



## **CLASSROOM GUIDE FOR *DiscoveryBox* MAGAZINE**

Dear Teacher,

Whilst ***DiscoveryBox*** was originally intended for independent readers aged 9 to 12 years old, our postbag suggests that it has a much wider appeal: parents, for example, often look forward to each issue as much as their children!

The magazine is also a useful resource for teachers and whole classes researching projects. ***DiscoveryBox's*** strong visual approach utilises the huge impact of images in the education of young readers.

The newly-organised magazine begins with a 'Giant Foldout' which combines big, bold images with informative 'bite-size' texts. Popular sections on animals, history, science and nature remain, and the 'World' pages allow children to discover a different country each month. A brand new feature, 'Zoom In', explores a controversial subject from different angles, and 'Fun Stuff' now includes an exciting graphic novel, an interactive story and quiz challenges.

Additional useful information about ***DiscoveryBox*** is available on our website: [www.bayard-magazines.co.uk](http://www.bayard-magazines.co.uk).

Enjoy discovering your magazines in class!

**Bayard's editorial guarantee: *DiscoveryBox* is developed by a team of education specialists and renowned photographers and illustrators from all over the world.**

## CLASSROOM GUIDE

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## Discovering each new issue in class:

### The Front Cover and Contents page

- Some **DiscoveryBox** covers focus on the 'Giant Foldout', others on different sections of the magazine. Children can design their own covers for each issue, using a *different* emphasis from the one chosen that month.
- Discuss the Hip and Hop speech bubbles on the cover: *Why are they there? Do they encourage us to look inside and find out more?* Children may add two amusing Hip and Hop comments to their own cover designs!
- Look at the Contents page and ask your pupils:  
*In what ways is this page different from other contents pages you may have come across?*  
*Would you read these items in sequential order? If not, which illustration and heading draws you in first?*
- Discuss the differences between a Contents page and an Index. Bring examples of both found in books, magazines and encyclopaedias.  
*Where is the contents pages usually found? What is its function?*  
*Where is an index usually found? What is its function?*  
*How are the two similar? How are they different?*

When your pupils have read the magazine, ask them to prepare index entries that they think would be appropriate for one of the features. Different groups of children can choose different features. Remind them that their index entries need to be in alphabetical order.

## DiscoveryBox: In each issue

### 1. Giant Foldout

- Your pupils may discover this unique feature individually, with a partner, or in small groups. To get them started, ask:  
*What three things first strike you about the initial image before you open it up?*
- Have them list at least three questions they would want to ask about this topic.
- Next, ask them to read the information given bottom right, then open up the fold-out.  
*Did you find responses to the questions you thought about? If the answers are not given here, does the related article in the magazine help you to find out more?*  
Try to track down the missing information and present it to the class.
- Encourage the class to take *one* of the characters shown here and write his/her diary for a day or part of a day. If animals or natural phenomena are featured, describe their behaviour and/or characteristics. Other sections of the magazine may help with this.
- If appropriate, design and make a *model* of the subject. Help each child or group to think about *how* they will present information about the different parts of their model to the rest of the class.
- Invite them to choose other topics that interests them and make their own 'Giant foldout' following the same format as the one in **Discovery Box**. The children's foldouts can be exhibited on a wall, or collected in a special class booklet.

### 2. Animals

- Discuss **DiscoveryBox's** *presentation* of wildlife and the different ways in which the magazine adds variety to the animal section. The class should bear these ways in mind for their own presentations!
- After your pupils read the article, ask them:  
*What other questions would you want to ask about this animal?*  
Encourage them to use related books and websites to research answers.

- Children may write their own travel logs individually, with a partner or small group:  
*Imagine you are a professional photographer. Describe how you would prepare for taking these animal photographs. Describe any dangers you might encounter, any other creatures you may meet, how you would feel on this assignment.*  
They could add paintings and drawings or collages to their travel logs. Older children might present their logs in Power Point.
- Ask each group to prepare a photographic feature on a different animal, as if for **DiscoveryBox**: this can be on a pet or a wild creature. Children should use digital cameras to take their photos.  
*What information and images should be included?*  
*How will this information be presented to make an appealing read for the rest of the class?*  
Some groups may wish to include an interesting or amusing section about the difficulties they encountered in photographing their creature! Again, those who wish to present this using Power Point may do so.

### **3. Science**

- When the whole feature has been read, without looking back initially, ask the children to tell a partner two facts they particularly remember. They should check back with the magazine to see how accurate they were!
- Ask them to make up five 'true or false' questions to test out on the class; make sure they include some of each!
- Different class groups can try the experiment given, then compare their results with other groups' results.
- If the feature covers an environmental issue, the class may think of *another* environmental issue that interests them and prepare their own **DiscoveryBox** feature on that.
- Research, if appropriate, in the local community - for example, the use of plastic bags: ask the local supermarket how many are taken each week or write to one of the big supermarkets with the same question; ask family or other shoppers how often they take their own bags and how often they use plastic ones; ask if it would make any difference if bags had to be paid for...
- Some science topics may be linked in to an appropriate visit to a local site.

#### 4. Nature

- This is a short feature; prepare a *second* page for it using photographs or further information from the web or from books.
- If you can, look in the local environment for evidence of the plants or animals described. Collate the class's evidence in a 'local poster'.
- Ask children to write to **DiscoveryBox** to suggest other nature topics they would like to see covered in the magazine.

#### 5. History

This section includes a short *comic strip* story, a *photographic* and an *illustrated* information section. Discuss which type of presentation different children prefer. Discuss in groups what are the advantages and disadvantages of each type and note these on a 'pros and cons' list. Each group should share their conclusions with the class.

- Children may prepare their own 'History quiz' to test some of the facts; invite them to try it out on family and friends!
- Have them find out three more interesting facts and present them to the class in the way of their choice.
- Ask different children to 'Hot-seat' as characters from this period of history. While one child pretends to be the selected character, the rest of the class asks him or her questions about life in those days, important events that took place, etc.
- Invite children to imagine living at that time in history and ask them to write a diary describing some of the things they were involved in then.
- In small groups prepare a drama to act out using some of the information discovered; simple costumes, scenery and sound effects may be added.

## 6. World

- If anyone in the class has visited this country, ask them to share their experience and/or photographs with the class. If not, discuss what children know about it before reading.
- Put a large map of the country on the classroom wall and ask the children to add post-its of information in the appropriate places as they find out more.
- Use atlases to devise a list of questions for fellow classmates about different aspects of the country:  
*What is the capital city? Are there any deserts or important mountains? What is the climate like? Where does most of the population live?, etc.*
- Look at some satellite images (on Google Earth, for example) to explore some of the important rivers, cities, natural features in the country.
- Children could make their own postcard on a small card, with a drawn illustration on one side and a message from their holiday there on the other side!
- Prepare a typical dish or meal from this country.
- If a different language is spoken there, try to learn two or three phrases and practise together.
- Choose something particularly unusual or different about the country and use it as a basis for artwork; for example, a Maori statue or a Venetian carnival mask...
- Find out about a traditional dance or other ceremony performed in this country and practise this for a class display.
- Research one of the country's well-known people mentioned in the feature.
- Make a small booklet with extra information or present it orally to the class.
- Try to link up with a school in the country you are studying: prepare an information pack with photographs/ illustrations of your own school, information about your class, questions you would like to ask the other school.

## 7. Zoom In

- Read the question of the month in class and ask:  
*Are there two different sides to this question?*  
Divide the class into two and give each side time to prepare their own viewpoint for a debate: for example, an athlete who took performance-enhancing drugs v. another competing athlete who didn't; a supermarket owner trying to sell cheaply to his customers v. a small grower in a workers' co-operative...  
*Could there be other viewpoints apart from the two debated?*
- Invite the class to get engaged:  
*Is this an area where you could make a difference, make an impact?*  
*If so, what kind of things could you do?*
- Write to **DiscoveryBox** and suggest other controversial subjects the class would like them to cover in the magazine.

## 8. Fun Stuff

### Katie Dunbar

- Divide the class into two groups and prepare the arguments for a debate about whether the main character, Katie Dunbar, was right to take things into her own hands. One half should argue "yes", the other half "no". In pairs, debate these points, then ask some children to share their *opponent's* ideas with the class.
- Write a diary in the words of Katie or her friend about part of their day. Be sure to include how the character is *feeling* at each point. Point out to the children that there may well be conflicting feelings and these will add interest to the character.
- Design a cover that would suit this story if it were to be a book.
- Plan another story which involves Katie Dunbar and a friend, plus an animal of some kind. Write it in prose as a story *or* as a short play *or* as a comic strip.

### What can you see?

- Ask the children to take their own 'puzzle photographs' if they have access to a camera.
- Cut out (and enlarge if necessary on a photocopier) *part* of a more obvious image from an old magazine to make a new 'puzzle photograph'.
- Use this cut-out section as the basis for a piece of abstract art, varying the colours as wished!
- Write a 'Guess what?' *riddle poem* where the subject isn't mentioned and readers or listeners have to guess what it is.

### Solve it!

This is an engaging, interactive activity which gives good practice in simple logic! Children often read quickly - especially when it involves a fun activity - and it would be useful to ask them to discuss in pairs or groups the *implications* of each statement combined with the other facts given. Deductions should then be more considered!

Some children may then try to produce their own 'Solve it!' mysteries; they should try to avoid challenges that are either too obvious or too difficult!

### Jobs to love

- Interview a relative, friend, or other person in the school or local community about the job they do. A variety of questions should be prepared first.
- Someone with an unusual job could be asked into school to talk to the children about it and answer questions.

### Your mail

Encourage the class to participate in the **DiscoveryBox** competitions by sending their answers and drawings to 'Hip and Hop'!

### Quizzes and games

These activities are self-explanatory: they provide a fun challenge at the end of each issue...

We hope this guide will help you and your pupils to get the most out of each issue of **DiscoveryBox** during the school year. It is only a starting point for your own ideas, interests and creativity. Please share your comments and suggestions with us and other teachers!

**Classroom guide prepared by Judith Nicholls and Tracey Blance**

*Judith Nicholls has taught children of all ages as well as writing many articles for the educational press in the UK. She has given poetry readings and run writing workshops in hundreds of schools and has appeared on educational videos and poetry programs for schools*

*Following the completion of her psychology degree Tracey Blance trained as an infant teacher. She has had many years' experience of teaching early years in Bristol and Wiltshire schools and has also had some of her poetry published. She is married with two sons.*