

Y8 Heart of the Matter Creative Challenge Tasks



Vlog

Record your own piece of investigative journalism where you solve a mystery, problem or moral dilemma.

Advert

Produce a marketing advert for a new autobiography by your favourite sporting hero.

Narrative

Compile a list of KS3 autobiographies which the Library should purchase.

Write a short story (one side of A4) titled: "Matters of the heart".

Play script

Write a brief summary for a new film or tv show called "The Heart of the Matter".

Not in my town!

Graffiti: Art or Vandalism?

Watch this
video clip
about
graffiti



Graffiti in my town!

Draw and label the graffiti that has appeared. Where? How visible is it? Has it damaged something of local importance? The person responsible describes themselves as a graffiti artist. What is their message?



Oracy task:

A meeting of the town council has been called to discuss whether or not the graffiti should be removed. In groups, hold the council meeting.

You should take on the following roles:

- Chairperson
- Local resident
- Local business owner
- Art student
- Graffiti artist

Street Art



Banksy

Banksy is a street artist, political activist and film director whose real name and identity remain unconfirmed.

This piece artwork by Banksy shows a rat holding a suitcase with aviator glasses descending or gliding with a parachute. It was painted on a street wall in Melbourne.

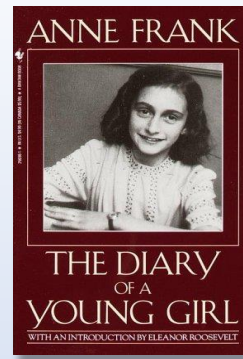
What does Banksy say about rats? 'They exist without permission. They are hated, hunted and persecuted... if you are dirty, insignificant and unloved then rats are the ultimate role model'.

Task: Diary of a parachuting rat

Tell the rat's story. How did his day start? When did things begin to go wrong? Who or what is the rat escaping from? Describe the moment of relief as it realises it has got away. What does the future hold for the rat?

Reading Text: Anne Frank's Diary

Anne Frank (1929-1945), a young Jewish girl, her sister, and her parents moved to the Netherlands from Germany after Adolf Hitler and the Nazis came to power there in 1933 and made life increasingly difficult for Jews. In 1942, Frank and her family went into hiding in a secret apartment behind her father's business in German-occupied Amsterdam. The Franks were discovered in 1944 and sent to concentration camps; only Anne's father survived. Anne Frank's diary of her family's time in hiding, first published in 1947, has been translated into almost 70 languages and is one of the most widely read accounts of the Holocaust.



Dearest Kitty,

My hands are still shaking, though it's been two hours since we had the scare. I should explain that there are five extinguishers in the building. The office staff stupidly forgot to warn us that the carpenter, or whatever he's called, was coming to fill the extinguishers.

As a result, we didn't bother to be quiet until I heard the sound of hammering on the landing (across from the bookcase). I immediately assumed it was the carpenter and went to warn Bep, who was eating lunch, that she couldn't go back downstairs. Father and I stationed ourselves at the door so we could hear when the man had left. After working for about fifteen minutes, he laid his hammer and some other tools on our bookcase (or so we thought!) and banged on our door. We turned white with fear. Had he heard something after all and did he now want to check out this mysterious looking bookcase? It seemed so, since he kept knocking, pulling, pushing and jerking on it.

I was so scared I nearly fainted at the thought of this total stranger managing to discover our wonderful hiding place...

Task 1: Read the extract and highlight/label the main features of autobiographical writing:

- Use of first person
- Anecdote
- Hyperbole/exaggeration
- Carefully selected detail
- Bias/opinion

Task 2: Explain why Anne Frank was afraid.

- Select and analyse three quotations to support your answer

Task 3: Imagine Anne Frank had survived her ordeal, what 3 questions would you like to ask her and why?

Reading Text - Cider with Rosie

Task: In pairs, read the extract from 'Cider with Rosie'.

Look closely at the text from: 'The morning came, without any warning,' to the end.

How do the narrator's thoughts and feelings change?

You should support your answers with quotations.

CHALLENGE +

Analyse the use of language techniques and explore writer's intentions.

Cider with Rosie

The village school at that time provided all the instruction we were likely to ask for. It was a small stone barn divided by a wooden partition into two rooms - The Infants and The Big Ones. There was one dame teacher, and perhaps a young girl assistant. Every child in the valley crowded there, remained till he was fourteen years old, then was presented to the working field or factory with nothing in his head more burdensome than a few mnemonics, a jumbled list of wars and a dreamy image of the world's geography. It seemed enough to get by with, in any case; and was one up on our poor old grandparents.

This school, when I came to it, was at its peak. Universal education and unusual fertility had packed it to the walls with pupils. Wild boys and girls from miles around - from the outlying farms and half-hidden hovels way up at the ends of the valley - swept down each day to add to our numbers, bringing with them strange oaths and odours, quaint garments and curious pies. They were my first amazed vision of any world outside the womanly warmth of my family; I didn't expect to survive it for long, and I was confronted with it at the age of four.

The morning came, without any warning, when my sisters surrounded me, wrapped me in scarves, tied up my bootlaces, thrust a cap on my head, and stuffed a baked potato in my pocket.

'What's this?' I said.

'You're starting school today.'

'I ain't. I'm stopping 'ome.'

'Now, come on, Loll. You're a big boy now.'

'I ain't.'

'You are.'

'Boo-hoo.'

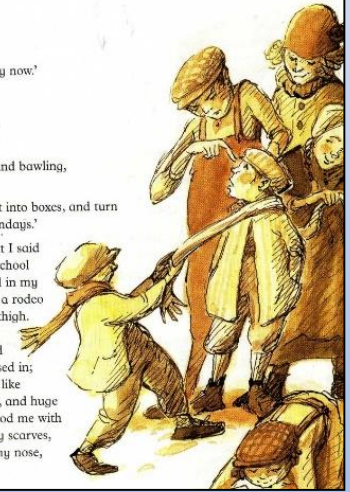
They picked me up bodily, kicking and bowling, and carried me up to the road.

'Boys who don't go to school get put into boxes, and turn into rabbits, and get chopped up Sundays.'

I felt this was overdoing it rather, but I said no more after that. I arrived at the school just three feet tall and fatly wrapped in my scarves. The playground roared like a rodeo and the potato burned through my thigh.

Old boots, ragged stockings, torn trousers and skirts, went skating and skidding around me. The rabble closed in;

I was encircled; grit flew in my face like shrapnel. Tall girls with frizzled hair, and huge boys with sharp elbows, began to prod me with hideous interest. They plucked at my scarves, spun me round like a top, screwed my nose, and stole my potato.



Reading task - 'Cider with Rosie' extract

Evidence from the text How do the narrator's thoughts and feelings change throughout?	CHALLENGE + Analyse the impact of devices/key language
'sisters surrounded me'	Verb 'surrounded'
'...thrust a cap on my head, and stuffed a baked potato in my pocket.'	Verbs 'thrust' and 'stuffed'
'I ain't. I'm stopping 'ome.'	Use of first person
'They picked me up bodily, kicking and bawling...'	Verbs 'kicking' and 'bawling' Adverb 'bodily'
'I said no more after that.'	Use of first person
'The playground roared like a rodeo.'	Simile 'like a rodeo'
'The rabble closed in; I was encircled; grit flew in my face like shrapnel.'	Collective noun 'rabble' Smile 'like shrapnel'
'...began to prod me with hideous interest.'	Verb 'prod' Adjective 'hideous'
'stole my potato'	Verb 'stole'

Vocabulary challenge!

Use these key words in your analysis:

Stubborn
Obstinate
Uncooperative
Nervous
Protesting
Resigned
Intimidated
Anxious
Curiosity
Sympathy
Claustrophobic
threatening



Cider with Rosie

How do the narrator's thoughts and feelings change?

SUCCESS CRITERIA

Challenging

- ✓ Write about at **least 8 quotations**
- ✓ Use the PEE structure and use a range of connectives 'Next...', 'Then...'
- ✓ **Use ' and ' around quotations** from the poem
- ✓ After each quotation, **explain** what the quotation means

The narrator thinks... because... which shows
The boy feels... because... which shows...

More Challenging

- ✓ Give personal responses. **'This would make the reader think/feel/consider...'**
- ✓ Comment on the impact **of language or literary techniques** such as personification, metaphor, verb choice...

The writer uses... to show that the boy feels..
because... The verb "..." shows

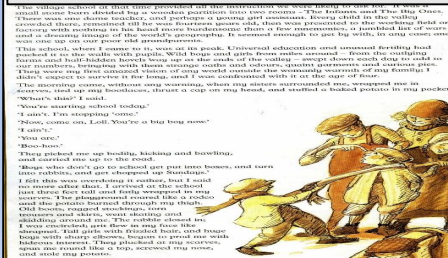
Most Challenging

- ✓ Discuss **the writer's intentions**. 'The writer wants us to consider...'
 Remember writing at the highest level will be confident, fluent and well-argued (moving away from the PEE grids).

The writer wants the reader to consider... because...

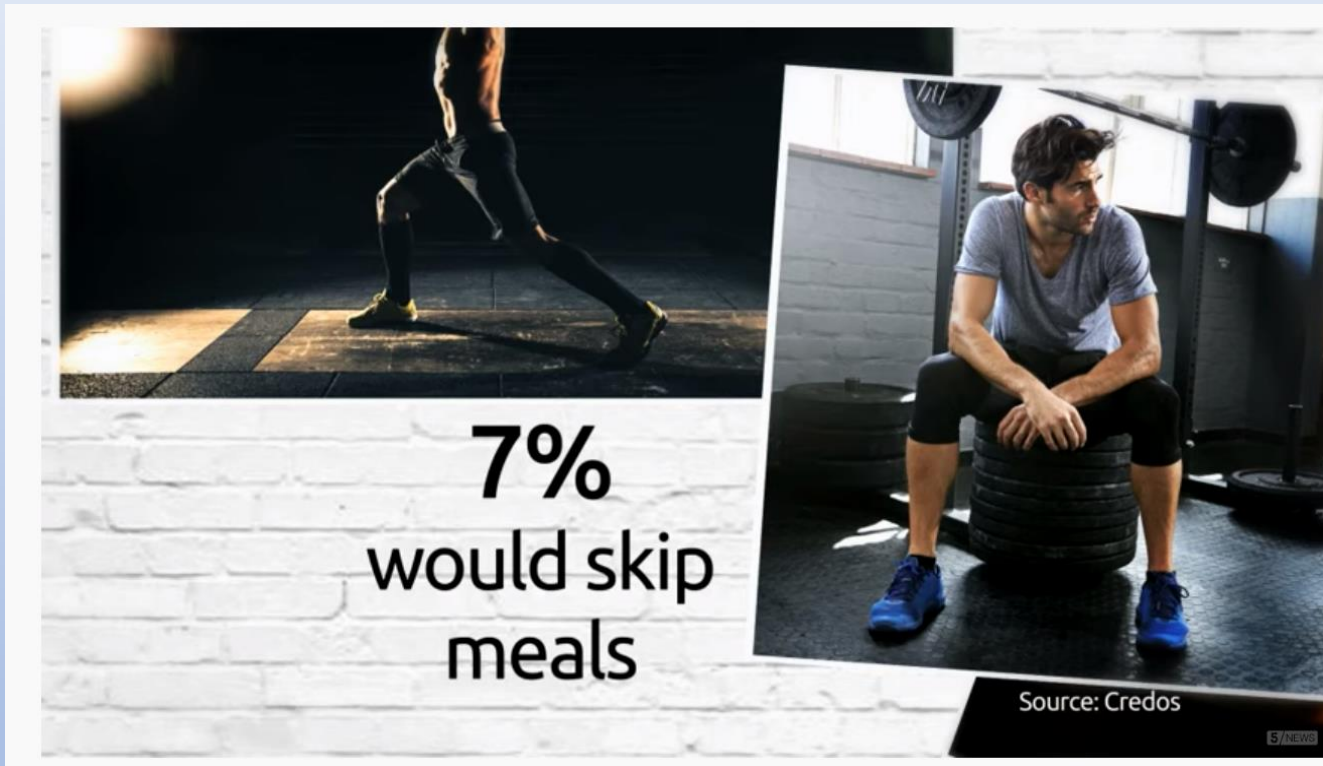
Useful key words

stubborn
 obstinate
 uncooperative
 nervous
 protesting
 resigned
 intimidated
 anxious
 curiosity
 sympathy
 claustrophobic
 threatening
 traumatised
 obeyed
 boisterous



Body image – boys

Watch the clip and complete the Active Viewing Sheet on "Why Body Image has become such a problem for Boys".



<https://www.youtube.com/watch?v=KF7Otqvlsv8>

'Social media places too much pressure on teenagers to achieve the perfect body.' Write a persuasive speech for a KS3 assembly, giving your point of view.



Intro – State your opinion – do you agree with the statement?



Idea 1 – Intro/overview of body image issues



Idea 2 - Celebrities on Instagram/influencers and product endorsement etc.



Idea 3 - Pressure from airbrushed images



Idea 4 - Different pressures for boys and girls



Conclusion – Offer advice to your peers on body confidence etc.

Language features to include:

- Direct appeal (you)
- Rhetorical questions (Did you know...?)
- Statistics and research
- Tripling
- Facts and opinions
- Expert opinions

Success Criteria:

- Write in the first person
- Adopt an engaging tone – express your opinions and address the title throughout
- Aim to write 4 paragraphs with a brief introduction and conclusion
- Include a range of language techniques (see list above)
- Use adverbs to emphasise points. E.g. surely, obviously, importantly etc.