

Activities for the collection of evidence for literacy and numeracy unit standards

It's All About Sport

Planned learning experiences

The activities below are designed to provide opportunities for the collection of evidence for the Literacy unit standards. The teacher/tutor can adapt the activities within this module to suit the needs and interests of the learners.

The activities in this module could provide evidence for Literacy (writing, reading and speaking).

Information for teachers/tutors

This module of work would need to be part of the learning activities for an existing course or programme in order to be considered naturally occurring evidence. The evidence for the standards needs to be generated over time and must be drawn from a variety of different activities.

Please ensure you are familiar with the requirements of the Literacy unit standards, as well as evidence collection requirements, should you wish to use evidence generated through this learning experience towards the standards. The standards and associated clarifications can be found on the NZQA website.

Helpful link: <http://www.nzqa.govt.nz/literacy-numeracy>

Learning activities

A Career in Sport

Learners will research an occupation related to sport and write a short report to be published in a class careers booklet for next year's cohort of learners.

1. In this activity learners brainstorm the possible career pathways related to sport, discuss particular jobs/occupations they are interested in researching, and decide on questions to guide their research (e.g. What do people do in this job? What personal skills/educational qualifications are needed? What would readers of the course booklet want to know?)
2. Using online sites such as <http://www.careers.govt.nz/> and other relevant resources, learners read texts related to their research questions.

3. Learners write a short report for the careers booklet for next year's cohort of learners using notes taken during their reading research. They should be given the opportunity to edit and proofread their work.

A Different Sport?

Learners select a sport not commonly played in New Zealand.
[Some possible examples are: pelota, hurling, Gaelic football, American football.]

Learners research the game they have chosen and create a leaflet or write a description to be published in a booklet about unusual sports to be shared with the Year Nine students at a local school. Texts read need to be evaluated in terms of their usefulness, credibility or interest (US 26624, evidence requirement 1.4).

The leaflet or description should include information of where the game is played and by how many, the playing surface/environment and equipment needed, and a brief description of how the game is played including basic rules. Learners must be given the opportunity to proofread and edit their writing (US 26622, explanatory note 6).

Sport – Issues in the News

1. Ask learners about issues in sport of current interest (e.g. drug cheats, spectator violence, or abuse of referees).

Discuss what learners know about, or have first-hand experience of, any of these problems:

- What happened?
- What was done about it?

For discussion questions on issues related to the Olympics:
http://teflpedia.com/The_Olympics_conversation_questions

2. Learners read news article(s) or opinion piece(s) about one of these issues and identify the issue being discussed, the writer's opinion, and the reasons given to support the writer's position. They evaluate the text in terms of its interest and credibility.

[An example text is *Valerie Adams awarded Olympic gold* by Andrew Alderson, David Leggat and Dylan Cleaver August 14, 2012
http://www.nzherald.co.nz/sport/news/article.cfm?c_id=4&objectid=10826786]

3. Learners write an email or a letter expressing their opinion, or an opinion piece for the local community newspaper, about one of the issues discussed.

The purpose and audience of the letter/opinion piece could be:

- to express support for an athlete/referee/sporting body dealing with one of these issues to the athlete/referee/relevant body;
- to express their opinion on one of the issues in a letter to the editor of the local community newspaper or newsletter.

Sporting Heroes

1. Possible discussion questions to introduce the topic of sporting heroes include:

- Why are well-known sports people called “heroes”?
- Is it fair and reasonable to call them role models?
- Should we expect them to follow a certain code of behaviour?
- What do people admire most about sports people at the top of their sport?
- What challenges do professional sports people face? What motivates them to keep going?

2. The activities are set within the context of a radio station competition in which people are asked to nominate the sporting hero they most admire and to support their nomination with relevant details.

Learners research information to complete a short biography fact sheet for a sporting personality. Using this information, and their own knowledge, learners write a report to nominate their sporting hero for the award. This should include biographical information, a brief description of the person’s achievements, and the reasons/justification for nominating him or her for the award. The audience for the report is the competition judge(s), radio station DJ and listeners.

As a group, learners could read or listen to the nominations and vote for the winning nomination.

3. Learners role-play a radio interview about their chosen person
or

As a group, learners participate in an unscripted question and answer session with each learner providing information about their nominee. The group then votes for the winning nomination.

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Information for learners

The following activities related to the topic of sport will provide several different opportunities for getting evidence for the literacy unit standards.

A Career in Sport

Interested in sport? Have you thought about a career in sport?

1. In pairs or groups, brainstorm all the possible careers related to sport.

Then discuss:

- Which of the jobs would require tertiary training/university degrees?
 - Which would require someone to have sporting ability?
 - Which jobs would pay well?
 - Which jobs could be a possibility for you?
2. Choose a sporting career that interests you. What would you like to find out about it? What do you think next year's learners will want to know about it? Decide on at least five questions then do some research to find the answers.

This website is a good place to start: <http://www.careers.govt.nz/>

3. Write a short report about the career that you have researched to put in a class careers booklet for next year's learners. Include a reference list of all the sources of information you used in your research. Proof read and edit your work before you submit it.

A Different Sport?

There are a number of sports played elsewhere in the world that New Zealanders know very little about it. [Some possible examples are: pelota, korf ball, hurling, Gaelic football, American football.]

Choose a sport that interests you and find out the following information:

- where the game is played
- how many people play the game
- what the playing surface/environment is like
- any equipment needed to play the game
- how the game is played including basic rules
- any quirky or interesting facts about the game.

Create an information leaflet about your chosen sport, or write a description of your chosen sport to include in a booklet about unusual sports for the Year Nine students at a local school. Include a reference list showing where you drew information from. Proof read and edit your work before submitting it.

Sport – Issues in the News

What sporting issues are in the news?

[e.g. doping at the Olympics, Valerie Adams, Lance Armstrong, violence against referees at school rugby games]

Read news item(s) about a sporting issue. With a partner discuss the issue. Include in your discussion an evaluation of the news item(s) you read, in terms of how interesting and/or credible it is.

Select and complete **one** of the following writing tasks. Ensure you edit and proof-read it to get it to standard that it could be sent or published.

1. Write an email or a letter to an athlete/referee/relevant body dealing with one of the issues you have discussed, expressing support for the athlete/referee/sporting body;
2. Write a letter to the editor of your local community newsletter or newspaper, expressing your opinion about one of issues you have discussed;
3. Write an opinion piece for the local community newspaper, expressing your opinion about one of the issues you discussed.

Sporting Heroes

In your pairs or groups discuss the following questions:

- Who are your sporting heroes?
- Why are well-known sports people called “heroes”?
- Is it fair to call them role models and expect them to follow a certain code of behaviour?
- What happens when they don’t behave in the way that they are expected to?
- What do people admire most about sports people at the top of their sport?
- What challenges do professional sports people face? What motivates them to keep going?

Radio station competition

A local radio station is running a competition to find “New Zealand’s Most Worthy Sportsperson” and is asking listeners to nominate the New Zealand sporting personality they most admire.

To enter the competition, you need to write a short biography of the sporting person you are nominating and give reasons why you admire them and why they deserve to win the award. This may be because of their sporting achievements or other work they may be involved in the wider community.

Learning Tasks:

1. Research and make notes about the sporting person's life, sporting career and major achievements, and involvement in community projects, charities etc.
2. Write a report to nominate your chosen sporting person. The audience for the report will be the radio station DJ and listeners. In your report, include their biographical information, outline the main events in the life of your nominee (including their main achievements), and give reasons why they should be awarded the "Most Worthy Sportsperson" award. Proof-read and edit your report, to ensure it is ready to be submitted to the radio station.
3. Justify your choice in a radio interview.