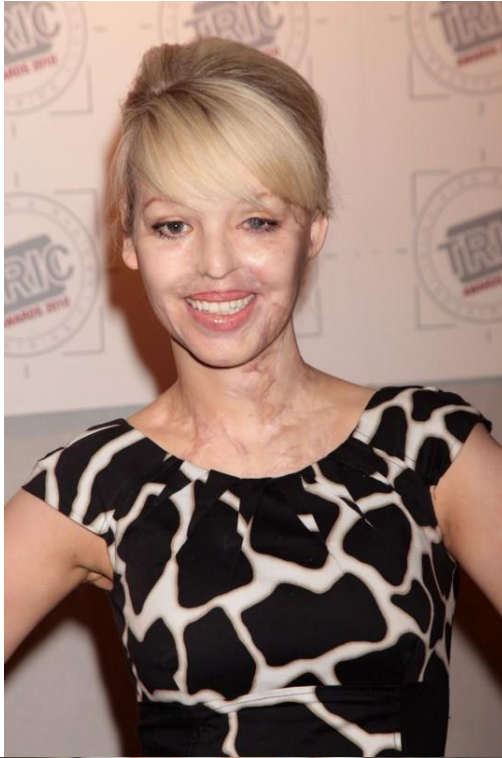


## Home learning activities

Subject:
<b>English</b>
Year Group:
<b>Year 8</b>
Unit of work:
<p><b>Wonder/Key vocabulary of Wonder knowledge organiser – Copy the spellings out three times, twice whilst looking at the spellings and once being tested from memory. Any spellings that you get incorrect, use your green pen to correct.</b></p> <p><b>This unit of work is mainly based on 'Wonder' by R.J Palacio with extracts from 'Frankenstein' by Mary Shelley incorporated, it also explores other texts that link to real people who are living with facial disfigurements.</b></p> <p><a href="https://www.readingsanctuary.com/wonder/">https://www.readingsanctuary.com/wonder/</a> - Full 'Wonder book' for free (scroll to the bottom and click 'Go to PDF')</p>
Activities
<p><b><u>Week 3 (04/05/2020):</u></b></p> <p><b><u>Title: Real life</u></b> <b><u>LO:</u></b> To be able to review extracts based on real people who are living with a facial disfigurement</p> <p><b>Task 1 – Complete the DNA activity</b></p> <ol style="list-style-type: none"><li>1. Which Halloween costume was Auggie supposed to wear?</li><li>2. Why is Halloween Auggie's favourite holiday?</li><li>3. Which costume did Auggie end up wearing?</li><li>4. What was the reason that Jack Will gave to the other boys for hanging out with Auggie?</li><li>5. Give 2 of the names that Auggie says he has been called in the past.</li><li>6. Why did Auggie go to the nurse's office?</li></ol> <p><b>Task 2 -</b></p> <ul style="list-style-type: none"><li>• <b>Read the newspaper extract based on Katie Piper below...</b></li></ul> <p>What happened to Katie Piper? What the Strictly star has said about the acid attack that changed her life</p> <p>Amy Duncan Monday 13 Aug 2018 3:37 pm</p>



Katie, 34, started her career as a model, dreaming of a career modelling for magazines, presenting TV programmes and appearing as a regular face in the media. However, a horrific incident in 2008 threatened to shatter her dream when her ex-boyfriend arranged for a man to attack her with acid on a busy London street.

As Katie went to cross the road, attacker Stefan Sylvestre approached her and, while she thought he was going to ask for money, he threw a cup of acid in her face. 'I could hear someone screaming and screaming and kept wishing they'd be quiet. Then I realised it was me,' she added. 'I was standing in the street with

people walking past me and I could feel my face evaporating. I thought I was on fire as the acid ate at my skin.'

Katie Piper pictured before the acid attack



Katie suffered life-changing burns to her face, chest and arms, undergoing countless operations and procedures to heal the scars left by the attack. It was then in 2009, one year after her attack, that Katie decided to waive her anonymity and appeared in Channel 4 documentary Katie: My Beautiful Face to raise awareness of what victims like her go through.



**Task 3 -**

- Read the Katie Piper poem below...

**MY OLD FACE BY KATIE PIPER**

**"I miss you**

**I think about you every day**

**The fun we used to have, those memories I have of you,**

**I will always treasure.**

**I know, I know you are gone forever – but never forgotten**

**We were crazy together and I am glad, we really made  
the most of it.**

**I find it hard to think about the fact you don't exist in  
this world any more.**

**So strange**

**Sometimes I wonder if we will be reunited in heaven?**

**I took care of you, all those expensive creams, if I close my  
eyes I can picture and feel all the contours as I would rub  
the face cream on, the flat wide nose, the perfect cupid's  
bow. I spent so much time perfecting those unruly brows!**

**I'm sorry I sometimes put you through the sunbed that  
horrifies me now!**

**You'd be shocked, I've really changed. I'm kind to this  
face and I love it, but nothing will replace you. Sometimes  
I'm too hard on this face. If I had one wish I would see  
you again, for one day, wear you again, I would take  
you to the supermarket and walk you around, smiling,  
greeting everyone.**

**I'm sorry I let you down and let him take you away.  
I will never destroy your pictures. I'm scared as you fade  
in my mind and I accept this face more. But I'm sorry it's  
the way it must be until we meet again."**

**Task 4 -**

Read 'The people's story' newspaper article below there will be 3 questions to answer for each person's story...

## The children living with facial disfigurements

By Ashley John-Baptiste BBC Victoria Derbyshire programme  
28 November 2016



Facial disfigurement: The children bullied for how they look

**"I'd kill myself if I had a face like yours." The words used against Marcus, aged 10 at the time, by a fellow pupil.**

Marcus was born with a cleft lip and palate and so has a gap between his lip and the roof of his mouth. It led to him being bullied at school.

"When I came home, I just burst into tears and lay on my bed," he tells the **BBC's Victoria Derbyshire programme**, now aged 12.

His mother, Samantha, reported the incident to the school, but says "nothing happened".



Marcus was born with a cleft lip and palate

"Something had to be done," she explains, recalling her decision to get in touch with **Changing Faces** - the UK's leading charity on facial disfiguration - which sent one of its representatives into the school to talk to the children.

Now the charity's latest campaign, called Face Equality, is working on the same principle - rolling out a programme in classrooms to try and prevent incidences of bullying and promote acceptance.

**Task 5 (part 1- Marcus) –**

**Answer the following questions in full sentences, the answers are provided further down to self-assess your answers, but do not cheat...**

1. What is the condition that Marcus was born with?
2. What did Marcus's mother do to help her son?
3. What is the latest campaign 'Face Equality' aiming to achieve?



**Answers to self-assess –**

1. The condition that Marcus was born with is called a cleft lip and palate.
2. Marcus's mother firstly spoke to the school, but then contacted a charity called 'Changing Faces,'
3. The latest campaign 'Face Equality' is aiming to educate children on facial disfiguration to stop bullying and promote acceptance.

Its founder James Partridge was only 18 years old when he was severely burned in a car fire and left with a facial disfigurement.

Image caption

"Every single social interaction is problematic," explains Mr Partridge.

James Partridge suffered burns in a car fire



He says the comments faced by those with facial disfigurements can be just as "painful" as those who are bullied because of their race or sexuality - but the problem is not as widely recognised.

According to a study commissioned by the charity in 2008, around 86,000 children under 16 in the UK have a psychologically and/or socially significant facial disfigurement - from birthmarks, cleft lips and palates, to scarring from accidents and burns.

**Task 5 (part 2 – The founder of the charity) –**

**Answers the following questions in full sentences, the answers are provided further down to self-assess your answers, but do not cheat... ..**

1. What was the name of the founder of the 'Changing Faces' charity?
2. What happened to him when he was 18 years old?
3. Based on the study conducted in 2008, how many children under 16 were reported to have a psychologically and/or socially significant facial disfigurement?

**Answers to self-assess –**

1. The name of the founder of the 'Changing Faces' charity is James Partridge.
2. When James was 18 years old, he was severely burned in a car fire which caused him to have a facial disfigurement.
3. Based on the study in 2008, around 86,000 children under 16 were reported to have a psychologically and/or socially significant facial disfigurement.

Caitlin's bullying developed gradually and began when she was seven years old.

"As I grew up and [my classmates] grew up, they all started to realise I was a bit different," she says.

"[They said] I wasn't pretty enough to be in their group, and they didn't want to be friends with me because I was weird, or I looked different and didn't match them. They all just left me and isolated me because of my face."

Caitlin was only a baby when she developed a benign tumour on the side of her face.

Her mother Kim explains that during an operation, medical staff "took the whole tumour out and while doing that they caught the smiling nerve. As a result of that she [developed] facial palsy - so the whole side of her face dropped".

Although Caitlin's bullying started when she was seven, her mother has been confronting the challenges of her daughter's facial palsy from much earlier.



'I took her to her pre-school to have her photo taken and the photographer went, 'what is she doing with her face, that silly face she's pulling?'

"That was the first time I broke down. I cried my eyes out, I had to leave the room and that was the point I realised that nothing was going to be the same again."

Caitlin says she has developed more confidence over the last year, but still faces bullying online.

"On my Instagram, sometimes I get [comments like] 'oh, you're ugly' or 'you shouldn't be taking pictures like that' - so I started taking pictures of half of my face."



**Task 5 (part 3 - Caitlin) –**

**Answers the following questions in full sentences, the answers are provided further down to self-assess your answers, but do not cheat... ..**

1. What is the condition that Caitlin suffers with?
2. How old was she when she began being bullied?
3. Which social media platform does Caitlin say she receives horrible comments?

**Answers to self-assess –**

1. The name of the condition that Caitlin suffers with is a benign tumour.
2. Caitlin was seven when she began being bullied.
3. Caitlin says she receives horrible comments on Instagram.

As part of the Face Equality programme, Marcus and Caitlin have been invited to Tetherdown Primary School in north London, to talk about the bullying they received with a group of Year five students, aged nine and 10.

"On the first day of school, how did you feel?" one girl asks them.

"When I first went in, there were a lot of people staring... [but] you shouldn't really care - it's not you with the problem, it's the people that bully you," Marcus responds.

Prior to the day's teaching, the pupils had all taken a test that showed, on average, they were 11% slower to match a positive word to someone with a facial disfigurement than to someone without a disfigurement. On average, adults are 27% slower, the charity's research suggests.

But after meeting Marcus and Caitlin - and some additional teaching - the pupils retake the test and are only 1.5% slower.

The school's deputy head teacher, Annie Ashraf, is "gobsmacked".

"Meeting those children really made a difference, and made them see actually we're all the same," she says.

It gives hope that, through education, children with facial disfigurement can become more accepted by their peers.

Marcus just hopes that he can be judged "by my personality and what I do, not by my face".

**Task 6 -**

- Using Katie Price's poem as inspiration and using the information from the articles and what you know about August, **write a speech to be delivered to your classmates based on why we should not judge people based solely on their appearance.** (Your speech should be 2 sides of A4)

**This task should be sent to your English teacher**

**Include:**

- Direct language (*Good afternoon, my name is ..... And I am here today to discuss*)
- Facts and figures (*research*)
- Anecdotes (*short personal story*)
- Repetition
- Expert opinion
- Interviews (*e.g. Katie Piper*)
- Accurate spelling, punctuation and grammar
- A variety of sophisticated vocabulary
- Paragraphs
- Balanced argument

**To help you plan a balanced argument, create a table like the one below and try to fill in some more ideas...**

<b>Why we shouldn't judge people based on their appearance</b>	<b>Why it is natural to judge people based on their appearance</b>
Appearances can be deceiving....	It is a human trait to make a snap judgement when we first meet someone...

**Use the model paragraph below to help you...**

*Good afternoon, my name is..... And I am here today to discuss why we shouldn't judge people based solely on their appearance. Personally I believe that appearance only makes up part of a person, surely what someone is like on the inside is just as important, if not more important! I decided to create a questionnaire aimed at young people aged 11 – 16, and found that 86% of this age group have experienced feeling self-conscious about their appearance, and sadly over half of these young people told me that they have felt depressed because of this. Why do some people feel that it is acceptable to put others down based on how they look?*

**WEEK THREE - Spellings**

Article

Extract

Review

August

Beautiful

Equality

Psychologically

Socially

Scarring

Infer

**Week 4 – (11/05/2020)****Title: Via's and Auggie's bond****LO:**

To analyse how Via and Auggie's sibling bond is portrayed within the 'Trick or treat' chapter

**Week 3 (04/05/2020) DNA answers to self – assess, mark them and count how many you got correct...**

1. Auggie was supposed to wear a Boba Fett costume.
2. Halloween is Auggie's favourite holiday because he gets to wear a mask.
3. Auggie ended up wearing the bleeding scream costume.
4. Jack Will told the other boys that he only hangs out with Auggie because Mr Tushman asked him to.
5. Auggie says that he has been called "*rat boy, freak, monster, Freddy Krueger, ET, gross out, lizard face, mutant.*"
6. Auggie went to the nurse's office to pretend he was sick so he could be sent home.

**Task 1 –**

- Complete the DNA activity...
1. What type of language do you use when writing a speech?
  2. What is an anecdote?
  3. Why do we use rhetorical questions in a speech?
  4. Name 2 other techniques that you can use in a speech.
  5. How long should your speech be?

**Task 2 –**



- Read pages 81 – 86 – ‘Trick or treat’ and ‘Time to think’ chapter (Remember the perspective has changed from Auggie to Via now)

### Task 3 –

- Make a note of some key words/phrases that describe Via and Auggie's bond.
- Add quotes to support each word/phrase that you have written

You should display your work in a table like the one provided...

<u>Words/phrases</u>	<u>Quotes to support</u>
Loving/caring	"I'll let you have all my candy"

### Task 4 –

- Using some of the words and quotes within your table, write a SEIZE paragraph based on the following question...

**How has the writer presented the bond between Auggie and Via within the 'Trick or treat' chapter?**

**This task should be sent to your English teacher**

- Use the model paragraph below to help you...

**SEIZE = Statement/Evidence/Inference/Zoom/Effect on the reader**

**S** = The writer has presented the bond between Auggie and Via within the 'Trick or treat' chapter as loving.

**E** = "Let's go. It'll be fun, I promise. And I'll let you have all my candy."

**I** = The quote implies that Via is desperately trying to get Auggie excited about the Halloween parade, as it is usually his favourite thing to do.

**Z** = The verb 'promise' infers that Via will do whatever she can to ensure that Auggie has a good time, even if that means giving him all of her candy. It shows how protective she is over her little brother.

**E** = The reader would feel admiration towards Via as she clearly adores her little brother, even if she is sometimes forgotten because of how preoccupied her parents are with Auggie.

### Task 5 –

- There is a clear change between how Auggie and Via's relationship is portrayed from the 'trick or treat' chapter to the 'time to think' chapter.
- Write another SEIZE paragraph based on the following question...

**How has the writer presented a change in terms of the bond between Auggie and Via within the 'time to think' chapter?**

**This task should be sent to your English teacher**

**SEIZE = Statement/Evidence/Inference/Zoom/Effect on the reader**

### WEEK FOUR - Spellings

Vocabulary

Appearance

Handsome

Underneath

Neighbourhood

Impressionable

Befriending

Developmentally

Delayed

Prejudice

### Week 5 – (18/05/2020)

#### Title: What makes a monster?

#### LO:

To review a variety of cases and make our own interpretations of what characteristics make a person a 'monster.'

#### **Week 4 (11/05/2020) DNA answers to self – assess, mark them and count how many you got correct...**

1. You use **direct** language when writing a speech.
2. An anecdote is a short personal story.
3. We use rhetorical questions to encourage the audience to think in more depth about our point.
4. Repetition, expert opinions, interviews, facts and figures.
5. The speech should be 2 sides of A4.

#### **Task 1 -**

- **Review the following dictionary definitions of what a 'monster' is...**

1. A legendary animal combining features of animal and human form or having the forms of various animals in combination, as a centaur, griffin, or sphinx.
2. Any creature so ugly or monstrous as to frighten people.
3. Any animal or human grotesquely deviating from the normal shape, behaviour, or character.
4. A person who excites horror by wickedness, cruelty, etc.
5. Any animal or thing huge in size.
6. Biology - an animal or plant of abnormal form or structure, as from marked malformation or the absence of certain parts or organs.

7. Anything unnatural or monstrous. –adjective
8. Huge; enormous; monstrous: a monster tree.

Write down the numbers of the definition(s) which you consider to be the accurate description of a 'monster.'

### Task 2 -

**Answer the following questions using full sentences...**  
**This task should be sent to your English teacher**

1. How does someone become a monster?
2. Can a 'monster' change?
3. How does someone's appearance affect our perceptions of them?

### Task 3 -

**Read each of the cases and answer the questions in full sentences that are attached to each one.**



Myra Hindley - in 1966 Hindley was convicted of murdering Edward Evans and Lesley Ann Downey, and for being an accessory in the John Kilbride murder. In prison she claimed to have found religion and repented her sins. Her lawyers told the press that Hindley was truly sorry for what she did. She had always portrayed herself as a remorseful sinner but knew that few people were willing to forgive her. Her lawyers told the press that Hindley was truly sorry for what she did. In 2002 Hindley died in prison.

- What are your first impressions when you look at the picture of this woman?
- Is someone still a 'monster' if they're sorry for what they've done?
- Are they a monster if they say someone else made them do it?



Adolf Hitler - leader of the Nazi party who systematically killed about 11 million people, including about 6 million Jews, during the Holocaust in WW2.

- Do you think that Adolf Hitler was born a monster?
- Were the people who carried out Hitler's orders also monsters?



Joseph Merrick - 'The Elephant Man'. He was deformed as he suffered from a genetic disorder also known as *von Recklinghausen's disease*. Born in 1862, he spent most of his life working as a circus 'freak', where he was humiliated and mistreated. He was later discovered by a doctor who cared for him in hospital and Merrick began a new life. He died at the age of 27 as a result of his condition.

- What are your first impressions when you look at the picture of this man?
- Why do deformities scare people?
- Why do we judge people on their appearances?

### Task 3 –

**Research the case of Joseph Merrick – 'The Elephant Man' in further detail...**

- Find out where he was born
- How he died
- What happened to his parents?



- About his siblings – were they born with any disabilities?
- Why was he known as 'The Elephant Man?'
- What was the name of the doctor who helped him?

#### **Task 4 -**

**Using the research that you have based on Joseph Merrick's life; you should now write a newspaper article including everything that you have discovered, (write it as a modern-day piece.)**

**This task should be sent to your English teacher**

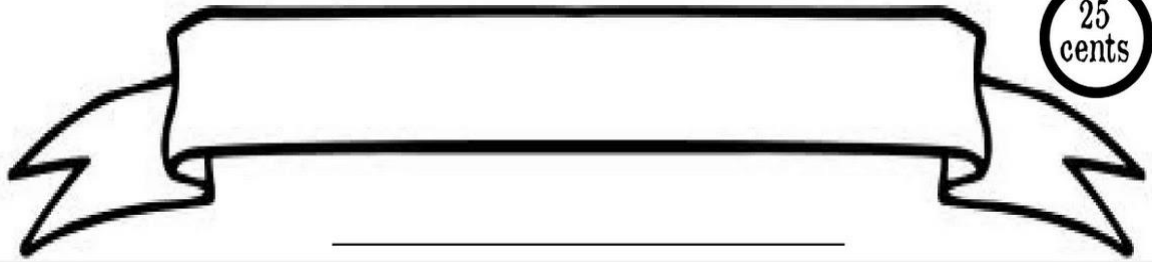
#### **Include:**

- An interesting headline – repetition/alliteration/rhetorical question/exclamation marks...
- Images
- Date
- Columns/paragraphs
- Subheadings – use these to break up the text
- Facts
- Interviews
- Expert opinions
- Your name as the writer

**Remember to use the 'Katie Piper' and 'The children living with facial disfigurements' newspaper articles to help you with layout and structure.**

**<https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt> - you can also use the following website to help you.**

**If you need extra guidance there is an article layout below that you can use to help you...**



[Empty rectangular box for title or author information]

[Large empty rectangular box for the main body of text, divided into two sections by a vertical line]

[Lined writing area on the right side of the page]

ABOUT THE AUTHOR

[Small empty rectangular box for author information]

**WEEK FIVE - Spellings**

Empathetic

Suffered

Deceiving

Disfiguration

Severely

Interaction

Isolated

Benign

Personality

Inspiration

Where do you complete the work?

**Paper/typed on the computer**What to do if you finish the work?  
(Extension activity)**Continue to add to quote to the first lesson 'themes' section, as you continue to read.**

These websites might help:

<https://www.readingsanctuary.com/wonder/> - Full 'Wonder book' for free (scroll to the bottom and click 'Go to PDF')[www.google.com](http://www.google.com) – type in Treacher Collins Syndrome[www.youtube.com](http://www.youtube.com) – Type in 'Treacher Collins Syndrome' and scroll down to find 'Liam's sense – ational story: Treacher Collins Syndrome[www.youtube.com](http://www.youtube.com) – Type in 'Wonder film' to see clips