## *Synchro Boy* End of Book Activities

**Another Point of View (Composition – writing processes)**

Synchro Boy is written from Bart’s perspective, using first person point-of-view. Try writing a scene from the novel in Erika’s or another character’s point of view. You can vary the point of view of the narration as well as the point of view character – Synchro Boy is written in first person. You can try writing your scene from second or third person limited or omniscient.

When you’ve drafted your scene, consider: whose point of view do you like best, and why? If you changed the POV of the narration, did you like yours better, or the 1st person narration of the novel? Consider the reasons for your preference.

**Performance Inquiry (Cross-curricular: Drama and English Language Arts)**

Look for artistic swimming clubs in your area, and find out when they are putting on a watershow. Propose an inquiry to pursue as you watch a performance of artistic swimming. You may choose to describe the connection of audience to performer and the performers to each other. Does watching the event in person make any of the descriptions of synchro or Bart’s feelings about the sport more alive? in writing, reflect on what you wondered before the event, and what you felt about it after.

**Land Drill Routine (Cross-curricular: Drama and English Language Arts)**

Choreograph your own land routine – researching the arm movements used to represent different synchro figures and transitions. Choose music with an 8-count beat, and perform your land drill to your chosen music for your peers. After, write an explanation of the significance of your choice in music and movements, and how the two interact.

**Personal Essay (Composition - writing processes)**

Write a personal essay on one of the topics that play an important role in *Synchro Boy*. Personal essays take a journey that follow your inquiry into a topic, weaving your own thoughts, experiences and memories together with facts and history, often resulting in some truth or insight, and further questions.

* Having our sexuality assumed by others based on our interests
* Macho sports culture
* Acceptance of gender expression
* Men in Synchro – (Biography of Bill May, and other sport pioneers)
* Connecting with mentors in a fight for change
* Another compelling topic of your choice (Propose to your teacher first.)

**Pool Inspiration Poem or Flash Fiction (Creative Writing)**

Begin with a timed writing activity. Set a timer for five minutes, and quickly write a list of as many words to do with pools and swimming as you can. When the timer goes, stop writing. Then go through your list and highlight or underline the words that stand out for you most. Write a lyric using these words—it doesn’t have to be about pools or swimming, but you’re just using those words to spark ideas. Your poem may be about another topic, but use swimming or swimming pools as a metaphor.

Alternatively, use the same list activity to gather words that you use in a flash fiction piece – a very short story with a beginning, middle, and an end. Aim for no more than 250 words.

**Text Dialogue (Creative Writing/Literary Studies/New Media/Visual Art)**

*Synchro Boy* includes several text message exchanges between characters, and some tweets. What choices did the graphic designer make for these conversations? How did the visual presentation effect you reading?

How is text conversation different from dialogue? Consider the different ways in which text dialogue could be presented in different literary forms. How would you present a text exchange within a poem? A play – how could you present the text differently from the dialogue in a script to indicate what needs to happen on stage? How might you present text dialogue inside a mixed media visual art piece? A digital art piece?

**Essay – Gender in Sport** **(Critical analysis and reflection)**

Bart is a talented athlete who could go far in a sport that unfortunately limits his participation—he can only swim competitively with females and not other males, and only just recently has his gender been able to compete in an event at the national and international level. What problems arise when a sports organization has rules and processes that are gender biased? What messages are sent to young athletes beyond the basic message that a specific gender can’t play, or can’t compete with their own gender, or at a certain level? Why do you think someone might someone argue that there is a time and place when it’s okay to limit participation? What do you think?