



Fastest time to make and display 10 cakes in *Minecraft* Survival mode (PC)
Stampy Cat
(aka Joseph Garrett)



Most skips by a dog in one minute
Geronimo

READ BIG. DREAM BIG.



Fastest speed in a jet-powered go-kart
Tom Bagnall



Most consecutive back handsprings (one hand)
Zama Mofokeng

TEACHER NOTES



READING FOR INSPIRATION, WRITING TO INSPIRE!

Welcome to **Guinness World Records “Read Big. Dream Big.”** literacy programme. Using brand-new content from the *Guinness World Records 2019, Wild Things* and the *Gamer’s Edition 2019*, this assembly and classroom resource helps schools use our books to inspire pupils, aged 7–11, to set ambitious goals while developing their reading, writing and speaking skills. Information about how the activities included relate to literacy curriculum objectives can be found at the end of this resource.

READ BIG. DREAM BIG. COMPETITION

We’re asking pupils to use what they’ve learned from our books and videos, and the inspirational language techniques they’ve developed in these lessons, to design inspirational posters that will inspire their whole school to “Read Big. Dream Big.” then complete a short piece of inspirational writing telling us how Guinness World Records inspired them to win some great prizes. Full details can be found in the competition leaflet.

HOW TO USE THIS RESOURCE

The activity ideas below are designed to be adaptable to your class’s needs. You can either follow the step-by-step instructions and use the assembly and classroom presentation to deliver the whole programme, or you can cherry-pick activities that are most appropriate for your pupils and deliver both the assembly and the follow-up activities in your classroom.

Included in this resource

- *Teachers notes, activity outlines and curriculum links*
- *Assembly pack with printable resources*
- *PowerPoint presentation containing: slides for an assembly; follow-up activities for the classroom; two videos: Meet the Makers and the Breakers and Wild Things*
- *Excerpt pages from Guinness World Records 2019, Wild Things and Gamer’s Edition 2019*
- *Activity sheet: I’m a record-breaker!*
- *Activity sheet: Inspirational word bank*
- *Activity sheet: If these animals could talk*
- *Competition Leaflet*

ASSEMBLY OUTLINE

WHAT IS GUINNESS WORLD RECORDS?



- As pupils enter the assembly and get seated, display **slide 2**, showing the covers from some Guinness World Records books.
- Once pupils are seated, ask what they know about Guinness World Records.
- Ask them to think, pair, share how they might describe these books to someone who hasn't read them before. Collect ideas from the audience.
- Explain that they have all just used adjectives. You may wish to ask if anyone knows what an adjective is? A descriptive word. Inform pupils that they will be using lots of these words today and hopefully discovering new exciting adjectives they can use to make their writing even more interesting.



- Introduce any pupils who are unfamiliar to Guinness World Records to the books, by using the information on **slide 3** and introducing them to Guinness World Records' purpose:
 1. We **inspire** people – individuals, families, schools, teams, groups, companies and communities – of any age, in any city or country.
 1. We want that **inspiration** to come from reading, watching, listening to and participating in record breaking.
 2. We don't define or recognize success in a **conventional** or limited way and so draw upon the entire range of **superlatives** to help people realise their potential.
- Check pupil's understanding of the statement and in particular the following words: inspire (make people want to do something); conventional (ordinary, normal), superlative (the best – largest, longest, fastest etc). Reinforce understanding by asking questions related to the words used.
- Have pupils ever felt **inspired** to do something by these books or any record-holders they have come across in the past?
- Have they ever come across a really **unconventional** record-holder?
- What is the best record-breaker they've ever encountered? The most **superlative**?
- If pupils can't answer these questions there will be plenty of opportunity to by the end of the day! You can pick these new words out, as appropriate, throughout the day.

SETTING THE RECORDS STRAIGHT QUIZ



- Introduce pupils to the higher/lower quiz using **slides 4-28**. This is based on the *Play Your Cards Right* concept: you will show pupils a record attempt on the slide and they must guess whether the missing number is higher or lower than the last one.
- There are a number of ways you can play this, depending on the audience.
- You could divide the hall into two halves, and invite a rep from each half to come up to the front. You can use the printable **higher/lower assembly voting sheets** on **slide 34-35** or they could shout or stay silent and make gestures showing up or down.
- You could throw a ball into the crowd to select a person randomly to answer. You could allocate them a reward point (depending on your rewards system) if they get it right (and you could even reward the entire room if they collectively manage to get each one correct!)
- Or, using the cards or hand gestures you could play as one big team – pupils voting on the answer and the teacher deciding the result.
- Tell pupils that today they will be reading about even more amazing GUINNESS WORLD RECORDS® titles and meeting even more incredible record-holders to gain inspiration for their own lives. Then, they will be using this inspiration to write messages that inspire others.

READ BIG, DREAM BIG COMPETITION



- Using **slide 29**, explain to pupils that words are powerful. They have the ability to inspire, motivate and persuade. But they also have the power to do the opposite as well (to discourage, dismiss or dissuade). The right words, spoken at the right time, can change history.
- Do any pupils have a favourite saying that inspires or motivates them? For example, "If at first you don't succeed, try and try again".
- There are also some examples of motivational quotes from famous people on **slide 49**. You may wish to add in your own favourite sayings or quotes to share.
- Introduce the competition using **slides 30-31**.
- Tell pupils you're going to have a practice run at using GUINNESS WORLD RECORDS titles to write some inspirational messages, to get their creative juices flowing.
- Ask pupils to watch the Meet the Makers and the Breakers video on **slide 32** and, while they're watching, to write down any interesting adjectives they could use to describe the record-breakers shown. Can they remember what an adjective is?
- At the end of the video, ask pupils to pick their best (i.e. most descriptive, unusual, impressive, interesting) adjective on their sheet, write it out very large and hold it up (or volunteer to share their word).
- Spend a little time reading out the words and deciding on the best three. Then, invite the writers of those words up to the front and ask the audience to vote on the best word. Give the writer a reward (depending on your rewards system).

FOLLOW-UP CLASSROOM ACTIVITY OUTLINES

WHAT IS INSPIRATION? WHAT INSPIRES YOU?



- Display the paired discussion prompt questions on **slide 37**. Allow pupils to discuss the questions with the person next to them. They should work together to write a definition of inspiration.
- Share discussions and definitions and compare with the definitions on **slide 38**:
 - *the process that takes place when somebody sees or hears something that causes them to have exciting new ideas or makes them want to create something, especially in art, music or literature*
 - *a person or thing that makes you want to be better, more successful, etc.*
- Explain that everyone finds inspiration in different places, and what people find inspiring depends a lot on a person's passions, interests, beliefs and values.
- Ask pupils to draw a picture of something that inspires them and complete the sentence starter on **slide 39**, by filling in the gaps. I am ____ and I'm inspired by ____ because ____.
- Pupils present their pictures and sentences to the class. If your class is new to you, this activity will help to give you an insight into your pupils' outside interests and will enable you to find ways to engage them in the content of the books and the lesson content.

I'M A RECORD-BREAKER!



- Using **slide 40**, encourage pupils to imagine that they have made it into *Guinness World Records 2019*! They should draw a picture of themselves breaking a record of their choice (they should try and relate it to their passion or something they're already good at and want to get even better at).
- They should choose an appropriate, but imaginative, adjective that describes that scene or record attempt and write it underneath (or hold it up, if performing).
- Encourage pupils to independently expand their vocabulary by finding appropriate synonyms using a thesaurus. Encourage them to check any new words they pick still have the appropriate meaning for the usage by using a dictionary.
- For example: Evie decides she wants to one day break the record for the fastest floss. She researches synonyms for fast and then, underneath her drawing of her flossing very quickly, she writes the word "AGILE".

INSPIRING VISIONS

- Give pupils access to the **Excerpt Pages** from *Guinness World Records 2019, Wild Things* and *Gamers Edition 2019*.
- If you have access to computers or tablets, you could also direct pupils to the Guinness World Records website (the *Showcase* and *Hall of Fame* sections are useful but pupils can also use the Search tool to look for records using keywords).
- Instruct them to find sources of inspiration that are personal to them. They should collect anything interesting they find. They should highlight or underline words on the printed PDFs or copy and paste text if they are looking for inspiration online.



- They should then collate these inspirational words and images together on a “vision board”(slide 41). This is a big sheet of paper (or computer-literate pupils may prefer to create this digitally) where pupils can collage, draw and write down any inspirational images, words or sentences they find in the books, website or in the videos.

- They can display this on their wall at home and keep adding to it, to provide them with an ongoing source of inspiration.
- When pupils have collected inspirational material on their vision boards, ask them to review what they have found. They should write down one thing that they, personally, have been inspired to achieve, do or change, as a result of reading Guinness World Records books.

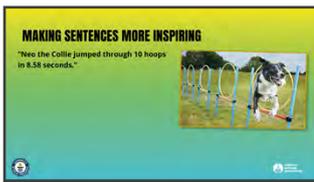


- They could write their own response or they could complete the sentence starter contained on **slide 42**: “I felt most inspired by _____ because _____. They have inspired me to _____.”

INSPIRING WITH WORDS

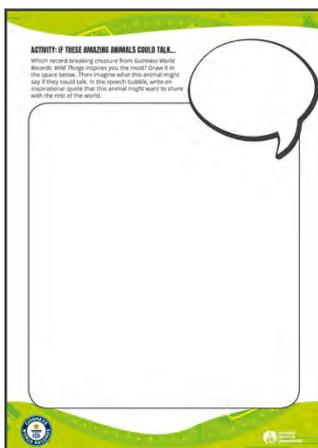


- Give pupils a copy of the **Inspirational Word Bank**, also on **slide 43**. Ask them to read the words, and the definitions, and pick the word that inspires them the most.
- Ask them to draw a picture, in the space provided, which represents what that word means to them or how it makes them feel.
- Share ideas and display these on the wall for future reference, next to the adjectives you generated, earlier. Did everyone pick a different word? How might they use this in their own writing to make the reader feel a certain way?
- Now, challenge pupils to use some of these words in descriptive sentences. They should look back at their vision boards and think about everything they've read or seen in *Guinness World Records 2019* that has really inspired them. Using words from the inspirational word bank, pupils write a descriptive sentence that describes something from the Guinness World Records books that they'd like to share with the rest of the class, in an inspirational way.



- For example, using **slides 44-45**, show how descriptive language can turn a dull sentence into something more inspirational: from "Neo the Collie jumped through 10 hoops in 8.58 seconds" to "Neo, the energetic parkour Collie, fearlessly conquers every trick his trainer teaches him. He happily jumped through 10 hoops in just 8.58 seconds to set his Guinness World Records title!" (watch Neo in action here <https://youtu.be/08YvoxMzZGU>)
- Pupils share their sentences, along with information about the inspirational record or holder they are describing.

IF THESE AMAZING ANIMALS COULD TALK...



- Give pupils time to read about, and watch videos of, the amazing animals that appear in *Wild Things* by using the PDF book excerpts provided and the kids section of the website <http://kids.guinnessworldrecords.com/videos> (scroll down to the Amazing Animals section where you can find lots of video clips). While researching, pupils should pick one animal that inspires them the most.
- Then, ask pupils to imagine what their chosen animal might say, if they could talk (**slide 46**).
- Pupils should then write an inspirational quote their animal might want to share with the world. Using the **If these amazing animals could talk... activity sheet**, pupils should draw a picture of their animal and fill in the speech bubble with their quote. Can they apply some of the words or phrases they have written in earlier activities?
- If there is time you may want to extend this activity through role-play activities. Pupils imagine the animals they have picked are being interviewed about their record attempt on the news. Pupils in the audience could ask the animals questions about how they achieved the record and what their advice is to other record-holding wannabes.
- Or, alternatively, pupils could extend their quote into a 30-second inspirational speech which they deliver, in full animalistic character, to the rest of the class.
- If you need inspiration for this speech, pupils could look at techniques used in Martin Luther King's iconic *I have a dream* speech. You may also wish to look at this article on the Guinness World Records website: *Martin Luther King Jr. Day: A look back at his inspiration to black record holders* <http://www.guinnessworldrecords.com/news/2014/1/celebrating-martin-luther-king-jr-day-2014-with-thoughts-from-black-record-holders-54489>

COMPETITION TIME!



- Introduce pupils to the **Guinness World Records "Read Big. Dream Big." competition** and prizes on **slides 47-48**. Inform pupils that Guinness World Records is setting them a challenge. They want pupils around the UK to share the inspiration they've gained from the Guinness World Records books with as many people as possible! They are going to do this by creating inspirational posters and messages that can be displayed around the school to inspire everyone in their school to "Read Big. Dream Big."
- These poster designs, which they will start to work on now in class, can be entered into a national competition, at home.
- In order to enter, pupils will take home a competition leaflet and draw a copy of their inspirational poster design in the space provided. They will then need to write a short description of what they found inspiring in the books and how they used that in their poster design, to inspire the rest of their school. They should be encouraged to use the inspirational words and writing techniques they have learned about and developed during these activities.
- The competition closes on **Friday 23rd November**

INSPIRE EVERYONE! INSPIRATIONAL POSTER DESIGN.



- Take some time to look at some inspirational quotes, like the ones included on **slide 49**. Explain that the most inspirational messages make the reader feel like anything is possible and that they too can achieve their dreams.
- The people (and animals) that star in the Guinness World Records books have all achieved their dreams by believing in themselves and never giving up. Spend some time brainstorming what pupils can all learn from the record breakers they've encountered during these activities.
- Then, ask pupils to pick the most inspiring thing they have seen or heard from the Guinness World Records books, videos and website. They should use this as a springboard for their inspirational poster, to motivate other pupils in the school to "Dream Big". They will be able to explain the link later on in their written competition entry.
- Pupils can use the space on the **competition leaflet** to design their posters.

TAKING IT FURTHER

- You could consider asking all the pupils in the school to vote on their favourite poster, the one that made the whole school want to "Read Big. Dream Big."
- Encourage your pupils to attempt a record themselves! Pupils could make suggestions on the record they'd like to attempt and other pupils could vote on their favourite.
- Use the content of the books as inspiration for a wide variety of extended writing pieces, to suit the needs and ability of your class. This could include:
 - a fictional piece of creative writing, inspired by something they've read;
 - a poem or a song;
 - an article for a newspaper;
 - a blog on how to be a successful record-holder;
 - a diary entry detailing a day in the life of a record-breaker;
 - a PowerPoint presentation on the most inspiring book they have read;
 - a script for a film, play or even a musical dramatization!

CURRICULUM LINKS

ENGLAND

Reading - comprehension

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- retrieve, record and present information from non-fiction

Writing - transcription

- use dictionaries to check the spelling and meaning of words
- use a thesaurus.

Writing - composition

- draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Spoken language

- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- participate in discussions, presentations, performances, role play, improvisations and debates

CURRICULUM LINKS

SCOTLAND

Literacy and English

Listening and talking:

Finding and using information

- As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a;
- I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a

Reading:

Understanding, analysing and evaluating

- To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a

Writing:

Tools for writing

- I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a

Creating texts

- I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a
- I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a
- I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a
- As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. ENG 2-30a

CURRICULUM LINKS

NORTHERN IRELAND

Language and literacy

Talking and listening

- participate in group and class discussions for a variety of curricular purposes.
- describe and talk about real experiences and imaginary situations and about people, places, events and artefacts.

Reading:

- read, explore, understand and make use of a wide range of traditional and digital texts.
- engage in sustained, independent and silent reading for enjoyment and information.
- extend the range of their reading and develop their own preferences.
- use traditional and digital sources to locate, select, evaluate and communicate information relevant for a particular task.
- represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital.

Writing:

- express thoughts, feelings and opinions in imaginative and factual writing.
- create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics.

REPUBLIC OF IRELAND

Language

Oracy

14. Description, prediction and reflection: Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts

Reading:

2. Motivation and choice: Choose, read and talk about text in a range of genres for pleasure, interest and specific purposes.

8. and 9. Comprehension: Recall, discuss and sequence significant details and identify key points of information in text.

Writing:

1. Engagement: Take part in and enjoy writing to communicate with others.

2. Motivation and choice: Choose appropriate tools, content and topics for their own writing and select texts for sharing with others.

5. Vocabulary: Use a more sophisticated range of vocabulary from many sources and explore the aesthetic, creative and imaginative dimensions of language in their writing.

6. Purpose, genre and voice Draw and write with a sense of purpose and audience while creating texts in a range of genres, and develop an individual voice to share their thoughts, knowledge and experiences.