

NATIONAL
SPORTS
MUSEUM

THE PEOPLE'S GROUND
LEVEL 4 – YEAR 5/6

THE MCG – MORE THAN JUST A CRICKET GROUND



Key concept

The Melbourne Cricket Ground has always been an integral part of Melbourne’s social and cultural life.

Focusing questions

1. What does the MCG mean to you?
2. How has the MCG been part of Melbourne’s history?
3. What’s special about the MCG?

National Sports Museum exhibition focus

The People’s Ground

VELS dimensions addressed

Physical, Personal and Social Learning: Interpersonal Development

Discipline-based Learning: English; The Humanities – History

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

Overview

These activities provide students with an exciting insight into The People’s Ground, the Melbourne Cricket Ground (MCG), as they explore how the MCG is much more than just a place to play cricket. Students are involved in a range of activities including a “See, Think, Wonder” task to look at how the MCG has changed over time, and they create a timeline to show how the MCG has played such an important role in the history of Melbourne. The activities culminate in students working in groups to design and present their own tour of the MCG for a specific audience.

Pre-visit activities

Introduce the key concept: The Melbourne Cricket Ground has always been an integral part of Melbourne's social and cultural life.

Focus skills, knowledge and understandings: Thinking Processes

Materials

- A4 paper

Introduce the key concept by asking students whether they think the MCG is more than just a cricket ground. Encourage students to contribute everything they know about the MCG and the events that take place there.

Have students draw the image they have in their mind when they think of the MCG. Explain that the image need not be the physical structure of the MCG. Share and discuss these images.

Focusing question 1: What does the MCG mean to you?

Focus skills, knowledge and understandings: Thinking Processes; Mathematics

Materials

- Sticky notes

Conduct a survey among students about who has been to the MCG and why. Provide each student with a sticky note to record the reason he or she has been to the MCG. If some students have not been to the ground, they could write about an event held there that they may have heard of or seen on TV.

Create a class graph by classifying the responses under the various categories, for example football, cricket, Commonwealth Games, concerts and so on. Discuss the results shown on the graph. Highlight the diverse uses for the stadium.

Encourage students to reflect on the emotions that are experienced during events at the "G". Make note of the fact that it is often the ground itself and the experience, not just the particular event, which draws people to the MCG.

Have students survey their own family about their favourite moments at the MCG. They can again classify the responses and create their own graph to compare with the class graph.

Focusing question 2: How has the MCG been part of Melbourne's history?

Focus skills, knowledge and understandings: The Humanities – History; Thinking Processes

Materials

- Worksheet 1

Both images of the MCG could be examined as a whole class. Alternatively, the task could be modelled using the 1877 image of the MCG and students could then work individually or in small groups to respond to the 2006 image.

Distribute Worksheet 1 with the two images of the MCG: one from 1877 and one from 2006. Do a "See, Think, Wonder" activity, encouraging students to look carefully and comment on the images. List students' responses under three headings for each image:

- What they *see* in the image
- What they *think* is happening in the image
- What they *wonder* about in relation to the image.

Share the responses and make comparisons between the "old" and the "new" MCG. Discuss the change from individual grandstand style to colosseum style. Prompt students to reflect on the fact that the MCG is one of Australia's built icons and ask them to think of others (for example, the Sydney Opera House). They could also think about and research other world famous stadiums (for example, Wembley, Flushing Meadows) and compare the different uses for stadiums in other parts of the world.

During the visit to the National Sports Museum

Before the visit to the National Sports Museum, make students aware that they will need to start thinking about the post-visit task associated with Focusing question 3 so they can acquire some of the information they will need during their visit. Ask them to take note of some distinctive aspects of the MCG, some interesting events that have happened at the MCG and some unusual stories about the MCG.

At the National Sports Museum, ensure students engage with the interactive model of the MCG in The People's Ground Gallery.

Post-visit activities

Focusing question 3: What's special about the MCG?

Focus skills, knowledge and understandings: Thinking Processes

Have students complete two Y-charts. The first is to describe what the MCG “looks like, feels like and sounds like” when they visited it on the day of the excursion. Students can write and/or illustrate their impressions. (Note that this activity could be done at the National Sports Museum as a means of recording the excursion experience in the present moment).

Have students use the second Y-chart to describe what they imagine the MCG might “look like, feel like, sound like” on an AFL Grand Final day.

Focusing question 2: How has the MCG been part of Melbourne's history?

Focus skills, knowledge and understandings: The Humanities – History

Materials

- MCG chronology: <http://www.mcg.org.au/content/document/00000206-src.pdf>
- Paper for students to illustrate their part of the timeline

Using the chronology found at the MCG website history section, and without referring to any other sources, have students discuss Melbourne's history. Ask them to note the important historical events and activities that have taken place at the MCG.

Divide students into small groups and have each group closely examine one page of the MCG chronology. Ask them to focus on events other than football and cricket games that have been held at the MCG, for example royal visits, links to the gold rush expansion of Melbourne, political rallies, religious events and wartime operations.

Have students from each group illustrate the non-sporting historical events. Create a timeline with the title “The history of Melbourne through the MCG”. Place the students' illustrations along the timeline.

Ask students to reflect on why they think the MCG has been an integral part of Melbourne's history.

Focusing question 3: What's special about the MCG?

Focus skills, knowledge and understandings: Communication; English; Information and Communications Technology; The Humanities – History; Interpersonal Development; Thinking Processes

Materials

- Worksheet 2

Review the excursion to the National Sports Museum and encourage a class discussion about what they remember and what they learnt there about the MCG.

Divide students into small groups and give each group copies of Worksheet 2. Tell them that they are to design a tour of the MCG for a specific group of people. Ideally students could video themselves leading the tour around the imaginary MCG, however, teachers can select the presentation format they deem appropriate. A PowerPoint presentation using material from the MCG website may be suitable.

Revisit the key concept: The MCG has always been an integral part of Melbourne's social and cultural life.

Focus skills, knowledge and understandings: Communication; Design, Creativity and Technology

Materials

- Materials for designing images and logos

Invite students to reflect on what they have learnt through this unit and ask them to describe how the MCG is "more than just a cricket ground". Ask students to think of new names for the MCG to more accurately reflect what the stadium represents.

Students can then create a number of graphic images and/or logos (either by hand or using digital technology) incorporating the new name that they have chosen for the MCG. They select the design that they think best reflects what they want to convey about the MCG and present their concept to the class. Display the images, names and logos in the classroom.

Indicators of student achievement and assessment strategies

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

Interpersonal Development: Working in teams

Students work effectively in different teams and take on a variety of roles to complete the task. They work co-operatively to allocate tasks and accept responsibility for their role and task. They provide feedback to others and evaluate their own and the team's performance.

English: Reading; Writing; Speaking and listening

Students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats.

Students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose.

Students adjust their speaking to take account of context, purpose and audience.

The Humanities – History: Historical reasoning and interpretation

Students use a range of primary and secondary sources to investigate the past. With support, they frame research questions and plan their own inquiries.

Communication: Presenting

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

Information and Communications Technology: ICT for creating

Students produce accurate and suitably formatted products to suit different purposes and audiences.

Design, Creativity and Technology: Investigating and designing

Students generate and communicate alternative design ideas in response to a design brief and use words, labelled sketches and models, to demonstrate that they are aware of environmental and social constraints.

Thinking Processes: Reasoning, processing and inquiry; Creativity; Reflection, evaluation and metacognition

Students develop reasoned arguments using supporting evidence.

Students demonstrate creativity in their thinking in a range of contexts.

Students document changes in their ideas and beliefs over time.

Source: Adapted from the Victorian Essential Learning Standards, VCAA 2005

Additional resources

- MCG website: <http://www.mcg.org.au>
- The following activities from the MCG Education Package Resources are also available at <http://www.mcg.org.au>
 - Numeracy - Measurement – Paint Those Lines: measuring the distance painted by the ground staff at the MCG
 - Numeracy - What Rubbish: recycling at the MCG, at school and at home
 - English – Letter to the MCG: Should visitors be allowed onto the “hallowed turf”?

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.

Worksheet 1: The MCG then and now

Name: _____

The Melbourne Cricket Ground, 1877

MCC Collection



The Melbourne Cricket Ground, 2006

MCC Library



Worksheet 2: Tour of the MCG

Name: _____

You and your team members are the new tour directors for the Melbourne Cricket Ground.

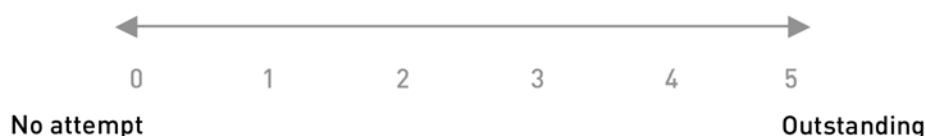
Your task is to create a tour of the MCG for a specific group of people.

- Decide who will be taking your tour. This will affect the style of the tour and the information you include. For example, a young group of football fans would be interested in different things than an older group of cricket fans.
- Include the following in your presentation:
 - A history of the MCG and how the MCG has changed over time
 - Interesting facts about the MCG and important events that have been held there
 - Information about important buildings and parts of the MCG
 - Important people involved with the MCG (for example, the MCC members) and other personal stories.
- Select a suitable presentation format to communicate your information.

Resources: the MCG website has considerable information which will be useful in designing your tour: <http://www.mcg.org.au>

Assessment

Five marks will be allocated to each criterion and you will be evaluated against the following linear scale by the teacher, a peer and yourself.



Criteria	Self evaluation	Peer evaluation	Teacher evaluation
Researched the MCG to find required information, using a range of sources.			
Presented appropriate information about the MCG for the target audience.			
Worked co-operatively in a team and took responsibility for tasks.			
Created an interesting and informative tour of the MCG.			
Used appropriate oral language for the particular audience and occasion.			
Used ICT to produce accurate and suitably formatted products to suit different purposes and audiences.			