

Bushwalk

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Overview

When Mr B injures himself on a school trip, his students have to work together to resolve the situation — and an unlikely hero emerges. This play conveys ideas about bush safety and teamwork in a lively and often humorous way.

Suggested Teaching Purpose

Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?

Examples of an appropriate teaching purpose are listed below.

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| <ul style="list-style-type: none">To support the students in developing the comprehension strategies of summarising, identifying the main idea, and analysing and synthesising. |
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Features of the Text to Consider in Context

What features of this text would support the teaching purpose?

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| <ul style="list-style-type: none">The blurb on the contents page |
| <ul style="list-style-type: none">The ideas about bush safety, including the importance of teamwork, responsibility, and patience |
| <ul style="list-style-type: none">The implied idea that a good team is made up of people with different personalities and skills |
| <ul style="list-style-type: none">The development of the characters and the way they move from a position of conflict to a position of unity |
| <ul style="list-style-type: none">The characterisation of Ty and Mele, conveyed through their words and actions (including stage directions) |
| <ul style="list-style-type: none">The natural dialogue, including:<ul style="list-style-type: none">- contractions- colloquial language, for example, “Oh man!”, “You’ve got to be kidding!”, “take five”- the use of punctuation to aid expression, for example, the exclamation marks for emphasis and the ellipses to indicate pauses, such as the breaks in the phone conversation on page 27 |
| <ul style="list-style-type: none">The conventions of a play, for example, character names in capital letters and stage directions in italics |
| <ul style="list-style-type: none">The Māori words |
| <ul style="list-style-type: none">The extra information provided in the illustrations. |

Readability

Noun frequency level: 10–12 years for guided reading

What features of this text might constitute challenges for my students? (For example, features that may require a prompt or a brief explanation.)

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| <ul style="list-style-type: none">Particular words and concepts, including “appropriately”, “take a swig”, “recovery position”, “dress the wound”, “ranger station”, “Rimunui Forest”, “Pūkeko Crossing”, “anxiously”, “reception”, “groggy”. |
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What prior knowledge would support my students in reading this text?

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| <ul style="list-style-type: none">Their experiences of bushwalking and/or school trips |
| <ul style="list-style-type: none">Their knowledge of first aid and safety in the outdoors |
| <ul style="list-style-type: none">Their experiences of working in teams |

- Their experiences of identifying the main idea in a text.

Sharing the learning outcome and success criteria with your students

Learning outcome

I will be able to come to a conclusion about the main idea in this play.

Success criteria

I will be successful when I have:

- identified the main points about keeping safe in the bush and compared them with what I already knew;
- summarised the actions of the characters and discussed the impact of their actions;
- thought about what main idea the author was trying to convey by making the characters behave as they do.

A Framework for the Lesson

How will I help my students to achieve the learning outcome?

Before reading

- Have the students read the blurb on the contents page and preview pages 22–23. “What sort of things would students and their teacher need to think about before going on a bushwalk?” Briefly discuss ideas about bush safety, including the responsibility that group members have to keep each other safe. “If someone had an accident in the bush, what would you do?” Record the students’ ideas in the group reading book to refer to as they read. (Making connections)
- Share the learning outcome and success criteria with the students. Note that identifying the main idea is a deeper-level comprehension strategy that relies on the integration of a range of other comprehension strategies.

During reading

- Have the students read the introductory scene directions on page 22. “What does “dressed appropriately” mean?” Ask the students to share their ideas about what the accident (mentioned in the blurb) could be. (Making connections; forming hypotheses)
- Ask the students to read pages 22 and 23. For the first reading, have all the students read all of the text rather than assigning roles. “What have we found out about the setting and situation?” Have the students summarise the ideas about bush safety that the play has introduced. (These are contained mostly in the introduction and Rosie’s first piece of dialogue.) “How do these ideas compare with those on our list?” (Summarising; making connections)
- “What are you noticing about the characters’ personalities? What did you do to figure that out?” (For example, looking for clues in the dialogue and actions of the characters.) Have them describe the personalities of each character in just a few words, for example: Ty — slow, possibly clumsy (because he has to keep retying his laces); Mele — impatient, grumpy; Jase — considerate; Rosie — helpful (though this depends on whether the students think she’s being helpful or sarcastic at the bottom of page 22. The students could refer to her earlier piece of dialogue on page 22 to help them decide.) (Analysing and synthesising; evaluating)
- Ask the students to read pages 24 and 25 and review their predictions about the accident. (Testing hypotheses)
- “After Mr B hit his head, I noticed a change in Ty ...” (Ty immediately becomes assertive and assumes the leadership role.) “Is Ty giving sensible advice? What makes you think that?” If necessary, prompt the students to compare Ty’s advice with their ideas about safety in the group reading book. Explore how the other characters react to the situation on page 24. Draw out the idea that the group starts working together under Ty’s guidance. “What is this suggesting to you about the main idea in this play?” (Making connections; identifying the main idea)

- Have the students read to the end of page 27. “What are you learning about the personalities of Ty and the other characters?” Focus in particular on how Ty treats Mele on page 26 (by defending her from Jase’s criticism when she asks for an ambulance and gently taking over from her). “How does this compare with the way Mele treated Ty earlier on?” Ask the students to talk with a partner about how the other characters are reacting to Ty taking over and to revise and/or add to their earlier brief descriptions of the characters. “Does this fit with your thinking so far about the main ideas in this play?” (Analysing and synthesising; evaluating; identifying the main idea)
- Have the students read page 28 silently. Ask them to summarise the information about bush safety from pages 26–28 and compare it with their original ideas. (Making connections; summarising)
- “I’ve noticed a big shift in the character of Mele ...” Have the students discuss how she’s behaving and interacting with Ty now. You could have the students work in pairs on a photocopy of the text to highlight the major shifts in the characters of Ty and Mele, recording their ideas on a comparison chart, such as the one below.

| Mele | Event | Ty |
|--|---|--|
| wants to go faster is grumpy and outspoken leads the way | (pages 22–23) Walking through the bush | keeps having to tie his shoelaces clumsy? slow |
| thinks she should go for help argues | (page 24) Mr B gets hurt | gives advice acts like a leader (knows what to do) |
| co-operates with Ty (puts her jacket over Mr B) speaks gently to Mr B | (page 24) Mr B in recovery position | decides what to do (keep Mr B warm, use cellphone) |
| calls 111 but can’t describe where they are | (page 26) Jase gives Mele the phone | offers to help explains exactly where they are and suggests where a helicopter can land |
| Reassures Ty and tells him he’s amazing realises she was too busy rushing | (end page 27) Phone loses reception | worries is modest |

- “What do you think Mele has learned? How might she behave next time? How has thinking about these questions helped you to come to a conclusion about the main idea in this play?” (Summarising; analysing and synthesising; identifying the main idea)

After reading

- “What do you think was the main idea that the author wanted us to understand?” Your students may suggest ideas such as the importance of patience, teamwork, and following rules. “How come we never find out about the helicopter arriving or the kids getting rescued?” Draw out the idea that the exploration of the characters is more important in this text. “How did thinking about the characters actions and responses help us to work out the main idea?” (Identifying the main idea)

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| • | Discuss ideas about teamwork in more depth, referring both to the play and the students' own experiences, to identify what successful teams require. Draw out the idea that different people can take different roles depending on their personalities and the situation they find themselves in and that each role is important. (Analysing and synthesising; making connections; identifying the main idea) |
| • | Have the students explore how they could convey the change in Ty's character if they were performing the play. "How would he speak and move after Mr B's accident compared to how he did before?" Support the students to understand that tone and body language are very important in conveying character. (Analysing and synthesising) |
| • | Review the learning outcome and success criteria and reflect with the students on how well the learning outcome has been achieved. For example, "How has summarising and thinking about the actions of the characters helped you come to a conclusion about the main idea in this text?" Note any teaching points for future sessions. |

Links to Further Learning

What follow-up tasks will help my students to consolidate and/or extend their new learning?

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| • | The students could perform the play, focusing on how to show the changes in the characters. (Analysing and synthesising; making connections) |
| • | Your students could use the strategies of summarising and analysing and synthesising to help them identify and compare the ideas about responsibility in this text with those in the stories "Spider's Web" (SJ 2.1.06) and "Surprise" (SJ 2.4.06), both by Alan Bagnall. |

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