

these sound effects add anything. (For example, a sense of being there and of drama.)

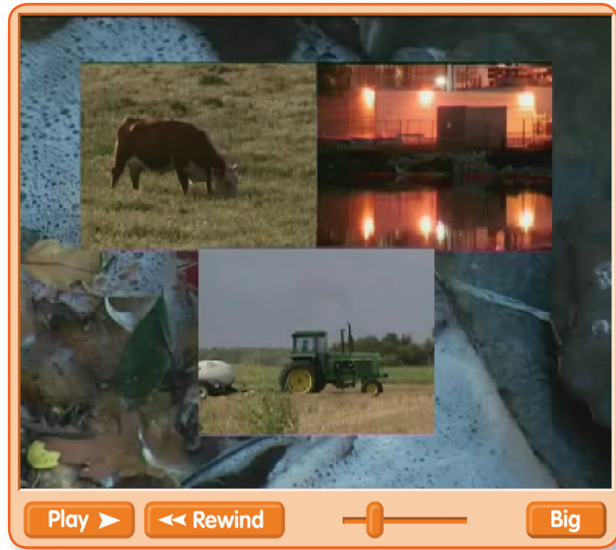
- Discuss ways in which a non-fiction video is similar to a fictional video, such as a cinema film. (For example, both use techniques such as camera angles and sound effects to hold interest, both require a script with a similar layout.)

**Responding to the text**

- As a class, create a flowchart of the stages involved in water treatment. Pause the video frequently and ask volunteers to add notes to the chart, stage by stage. Repeat the activity, this time focusing on the images, and add information drawn from visual elements to the chart in another colour. Use the chart to consider the usefulness of the visual elements. Elicit that, without it, the text would have to be more descriptive.
- Challenge the children to work independently and list as many reasons as possible why the content of the video would be useful as a chapter in a book. Discuss their findings with reference to the video and books containing explanations.

**Writing activities**

- Divide the class into two groups and explain that pairs from one half will create a printed book-style version of the content of a similar process or cycle, such as the water cycle, and pairs from the other will create a multimedia book version. Hand out photocopiable page 37 'Better than a video'. Encourage the children to use this to plan their work. Explain that both the book and website versions must appeal to other children.
- To complete their work, provide the 'book version' children with publishing or word-processing software and the 'website version' children with multimedia software. They can add clip art or scanned children's artwork as visuals. Challenge each section of the class to show that a 'book' or 'website' can be as useful and as interesting as a video.



**Assessment**

- As a class, look together at examples of work completed in the writing activity and discuss which have used the relevant software most effectively. Do children suggest other electronic tools or features that could improve the work?

**References to 100 Literacy Framework Lessons**

- Narrative Unit 6  
Dramatic conventions  
pages 99–114
- Non-fiction Unit 2  
Reports and explanations  
pages 129–144

**Photocopiable**

- See page 37 or CD-ROM.

**Better than a video**

Use this sheet to plan your printed or multimedia book pages. Remember to make your work informative and exciting!

An exploration of \_\_\_\_\_  
Number of pages \_\_\_\_\_

Plan the content and sequence of your text by drawing and annotating a flowchart here.

What design ideas do you have? (Fonts, colours and so on.)

What visuals will you include? (Diagrams or pictures - close-ups, long distance shots, cross-sections.)

What other features will you add? (For example, graphics, amazing fact boxes and, for multimedia pages, hyperlinks and audio.)

Video © Atmospheres

