



Theme 9

The Supporters' Stories

Teacher Notes

Aims

- to compile a class questionnaire
- to interview and record the memories of an older person about watching amateur and/or professional rugby league in Huddersfield
- to make connections between social, technological and sporting changes over time
- to re-tell some of the interviewees' stories and opinions to the rest of the class
- to contribute to a people's history archive about rugby league in Huddersfield which is accessible to the public
- to understand the difference between open and closed questions

Related Knowledge and Skills

interviewing techniques

editing relevant from irrelevant information

systematic recording

Time

4 x 60 mins lessons

Resources

Pupil Resource Sheet: Questionnaire for an Older Person

sample letter to parents

computers

finished version of the class's questionnaire

Differentiation Strategies

Less able children:

supported by a more able child in pairs and group activities

take home a shorter questionnaire

permit an adult at home to write some or all of the responses on the questionnaire.

More able children/pairs:

lead pairs and small group activities

take home a longer questionnaire

write the responses on the questionnaire.

Overview

Activity Number	Class Organisation/Activity	Main Idea	Resource
Part 1: Preparing the questionnaire			
1.1	Class introduction	Planning questions for an older person about their experiences of watching amateur and/or professional rugby league in Huddersfield	Pupil Resource Sheet: Questionnaire for an Older Person
1.2	Individual written notes		
1.3	Class discussion, children reporting back		
1.4	Class teaching	Teaching about closed and open questions	
1.5	Group discussion and written responses	Compiling questions for the questionnaire	
1.6	Class discussion, groups reporting back	Agreeing on a class list of questions for the questionnaire	
1.7	Typing the final version of the questionnaire		computers
Part 2: Preparing for the Interview Interviewing an Older Supporter in Class (optional)			
2.1	Class introduction	Reading and understanding how to use the questionnaire	class questionnaire from 1.7 above
2.2	Class interviewing an older person (optional)		
2.3	Class discussion	Reviewing the class interview	sample letter to parents
2.4	Individual writing/typing	Writing/typing up interview	
Part 3: After the Interview			
3.1	Individual/pairs planning	Children selecting the best parts of their interview to tell the rest of the class	completed questionnaires
3.2	Class discussion, children reporting back their suggestions		
3.3	Individual writing	Children writing/typing best versions of their interviews	computers

Activities

PART 1: Preparing the questionnaire

1.1 Class introduction

- Tell children that they are to:
 - plan questions to ask an older person about their memories of watching amateur and/or professional rugby league in Huddersfield
 - agree as a class the questions they are going to ask
 - if possible, conduct an interview together in the classroom
 - conduct their own interview with a person approved by their parent/guardian.
- Ask the children, individually, to make notes about:
 - the sort of questions that they might ask an old supporter about their memories
 - if they cannot think of questions, the sort of subjects they might ask them about.

1.2 Individual written notes

1.3 Class discussion, children reporting back

- Discuss the children's ideas.
- Classifying questions under headings such as:

<u>Matches and players:</u>	standard of play	quality of pitches
	players' kit	favourite players
	memorable matches	
<u>Supporters:</u>	transport to matches	interest in the club
	communication – newspapers; websites etc.	
	clothing	
<u>The Club:</u>	the grounds	work in the community

1.4 Class teaching

- Teach the difference between closed and open questions:
a closed question requires an answer that can go no further, usually 'yes' or 'no'
an open question requires a longer answer, for example reasons for an opinion or a range of possible examples to support a point of view.
- Ask children whether the following are closed or open questions.
'Did you have a favourite player?' (closed)
'Why is Eorl Crabtree your favourite player?' (open)
'Who was your favourite player?' (closed)
'What are your memories of matches that Eorl Crabtree helped Huddersfield to win?' (open)
- Tell the children that:
their questions for a questionnaire should, where possible, be open to encourage the interviewee to talk.
if a closed question is asked it should be the first of a two or three part question, leading to open questions. For example:
'Who was your favourite player?'
'Why was he your favourite player?'
'What memories do you have of matches when he entertained or excited you?'

1.5 Group discussion and written responses

- Organise the class into groups of 3 or 4, weaker readers/writers supported by an adult helper or children who are stronger readers/writers.
Appoint a scribe and chair/spokesperson for each group.
- Set the tasks of:
compiling a list of questions for an older person about their memories of watching amateur and/or professional rugby league in Huddersfield
deciding on the best order to ask the questions.

1.6 Class discussion, groups reporting back

- Listen to suggestions from each group.
Using the list in 1.3 above as a guide, agree on a class list of questions and the order in which they will be asked.
- Read around the class the Resource Sheet 'Questionnaire for an Older Person'.
Ask if there are any questions the children would like to add to their questionnaire.

1.7 Typing the final version of the questionnaire

- Typing of the questionnaire could be done by the teacher or by some or all children.
- Include Sections 1, 2 and 4 from the 'Questionnaire for an Older Person'.

N.B. The questionnaire can be adapted to include more or fewer questions for children of different levels of ability. Alternatively, weaker children could be given permission to have an adult scribe answers for them.

PART 2: Preparing for the Interview

Interviewing an Older Supporter in Class (optional)

2.1 Class introduction

- Read through the finished questionnaire around the class:
 - Section 1: explain the headings
instruct children to write their name next to 'Interviewer'
 - Section 2: explain that interviewees should be given the choice of whether they are identified as the person who gave these answers
 - Section 3: ensure that children are familiar with the questions
Follow-up questions:
 - tell children that they are allowed to ask follow up questions to clarify what has been said if unsure or if something occurs to them
 - to do so they will need to:
 - listen carefully
 - perhaps write answers to new questions on the back of their questionnaire
 - move away from then return to their script of questions.
 - Section 4: tell children that:
 - it is very important that the children's parent/guardian knows the older person that they are going to interview
 - children have a letter to take home explaining this
 - that if there is no suitable older person to interview, their parent/guardian should return the slip at the bottom of the letter confirming this.

2.2 (optional) Interview an older person in the classroom

- Children could use their questionnaire to interview an old supporter in the classroom, asking questions round the class.
- Ask selected pupils to make notes of the answers given.
- Whilst chairing the interview, ask the occasional follow-up question to demonstrate to children that interviews should include a degree of spontaneity, whilst not moving too far from the scripted questions.
- With the older person's agreement it may be possible to record the interview.

2.3 Class discussion

- Ask children for their opinions about:
 - the sort of answers the interviewee was able to give to open and closed questions
 - which parts of the interview were the most interesting and successful
 - the degree to which you took the interview away from the scripted questions and whether this was appropriate.
- Ask the children who made the notes about how they recorded any slang/colloquial words and phrases that were grammatically incorrect, discussing differences between spoken and written English.
- Ask children to identify some facts and some opinions from the supporter's answers.
- Encourage children to remember these points when conducting their own interview.

2.4 Individual Writing/Typing

- Write or type up the interview ready to be sent to the rugby league heritage archive.

PART 3: After the Interview

3.1 Individual/pairs planning.

- Reading through the interview they conducted, children are to select:
 - an example of an answer to a closed question
 - the best three stories or pieces of information to relate to the class
 - an example of when they followed up an answer with an unprepared question.
- Children who were unable to conduct an interview can be paired up with children who did and work from their interview.

3.2 Class discussion, children reporting back their suggestions

3.3 Individual writing

- Children could have the opportunity to write or type a best version of their interview and post or email it to the Huddersfield Rugby League: A Lasting Legacy project.

After this lesson keep a copy of each interview for later reference.

Addresses

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