

***Left Out* by Jean Gill**

Book 1 of the series *Looking For Normal*

Resource Pack

This resource pack comprises a range of materials designed to fulfil the broad aims of the UK National Curriculum for Key Stage 3 and Key Stage 4. It offers opportunities for oral work, research and a variety of writing types.

The “book map” explores general ideas for activities, some of which are expanded into detailed task sheets.

Acknowledgements:

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Chapter	En1	En2	En3
1	Never judge a book by its cover? Discuss the effectiveness of the front cover and blurb	Read the first few paragraphs, down to "...you're weird". Discuss its effectiveness as a novel opener Resource sheet 1 What is disability? – see resource sheet 2	Language use: disability – see resource sheet 2
2	Designer children – should parents be able to select the perfect child? Resource sheet 3	Research – see resource sheet 3 Research: make a list of famous people who have something in common – eg. Born in Wales	Families – what makes the perfect family? Resource sheet 3
3	Prejudice – research sheet 4	Prejudice – research sheet 4	Language use: The language of prejudice – see resource sheet 4. Use the introduction of Mr. Travis as a model for a description of a teacher who has made a positive impression
4	Research and discuss the Welsh knot	Use the internet to research the Welsh knot	Wenglish – explore the way the Welsh language has incorporated words of English origin; explore how Welsh is similar to other languages
5	How far would you go to stand up for your rights? What did Jamie do wrong?		Use the incident with Mrs. Davies to inspire a piece of writing on getting into trouble
6	Prepare to interview a member of school (staff or pupil) by agreeing on 10 questions to ask him/her		Write-up an interview with a member of school...
7	Homelessness is a theme in the novel. Explore the reasons for homelessness and the problems experienced by the homeless.	Read the description of Jamie going into town, alone, from "she started going into town at lunchtime..." to "the swagger of a local." Look at how the author creates atmosphere	Look at the use of language in the extract (En2) and use the extract to model.
8	Different for girls?	Research gender prejudice	Look at the language of gender prejudice.
9	Discuss the misunderstanding between Chris and Kelly – who is to blame?		Language of gender – explore the connotations of language related to male and female promiscuity...
10	Discuss the differences between US and UK schools		
11		Research the artist Escher	
12		How does the author create suspense in this chapter?	
13		Discuss the use of anti-climax in this chapter	
14			Write a newspaper article on the Atlanta school shooting – resource sheet 4

Resource Sheet 1

ESTABLISHING TONE

Read the opening again and underline the words that show that Jamie feels awkward and resentful.

The Opening

“One-handed catch.” Mrs Jones twirled round and threw the ball.
“Jamie.”

Jamie Williams fumbled the catch and dropped the ball. She picked it up slowly, her curly black hair covering her embarrassment. It wasn't as if this was new to her.

“Talk about the left hand not knowing what the right hand is doing,” sniggered Kelly.

“Practice makes perfect,” Mrs Jones reassured.

“Emma,” muttered Jamie, and threw the ball across the circle with just enough venom to make it difficult, and not quite enough to get into trouble. Emma anticipated the flight, stepped backwards, jumped and caught the ball as if she were holding the Olympic flame in triumph.

“Well done, Emma. Did you see, Jamie, how Emma let her instincts take over so she could be in the right place, time it right, and let the hand-eye co-ordination take over. Practice, that's all it takes.”

“Julie,” signalled Emma, and the game continued.

As Jamie opened out her sweatshirt in the changing-room, her purse dropped out of its hiding place up her sleeve and rolled along the floor. She dived for it but too late to escape notice.

“Butterfingers,” sang out Kelly, knotting her sweatshirt round her waist, where it dangled way below her school skirt. “Come on, Donna – you're all fingers and thumbs today – it must be catching.”

Again, Jamie let her hair hide her feelings, not helped by the fact that her shoe-lace had come undone. Like a bloody five-year-old, she thought gloomily, tying a double knot as Kelly walked off, arm in arm with Donna.

Outside the sports hall, Ryan was waiting for her. “Don't tell me, I can see by your face. We're going to be late for Science – we'd better hurry.”

“I don't care. They're all so stupid. I think it's 'cos I'm left-handed that I drop things and feel a fool.”

Genre is established by...

The protagonists are...

The antagonists are...

The setting is...

The plot details are...

The opening paragraphs encourage the writer to read on because...

Resource sheet 2

Disability

“So maybe that’s what disabled is to whoever’s disabled – it’s normal-different.”

Jamie is left-handed and complains that it causes her problems in our “right-handed world”. But when Ryan suggests it’s a disability, she is offended.

Read the exchange below and discuss the different views of disability:

“What does that mean anyway, ‘disabled’?”

“It means something’s wrong with you.”

“Well you do keep talking about being left-handed like there’s something wrong with you.”

“But that’s more like, normal-something-wrong, just sort of different.”

“So maybe that’s what disabled is to whoever’s disabled – it’s normal-different.”

Look ‘disabled’ up in a dictionary and a thesaurus.

Discuss the definitions and synonyms offered and come up with your own definition of disability.

Dictionary and Thesaurus

Look up the following words and write down the dictionary definition and a synonym for each:

Word	Definition	Synonym
Able		
Unable		
Disable		
Disabled		
Disability		

Highlight the definitions and synonyms that have negative connotations.

Underline the definitions and synonyms that have positive connotations.

What conclusions do you draw from your findings?

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Politically Correct Language and Euphemisms

A euphemism is a mild term that makes an unpleasant reality less harsh.

For example:

The man died = the man passed away or passed on.

Political correctness is similar; it refers to expressions that replace offensive or potentially offensive statements.

For example:

The boy is short = The boy is vertically challenged

Replace the politically incorrect words with your own pc alternative and then make up 5 of your own:

Fat	
Stupid	
Bald	
Coloured	
Poor	
•	•
•	•
•	•
•	•
•	•

Resource sheet 3

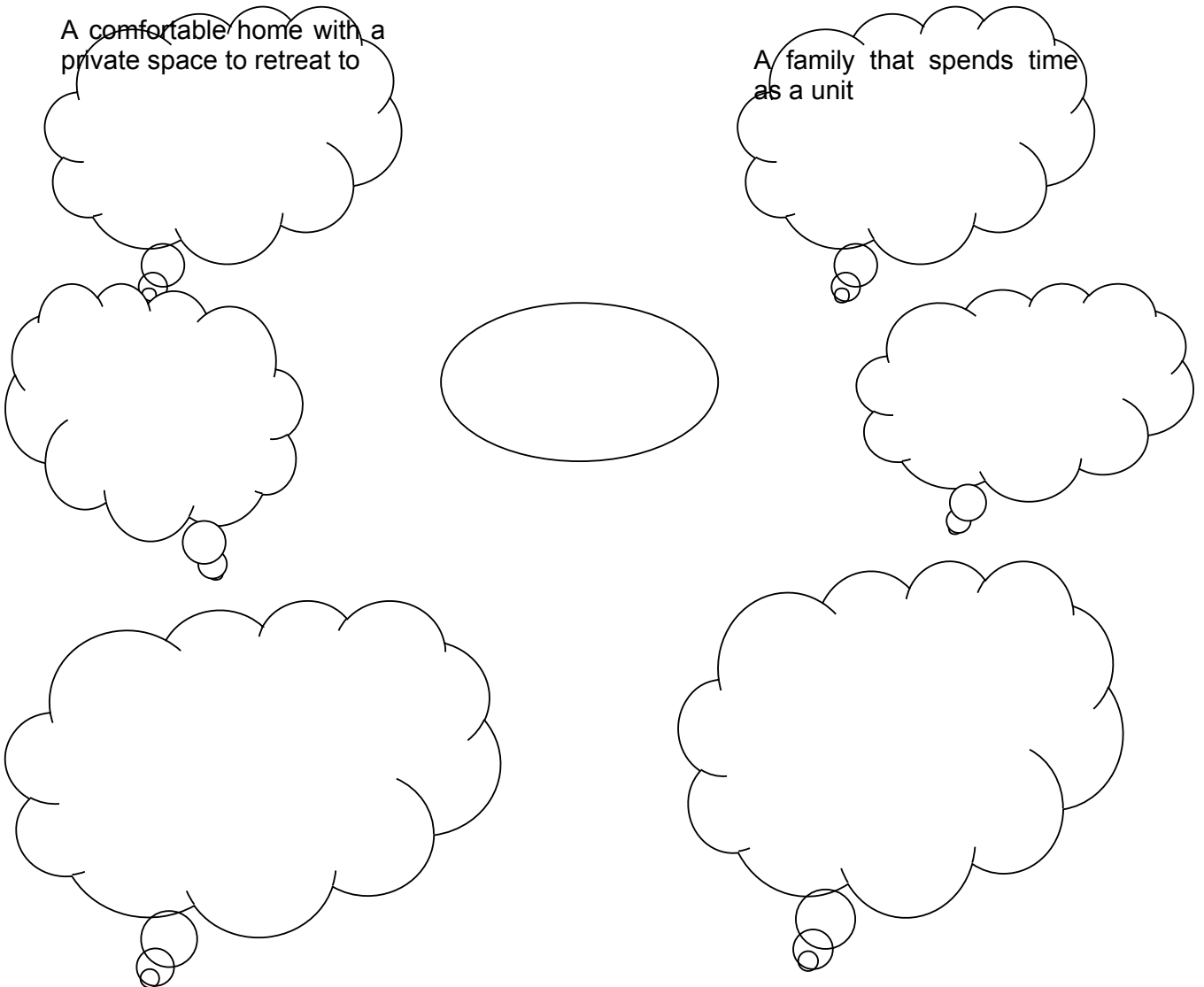
Family Matters...

Jamie and Ryan have very different family backgrounds. Jamie would like her mother at home in the evenings while Ryan's takes too much interest in him for his liking! Although Jamie's family is, on the surface, the ideal family (mother, father boy, girl), it is far from perfect in Jamie's eyes. Ryan is resentful of the fact his father is an anonymous sperm donor. So, what is the ideal family?

Add your ideas to the spider diagram below.

A comfortable home with a private space to retreat to

A family that spends time as a unit



The Perfect Child?

It has long been possible to create life in a test-tube. It is now hypothetically possible to create a “designer baby” – a child with all the physical and mental attributes desired by the parent. There are some advantages: children could be born without any disabilities; children could be protected from a genetic tendency to develop life-threatening diseases; a race of handsome, intelligent children could be the future... but is it ethical?

Ryan has no father – that is, his mother became pregnant with sperm donated by an anonymous man.

What criteria would you insist on if you had the chance to choose how your child turned out?

-
-
-
-
-

What are the advantages and disadvantages of having children as Ryan’s mum did?

Advantages	Disadvantages

Resource Sheet 4

Prejudice and Left-handedness

Jamie, being left-handed, feels she is encountering forms of prejudice. Can you find examples of ways in which left-handers are prejudiced against?

Prejudice	Reason behind Prejudice

Prejudiced language

Find as many examples of prejudiced language as you can, explaining how each example is used offensively.

[illegible]

Writing a newspaper report

Newspaper reports are unlike stories. Consider their purpose:
To inform? to influence opinion/attitudes? to entertain?

Think about how we read newspapers. Most people flick through the paper (sometimes starting on the sports pages at the back of the paper) and read headlines. If the headline attracts interest, the reader will read the first paragraph. This is all you need to read to get a flavour of the story. It tells you all the basic information, answering the questions: What? Where? When? Who? How? Why? The rest of the story gives detail and often features quotes from eyewitnesses and people closely concerned with the story.

Look at the factual information on the shooting in Ryan's school in Atlanta.
Complete the worksheet below:

What happened?
Where did it happen?
Who was involved?
Why did it happen?
Who would the newspaper ask for quotes?
Think of quotes you could use?
Think of a good headline (it should be short, informative and eye-catching:

