EdRugby Online Educational Resource

Lesson: Tri Nations Rugby

Upper primary Lower secondary

Theme: Rugby diversity

DESCRIPTION:

Students investigate the diversity of environments and culture by focussing on the three countries represented in the Tri Nations Rugby competition – Australia, New Zealand and South Africa. They analyse data and develop a cultural understanding of other nations.

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.

Studies of Society and Environment

- Describes the roles, rights and responsibilities of members of cultural groups.
- Identifies and gathers geographical information.
- Demonstrates a sense of place about environments outside Australia.
- Identifies and discusses human elements of environments.

SUGGESTED TIME:

50 minutes

WHAT YOU NEED:

- Internet access for Tri Nations Rugby website <u>www.trinationsrugby.com</u>
- map of the world
- class copies of student handout (at the end of this lesson plan)
- library time for students to do their research.



PART 1 TRI NATIONS

- a. Introduce the lesson by explaining that there are a number of important international sports competitions throughout the year. For instance, sports like golf, tennis and cycling. In the case of Rugby the Tri Nations Rugby competition is considered to be one of the toughest competitions outside of the Rugby World Cup. Teams from Australia, New Zealand and South Africa are featured.
- b. Connect to the Internet and log on to website www.trinationsrugby.com

Ask students to find out more about the countries participating.

Some suggested questions include:

What cities/states/provinces in each country are hosting the Tri Nations Rugby competition?

How many games are played in the Tri Nations and how are they scored?

How does a team win and what does the winning team receive?

What is the history of Tri Nations Rugby?

other...

Record responses on chalkboard/whiteboard.

c. Show the class a map of the world and mark the cities/states/provinces in each country featured in the current Tri Nations Rugby competition. Organise the class into six groups and assign each group a city and its location to research.

Some suggested questions include:

What is the geographical location of the city where the game will be played?

Can you describe the climate?

What will the weather be like during the competition?

What is the height above sea level?

Can you describe the air quality, latitude and longitude and topography?

How might these elements affect the training and performance of visiting teams?

d. Introduce other aspects such as local culture into the discussion.

Some suggested questions include:

What are some of the cultural and social aspects of the host city?

What is the population?

Can you describe the living standards and transport?

Where would I stay if I visited? Describe the accommodation.

What food is available and popular?

Would these cultural elements affect the training and performance of visiting teams?

Use student responses to continue constructing the class summary table.

PART 2 RESEARCH

- a. Distribute copies of the Student handout Tri Nations. Ask students to record the information from the brainstorm, recorded on the whiteboard.
- b. Divide the class into six groups and assign a city/location to each group to research in detail. Ask students to record the information on the student handout.

Some suggested methods include:

- Provide source material such as selected text books, map of the world and encyclopaedias.
- Organise Internet access for students. Some useful urls are listed below:
 Tri Nations Rugby www.trinationsrugby.com
 Australian Rugby Union www.rugby.com.au
- Book library time for students to do their research.
- c. Ask students to complete their findings for homework, to be followed up in the next lesson.

PART 3 REFLECTION

Reflect on the significance of the physical and human elements of environments on the Tri Nations Rugby competition and other major sporting events. Reflect on the value of cultural diversity and the contributions made by people from a range of cultural backgrounds to international sports events.

PART 4 EXTENSION

- Investigate and discuss the historical background to the Tri Nations Rugby competition and compare to other competitions such as the 6 Nations.
- Display the class summary of the Tri Nations Rugby competition and include information about when the fixtures are played. Add the Tri Nations to your Rugby wall.
- Organise an international day, featuring the three Tri Nations countries. Students dress in traditional garments from other countries. Use the library or the Internet to find some international foods and other things you could prepare for the day.
- Use the Internet to find out more about the flags of the Tri Nations countries.
- Explore the languages used in the Tri Nations countries. Invite some guest speakers to share some insights into their culture and language.
- Use the Internet to find out more about different traditions that have provided the foundations of New Zealand and South African society. Investigate the cultures that have contributed to their societies and compare to Australian society.
- Use the Internet www.cia.gov/cia/publications/factbook/geos/sf.html or library research books to find out the physical features of North West Province and Gauteng Province in South Africa. Find out how these features have been transformed by human interaction; for example, building stadiums for sporting events. Do the same for the cities hosting the Tri Nations in Australia and New Zealand. Compare and discuss.
- Use the Internet or textbooks in the library to investigate sacred and significant sites in the regions hosting the Tri Nations Rugby competition. Find out how the local governments have conserved/preserved these sites for future generations.
- Find out more about training in different altitudes and how it affects oxygen levels in the blood.

City/Country	Physical features	Human features
Homebush, Sydney – New South Wales (Australia)		
Subiaco, Perth – Western Australia		
Dunedin, Otago – South Island (New Zealand)		
Auckland —North Island (New Zealand)		
Newlands, Cape Town — West Province (South Africa)		
Loftus Versfeld, Pretoria – Gauteng (South Africa)		