding how the money will be used, eg raffles to pay for tour jerseys or caps

- writing an article for the local paper and the Club newsletter asking for sponsorship. Giving receipts to sponsors and adding their name to clothing or documents
 - taking orders and arranging printing of sponsors' names on clothing, caps etc
 - purchasing tickets and travel insurance and sending out receipts and an itinerary
 - finalising the matches that will be played and where they will be played. Sending out a match draw
 - sending out a list of items to pack for the trip and information on the climate etc
 - exchanging penpal letters or emails to introduce players to each other
 - finding information about cultural observances that will need to be respected
 - purchasing gifts for the hosts and helpers and printing participation certificates
 - collecting information about medical and diet requirements of players
 - advising players about the currency and arrangements to look after their valuables
 - informing players and parents about the facilities available at the accommodation, health and shopping etc
 - organising ways for players to communicate with home
 - sending copies of photographs that were taken and thank-you letters.
- b. Discuss with students the possible consequences of poor communications in organising a tour. Ask a student to select one of the tasks in the brainstorm list and imagine that it was not done. What could have happened as a result, for example if there was no match itinerary?

PART 5 PURPOSE

- a. Discuss the underlying purpose of organising an exchange visit between two communities, such as the Fiji-Australia exchange, a Maori community visiting a Thursday Island community or a rural school visiting a city school. Prompt the class with a geographical type of enquiry based on setting up a Rugby competition, including analysing the characteristics of two communities that want to get together for an exchange visit. You may choose to study several issues, depending on your specific circumstances and the locations involved eg rural decline, isolation, transport, youth crime, obesity, cultural issues. Some basic framework questions include:

- What and where?
- How and why?
- What impact?
- What is being done?
- What could be done?

These aspects may require more time and further exploration in a follow up lesson.

PART 6 PLAN OF ACTION

- a. Using the brainstorm or notes from Part 4, help students decide what steps they need to take to arrange an exchange visit of their own. Note the ideas on sticky notes so that they can be arranged in order later.

Students could be set the problem of devising parts of a plan of action to get the project up and running.

Prompt their thinking with questions such as:

- How would you choose which community to exchange with?
- How could you find out about it?
- How would you find out if it was possible?
- What would you have to do to find out what it would cost?
- How would you find out if everyone could go? How would you decide when to go?
- Who would need to go with you?
- What would you need to take?
- What would you need to know about the community beforehand?
- What would they need to know about you?
- Who would need to know about the idea in the beginning, and then later?
- How would you get there?
- Who could help?
- Where would you stay if it's too far from home?
- How could telephones, the Internet, letters, faxes, emails, newsletters, newspapers, posters and other forms of communication help?

- b. With input from the class, organise the sticky notes into categories which reflect the order in which things could be done.
- c. Discuss the feasibility of organising an actual exchange on the basis of the resulting list of tasks. If it is feasible, begin the process with the necessary permissions and approvals, then investigate a suitable community for the exchange. Involve students as much as possible with the communications that will be necessary, choosing the most appropriate means of communication – telephone, email, fax, or letter.

PART 7 REFLECTION

Discuss the benefits of people from different environments meeting together and sharing their activities and experiences. Reflect on the positive impact from exchanges such as the Olympics, Rugby World Cup 2007, student and teacher exchanges.

What other ways could people from different places get to know each other?

PART 8 EXTENSION

- Distribute the literacy activity at the end of this lesson.
- Access www.nla.gov.au/gov/pacific.html and explore the Pacific Islands Internet Resources Home Page.
- Access http://news.bbc.co.uk/1/hi/world/asia-pacific/country_profiles/1300477.stm and explore BBC News World, Asia-Pacific country profile, Fiji.
- Find out about Rugby clubs or schools in areas very different from yours.
- Contact another club or school and exchange penpal letters.
- Construct a scaffold for students to use for a brief autobiography to send to prospective hosts.
- Draw the map outlines of Fiji and Australia, including landforms and data such as temperature and rainfall.
- Find out about the history and colonisation of Fiji and Australia.
- Explore the natural hazards of Australia and Fiji. Why do some of these hazards have different impacts on both countries?
- Rule up a table comparing and contrasting Australia and Fiji in areas including population, climate, socio-economic status, religions, culture, transport etc.
- Compile a list additional educational, sporting or other fun activities which you could do on an exchange. Your list may include discos, excursions or a range of other sports.
- Explore greetings and other phrases such as 'Vinaka' 'Vaka' and 'Levu' on the Internet.

STUDENT HANDOUT SIGATOKA AND NEWPORT

Sigatoka, Fiji, 2004.



Newport, Australia, 2004



STUDENT HANDOUT SIGATOKA, FIJI

The tour to Fiji



A diary entry

Tuesday 6th

Had a special lunch called a lovo at the village school today. The food was cooked in the ground. Lots of meat and taro and kumala. A bit heavy for me.

All the people sang for us and it sounded great with all the harmonies. We had a go at singing for them but we must have sounded pretty awful. The school is very rundown and they only have very old books.

Wednesday 7th

Went to the market and saw all kinds of different food stalls. Lots of new smells too. People were speaking Fijian and Indian languages and Indian music was playing. Lots of Indian people had shops and stalls and they'd try to get us to buy things. People seem to walk very slowly and the Fijian men wear sulus, like sarongs.

Thursday 8th

This morning one of the Fijian men took us around the back of his house and climbed up the coconut tree to get us a coconut. He chopped it open with his machete so we could have a drink. It tasted great. Most of the houses here are very simple with iron roofs. The people don't seem to have many material things but it doesn't stop them being really happy and having a good time. There were games of rugby going on at the beach til late last night, everyone joins in, even in bare feet. Nobody seems to worry about the time.

To: newportrugby@local.com.au

Subject: Helping class with Rugby information

Date:

From:

Hi Charlie,

We had our first game in Fiji today and it was tough. The Fijian boys aren't that big but they're fast and agile and they have stunning ball skills. It's because they spend so much time out playing in the evening, not sitting in front of the telly like some people do. They also don't seem to play exactly the same way we're used to (I wonder if they use the same rules?). The field was really rough with potholes and tree branches for posts. They also say a prayer before the match. Our new match jerseys look pretty good with our names on the back. The Fijian kids don't have much equipment. They share jerseys and some don't have socks and boots so we're giving them some of ours when we leave. Hundreds of people came to watch the game, sitting about under the trees while our dads were pacing up and down the sideline in the heat. There's no club house so you have to find a shady tree.

Better go now, someone's waiting for a turn on the Internet.

Jake

STUDENT HANDOUT **FIJI CORRESPONDENCE**

A postcard

Dear Mum

Got here safely. Very hot and humid even in the night. They welcomed us at the airport with necklaces and everyone's very friendly. You can see in the photo how tropical it is with lots of coconut trees. There's a lot of litter beside the road though. The resort is very nice, just like Australia. Tomorrow we go out to the village on a bus with no windows. You'd like it here.

Jake

Postage
Stamp
Required

A thank-you letter

Dear Rupene,

Thank you very much for making our Rugby tour such a good time. Everyone was very friendly and we enjoyed seeing how different it was over there in your village. I hope you like the photos of the teams getting together after the match. I thought your team was very fast and your passing was tricky. I hope we'll see you over here for a tour one day. Vinaka.

Jake

An article for the club newsletter

Our Under 15s team visited Fiji last month for a week including two matches against teams from the villages around Sigatoka. They came away with one win and one loss, facing some very fast and exciting play by the Fijians who showed some unpredictable tactics at times.

Thanks to the organisers of the tour and the parents who supported and accompanied the team. Thanks also to the sponsors. It was a valuable experience for our young players to get a taste of international Rugby.

A collection will be taken up to send used boots and jerseys to the Fijian players. Please leave items in the box at the club house.



STUDENT HANDOUT NEWPORT, AUSTRALIA*The tour to Newport*

Our Rugby team travelled all the way to Australia on a tour to Newport Rugby Club. It's about an hour's drive north of Sydney. The first thing I noticed was the cold wind. I was worried about getting so cold I wouldn't be able to play.

The drive through the city was amazing. The buildings in the city were so tall and they went on forever. There were so many cars and buses I couldn't believe it. We all cheered when we went over the Harbour Bridge and saw a bit of the Opera house.

When we finally got to Newport on the bus and saw the beach right beside the fields, it felt a bit more like home. There was a brick changing room and a wooden clubhouse on the other side where you could look out over the main field. The field had flags at the corners and nice thick green grass growing all over it. It looked as if it would be quite comfortable to fall over on it. The Newport coach was cooking sausages on a barbecue for our lunch. There was also onion and sauce which we wrapped up in a piece of bread. There was soft drink for the players and beer for the adults.

I stayed with one of the Newport players and I had a great time. We played Playstation on a computer and watched TV and swam in their swimming pool instead of going to the beach. I had a big bedroom to myself and it was very quiet, except for the cars driving past all night. For some of the meals we had pizza and spaghetti with meat and tomato on top. I didn't like the cheese much.

The Newport boys were big and strong so it was a hard game. There were lots of supporters standing on the sidelines. I've never seen so many people with blonde hair. At the end of the game they all clapped and gave us three cheers. They also gave us a certificate showing that we'd played here.



STUDENT HANDOUT WORD PUZZLE

Planning a trip

Unscramble each of the words listed below. Copy the letters in the Rugby balls to the corresponding numbered boxes to form a phrase.

MAEIL 
3

LETRET  
46 11

XAF 
4

MOFR 
19

CIKTET  
12 36

POASCDTR   
50 8 25

LTSI 
7

DAIRY   
40 9 37

TERIYANRI   
49 13 47

TCFAIEICERT 
16

LACITRE    
35 20 32 31

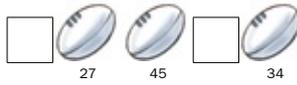
PEERICT 
21

RADW   
2 42 15

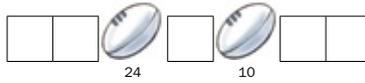


RUGBY DIVERSITY

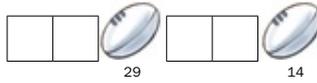
HACCO



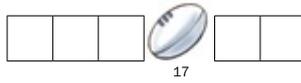
NGRAEMA



TERPAN



PELRYA



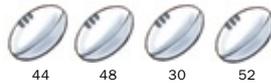
FYILMA



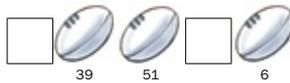
VOTSIIR



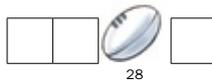
SOTH



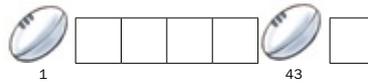
RYGUB



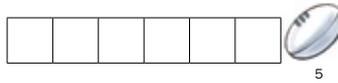
BULC



IERNILA



SOPNORS



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 40 42 43 25 15 44 45 46

47 48 39 49 34 50 39 51 34 52

