

Just for Fun

Title	Genre	Summary	Aspects of theme explored
Game Man	Interview	This interview explores the work of a video game designer.	<ul style="list-style-type: none"> designing video games creating games technology and leisure activities
The Collectors	Photo essay (Visual text)	This visual text describes the passions of five different collectors.	<ul style="list-style-type: none"> collecting things leisure choices hobbies, generations and cultures
Stuck on the Giant Wheel	Narrative	In this humorous story, an outing goes wrong.	<ul style="list-style-type: none"> personal preferences about leisure appreciating the talents and interests of others
Performing Arts	Report	This report describes a visit to dance and drama classes.	<ul style="list-style-type: none"> drama and dance learning while having fun
In My Day	Play	This play explores how leisure activities have changed over time.	<ul style="list-style-type: none"> leisure activities before modern technology sharing leisure activities across generations

Suggestions for using *Just for Fun*

Guided reading

See the following lesson plans.

Theme studies

This book could be used as part of a theme study on how people spend their leisure time and how they choose what to do. The study may also include how leisure activities have changed over time.

- Introduce the theme and look at the contents page with the students. Discuss the different genres. Ask the students to read the item summaries and discuss the way each piece relates to the main theme. The students could choose one of the items to begin the theme study.
- Use the whole book or items from it in your content-area teaching.
- Use the narrative 'Stuck on the Giant Wheel' to explore the differences between people and their preferred leisure activities. The students could survey their classmates and create a Leisure Activity Chart for the class.

- Use the Find Out More section as a springboard for further independent research.

Text comparisons

Comparing the play 'In My Day' and the interview 'Game Man' will allow the students to discuss the role of technology in modern-day leisure activities. The students could debate the pros and cons of leisure activities that use technology.

Shared reading

Any page from 'The Collectors' is suitable to enlarge for shared reading.

Independent reading

'Performing Arts' can be used for independent reading for pleasure or as an introduction to drama and dance.

Game Man

In this interview, Scott Crabtree talks about his work as a video game designer.

Features of the text

- Interview
- Question-and-answer format
- Facts and opinions
- Dramatic illustrations
- Fact boxes

Purpose

'Game Man' can be used to introduce and reinforce the following skills:

- using strategies to explore word meanings;
- asking questions to deepen understanding of the text;
- making connections;
- developing research questions and identifying information sources.

Introducing the text

Select one or more of these discussion starters:

- What makes a good video game?
- How do you think video games are created?
- What would you like to know about designing video games?
- What strategies can help you to understand challenging words?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read pages 2 to 4. What skills does a video game designer need?
- Why should a video game be challenging?
- Read the rest of the interview. Why do you think surprises in a video game are called Easter eggs?
- If you made a video game, what would it be like?

Following up

The students can:

- create a glossary of challenging words from the text
- develop some research questions about the video game industry and find the answers using several sources of information
- use a Venn diagram to compare the job of a video game designer with that of a film director.

The Collectors

This visual text explores the passions of five different collectors.

Features of the text

- Visual text
- Close-up photographs
- Subheadings
- Quotes and captions

Purpose

'The Collectors' can be used to introduce and reinforce the following skills:

- making generalisations;
- formulating interview questions;
- using prior knowledge to make informed predictions;
- exploring visual literacy.

Introducing the text

Select one or more of these discussion starters:

- What kinds of things do people collect?
- What kinds of people like to collect? Why do you think that?

- Why do you have to be careful when making assumptions or generalisations about people?
- What are some of the pros and cons of collecting?
- What things might be collected in fifty years' time?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read page 8. Kalinda inherited her collection. How do you think that influenced her passion for collecting?
- Read page 9. What other questions could the author have asked Frank?
- Read the rest of the text. What do these collectors have in common?
- Which subheading best conveys the 'personality' of the collection? Why do you think that?
- Do you think these collectors will still be collecting the same things in ten years?

Following up

The students can:

- write an article about a collection of their own (or of someone they know)
- design a layout for their 'dream' collection using images from magazines
- conduct a survey to find out what things people in their class collect.

Stuck on the Giant Wheel

In this humorous story, an outing goes wrong, but the characters soon learn that creativity can save the day!

Features of the text

- Action and dialogue
- Character development
- Expressions of feelings
- Dramatic illustrations

Purpose

'Stuck on the Giant Wheel' can be used to introduce and reinforce the following skills:

- making personal connections with the text;
- exploring character development;
- identifying alternative words for 'said.'

Introducing the text

Select one or more of these discussion starters:

- Have you ever not wanted to do something with your family or friends but then enjoyed it? Why did you change your mind?
- What could you do to pass the time in a stressful situation?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- How do the illustrations help to tell the story?
- How did the children's reactions differ when the wheel stopped? (page 17)
- How would you want to react? What might you really do?
- What inspired Luis to start drawing when the wheel stopped?

Following up

The students can:

- list all the words used instead of 'said' in the story, then generate some more alternatives
- create a chart showing some possible solutions to the problem described in the story, then list the advantages and disadvantages of each
- draw a six-picture storyboard summarising the story and write a caption for each picture.

Performing Arts

This report describes a visit to the drama and dance classes at a performing arts centre.

Features of the text

- Report
- Generalisations and specific details
- Descriptive language
- Direct quotes
- Fact boxes

Purpose

'Performing Arts' can be used to introduce and reinforce the following skills:

- analysing generalisations;
- classifying information;
- analysing the author's craft;
- exploring descriptive language.

Introducing the text

Select one or more of these discussion starters:

- What does 'performing arts' mean?

- What is the purpose of drama and dance?
- What experiences have you had in the performing arts?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read the first two sentences on page 20. How do you know these are generalisations? (broad statements believed to be true)
- Read to the end of page 22. What do you think is happening in the bottom photograph on page 22?
- Read the rest of the story. How does the author convey energy and action?
- How are the different activities in the report related? What other activities could be called performing arts?
- Based on your prior knowledge and information from the text, what generalisations can you make about people who are attracted to the performing arts?

Following up

The students can:

- write a character profile for a performing arts student
- research well-known people in one of the performing arts
- create a dance routine or skit and perform it, then write about the experience using descriptive language.

In My Day

This play explores how leisure activities have changed over time.

Features of the text

- Conventions of play scripts
- Action and dialogue
- Different points of view
- Irony and humour

Purpose

'In My Day' can be used to introduce and reinforce the following skills:

- exploring dialogue;
- analysing the features of a play;
- analysing themes;
- reading aloud with fluency and expression.

Introducing the text

Select one or more of these discussion starters:

- How do you use your leisure time differently from the way your parents or grandparents did when they were children?
- Is playing video games a good use of leisure time? Why/why not?
- What text features would you expect to see in a play?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read pages 26 and 27. What is the problem in this play?
- How does the author use dialogue to show the characters' feelings?
- How do the stage directions help you to visualise the play?
- What are the differences between the grandmother's and the children's ideas of a good time?
- Read the rest of the play. What does the author want you to think about?

Following up

The students can:

- make a chart to record positive, negative and interesting ideas about playing video games
- rehearse and perform the play, paying attention to the stage directions and speaking with appropriate expression
- make and play a game of battledore and shuttlecock.

