



Stone Cold – Hot-seating

You are going to work in pairs. One of you are to turn away from the board with your book and pen in your hand whilst the other one describes an image to you. You cannot look at the board, you must just draw what your pair describes to you!







The Big Picture

Last lesson	This lesson	Next lesson
We analysed the author's use of language and the effect on the reader.	Analysis of the main characteristics of the main characters.	Write empathically as one of the main characters.



Learning objective and learning outcomes

- Learning objective: Identify specific characteristics of Shelter and relate them to homelessness.
- Learning outcomes: By the end of the lesson, you will be able to...
- **Explain** Shelter's actions and whether you are shocked by what he has done
- **Analyse** Shelter's characteristics through hot seating
- **Evaluate** what you have learnt about Shelter's character



Write down
the underlined
words in bold!

Input
one

Class reading of
pages 11-18 of the
novel. What do you
think of what's
happened?

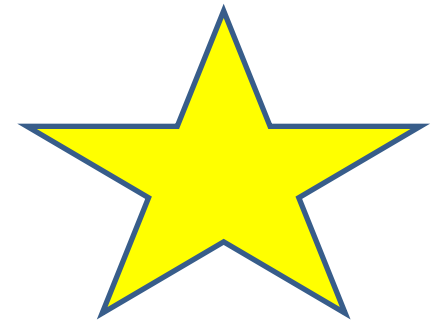


Activity one

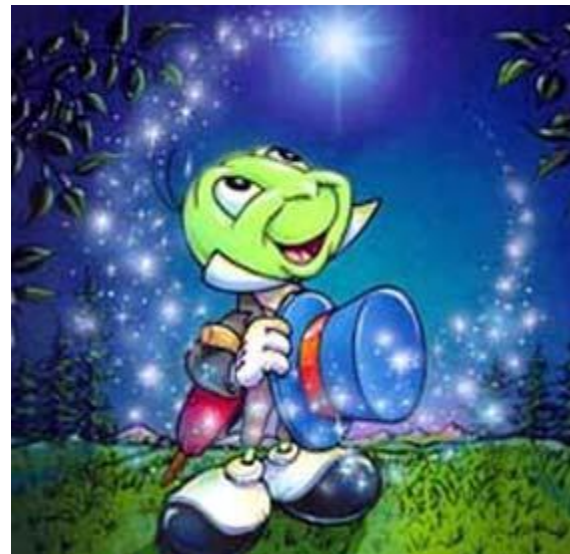
You are to write a paragraph explaining Shelter's actions. Are you surprised? Did you expect something else?



Review one



- You are going to swap books with the person next to you and give them 2 stars and a wish for their paragraph. Have they included what he did and their reactions?



Learning objective and learning outcomes

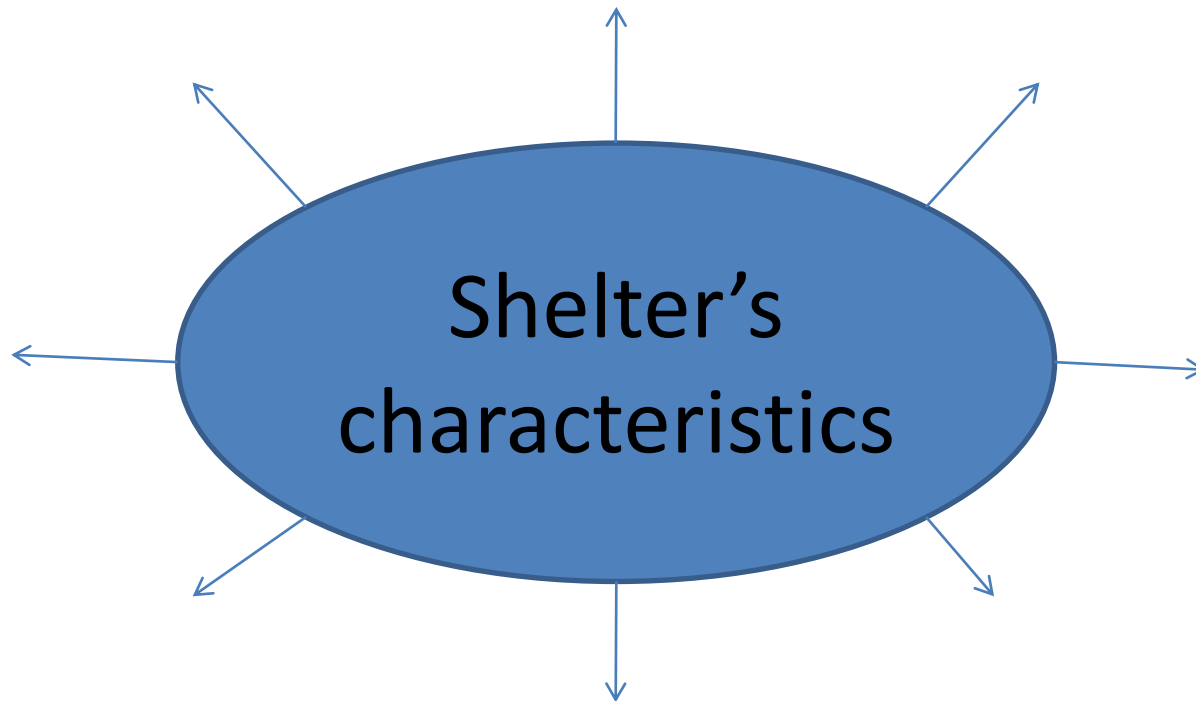
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Activity

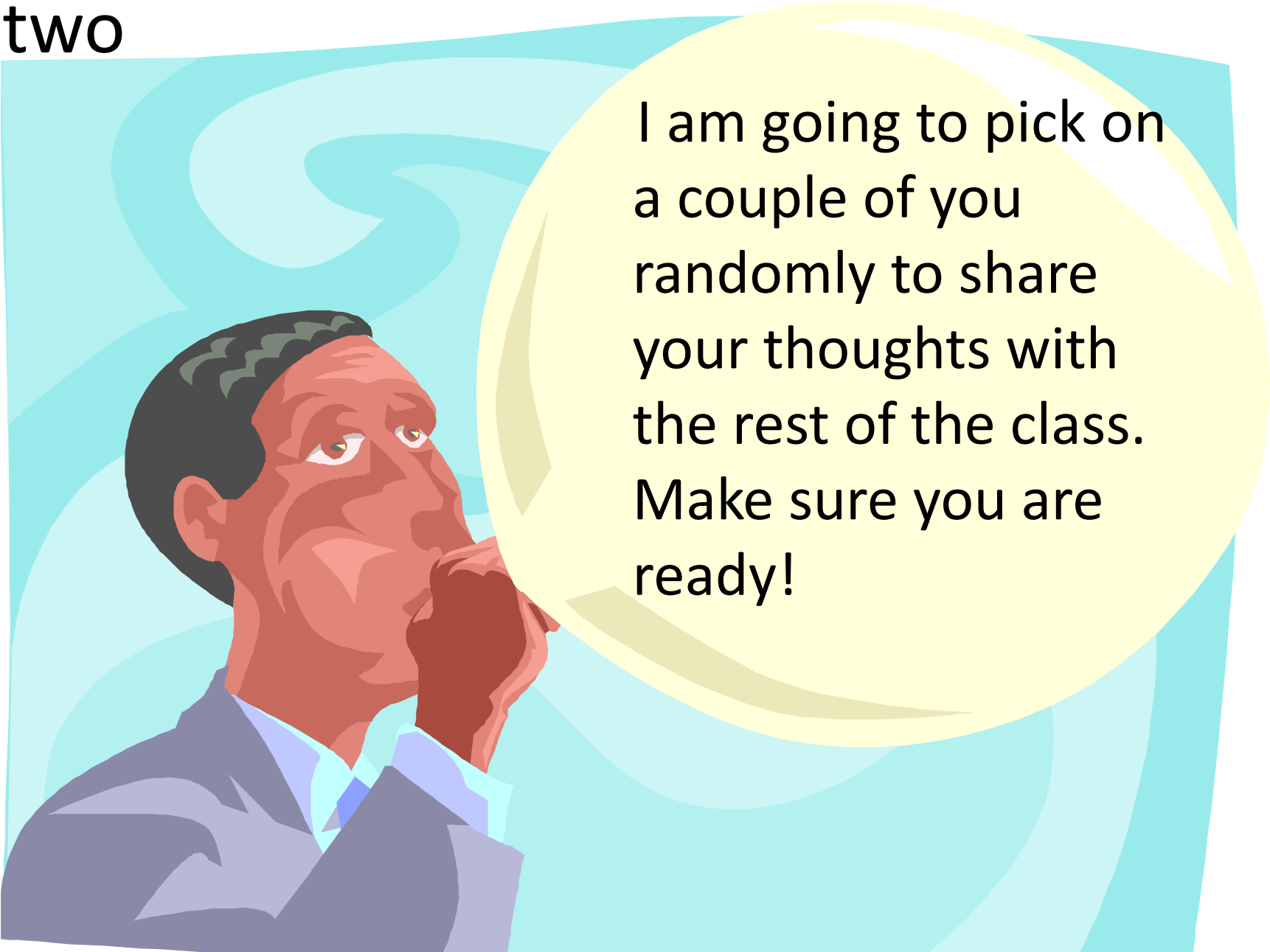
two

- What are Shelter's characteristics? You are to create a spider diagram/bullet points of your thoughts and ideas.



Review

two

An illustration of a man with dark skin and short black hair, wearing a dark blue suit jacket, a light blue shirt, and a blue tie. He is shown from the chest up, looking upwards and to the right with a thoughtful expression, his hand resting on his chin. To his right is a large, yellow, rounded rectangular speech bubble with a drop shadow, containing text. The background consists of abstract, wavy shapes in shades of light blue and teal.

I am going to pick on a couple of you randomly to share your thoughts with the rest of the class. Make sure you are ready!

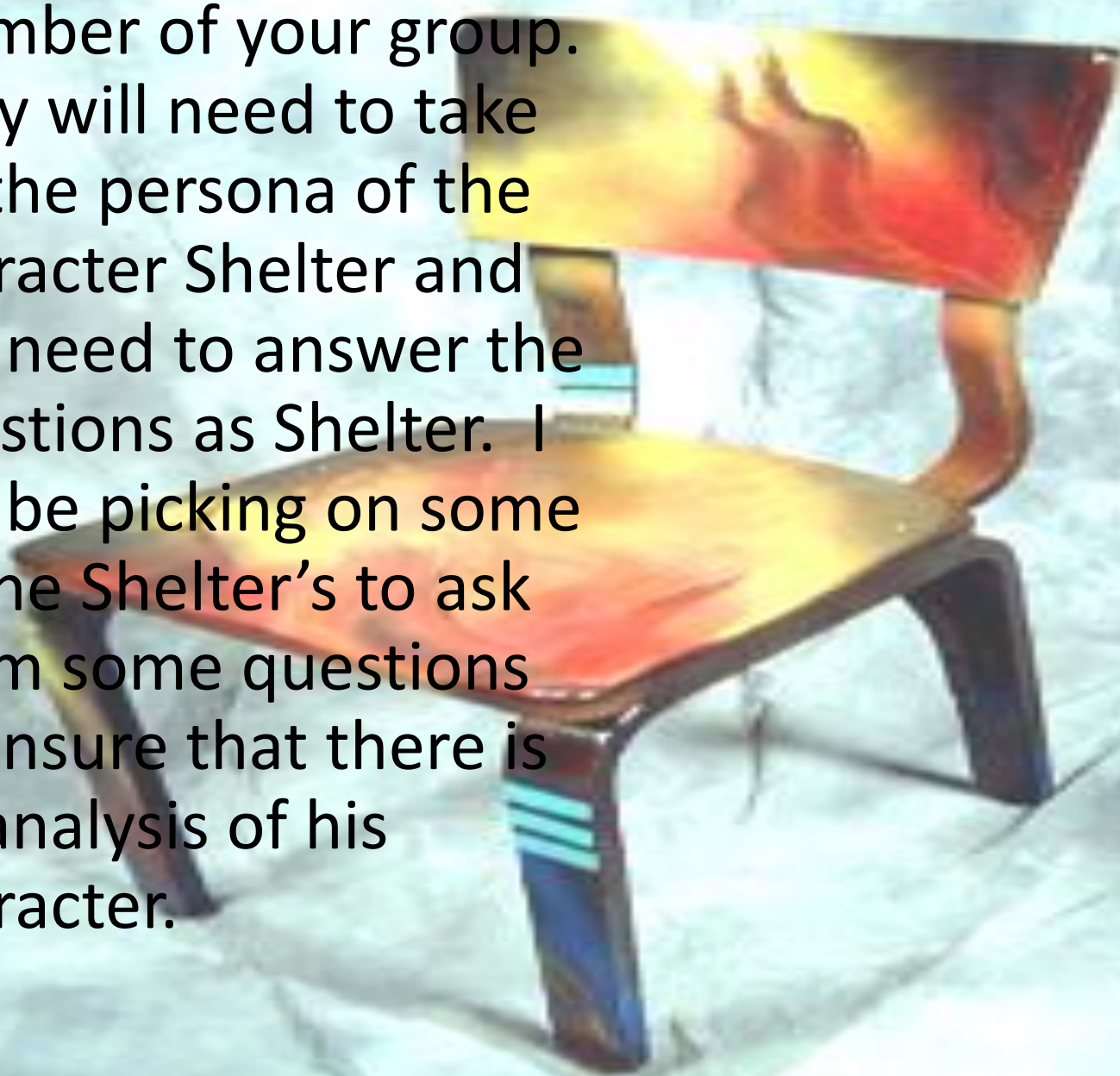
Activity three

In pairs or 3s, you are to create a list of questions that you would ask the character Shelter. You need to make sure that your questions show an analysis of his actions, thoughts and behaviours. You will also need to think about what sort of answers you think he will give.



Review three

- You are to hotseat one member of your group. They will need to take on the persona of the character Shelter and will need to answer the questions as Shelter. I will be picking on some of the Shelter's to ask them some questions to ensure that there is an analysis of his character.



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Activity four

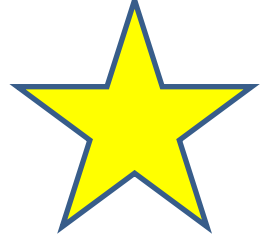
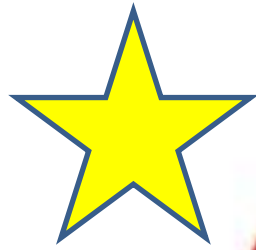


- What have you learnt about Shelter's character from today's lesson? You are to evaluate what you think you have learnt about his character and use evidence from the novel to back up your points.(P.E.E)



Review four

- I will pick one or two of you at random to share your answer with the rest of the class. I will then ask two of you to tell me something good about it and one of you to tell me an area for improvement.



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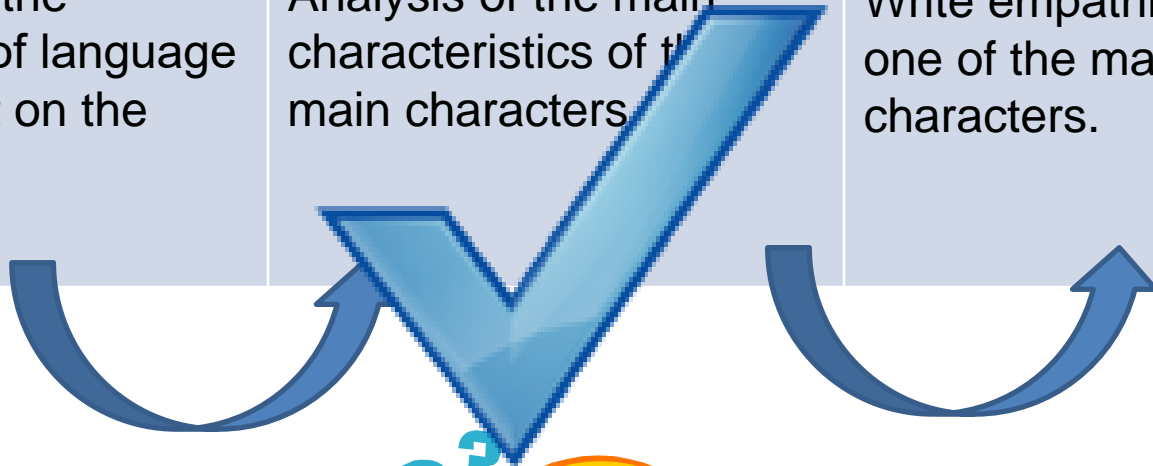
Extra

- Pick one of the problems that Link faces and write down how you advise him to overcome it. You could do this as a problem page report – written by agony aunt/uncle ____.



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Consolidation phase

- **Traffic light your progress**

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