

Book Title: 'Skills from Brazil'



This list of activities is designed to offer ideas for use with *Skills from Brazil* by Dan Freedman and it is intended to cover a half term period. Most of these activities will require pupils to build up their work over two to three lessons and this is why we have entitled the individual components as a numbered 'Activity' rather than a 'Lesson'.



**Before the packed stadiums.
Before he became a huge star.
Jamie Johnson had to learn from the best.**

Jamie is the top player at his school but there's something missing from his game. He needs that bit of extra flair. He wants that touch of magic. Can the once-in-a-lifetime chance to train on the beaches of Brazil give Jamie the skills he needs to become a legend?



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DAN FREEDMAN

SKILLS FROM BRAZIL




"A great story about the true magic of football" - **LUCIO**
- Brazilian football legend



Skills from Brazil

Jamie Johnson's going to learn from the best

DAN FREEDMAN

Activity 1	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
<p>The Warm Up!</p>	<p>To explore and predict possible outcomes for characters and themes within <i>Skills from Brazil</i>.</p> 	<p>Pupils can explore the initial clues and make predictions as to possible outcomes within <i>Skills from Brazil</i>. Pupils will collaborate in pairs to compile predictions prior to reading the text, which they can justify orally or through evidence to the previous books <i>World Class</i> and <i>Final Whistle</i>.</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> ▪ develop an appreciation and love of reading ▪ making inferences and referring to evidence in the text ▪ studying setting, plot, and characterisation, and the effects of these <p>Differentiation: Scaffolding of questions using Blooms’; Provision of question stems for less able; Oral scaffolding in the prediction task;</p>	<p>The Warm Up! Pre reading activities: <i>Obviously these will depend on whether pupils have read the previous books in the Jamie Johnson series.</i></p> <p>Show pupils the cover of the book. Ask pupils what the cover tells them about the content of the book. Why did Dan Freedman choose to present the book cover in this way? What does the blurb tell you?</p> <p>Explore the comments from famous footballers on the front cover and inside of the book and discuss their expectations of the novel in the light of these comments:</p> <p>“A great story about the true magic of football.’ Lucio (Brazilian football legend)</p> <p>“You’ll read this and want to get out there and play” Steven Gerrard</p> <p>“An inspiring read for all football fans” Gary Lineker</p> <p>“If you like football, this book’s for you” Frank Lampard</p> <p>“Jamie could go all the way” Jermain Defoe</p> <p>“I love reading about football and it doesn’t get much better than this” Joe Hart</p>	<p>Feedback from peers on responses to their own questions.</p> <p>Pupils’ predictions to be used as a reflection point as the reading of the novel progresses.</p>

		<p>Character and focus of prediction in the task.</p>	<p>What effect does the quotation from Lucio have on the reader?</p> <p>If pupils had written their own book, who would they like to endorse it and why?</p> <p>Show pupils the opening section of text that starts, '<i>A press conference is being held at Hawkestone United...</i>'</p> <p>Using 'Think, pair, share' strategy, pupils begin working in pairs and discuss who might be the manager in question? What are the clues here? What themes might be running through this novel? Utilise the Blooms' Taxonomy stems of questions to challenge all learners.</p> <p>If the earlier books have been read pupils can then speculate as to what might happen in the book for the author to start in the present and then flashback to the past. What could be the chain of events about to unfold (Discuss flashback and flash forward as authorial techniques)</p> <p>Pupils then share their ideas in small groups giving justification for their thoughts through their knowledge of the earlier texts.</p> <p>If pupils have read the earlier Jamie Johnson books, they could make their own specific predictions as to what happens to Jamie, Jack, Jamie's Dad and Jamie's Mum or any other character(s) you select for them. E.g. One small group focuses on Jamie, one on Jack etc. These should be shared with the rest of the class and justifications or evidence from '<i>Final Whistle</i>'</p>	
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			<p>or the other novels, given for these predictions.</p> <p>Predictions should be recorded so that pupils can compare these predictions to the actual events in the book / comment on effectiveness of actual over their own predictions. Keep a note of all pupils' predictions so that you can use this to instigate discussion during reading activities.</p>	
Activity 2	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
Researching Dan Freedman	<p>To explore a writer's motivation.</p> <p><i>*Only complete this task if this has not been completed for Dan's previous books.</i></p>	<p>Pupils can explore a writer's motivation by researching the purpose and context of the writing.</p> <p>Pupils can collaborate in groups to research, select and present appropriate information to engage and entertain readers of a specific age.</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> ▪ develop an appreciation and love of reading ▪ knowing the purpose, audience for and context of 	<p>If this has not been completed previously pupils could conduct their own research into Dan and his whole career as a writer. <i>The nature of this task and its outcomes will of course depend on the extent of pupils' previous research on Dan.</i></p> <p>Pupils should begin by thinking in pairs and sharing as a group their research questions, i.e. What specifically do they want to find out about Dan that reveals his motivation for writing. Once the questions have been decided they can begin their research (small group or pair dependent on the class). The research could be collated and shared via envoy groupings for example.</p> <p>It might be useful to direct pupils to Dan's own webpage:</p>	Peer assessment of the completed based on appropriateness of the presentation of information for a specific audience in terms of language, appeal and level of content.

the writing and drawing on this knowledge to support comprehension

Differentiate through:
Resources to complete the task e.g. ICT, paper based, recording, video.
Strategies to complete the task e.g. group or paired research.
Pairings/groupings of pupils;
Scaffolding of questions using Blooms';
Provision of question stems for less able;
Oral scaffolding in the prediction task;
Character and focus of prediction in the task.

* Additional challenge:
Pupils could explore the extent to which Dan's interests and career have influenced his writing of *Skills from Brazil?* Is Jamie really a reflection of Dan's own ambitions? Pupils could track this throughout reading activities and produce their own-evidenced based opinion.

<http://www.dantheauthor.co.uk/home.html>

Another useful source is to watch interviews that Dan has given about his work e.g. Espirit Sport Academy
<http://www.youtube.com/watch?v=FeSJB-znlkg>.

Once the information is gathered pupils should now select the information to create their own collection of information on Dan Freedman. This could be an App, a website page or Facebook page (can be paper based). For all of these the pupils should create the information to be appealing for another person of your own age. The App or website/Facebook page could also be about Jamie Johnson (the footballing star of the books) if preferred. **If pupils wish, they could create their work on an author or a sportsperson of their choice.

These websites can be used to create Apps: www.appmakr.com/
<http://www.createfreeiphoneapps.com/> www.theappbuilder.com/

You should make your App as imaginative and exciting as possible, so that other pupils are inspired to read Dan's books.

When pupils have completed their App or Website or Facebook page, other pupils should test it out for and give feedback as to its appearance and interest value.

Once pupils are satisfied with their work, these could be sent to Dan via his website – he's always delighted to see these.

Activity 3	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
<p>I have a dream!</p>	<p>To evaluate a range of persuasive writing techniques. To utilise a range of persuasive techniques to achieve a specific purpose.</p>	<p>Pupils can evaluate a range of persuasive writing techniques.</p> <p>Pupils can utilise a range of persuasive techniques to achieve a specific purpose.</p> <p>Curriculum links:</p> <p>Pupils understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> ▪ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries ▪ making inferences and referring to evidence in the text ▪ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension 	<p><i>"This, for me, is a dream come true."</i></p> <p>This statement from the preface is clearly one character's dream come true, to be manager of Hawkestone United. Discuss: Whose dream might this be? Why? Pupils should record their predictions for later comparison.</p> <p>Pupils will now be considering what their own dreams might be – use Talk Partners to discuss for two minutes.</p> <p>If not previously utilised, use an extract of Martin Luther King's 'I have a dream' speech and a clip of this speech (https://www.youtube.com/watch?v=HRIF4WzU1w) to explore and evaluate the impact of rhetorical devices in formal speech. Initiate the activity by modeling on IWB. Negotiate the success criteria for the lesson in terms of identifying specific rhetorical devices and evaluating their impact.</p> <p>Pupils should experiment with the tone, pace and emotion of extracts of the speech to evaluate its impact on the listener. Pupils should also be given the opportunity to explore the SMSC aspects of the speech.</p> <p>Pupils will be utilising their findings to complete a motivational speech within the</p>	<p>Self-assessment: Pupils use the negotiated success criteria to evaluate their progress and set themselves targets for the next activity.</p>

		<ul style="list-style-type: none"> ▪ checking their understanding to make sure that what they have read makes sense. ▪ read critically through: ·knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning <p>Differentiate through: Pairings and groupings; Resources to complete the task e.g. scaffolds to support understanding of rhetorical devices.</p> <p>*Additional challenge: Pupils could complete and perform their own '<i>I have a dream ...</i>' speech on a topic of their choice for presentation to an adult audience e.g. Head teacher, governor.</p>	<p>next activity.</p>	
Activity 4	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)

<p>Motivating the team!</p>	<p>To evaluate a range of devices used within motivational speeches.</p> <p>To incorporate a range of devices to create their own motivational speech.</p>	<p>Pupils can evaluate a range of devices used within motivational speeches.</p> <p>Pupils can incorporate a range of devices to create their own motivational speech.</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> ▪ using Standard English confidently in a range of formal and informal contexts, including classroom discussion ▪ giving short speeches and presentations, expressing their own ideas and keeping to the point ▪ participating in formal debates and structured discussions, summarising and/or building on what has been said <p>Differentiate through: Pairings and groupings; Provision of a range of linguistic conventions to incorporate into speech;</p>	<p>The manager of Hawkestone United (whoever they might be!) will want their team to do well. All football managers will try to inspire their teams to do well through motivational speeches before a match.</p> <p>As a warm up, pupils could watch these clips of football managers (available on YouTube) Hugh Laurie https://www.youtube.com/watch?v=5_IQVvP9j9g ; James Cordon meets the England team for Comic Relief 2011 https://www.youtube.com/watch?v=Uq_cwwWcyqQ (Start from 1.56 mins into the video. Please check before showing to pupils to ensure you are satisfied that its content is appropriate for your class)</p> <p>These are parodies of football managers' behavior and speeches. Or they could listen to Churchill's '<i>We shall fight them on the beaches</i>' broadcast: https://www.youtube.com/watch?v=Tq_Rsb8KoKo</p> <p>Encourage pupils to evaluate a video text as a written text in terms of the shape and structure of the ideas and material.</p> <p>Revisit the rhetorical devices used in the previous learning activity. Pupils incorporate these into a motivational speech for the players or a parody for comic effect (Obviously any sporting team can be used here). Pupils could work with talk partners to compile and rehearse their speeches before presentation and feedback to the class.</p> <p>Pupils will need to be reminded of the range of linguistic conventions of writing to</p>	<p>Peer and self assessment on the using the success criteria for rhetorical devices agreed as a class.</p> <p>Encourage pupils to evaluate a video text as a written text in terms of the shape and structure of the ideas and material.</p>
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		<p>Use of persuasive toolkits – differentiate as appropriate. (see attached toolkits) Choice of task; Resources to complete the task e.g. recording.</p> <p>* Additional challenge: pupils work independently and complete a formal speech in Standard English utilising the full range of rhetorical devices designed to motivate any team, group of people, country etc.</p>	<p>motivate (or to persuade) which can then be used to negotiate class success criteria for peer assessment.</p> <p>All presentations given should have the opportunity for peer assessment and constructive feedback.</p> <p>*Pupils will need to use these persuasive techniques later on to persuade other people to read <i>Skills from Brazil</i>.</p>	
Activity 5	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
What makes you so special?	<p>To identify and evaluate the author's use of humour.</p> <p>To incorporate humour into writing in a mature style.</p>	<p>Pupils can identify and evaluate the author's use of humour within his writing.</p> <p>Pupils can incorporate humour into their own writing in a mature style</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> ▪ making inferences and referring to evidence in the text ▪ knowing the purpose, audience for and context of the writing and drawing on this 	<p><i>'What makes you so special?'</i></p> <p>Through pages 3-7, Dan Freedman uses humour to demonstrate Jamie's relationship with his teacher Mr Pratley. Dan loves to use humour in his writing and on his website he has compiled an advice sheet on incorporating humour into writing which would be useful to share with pupils.</p> <p>How many pupils feel they've been in a similar situation? Explore the cartoon on page 55:</p>	<p>Peer assessment on the impact of the humour on the reader.</p>

- knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense.
 - read critically through: ·knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning

Differentiate through: Pairings and groupings, use of Dan's guidance on using humour, examples of exaggeration, hyperbole for pupils to utilise.

Pratley Vs Jamie



Is this right, Jamie?

Discuss the way Dan uses humour in this instance within groups and then as a whole class. Pupils could then complete a short, written response to explain how Dan uses humour to describe Mr Pratley. How does Dan want the reader to feel about Mr Pratley? Swap with partners to see if they agree.

Pupils should predict the ways that Jamie might try and get his own back on Mr Pratley.

This work should be saved for reference to further incidences of humour against Mr Pratley later in the text and for pupils to test out their predictions.

* **Additional challenge.** Pupils could adopt Dan's style and complete their own piece of humorous writing about their behavior towards a teacher (imagined!). Share with a partner and evaluate the impact of the

			humour.	
Activity 6	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
Bringing grammar and punctuation to life.	To use grammar and punctuation effectively to create the speed, dialogue and action within a football match (or game, event of their choice)	<p>Pupils can use grammar and punctuation effectively to create the speed, dialogue and action within a football match (or game, event of their choice)</p> <p>Curriculum links:</p> <p>As set out in the English Appendix 2 to the key stage 1 and 2 programmes of study. Consolidate and build on their knowledge of grammar and vocabulary at ks3 through:</p> <ul style="list-style-type: none"> ▪ <input type="checkbox"/> extending and applying the grammatical knowledge within the programmes of study to analyse more challenging texts ▪ studying the effectiveness and impact of the grammatical features of the texts 	<p>Grammar and punctuation in context.</p> <p>Read the section on the school football match between pages 9-19. Discuss the ways in which Dan Freedman uses grammar and punctuation within his sentences to create the speed, dialogue and action within the match.</p> <p>Negotiate the punctuation and grammar features you want to see within pupils' writing (Differentiate as appropriate). This will provide the success criteria for the final outcome. Phil Beedle's <i>Literacy through football</i> might be useful as a kinaesthetic activity for this exercise. Similarly, Kung Fu punctuation might be useful if not previously used.</p> <p>Pupils could practice this use of grammar and punctuation to create this effect by first watching a section of a match commentary and then orally rehearsing a short commentary of their choice (any sport, any team, any event). This commentary could then be transcribed ensuring that the grammar and punctuation are used appropriately to capture the excitement and</p>	<p>. Self and peer assessment as per negotiated criteria for the focus of the grammar and punctuation work.</p>

they read

- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects

Differentiate through:
Pairings, groupings;
Choice of task;
Strategies to complete the task e.g. use of VCOP grids, punctuation pyramids.

action within the event under commentary.

Pupils could peer (or self) assess work against the success criteria negotiated earlier in this activity.

* Additional challenge: Pupils create their own actions to accompany punctuation and compile a guide book for younger pupils.

Points for discussion during reading:

- ✚ What makes you special as an individual? Encourage pupils to consider that everybody has unique aspects and assets as an individual. No two people of the same nationality, race and religion are the same. Why is stereotyping unfair?
- ✚ Focusing on the text on page 12, why is Jamie still worried about Pratley?
- ✚ Focusing on the text on page 16, what do you want from life and how are you going to get it?
- ✚ Focusing on the text on page 17, what do we expect from a Brazilian football player? Refer back to the earlier discussion on individuality.

Activity 7	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
<p>The world capital of football!</p>	<p>To complete an information text on Brazil.</p>	<p>Pupils can complete an information text on Brazil in a medium of their choice.</p> <p>Curriculum links:</p> <p>Writing for a wide range of purposes and audiences including:</p> <ul style="list-style-type: none"> ▪ well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing ▪ a range of other narrative and non-narrative texts, including arguments, and personal and formal letters ▪ summarising and organising material, and supporting ideas and arguments with any necessary factual 	<p><i>'The world capital of football... Brazil'</i></p> <p>Refer back to or initiate discussion on stereotyping. What do we expect from a Brazilian footballer? Why is this? What do we know about Brazil?</p> <p>Pupils engage in independent research within small groups on a given aspect of Brazil e.g. history, culture, towns and cities, sporting achievements taking notes to compile an information text or documentary for visitors to the country during the World Cup.</p> <p>Or, if this is completed after the World Cup, it could be a visitors guide for future visitors describing / imagining the stadiums and the legacy of the World Cup. This could be achieved as a market place/ world cafe style activity to enable pupils to learn from each other.</p> <p>Documentaries or visual tours could be completed on iMovie or moviemaker with a voiceover if desired. If completed during the World Cup, the focus could be on providing information.</p> <p>If completed after the World Cup, the focus could be on persuading the reader to visit Brazil, rather than providing information.</p> <p>*Additional challenge: Pupils could compile</p>	<p>Peer assessment against the negotiated success criteria for the information text.</p>

		<p>detail</p> <ul style="list-style-type: none"> ▪ applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ▪ Plan, draft, edit and proof-read through: ▪ considering how their writing reflects the audiences and purposes for which it was intended ▪ amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness <p>Differentiate through: Pairs/ groupings; Choice of task; Choice of method to complete the task. Research guidance / notes may be provided for less able.</p>	<p>a documentary critique on the preparations for this world cup (or any other).</p>	
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Discussion activities during reading:

- ✚ At Jamie's school, girls and boys play football in separate teams when they play matches against other schools (p29). Do you agree they should be kept separate or should they be able to play in mixed teams? Is it right that male premier league players earn so much more than female professional footballers?
- ✚ Before reading on discuss, how does the reader expect Rafael de Cruz to look like and how does the reader expect him to behave? Record answers and save for a later activity.

Activity 8	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
<p>Anger spitting like a volcano!</p>	<p>To explore the way that a writer enables the reader to feel empathy for a character and to understand their motivation.</p> <p>To compile and advice sheet.</p>	<p>Pupils are able to describe the way in which Dan Freedman enables the reader to feel empathy for Jamie Johnson and allows the reader to understand his motivation.</p> <p>Pupils are able to compile an advice sheet.</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have 	<p><i>'Anger spitting like a volcano'</i></p> <p>Throughout the Jamie Johnson series of novels, Dan Freedman shows that Jamie has a bad temper! This novel is no different!</p> <p>The first instance we see of Jamie's temper is pages 22-24 when he dreams about the football skills of the new Brazilian boy joining his school. How does this tie in with the stereotyping discussed earlier? Why does this dream put Jamie in such a 'dark mood'? How does Dan Freedman build up the tension here to show Jamie's fears before he even meets the new boy?</p> <p>Jamie <i>'...hated this Brazilian boy before he'd even met him'</i> which is obviously a very strong emotional reaction. Why is his reaction so strong?</p> <p>Pupils could now begin their own anger management chart for Jamie to record how his anger is shown throughout the novel.</p> <p>Examples of Jamie showing his anger: P34:shoving Rafael to the ground P37: Jack exclaims, 'you and your temper'</p>	<p>Peer and self-reflection as to the effectiveness of the tone and language used in the hot seating activity and / or the football psychologist's advice for anger management.</p> <p>Peer assessment as to whether the hot seating activity is a true reflection of that character as per <i>Skills from Brazil</i>.</p>

		<ul style="list-style-type: none"> ▪ read makes sense. ▪ read critically through: ·knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning ▪ studying setting, plot, and characterisation, and the effects of these <p>Differentiate through: Pairings, groupings; Choice of question to answer as a written response; PEE/PEEE or other response scaffolding format; Language of analysis scaffolds.</p> <p>* Additional challenge: pupils could write a written response to explain the methods used by Dan Freedman to build up the tension in this section of text up until the appearance of Rafael.</p>	<p>P62: Jamie clenches his fist when his mum says 'No' to the trip to Brazil. P64-66: Jamie's 'face was bright red with fury' P95: As the Brazilian child was trying to take his top, 'every part of him was ready to fight' P145: Jamie loses his patience with Rafael, 'Jamie began stomping up the beach. His outburst had not soothed his anger, only inflamed it.'</p> <p>P140: As Jamie describes his self loathing '...he felt the anger coming again ... building like a tidal wave' and he kicks the mirror with a 'venomous kick'</p> <p>Pupils could work with a talk partner and take it in turns to act as Jamie and one as Jack (or his granddad) to give him advice as to how to manage his anger. The advice must contain the right tone and language to persuade Jamie that letting the anger get the better of him, is not the best route. Teacher could be hot-seated as Jamie to receive the advice from the pairs of pupils and respond accordingly.</p> <p>Their work must reflect the personality of that character as shown in the book and any additional thoughts, speech and action must fit in with the behaviour already shown in the book.</p> <p>Pupils could begin the activity working in groups to explore a specific character in depth building up a character profile, or their Facebook page to deepen their insight into that character.</p>	
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Pupils could compile a piece of advice for Jamie from a football psychologist's on anger management?

Discussion activities during reading:

- ✚ Read on from page 24 to 25. Discuss how Dan Freedman introduces Rafael. What is the intended effect on the reader?
- ✚ Between pages 27-28. Jamie believes that Pratley had set him up to fail against the Brazilian. What evidence is there for this? Do you think this was Pratley's intention? Justify views.

Activity 9	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
<p>Lost!</p>	<p>To explore the way in which the author creates empathy for a character.</p> <p>To compare the depiction and empathy created for this character to the way in which Jamie Johnson is presented.</p>	<p>Pupils will demonstrate their in depth knowledge of a character, by comprising a piece of narrative from that character's viewpoint.</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> ▪ studying setting, plot, and characterisation, and the effects of these ▪ Writing for a wide range of purposes and audiences including: ▪ well-structured formal expository 	<p><i>'He really felt for him'</i></p> <p>Between pages 36 – 58 Jamie changes his feelings towards Rafael. In talk partners, pupils could discuss an instance where their first feelings or impressions of someone were proved incorrect.</p> <p>Within pairs or groups, pupils should explore the specific points created by Dan Freedman that show these changes in feelings. These could include:</p> <p>P36: <i>'He really felt for him'</i></p> <p>P37: <i>Jamie realises that Rafael is 'Lost'. Jamie isn't lost – he has his granddad Mike – see p43</i></p> <p>P41: <i>Jamie is struck by the fact that Rafael didn't react or seem affected or '...whether</i></p>	<p>Peer assessment as per the success criteria they negotiate at the start of the activity.</p> <p>Is the written outcome a true reflection of that character as per <i>Skills from Brazil?</i></p> <p>Does the pupil's own piece of writing engage the reader's empathy?</p>

and narrative essays, stories, scripts, poetry and other imaginative writing

- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- Plan, draft, edit and proof-read through:
- considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- using Standard English confidently in a range of formal and informal contexts, including classroom discussion

this was a good or bad thing.'

P49: Jamie's reaction when he hits Rafael with a ball.

P49-52: Jamie tries to help Rafael when other boys tease him.

Written activities could include:

1. A first person narrative written from Rafael's point of view about feeling 'lost' incorporating all of the key points in the novel so far.
2. A first person narrative written from the pupil's own point of view about a time they felt 'lost'.

*Additional challenge: Pupils could write a comparison between the way that Dan Freedman presents Jamie and creates empathy for him and the way in which he engages the readers' feelings towards Rafael.

		<ul style="list-style-type: none"> giving short speeches and presentations, expressing their own ideas and keeping to the point participating in formal debates and structured discussions, summarising and/or building on what has been said 		
Activity 10	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
Eradicating bullying!	<p>To explore the representation of bullying within the text in relation to a specific character.</p> <p>To explore solutions to bullying through spoken and written activities.</p>	<p>Pupils can explore and comment on the representation of bullying within the text in relation to a specific character.</p> <p>Pupils can articulate solutions to bullying through spoken and written activities.</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> studying setting, plot, and characterisation, 	<p><i>'Was there ever bullying when you were at school?'</i></p> <p>Jamie realises that other boys are picking on Rafael as he's seen as different and 'weird' and asks Mike if there was ever bullying when he was at school.</p> <p>Jamie himself was picked on for being 'ginger' and this has made him very aware of the way that bullies behave. On page 44, Jamie asks his granddad Mike, 'Was there ever bullying when you were at school?'</p> <p>Discuss: Why do bullies behave the way</p>	Peer assessment on presentations / speeches.

		<p>and the effects of these</p> <ul style="list-style-type: none"> ▪ Writing for a wide range of purposes and audiences including: ▪ well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing ▪ applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ▪ Plan, draft, edit and proof-read through: ▪ considering how their writing reflects the audiences and purposes for which it was intended ▪ amending the vocabulary, grammar and structure of their writing to improve its coherence and 	<p>they do? Why might they bully someone? How should they best be dealt with to ensure there is no bullying in a school/academy? Relate to own school /academy policy.</p> <p>Imagine an incident where another pupil or group of pupils bullies a pupil. Pupils could role-play how they would deal with this as the Head teacher /Principal.</p> <p>Individually all pupils could write a speech to the governing body of the school / academy stipulating the way that bullying can be eradicated within their school / academy. Negotiate success criteria as a class including rhetorical devices to be included. This could be performed to the class acting in role as governors/ or to the Head teacher.</p> <p>To take the formality one step further, in groups, pupils could prepare the speech for the Education Minister or the Prime Minister to demonstrate how their school / academy has dealt with bullying.</p> <p>Pupils could compile a documentary on the way that their Head teacher / Principal has ensured that the school / academy does not allow any bullying that could be used for television viewing or as guidance to other schools. Groups of pupils to be assigned different roles in a mantle of the expert activity to complete the task.</p>	
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		<p>overall effectiveness</p> <ul style="list-style-type: none">▪ using Standard English confidently in a range of formal and informal contexts, including classroom discussion▪ giving short speeches and presentations, expressing their own ideas and keeping to the point▪ participating in formal debates and structured discussions, summarising and/or building on what has been said <p>Differentiate through: Pairs/ groupings; Choice of task; Choice of method to complete the task. Research guidance / notes may be provided for less able.</p>		
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A quick activity! This activity is designed to provide an opportunity for pupils to practice their persuasive skills.

A quick game!

Once Jamie and Rafael become good friends, they spend a lot of time playing *Soccer Manager*.

Pupils could devise their own game and compile an advert to sell this game to a games company utilising the persuasive skills they have been practising in earlier activities.

Activity 11	Learning Objective	Success Criteria	Lesson activities	Assessment (How will progress be measured?)
<p>To shake or not to shake?</p>	<p>To explore the features of news reporting.</p> <p>To incorporate the features of news reporting within writing/ presentation.</p>	<p>Pupils can explore the features of news reporting and comment on the impact on the reader / viewer.</p> <p>Pupils can incorporate the features of news reporting within writing/ presentation.</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> ▪ drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects ▪ Writing for a wide range of purposes 	<p><i>'Never wind up your opponent...'</i></p> <p>A handshake between opposing captains is the customary and dignified procedure before starting a football match, <i>'to pretend they were best friends.'</i> For Jamie and Pratley, this is quite a difficult task given their feelings for each other – see page 46. Jamie considers tickling the inside of Pratley's hand but remembers Mike's advice, <i>'always stand up for yourself, but never wind up your opponent, it only gives them more incentive to beat you.'</i></p> <p>Sometimes, footballers do not listen to advice. Watch the You Tube clip of Louis Suarez refusing to shake the hand of Patrice Evra in February 2012: https://www.youtube.com/watch?v=8CfEJVL0SmY</p> <p>Pupils could watch the clip without audio and then compile and perform their own</p>	<p>The negotiated success criteria can be used as a peer /self-assessment opportunity for the spoken and written activities.</p>

		<p>and audiences including:</p> <ul style="list-style-type: none"> ▪ well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing ▪ applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ▪ Plan, draft, edit and proof-read through: ▪ considering how their writing reflects the audiences and purposes for which it was intended ▪ amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness 	<p>commentary in pairs in the style of a typical football commentary or as a parody (there are commentaries from football pundits available on line to watch afterwards for comparison purposes).</p> <p>Pupils could then watch this clip that details further incidents in this particular match between Suarez and Evra: https://www.youtube.com/watch?v=spLQumAYrFE</p> <p>Kenny Dalglish, Liverpool manager at the time loses his cool with the Sky Sports interviewer: https://www.youtube.com/watch?v=u-LlwzIFhkA</p> <p>Sir Alex Ferguson calls Suarez a 'disgrace' https://www.youtube.com/watch?v=Ux4a4yrgfMw</p> <p>Pupils complete news report / or television news report on the events of this match first as a spoken activity and then in writing in a news recount. Pupils should be given the opportunity to negotiate the success criteria for the task depending on the focus e.g. use of formal English in a news report, use of tone and emotion to engage the viewer for the spoken activity and features of news recount and punctuation and grammar for the written activity. The negotiated success criteria can then be used as a peer /self-assessment opportunity.</p>	
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A quick activity!

A quick activity in between reading.

If pupils have read other books in the Jamie Johnson series they will know about 'football computer' in Jamie's head. On page 48, Dan Freedman describes the football computer in Jamie's and he also seems to have a 'commentator in his head'.

Pupils could utilise their mathematical skills to draw a diagram showing angles and projectiles for particular shots in the way that a football computer might calculate these.

Discussion points from reading:

- ✚ Read pages 54-58 where Jamie and Rafael are building up their relationship. How do they learn to trust each other?
- ✚ Rafael loses his stutter. Why?
- ✚ Read up to page 62 where Jamie overhears Bernard talking about the trip to Brazil? Would pupils have listened or would they have interrupted? Why?
- ✚ Read up to page 66 where Jamie is upset that his mum won't let him go to Brazil with Bernard and Rafael. How does Mike calm Jamie down?
- ✚ Read pages 68-9 where the reader finds out why Rafael has a stutter? How does this make the reader feel towards him? Why?

Activity 12	Learning Objective	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
<p>The boy has a dream!</p>	<p>To explore a character's motivation.</p>	<p>Pupils can engage in role-play to demonstrate a character's motivation.</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> ▪ improvising, rehearsing and performing play scripts and poetry 	<p><i>'The boy has a dream'</i></p> <p>Read up to p70. Before reading pages 71-73 facilitate group discussion based on the fact that Jamie's mum Karen does not want Jamie to go to Brazil. How would they persuade their mum/dad/carer to let them go to Brazil if the opportunity arose? Remind pupils of their earlier persuasive</p>	<p>Peer assessment on the effectiveness of their partner's use of language and coherence to the presentation of that character within the text.</p>

		<p>in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p> <ul style="list-style-type: none"> studying setting, plot, and characterisation, and the effects of these <p>Differentiate through: Pairs/ groupings; Choice of task; Choice of method to complete the task.</p>	<p>work.</p> <p>In talk partners pupils could act this out in role and take turns to try and persuade their partner that they should be allowed to go to Brazil. Pupils should then evaluate how effective their own and each others' persuasive techniques have been. How could they have improved their powers of persuasion?</p> <p>Revisit persuasive techniques for speech and writing. These will be required for later activities.</p> <p>What do pupils think will happen next? How does Mike persuade Karen to let Jamie go to Brazil with Rafael?</p>	
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Discussion point from reading:

✚ On page 75 Jamie wonders, 'When does it become too late for your dreams to come true? Facilitate class discussion around this question. Is it ever too late?

Activity 13	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
Brilliant books!	To redraft written work for a specific audience.	<p>Pupils can redraft and adapt their earlier work to suit a younger audience.</p> <p>Curriculum links:</p>	<p><i>'Mike Johnson's brilliant book of Brazilian knowledge'</i></p> <p>As Jamie leaves for Brazil, Mike gives him his 'brilliant book of Brazilian knowledge'</p>	Feedback from younger pupils as to the usefulness of the book.

		<ul style="list-style-type: none"> ▪ writing for a wide range of purposes and audiences ▪ considering how their writing reflects the audiences and purposes for which it was intended ▪ plan, draft, edit and proof-read through: ▪ amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness <p>Differentiate through: Pairs/ groupings; Choice of task; Choice of method to complete the task.</p>	<p>(p77), which contains all of the information Jamie needs to know about Brazil. Pupils could compare these books with the information they researched on Brazil earlier to see which they prefer and why.</p> <p>For this activity pupils could also read ahead on pages 107-111 where Mike describes <i>The legends of Brazilian football</i>. Pupils should also include a section on footballing legends within their work.</p> <p>Pupils can now adapt the material into an iBook or an eBook for their peers or younger pupils to get them interested in Brazil. These can then be shared with younger classes for feedback and evaluation.</p> <p>*Additional challenge: If desired, pupils could choose one of the footballing legends (e.g. Pele, Lucio) and compile their autobiography for an audience of their peers or slightly younger pupils.</p> <p>Alternatively pupils could explore the role of women in football and complete an autobiography on a female player of their choice.</p>	
Activity 14	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
The Beach	To explore and retrieve appropriate information	Pupils can explore and retrieve appropriate	<i>Part Two: The Beach</i>	As a class negotiate the success criteria for an

	<p>within research activities.</p> <p>To select appropriate material for inclusion in an information text, iBook or eBook.</p>	<p>information within research activities.</p> <p>Pupils can select appropriate material for inclusion in an information text, iBook or eBook.</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> ▪ making inferences and referring to evidence in the text ▪ summarising and organising material, and supporting ideas and arguments with any necessary factual detail ▪ writing for a wide range of purposes and audiences ▪ considering how their writing reflects the audiences and purposes for which it was intended ▪ plan, draft, edit and proof-read through: ▪ □amending the vocabulary, grammar and structure of their writing to improve its coherence and overall 	<p>Read pages 88-92. Despite the sweltering heat on the Brazilian beach, Jamie insists on wearing his Hawkestone United top, as it one of his superstitions to bring him good luck. What do pupils think might happen to his Hawkestone top?</p> <p>Facilitate class discussion to explore superstitions pupils' knowledge of superstitions. What superstitions do they have themselves?</p> <p>Pupils could then research a range of superstitions online and compile an information book on superstitions either as a Word document, an iBook or eBook. The guide book should contain the history and origin of various superstitions, sportsmen and women, celebrities and historical figures who</p>	<p>information text. Pupils can self or peer assess accordingly.</p>
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		effectiveness Differentiate through: Pairs/ groupings; Choice of task; Choice of method to complete the task.		
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Discussion points from reading:

- ✚ Read page 93, the description of the favela. How does Dan Freedman create the reader's empathy for these children?
- ✚ A key theme running through the novel is 'difference'. Rafael tells Jamie that the Brazilian children are 'just interested in you because you are different'. Discuss with the class: What makes someone different?
- ✚ Between pages 97-98, Dan Freedman gives a description of El Mestre, the Master. What impression does this description give the reader of El Mestre?
- ✚ How does Jamie feel about playing without any boots on p101? Would you feel the same? Why?
- ✚ Jamie meets Rosaria on pages 112-5 and starts to learn to dance. What does this have to do with football?

Activity 15	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
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Street kids	<p>To explore the reality of life for Brazilian street children.</p> <p>To actively promote pupils' SMSC development.</p>	<p>Pupils can explore the reality of life in Brazil through close reading of the text.</p> <p>Pupils can extend their SMSC development through creating empathy for the street children within their own writing.</p> <p>Curriculum links:</p>	<p>Read up to page 122 where Jamie sees the poor children playing football in the street. Rafael says that it is not safe for Jamie to play. Jamie questions Rafael as to why there are lots of rich people in houses, '...then why do those kids have to play ... like that?</p> <p>Pupils could view the images on the PowerPoint attached (or images or resources of your choosing before reading on. Use the images as a basis for discussion to develop pupils' SMSC skills.</p>	<p>As a class negotiate the success criteria for the activity including grammar and punctuation features. Pupils can self or peer assess accordingly.</p>
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		<ul style="list-style-type: none"> ▪ applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ▪ writing for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> ▪ stories, scripts, poetry and other imaginative writing ▪ plan, draft, edit and proof-read through: ▪ considering how their writing reflects the audiences and purposes for which it was intended ▪ amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness ▪ paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the 	<p>What is life like for these children? How does the reality of life for them compare with the way that we perceive Brazilian football stars? How would children like these ever become football players or fulfil any other dreams they may have? How did Lucio (see Activity 1) achieve his dreams?</p> <p>Jamie is surprised at the way that the poor Brazilian children are playing football in the streets while the rich live in beautiful houses.</p> <p>Pupils should then explore the ways in which Dan Freedman creates empathy for these children through Jamie's reaction to them. They will now be creating empathy within their own writing (or performance).</p> <p>Pupils could write a first person narrative or stream of consciousness using one of the children in the images as the speaker. This could also be completed as a monologue and performed.</p> <p>Dan's writing is extremely relevant to the current (and most likely on-going) situation in Brazil, where there is a great deal of criticism for the amount of money being spent on preparing for the world cup whereas poor families and children living in these <i>favelas</i> receive no help at all.</p> <p><i>*Additional Challenge:</i></p> <p>Pupils could research the background to the preparations for the world cup (or the legacy) and compile a documentary on the</p>	
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		<p>key stage 1 and 2 programmes of study for English.</p> <p>Differentiate through: Pairs/ groupings; Choice of task; Choice of method to complete the task.</p>	<p>situation.</p>	
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Point for discussion from reading:

- ✚ Read pages 125-6. What's in Rafael's notebook?
- ✚ Why does Jamie snatch Rafael's notebook pages 136-7?
- ✚ How does Jamie try to regain Rafael's trust pages 139-142? How does Dan Freedman build up the tension here?

Activity 16	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
<p>A carnival of football!</p>	<p>To evaluate the ways in which Dan Freedman creates description within the book.</p> <p>To incorporate sensory description and figurative language into own writing.</p>	<p>Pupils can evaluate the ways in which Dan Freedman creates description within the book.</p> <p>Pupils can incorporate sensory description and figurative language into own writing.</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> ▪ □ drawing on knowledge of literary and rhetorical devices from their reading 	<p><i>'A carnival of football'</i></p> <p>Refer pupils back to MLK 'I have a dream' if used in the earlier activities. The picture Dan Freedman describes here on page 182 onwards, is of 'all ages, all colours, all races – all singing and happy ...' which celebrates all of MLK's dream within his speech.</p> <p>Utilise images and sound on IWB to model. Pupils could close their eyes and guess at particular sounds, composing onomatopoeia to describe that sound as appropriate.</p> <p>Dan Freedman, is not only celebrating the</p>	<p>Pupils can negotiate the success criteria based on their inclusion of sensory description, figurative language, punctuation and grammar.</p>

		<p>and listening to enhance the impact of their writing</p> <ul style="list-style-type: none"> ▪ plan, draft, edit and proof-read through: ▪ considering how their writing reflects the audiences and structure of their writing to improve its coherence and overall effectiveness ▪ paying attention to accurate grammar, punctuation and spelling; <p>Differentiate through: Pairs/ groupings; Choice of task; Choice of method to complete the task e.g. spoken, with an image as a focus.</p> <p>Provide scaffold for weaker learners with examples of sensory description and figurative language.</p>	<p>unity of people through football here, but he is describing a vivid scene. Pupils should now choose a scene of their own to describe first through talk and then through writing.</p> <p>Pupils should incorporate an appeal to all five senses to give their writing a three dimensional feel.</p>	
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Activity
17

Learning Objectives

Success Criteria

Lesson Activities

Assessment (How will progress be measured?)

<p>What would you ask?</p>	<p>To create questions to be utilised in formal interview.</p> <p>To complete a performance of an interview or a non-fiction report.</p>	<p>Pupils can create questions to be utilised in formal interview.</p> <p>Pupils can complete a performance of an interview or a non fiction report.</p> <p>Differentiate through: Pairs/ groupings; Question stems; Choice of method to complete the task i.e. spoken discussion or</p>	<p><i>' There's so much I want to ask you'</i></p> <p>Jamie meets Arnaldo on page 148 and says that he has so much he wanted to ask him.</p> <p>Pupils should imagine they have the chance to meet their favourite player, celebrity or historical figure.</p> <p>What questions would they ask them and why?</p> <p>Pupils should use Bloom's Taxonomy to support them in compiling their questions. Pupils could also try out their questions in a role-play activity with a partner to see if the questions elicit the response they had desired.</p> <p>If desired, the interview could be written up as for a magazine or as an online article.</p>	<p>Feedback on role-play interviews. Self-assessment of writing based on features of non-fiction report writing.</p>
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A quick activity

In a 'night mail' exchange, Jack gives Jamie the advice 'the more you give the more you get'. What do pupils think she means? However, Jack seems quite cold towards Jamie when he tells her about his activities in Brazil. Why do pupils think this might be?

Activity 18	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress to be measured?)
<p>A whole new</p>	<p>To make inferences using evidence from the</p>	<p>Pupils can make inferences using evidence from the</p>	<p><i>'She believed sport could build a whole new</i></p>	<p>Peer assessment on the effectiveness of their</p>

<p>Brazil</p>	<p>text to justify reasoning.</p>	<p>text to justify reasoning.</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> ▪ making inferences and referring to evidence in the text ▪ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension <p>Differentiate through: Pairs/ groupings; Guidance to specific extracts of text; Choice of method to complete the task i.e. spoken discussion or written response.</p>	<p><i>Brazil'</i></p> <p>Rafael's mum, Stefania believed that sport could build a whole new Brazil and the futsal court built in memory of her is the start of that new Brazil.</p> <p>Jamie plays football with the street children between pages 174-182. He is so moved on page 183 that he gives a boy his Hawkstone top and swaps for the boy's old and ragged Brazil shirt.</p> <p><i>'Jamie pointed to boy's Brazil top. The top was tiny, faded, tattered and ripped ... but it was a Brazil football shirt ... from the streets of Brazil.</i></p> <p><i>There and then, both boys took off their shirts and swapped. As he handed over his Hawkstone top, for a second Jamie wondered whether Mike would mind – it had been his birthday present, after all – but somewhere in his head he could see Mike smiling proudly. He had a warm feeling in his stomach that told him he was doing exactly the right thing.</i></p> <p><i>Although it was extremely tight on him, Jamie put on his Brazil shirt and walked off the brand new futsal court.'</i></p> <p>What does this tell the reader about Jamie? What has influenced his change in attitude?</p> <p>How does his behaviour here, compare to his behaviour earlier in the novel?</p>	<p>inferences and selection of evidence to justify their views.</p>
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			Consider:	
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Jamie's relationship with Rafael.

Jamie and Arnaldo beaten at Footvolley by the Master.

Jamie's growing understanding of the way of life in Brazil.

A quick activity!

On page 186 Jamie performs an impromptu Rap using his Brazilian nickname *Foguinho*, meaning 'Little Fire':

"Foguinho is my name,

Football is my game,

I'll take you on, down the line,

I'll skill you up, each and every time!

Don't try to stop me,

Don't even try to foul me,

It makes no difference,

how many men surround me.

I'll skill you up,

I'll burn you down,

My. Name. Is. Foguinho.

Little Fire just came to town!"

 Pupils could make up and perform their own rap using a Brazilian nickname of their own.

Activity 19	Learning Objectives	Success criteria	Lesson Activities	Assessment (How will progress be measured?)
The Truth!	<p>To explore features of narrative that will engage the reader.</p> <p>To incorporate these features into their own writing.</p>	<p>Pupils can explore and evaluate narrative features that will engage the reader.</p> <p>Pupils can incorporate these features into their own writing.</p> <p>Curriculum links:</p> <ul style="list-style-type: none">▪ Writing for a wide range of purposes and audiences including:▪ well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing	<p><i>The truth about El Mestre (pages 198-9)</i></p> <p>Characters about whom the reader knows very little are often those who are of most interest. Before reading pages 198-9, pupils should look back in the text to explore the ways in which Dan Freedman creates this air of mystery around the Master (e.g. pages 97-980</p> <p>After reading pages 198-9, facilitate discussion around the real truth behind the Master. Is it what pupils were expecting? Any surprises? Did they guess that Rosaria was his daughter? Any clues given by the author?</p> <p>Pupils could play a game of two truths and a lie with a small group or partner to introduce the idea of exaggeration (pupils must make up one lie and give two truths about themselves).</p>	<p>Peer assessment: is the writing engaging and does it have a sense of realism?</p>

		<ul style="list-style-type: none"> ▪ writing for a wide range of purposes and audiences, considering how their writing reflects the audiences and purposes for which it was intended ▪ Plan, draft, edit and proof-read through: ▪ □amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness <p>Differentiate through: Pairs/ groupings; Choice of task; Choice of method to complete the task.</p>	<p>Pupils could now select any celebrity of their choice (or themselves if they prefer) and create a fictional background for this person. The background story should be completely exaggerated but contain a sense of realism so that a reader might just believe this story.</p>	
Activity 20	Learning Objective	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
Jamie's mum's point of view	<p>To explore a situation through a character's viewpoint.</p> <p>To complete a piece of writing in role as that character.</p>	<p>Pupils can explore a situation through a character's viewpoint.</p> <p>Pupils can complete a piece of writing in role as that character.</p>	<p>Jamie's anger erupts again!</p> <p>Jamie's anger erupts again by page 201. He is annoyed that his mum isn't coming to watch his match '<i>Slamming the door shut so hard behind him that the whole of their little house shuddered.</i>'</p>	<p>Peer assessment: How closely does the characterisation in the writing match pupil's perceptions of that character?</p>

	<p>Part 1: a similar activity will follow on a different character.</p>	<p>Curriculum links:</p> <ul style="list-style-type: none">▪ Writing for a wide range of purposes and audiences including:▪ well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing▪ writing for a wide range of purposes and audiences, considering how their writing reflects the audiences and purposes for which it was intended▪ plan, draft, edit and proof-read through:▪ amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness <p>Differentiate through: Pairs/ groupings; Choice of task;</p>	<p><i>Jamie's anger continues as he takes a 'violent swipe at the ball' (page 204).</i></p> <p>However, this time he seems to realise that he was wrong and makes it up with his mum on page 208.</p> <p>Pupils could create an additional scene in the book where Jamie becomes angry. This could be scripted or as a narrative or a performance but must be in keeping with Jamie's character. Pupils could also demonstrate how Jamie resolves the situation given his new understanding of the feelings of others.</p> <p>*Additional challenge. Pupils could write from the viewpoint of Jamie's mum to show her feelings in response to Jamie losing his temper. What might she be thinking and how might she react as Jamie tries to resolve the situation this time?</p>	
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		Choice of method to complete the task.		
Activity 21	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
<p>The match and Mr Pratley!</p>	<p>To explore a situation through a character's viewpoint.</p> <p>To complete a piece of writing in role as that character.</p> <p>Part 2</p>	<p>Pupils can explore a situation through a character's viewpoint.</p> <p>Pupils can complete a piece of writing in role as that character.</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> ▪ Writing for a wide range of purposes and audiences including: ▪ well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing ▪ writing for a wide range of purposes and audiences, considering how their writing reflects the audiences and purposes for which it was intended 	<p><i>Between pages 210-233, Dan Freedman describes the action and tension in the Teachers V Pupils football match. This is a very detailed commentary and would make an ideal spoken activity to present a live commentary.</i></p> <p>On page 233 Mr Pratley is booked much to his annoyance. As readers we know how much winning this match means to Jamie. However, have we really considered how much it would mean to Mr Pratley?</p> <p>Pupils should now consider the whole situation from Mr Pratley's point of view taking into account:</p> <ul style="list-style-type: none"> • Jamie's behaviour towards Pratley at the beginning of the novel; • Pratley building up Rafael to be a Brazilian superstar to worry Jamie. • The events of the football match and a kinder presentation of Pratley after the match. <p>Pupils should work in groups to consider the key developments in the story from Pratley's point of view and explore the reasons for his behaviour and motivation. As the reader is unaware of any other details about Pratley, pupils can imagine any character behaviour</p>	<p>Peer assessment: How closely does the characterisation in the writing match pupil's perceptions of that character?</p>

		<ul style="list-style-type: none"> ▪ plan, draft, edit and proof-read through: ▪ □amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness <p>Differentiate through: Pairs/ groupings; Choice of task; Choice of method to complete the task.</p>	<p>or motivation they desire from the clues within the text.</p> <p>This activity could be completed in the form of a stream of consciousness in a written monologue or as a monologue, which could also be performed if desired.</p> <p>Individual pupils can decide whether they wish their audience to feel empathy for Pratley's character or not. Refer to p244 – how do they feel about him now?</p> <p>Alternatively: pupils may wish to write from Jamie's point of view describing his feelings when he successfully completes <i>A Magica</i>.</p>	
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Points for discussion following reading:

- ✚ Read page 230. What is it that makes Jamie Johnson special?
- ✚ On page 212 Jamie lifts the trophy with Rafael – what might this indicate to the reader?
- ✚ On page 245, Rafael gives Jamie his treasured notebook. Why might this be significant?

A quick activity!

' They were two football geniuses. Of a different kind.'

The reader sees between pages 193 – 196 how Jamie's and Rafael's different geniuses complement each other. Discuss as a class: How do they complement each other?

Intelligence and genius comes in many different forms – see page 247. Refer pupils back to their earlier reflections about what makes them special. If pupils haven't already completed such an exercise they could complete a short learning styles or Howard Gardner's multiple

intelligence quiz to emphasise the activities in which they do best.

Activity 22	Learning Objectives	Success Criteria	Lesson activities	Assessment (How will progress be measured?)
<p>The post-script</p>	<p>To compare predictions against outcomes in the text.</p> <p>To synthesise clues from the text to adapt the postscript.</p>	<p>Pupils can compare their own predictions to the actual outcomes in the text.</p> <p>Pupils can synthesise a range of clues and features from the original text to create their own postscript.</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> ▪ studying setting, plot, and characterisation, and the effects of these ▪ Writing for a wide range of purposes and audiences including: ▪ well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing <p>Differentiate through: Pairs/ groupings;</p>	<p>A final farewell, or not?</p> <p>Before pupils read the postscript, take their predictions from the earlier activities and ask them if they want to change anything or if they have any unanswered questions that they would like to be answered within the postscript.</p> <p>As Jamie and Rafael say goodbye on page 250, discuss who had actually been helping whom? What might happen next?</p> <p>POSTSCRIPT 25 YEARS LATER</p> <p>Pupils compare their predictions to the postscript written by Dan Freedman. Facilitate group discussion on the ending. Is this what they expected? How did Dan give his reader clues as to what was going to happen?</p> <p>What would they change if they could rewrite the postscript? Following discussion, pupils could write their own postscript in the same style, but with amendments and additions they would like to see included. These can be forwarded to Dan via his website.</p>	<p>Peer assessment: sharing the revised postscripts with partners for feedback and comment.</p> <p>Send to website for a comment from Dan.</p>

		Choice of task; Choice of method to complete the task.		
Activity 23	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
A pitch for the next world cup	To prepare a persuasive speech.	<p>Pupils can prepare and deliver a persuasive speech.</p> <p>Curriculum links</p> <ul style="list-style-type: none"> ▪ speak confidently and effectively, including through: ▪ giving short speeches and presentations, expressing their own ideas and keeping to the point ▪ using Standard English confidently in a range of formal and informal contexts, including classroom discussion <p>Differentiate through: Pairs/ groupings; Roles within groups Choice of task/ country; Choice of method to complete the task.</p>	<p>Now that pupils have completed the reading activities they can reflect on the processes that go into the competition to host the world cup.</p> <p>Although Russia has already been chosen to host the 2018 world cup and Qatar to host the 2022 world cup, imagine that neither are able to host the world cup now and that suitable hosts need to be found.</p> <p>Pupils will be working in groups within a <i>Mantle of the Expert</i> activity to put together a bid for a specific country to host the World Cup. Countries could be allocated to groups via a 'live draw'.</p> <p>Within groups of four, pupils could assume the roles in which they are to play an expert. One will be the celebrity ex player; one pupil will play the country's president (or ruler); one pupil will play the football manager for that country's team and one will play the sports minister for that country. Together the teams will research the various aspects of their given country which will be compiled into a persuasive pitch that will be presented to FIFA.</p> <p>As a class, pupils should negotiate the</p>	Peer assessment using the negotiated success criteria for the persuasive speeches.

			<p>success criteria for this persuasive speech.</p> <p>FIFA in this instance will be the teacher (and any other adults available) and their class colleagues who will complete an assessment of each group's presentation based on the negotiated success criteria.</p> <p>Presentations can be performed or compiled as iMovie or Moviemaker films. If saved as films, these could also be shown to other classes for assessment and to vote on the winning country's presentation.</p>	
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Activity 24	Learning Objectives	Success Criteria	Lesson Activities	Assessment (How will progress be measured?)
<p>Book trailers</p>	<p>To evaluate the narrative hooks within <i>Skills from Brazil</i></p> <p>To recreate these narrative hooks in another form of media in order to persuade other pupils to read this novel.</p>	<p>Pupils will select the most powerful narrative hooks within <i>Skills from Brazil</i> and transform these hooks into another form of media.</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> ▪ summarising and organising material ▪ studying setting, plot, and characterisation, and the effects of these ▪ making inferences and referring to evidence in the text 	<p>Persuasive task</p> <p>Pupils could complete a 3-5 minute video book trailer based on <i>Skills from Brazil</i> by Dan Freedman. A book trailer persuades its viewers to read a book, in the same way that a film trailer persuades its viewers to watch a film. You can find examples of book trailers on You Tube or try http://www.book-trailers.net/ .</p> <p>Their task is to persuade other pupils of their own age or the year below to read the book through their book trailer. You can use Movie Maker, iMovie or just record your trailer on camcorder if you wish.</p> <p>Pupils could be given the opportunity to explore theatrical film trailers in order to</p>	<p>Pupils peer assess on the basis of the negotiated success criteria for a theatrical / book trailer. See suggested assessment sheet attached.</p>

		<p>Differentiate through: Pairs/ groupings; Choice of role within groups; Choice of method to complete the task.</p>	<p>decide as a class on the success criteria for the book trailer.</p> <p>The book trailer should include:</p> <ul style="list-style-type: none"> • Highlights of the key action points in the book especially 'cliff-hanger' moments; • Narrative hooks to tempt the viewer; • Content to appeal to both male and female readers; • A voice over, music, sound effects, colour, lighting, a range of camera angles, text on the screen that will engage the viewer's interest; • Dialogue that pupils have adapted from the book. • At the end of the trailer, pupils should add credits which identify the roles that each member of the team has played in the making of the trailer e.g. director, script writer, actor, costume, make-up, narrator, camera, lights and sound. <p>Pupils should be given the opportunity to share their trailers with the rest of the class, a different class or even younger students to gauge the success of their trailer in persuading other people to read the book. Peer assess according to agreed criteria for persuasive techniques and for key points of action to hook the viewer that have been discussed as a class.</p>	
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Activity
25

Learning Objectives

Success Criteria

Lesson Activities

Assessment
(How will progress be measured?)

<p>From text to film</p>	<p>To explore the ways in which the text of <i>Skills from Brazil</i> can be adapted into screenplay.</p>	<p>Pupils will be able to adapt the text of <i>Skills from Brazil</i> into screenplay.</p> <p>Within their adaptation of the text to film, pupils will make the following curriculum links:</p> <ul style="list-style-type: none"> ▪ studying the effectiveness and impact of the grammatical features of the texts they read ▪ drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects ▪ knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard 	<p>Adaptation from text to film: please note that this is intended to represent activities to cover a series of lessons.</p> <p>Now pupils have read the book, it's their chance to transform the Jamie Johnson story into film!</p> <p>First pupils will need to be given the opportunity to explore the way in which a director's craft can be compared to an author's craft through camera angles, lighting and use of colour. Pupils will need to develop their understanding of cineliteracy skills prior to the film making process in order that they can make judicious choices in the selection of camera angles, lighting and colour to reflect Dan's original text.</p> <p>Assign a portion of the story to each group – (perhaps individual chapters or specific scenes – this could also be shared across classes or even phases). Pupils will need to collaborate effectively within groups and to be assigned specific roles within their groups or class including director, cameraman, actors, lighting, costumes and make up. (Facilitate Mantle of the Expert approach as appropriate)</p> <p>Pupils will firstly be creating a screenplay for the film as per the example attached. There are several online links to writing screenplays e.g. http://www.bbc.co.uk/writersroom/send-a-script/formatting-your-script . There are lots of examples of free software online</p>	<p>Pupils should peer assess each other's finished films, providing feedback on the way the film reflects the original text.</p>
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English and other varieties of English

- Additional challenge: Pupils could create a documentary detailing the adaptation of the text to film. This will be particularly useful if this task is being used as a transition or cross-curricular activity, made specifically for an adult audience (teachers, governors, parents and carers, older siblings).

- Differentiate through:
Pairs/ groupings;
Choice of task;
Choice of method to complete the task.

specifically for screenplay writing e.g. <https://www.celtx.com/index.html>

Once the screenplays are completed, pupils can film their section of the book, which can then be joined together as an entire film.

This film could then be shown to another class (or even a younger year group – as part of a primary transition unit) for feedback.

Pupils should also write an individual evaluation of their text to film adaptation activity outlining their individual roles in the process, the way the activity has deepened their understanding of the author's craft, the way they have selected specific camera angles, lighting etc. to create specific effects.

Dan would also be very interested in seeing these finished films to view pupils' own interpretations of his writing.