

2011

NEW ZEALAND  
**playhouse**

The Great Rugby  
**ROBBERY**



Written and directed  
by Greg Cooper

**Lesson Ideas**  
**Printable Templates**  
compiled by Emma Dodge

Dear Teacher

This resource is designed to be used by you as you plan lessons to follow up with your class after our performance of The Great Rugby Robbery at your school.

These are some ideas of how you can incorporate some of the themes of this play into various learning areas (English, Maths, P.E., Social Sciences, The Arts). Please adopt and adapt the suggestions given however you see fit.

**0800 894 500**

**resources@newzealandplayhouse.co.nz**

**Other resources .....4**

[www.rugbyworldcup.com/destinationnewzealand/education](http://www.rugbyworldcup.com/destinationnewzealand/education)  
[www.ruggerland.co.nz](http://www.ruggerland.co.nz)

**Years 1-2 .....6**

Health and Physical Education

Level 1 Movement Skills; Science and Technology  
(Participating and contributing)

English

Level 1 Writing - recount

The Arts

Level 1 Drama - communicating and interpreting

Social Sciences

Level 1 Belonging to groups

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Recount Writing

The Arts/Te Reo

Level 2 Dance - identify and describe dance in their lives  
and in their communities.

Social Sciences

Level 2 Making choices to suit needs and wants

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[www.rugbyworldcup.com/destinationnewzealand/education](http://www.rugbyworldcup.com/destinationnewzealand/education)

*(from rugbyworldcup.com)*

**RWC 2011 KidZone is an engaging and educational classroom unit, which encourages students (aged 5-12) to learn about Rugby World Cup 2011 through exploration and discovery.**

Students can work their way through a collection of activity sheets by “adopting” one of the 20 teams participating in RWC 2011. Learning areas covered include social science, numeracy, literacy and language.

*The KidZone programme is made up of:*

**Teacher resource pack:** a downloadable PDF resource containing background information for teachers to use in lesson planning and to support classroom activities.

**Student activity sheets:** a series of downloadable PDF activity sheets for students aged 5-8 and 9-12 to use to facilitate learning across a range of curriculum-based themes.

**Values videos:** a video series looking at the core Rugby World Cup values which are brought to life by six different players from around the world.

**Useful links:** a range of useful links to more RWC 2011 information to assist both teachers and students to find out more.

This unit has been designed by Tournament Organisers Rugby New Zealand 2011 Ltd (RNZ 2011) and RWCL, in association with the New Zealand Ministry of Education, to engage students across the world with RWC 2011 in an educational setting.

We hope you find this unit useful and that your students will enjoy learning about and through RWC 2011!

*All materials will be available on this site from Term 1, 2011.*

[www.ruggerland.co.nz](http://www.ruggerland.co.nz)

You can also check out Ruggerland, the NZRU education programme, for more downloadable activity sheets for students to learn about the host country New Zealand across a variety of subjects. This programme aims to enhance student learning in primary schools with fun, Rugby-related material.

## Years 1-2

### Health and Physical Education

#### Level 1 Movement Skills; Science and Technology (Participating and contributing)

- have students spread out over a wide grass area
- on a signal students try to catch a make-believe partner
- Discuss how to use the cues of a confident dodger (head up, low body position, plant one foot and quickly change direction (plant and go), step/lean one way, go the other (fake), move quickly, bend knees to stop)
- Give the students a range of scenarios where they would need to dodge a persuer eg. a dog just got off its leash and is chasing them

*From <http://www.sparc.org.nz/en-nz/young-people/Ages-5-12-Years/Developing-Fundamental-Skills-Dodging> pg 2, 5*

### English

#### Level 1 Writing - recount

- As a class write a shared recount on the provided writing frame
- Write the title in the provided box
- Ask the students to help you to fill in the 'Introduction' and 'what happened' boxes
- tell the students to write in their books their favourite part

## The Arts

### Level 1 Drama - communicating and interpreting

- Pull faces for the students and have them guess how you would be feeling when you show that face.
- Explain that this is called facial expression.
- Recall different scenes from the play and get students to act like the character and use the facial expression they thought the character would have.

*Here are some examples*

- Be Riana when she thinks she is not allowed to go on the school trip
- Be the Teacher and show me your face when Riana tells you she doesn't have her homework
- Be Claude when Pierre stomps on his foot
- Be Richie Mc Apple-Caw when he is told he has to lose the game.

## Social Sciences

### Level 1 Belonging to groups

- Talk with the class about times they have felt part of a group and talk about times when they have felt left out. Use Riana being left off the bus and her being made a member of the All Blacks as examples.
- Ask children if they are part of any team or group and write up the list. If any child can't think of a group remind them that the class is a group.
- Have the students draw a picture of them with their group.
- Once they are finished have them talk about how they can make others feel part of a group.

# The Great Rugby Robbery

## Recount Writing

Name

.....

Introduction - Who? What? Where?

.....

What Happened

First...

Then...

Next...

Finally...

.....

My favourite part was...



## The Arts/Te Reo

**Level 2 Dance - identify and describe dance in their lives and in their communities.**

- Brainstorm types of dance
- Direct students' attention to Rugby World Cup
- Give students a list of traditional Maori movements and discuss what they mean. Have students say them out loud. (from [tki.org.nz](http://tki.org.nz) - the arts)
- Watch a YouTube clip on 'Ka Mate' performed by the All Blacks and have the students identify the different moves
- Have students identify/circle the purposes of the Haka from the list (from [tki.org.nz](http://tki.org.nz) - the arts)
- Ask students to think of other purposes for dance.

## Social Sciences

**Level 2 Making choices to suit needs and wants**

- Have students complete the 'Riana's Choices' worksheet.
- We all have things that we want to do and things that we need to do how can we make good decisions so we can have both? Discuss a variety of ways.
- Have students write a list of things they want to do and a list of things they need to do. Remind them about household chores.
- Ask which list (want to do/need to do) is larger
- Talk about which should come first
- Get the students to write a goal eg. this week I will do all the things I need to and at least five of the things I want to.
- Come back to their goals at the end of the week and see if they achieved them.

## Years 3-4

### Health and Physical Education

#### Level 2 Social attitudes and values (relating to others)

- Discuss how Pierre tried to ruin the game by cheating.
- Have students write down what they think fair play is and then share with a partner.
- Write a class definition of fair play using [www.coachingtoolbox.co.nz/toolbox](http://www.coachingtoolbox.co.nz/toolbox) (click rugby smart, fair play).
- Discuss why it is important to use fair play (safety and positive environment).
- Have students write a description of how valuing fair play affects the safety and fun of rugby.
- Have students design a fair play award.
- Take students out for a game and allow them to vote for a fair play, player of the day.

### English

#### Level 2 Description

- Discuss what a description is and why you would write one.
- Have students fill in the Character template.
- Brainstorm a list of descriptive words to extend the answers. Remind students that you can describe looks and personality.
- Then have them form the answers into sentences. Encourage them to use language such as 'they have', 'he/she is', 'my character has'.
- Have students read their descriptions to a partner and see if they can guess who each other is describing.

# The Great Rugby Robbery

## Riana's choices



Put a ruled line through the thing she chose not to do

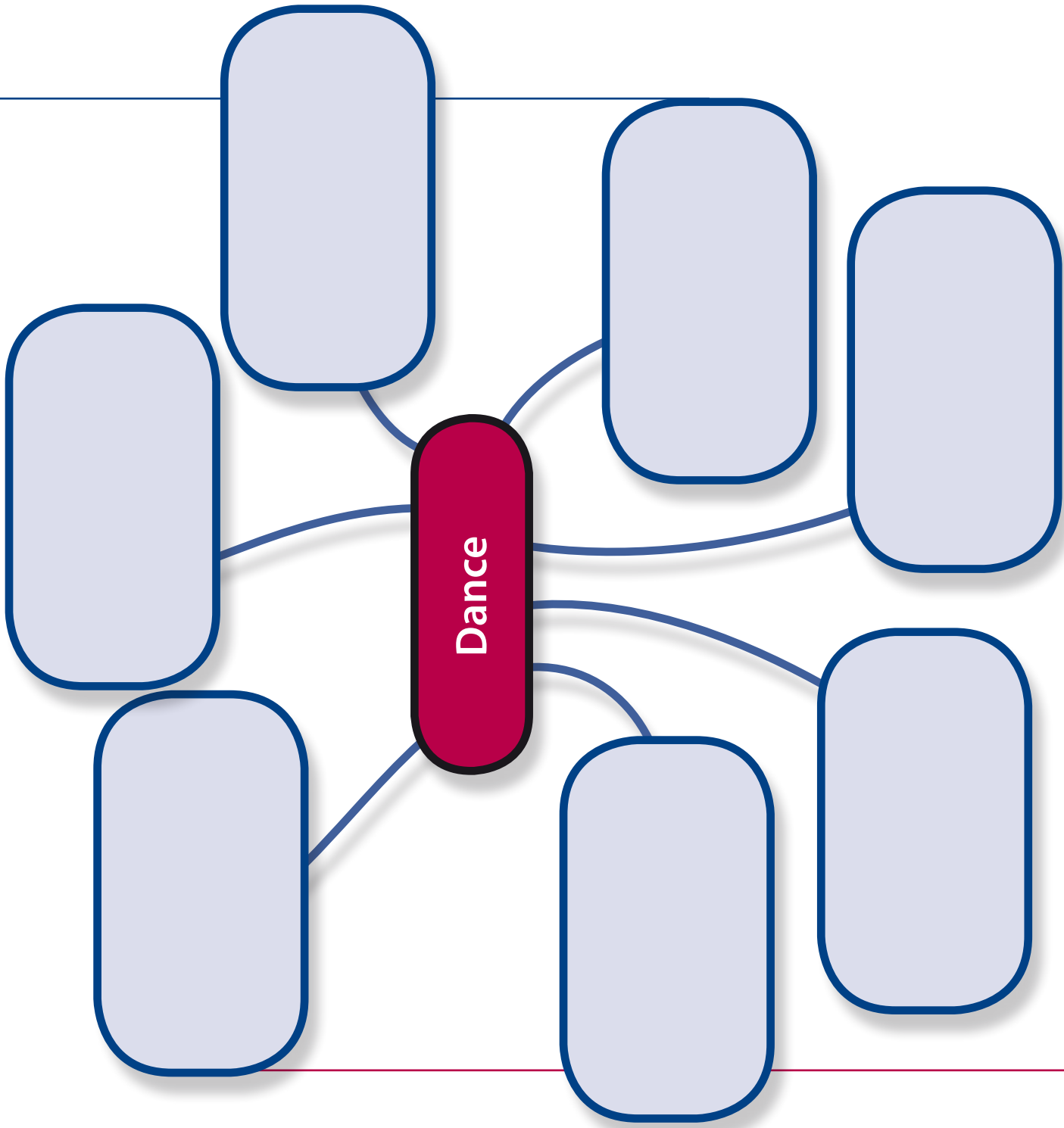
.....

Write down the reason she gave for choosing not to do it

.....

What could Riana have done instead?

The Great Rugby Robbery  
**Brainstorm**



# The Great Rugby Robbery Dance

**mahi ā-ringa** straight and circular hand and arm gestures punctuated with strong accents and forceful movements, many of them based on actions related to warfare

**pūkana** creating a fierce appearance by enlarging the whites of the eyes

**takahia** rhythmic tapping of the feet to a beat

**wiri** quivering the hands to signify the shimmer of heat

## Purposes of dance

Some of the many cultural and societal purposes of dance are as follows:

- social,
- ceremonial,
- competitive,
- political,
- educational,
- promotional,
- therapeutic,
- celebrational,
- commercial/economic,
- gender role expression,
- vocational,
- personal expression,
- environmental,
- artistic,
- entertainment,
- ritual,
- liturgical,
- community belonging,
- courtship,
- communication,
- telling stories.

*(from [tki.org.nz](http://tki.org.nz) - the arts)*

# The Great Rugby Robbery

## Character description

Hair colour.....

Tall or short.....

Male or female.....

Kind/unkind.....

Famous or not.....

Accent or not.....

Funny or serious.....

Smart or Silly.....

Clothing.....

.....

.....

My Character is

.....

## Years 5-6

### English

**Level 3 Language features listening and speaking (using language, symbols and texts)**

- Listen to this sound clip of Winston McCarthy commentating

[www.nzhistory.net.nz/media/sound/winston-mccarthy-commentating](http://www.nzhistory.net.nz/media/sound/winston-mccarthy-commentating)

- Have students write three sentences a commentator might say during a rugby game.
- Discuss and model the pace, power and pitch of a commentator (correct and incorrect)
- Have students practice their commentating
- Provide opportunity for the students to present the commentary to the class.

*From [http://www.wicked.org.nz/r/wick\\_ed/topics/sports/mini1.php](http://www.wicked.org.nz/r/wick_ed/topics/sports/mini1.php)*

## Health and Physical Education

### Level 3 Challenges and social and cultural factors (participating and contributing)

Have students create a human continuum as to whether they believe competition is 'Good' or 'Bad'. Do the same with co-operation. Then ask if you think you can have sports that have both. Challenge them to justify their answers.

- Play a mini-game of touch.
- Ask them questions - what would happen if you did not work as a team?
  - how does working as a team affect the fun of the game?
  - What would happen if you did not have someone to compete with?
  - How does being competitive affect peoples behaviour in the game?
  - Can you be too co-operative in sports?
- Have the students design a ball game that requires both co-operation and competition. Remind them that rules and roles are very important.

## Social Sciences

### Level 3 People view and use places differently

- Discuss all the different countries competing in the rugby world cup.
- Explain that their task is to choose a country and present a brochure about the country and its attractions for tourists, and an explanation why people would want to go there.
- Have students choose a country that they do not know a lot about.
- Have them complete the attached y-chart about what they know, think they know and would like to know about the country.
- Discuss where they would find information to help them
- Provide opportunities for the students to research their country, its features and culture.
- Put the students' brochures on display in the classroom

## Mathematics and Statistics

### Level 3 Statistical investigation

- Provide students with a table of team statistics from [www.ruggerland.co.nz](http://www.ruggerland.co.nz) (teacher resources- social sciences- stats pack) or see the example bellow
- Ask students to draw the graph they would use to compare the tries scored by each of the competing nations.
- Have them share with a friend and justify why they chose that graph
- Ask Students to draw the graph they would use to show the trend in the All Blacks tries over the past 6 world cups. Alternatively ask students to draw the graph to show what percentage of the total drop goals were scored by england.
- Again have them share and justify
- Discuss why different graphs are used to show these sets of data
- Ask them to create a different graph with the information given in the table
- Have them draw a conclusion from the information displayed.

*This can also be done using excel spreadsheets to graph the data.*

## The Arts

### Level 3 Developing ideas

- Talk about how we can take the basic story line from *The Great Rugby Robbery* and use it to write our own dramas
- Have students get into groups of 3 or 4
- Have them decide on an item to be stolen, 3 characters and a setting and have them write descriptions of each. If there are 4 people in the group one may be a narrator
- Have them write questions which will help them to get to know their characters
- Have them work together to plan the plot with more detail
- Allow students to try and then refine their dramas
- For some students (or more complex dramas) it may be important to have them write the dialogue so they remember what they are saying and when
- If students wish to write their dramas into a full play there is an available script format at

[www.edutopia.org/student-playwrights-project-playwriting#resources](http://www.edutopia.org/student-playwrights-project-playwriting#resources)

# The Great Rugby Robbery Y Chart

Things I Know

Things I Think I Know

Things I'd Like to Know

# Brochure preparation

Attraction	Description	Explanation

# Making a brochure to sell your destination

## Instructions

Things you'll need:

- Paper
- Computer
- Word processing program
- Printer
- Scissors and glue

1. Choose your focus. For us this is three attractions, information about the country and its culture.
2. Select pictures for your brochure. Choose photos with vibrant colors and enticing images. Save them in your files where you can find them again. Make sure you choose pictures of your attractions.
3. Write your text based on your photos. Use short phrases and bullets wherever possible. You can write three to four short paragraphs of three to five sentences each to describe destinations. Use powerful verbs and adjectives in your descriptions. A thesaurus can help you pinpoint descriptive words. The text in your brochure will serve to give your readers a general overview of the destination or attraction.
4. In Microsoft Word open a document. Make the page landscape and create three columns. Type in your information. You can adjust your text so that it fits into columns by moving the arrows along the rulers on the top of your page in Microsoft Word. When your text is in the desired column width print it.
5. Get a sheet of paper and turn it around to landscape orientation and fold it into thirds. Arrange the text and the pictures onto your brochure and glue them onto your paper. The outside, front panel of your brochure should have the name of the destination and a colorful photo of it. The inside should have your information and a few more photos.

Adapted from: [http://www.ehow.com/how\\_4432219\\_make-travel-brochures.html#ixzz1CBI7S00](http://www.ehow.com/how_4432219_make-travel-brochures.html#ixzz1CBI7S00)

## Marking Criteria

	<b>Facts</b>	<b>Culture</b>	<b>Attractions</b>	<b>Explanation</b>
<b>Excellent</b>	<ul style="list-style-type: none"> <li>• Where</li> <li>• Language</li> <li>• Currency</li> <li>• Climate</li> <li>• Geography</li> <li>• Flag</li> <li>• National symbol</li> <li>• Food</li> <li>• Travel</li> </ul> at least 7	<ul style="list-style-type: none"> <li>• religion</li> <li>• customs</li> <li>• etiquette</li> </ul>	3 different attractions described	why this country appeals to them  how this country meets the needs of travellers  why they chose each of the attractions  explained well with personal voice
<b>Good</b>	at least 5 of above	2 of above	2 of above	2 of above and/or brief explanation
<b>Okay</b>	less than 5 of above	1 of above	1 of above	1 of above and/or vague explanation
<b>Weak</b>	irrelevant information	no information	no information	no explanation

## Team Statistics

	<b>MT</b>	<b>PTS</b>	<b>TRS</b>	<b>CON</b>	<b>PEN</b>	<b>DG</b>	<b>YC</b>	<b>RC</b>
New Zealand	36	1711	232	173	83	6	3	0
Australia	34	1212	153	113	82	6	3	1
France	36	1195	142	98	104	8	7	0
England	35	1097	111	83	115	19	2	0
Scotland	29	899	109	81	72	6	2	0
South Africa	24	834	94	68	64	12	4	2
Wales	25	691	86	61	48	6	2	1
Ireland	25	674	80	60	52	8	3	0
Argentina	25	642	63	40	76	9	4	1
Samoa	20	494	58	40	43	1	2	1
Fiji	20	479	52	39	44	6	6	1
Canada	21	387	40	24	45	6	2	3
Italy	20	363	34	26	48	3	5	0
Japan	20	359	43	25	35	3	0	0
USA	17	262	28	21	27	2	5	0
Romania	20	261	30	13	31	1	2	0
Tonga	17	255	29	19	24	1	7	3
Namibia	11	100	11	9	8	1	1	1
Uruguay	7	98	10	6	12	0	0	0
Georgia	8	96	6	6	17	1	4	0
Zimbabwe	6	84	11	5	10	0	0	0
Portugal	4	38	4	3	3	1	1	0
Cote D'Ivoire	3	29	3	1	4	0	0	0
Spain	3	18	0	0	6	0	0	0

**MT** Matches

**PTS** Points

**TRS** Tries

**CON** Conversions

**PEN** Penalties

**DG** Drop goals

**YC** Yellow cards

**RC** Red cards



## Years 7-8

### English

#### Level 4 Writing - Review

After watching the play get the students to brainstorm ideas about the different aspects of the production (template provided). Use these ideas to write a review about the play. Include a rating, aspects of the play they enjoyed, and parts they thought could be improved and how. When these are written, send them to

New Zealand Playhouse  
PO Box 13221  
CHRISTCHURCH 8141

or email [review@newzealandplayhouse.co.nz](mailto:review@newzealandplayhouse.co.nz)

### Health and Physical Education

#### Level 4 Science and technology

- Brainstorm how the weather affects the game of Rugby
- Show students the game Kicking King from [http://www.wicked.org.nz/r/wick\\_ed/topics/sports/mini1.php](http://www.wicked.org.nz/r/wick_ed/topics/sports/mini1.php)
- Allow them to try to score a conversion in different wind conditions.
- Discuss the different selections they had to make to combat the environmental factors.
- Over the next week give students the opportunity to experience this challenge for themselves.

## Social Sciences

### Level 3 Resources and movement affecting interaction

How will hosting the world cup affect your community? Provide opportunity for students to use the inquiry model to investigate one or more of the following ideas.

- Internal movement of visitors
- How will the country sustain this many people?
- What are the infrastructures needed to host an event this size?

Some useful resources can be found at <http://www.tourismresearch.govt.nz/Documents/Forecasts%20Summary/RWC%202011/RWCForecastingReportMarch2010.pdf>

*From [www.ruggerland.co.nz](http://www.ruggerland.co.nz)*

## Mathematics and statistics

### Level 4 Statistical literacy

- Give students a copy of the gross international visitor arrivals graph (figure 2)  
<http://www.tourismresearch.govt.nz/Documents/Forecasts%20Summary/RWC%202011/RWCForecastingReportMarch2010.pdf>
- Explain to the students that these graphs show the predicted numbers of visitors from each country that will be arriving in New Zealand during the world cup.
- Have the students study the graph
- Ask students to evaluate a range of statements, such as are more visitors expected to come from Australia than South Africa. Which two countries are a similar number of visitors expected from? Less people are coming from Canada because it is too far away.
- Discuss with the students how they evaluated their answers. Have the students check that their answers were conclusions and not just opinions.

## The Arts

### Level 4 Prepare and present dance

- Discuss the Haka - its purpose and the context it is used in
- Give students a list of traditional maori movements (from [www.tki.org.nz](http://www.tki.org.nz) - exploring Te Ao Kori)
- Show students a video of the Haka - from YouTube
- Teach the students the Haka
- Provide practice opportunity
- Have the students perform the Haka to the school

## Te reo Māori vocabulary

āta tū	stance standing still
hope	hands on hips
kia mau	take your stance
kia rite	get ready
kia wiri	start your hands quivering
kupu	words
ringaringa	hands
waewae	feet/legs
whatu/karu	eyes
pūkana	wide opening of the eyes and dilating of the pupils (men and women)
ringa whiua	swing arms across body
takahia	use the takahi step
arero	tongue
te ihi	inner feelings
tinana	body
wairua	spirit
waewae takahia	commence beating the right foot
whātero/whētero	sticking out the tongue (men only)
wiri	quivering of the hands

# The Great Rugby Robbery Review

Use this template to help plan your review.

<b>Acting</b>	<b>Set</b>
<b>Music and Dance</b>	<b>Sound Effects</b>
<b>Script</b>	<b>Costumes</b>





NEW ZEALAND  
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