EdRugby Online Educational Resource

LESSON: Collector cards 1

LEVEL
Upper primary
Lower secondary

THEME: Rugby heritage

DESCRIPTION:

Students are introduced to Rugby collector cards. They examine the visual and written texts and identify the main features including photos, logos and biographical information.

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.
- Explains possible reasons for people's varying interpretations of a text.
- Reads, writes, views and represents a wide range of texts.
- Understands, develops and communicates ideas and information.
- Identifies, uses and describes language forms, structures and features appropriate to different purposes, audiences and situations of texts.

SUGGESTED TIME:

50 minutes

WHAT YOU NEED:

- class copies of student handouts (at the end of this lesson plan)
- sports and collector cards (ask students to bring their own to class)

PART 1 COLLECTOR CARDS

a. Question students about their knowledge of sports cards and encourage any collectors to speak.

   Ask students if they know the Rugby Union collection, Defenders, the Official 2003 Australian Rugby collector cards.

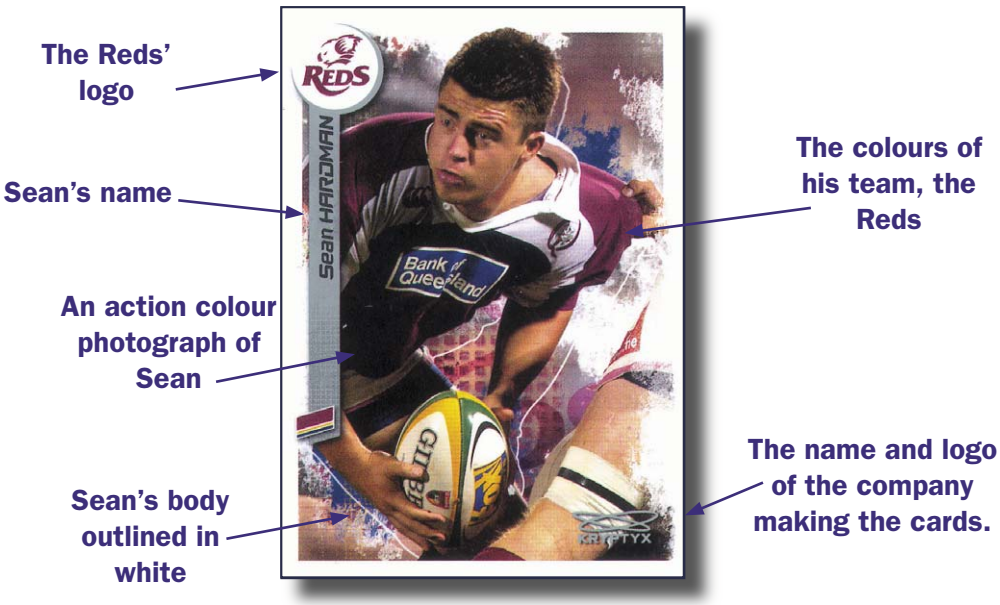
b. Explain that these Defenders collector cards are factual texts. They give information about well known Rugby Union players. Ask students who the audience for the cards might be - ie who would buy, read or collect them. They should mention fans of Rugby Union and football and collectors of sporting cards.

   Discuss factual texts and ask students to consider and name other factual texts related to sport.

c. Ask students if they have heard of the two players–Sean Hardman, who has played for the Queensland Reds, and Lote Tuqiri, who has played for the Wallabies. Distribute the student handouts: Sean Hardman (side A) and Sean Hardman (side B).

   Examine the handouts of Sean Hardman's card. Identify the main features on both sides of the card and finish labelling them.

   The main features of side A are:



d. Distribute the student handout: Lote Tuqiri (side A) and Lote Tuqiri (side B). Students examine this collector card.

Working in groups or individually students compare the two cards and on the handout:

– Label features which are similar to Sean Hardman's card.

– Label features which are different to Sean Hardman's card.

e. Students discuss the reasons for the similarities and the differences. For instance, both cards are part of a series and so must have common layout and provide similar type of information; for instance, 'Position', 'Date of Birth' etc. The differences between the two players' physiques and careers is reflected in the different information written about them and that Lote Tuqiri, who plays for the national team, the Wallabies, is considered to be a 'RISING STAR'.

One or two groups of students can present their ideas.

PART 2 TYPES OF TEXT

VISUAL TEXTS

Students find out more about the cards. Some suggested questions include:

Who took the photographs, a fan or a professional photographer?

Where and in what context were photographs taken?

How do the images capture the feel and excitement of the game?

As the images are part of larger photographs, what might the rest of the photographs be like?

Why are the team colours emphasised on the cards?

Whose logos are on the cards and what do the logos represent? Why do the Rugby sporting logos include images of Australian wildlife and wildflowers?

What is the shape of the Australian Rugby logo?

WRITTEN TEXTS

a. Factual information

Ask students to study the factual information and find some similarities in the types of information presented.

RUGBY HERITAGE

The following factual information is provided about Sean.

Position:	Hooker
Date of Birth:	6 May 1977
Height:	183 cm
Super 12 Debut:	2000 v Otago
Super 12 Games:	29

Ask students why these facts about physique and matches played might be considered important information about a Rugby star.

Ask how the facts printed about Lote compare with those printed about Sean.

b. Biography

Explain to students that biographies give a more rounded picture of people's lives. Ask students to quickly read Sean's biography on the card and think about why it is different from the factual information they have just examined.

> "Not afraid of hard work or any challenge put in front of him, Sean Hardman is happy to grind away for the Reds. Battling with Tom Murphy last year for the Reds' starting role at hooker, he played twice for Australia A and made his Wallaby debut against France in Melbourne. Nicknamed 'Labels' for his top shelf taste in clothes, he would dearly love to add a Super 12 winner's medal to his wardrobe".

Ask students the following questions:

Does the extract mention Sean's feelings?

Is there any information there that is not directly related to football? Students could mention Sean's nickname.

What information about Sean's football career hasn't been included? Students should consider what information might be considered unimportant or might reflect negatively on him. Information about matches Sean played at school or his successes in other sports probably wouldn't be thought important enough to be included–the space is small so only his recent career highlights would be recorded. Information about game losses, the errors Sean has made in matches, the weak points of his game or his failure to be selected on important teams isn't included as the information on the card is all positive.

Why is the extract written with a positive tone?

Is the language formal or informal? Students should give reasons for their answer.

Ask students who are collectors of other types of sports cards what features their cards have in common with the Defender Rugby Union series.

PART 3 REFLECTION

Discuss how collector cards encourage tradition and heritage.

Reflect on the valuable contribution these players have made to the game of Rugby.

Discuss why these cards might be important and what people in the future might say about these players?

Consider how this type of information might have been recorded in the past?

PART 4 EXTENSION

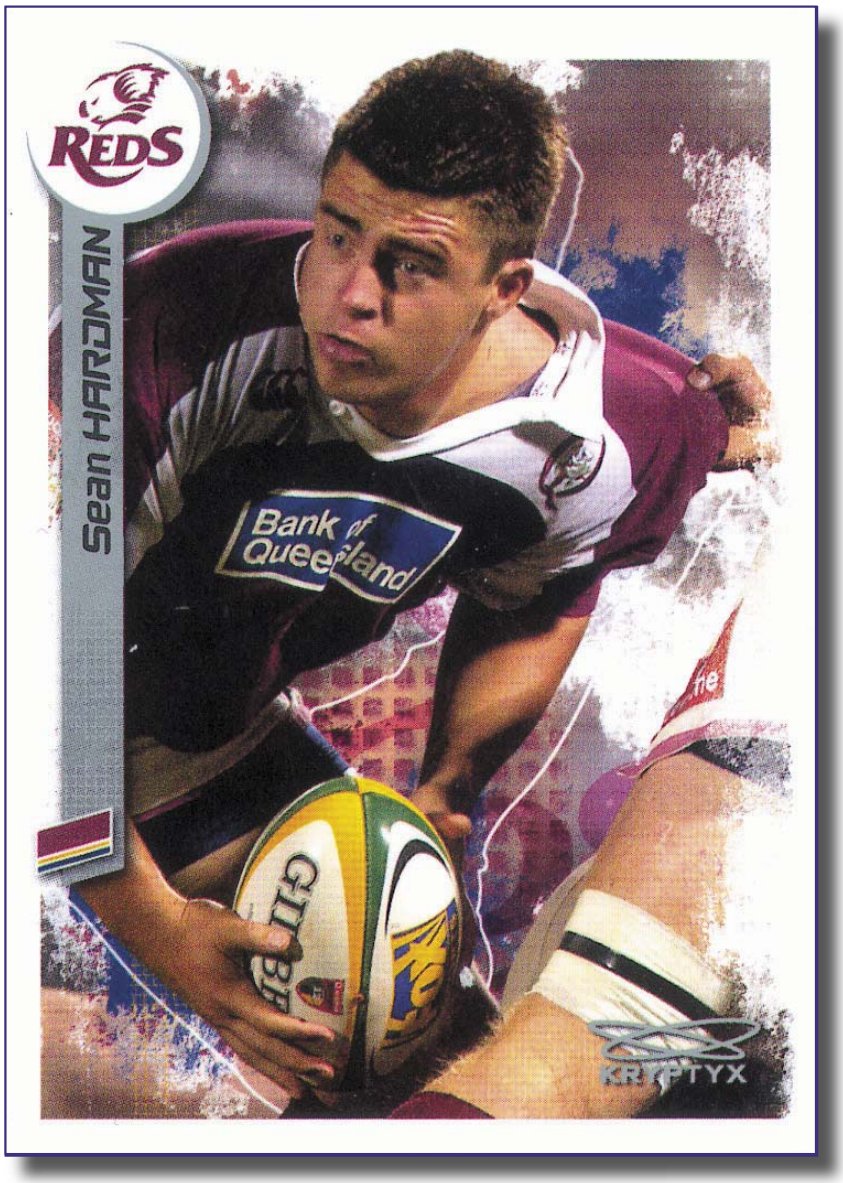
- Find out if the cards are available in their area and where to buy them.
- Explore where and why cards are swapped or exchanged.
- Use the Internet to research the type of people who buy these cards.
- Explore the reasons why some people like to collect these cards. Which other topics and areas are featured?

STUDENT HANDOUT | SEAN HARDMAN SIDE A

The Reds' logo, their name and a graphic of a koala, at top of card.

Sean's name.

An image of Sean's face.



The colours of his team, the Reds.

The name and logo of the company making the cards.

Sean's body outlined in white.

STUDENT HANDOUT | SEAN HARDMAN SIDE B

An image of Sean's face (this is part of the image used on side A).

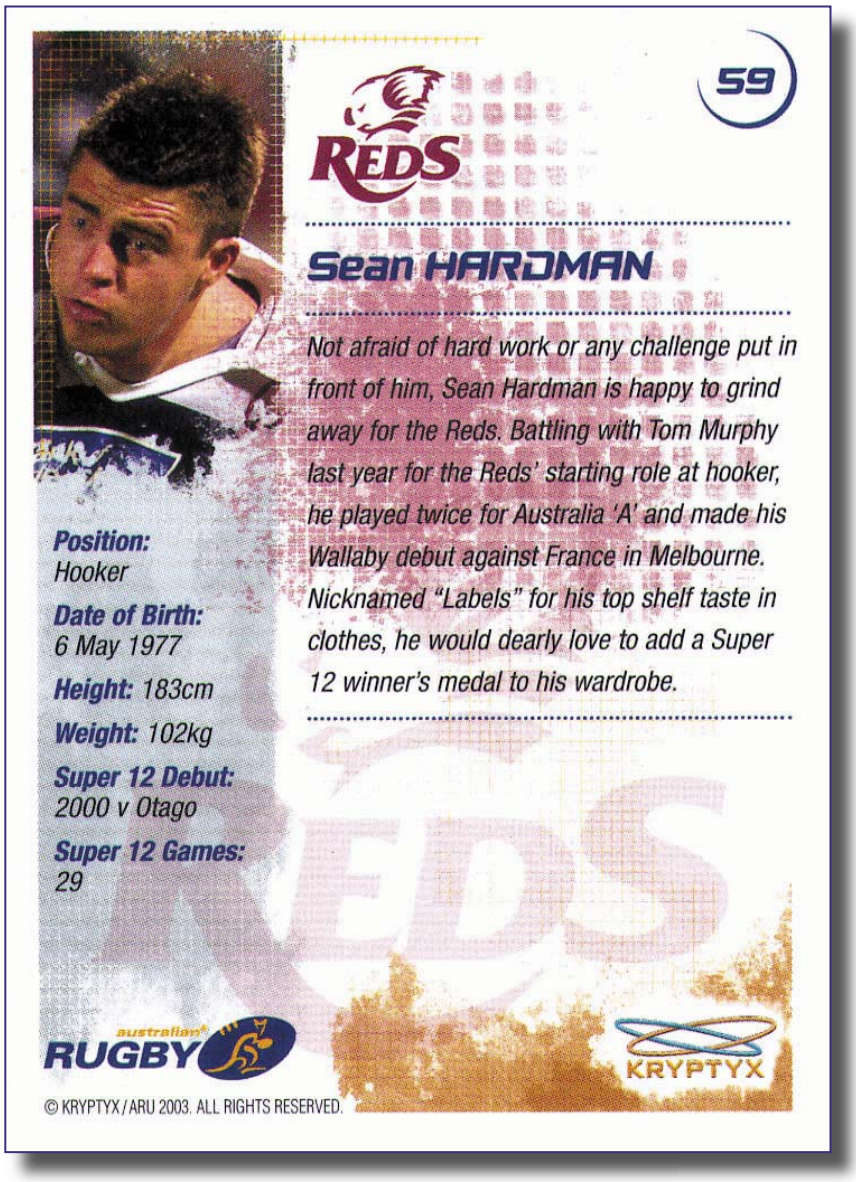
The number of the card in the Defender series.

The Reds' logo, their name and a graphic of a koala, at top of card and also faintly below the biography.

Facts about Sean (eg height, weight and date of birth plus some career highlights).

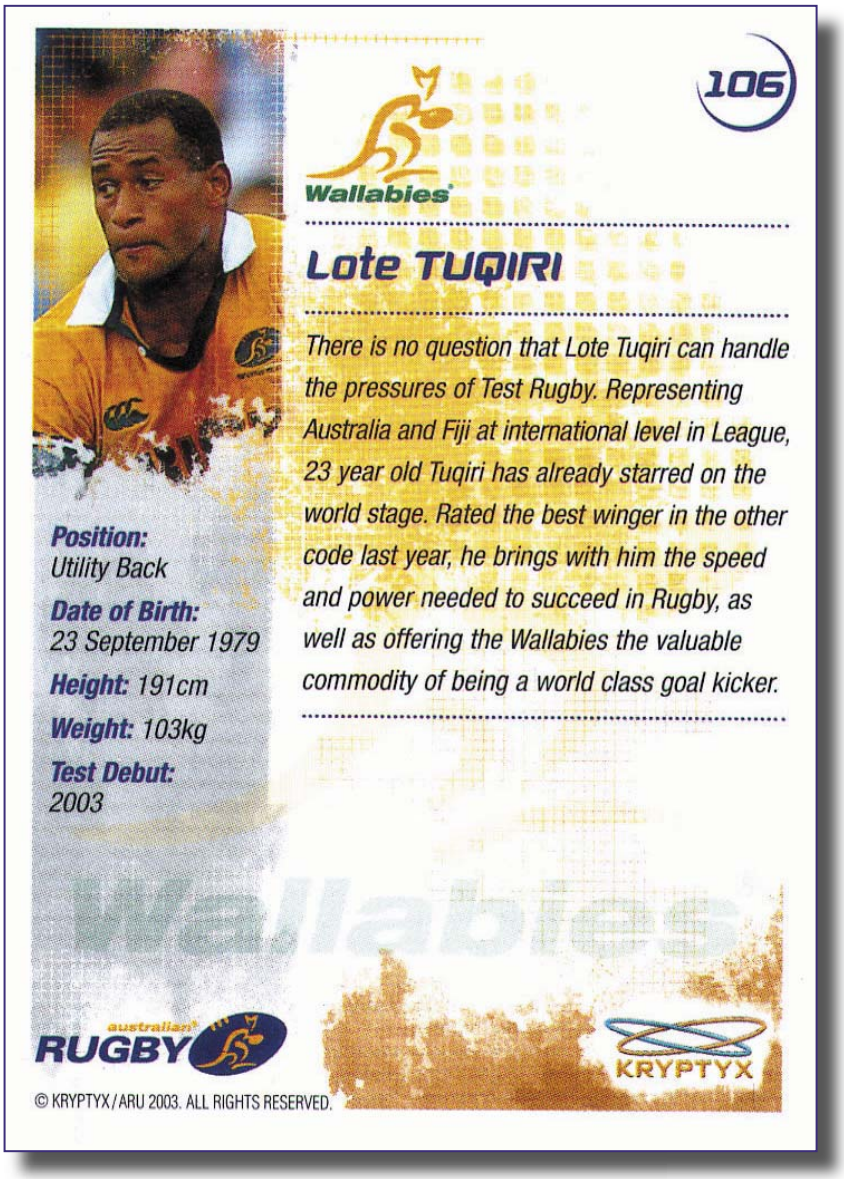
The name and logo of Australian Rugby.

Sean's name and a short biography of his career.



Copyright information about the cards. This lets us know that the company, Kryptx, owns the rights to reproduce the cards.

The name and logo of the company making the cards.

STUDENT HANDOUT | LOTE TUQIRI SIDE A

STUDENT HANDOUT | LOTE TUQIRI SIDE B