Year 11 English Studies teaching and learning program

**Co-designed by C. Shiu, Sydney Secondary College, Blackwattle Bay Campus and the Learning and Wellbeing Team, Student Engagement Interagency Partnerships.**

## Unit Title

Module G: Local Heroes

## Duration

15 hours

## Summary of student voice activities

Please note: Student voice activities have been highlighted in grey throughout the unit.

* Teachers use a range of formative assessment strategies to assess student knowledge and inform lesson planning, include assessing and activating prior knowledge and exit slips.
* Students participate in scaffolded activities which provide choice and opportunities for collaboration.
* Students reflect on and evaluate their learning and share this with their teachers.
* Students create resources and present their learning to the class.
* Students engage with the school (or wider) community, joining extracurricular activities and helping promote them within the school.

## Unit rationale

The following is the unit description for Module G – Local Heroes which has been selected for its capacity to broaden student voice and enhance their personal and social capabilities. It is a five week course which represents 15 out of the 30 hours required to complete the module.

Through the study of the module Local Heroes – English and community life, students develop an understanding of and proficiency in the use of language to investigate the positive contributions of individuals and groups in their local community. Students develop knowledge and skills to explore and research local issues and the life stories and experiences of community members in the local and broader community. They identify individuals who have made a positive contribution to the community and reflect upon how their own experiences and identity are influenced by selected community members.

Students respond to and compose a range of texts related to community life and engage in a range of rich language experiences that are given significance through being connected to their local community. Students have the opportunity to interact purposefully with local organisations, groups and individuals, and establish connections with their local community. These community organisations could include sporting clubs, charities, creative and performing arts groups, business networks or media agencies.

Students consider role models in the community and examine the qualities, behaviours and values these people exhibit to develop an understanding of how communities can be formed and sustained by social and cultural relationships. They respond to and compose a range of short and more sustained texts, as well as critiquing and reflecting on the stories and experiences of these community members.

Students explore their own collective experiences and opinions through a range of creative and personal compositions and develop an appreciation of how texts represent the connection between individuals and their communities, and the effect of such texts on individuals and communities.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

## Learning across the curriculum areas

The general capabilities addressed throughout this Module are:

* Critical and creative thinking CCT-ICON-critical creative thinking.png
* Ethical understanding EU-ICON-ethical understanding.png
* Information and communication technology capability ICT-ICON.png
* Literacy L-ICON-literacy.png
* Personal and social capability PSC-ICON-personal social capability.png
* Intercultural understanding Intercultural understanding
* Civics and citizenship Civics and citizenship
* Difference and diversity Difference and diversity

## Assessment

|  |  |
| --- | --- |
| Formative course work  (Assessment for and as learning) | Summative Assessment Task |
| **Talking and listening**   * expressing preferences and points of view * displaying appropriate listening behaviours during class discussions and peer presentations * displaying appropriate viewing behaviours during film screenings * contributing appropriately to class discussions * interacting appropriately with peers and teachers * observation of students expressing an opinion/preference   **Reading and viewing**   * predicting, recounting and summarising information * locating information provided in short stories, poetry and novels * viewing and identifying elements in writing   **Writing and composing**   * writing personal responses * using online collaboration tools to communicate information * responses to texts about cultural experiences * compositions in response to texts studied including letters and speeches | Students research a local issue and an individual who has made a significant contribution to the community in addressing this issue. Students explore the life stories of these individuals, how they came to be involved in serving the community, their connection to the local issue, and their achievements in addressing this issue.  Students create a multimodal presentation that documents their findings and promotes the work being done by this individual (and their associated organisations) with the purpose of seeking broad community support and/or funding from the Department of Family and Community Services.  Student presentations are to utilise three communication modes (visual, textual, verbal). Possibilities include:   * a TED Talk style presentation * a television advertisement / public service announcement * a poster or brochure and accompanying verbal presentation |

## Outcomes

Source: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017>

The focus outcomes for the unit are – **ES11-2, ES11-6, ES11-7**, and **ES11-8.** The formal assessment addresses these outcomes. The content for these outcomes is detailed in the table below. Additional outcomes will be covered, but not a focus, during the course of the unit. These include – ES11-1, ES11-4, ES11-5, and ES11-9.

* **ES11-2** identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
* **ES11-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
* **ES11-7** represents own ideas in critical, interpretive and imaginative texts
* **ES11-8** identifies and describes relationships between texts
* **ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
* **ES11-4** composes a range of texts with increasing accuracy and clarity in different forms
* **ES11-5** develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
* **ESS11-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

| **Syllabus outcomes / content** | **Teaching, learning and assessment** | **Resources** |
| --- | --- | --- |
| **Objective A:** develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.  ES11-5: develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts  **Objective D:** develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world  ESS11-9: identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade  ES11-1: comprehends and responds to [short texts] | **Week 1**  \* In meeting requirements by NESA and the *Disability Standards for Education Act (2005)*, teachers are to provide adequate adjustments and accommodations according to student needs and interests. Appendix 1 is an example of how these records can be kept as part of evidence for both students’ application of the HSC Disability Provisions as well as the NCCD (Nationally Consistent Collection of Data on school students with disability).  Defining and discussing key terms   * What do we mean by the word ‘heroes’? What associations does the word have? How has the way we define a ‘hero’ changed over time? * Discuss with students the meaning of community (studied previously in 1st terms unit). Draw a mind-map on the board - students to copy into workbooks/laptops. * Discuss with students the variety of community organisations that exist - ones that specifically deal with homelessness if they can remember them. * Create a [class Wordle](http://www.wordle.net/) that brings together words and ideas from this discussion of key terms. This can be printed and displayed in the classroom for the duration of the module.   Considering the community   * Informal assessment for learning (Assessment for learning) discussion, Google Form or survey to ask students:   + What problems can a community face? (e.g. crime, environmental concerns, lack of affordable housing, domestic violence, access to emergency services, etc.) * **Differentiation**: What makes a successful community? Compile a list. (E.g. strong infrastructure, promotion of diversity, celebrate community heritage, election of leaders with shared community values, etc.)   **Opportunities for student voice:**   * “The Pros and Cons of Where I Live”: Describe the suburb that you live in. What do you like about your area? What do you think needs improving? Think about housing, schools, facilities, environment, etc. * **Extension**: students to look at the census data of their suburb from [the Australian Bureau of Statistics](https://www.abs.gov.au/census), identify new facts that they have learnt and to compare with their own perceptions from the above activity. They can also further explore [SBS: How diverse is my suburb?](http://www.sbs.com.au/news/interactive/how-diverse-is-my-suburb) And discuss how cultural diversity impacts a community. * Reflection: What are some issues that you feel strongly about? How would you like to improve the community (and the world) with your contributions? Suggestions: youth homelessness, domestic violence, climate change, etc. * Who were/are your heroes? Why did you look up to them? What qualities do they have? * **Student voice activity:** Find 1 – 2 people who live in the same suburb as you do and share your findings / reflections with the class on ‘The Pros and cons of where I live’. Work collaboratively to prepare a presentation which could be a speech, pamphlet, word document, visual representation or any other mode you think is appropriate.   Pre-Reading Activity (**Appendix 2**):   * Feature Article: “Nick Vujicic – The Man Who Leads with No Limbs” * Students to read the article and watch the embedded video before they complete the comprehension worksheet * Extended writing: Write an email to the school principal / deputy principal / year advisor outlining why you think Nick Vujicic should be invited as a guest speaker for the next Diversity Day event. * Assessment for learning discussion: features of a letter, etiquette of writing, spelling, grammar and syntax. * **Student voice activity:** Students collaboratively co-construct the email to the nominated staff member using what they believe to be the best parts of their individual emails. Send the completed email (forewarn staff member and ask them to reply). | Laptops / Student workbooks  [Example: 2016 Census Data Quickstats for Leichhardt suburb](https://quickstats.censusdata.abs.gov.au/census_services/getproduct/census/2016/quickstat/12002?opendocument)  Digital copies (on Google Classroom/Edmodo, etc) and hard copies of feature article |
| ES11-1: comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes  ES11-4: composes a range of texts with increasing accuracy and clarity in different forms | **Week 2**  Context of set text: “A Streetcat Named Bob” by James Bowen   * Read aloud the [feature article “How a street cat named Bob rescued a heroin addict”](https://www.smh.com.au/entertainment/movies/bob-20170208-gu7ukw.html) * Students to highlight new/unfamiliar words and write it down in their workbooks. Definitions can be discussed as a class and/or researched using an online dictionary.   Students further supplement their understanding of James Bowen by watching [“A Streetcat named Bob – a short documentary](https://youtu.be/MePaWG7g5FA)”.  **A Streetcat Named Bob – Chapters 1 and 2**  Read aloud both chapters to the class and engage in the Chapter Activities **(see Appendix 3**)  Discussion and completion of ‘Bob the Cat Introductory Worksheet’ (**Appendix 4)** includes:   * A crossword that contain vocabulary gained from the module so far * Screenshots of YouTube comments from the documentary that students must rewrite with correct grammar, punctuation and spelling   **Student voice activity**: a response (written or typed directly on YouTube) to one of the user comments with consideration of online etiquette and proper English language conventions.  Students then reflect on the practice of commenting on YouTube videos (and on social media) and write advice for younger students given their own experience and online behaviours. The teacher reviews these with the students and students create posters for the school based on their advice (for homework) to be their own ‘Local Hero’ (Voice, having influence). Students then reflect on what they have learned from this experience and share their reflection with their teacher. | Feature article linked in program and [another interview of James Bowen for differentiation](http://www.scmp.com/lifestyle/books/article/1851389/dropout-fat-cat-thanks-street-cat-named-bob)  Copies of “A Streetcat Named Bob” by James Bowen  Digital copies and hard copies of both:  Chapter 1 & 2 Activities &  ‘Bob the Cat Introductory Worksheet’ |
| ES11-1: comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes  **ES11-2:** identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts  **Objective B:** students develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context  ES11-5: develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts  **ES11-6:** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes | **Week 3**  The beginning of each lesson is dedicated to reading key chapters from the novel.  A Streetcat Named Bob – Chapters 4 and 5  Teacher to read aloud chapters to the class. Students then complete the writing activities (Appendix 5) including:   * Comprehension questions and expansion of vocabulary * Student voice on first question – “Does it surprise you that James tries to return Bob to the streets at the beginning of this chapter? Why or why not?” * Student voice on imaginative task – encouraging a personal response and some creativity   **Chapters 6 and 8**  Teacher Voice: teachers to create their own activities for Chapters 6 and 8 as per their school context and needs of the students. They can use the prepared ones found in the Appendix as a guide. Possibilities include:   * Comprehension questions (ranging through ALARM matrix) to check for understanding * Extension of vocabulary – students to highlight, define and use three new words * Extension of language techniques – identify a metaphor/simile/symbolism in the chapters * Extended writing activities – reflection, creative writing or persuasive   **Student voice: Connecting with the school community**  Student-led discussion on how their school contributes to the wider community. Brainstorm on whole school events and their purposes (e.g. Diversity Day, ANZAC day, Wear It Purple Day, etc.). Next, students are to consider a list of the extracurricular activities/clubs offered in the school and provide verbal responses to the following questions: which clubs are you a member of and why did you join it? Which clubs would you be interested in and why? Are there any clubs missing or issues that need addressing?  In developing their research skills that can be later applied to their assessment task, students will select an extracurricular activity or club of their choice to create a promotional poster for. These will be distributed around school grounds, website, school Facebook and other online platforms. They need to approach the teacher or student in charge to ask them a series of questions that will assist them in providing the right information on the poster. Under teacher guidance (that can be spread throughout various lesson/weeks), students will learn to:   * Contact the teacher/student via email to request an interview (online etiquette, CC messaging, etc) * Compose purposeful research questions that will enable them to collect relevant information for their poster * Identify and analyse the successful features of posters and other advertising material * Use technology responsibly and creatively to produce their own posters   Differentiation/extension: Students can engage in the above activity with a member of the wider community beyond school. | Copies of “A Streetcat Named Bob” by James Bowen  Digital and hard copies of Chapter 4 and 5 Activities; Chapter 6 and 8 Activities  Hard copies of lists of extracurricular activities/clubs – classroom teacher to develop one as per their own school context. Suggestions include: name of the extracurricular activity, a short description, teacher or student in charge and their email. |
| ES11-5: develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts  **ES11-6:** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes  **Objective C**: Students develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical  **ES11-7:** represents own ideas in critical, interpretive and imaginative texts | **Week 4**  **“A Streetcat Named Bob” – Chapters 10 and 11**  Students to be split into pairs and they read aloud to each other, correcting each other pronunciation if necessary. Teacher to monitor and facilitate.  **Chapter 10 “Santa Paws” –** Rewrite the chapter in 200-300 words from Bob’s point of view. Your writing must reveal to the reader:   * How Bob spent his Christmases previous to meeting James * How he feels about his new presents * His feelings towards being a house cat and his experiences so far * You must: integrate at least **two** new words you have learnt from previous weeks   **Chapter 11 – Think, Pair, Share**  In pairs, students are to consider and then openly **discuss** with each other the chapter based on the questions below. They may wish to use the Internet to help them define new terms/ideas:   * What is a recession? How does this impact individuals and wider society? * Why are buskers and street performers policed and controlled? How does their presence impact a community both positively and negatively? Why do they require permits to be able to perform in public? * How does James Bowen sharing his difficulties of being a busker and recovering drug addict change your perception of people on the street? What did you learn from this chapter that you didn’t know or realise before? Why is hearing his story important?   **Student voice:** Connecting with the school community (continued)  Students will carry out the relevant research activities as introduced from last week including:   * Finalising research questions * Poster study * Interviewing their subjects   **Student voice:** Opportunity to be in newsletter  Students to participate in a school wide event, extracurricular activity or club. Upon return to next lesson they are to submit a 150-300 word paragraph to their classroom teacher on how they felt about it. The following questions can be considered:   * What did you participate in? * What was your favourite part of the day? * How does this event/activity assist in the wellbeing of students and the wider community?   These paragraphs can be anonymously distributed where students correct each other’s spelling, grammar, syntax, etc. They can be finalised by the classroom teacher before submitting to the school newsletter on students’ behalf.  **Differentiation**: Students can participate with consideration of the multimodal by being assigned to capture specific photos/videos. | Copies of “A Streetcat Named Bob” by James Bowen  Student laptops and notebooks |
| ESS11-9: identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade  ES11-1: comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes  **ES11-8:** identifies and describes relationships between texts | **Week 5**  **Assessment task** **notification** handed out – teacher to go through and explicitly deconstruct.  **Teacher Voice:** Teachers to create scaffolds and/or adjustments to task as per student interests and needs.  **‘A Streetcat Named Bob’ – Chapters 12 and 13**  Pivotal chapters regarding James Bowen’s move from busking to selling copies of *The Big Issue*.  This can be considered a potential related text for their upcoming assessment task.  Related Text - The Big Issue (no. 559, April 2018)   * Introduce students to The Big Issue Magazine by inviting them to browse the organisation’s website ([https://www.thebigissue.org.au](https://www.thebigissue.org.au/)) * Distribute copies of the front cover and guide students through the [visual literacy activities](https://docs.google.com/document/d/1TUbF51yDvZSLTjlXRDxObjFlWqXx_h55u5YkBaFGwXc/edit?usp=sharing).   Researching a Social Issue: Homelessness in Sydney   * Watch the short film, [Please Bring Tents](https://drive.google.com/open?id=1iLj3Kg1xxtR5Z1Lc1lzd78On9XPVrpyD) (produced by two Y10 students at Balmain Campus in 2017). Then, read and interpret the data on the [infographic on homelessness in the City of Sydney](http://www.cityofsydney.nsw.gov.au/community/community-support/homelessness) and the table of [street count data](http://www.cityofsydney.nsw.gov.au/community/community-support/homelessness/street-count). In doing so, teacher can guide a focus on visual literacy and numeracy.   Student Voice opportunities:  As part of their research assessment task, students choose a social issue that they care about/local hero of their own choosing to explore. Teacher can provide guidance and suggestions for lower ability students.  As a multimodal task, students have agency in presenting their research. Possibilities include a filmed and edited video, TEDTALK style presentation, poster and presentation, or other student negotiated options.  **Exit Slip at last lesson of the week:** students to write down their preferences as well as any questions that they have on the assessment task (**Appendix 5)** | Copies of “A Streetcat Named Bob” by James Bowen  Assessment task notification and supporting materials to cater to students  Student laptops/notebooks  Exit Slips |
| **Evaluation of program**  At the end of the program, teachers evaluate and document the efficacy of the activities/propose changes for next year.  Differentiation in classroom activities, adjustments, and other observations related to the unit and program can be recorded here for reference. | | |

## Appendix 1 – Record of accommodations and adjustments

**Record of accommodations and adjustments**

Student name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year group:\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit of work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Term: \_\_\_\_\_\_\_\_ Week: \_\_\_\_\_\_

**Accommodations and adjustments made**

|  |  |  |
| --- | --- | --- |
| Date | Task – Assessment, Assignment or Classwork | Detail of adjustment made |
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**Outcome/ Impact of adjustment**

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Class Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Head Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Appendix 2 – Feature Article & Writing Activities for: ‘Nick Vujicic - The Man Who Leads With No Limbs”

Year 11 English Studies, Module G: Local Heroes

Text: ‘The Man Who Leads With No Limbs’

Instructions: Read the article and watch the video in the link below:

<http://www.bbc.com/capital/story/20150318-leading-without-limbs>

Questions:

1. What is the name of Nick Vujicic’s condition? What physical difficulties does he face with regards to everyday living?
2. What are some recreational activities that Nick Vijucic engages in? How does this challenge assumptions that are made about him?
3. Who inspired Nick Vijucic to go into public speaking? How does this demonstrate the importance of influencers and the wider community?
4. What outlook on life does Nick Vijucic have? What are the ways in which he is considered a ‘hero’ for others?

Extended writing:

Write a LETTER to the Principal of your school requesting Nick Vujicic to speak to our community on Diversity Day. Have three body paragraphs outlining:

1. Nick Vujucic’s life
2. Why he can be considered a local hero
3. The impact he will have on your fellow students and the wider community

## Appendix 3 – Chapters 1 and 2 Activities

**Vocabulary**

Look up definitions to the following vocabulary that appears in chapters 1 and 2 of the novel and demonstrate your understanding of the word by using it in your own sentence.

|  |  |  |
| --- | --- | --- |
| **Word** | **Definition** | **Your own sentence** |
| Plaintive (p.2) |  |  |
| Studious (p.3) |  |  |
| Aloof (p.3) |  |  |
| Reluctantly (p.5) |  |  |
| Threadbare (p.7) |  |  |
| Domesticated (p.12) |  |  |
| Flotsam and jetsam (p.13) |  |  |
| Festering (p.16) |  |  |
| Neutered (p.19) |  |  |
| Schizophrenic (p.21) |  |  |
| Boisterous (p.22) |  |  |
| Notorious (p.25) |  |  |
| Itchy feet (p.28) |  |  |
| Hemmed in (p.31) |  |  |
| Anaesthetised (p.34) |  |  |
| On an even keel (p.37) |  |  |

**Setting**

Setting is the time and place in which a story takes place.

* When and where does this story take place?
* What setting is introduced in the early part of Chapter 1?
* Copy one of the author’s descriptions of this setting into your answer.

**Characterisation: James Bowen**

* What do we learn about James Bowen’s background in these first two chapters? Briefly describe the types of experiences he had had, prior to meeting Bob.
* What was James’ state of mind when he met Bob? How did he feel about his ability to look after an animal at that time? Use a quote from the book to support your answer.
* “Maybe he’d spotted a kindred spirit in me.” What does James Bowen mean by this quote that appears on page 13?

## Appendix 4 – “Bob the cat introductory worksheet”

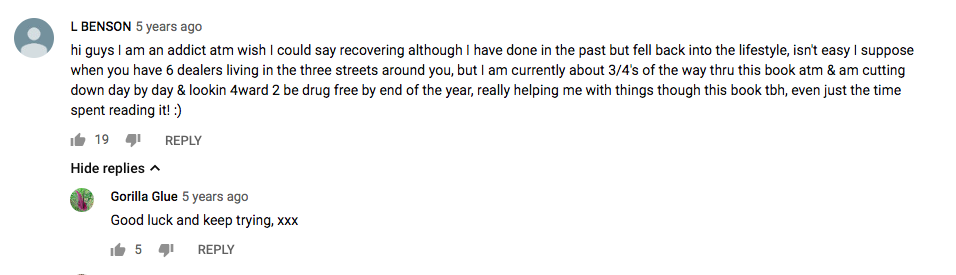
Complete the crossword over the page and check with your teacher. The words are related to our unit Local Heroes and on ‘A streetcat named Bob’:

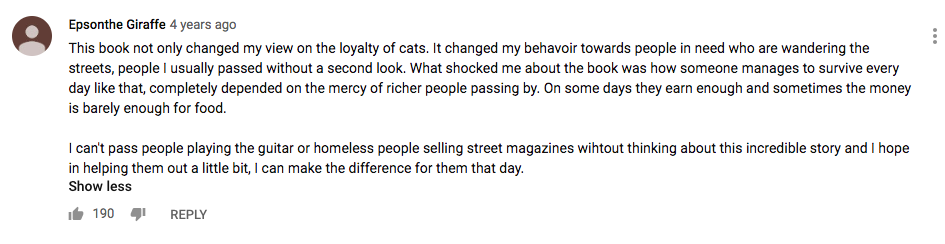
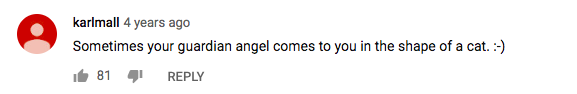
This is a picture of a cross word puzzle for students made at TheTeachersCorner.net

For teacher reference – crossword answers

|  |  |
| --- | --- |
| **Across** | **Down** |
| 2. Tom  6. Homeless  8. Stoicism  9. Starving  10. Garden  12. Mannequin | 1. Local  3. Domesticated  4. Busking  5. Dignity  7. Hero  11. Nine |

Read the following YouTube comments on the [“Streetcat Named Bob – Short Documentary”:](https://youtu.be/MePaWG7g5FA)





1. Rewrite each YouTube comment so that they are grammatically correct and with proper spelling.
2. ‘Reply’ to one of the ‘Youtubers’ comments in the space below or directly under your education account. Your response should include:
   * Whether you agree or disagree with them and explaining why
   * A sharing of your own personal experience on how a person or animal has changed your life (or changed your way of thinking)
   * Your thoughts on James Bowen and his streetcat Bob

Reply to \_\_\_\_\_\_\_\_\_\_\_ from \_\_\_\_\_\_\_\_\_\_\_\_ :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## Appendix 4 – Chapters 4 and 5 Activities

**Chapter 4**

* Does it surprise you that James tries to return Bob to the streets at the beginning of this chapter? Why or why not?
* Why does James continue to feel that Bob needs to move on?
* What is Bob’s reaction to James’ attempts to return him to the streets?
* On page 52 James says that he admired Bob’s **tenacity** and **perseverance**. Write definitions for both of these words below:

Tenacity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Perseverance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* This chapter marks an important turning point in the novel. What happens and what does James realise?

Chapter 5 - Imaginative Writing Task

In this chapter of the story, Bob ventures into central London at James’ side. It is in this chapter that it becomes clear that Bob is a hit with the general public and people soon start to stop James in the street to fawn over his new found friend.

First, watch [this video](https://youtu.be/m9PYlYXV14w) (<https://www.youtube.com/watch?v=m9PYlYXV14w&feature=youtu.be>) to get a sense of the environment that James and Bob were moving through in this chapter.

Now, imagine that you are one of the people that James encounters on the street in this chapter. Write a journal entry about coming across James and Bob in the street. You should aim to write at least half a page. As you begin writing, think about the following:

* Who are you? What is your life like? Be clear about your character and the perspective that you’re writing from.
* What were you doing and where were you going at the time?
* What did you think when you noticed James and Bob? What drew your attention to them?
* How did you approach them? What sort of conversation did you have?
* What was the impression of James and Bob that you were left with?

## Appendix 5 – Reflection and exit Slip

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Write down your strengths in assisting you with creating a multimodal presentation. (E.g. your research skills, public speaking skills, your use of technology, etc.)
2. Write down TWO things about the assessment task that you would like more help / clarification on.
3. Which style of multimodal presentation are you currently interested in for your task? Circle one.
   * Filmed and edited video
   * TedTalk PPT presentation
   * Poster & presentation
   * Brochure and presentation
   * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. How do you think this task and unit on ‘Local Heroes’ can assist you in the world beyond school?
5. What do you think of James Bowen’s real-life story as based on the book “A Streetcat Named Bob”? Write down one positive thing you enjoyed about the novel and one aspect that the writer could improve on.