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Introduction

This KS3 ‘survival-themed’ teaching pack contains lesson plans, teaching ideas and student-facing resources (all of which were specifically commissioned for the pack). It also contains poems, fiction and non-fiction text excerpts from the 19th, 20th and 21st centuries.

It is organised into six parts or weeks, with each part focusing on a particular aspect of survival, such as ‘Suffering’ or ‘Long term survival’. In each section you’ll find a selection of:

- starter activities
- main activities
- plenary activities
- suggestions for differentiation.

The student-facing resources can be found at the end of each week. The texts are included, organised by week, at the end of the pack.

The pack lends itself to being used in different ways. It could be dipped into on an ad hoc basis or it could form the basis of half a term’s work (or even a term’s work if you wanted to dwell on certain texts and tasks a little more or even introduce your own text choices). The resources are all available in adaptable formats, making it easy to differentiate the tasks by ability.

This particular pack aims to introduce students to a variety of unseen and challenging texts and improve their critical reading skills. It also aims to lay the groundwork for skills required at GCSE (2015). The teaching ideas offer plenty of creative and written opportunities so that students can experiment with their writing and create personal responses to the texts along the way.

We’ve included links to each separate resource included in this pack so that you can access the resources directly on teachit.co.uk. We’ve also included the file number or name for each original resource — just pop this into Teachit’s search box.

To help with navigation, there is a contents table which details which part of the pack each resource is used in and provides a page number. To go straight to a resource, hold the Ctrl key and click on the name of the resource you want to see.

Our thanks go to contributor Richard Durant who has written this pack.

We hope you enjoy using this pack. If you have any questions, please get in touch: email support@teachit.co.uk or call us on 01225 788850. Alternatively, you might like to give some feedback for other Teachit members — you can do this by adding a comment on the relevant Teaching packs page on Teachit.
Route through week five: Long term survival

Work based on ‘Alice’s Long Fall’ from Alice in Wonderland by Lewis Carroll

Starter activities

1. **Incredible stories.** Like Juliane Koepcke, there are a number of stories of people surviving long falls. You could provide a number of news stories from the internet for students to skim read and summarise for the class.

2. **A tale to tell ...** Ask students to move around the class, and find someone who has a similarly incredible tale to tell. These might be ‘true’ stories they’ve heard, read about or watched. Swap stories and share the most entertaining with the class.

Main activities

1. **Thought-fall.** Give students the ‘Alice’s Long Fall’ extract from Alice in Wonderland. Ask them to identify and number the key thoughts Alice has as she falls. As an alternative, extension or creative opportunity, groups could draw these elements and add supporting quotations on a long sheet of paper (the reverse of a roll of cheap wrapping or wall paper) to replicate the ‘events’ in the text.

2. **Advice for Alice.** What practical advice would students give to Alice on how to survive her fall? It was remarkable that she was ‘not a bit hurt’ – are there any suggestions students can make? These ideas might include the following: assume brace position, grab a large object to absorb the impact; break your fall; relax your body; bend your knees; try to land feet first; protect your head etc. Encourage students to use some of the layout and language techniques of instructional/advisory writing (imperatives, conditional verbs, bullet points or numbering, formal or informal register depending on audience etc.).

**Differentiation**

More able students might enjoy adopting a more whimsical or humorous tone, and to use surreal elements such as those found in Carroll’s writing. This might include thinking of suitable alternatives to the shelves and marmalade for example.
3. **The class survival guide.** Organise the class into small groups and get each one to write an entry for a class survival guide. They could choose to focus on a survival topic relating to one of the texts/topics they have studied (a fall in the mountains; a frozen wilderness; having no access to food etc.) or their own choice of topic. Other possible topics might include how to survive:

- a five day power cut
- an eight hour car journey with a brother or sister
- your father's/ mother's/teacher's sense of humour
- your phone breaking down for two weeks
- being charged at by cows in a field.

**Differentiation**

To strengthen the writing outcomes, encourage students to research some survival advice web pages. Ask students to look at how the advice is organised, its tone, as well as its language, style and register.

**Plenary activities**

1. **Advice forum.** Following on from the class survival guide activity, ask groups to offer each other advice on how they could improve their work in the next lesson.

2. **Rounding up the learning.** Ask students to write a list of five key features of instructional writing.
Work based on ‘To Build an Antarctic Hut’ from *Endurance, an Epic of Polar Adventure* by Frank Worsley

**Starter activities**

1. **Extreme cold.** Ask students to tell each other about times when they or someone they know have been really cold. What did they do? What worked, and what didn’t? Share ideas as a class and make a quick bullet point extreme cold checklist.

2. **Bring the text to life.** Ask students to read ‘To Build an Antarctic Hut’. Then put them into pairs or threes and ask them to work together to do a rough sketch or 2D paper model of the erected hut described by Frank Worsley. Ask the groups to label their work with brief, relevant quotes from the text. If you have access to playdough, plasticine, lolly sticks, plastic straws (or even spaghetti and blue tak), students could even make their own quick 3D version of the hut.

**Main activities**

1. **Step-by-step.** Using Worsley’s explanation, ask students to turn his text into a set of step-by-step instructions for putting up an Antarctic hut, for a modern audience. Firstly, ask students to underline any words which will need a contemporary equivalent. Then ask them to identify the key instructions by annotating the text with numbers. Next, model how to select information from the text and re-present it, using imperative verbs. For example:

   *Take the first support post and - with at least two other people - hold it upright ....*

   This modelling process would also be a very good opportunity to point out how Worsley’s explanation uses passives, and how you are converting them into imperatives: e.g. *The upright posts are put into holes in the ice* would become *Put the upright posts into holes in the ice.*

2. **Text conversion.** Worsley’s text is an explanation of how huts are erected and consequently his tone is quite formal and unemotional. Ask students to imagine that when he finally is cosily lying in the hut, he writes a diary entry about his day. Ask them to start their entry with these words:

   *We had to put up our dreadful hut again today. It should have been straightforward ...*

   Prompt students to use a warmer, more emotional tone in their writing.

3. **Research.** Ask students to do some research into the shelters that polar explorers have used over the decades. They could use a question such as: *How and why have Antarctic explorers’ shelters changed over time?* Work with students to establish the following:

   - What they would need to find out to be able to answer the question?
   - What sources might be useful, and how can they find them?
   - How they should present their findings.
Plenary activities

1. **Sharing research.** Ask student to summarise the findings of their research task in five bullet points, and share their ideas in pair/small groups.

2. **Not-so-secret diaries.** Ask students to read out their version of Frank Worsley’s diary entry to each other in pairs or small groups. Ask the listeners to award each reader points for how successfully they engage their audience (use of emphasis, changes in tone and intonation, eye contact, gestures etc.).
Work based on The Diary of Lena Mukhina by Lena Mukhina

Starter activities

1. ‘What joy, what joy!’ Give students Lena's diary entry from Dec 25th 1941. Ask them to read it through and work out and speculate as much as they can:
   - Who is writing?
   - Where are they?
   - What is happening in their neighbourhood?

2. Fact finder. Give students five minutes to find out five essential facts about the siege of Leningrad, which started in 1941.

3. Siege explorer. Ask students to find out more about the spelling, meaning and etymology of the word siege. You could ask them to do the same with other relevant words such as: bomb, gun, starve, fear, survive etc.

Main activities

1. Lena’s Leningrad. Encourage students to share their research findings from the starter activity. Follow up by using Resource 14 — Lena’s Leningrad and explore their reactions to the photographs of the city, and engage with the prompt questions in the resource.

2. What are we going to do? Show students the first paragraph from Lena's December 28 diary entry:

   Aka is very poorly. Mama is worried that she won’t survive. Aka doesn’t get out of bed at all any more. The day before yesterday, when she went for bread in the morning, just after they increased the rations, she fell over three times. On her back and on her face, right on her nose. She broke her nose, and since then she has been getting worse and worse. Now I’m going to have to take over the housekeeping, and Mama will work.

   Put students into pairs and ask them to improvise a conversation between Lena and her mother that deals with the issues raised in this part of Lena's diary.

   **Differentiation**

   Less confident and less able students are likely to improvise a very brief conversation. For these students in particular it might be useful to give them some prompt questions:
   - Why is Mama worried?
   - Has Lena been doing enough work up to this point?
   - What would happen if Aka died?
3. **Advice alley.** Choose one student to play the role of ‘Lena’. Divide the rest of the class into rows, facing each other about two metres apart, so that there is an alley between them. The students in each row should offer ‘Lena’ advice on how to deal with the painful situation she is in. When ‘Lena’ reaches the end of the corridor s/he could summarise the advice s/he has been given, and speculate on how Lena Mukhina might have felt.

4. **Next day.** Ask students to write Lena’s entry for 30th January 1942. Help students to appreciate that although Lena’s account is a diary and therefore for herself, it is written in a way that makes it dramatic for the reader. To prepare students for this writing task, work with the class to consider what might be plausible content for the entry, and identify some of the key features of her writing (intimate/conversational style, short sentences, declarative sentences, everyday details etc.).

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**Plenary activities**

1. **What is she like?** Put students into pairs or small groups and ask them to read back over Lena’s diary entries and choose four words which best sum up her character. Ask them to write their four words on sticky notes and stick them on the wall.

2. **Synonyms.** Sort through and organise the sticky notes after they have been shared on the wall. Discard repeat words, group synonyms, place word cards close to near-synonyms, and so on. The object of the exercise is to get the class to work towards a clear, shared definition of Lena’s character.
World War II: People collecting water on the Zvenigorod Street in Leningrad, during the blockade, Jan, 1942.

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World War II: Leningrad during the blockade.
During an air raid alert children take cover in the nearest bomb shelter.

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Leningrad after a Nazi air raid, in World War II.

World War II: Taking a dead family member to the cemetery along Nevsky Prospect in Leningrad during the blockade, 1942.
During the Second World War (1939 - 1945), Germany invaded Russia. In September 1941 the German army surrounded the Russian city of Leningrad. They besieged Leningrad for two-and-a-half years. They bombed and shelled the city, and cut off its food supplies.

4,000 people died from starvation on one day – Christmas Day, 1941. Even the city's pets were killed and eaten. In the following two months, there was almost nothing to eat. Hundreds of people died every day. Many of these victims fell dead in the streets, lying there until their bodies were collected for burial.

People were desperate for food and heat. They ate glue, cottonseed and even motor oil. To try to stay warm in a very cold city, many burnt their furniture and even their floor boards. As many as one and a half million people died in Leningrad during the siege, but the city did not surrender.

Lena Mukhina lived in Leningrad throughout the siege. She was 16 when the siege started. What would you ask Lena about her life in Leningrad during the siege?

Here are some questions you could ask her:

- Did you want the city to surrender?
- How did you feel about killing and eating your cat?
- What was the worst thing you had to eat?
- What was it like during air raids?
- Did you go to school during the siege?