

# English and Literacy

## Poetry

Writing acrostic poems:-

Select a topic word: eg **share**

Playing a word association game at [www.greatschoolrun.org/play/games.php](http://www.greatschoolrun.org/play/games.php) (Word Game 3)

Think of as many words as they can that are related to, and make them think of, the topic word eg together, team, friends, run, jog, win, school, playing field, trainers, sweaty,...

Then create the 'poem':

**S**chool is ready for the run  
**H**ead teacher sounds the horn  
**A**nd off we run - our feet like wings  
**R**ight to the end they take us,  
**E**veryone sharing in the prize.

## Creative Writing

A range of stimuli can be used to promote children's creative writing skills:

A running shoe  
An apple or orange  
A pair of dark glasses  
A map and compass (or a GPRS)  
A key  
A plastic supermarket carrier bag  
A cycling helmet

Children can be asked to write prose or poetry.

## Creating Mood

Children tell or write stories about the School Run as different characters – a participant, the 'hare' or the 'tortoise', a spectator, an organizer.

Children tell their story of the run using words they suggest to create moods such as suspense, energy, excitement, tiredness, happiness. The words they list for each 'mood' can form the basis

of a spelling bee and they can identify verbs, adverbs, nouns, adjectives etc (see Word Game 3 at [insert internal link here](#))

## Mystery Stories

Children write a story, having been given the opening line:

This wasn't what I usually had for breakfast...

Imagine my surprise when I opened up my sports bag to find that my running shoes had wings on them...

The night before the School Run, I had the strangest dream...

Green wasn't my favourite colour for food but something happened to change all that...

If I thought I'd ever be a sports star, I'd start now by...

## Spelling Bees

According to level, these can incorporate vocabulary that delivers a health as well as a spelling message.

## Fact or Opinion?

Present children with a list of statements and ask them to identify them as 'fact' or 'opinion' eg:

The School Run is a 2-kilometre race.	(fact)
Doing the School Run each year is a really good idea.	(opinion)
Cabbage is the best vegetable for you.	(opinion)
Leafy green vegetables provide you with lots of vitamins and minerals.	(fact)

Then ask children to challenge each other by presenting facts and opinions to each other as a quiz-based activity.

## Newshounds

Children create their own news programme. They identify the staff they need – reporters, editors, presenters.

They decide on the important issues in relation to current affairs and healthy lifestyles, write and present stories, send out reporters, create headlines, put together a news bulletin, interview each other. Suggested topics; the forthcoming London Olympics, their sports day and the run, stories of children and inactivity in the news, their healthy school. If the school is fund-raising for CLIC Sargent, children can research and report on the charity and its work.

Children can present a TV programme, broadcast a radio news programme, produce a newspaper or create an e-news site.

## Diaries and Blogs

### A Food Diary

Children can keep a food diary/blog for a week using their own meal plan (see Health and Well-being), make a rough calculation of how many grams of each food group they have eaten. (See Mathematics for more detail.)

### An Activity Diary

Children can keep an activity diary/blog for a week and calculate their extra energy needs as a result. (See Mathematics for more detail.)

## Playing with words and letters - Code Breakers

During World War II, the Germans used the Engima machine, a cipher machine to develop almost unbreakable codes (each code had a possible 150,000,000,000,000,000 solutions). The machine encoded messages for sending and decoded messages received. With the help of a captured machine and codebook, and eventual mistakes made in the sending process, experts were eventually able to crack the codes and decipher messages.

Explain that codes are symbols (or signals) used to represent or communicate something different. See how many codes and symbols children can think of from everyday life.

### Create Codes:

#### Example 1

Move one letter up in the alphabet:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Using this code, 'qtmmhmf hr fnnc enq xnt' means 'running is good for you'

#### Example 2

Using numbers 1 - 26 to represent letters of the alphabet:

5120 12152019 156 22575205212520 means 'eat lots of vegetables'

### **Example 3**

Scrambling letters as in an anagram:

Eatcvi isleeru samen vanigh unf means 'active leisure means having fun'.

Depending on children's ages and abilities, you can either set the task of breaking a coded message you have created for them, or you can ask them to create a code based on a system they devise – or both.