

SCHEME OF WORK FOR STUNT DOUBLE FOR AGES 8-12 YRS

Created by Tamsin Cooke, author of the book, and former primary school teacher

This scheme of work is full of fun reading and writing activities, aiming to inspire children and ignite their imaginations. The activities are differentiated through outcome. I am very happy to visit your school and cover any of these activities with your students. If interested, please see my website tamsincooke.co.uk for more details.

1) Storyboards and Trailers

Aims:

- To summarise main ideas
- To plan and display the main points of a story

2) Interview with a Celebrity

Aims:

- To consider how authors have developed characters
- To see how a character's goal drives a story forward
- To deduce information from a text

3) Show not tell

Aims:

- To deduce information from a text
- To select appropriate vocabulary, understanding how such choices can enhance meaning
- To create atmosphere through showing not telling

4) Instructions for a Stunt

Aims:

- To summarise main ideas
- To create a set of clear instructions

5) What happens next?

Aims:

- To predict what might happen next from details stated and implied
- To create a dramatic scene incorporating suspense

6) Design a map of a treacherous island

Aims:

- To summarise the main ideas
- To create settings and atmosphere

7) Creating your own mythical creature

Aims:

- To summarise the main ideas
- To create a new character using descriptive language

8) Comprehensions

Aim:

- To deduce information from a text

1) Storyboards and Trailers

a) Please read page 22. Sam gives Finn a quick rundown of the latest Rio Dinoni movie even though he's not supposed to know the plot. Create a storyboard of the stages of the movie. You can use your imagination to fill in the gaps.

b) In groups, create a storyboard for a new Rio Dinoni movie. Remember he is a fourteen-year-old boy action hero. Anything can happen. You can let your imagination run wild.

c) Through drama, create a trailer for your film.

d) Create a movie poster enticing people to come along. You can cast the main characters yourself.

2) Interview with a Celebrity

a) Please read chapter two (pages 6 -10). We meet Finn and Blake in this chapter. Create two tables, one for each boy, using the template below showing what you have learnt so far.

Finn

Quote from the text:	What have you learnt:
'Were me and Finn all right? Asks Joe. I roll my eyes as if the question is embarrassing, but I wait anxiously for the AD's reply.	Finn is unsure of himself. He really hopes he impressed the Assistant Director.
Next quote . . .	

b) Imagine you have a celebrity gossip magazine. Create an interview for Blake. What questions would you ask him? Taking his personality into account, how would he answer them?

c) Finn gets the role of Blake's stunt double. (Huge spoiler for the book!) Create an interview for him as well.

d) Create a cover for your magazine – make sure to include an enticing title, the interviews and any other content that could be inside. Look at magazine covers for inspiration.

3) Show not tell

a) Please read Chapter 8 (pages 39 – 45). Work out how the characters are feeling from the quotes.

Quote:	How are the characters feeling?
'Alistair has a face like thunder, and when he spots me, it darkens even more.' Page 40	
'A vein throbs on Alistair's forehead.' Page 40	
'He rolls his eyes.' Page 41	
'Where's the fun in that?' says Conner, between snorts of laughter.' Page 41	
'I take a deep breath.' Page 42	
'Glancing down, ice showers my body.' Page 43.	
'I try not to grin. She called me an actor.' Page 44	

b) Show not tell: Create your own bank of descriptions.

Create a table to show not tell how someone is feeling. You can use similes, metaphors and descriptions. Possible emotions are: sad, angry, excited, tired, frustrated, happy and jealous. I've given an example below.

Feeling:	Showing:
Sad	

c) Write a scene where a character is feeling a strong emotion. Don't tell the reader how they are feeling but show them. Read it to the rest of the class and see if your classmates can guess the emotion.

4) Instructions for a Stunt

a) Please read pages 46 – 48 paying close attention to what Finn does in the stunt.

b) Imagine you are the stunt coordinator – the one in charge of preparing the action sequence. Prepare a step-by-step list of instructions showing Finn exactly what he must do. You can include illustrations and don't forget to mention his clothes.

c) Create your own stunt. Imagine you are a stunt coordinator and give clear step-by-step instructions. Please do not try any of these stunts in real life!

5) What happens next?

a) Please read pages 134 -135. What techniques have I used to make this scene so dramatic? How do I build the suspense? Please use Point, Evidence and Explain. Hint: have a look at the verbs, the sentence length, tense etc...

b) Using your imagination, write the next chapter. What happens to Finn?

c) Imagine if you were at school when suddenly everyone disappears. Perhaps you went to the toilet or you had to see the head teacher about something. When you return to class, the room is empty. Create a dramatic scene, showing how you're feeling

6) Design a map of a treacherous island

a) Finn, Blake and Mawi have to cross a treacherous island to find the hidden tribe.

They have to navigate mountains and rainforest, climb out of quicksand, dive over a dangerous waterfall, and walk through alligator infested grass, before finally arriving at the tribal village where warriors might want to kill them. (This is taken from chapters 28 – 34.) Design a map of the island, drawing and labelling the important details.

b) Create a map of your own island with lots of exciting hazards. Show the route your character would have to take.

c) Describe in detail one of your locations.

d) Choose one location from your map and write a daring mission. Show how your character managed to navigate this treacherous land.

7) Creating your own mythical creature

a) Please read pages 216-217. Draw the Ropen adding in as many details as possible.

b) Draw your own mythical creature. Does it have any special powers? What does it like to eat?

c) Imagine you are meeting your mythical creature for the first time. Create a beginning to a story describing it. Remember to show how you are feeling. If it helps, you can use this story starter:

*I bolt upright in bed. What's that noise? Something's outside.
I look out of my window and I can't believe my eyes.*

8) Comprehensions

Comprehension number 1: Please read chapter 15 (pages 83 – 89).

- 1) How does Finn spend the next few days at the hotel?
- 2) Why does Tommy think Finn should wear a jerk vest?
- 3) How is Novak feeling when 'her eyes light up'?
- 4) 'I head to the spot where Blake was standing and replicate his running pose.'
Why does Finn need to do this?
- 5) What is a machete? Please use a dictionary if you do not know.
- 6) Novak is willing to allow a fourteen-year-old boy to climb a tree without any safety equipment while carrying a machete. What does this tell you about her character?
- 7) From this chapter, how do you know that Finn is so desperate to please Novak?
Please use Point, Evidence and Explain.
- 8) What do the last few lines of this chapter reveal about Blake's character?

Comprehension number 2: Please read chapter 30 (pages 173 – 177).

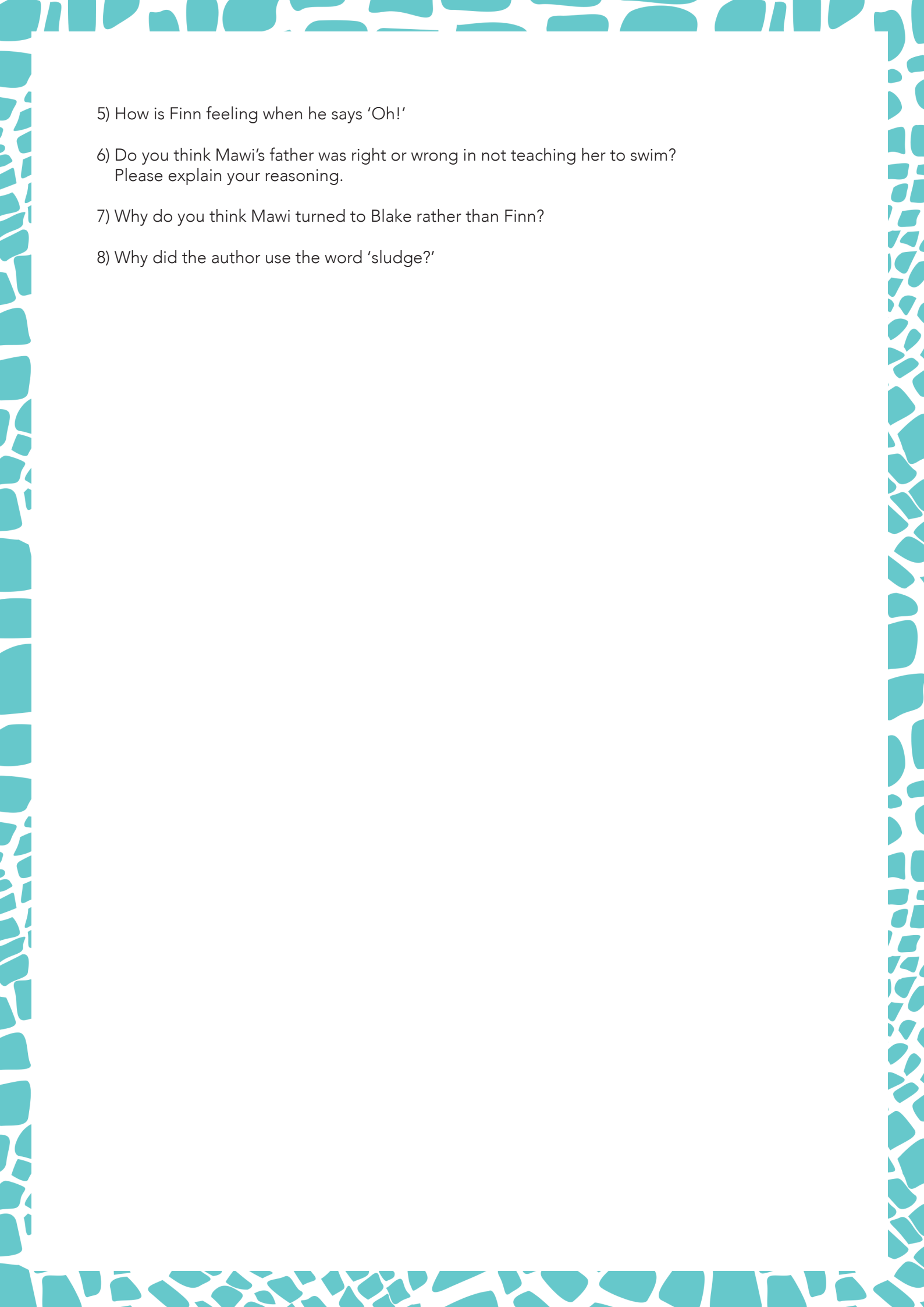
- 1) Blake and Mawi both give a reason why Finn should look after them. What are they?
- 2) Finn orders Mawi to give Blake her bag.

'He weighs more than you. And I hate to say it, but he's probably stronger.'
Why does Finn hate to say it?
- 3) Why does Finn's heart start pounding when he looks over the edge of the waterfall?
- 4) Please read the following extract taken from this chapter:

We leap over the edge, their screams dissolving into the noise of pounding water. Hurtling through cold spray, we plunge into the river below. Deeper and deeper. My clothes and shoes drag me down, but so do Blake and Mawi. Panic rises in me. I'm not in control. I can't swim—they're holding me under.

I open my eyes—the water stings—and kick my legs. But we're still heading down. Blake releases his grip and he soars to the surface, his foot slamming into the side of my head. At least I have some control now. I pull at the water, and kick my legs. Then Mawi's hand slips from mine. I feel her grab for me, but I need to breathe. I claw for the surface, take a giant gulp of air, before diving back down towards her. Her arms are flailing wildly. I grab her by the waist and swim with one arm, propelling with my legs. As soon as we burst into the air, I hold her under the chin and tow her to the side of the river.

What techniques does the author use to make this scene so dramatic?
Please use Point, Evidence and Explain.

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- A decorative border with a teal abstract pattern, resembling water or stone, frames the top, bottom, and right sides of the page.
- 5) How is Finn feeling when he says 'Oh!'
 - 6) Do you think Mawi's father was right or wrong in not teaching her to swim?
Please explain your reasoning.
 - 7) Why do you think Mawi turned to Blake rather than Finn?
 - 8) Why did the author use the word 'sludge?'