

Active Instructions

Equipment

- > Students might want to bring their own equipment, depending on the instructions they are going to write.
- > Student instructional writing checklist (see below).

Notes

- > Adapted from *English in the New Zealand Curriculum*.

Achievement objectives

- > Write instructions, explanations and factual accounts, and express personal viewpoints in a range of authentic contexts, sequencing ideas logically. (Written Language – Writing)

Learning outcomes

- > Write a set of instructions, showing a logical sequence of ideas about how to complete a physical activity e.g:
 - how to ride a bike/scooter
 - how to shoot a goal
 - how to skip with a partner.

Suggested assessment

- > Students exchange activities and instructions and try out the physical activities, following the instructions developed by their peers.
- > Students provide feedback to the writer about what was helpful or confusing, with any suggestions for revision (see below). Guide this process by encouraging students to focus on particular words, the layout, sentence structures and punctuation.
- > Students revise their instructions, using the information gained in exploring the texts.



Teaching and learning

- > Class completes two or three different physical activities over a period of time.
- > Class discusses the instructions for each physical activity as they complete the activity.
- > Model how to write the instructions.
- > Students work in groups or on their own to compile a list of instructions.
- > Students write their list of instructions in chalk on the concrete outside so that they can refer to them when playing the game.

Ways to adapt

- > Less able children could explain orally how to complete a physical activity, while the teacher or more able student records their instructions.
- > More able children could write instructions on how to play a class game (see list of easy to play games in *Running Active Schools*).

Student checklist for instructional/procedural writing

Structure

The purpose of the activity is stated at the beginning.

The materials/activities are listed in order.

The layout of the text is easy to follow. Steps may be numbered.

The steps are in chronological order.

Language

The reader is addressed: directly (**You** *should turn the printer off before shutting down the computer*); or indirectly (**Turn** *the printer off before shutting down the computer*).

Verbs are:

> active

> simple present to indicate timelessness (*you cut, you fold*)

> imperatives (*cut, fold*).

Conjunctions that show time are used (*first, then*).

Detailed information is given on: how (*carefully, with the scissors*); where (*from the top*); when (*after it has set*).

Detailed factual description is given (*shape, size, colour, and amount*).

Modality may be used to show the degree of obligation (*You **should** finish your homework within one and a half hours*).

Taken from:

<http://goo.gl/ouWfyb>

Notes: