

NATIONAL
SPORTS
MUSEUM

THE PEOPLE'S GROUND
LEVEL 5 – YEAR 7/8

THE CHANGING FACE OF THE MCG



Key concept

The Melbourne Cricket Ground is a place of national and historical significance.

Focusing questions

1. What does the MCG mean to Australia and Australians?
2. What does it mean to be a member of a team or club?
3. Are there any stadiums in the world that are similar to the MCG?
4. Which moment or event held at the MCG captured your imagination?

National Sports Museum exhibition focus

The People's Ground

VELS dimensions addressed

Physical, Personal and Social Learning: Interpersonal Development; Personal Learning

Discipline-based Learning: English; The Arts

Interdisciplinary Learning: Communication; Thinking Processes; Design, Creativity and Technology

Overview

These activities allow students to examine the key concept that the Melbourne Cricket Ground is of national and historical significance. Students write a newspaper article or create a podcast to explore what the MCG means to them and their families. They will hear a background story on the Melbourne Cricket Club and explore what it means to be a member of a club or team.

Upon returning from the National Sports Museum students undertake an inquiry-based research project to investigate whether there are any stadiums in the world that are similar to the MCG. The key concept is further explored when students are required to create and present a model of the MCG. They are also asked to complete a research project to reflect a moment or event at the MCG that captured their imagination during their visit to the National Sports Museum. In conclusion, students conduct mock radio or television interviews to examine the changing face of the MCG.

Pre-visit activities

Introduce the key concept: The Melbourne Cricket Ground is a place of national and historical significance.

Focus skills, knowledge and understandings: English; Interpersonal Development

Materials

- Worksheet 1

Ask students to think about what is meant by “national and historical significance”. Provide students with a copy of Worksheet 1: The changing face of the MCG. Students work independently on the star chart to explore all the different uses for the MCG currently and historically of which they are aware.

Bring the students’ ideas together by conducting a class brainstorming session. Students should add any new events or uses for the MCG to their individual star charts.

Ask students to circle any events that they have attended at the MCG and to underline any that they would like to attend. Encourage students to add any events that they think may be held at the MCG in the future.

Students will have the opportunity to view many of the great moments at the National Sports Museum in The People’s Ground gallery.

Focusing question 1: What does the MCG mean to Australia and Australians?

Focus skills, knowledge and understandings: English; Thinking Processes; Personal Learning

Materials

- Access to relevant technology to produce newspaper article or podcast

As a class, discuss the following questions:

- What does the MCG mean to you?
- What does the MCG mean to your family?
- What might the MCG mean to sportspeople who compete there?
- What does the MCG mean to Australians?
- What might the MCG mean to people who travel to events there from overseas?
- What does the MCG contribute to Australia?

Ask students to prepare a brief newspaper article or podcast about someone attending an event at the MCG. Students must include details about how the person travelled to and from the venue, who they went with, what the event was, what happened while they were there, what the MCG looked like, what the person’s emotions were during and after the event, and what it meant to that person to be able to attend the event at the MCG. This could be based on a true story or be a fictional account.

Focusing question 2: What does it mean to be a member of a team or club?

Focus skills, knowledge and understandings: Interpersonal Development

Background

The Melbourne Cricket Club (MCC) was founded in 1838, only three years after the colony was established by the Yarra River. In 1847, the MCC had 127 members. Membership in 2007 stood at 99,832. The MCC has made a significant contribution to the development of the MCG. It has ensured that the MCG is a unique place in the world, truly “the people’s ground”, not just another stadium. The MCG is a place where people experience special sport and musical events. MCC membership provides a sense of belonging and allows members to develop great traditions. There are many stories of friends who have attended the same event each year for 50 years and more. The “Heart and Soul Wall” at The People’s Ground gallery at the National Sports Museum provides many of these stories.

As a class, brainstorm the types of clubs that students are involved in or that they know about.

Put students in pairs and have them interview each other using the following questions:

- Are you a member of a club, for example sport, art, drama, music, scouts or guides?
- What does it mean to be a member of a team or club?
- What venue or location does your team or club use as their base?
- What are the different roles of people involved in your club?
- Do people in your club volunteer their time or are they paid?
- Why might people choose to volunteer for a club?
- What is your favourite memory relating to your club? Why?

Bring the class together and ask students to recall their partners’ responses. Discuss the similarities and differences among them.

Pre-visit briefing

Materials

- Worksheet 2

When students return from the visit to the National Sports Museum, they will work in small groups to create a model or artistic impression of an event held at the MCG, a historical moment that occurred at the MCG or a future event that may be held at the MCG.

In preparation, distribute copies of Worksheet 2 which they may take with them to the museum. Allow students time to write a list of general research questions to assist with gathering information at the museum.

During the visit to the National Sports Museum

Encourage students to engage with The People's Ground gallery. In their groups, students should identify an event, a historical moment that occurred at the MCG or a future event that they imagine may be held at the MCG. Suggest that groups select events that cover a broad timeframe to ensure a varied display of the changing face of the MCG.

Each group could appoint a scribe and work together to find answers to their research questions or to gather information which may assist with their project.

Students could also speak to a volunteer guide about his or her motivations for being a volunteer and their experiences and impressions of The People's Ground gallery.

Post-visit activities

Focusing question 3: Are there any stadiums in the world that are similar to the MCG?

Focus skills, knowledge and understandings: English; Interpersonal Development; Design, Creativity and Technology; Thinking Processes; Communication

Materials

- Access to the library or internet for research: <http://www.worldstadiums.com> is a valuable website with an excellent database of other stadiums

Working in pairs or small groups, have students undertake an inquiry-based research project to investigate stadiums in other parts of the world. Ensure that each pair or group selects a different stadium. Encourage students to explore how the stadiums they research are similar to and different from the MCG.

Students present their findings to the class in a multimedia presentation. The presentation should also include images of the stadium they have researched.

Focusing question 4: Which moment or event held at the MCG captured your imagination?

Focus skills, knowledge and understandings: English; The Arts; Interpersonal Development; Personal Learning; Design, Creativity and Technology; Communication

Materials

- Worksheet 2
- Poster paper or access to computer for students to create their 2D or 3D designs
- Range of art supplies to allow students to create their model or artistic impression of the MCG
- Access to internet or library for research

In preparation for their group project, ask students to reflect upon their chosen event or historical moment. Why did their group choose that event or historical moment?

Allow students time to conduct their research. Groups need to ensure they gather information such as the year, the teams or people involved in the event and what the MCG looked like at that time.

Some members of the group will work together to build a model or create an artistic impression of the MCG to reflect their chosen moment. Students may select from any artistic medium, for example ceramics, felt, plasticine, painting or woodwork. Students should research the appropriate materials and colours to provide a realistic model of the MCG.

The other members of the group will write a story or poem to present with the model. This should include background information on their chosen historical or future event and some interesting facts about what was/will be happening in Australian society at the time of the event. The poem or story should be creatively integrated into the model.

Students will require significant time to plan, design and create their models or artistic impressions. Students should create a detailed 2D or 3D design of their model prior to creating the final piece of work.

Models are to be presented in chronological order from earliest date to the future. The presentation should be a team effort. Students who created the models are required to explain the materials used, and the students who wrote the poems or stories should work together to present them.

Revisit the key concept: The Melbourne Cricket Ground is a place of national and historical significance.

Focus skills, knowledge and understandings: English; Interpersonal Development

In conclusion, students should work in pairs to conduct either a mock radio or television interview, using their own questions, to examine the key concept. Students should use the knowledge they gained on the visit to the National Sports Museum and during their research phase to assist in creating their interview questions.

Indicators of student achievement and assessment strategies

The activities in these materials address the following dimensions of VELs:

English: Reading; Writing; Speaking and listening

Students read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues.

Students produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting.

Students identify main issues in a topic and provide supporting detail and evidence for opinions.

The Arts: Creating and making

Students experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of art forms and styles.

Interpersonal Development: Working in teams

Students accept responsibility as a team member and support other members to share information, explore the ideas of others and work co-operatively to achieve a shared purpose within a realistic timeframe. They reflect on individual and team outcomes and act to improve their own and the team's performance.

Personal Learning: The individual learner

Students monitor and describe their progress as learners, identifying their strengths and weaknesses and taking actions to address their weaknesses.

Thinking Processes: Reasoning, processing and inquiry

When identifying and synthesising relevant information, students use a range of appropriate strategies of reasoning and analysis to evaluate evidence and consider their own and others' points of view.

Communication: Presenting

Students develop their skills in organising ideas and information logically and clearly to suit their purpose and the needs of their audience.

Students summarise and organise ideas and information, logically and clearly, in a range of presentations.

Design, Creativity and Technology: Investigating and designing; Producing; Analysing and evaluating

Students use a variety of drawing and modelling techniques to visualise design ideas and concepts.

Students work safely with a range of tools and equipment to produce products and systems, taking full account of the appropriateness of their properties, characteristics or expected outputs.

Students recommend improvements to the performance, function and appearance of others' product/systems.

Source: Adapted from Victorian Essential Learning Standards, VCAA 2005 <http://vels.vcaa.vic.edu.au>

Additional resources

- The Melbourne Cricket Ground history and teacher resources: <http://www.mcg.org.au>
- National Sports Museum: <http://www.nsm.org.au>
- World Stadiums – comprehensive stadium database: <http://www.worldstadiums.com>
- Melbourne Cricket Club: <http://www.mcc.org.au>

Tour of the MCG

During your visit to the National Sports Museum at the Melbourne Cricket Ground, we also suggest that you take an MCG Tour. Our bookings staff will help schedule this. It is an excellent opportunity to make special use of the reduced price combination package.

Access to the MCC Museum

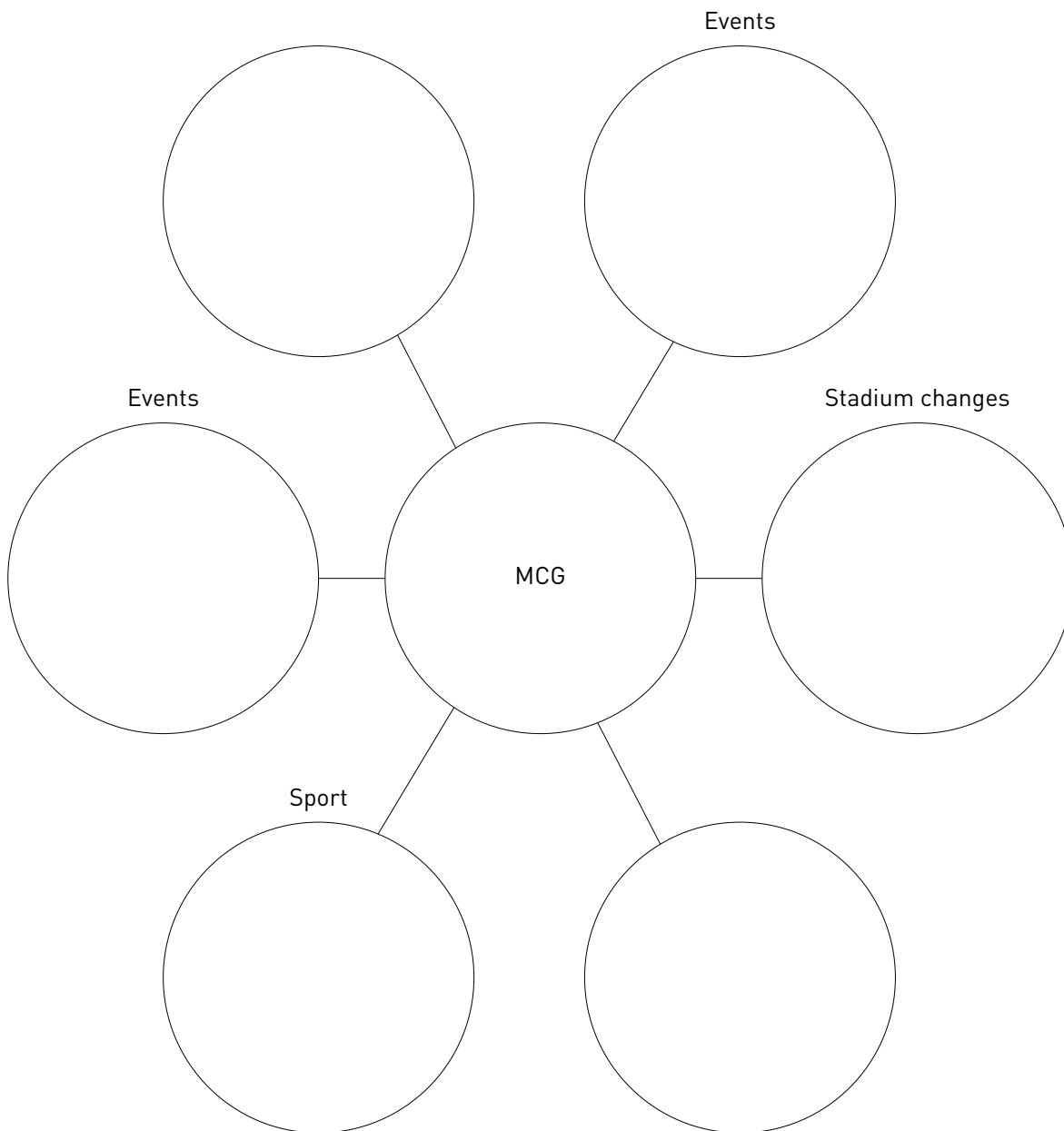
The MCC Museum belongs to the members of the Melbourne Cricket Club. While it adjoins the National Sports Museum, it is not available for access by school groups. However, with prior negotiation with our bookings officer special entry can be permitted.

Worksheet 1: The changing face of the MCG

Name: _____

Using the star chart, brainstorm all of the things you know about the changing face of the Melbourne Cricket Ground. Think about all the uses for today's MCG and what it has been used for in the past.

You can also add two key concepts to the star chart.



Worksheet 2: A model or artistic impression of the MCG

Name: _____

Task

- Work together in a team to build a realistic model or create an artistic impression of an event held at the Melbourne Cricket Ground.
- The event may be an historical moment, an event that occurred at the MCG or a future event that you imagine may be held at the MCG.
- Ensure that you complete the checklist provided on this worksheet.
- You are also required to include a story or poem as part of your model to explain information relating to your event and what was/will be happening in Australia at the time of your event.
- Present your model and research to the class.

Which event, historical moment or future event has your group chosen to represent?

Why did you choose this moment/event?

Research questions

- _____
- _____
- _____
- _____

Action Plan

Task	Who is responsible	When it will be done	Completed
Select an event while at the National Sports Museum			
Work together to gather information when at the National Sports Museum			
Undertake further research about what the MCG looked like or will look like for your event			
Create a list of all items to be included			
Create a detailed 2D or 3D design			
Choose the artistic medium			
Create a list of materials required			
Create model or artistic impression			
Undertake research to create poem or story			
Rehearse group presentation			
Present to class			

Group review

How well did your group work together and why? _____

What was your role? Do you feel you did a good job? _____

Did your group use time wisely? Explain. _____
