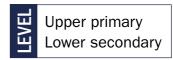
EdRugby Online Educational Resource

LESSON: Collector cards 2

THEME: Rugby heritage



DESCRIPTION:

Students follow on with Rugby collector cards. They identify the main features including photos, logos and biographical information and develop their own cards.

An ideal preparation for this lesson is Collector cards 1.

OUTCOMES

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

English

- 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.
- Reads, writes, views and represents a wide range of texts.
- Composes imaginative and factual texts.
- Identifies, uses and describes the language forms, structures and features appropriate to different purposes, audiences and situations of texts.

The Arts

- Responds to key visual features of art works.
- Identifies distinguishing features of visual art works that locate them in a particular time, place or culture.
- Shows an understanding of the ways visual art works are made within particular cultural and historical contexts.

SUGGESTED TIME:

50 minutes

WHAT YOU NEED:

- cardboard or plain paper
- photographs of sports stars
- coloured pens, pencils or markers.



PART 1 DECONSTRUCTING IMAGES

- a. Distribute the student handout: Sean Hardman (side A). Explain to the class they will be deconstructing side A of Sean Hardman's collector card. Explain that construction is the putting together or building of something. Deconstruction is taking something apart, whether images, written text or ideas, to see how its meaning is constructed. To deconstruct they will look at the parts to discover the meaning of the whole. Give students time to study and understand the deconstruction of Sean's card.
- b. When students understand the deconstruction of Sean's card, distribute student handout: Lote Tuqiri (side A). Ask them to deconstruct this, writing their ideas on the handout. This is a good group activity.
- c. Discuss the deconstruction with the students. 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 main images are parts of larger photographs, what might the original photographs look like?

Why do the sporting logos include images of Australian wildlife? Why is the Rugby Australia logo found on the B side of both cards shaped the way it is?

Why are the team colours emphasised on the cards?

PART 2 DECONSTRUCTING WRITTEN TEXT

- a. Distribute the student handout: Sean Hardman's biog. Remind students that a biography, or biog, is a written account of a person's life. The biogs that appear on these cards only show a small part of a player's life, the highlights of their current Rugby Union career. Give students time to study and understand the deconstruction.
- b. Ask class to quickly read Sean's biog and think about why it is different to the factual information about his weight, height and date of birth which also appears on side B. They should say that the biog includes feelings and opinions and non-essential information. Also more details are given about games.

Remind students the writer has deliberately constructed a biog which would suit sports players and fans. This has been achieved by:

- using active words that imply movement and strength
- mentioning sporting terms such as hooker and the names of teams and competitions

- giving opinions about Sean's strengths as a player
- writing in an informal, colloquial way
- giving more detail about Sean's career highlights
- mentioning personal details such as Sean's nickname.
- c. Distribute the student handout: Lote Tuqiri's Biog and ask students to read it. Remind them that side A of Lote's card included the words 'RISING STAR'. Ask students questions about the biog, such as:

Does it include the writer's opinions?

What sports terms has the writer used?

How has the writer implied that Lote is a good player?

Has the writer used informal speech?

Get students to supply some examples of these.

- d. Organise students into small groups. Ask students to deconstruct Lote Tuqiri's biog.
- e. Ask students if they feel the writers have constructed suitable biogs for the two players. Ask if they think the biogs could be improved and if so, how?

PART 3 COMPOSING TEXT

Ask students to compose a collector card of their own. This could be for sports person they admire or for a player in one of their school teams. The card must have two sides and should include most of the features of the Rugby Union Defenders collector cards. These features include:

- an action photograph or drawing of the player
- the player's name
- the team name, logo and its colours
- the player's name and some biographical details about his or her career written in a friendly, positive and informal way
- facts about the player (eg height, weight and date of birth, plus career highlights)
- other appropriate logos.

Remember the card should also try to encourage pride in the player's team and country.

Students may need to look back at Lesson 1 handouts of the two Rugby Union players.

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PART 4 REFLECTION

Reflect on the role that texts such as collector cards have in recording history. Discuss some aspects of tradition and heritage with the class. Some suggested questions include:

How do collector cards encourage an appreciation of Rugby heritage?

What effect would this information about Rugby Union players have on those reading the cards?

Would they think positively about these players and their teams?

Would the cards help them to take pride in their local, state and national teams?

PART 5 EXTENSION

- Students can form groups to design a set of cards for a school sports team.
- Ask students to survey other students in the school to find out the reaction of players and team supporters to the cards they have made.
- Research collector cards on the Internet. What are some other areas represented by cards?
- Design a poster of a Rugby player, based on the collector cards.

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STUDENT HANDOUT

SIDE A SEAN HARDMAN

The logo of the Reds is maroon, one of the team's and the state's colours. This colour appeals to pride in team and in Queensland. The logo includes a koala, and an Australian native bird, appealing to pride in country.

The central image is a medium close-up photograph of Sean. His face shows concentration and effort.

Sean's image is outlined in white. This makes his image easier to see.

Sean's uniform is maroon and white. It has the team's logo on the left shoulder and a sponsor's name printed on the chest.

The leg of another player appears in the photograph. This could have been left out but was probably included to balance the shot and to increase the photograph's feeling of action.

Sean's name is printed under the logo.

The colours of the Reds are shown below Seans' name. They are maroon and yellow, the Queensland colours.

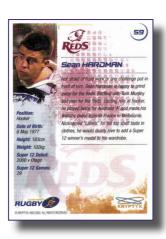
The football is in Sean's hands. He looks like he is just about to pass it. This helps the photograph convey action. Though the football shows the names of sponsors, it also includes the Australian colours, green and gold. The white of the ball makes it easier to see on television.

The logo of the company making the cards appears in the bottom right hand corner. It doesn't relate to pride in team or country like the Reds' logo and doesn't stand out or interfere with the central image.



STUDENT HANDOUT

SEAN HARDMAN'S BIOG



Some of the writer's opinions about Sean are included, such as that he is 'not afraid of hard work' and that he is persistent, 'happy to grind away for the Reds'.

The writer uses verbs or action words that imply movement and strength, such as 'grind', 'played' and 'battling'.

The writer uses
Rugby terms such as
'hooker', and
mentions the names
of his teams, 'the
Reds', 'Australia A'
and the 'Wallabies'.

Information is given about Sean's career highlights with more details included such as who he played and where. Not afraid of hard work or 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.

The writer uses simple informal language such as 'grind away' and 'top shelf taste in clothes' and 'would dearly love'. This language gives a friendly feel to the biog and is appropriate to the readers.

The writer mentions Sean's nickname, 'Labels', which helps give the biog a friendly, personal feel.



There is no question that Lote Tuqiri can handle the pressures of Test Rugby. Representing Australia and Fiji at international level in League, 23 year old Tuqiri has already starred on the world stage. Rated the best winger in the other code last year, he brings with him the speed and power needed to succeed in Rugby, as well as offering the Wallabies the valuable commodity of being a world class goal kicker.