

Active Book

Equipment

- > Paper for writing story and publishing.
- > Various equipment: depends on what students choose to write about.

Fundamental movement skills

- > Walking, running, jumping, balancing, climbing, landing, pushing and pulling, rotation, swinging, ball control, catching, passing and throwing, striking.

Achievement objectives

- > Write on a variety of topics, shaping, editing and reworking texts in a range of genres, and using vocabulary and conventions, such as spelling and sentence structure, appropriate to the genre. (Written Language – Writing)

Learning outcomes

- > Write a junior school reader, shaping, editing and reworking text so that it is suitable for a junior school audience.

Suggested assessment

- > Peer assessment. Groups share books with others, responding to each other's ideas and the choice of language features in relation to the set criteria.
- > Self-assessment. Students assess their work in terms of ideas and effective use of language, with their teacher.
- > Students interview the juniors and record what they thought of their books.

Notes

- > Teachers may choose to limit equipment choices or encourage students to manage their own equipment.

Before the lesson

- > Senior students could listen to and read a number of junior readers and discuss the language used.
- > Senior students could interview the junior students to find out what they like a book to have.
- > Senior students could talk to junior students to find out their activity interests and write a story that responds to these.



Teaching and learning

- > As a class. Set criteria for what might make a successful junior school reader. For example: one to two sentences on each page, use of basic words, related pictures, repetition, relevant pictures, interest etc.
- > Students are given a fundamental movement skill (as listed above) or draw one from a hat.
- > In pairs: students try some activities that involve that movement skill, such as:
 - balancing on a combination of body parts, on a line, on a bench
 - passing and throwing a different variety of balls, overarm, underarm, passing in a game of netball.
- > This activity will provide the detail and experience students need to write more convincingly about movement. Students may need suggestions or resources to help them to come up with activities. There are endless possibilities!
- > Students write a basic reading book for the junior school about their fundamental skill. The book can be fact or fiction with approximately one to three sentences on each page.
- > Students edit, proofread and rewrite their book until it is complete (with help from the teacher). The books could be printed on the computer, illustrated, covered and bound.
- > Students pair up with a pair of junior pupils who read the book (with help from the seniors) and participate in related physical activity.

What next?

- > Students could extend the range of topics and genres they write on while focusing on the same audience. For example, they could write a poem, article, travel narrative or media campaign.

Ways to adapt

- > Other words that relate to physical activity could be used, such as types of sport, gardening, dancing or kite flying.
- > Senior students could create activity cards for the juniors to use as part of an activity centre, which could be incorporated into the school fitness programme or for activities at interval or lunchtime. Senior students could demonstrate the activities to the juniors who could then refer to the cards.
- > Teachers could limit or extend the writing guidelines e.g. write fiction only, write one sentence per page.
- > The activity could become a class-based activity with each pair responsible for one or two pages within one book.
- > Students could design activities within a set amount of equipment.

Planning your active book

Name:

Date:

Title:

Fundamental movement skill:

Fact

Fiction

How to:

Beginning:

You will need:

First you:

Middle:

Then you:

Next:

End:

Possible physical activity

Notes: