

Melbourne Cup Controversy

Focus Questions

1. Discuss the *Melbourne Cup Controversy* story as a class and record the main points of the discussion.
2. About how many people watch the Melbourne Cup worldwide?
3. The Melbourne Cup is the oldest horse race in Australia. True or false?
4. What was the prize for the first Melbourne Cup in 1861?
5. Who was Phar Lap and Makybe Diva?
6. How can it be dangerous for horses racing in the Melbourne Cup?
7. What happens to horses once their racing career is over?
8. What story shocked many people including trainers, jockeys and racing officials?
9. What is the Melbourne Cup doing to help retired horses?
10. What questions do you have about the issues raised in the story?

Activity

What do you see, think and wonder?

Discuss the BTN *Melbourne Cup Controversy* story as a class. Students will then write a personal response to the BTN story.

Students can finish one or more of the following incomplete sentences:

- It was interesting to learn that...
- Horses are special because...
- It's surprising that...

Students will respond to the following questions. Students can then leave a comment on the BTN *Melbourne Cup Controversy* story page.



Key Learning

Students will explore the issues raised in the Melbourne Cup story and develop an argument for or against the issue.

Curriculum

English – Year 5

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience

English – Year 6

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis.

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience.







English – Year 7

Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning.

Activity

Six Hat Thinking

As a class, use Edward De Bono's Six Hat Thinking to explore the issues raised in the BTN *Melbourne Cup Controversy* story. Make your own coloured hat cut-outs and place on the floor. Students will take it in turns answering questions in relation to what they already know about the issue, what they have learnt from the BTN *Melbourne Cup Controversy* story and what they want to learn further about the topic. Ask students to respond to the following questions:

 feelings and emotions	How did the <i>Melbourne Cup Controversy</i> story make you feel?
 facts and information	What do you know about the Melbourne Cup? What have you learnt from the story?
 positives	Were there any positives from the story? If so, what were they?
 negatives	What are some of the negatives or challenges that you learnt from the story?
 creativity	Why is it important to find out more about the issue?
 thinking about thinking	What questions were raised during this activity? What do you want to learn further about this topic?

Reflection

After this activity, ask students to reflect on what they have learnt. Students can include details about how their thinking on this issue has changed and why they think we should act.

Activity

History of the Melbourne Cup

As a class watch BTN's [Melbourne Cup History story](#). Find out how it all started by travelling back in time and discovering how a simple horse race became one of the most significant events on the Australian sporting calendar. Students will watch the story and answer the following questions:

1. In which year was the first Melbourne Cup held?
2. Explain why horse racing became important in Australia.
3. About how many people watched the first Melbourne Cup?
4. Name two facts about the first winner of the Melbourne Cup.
5. Who was Phar Lap?
6. How much money does the winner of the Melbourne Cup get?
7. At which racecourse is the Melbourne Cup run?
8. About how many people watch the race worldwide?
9. The Melbourne Cup is described as 'the race that stops the nation'. Why do you think the race has become important to so many people?



Activity

Opinion Poll

Do you think horse racing has a future? Students will conduct their own opinion poll on the issue of horseracing. Working in groups, students will need to decide who their sample group will be and how many people will be polled. What method will they use to conduct the poll? (Face to face interviews or written responses).

- Ask students to graph the opinion poll results and display in the classroom.
- Students may want to film their interviews and then create a movie to present to other students.
- Students can compare their attitudes to that of their classmates and discuss their findings.
- Students can reflect on how reliable they think the results were and respond to the following: What would you do differently next time? Were your results surprising? Why or why not?



Activity

Mini Debate

Before preparing for the mini-debate, students will investigate the environmental, safety and moral/ethical issues related to horse racing in Australia. They may find it useful to record their information on the following chart.

<i>What do I <u>know</u>?</i>	<i>What do I <u>want</u> to know?</i>	<i>What have I <u>learnt</u>?</i>	<i>How will I <u>find out</u>?</i>

Preparing for your mini debate

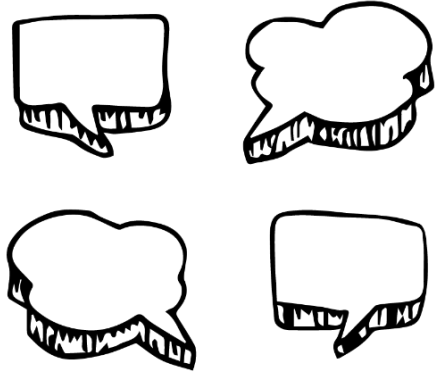
- Working in pairs, students will prepare a 1-2-minute speech for a mini debate on the topic of horse racing.
- One person will speak for the affirmative and the other will speak for the negative.
- Before students begin to construct their argument, ask them to record what they already know about the topic and what they would like to find out. Students then research the topic to gain a greater understanding of the issue.
- Ask students to list their arguments in point form on paper (without their partner seeing them). When they have done this, ask them to choose the five best points that will form the basis for their debate.
- Students will write in point form, their debate on cards that fit into the palm of their hand. Their debate needs to have an introduction (introducing the topic), middle (three main points) and a conclusion (restating their position). Students practise their speech and then present the mini debate to other students.

Activity

Be a reporter for a day

Students will be a reporter for a day. Students will investigate the issues highlighted in the BTN *Melbourne Cup Controversy* story and write a newspaper article or online news report for kids. Things for students to think about:

- Who is your target audience? Use age appropriate language and themes.
- Write a headline that is short and to the point.
- Use words and pictures in your report.
- Find information from a variety of sources.
- Present the facts and/or opinions clearly and accurately.



Useful Websites

Melbourne Cup History – BTN

<https://www.abc.net.au/btn/classroom/melbourne-cup-history/10525606>

Melbourne Cup 1866 – National Museum Australia

<https://www.nma.gov.au/explore/collection/highlights/1866-melbourne-cup>