

An educational resource for years 4–8  
*New Zealand Sports Hall of Fame: 25 Kiwi Champions*

Maria Gill • Illustrated by Marco Ivancic



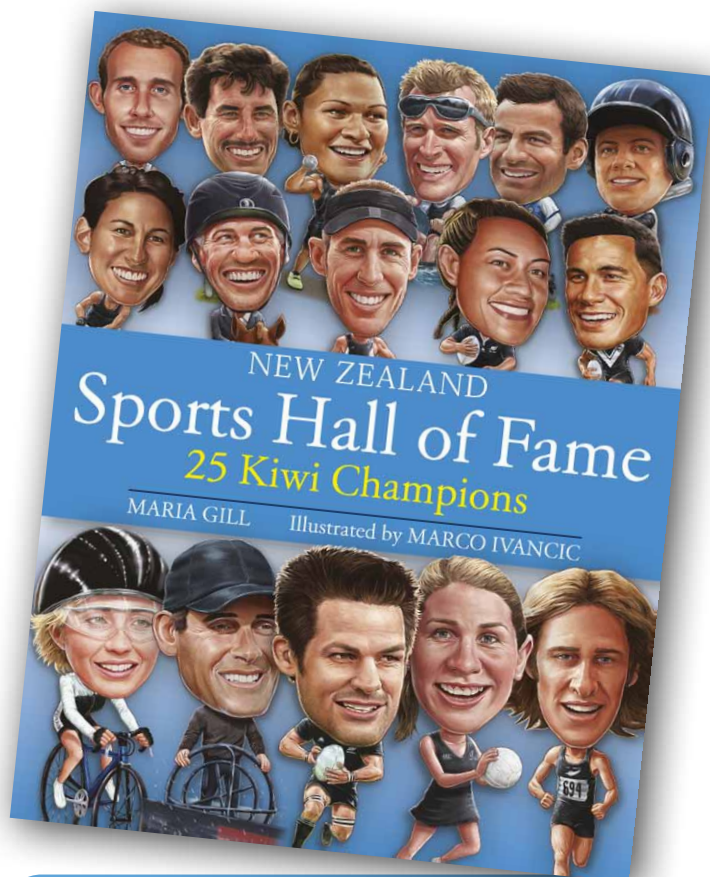
**SPORTSPEOPLE IN OUR COMMUNITY**



# New Zealand Sports Hall of Fame

For a small country we've had more than our share of successful sportspeople. From swimmers to sailors, runners to racers, both as team players and individuals, these sportspeople all have something in common – they've reached the top of their game, and then some.

In this inspiring collection of stories that describe challenges and triumphs, Maria Gill introduces 25 Kiwi champions, past and present, identifying what enabled each of them to succeed in their chosen field. Maria's research builds a picture of the lives of each athlete using biographies, photographs and impressive trophy boards. These compelling stories are brought to life in Marco Ivancic's striking caricatures.



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64 pages • RRP \$ 24.99 • Ages 8–12 years



## ABOUT THE AUTHOR

**MARIA GILL** lives on a Warkworth lifestyle block writing full-time. She has written over 30 children's books for retail and educational markets. She was thrilled when *New Zealand Hall of Fame* won the Children's Choice, in the non-fiction category at the 2012 New Zealand Post Children's Book awards. Four of her books have been shortlisted for the LIANZAs, and seven are Storylines Notable Books. Her other claim to fame: many years ago she competed in the New Zealand figure skating championships (she's got some medals to show for it). Go to [www.mariagill.co.nz](http://www.mariagill.co.nz) for more.



## ABOUT THE ILLUSTRATOR

**MARCO IVANCIC** is always drawing. It is something he has been doing since his pre-school days. He's since finished a Bachelor of Design degree and discovered he likes creating fantastical science fiction illustrations. For the caricatures in this book he used Adobe Photoshop, and worked from draft illustrations and sketches, constantly adjusting the style until it looked right. When Marco is not illustrating – which is most of the time – he's playing football in all forms.

**Overarching Concept:** Community

**Big Statement:** Sportspeople in our community

**Key Understandings:** Some people achieve to the highest level

**Learning Area:** Social Studies

**L2** Understand how people make choices to meet their needs and wants

**Learning Area:** Personal health and physical development

**L4** Demonstrate willingness to accept challenges, learn new skills and strategies

**Learning Area:** Language

**L2, L3** Identifies oral, written and visual language features used in texts and recognises their effects

**L4** Uses a wide range of oral, written and visual language features to create meaning and effect and to sustain interest

**Key Competencies:**

Participating and contributing; using language, symbols and texts; recognise the value of written and visual texts to communicate ideas and texts

**Values:**

Community and participation

**Focus Skills:**

Defining, timelines, observations, summarising, researching, designing, questioning, interviewing, presenting

**Related Themes:**

Leadership

**Specific Learning Intentions:**

- Using effective questions to solicit information
- Researching biographical texts and summarising information
- Presenting orally and visually

## ASSESSMENTS

**Pre-Assessment Task:** Define what it is that makes a sportsperson succeed

**Post-Assessment Task:** Complete a double-page spread about an individual sportsperson

**Ongoing Monitoring Opportunities:**

Contribute to classroom discussion, graphic chart worksheet



## ACHIEVEMENT OBJECTIVES

**Students will be able to:**

- Define what makes a person successful
- Research a sportsperson in their community

## LEARNING ACTIVITIES

- Introduce the book *New Zealand Sports Hall of Fame* to the class. Identify the different types of information, language, and graphics.
- Think, Pair, Share – what makes a sportsperson successful? Write a definition and provide examples of successful sportspeople. For example: *A sportsperson needs to be dedicated and have a winning attitude.*
- Read aloud one sportsperson's story from the book. Create quiz questions to test what the class can recall about that person's life. Demonstrate how this is reflected in the timeline and the pictures.
- In pairs, students read the biography of a sportsperson in the book. What type of information has the author included? Think about: *family details* (if relevant), *early interests* (compare with skills they became famous for), *awards/trophies* (when did they begin to win?), *experiences that helped or hindered* (along the way).
- Brainstorm names of sportspeople in their community – as a class. In pairs, students pick a sportsperson from their community to study and interview. Students prepare focus questions that will provide the information they would like to know about the person.

- Students design a visual chart using graphics to present the information they discover about their sportsperson. The chart must feature a statement, focus questions, references, evidence of note-taking, and a summary.
- Students use the Internet (YouTube, interviews, and fact sheets) as well as books to find answers to their focus questions and record information on the visual chart. Students then summarise the information they have researched.
- Students identify gaps in the information they have produced.

## CURRICULUM EXTRAS

- **Visual Language:** Consider the different types of graphics presented in *New Zealand Sports Hall of Fame*. Redesign a double-page spread.
- **Visual Language:** Redesign page 1, the title page. Think about how you can incorporate the title 'New Zealand Sports Hall of Fame' into the design.

## TEACHER RESOURCES

Think, Pair, Share Strategy: <http://goo.gl/UF55e>

Graphic Charts: <http://goo.gl/7yFGx>

*New Zealand Sports Hall of Fame: 25 Kiwi Champions* by Maria Gill, illustrated by Marco Ivancic



**ACHIEVEMENT OBJECTIVES****Students will be able to:**

- Identify different question styles
- Formulate a set of questions for their sportsperson
- Interview sportsperson and record notes

**LEARNING ACTIVITIES**

- Class discusses the difference between **closed questions** (yes/no answer or a definite answer, for example, what is your name?) and **open questions** that ask for an opinion, evaluation, or prediction (for example, how would you explain? or what do you think about?) Present examples of both types of question on the whiteboard.
- In pairs, students read and think about the questions the author would have asked in *New Zealand Sports Hall of Fame*, looking at one double-page spread. Share these with the class. For example, to find out about the person's childhood, the author would have asked: 'Tell me about your childhood. What type of sports did you play? Did you feel there were any obstacles to overcome in your childhood?'
- Students formulate questions of their own.
- In pairs, students practice interview technique:
  1. Check spelling of the person's name.
  2. Ask if it is okay to record the interview. It could be a tape recorder or a video.
  3. Ask questions.
  4. Check spelling of personal names and place-names.
  5. Always ask if there is anything to add.
  6. Thank the sportsperson for their time.

- Choose method of oral presentation: role play, Power Point, video presentation.
- Prepare presentation.
- Present to class.

**CURRICULUM EXTRAS**

- **Oral language:** Practise different question styles.
- **Oral language:** Students role-play interviewing the author of the book they are reading. Students need to take into account what the person is saying so they don't ask a question that has already been answered.
- **Oral language:** Students prepare a mock interview that is terrible, to identify all the things that shouldn't be done in an interview.

**TEACHER RESOURCES**

Different styles of questioning:

<http://goo.gl/punmc>

Question matrix grid: <http://goo.gl/ITqF3>

Interview games, including

'The Awful Interviewer':

<http://goo.gl/c6pvx>



### ACHIEVEMENT OBJECTIVES

#### Students will be able to:

- Use different design techniques
- Prepare a timeline of their sportsperson's life
- Create illustrations
- Plan and present a double-page spread

### LEARNING ACTIVITIES

- Students look at all the different elements in a double-page spread: biography, timeline, trophy board, photograph, passbook, personal quote, caricature, text boxes. Discuss how the different elements contribute to the book.
- In pairs, students prepare a timeline for their sportsperson using dates and incidents from their life.
- In pairs, prepare a trophy board. Use books and the web for ideas and construct on computer.
- Students draw an illustration of their sportsperson in action.
- Design a passport and fill in known facts about the sportsperson.
- Lay out all the different design elements. Make room for text boxes and a personal quote (from the interview).
- Type up text, create headers and complete presentation of double-page spread on the sportsperson.
- A class book can be compiled from all the double-page presentations for use during SSR time. Share resource with other classes.

### CURRICULUM EXTRAS

- **Visual Language:** Look at the caricatures the illustrator has used to portray the sportspeople in the book. Why are the heads bigger than the bodies? Why does he include sporting equipment? Discuss.
- **Art:** Students attempt to draw a caricature of their own.

### TEACHER RESOURCES

Timeline tool: <http://goo.gl/bnkzE>

Cartoon creator: <http://goo.gl/eK98i>

Photoshop or some other computer design software

Passport template:  
<http://goo.gl/H2m54>



# READING EXTRAS

## QUIZ QUESTIONS

### Sir Russell Coutts, page 6

1. When did Russell begin competing?
2. Where did Russell sail while still at school?
3. What is Russell's nickname and how did he get it?
4. How did Russell improve his technique?
5. Which syndicates has Russell sailed for in the America's Cup?
6. How many hours does Russell train on the water?
7. What medal did he win at the Olympic Games?
8. What honours has the NZ government given him?
9. Name one of the boats Russell has sailed.
10. Why did Russell leave the New Zealand team in 2000?

## QUIZ QUESTIONS

### Valerie Adams, page 24

1. What physical attribute helped Valerie in her sport?
2. What other sports did Valerie enjoy?
3. How old was Valerie when she entered her first international competition and what was it called?
4. Who did Valerie miss most while she first competed overseas?
5. Why did Valerie receive her second Olympic Gold medal in New Zealand?
6. In which competition is Valerie a quadruple champion?
7. Find out what plyometric exercises are.
8. Record Valerie's results in the 2014 Commonwealth Games by writing down her scores.

## QUIZ QUESTIONS

### Sophie Pascoe, page 10

1. What incident changed Sophie's life at a young age?
2. Who saw Sophie and wanted her to join their team?
3. What age was Sophie when she first competed internationally?
4. What is the name of the competition where she has won six gold medals and four silver medals?
5. What swimming races does Sophie compete in?
6. How often does Sophie train at the pool?
7. Who can qualify to compete in the Paralympic Games?
8. What does Sophie think about those training sessions?
9. What is Sophie's goal?

## QUIZ QUESTIONS

### Richie McCaw, page 42

1. What hobby does Richie enjoy like his father, and grandfather before him?
2. What goals did Richie set that at the time he wasn't sure he'd be able to achieve?
3. Why did Richie's father suggest Richie run for fitness?
4. How old was Richie when he was first selected to join the All Blacks?
5. What position does Richie play most often?
6. What has been Richie's greatest achievement to date?
7. What type of stretching exercises does Richie do?
8. In what year did the All Blacks win the International Rugby Board World Cup?

# LANGUAGE EXTRAS

## Investigate a sportsperson you admire.

1. In the first column write down what you already know about the person.
2. Create some questions to answer what you would like to know about that person.
3. Write down everything that you have learned about that person.
4. Summarise all the information and write a biography of your sportsperson.

**Note:** Be sure to look in several different resources, such as books, online and in newspaper articles.

## KWL GRAPHIC CHART

What you KNOW	What you WANT to learn	What you LEARNT
1.		
2.		
3.		
4.		
Notes		



# PHYSICAL EDUCATION EXTRAS

## TRAINING PLAN

Write your own training plan from the example given in *New Zealand Sports Hall of Fame*.

TYPE OF EXERCISES	EXERCISES
Warm-up and down: 10-15 minutes each at beginning and end of training session.	
General fitness exercise	
Skill-training sessions	
Cross-training	
Relaxation	
Diet	
Mind	

# PHYSICAL EDUCATION EXTRAS

## GOALS

Write your own goal plan from the example shown in *New Zealand Sports Hall of Fame*.

WHAT I AIM TO ACHIEVE	HOW I WILL ACHIEVE IT
Daily:	
Weekly:	
Monthly:	
Year 1:	
Year 2:	
Year 5:	
Ultimate goal:	

**NOTE**

Your ultimate goal might be to compete at the regionals or nationals. Aim as high as **YOU** want to.