

<p>What makes a sporting hero and who are our sporting heroes in the NT.</p>	<ul style="list-style-type: none"> • English – Reading and Viewing • Health and Physical Education (HPE) • EsseNTial Learnings • Learning Technology 	<ul style="list-style-type: none"> • Arafura Games • Competition • Sportsmanship • Team work • Skills • Commitment • Diet • Attitude
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Nominal Duration: 3 x 40min lessons

NT Curriculum Outcomes Band 3:

English R/V 3.3

HPE PD 3.1

EsseNTial Learnings: CON 1

Learning Technology: R1

Learning Experiences:

Teaching Point

Explain to students that these lessons are about identifying the qualities of a sporting hero and identifying sporting heroes in the NT community.

Brainstorm – What Makes a Sporting Hero?

Materials: ‘What Makes a Sporting Hero’ cards

Divide students into eight groups, each group is given a card and 5 minutes to write down answers to the questions. Move the cards in a clockwise direction so that groups get another card to contribute to. Give students 2 minutes to read the question and the last groups’ answers and then 5 minutes to answer the questions. Repeat until each group has contributed to each card.

Teaching Point

Display the ‘What Makes a Sporting Hero’ cards at the front of the room so that all groups can see them.

Discuss the answers that students have written on the cards and create a class negotiated definition of ‘What Makes a Sporting Hero’ and write the definition up to display with the cards.

Discussion Point – Local Sporting Heroes

Go over the class negotiated definition of a sporting hero. Ask students to identify anyone in the community who displays those qualities and is a sporting hero.

Make a list of people and the qualities they display.

Teaching Point – Guest Speakers

Try to encourage those people identified by students as sporting heroes in their local community to come and talk to the class. Ask speakers to reflect on their life and the positive and negative things that have happened to them in relation to their sporting career. How they remained focused and why they like playing sport.

Assessment Task – Sports Hero in the NT

Materials: internet access for students and cardboard, scissors, glue

Working individually students research a sports hero in the NT and create a poster about them. Presentation must contain the following information:

1. Name of sports hero
2. Sport they play
3. Date of birth/death
4. Brief personal history (place of birth, schooling, family)
5. Brief sporting history (representation, number of games played, teams played in)
6. List 3 qualities they display and provide an example of how/when they displayed each quality
7. Paragraph on why you chose them as a sporting hero

Students present their posters to the class

Extension Activities

- Research sporting heroes in Australia
- Identify sporting heroes who are not Australian. Do they display the same qualities?
- Is it easier to play sport in Australia than in other countries? Why/Why not?
- Research the wages different sports persons are paid in Australia and overseas. Are they the same?
- Which sports in Australia pay the most money to their players? Why is this?
- Look at why women playing sport is not shown on television as much as men are? Why is this?
- Are the qualities of a sporting hero the same as the qualities in any other hero? War heroes, community heroes, super heroes in comics?

Related Links

<http://www.cultureandrecreation.gov.au/articles/sportinggreats/>

<http://www.health.gov.au/internet/ministers/publishing.nsf/Content/mr-yr08-ke-ke051.htm>

<http://catalogue.nla.gov.au/Record/1728353>

<http://newsroom.nt.gov.au/index.cfm?fuseaction=printRelease&ID=3821>

<http://www.sporting-heroes.net/rugby-heroes/searchresults.asp?ButtonLeap=Australia>

What Makes a Sporting Hero - cards for brainstorm session

Describe the sports skills of a sporting hero

Eg. fast bowler

Name one of your sporting heroes and the sport they play

eg. Ricky Ponting – cricket

What is sportsmanship?

eg. Not losing your temper on the field

Sporting heroes need to be committed to their sport. What are the commitments of sporting heroes?

eg. Going to training

If you had the opportunity to play sport for Australia, how would you feel?

eg. Proud

How does the behaviour of a sports hero affect others?

e.g. Role models – children look up to them

How are sports heroes portrayed in the media?

e.g. Used to advertise products

What are some important things that sports heroes need to remember in relation to diet and attitude?

eg. Need to stay focused on their goal

What Makes A Sporting Hero - Cards for brainstorm session

Assessment Task - Sports Hero in the NT

Name:		Teacher:				
Due Date:						
TASK		What must I do and when will I do it?				
<p>1. Create a poster on a sports hero in the NT which includes the following:</p> <ul style="list-style-type: none"> Name of sports hero Sport they play Date of birth/death Brief personal history (place of birth, schooling, family) Brief sporting history (representation, number of games played, teams played in) List 3 qualities they display and provide an example of how/when they displayed each quality Paragraph on why you chose them as a sporting hero Appropriate graphics Bibliography 						
PROCESSES		Hand in the self reflection sheet to the teacher when completed.				
<p>1. Research your chosen sports hero</p> <p>2. Create a bibliography to identify your sources of information</p> <p>3. Complete self reflection sheet</p> <p>4. Organise your information into sections</p> <p>5. Create your poster</p> <p>6. All information must be in your own words and not 'cut and pasted' from a site</p> <p>7. Use appropriate graphics</p> <p>8. Marks are given for presentation content as well as structure, graphics, colour and font selection</p>						
Criteria for Judging Student Performance						
Outcomes: English - Writing		Indicators				
<p>W 3.3 Strategies</p> <p>Use a range of strategies to plan, compose, review and edit own writing</p>		<p>Students will:</p> <p>Use a range of ways to plan their poster, note and diagrams;</p> <p>Record information from a variety of sources;</p> <p>Create a poster on a sports hero in the NT.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Good</td> <td style="width: 33%;">Sound</td> <td style="width: 33%;">Limited</td> </tr> </table>		Good	Sound	Limited
Good	Sound	Limited				
Outcomes – Learning Technologies		Indicators				

R1 Learners use appropriate and effective search strategies to access electronic information.	Students will:		
	<ul style="list-style-type: none"> a) use simple search engines to search the Internet for appropriate web sites; b) record sources of information (bibliography); c) select and use appropriate technology tools and resources to accomplish a research task. 		
	Good	Sound	Limited

Student Name: _____

CATEGORY				
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Labels	All items of importance on the poster are clearly labelled with labels that can be read clearly.	Almost all items of importance on the poster are clearly labelled with labels that can be read clearly.	Several items of importance on the poster are clearly labelled with labels that can be read easily.	Labels are too small to view OR no important items were labelled.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements is included on the poster.	Several required elements were missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

Teacher evaluative comment:

Mark:

Self Reflection Sheet

Date:

Name:

Topic:

1. **What information did you need to find today?**

2. **What information sources did you use? (Web sites, books, interviews)**

3. **Explain the advantages of searching for information electronically:**

4. **Explain the disadvantages of searching for information electronically:**

5. **What information did you find on the topic?**

6. **Bibliography details of the information sources used:**

7. **What are you hoping to achieve tomorrow?**
