EdRugby Online Educational Resource

LESSON: Supporters' survey

LEVEL
Upper primary
Lower secondary

THEME: Rugby media

DESCRIPTION:

Students find out more about Rugby supporters. They develop a survey to explore their cultural and sporting opinions and beliefs.

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.

SUGGESTED TIME:

50 minutes

WHAT YOU NEED:

- magazine or newspaper featuring an interview
- video tape featuring an interview

RUGBY MEDIA

australian RUGBY

PART 1: INTRODUCTION

a. Read the following quote to the class:

‘For me, playing Rugby for Australia is about the people. It’s not only about the people that are the Wallabies of past and present or the players and administrators at all other levels. Just as importantly, it is about the people who are the supporters. They are the common threads that bind together the many generations of Wallabies and are why we have such a proud national team.’

- John Eales

b. Discuss the quote with the class, asking if there are any students who are Rugby supporters. Explain that you would like to find out more about the supporters and have a few questions to ask. Some suggested questions include:

Who are these people?

Where do they live?

Where did they go to school?

How often do they watch Rugby?

What do they get from Rugby?

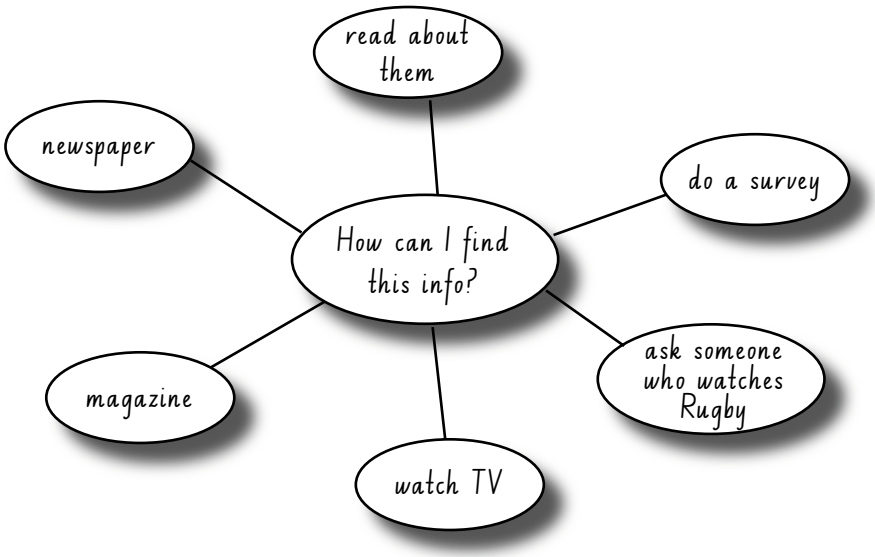
Do they give anything back to the game?

Why is Rugby important to them?

c. Ask the class the question:

How can I find this information?

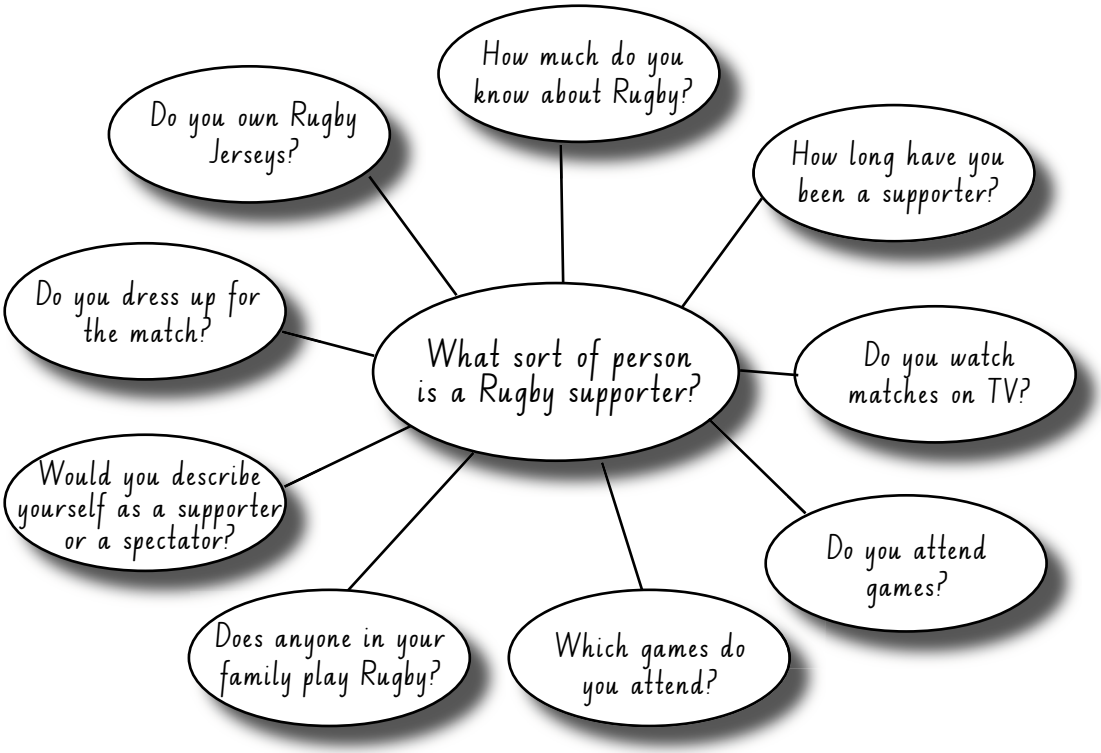
Brainstorm with the class to create a list of ways to find out more about who these supporters are, what they get from supporting the game and why it is important to them. Some suggested responses may include:



Explain to the class that one of the best ways to find out this sort of information is to do a survey. Discuss that surveys are used to find out all sorts of information including what TV shows are popular, who people plan to vote for in an election and the brand of washing powder or toothpaste they use.

PART 2 DEVELOPING A SURVEY

a. Brainstorm with the class to create a list of some key ideas and questions around the topic of your survey:



b. Ask students to think about the things they would like to find out and the questions they might ask. Explain that open-ended questions are one type of question. Interviewers use open questions to get the other person to speak more. Open questions are likely to lead to greater insight or other aspects of the person's life that may make for an interesting interview.

Work with the class to develop a list of open questions. Some examples include:

What got you started in Rugby?

Why do you follow the game?

What do you think of the game itself?

Can you describe your experiences as a Rugby supporter?

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Explain that even though the questions may seem suitable, open questions may not be very useful in a survey and may take a long time to sort through and analyse.

c. Explain that closed questions are questions resulting in a 'yes' or 'no' or other simple answer. Using closed questions can often result in a short, quick answer that may be useful in a survey. It is common for closed questions to be in the form of a multiple-choice answer to make conducting the survey quick and simple.

   Work with the class to develop a list of closed questions for the survey. Some examples include:

   How often do you attend a Rugby match?

   Have you ever played Rugby?

   What teams do you support?

   How many years have you been a supporter?

d. Ask students to think about the things they would like to find out and prepare a list of their own questions. Work with the class to decide on the best questions to ask. Discuss other aspects of the survey such as the range of people to interview and the types of responses they might expect. Also mention strategies such as 'If your answer is yes, go to the next question. If your answer is no, go to question X'.

   Sample:

   How long have you been a supporter?

   – less than one year
   – between one and five years
   – between five and ten years
   – over ten years.

   What is the best aspect of being a Rugby supporter?

   – Australian pride and supporting your team
   – being in the stadium with the other supporters
   – dressing up and cheering
   – following the team through all their matches.

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e. Record the survey questions as a class. When you have a suitable number of questions and typical responses, make a copy of the questions and collate them into a survey. You may ask students to use a word processor to prepare the final survey.

PART 3 CONDUCTING THE SURVEY

a. Explain that the survey will be conducted for homework. Brainstorm with the class to create a list of some key ideas around conducting your survey. Some ideas are:

- who to ask
- how to introduce the survey
- how many surveys to conduct
- how long each survey will take
- how to record the results.

Discuss some of the practical elements of conducting a survey. Decide on a fixed number of surveys, such as a maximum of five per student. Discuss who you will survey, how you intend accessing them and additional options such as conducting the surveys via telephone, email or post.

PART 4 REFLECTION

Reflect on the wide range of people that make up a large group such as Rugby supporters. What other large groups exist in our community? Explore the similarities and differences that exist between such groups. Discuss the importance of camaraderie and other values in strengthening a group such as Rugby supporters.

PART 5 EXTENSION

- Develop surveys for additional topics such as 'Who plays sport?' or 'Australia's heritage'.
- Ask students to look through magazines and newspapers and watch TV to find examples of surveys. Explore the style used and think about some of the questions that may have been asked. What are the advantages and disadvantages of this type of questioning?
- Students can begin to write their own newspaper article based on some of the survey responses.

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- Discuss the style of survey used in TV news and current affairs programs where viewers ring a number to cast their vote. Is this type of survey useful? What are its limitations? Develop some questions that could be used in such surveys.
- Organise a series of surveys with other classes in the school.
- Have students search through their family tree. Conduct surveys with family members to find out more about their own Rugby heritage and origins.
- Explore the language used in a range of different surveys. Compare to surveys from different media such as television or the Internet, from other sources and for different audiences. How might the survey style change if it was conducted for a different purpose?
- Find a copy of 'The Australian Census', or explore the Australian Bureau of Statistics website. How are these surveys conducted? Who develops the questions?
- Arrange to have a guest speaker from a market research company visit the school. Ask them to explain how surveys are used in marketing and promotion. Do some research and develop some questions with the class. Have a group of students conduct a survey on the day of the visit.
- Use the Internet to find out more about surveys.
- Conduct an oral history. Ask various family members about their experiences in growing up, going to sporting events and memories of Australia day, ANZAC day and other significant events.