EdRugby Online Educational Resource

Lesson: The highs and the lows

LEVEL Upper primary

Theme: Rugby fans

RUGBY FANS

DESCRIPTION:

Students investigate a poem reflecting courage, thrills, enjoyment and other emotions of Rugby. They perform a mime and develop a short play to further explore these emotions, ideas and themes.

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.

The Arts

- Uses experience and imagination to make drama.
- Makes choices about drama elements and organises them in expressive ways.
- Plans and presents drama for a familiar audience.

Health and Physical Education

- Discusses how taking on different roles affects relationships, attitudes and behaviours.
- Analyses the ways in which people define their own and other people's identities.

SUGGESTED TIME:

50 minutes

WHAT YOU NEED:

– There are no specific requirements for this lesson

australian RUGBY

PART 1 INTRODUCTION

a. Read the following quote to the class:

> '... for of all the games Rugby football is the most dramatic, the most surprising and, to the willing spectator, the most relaxing. Surrender to its broken rhythms, its fine moments of courage and clashing opportunism, its bitter disappointment and voice exhausting, breath-exhausting thrills – and enjoyment is inevitable.'
>
> – J E Morpurgo

b. Discuss the quote. Some prompt questions include:

What does the quote mean?

What is it about?

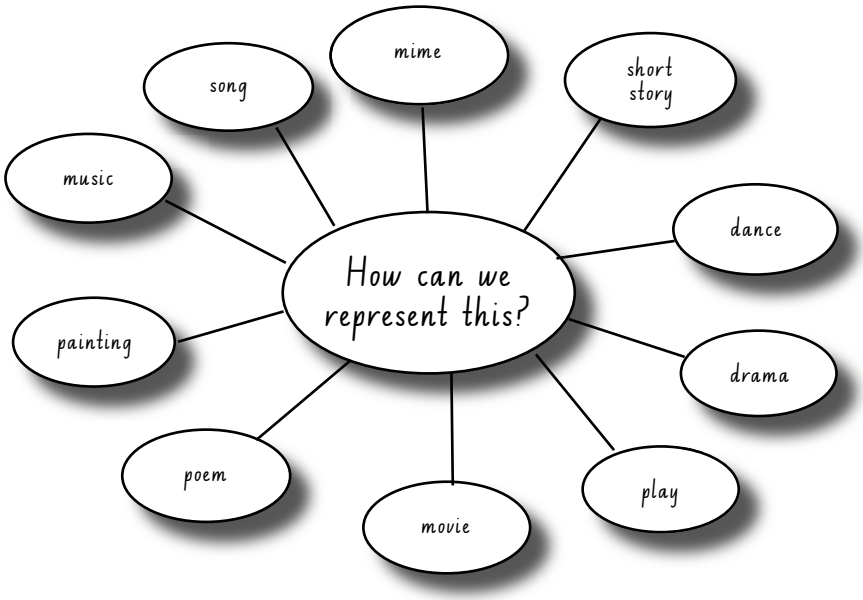
What purpose does it serve?

Why did the author write it?

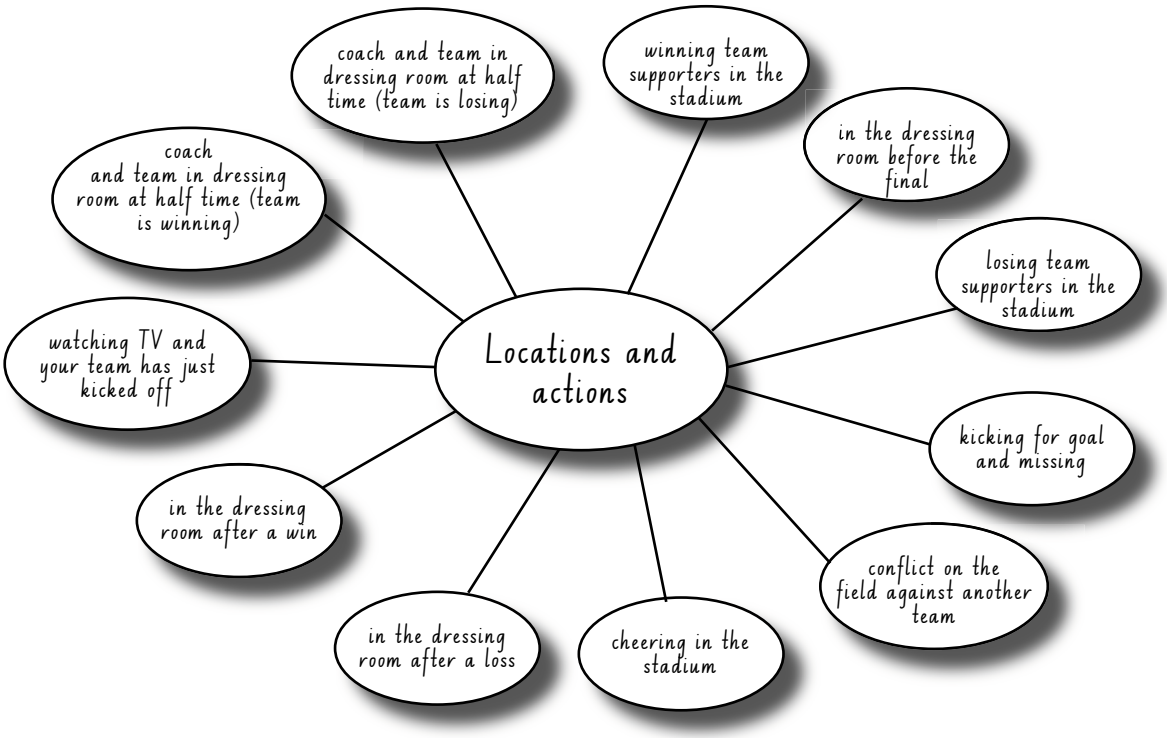
Who is the audience?

What images and emotions does it evoke in you?

c. Explain that you would like to represent the piece of writing to communicate its ideas and emotions to others. Brainstorm with the class to create a list of creative ways to represent the courage, disappointment, thrills, enjoyment, relaxation, surprise, drama and rhythm.



d. Explain that you would like the class to represent this piece of writing in the form of an improvised mime, using only movement and facial expressions and no sound. Since you have an idea of some of the themes and emotions, brainstorm with the class to create a list of possible locations and circumstances. Some suggestions appear below.



e. Organise students into small groups to briefly discuss their mime and movement. Ask them to spend a few minutes organising their ideas and actions.

f. Ask each group to present their mime to the rest of the class. Each performance should be less than a minute.

PART 2 GUIDELINES

a. Explain that you would like the class to further explore the themes, emotions, locations, characters and circumstances evoked by this piece of writing in the form of a play. Brainstorm with the class to explore some other aspects. Some prompt questions include:

Who are the main characters?

Will your characters have names?

Do your characters have hobbies and interests?

Are your characters old, young, married, single?

Is there a conflict? How does it begin?

What are some conflicts that may occur?

How is the conflict resolved?

Does the story lead to a climax?

What happens in the resolution?

Who wins and who loses?

Is there a team of players and a coach?

Does the action happen in the stadium?

What is the highpoint of the play?

Does the action happen over a day?

Does the action happen over the course of a match?

Where are your characters?

Is the whole team involved or just a single player?

You may like to extend the scope of the brainstorm to include a discussion of some of the situations that could be explored. Even though the main focus may be on an aspect of Rugby, such as the value of teamwork and the importance of resolving conflict, students may need assistance with exploring the types of conflict that may be suitable. Discuss typical conflicts such as rivalry within a team, jealousy, arrogance, the interactions between a coach and the players, etc.

b. Organise students into small groups to briefly discuss ideas for their play. Ask them to spend some time organising their ideas, locations, characters and circumstances and actions. Remind students that they will have time to develop a full script later – this time is to map out the basic plan.

c. Ask each group to act out the outline of their play to another group. Each performance should be relatively short, depending on time.

PART 4 REFLECTION

Discuss the role of creative expression and its value in communicating ideas, emotions and other themes. Reflect on the original quote by J E Morpurgo and how the students related to it in their improvisations. Discuss the importance of resolving conflicts in a team and the ideas of individuals cooperating in a team.

PART 5 EXTENSION

- Develop the plays into longer scripts.
- Organise a school performance of some of the class plays.
- Collate students' plays into a display folder, website or other multimedia format.

- Use the Internet to research the history of plays. How did they begin? What was their original purpose? How do plays compare with the cinema and TV?
- Write a play that explores the international teams that participated in Rugby World Cup 2003. Who were the players? Where did they come from? What emotions were they feeling?
- Conduct interviews with family members to find out more about their views on plays. Have they been to one? How often do they attend? Why do they like them?
- Research the origins of mime, performance and plays. Explore plays from a range of cultures.
- Explore the language used in plays. How does it communicate ideas, locations, characters and circumstances and actions?
- Invite a guest speaker who has written a play. Discuss aspects of developing themes and ideas through creating the final play.
- Use the Internet to find out more about different techniques in developing and delivering a stage play. Is it the same as a screen play?
- Investigate some famous Australian plays such as 'The Club' by David Williamson. What are some of the themes explored?
- Ask students to develop and write a poem to explore the emotions of sport from the perspective of the players, supporters, coach and trainers.