

- When James got into surfing, he said it gave his life some balance. What balance did James need?

REPRESENTATIVE RUGBY

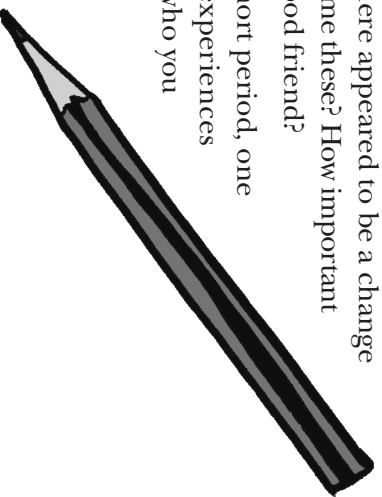
- James set some goals in this chapter. Why are goals important? What goals have you set?
- On bus trips there were some interesting 'unwritten laws' for his team. What unwritten laws can you think of in your school? Are these good to follow? What would happen if you didn't follow them?
- James was disappointed with his first game for Manawatu. How did he feel and why? What could he have done to make things better?

THE 'NAKI CONNECTION

- How could rugby clubrooms become a second home for James? What role do sporting clubs have in our society?
- James always struggled when he played representative games. Why do you think he did this and how could he have overcome these intimidations?
- James hoped that his sons would play a team sport and his advice to them was that you don't have to make it big time; you just have to enjoy it. What did he mean by this? Is this a good message?

GENERAL

- Throughout the book James talks about skills. What activities did he do that gave him his rugby skills? What personal attributes did he already have? What skills could he have improved on?
- With every change in James' life, there appeared to be a change in his friendships. Can you list or name these? How important are good friends? What makes a good friend?
- The entire book covers, in a very short period, one person's life experiences. What experiences have you had that have made you who you are today?



NEVER MADE IT

TEACHER'S NOTES



These activities are based on the Health and Physical Wellbeing curriculum document where the aims of the activities are for students to:

- develop the knowledge, understandings, skills, and attitudes needed to maintain and enhance personal health and physical development;
- develop understandings, skills, and attitudes that enhance interactions and relationships with other people.

ACHIEVEMENT AIMS

Students will:

- Personal growth and development** - gain understandings and skills to manage and adjust to the processes of growth and maturation;
- Regular physical activity** - understand and appreciate, as a result of experience, the contribution of physical activity to personal wellbeing;
- Safety and risk management** - meet and manage challenges and risks in positive, health-enhancing ways;
- Personal identity and self-worth** - analyse attitudes and values and take actions that contribute to their personal identity and self-worth.
- Relationships** - come to understand the nature of relationships;
- Identity, sensitivity, and respect** - increase their understanding of personal identity and develop sensitivity to, and respect for, other people;
- Interpersonal skills** - use interpersonal skills effectively to enhance relationships.

TEACHERS: You can use these questions as a catalyst for discussions after a chapter has been read or, as workbook activities.

ACTIVITIES

(Going through chapter by chapter)

THE BEGINNING

1. Sometimes it can be hard to recall memories of when you were young. What sporting memories do you have from that time? List them from your first memory to your most recent.
2. Can you name all the teachers that you have had so far? See how many you can recall by making a list that starts from when you were 5 years old.
3. James had fictional characters that he could compare himself to. If you were to compare yourself to a character, who would that be?

THE RUGBY CITY

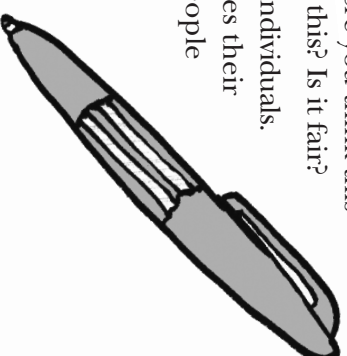
1. James' father gave him 20 cents for every try he scored. Do you get rewards for sporting or academic deeds? Are these good incentives? Explain your answer.
2. In the story, James saw one of the roles of parents in sport was to bring the oranges. What other roles do parents and spectators have when going to children's sporting events? What would you like them to do and how should they behave? Maybe you could make a Code of Conduct or Parental Sporting Guide.
3. Getting up in the middle of the night to watch the rugby wasn't the main reason for James to watch the rugby. Why do you think he was getting up?

THE COUNTRY

1. Moving from a big city to a small country school would have been a huge change for James. Have you moved schools before? If so, how did you feel? What changes can you remember?
2. James had to be billeted when he went to a tournament. What was he worried about? What would you worry about? If you have been billeted before, what were the good things about it and what were some of the bad? How did you overcome some of the bad things?
3. Before James went to High School, he realised that he was putting on weight. What do you think the cause of this was? What would have been a solution to this? Was this influencing his self-esteem?

HERE COMES HIGH SCHOOL

1. Why did James cry himself to sleep?
2. In this chapter 'bullies' get a large mention. What was James' attitude toward bullies and how did he handle this? Why are there bullies at school? What can you do about them? Look at some strategies.
3. Sometimes it appears others around us are getting privileged treatment. James thought the prefects at his high school were getting these extras. Are there any cases in your school where you think this is happening? What are your thoughts about this? Is it fair?
4. Getting a nickname can be an issue with some individuals. Who has a nickname in your class? Who likes their nickname and who doesn't? Who gives people these names?
5. In the book it often talks about 'short man's disease'. What is meant by this term?
6. The teacher at the end of this chapter talks about James in front of the whole school's boarders. How might he have been more effective with his criticism?
7. James didn't turn up for the rugby trial because he didn't think he would get in. What would you have done and why?



TACKLING

1. Why did James fear tackling? What could he have done about it? Was more tackling practice the answer?
2. Name some other forms of intimidation that you face in life. How do you best handle these?

TEACHERS' COLLEGE

1. Have you given any thought to what you want to do when you leave school? James thought he might be a disc jockey, forestry worker or photographer. Name three occupations that you might consider.
2. James got a little 'gob smacked' when he went to teachers' college. What does he mean by this?