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About the Author

André Ngāpō has been writing short stories for children and adults since 2008. He is of Ngāti Tamatera, Marutūāhu, Ngāti Awa, and Ngāti Porou descent, and currently lives with his family in Whaingaroa, Raglan.

He was the 2008 Sunday Star Times Short Story Competition Open Division Winner and Best Unpublished Writer, having won for his story 'Te Pou'.

In 2013 he was a runner up in the prestigious Katherine Mansfield Literary Prize for Best Short Story.

His fiction has been published by the Tertiary Education Commission, The Ministry of Education in their *School Journal* and *Ready to Read* series, as well as in the United States (McGraw Hill Educational Publishers), in the *Ora Nui* anthologies (2012 & 2014) and *The Best New Zealand Fiction 6*, edited by Owen Marshall.

Selected Bibliography

- Te Pou (Vintage New Zealand 2009)
- Aunty's Raw Fish (Learning Media 2010)
- Plastic Bags (Learning Media 2011)
- Rep (Learning Media 2011)
- Mahi Tahī (Learning Media/Tertiary Education Commission, 2011)
- Players (Anton Blank Ltd 2012)
- In the Lion's Den (Core Reading Programme USA: McGraw Hill 2012)
- The Wall (Core Reading Programme USA: McGraw Hill 2012)
- Heartbeat (Learning Media 2012)
- Earthquakes and Eve (Anton Blank Ltd 2013)
- Wero (Learning Media 2013)
- Ask Eddie (Learning Media 2013)
- Te Manako (Learning Media 2013)
- King and Country (Lift Education 2014)
- In the Morning (Lift Education 2014/2015)
- Wae and Namu At The Beach (Lift Education 2014/2015)
- Rongoā Māori (Lift Education 2014/2015)
- The New Pēpi (Lift Education 2014/2015)



Classroom Activities

Language – Level 4 (Year 7-8)

1. In the text some of the words have been italicized. What do these words show/indicate?
2. The word "rep" has a double meaning. What are the two meanings, and how do they relate to the main character, Ricky?
3. As a group, create a "Rugby vocabulary list" that is organised into categories, such as people/positions, equipment, rules, and moves.
4. This story contains lots of colloquial expressions (words or phrases that are not formal, used in ordinary or familiar conversation) such as, "take it out", "I want the ball ... bad", "easy as", "Whatever", "spot on", and many others. Create a list of 7-10 colloquialisms, including the ones mentioned, and explain what each one means.
5. Can you find any examples of figurative language such as; similes, metaphor, hyperbole (exaggeration), personification.

Reading – Level 4 (Year 7-8)

1. Read pages 28 and 29, then discuss with a partner or group.
 - What have you learned about Ricky so far? What do you think of his behaviour?
 - Identify the parts of the text that led you to think that. How do these extracts show his character?

2. Read the following text: In the counselors office, Dad twists "his wedding ring round and round his finger." This is an example of "show not tell". Visualise the movement Dad is making and suggest what he is feeling.

Metacognition

3. Show me where in the text Ricky's temper flares up. Have you known people like that? How did this knowledge help you predict what would happen next?
4. What helped you to understand the coach's attitude to Ricky? What clues did you use?
5. Tell me how you worked out what has happened at the end. How come Ricky and Aaron end up as friends?

Social Studies

- Social Organisation 2: Achievement aim: students will understand the rights, roles, and responsibilities of people as they interact within group.
- Level 4 (Year 7-8) How and why people exercise their rights and meet their responsibilities.
1. Do you believe the coach did the right thing in not letting Ricky play in the rep match due to the way Ricky treated his brother (end of page 31)?

- Discuss why you believe Coach made this decision, and any evidence in the text to support this.
2. In the game of Rugby there are lots of rules – discuss why you think there are so many rules?
 3. As a class, discuss traits that you think are important for a captain of a sports team to have. Now, in groups/pairs/individually list your top five traits from the list, in order. Be prepared to justify to the class why you chose the five you chose, and put them in that particular order.

Visual arts

1. Look at the choices the artist has made to illustrate this story. What do you notice? How do the artist's choices add to the effect of the story?
2. In preparation for the 2015 Rugby World Cup or the 2015 Netball World Cup (or other upcoming international sporting tournament), create a poster to promote the tournament. Research the key information, and include this in your poster. You must include on your poster an action picture/print of one player/participant who you believe is a role model to young people.
3. Write a sport inspired story or poem, and then present this on a piece of paper shaped like an item from that sport, for example, ball, basketball boot, hockey stick, cricket bat, tennis racket.