

Classroom activities

Stage 2 | Lesson three



Learning Outcomes

- **PD2-6** Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity.
- **PD2-7** Describes strategies to make home and school healthy, safe and physically active spaces.
- **EN2-2A** Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.
- **EN2-10C** Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts.



Resources and Preparation

Resources

- Worksheet 20 – Story starters.
- Pencils/pens for writing.
- Workbooks.

Preparation

Prior to lesson:

- print out WS 20 – 1 per 4 students.
- cut WS 20 into individual story starters.

Duration | 45 minutes

The Adventures of Captain Fruit N Veg

Students will write a story based around fruit and vegetables as superheroes. Students will use a story starter and a set of thinking points to help guide them.

Introduction (5 mins)

- Ask students for their thoughts on Captain Fruit N Veg. What do they think the superhero looks like? What kind of superpowers might the superhero have? What kind of adventures might the superhero be involved in? How might the superhero come to the rescue?
- Advise students that they will be writing a story using a story starter.

Activity (30 mins)

1. Students pick a story starter. This can be done 'by chance'.
2. Students consider the thinking points and write down ideas in their workbooks.
3. Students pair up with others who have a different story starter to themselves. Pairs discuss their ideas for their stories.
4. Students work individually to develop their stories. Depending on time available students can either: develop a story draft and then a final version; or it can be a 'quick write' activity.



Conclusion (10 mins)

Selected stories are read to the class.

Assessment

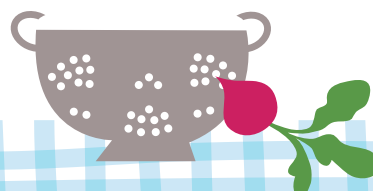
- For:** Student contribution to group discussions and paired task.
- As:** Student is able to identify what changes need to happen to resolve the problem. Student is able to identify ways the superhero/es could help the characters.
- Of:** Student story.

Differentiation

- Extend:** Students develop a story book.
- Simplify:** Students undertake the task with assistance or in small groups. Students complete the S1 activity.

School/Home Link

Selected stories are published in the school newsletter. Student work is sent home.





Story 1

“Well” said Captain Fruit N Veg. “That was unexpected! I’d better see if I can help to sort this mess out.”

Think about:

- Who else is in the story e.g. other fruit and vegetable heroes, villains, bystanders?
- What is the problem?
- How will our hero/es use their special powers to solve the problem?
- How does your story end?



Story 2

Captain Fruit N Veg looked down and saw something very unusual. The Captain flew down to take a closer look and then “BAM!”

Think about:

- Who else is in the story e.g. other fruit and vegetable heroes, villains, bystanders?
- What is the problem?
- How will our hero/es use their special powers to solve the problem?
- How does your story end?



Story 3

Captain Fruit N Veg turned to the rest of the F&V superhero team. “It’s a big job but we can do this together. F&V to the rescue!”. And with that they all ran off to get ready for the battle ahead.

Think about:

- Who else is in the story e.g. other fruit and vegetable heroes, villains, bystanders?
- What is the problem?
- How will our hero/es use their special powers to solve the problem?
- How does your story end?



Story 4

The little boy and girl were crying. Captain Fruit N Veg flew down to them. “Can I help you?” the Captain asked.

Think about:

- Who else is in the story e.g. other fruit and vegetable heroes, villains, bystanders?
- What is the problem?
- How will our hero/es use their special powers to solve the problem?
- How does your story end?