

Classroom activities

Stage 3 / Lesson three



Learning Outcomes

- **PD3-6** Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable.
- **PD3-7** Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces.
- **EN3-1A** communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.
- **EN3-2A** Composes, edits and presents well-structured and coherent texts.



Resources and Preparation

Resources

- Worksheet 21 – Graphic novel template.
- Pencils/pens for writing, drawing and colouring.
- Workbooks.

Preparation

Prior to lesson:

- print out WS 21 – 2 per student.

Duration

40 minutes (first lesson)

40 minutes (second lesson)

The Adventures of Captain Fruit N Veg

Students will develop a graphic novel about the Adventures of Captain Fruit N Veg. They will plan their story, create a draft and then develop the final copy.

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 developing a graphic novel around the superhero's adventures.

Activity

First lesson (35 mins)

1. Students write a plan for their graphic novel story.
2. Students share their plan with other classmates, either in pairs or small groups.
3. Students develop a rough draft of their graphic novel using WS 21. Students may require additional copies of WS 21 if their story is longer than 1 page.

Second lesson (30 mins)

4. Students finalise their graphic novels.



Conclusion (10 mins)

Class discussion on what problems and solutions their novels dealt with. Highlight problems and solutions that involve factors and actions that might be relevant to students' fruit and vegetable intake. Graphic novels could be bound into a class book.

Assessment

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

Differentiation

- Extend:** Students create a short, animated cartoon using online software.
- Simplify:** Class completes the task as a whole class project. Students undertake the task with assistance, in pairs or in small groups. Students complete the S2 activity.

School/Home Link

Selected graphic novels are published via the school newsletter. Student work is sent home.



