#### **Changing Fashions in Sport and Leisure**

## **Possible Lesson Sequence**

## **Lesson one**

Ākonga brainstorm (and/or are set a research project to find information about) types of sport and leisure activities of people in the New Zealand in two time periods:

* 1930 - 1940s
* the last 10 years

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| |  | | --- | | Sport and Leisure activities of New Zealanders 1930 - 1940 | | For example: wood chopping, river/beach swimming, wooden/tin can stilts, dog trialing, swinging on ropes, knuckle bones, hula hoops, skipping, spinning tops, elastics, hide and seek/go home stay home, hopscotch, four square, juggling, handball. | | |  | | --- | | Sport and Leisure activities of New Zealanders now. | | For example: fitness centers, aerobics/aquafit classes, play area (council funded and commercial), video games, phones and devices, skateboarding, roller blades, scooters, swimming clubs, sports clubs. | |

Ākonga brainstorm (and/or are set a research project to find information about) generic types of lifestyles of people in the New Zealand in two time periods; 1930/1940s compared to now.

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| |  | | --- | | Lifestyles of New Zealanders 1930 - 1940 | | For example: predominantly rural, depression and world war, predominantly mono cultural, and workforce predominantly agricultural and manufacturing. | | |  | | --- | | Lifestyles of New Zealanders now | | For example: prominently urban,  wealth and stability, predominantly multi-cultural, and workforce predominantly service and technology. | |

Summary:

1930-40s physical activity choices were predominantly based around community interests (less population and wider geographical spread) and low cost.

Modern physical activity choices were predominantly based around activity interests (people with similar interests meet together for activity) and are more expensive.

**Debrief questions**

Record summary onto ākonga worksheet one.

## **Lesson two – five**

Ākonga participate in a range of activities from those indicated on the brainstormed list.

Debrief Questions

At the end of each lesson ākonga record their ideas about the activities into ākonga worksheet two. This includes their level of enjoyment with the activity and how it affects their well-being. (It is assumed that the concept of hauora has been previously taught and is understood by the ākonga. If not it will need to be included in this unit)

## **Lesson six**

At the end of the practical lessons ākonga collate the recordings they made on worksheet two. They make a concluding statement about the activities they enjoyed the most and which activities contributed significantly to their hauora.

Discuss the effect of regular enjoyable physical activity on personal well-being and encourage ākonga to write a personal contract or pledge to be physically active describing how they will achieve this goal.

**Extension** The children could design and play a game as though they were in the 1920s.