

Don't Play Ball with the Mayas!

article by Lauri Kubuitsile

Connecting to the text

EN3-8D/ACELT1610

How do the ideas in this text relate to the larger world—past, present and future?

Students complete the following statements using [Think Pair Share](#)

OR

[Making Connections PDF](#)

- What I just read makes me think about (event from the past) because ...
- What I just read makes me think about (event from today related to my own community, nation or world) because ...
- What I just read makes me wonder about the future because ...

Discuss how sport 'connects' Australians, by bringing *diverse* (Touchdown word of the month) cultures together and apart.

Answer this

EN3-3A

Quiz students using ready-made [Kahoot](#). Search title 'Don't Play Ball with the Mayas!' Encourage students to create their own quiz questions using the text.

Creating texts

EN3-2A/ACELY1704/ACELY1714

Create an infographic using [canva.com](#) to persuade people to play Pok-A-Tok. Have students organise their arguments using [persuasion scaffold](#) to support their thinking. Adapting structure and styles of texts draws on the [intertextuality](#) concept, where texts can be appropriated for audience, purpose, mode or media.

Adapt 'Don't Play Ball with the Mayas!' from an informative text to a narrative text. You can choose to write from the point of view of a player, the ball or a spectator. For example, 'The day I lost my head' or 'Heads-up has a whole new meaning!'

Changing it up

EN3-6B

Adapt the features and structure of this text to create an informative text about another sport. Use 'Don't Play Ball with the Mayas!' as a scaffold for student writing—using sub-headings, accurate information and interesting facts.

Extension: Research [Mayas](#)

Get creative

[EN3-2A/ACELY1707/ACELY1717](#)

Create a six-word memoir about the death of an honourable friend and Pok-A-Tok player using Google Slides.

Create a 3-minute podcast as a sports commentator watching Pok-A-Tok, using [How to create a podcast](#).

Resources

[Create Kahoot](#)

[Play Kahoot](#)

[Creating Found Poems](#)

[Mayan Civilisation](#)

Finding George

story by Alys Jackson | illustrated by Jenny Tan

Connecting to the text

[EN3-8D/ACELT1610](#)

After reading 'Finding George' ask students to put forward their thoughts, feelings and intuitions regarding the story. Students share immediate, instinctive thoughts on the story. Discuss using [Think Pair Share](#) or as a whole class.

OR

Text to Self—How do the ideas in this text relate to your own life, ideas, and experiences? Complete one or more of the following statements:

- What I just read reminds me of the time when I ...
- I agree with/understand what I just read because in my own life ...
- I don't agree with what I just read because in my own life ...

Delving deeper

[EN3-8D/ACELT160](#)

Have students use a KWL Chart to organise the information in the story. What do you know about the story? What would you like to know about the story? What do you need to know? What is *The Big Issue*?

What are the dangers and difficulties portrayed in Finding George? Which character pointed out the risks and dangers? Discuss the role of risks in our lives. Is it important to take risks in our lives? Define risk in relation to the story. What is a calculated risk? Are risks the same as chances?

Have the students construct a [Venn diagram](#) to compare their lives to George's. Label as advantaged and disadvantaged or haves and have-nots. Find phrases used in the text that influence the reader's point of view.

Get creative

[EN3-7C/ACELT1612/ACELT1618](#)

- Thinking creatively about the story, suggest changes and modifications:
- Write another character into the story for a fun plot twist.
- Adapt the story using animal characters instead of humans (anthropomorphism) using a [narrative planner](#)
- Create a cartoon/storyboard using [Storyboarder](#)
- Create a script, as a news reporter interviewing someone who works for The Big Issue. Use [iMovie](#) or [Microsoft Movie Maker](#)
- Create a 3-minute trailer persuading an audience to donate to your 'new' class charity or pay it forward by being kind. Here is an example from [payitforwardday.com](#)

Connect to text

EN3-2A

Using the scaffold in the poem Mermaids in Hiding (page 9), write about the plight of the homeless in Australia. Resources for students can be found here: [The Big Issue for students](#)

Support: Students can follow the structure of a diamante poem.

Extension: Use rhyme, rap or prose

In the news

EN3-1A/ACELY1700/ACEIY1710

Present a 3-minute news report on homelessness in Australia. Use information from [The Big Issue for students](#) site to support your news story.

Thinking outside the square

EN3-8D

In groups, brainstorm ways to help the homeless or disadvantaged. As a class, discuss these ideas and come up with one 'real' solutions to help disadvantaged groups in Australia. Encourage the school SRC to get involved. What is the meaning of charity? If charity begins at home, where does it end? With you!

Further reading

Homelessness as a real Australian Issue [The Big Issue](#)

[Pay it forward day 28.04.2019](#)

[Pay it forward card](#)