EdRugby Online Educational Resource

LESSON: Rugby diary

LEVEL
Upper primary
Lower secondary

THEME: Rugby media

DESCRIPTION:

Students are introduced to the form of journals and diaries. They explore the elements of the texts, deconstruct an online diary from a Rugby team and identify various language features.

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.
- Uses writing to develop familiar ideas, events and information.
- Controls most distinguishing linguistic structures and features of basic text types such as stories, procedures, reports and arguments.

SUGGESTED TIME:

2 X 50 minutes

WHAT YOU NEED:

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

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PART 1 DIARY ENTRY

a. Distribute Student handouts – Diary entry and Appointment diary. Explain that students will examine two texts in these two lessons (2 X 50 minutes), the first an extract from a diary and the second an extract from an autobiography. Both texts are recounts because they record a series of events in the sequence in which they occurred. The first text they will examine is the diary. Inform students that a diary is a daily record, especially of the writer's own experiences or observations.

b. Ask students to read Student handout – Diary entry for Day two of the Australian campaign for the Women's Rugby World Cup of 2002 written by the Captain, Selena Worsley. This extract can be found on the Rugby website.

PART 2 CONTEXT, PURPOSE AND AUDIENCE

a. Find out more about the diary's context. Some suggested questions include:

   How was it written? Describe Selena's process.

   Would it be different if Selena was writing for herself alone and not on behalf of her team?

   What might have happened to it after it left Selena's hands, before it appeared on the website?

b. Ask students about the diary's purpose – why it was written. Point out the difference between an appointment diary, which is filled out before an activity takes place, indicating what the diary owner will do on a certain day, and a more reflective kind of diary, often written at the end of the day.

   Ask students if any of them have ever kept a diary. If so, was it an appointment diary or one in which they wrote at greater length about their day, including recording their thoughts and feelings and the activities they took part in.

c. Introduce students to the idea of audience, asking if they have ever seen diaries which have small locks to keep the writings private. Most diaries are not intended for a large audience. Discuss with the class. Some suggested questions include:

   Why was this diary extract written? Was it to help Selena record the day's events or for another purpose?

   Does the diary extract have an intimate feel, as if it were intended for the writer's eyes only, or does it have a friendly, impersonal feel as if Selena knew it would be read by others?

How might it be different if Selena was keeping a private diary for her eyes only, that was not to be read by others?

Who would be likely to read Selena's diary on the Internet? What sort of people would be interested in the team's World Cup campaign?

Would someone who knew nothing about football understand this extract or find it interesting?

d. Guide students in a discussion, highlighting that the context, purpose and audience are related. Remind students that Selena wrote the diary during the team's campaign. She knew it would appear on the website and she had a specific audience in mind.

PART 3 STRUCTURE

a. Ask students how the diary extract is structured, reminding them it is a recount.

b. Point out that the extract opens with the day's theme. Day one was 'Setting the Scene' and Day two 'Design the Structure'. These themes relate to the activities the team concentrated on during those two days.

c. Continue the discussion. After its more reflective introduction, the structure follows the team's day, the second day of their campaign, starting with breakfast at 7 am and finishing with dinner.

d. Point out the following detail:

Selena describes an activity then comments on its significance, for instance her description of 'contact drills' is followed by the comment that 'this is something we will continue to work on during our campaign'.

e. Ask students to look at Student handout – Appointment diary. Ask students to fill in the appointment diary using the information from Student handout – Diary entry. The times don't need to be accurate unless specifically mentioned in the text but the events must appear in the order in which they occurred.

PART 4 LANGUAGE FEATURES

a. Ask students to read the diary entry again, thinking about whether the language is formal or informal. Discuss the extract's tone, asking students if they think is it positive or negative. For instance, Selena describes the day as 'inspirational' and the well-known Rugby identities as 'Legends'. Ask students to consider how Selena has tried to make the diary interesting for readers.

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b. Discuss some other language features. These may include:

- the use of personal pronouns. Because Selena is describing the team's activities and writes from their perspective, she uses the pronouns 'we'. 'us' and 'our'. Ask students what pronouns she might use if she were writing as an observer rather than a team member. They would describe the team's activities in the third person plural using the pronouns 'they', 'them' and 'their'.
- the use of sporting jargon and physical-sounding words such as 'contact drills', 'tackle' and 'forward pack'. These terms make the extract more realistic.
- the names of Rugby identities. Selena mentions the names of well-known Rugby players, such as Glen Ella and the 'Legends' she refers to in the opening paragraph. These names help make the day's training sessions sound interesting to the reader.
- humorous descriptions that help make the extract interesting to read, for instance Selena's description of the pool recovery session and of the meal. The humour makes the extract more interesting to read.

c. Ask students to examine Student handout – Language features and highlight in different colours two examples each of the following in the extract on Student handout – Diary entry:

- the pronouns 'we', 'us' and 'our'
- sporting terms and jargon
- the names of famous sportsmen
- factual information about the session
- Selena's opinions or feelings
- humour.

PART 5 COMPOSING

Ask students to choose one of the following activities and write a recount which is three or four paragraphs long.

Imagine you are captain of a team that is taking part in a weekend-long activity, including training and/or competition. You have to write a recount of the first day's activities which is to be emailed or faxed to the team's supporters that night. You must try to make the day sound as interesting as you can. Your language should include many of the same features as the extract you have just studied.

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Or:

Imagine you are with Selena on the 2002 World Cup Campaign and have just experienced Day two. You feel the team isn't yet performing well and you view the day's activities negatively. You write in your diary about Day two, but this diary is for 'your eyes only' and won't be seen by any other player, official or supporter. Your comments should be reflective and personal.

PART 6 REFLECTION

Reflect on how diaries record history and capture some of the passions, emotions and other elements of a person's life. Discuss how the online diary in this lesson has worked with the team. What are some other methods of communicating as part of a team?

PART 5 EXTENSION

- Find out more about weblogs and online diaries. What information do people write about?
- Investigate how diaries have been used as historical documents and used in writing biographies.
- Begin a class journal or diary, recording important events in the school.
- Create your own personal journal or diary. What information would you write in it? What would you leave out?
- Find out about films or books based on famous diaries.

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STUDENT HANDOUT DIARY ENTRY

Selena Worsley's World Cup Diary – Day two Date: 5/5/2002

Today was originally meant to be 'Design the Structure' day, however as I sit here nearly ready for bed, I am more inclined to think of it as a 'Day of Legends'!

What started out as a bleary-eyed breakfast at 7 am turned out to be a most inspirational day.

We had the honour of starting the day this morning under the instruction of Eddie Jones. He took us through contact drills, highlighting the 'tackle' area and the preparation and effectiveness of support play at the breakdown. It was a simply designed session that highlighted something that we'll continue to work on during our campaign.

As if this wasn't enough of a highlight, the forward pack was then treated to a scrummaging session with Ewen McKenzie while Glen Ella showed the back line through their paces.

Having this type of high-profile coaching has an enormous influence on the girls. The players' professionalism during these sessions highlighted the respect and admiration the squad has for the achievements of these men. The knowledge they impart will not only be invaluable to us during this campaign but when this is over, the knowledge they have passed on will be taken back to our club environments so many more people will benefit.

Also looking on at these sessions was Peter FitzSimons, another legend of Rugby. He empathised about his Rugby days during the amateur era. It is great to meet people like Peter who continue to be great supporters of the game that gave him so much.

After lunch we put in a fairly heavy afternoon working on line-outs and back line plays, finishing with a team run.

Feeling somewhat leg weary, a pool 'recovery' session was called before dinner. To onlookers these pool sessions may look something like a cross between synchronised swimming and a learn-to-swim class complete with floaties! However, good recovery is essential to the success of the team and if we don't do it we will burn out before we even get to Spain.

Finally… dinner! We were starving! It wasn't too shabby a meal either, just quietly.

ARU website: www.rugby.com.au

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STUDENT HANDOUT APPOINTMENT DIARY

5th May 2003

6 am	Day 2 starts. Make sure team awake
7 am	
8 am	
9 am	
10 am	
11 am	
12 noon	
1 pm	
2 pm	
3 pm	
4 pm	
5 pm	
6 pm	
7 pm	
8 pm	

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STUDENT HANDOUT LANGUAGE FEATURES

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The extract starts with the day's theme.

The tone is positive and full of praise for the people helping the team. The day is "most inspirational" and the men are "Legends".

The extract includes the names of well known Rugby identities.

Only in the first paragraph does Selena use the singular "I" instead of the plural "we".

After the introduction, the extracts structure follows the event's of the day, starting with breakfast.

The extract includes sporting jargon and physical sounding words.