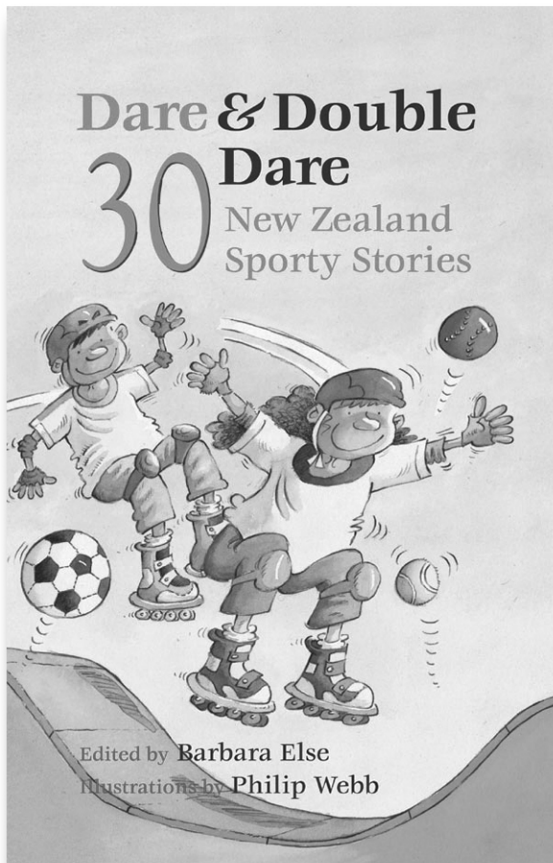


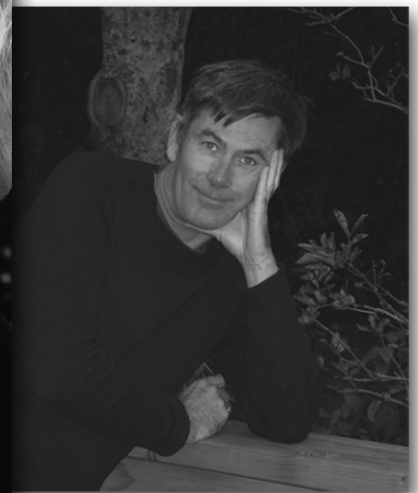
DARE & DOUBLE DARE



30 New Zealand Sporty Stories

Edited by Barbara Else

Illustrations by Philip Webb



Includes classroom activities for students in years 4 to 8, in the following areas:

- Language
- Debate Topics
- Sporting Themes:
 - Water Sports, Team Sports, Individual Sports, School Sports

Introducing Sport

- How important is sport to you? Why?
- Do you prefer watching or playing? Solo or team sports?
- Do you dislike sports? Why?
- Class activity: Survey the class (or school) to find out which are the most popular/least popular sports. Present the results on a graph.
- Read the Introduction. Barbara Else's job is editor of the collection. What does an editor do?
- Barbara Else defines sport as 'people striving to do something that they find an interesting challenge'. Define 'sport', then revisit your definition after reading some stories.
- Are the following activities sports? Dance, racecar-driving, tree-climbing, trapeze.
- How do you cope with a challenge/new or difficult things? Describe such an experience in your life.

Water Sports

Taking the Plunge (diving)

- Measure 10 metres in your house or classroom. Imagine jumping from this height.
- Identify the similes in this story. For example, 'squirms like a freshly caught hoki'. (p. 33) Illustrate one of the similes as a cartoon.
- Research bungee-jumping and the forces involved. Is it safe and does it harm the body?
- Why does Tama say 'once is enough' at the end? (p. 37)

Landing a Rainbow Trout (fishing)

- Does hooking a fish hurt it?
- Can you understand Thomas not wanting to kill the fish? (p. 62) Why?
- Debate topic: 'Fishing is OK only if you are going to eat the fish.'

Water-skiing Up Central

- Label Central Otago and Lake Dunstan on a map of the South Island. Research where you would find a gecko, catch koura and explore gold-mining tunnels in Central Otago.
- Define these words: ingloriously, cumbersome, flailing. (p. 76) Use them all in a single sentence.

The Big Catch

- Read the description of walking on the beach in paragraph one. List the senses mentioned. Write your own description using sensory words (smells, sounds, touch, colours, tastes).
- Explain Hone's 'rules' in your own words : 'think like a fish', 'the sea will nick your gear', 'you wanna catch 'em, not feed 'em', 'never turn your back on the sea'. (pp. 123, 124)
- What does 'fickle' mean? (p. 124) What probably happened to Hone?

Don't Be a Chicken (snorkelling)

- Illustrate an undersea scene with some of the sea creatures mentioned in this story. Begin

by dripping green/blue dye on wet paper for a background. When dry, stick on coloured animals and plants.

Across the Inlet (swimming)

- This story is written from a child's point of view in the first person ('I'). What are the advantages of this kind of story-telling? How does it help put the reader 'on the spot' and 'in the skin' of the character?
- Rewrite the first paragraph as a third person account i.e. from 'his' or 'her' view-point rather than 'mine'.
- Write a paragraph that describes your favourite sporting event from your viewpoint. Now rewrite the scene from the point of view of someone watching you.

Team Sports

Gibber for New Zealand (rowing)

- Is gibber a real game? (p. 26) Are Noah and Grandma kidding?
- Make up a pretend sport by combining two events. For example, rugby plus frisbee = frugby (throwing a rugby ball as far as you can).
- Make up a nonsense sport such as 'keyboarding' (wind-surfing on computer keyboards).
- List the advantages and disadvantages of three sports.

- What is Angie good at doing? (p. 27)
- How does Angie combine sport and her passion at the end? (p. 31)

A Pack of Girls (rugby)

- Why do so few girls play rugby?
- Are there differences between girls' and boys' sports? Compare the kind of sports girls and boys tend to play. What different physical skills are required?
- Make up a different ending for this story.

The Whistle Blower (rugby)

- What are the dangers of rugby?
- Did Thomas do the right thing?
- Why was it so brave of him to write the letter? What did he risk?
- What is ‘the dog box’? (p. 81)
- What is another meaning of ‘whistle blower’?

That’s Cricket

- Why do some mums and dads have traditional views of sports? eg. girls should always do gym or ballet? What do you think?
- Why was Ruby happy with the B team in the end?

Sideline Dad (soccer)

- Why is Dad embarrassing? (pp. 139–140)
- What was the parents’ strategy to ‘sideline’ Dad? (pp. 141–142)
- What effect do positive comments have on players (and spectators)? (pp. 142–143)
- What effect do put-down comments have?

Having a Go (netball)

- Is it fair for Nana to comment on Cassie’s weight? (pp. 91–92)
- What physical condition is best for playing sports? How do athletes stay fit and healthy?
- What changes Cassie’s attitude towards sports in the end? (p. 95)

Individual Sports

Cross Country

- Did Jaden do the right thing? Why wasn’t he happy? (p. 14)
- What kind of boy is Jaden?
- What different skills do cross-country runners need compared to track racing?

The Tree Climber

- Why doesn’t Maati like Nikki? (pp. 16 – 17)
- Is it safe to climb trees?
- What is Nikki’s aim?
- Research the sport of tree-climbing.

Ride of My Life (rally-driving)

- Find out what WRC stands for.
- Is rally driving a sport? Why or why not?
- Why do rally drivers wear fireproof overalls?
- Draw a picture to illustrate the action in this story.

Wiggles (dancing)

- What is ‘normal’? Is there such a thing?

- Why doesn't Poppy feel normal? What is normal about chips, pizza and straight hair? (p. 102)
- Write a story about a child who is not considered normal by their peers.
- What changes for Poppy during this story?

Just a Bag of Balls

- What would you have done in Jeff's situation? (pp. 107–108) What options did he have?
- What did you think of the ending to this story? Make up two different endings for this story.

The Right Foot (martial arts)

- Research several martial arts. Explain the differences e.g. between tae kwon do and karate and judo.
- Debate topics:
 1. 'Martial arts are not sport.'
 2. 'Girls should learn self-defence.'
- What is a 'winner' according to Chloe? (p. 127) Do you agree?
- Define a winner in your own words.
- Define 'failure'. Why are people afraid of failure/mistakes?
- What is 'attitude' according to Mandy Clark? (p. 128)
- Illustrate part of this story.

Sports Mad

- Letter-writing: write an exchange of letters like the one in this story, for example between a child and a relative who is sending gifts; or between a shop and a person complaining about faulty sports gear.

Dance of the Champions

- Is tap-dancing a sport?
- Mime: Play a game of miming different sports while others try to guess them.
- Dance: Make up a dance to represent different sports.

Easy Does It (rock-climbing)

- Why does Rick's dad test every rope?
- What is Rick's attitude to 'easy does it' at the start? (p. 42) Predict what will happen to him.
- Why shouldn't new climbers go first or last? (p. 43)
- List some other safety rules for climbers. (pp. 43–44)
- Why does Rick have an accident? (p. 44)

Ready, Steady Go

- Have a gumboot-throwing competition.

Sit! Heel! Stay!

- Find pictures of the different breeds of dog in this story.

School Sports

School Sports Day

- Do you like school sports day or not?
- Design an alternative sports day with outdoor activities to suit ‘non-sporty’ children.
- Orienteering: make up a course to go around your house or classroom. Draw a map for people to follow.

Rush (running)

- Why might a school classroom be a difficult place for active children?
- The Olympics began in Greece in 776 BC. Compare the events in the ancient Olympics with the modern events: present your research on an illustrated chart. Watch a video of previous Olympic Games.

Got it!

- Identify these parts of the story-writing process in this story: setting, characters, problem, climax.
- Write a story about story-writing time in your class.

Slugger (softball)

- Tell about an experience starting a new school. What are the difficulties when going to a new school (or country)?
- Similes and metaphors: knees ‘like cold, boiled potatoes’ (p. 65); the ball ‘became a tiny moon-rocket’ (p. 67); her ‘heart a tight balloon of pride’ (p. 67). Write your own images for knees, a ball, and a heart.

Scatter Ball Blues

- Many of the stories in this book begin with a kid who isn’t good at sports. Why?
- Write a story that begins with a child who is excellent at sports. What could go wrong?

Pocket Rocket (running)

- What has Billy achieved at the end of the story? Was this more important than winning? (p. 117)
- What did you think of the ending? Write an alternative ending for this story