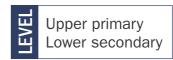
EdRugby Online Educational Resource

LESSON: Short story 1

THEME: Rugby fans



DESCRIPTION:

Students are introduced to the purpose and form of a short story. They read and deconstruct a short story related to Rugby.

An ideal follow-up to this lesson is *Short story 2*.

OUTCOMES

This lesson contributes to the achievement of the following unit outcomes:

English

- With teacher guidance, identifies and discusses how linguistic structures and features work to shape readers' and viewers' understanding of texts.
- Identifies and discusses some of the relationships between ideas, information and events in visual texts designed for general viewing.

SUGGESTED TIME:

50 minutes

WHAT YOU NEED:

- class copies of student handouts (at the end of this lesson plan)
- highlighters or coloured pencils



PART 1 PURPOSE AND AUDIENCE

- a. Distribute Student handouts Short story, Tension gauge and Structure. Ask students to read the work, *Love of the Game*. Explain to students that they will study this story to see how it was written. In the next lesson they will write their own story.
- b. Question students as to the intended audience for *Love of the Game*. Explain that we know the intended audience is children from the ages of ten to 14. We know this because Rose and most of the minor characters in the story are young, about 12, and the story is simply written.
- c. Discuss some of the elements of the short story with the class. Some suggested questions include:

Why did the author write the story?

Was the purpose to entertain and interest students and to teach them the value of perseverance and teamwork?

Do you think the writer had other purposes?

PART 2 THE STORY'S STRUCTURE

a. Explain that *Love of the Game* is a narrative, a story of events or experiences. Discuss narratives with the class, using the following outline as a guide.

Narratives have a structure made up of:

- an orientation or setting
- a series of complications or events that build up the tension
- a climax or point of maximum tension
- a resolution where most of the issues are resolved
- a coda or moral which teaches us a lesson.
- b. Continue the discussion. Point out that Rose does not tell her own story. *Love of the Game* uses a narrator or observer who sets the scene and describes the actions of the main character or hero, Rose, and minor characters such as Joey and Joala and the other players.

2

PART 3 TITLE AND ORIENTATION

a. Direct the students' attention to the opening paragraph which gives the story's orientation, the *who, where, when* and *what* of the story. Ask students what they are.

Buzz, Buzzzz. The alarm bell shrieked its message. It was <u>5 o'clock</u> in the morning and freezing. The <u>middle of winter</u>. Up and at 'em! Yuk! <u>Rose</u> was starting to hate all the <u>training</u> sessions – she hadn't played in a big match yet. Someone bigger was always chosen. <u>She wanted to play in Saturday's finals</u>, not sit on the benches again as a reserve.

b. Ask students if they could predict what happens in the story from its title and its orientation.

PART 4 COMPLICATIONS AND CLIMAX

- a. Question students as to the plots of stories they enjoy. Explain that stories or narratives usually have plots that contain a series of events or complications, each event or complication building up the tension in the story until the climax is reached. The climax is the point of maximum tension after which the plot comes to a resolution. The climax usually happens near the end of a story.
- b. Discuss the plot. In *Love of the Game*, the plot centres around Rose's desire to play in Saturday's match. Ask students to re-read the story and consider the tension and how it mounts with each new complication to the plot. Ask students to discuss when they think the story's climax is reached. Examine and discuss Student handout Tension gauge with students.
- c. Refer to Student handout Structure. Ask students to complete the plot diagram and think about how else the rise in tension could be shown, for instance a graph or a thermometer. Ask students to draw their own diagrams showing the changing tension in the story.

PART 5 RESOLUTION AND CODA

a. Explain that the resolution winds up the story, telling the reader what happens to the main characters after the climax and resolving most of its issues. In *Love of the Game*, Joala kicks a goal and Grantley Primary wins.

The scores were even as Joala kicked for goal. He kept his cool and the ball sailed over the posts. Yes! Their team had done it. They'd won by two points.

b. Explain that a resolution often includes a coda or the moral of the story. This is a common device in narratives or stories. In this case the coda is that teamwork and perseverance are important.

Their team had done it.

Explore other stories the students have read. Discuss the coda in these stories.

- c. Distribute Student handout Plot. Ask students to think about writing a sports story and work on a plot. Their outlines should include:
 - a title and orientation
 - a sequence of complications or events building up the tension
 - a climax or point of maximum tension
 - a resolution
 - a coda.

Ask students to fill in the plot diagram.

PART 6 REFLECTION

Reflect on the achievements of Rose in the short story. Does anyone in the class know someone like Rose? Which aspects make Rose a team player. Explore the value of teamwork, friendship, camaraderie and sportsmanship and how they can be represented in a creative work such as a short story. How else could these values be expressed in a creative way? Discuss some ideas for other short stories related to sports or hobbies of interest to the class.

PART 7 EXTENSION

- Use the Internet to find examples of other short stories. What coda, message or moral do they communicate?
- Ask the class to develop some short stories. Collate and bind the short stories into a thin volume and store it in the school library for other classes to borrow.
- Compile ideas for short stories and select one or two to develop as a class.
- How often do the values of teamwork, friendship, camaraderie and sportsmanship come up in popular fiction. Ask your librarian for some tips on searching for some short stories.

SUGBY FANS

STUDENT HANDOUT SHORT STORY

Love of the Game

Buzz, Buzzzzz. The alarm bell shrieked its message. It was 5 o'clock in the morning and freezing. The middle of winter. Up and at 'em! Yuk! Rose was starting to hate all the training sessions – she hadn't played in a big match yet. Someone bigger was always chosen. She wanted to play in Saturday's finals, not sit on the benches again as a reserve.

This was Rose's last chance to play in Grantley's team. At the end of the year she'd be eleven and off to High School. After training, Coach would choose the final line-up for Saturday's match between Grantley and Windhover Primary, the last match for the season.

Coach put them through their paces. It was a tiring session – the ground was hard and slippery as they pounded up and down the field. But being part of a team and working on something together was the best thing in the world. She loved Joala, Joey and the rest of the team. They were like family and they helped her to keep training. She wanted to play because it was her time. She was good enough.

Decision time! The coach pinned up the team for Saturday's match. Rose's hopes soared when she saw her name, then fell. She was a reserve again.

The rest of the week flew by and suddenly it was Saturday. Rose tried to be positive as she dressed for the match. At the pre-match pep talk Coach said, 'The Windhover backs are big, but size isn't everything! You lot have team spirit by the bucket loads and plenty of ticker.' Rose agreed.

Coach smiled at her and said she might be in luck. One of their star players had come down with the measles and another was feeling off-colour. She would be the first reserve called.

The match got off to a good start for her team when Joey scored a try, but the sides were evenly matched and soon it was five points all. By half time Rose's hopes of playing were starting to fade.

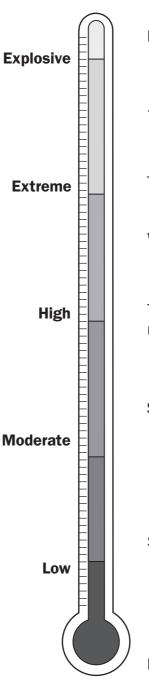
In the second half Windhover scored a second try but missed the goal. Grantley was now losing. With only five minutes to go, Joey, their fastest player collided with a Windhover player and hurt his ankle. This was Rose's big chance. She'd do her best for Joey and the team.

The Windhover flanker made a forward pass but the ref was on the case. It was a scrum and only four minutes to go. The ball was passed along the back line and Grantley's outside centre, Joala, had the ball. He made good ground and Rose kept pace easily. But Windhover's backs thundered towards Joala and he was blocked. Just before they tackled, he punted the ball to midfield over the opposing backs. It was high and Rose jumped for it. Yes! It was hers and she flew towards the line, scoring under the cross-bar.

The scores were even as Joala kicked for goal. He kept his cool and the ball sailed over the posts. Yes! Their team had done it. They'd won by two points. Rugby was tops!

STUDENT HANDOUT TENSION GAUGE





Rose runs like the wind and scores a try.

Joala punts the ball to Rose.

Joey hurts his ankle and Rose takes the field

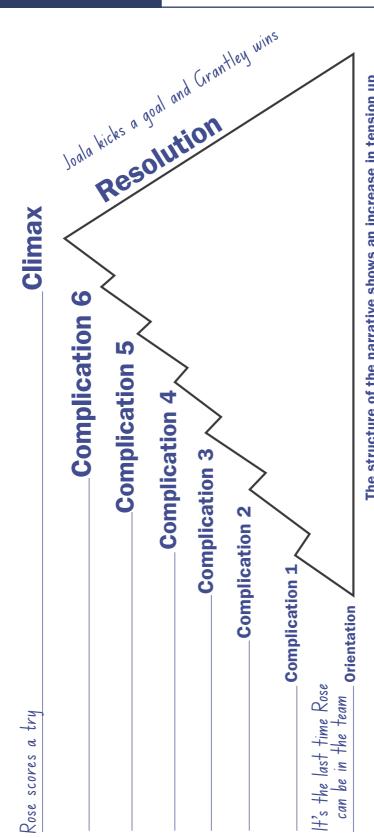
Windhover leads by a goal.

Two players are sick and she will be first replacement.

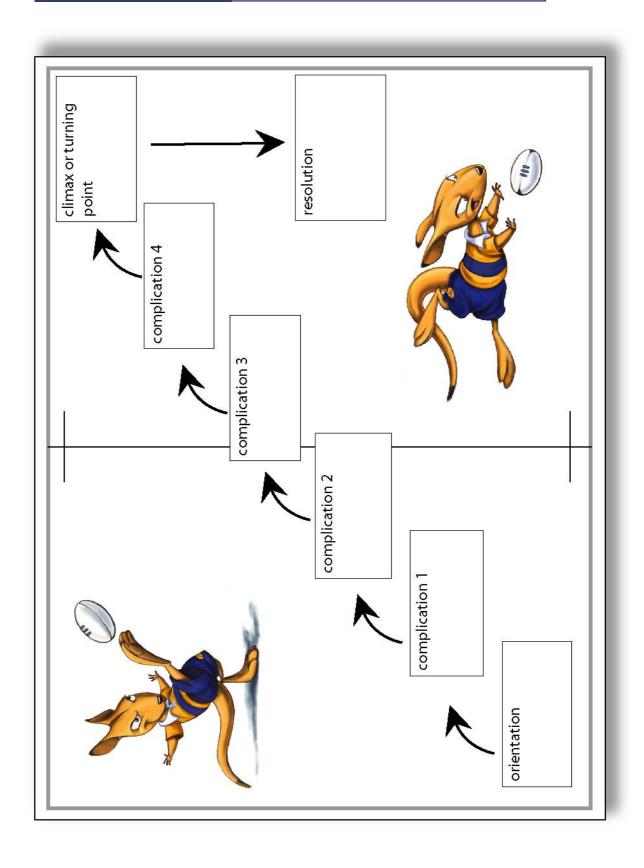
She is a reserve again.

Saturday's match is her last chance.

Rose wants to play.



The structure of the narrative shows an increase in tension up to the climax and a decrease in tension with it's resolution.



Lesson: Short story 1

8