

**Book Title:**

Golden Goal

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| **Chapters covered in each lesson** | **AF** | **Lesson Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*how will progress be measured?)*** |
| 1 | S&L AF1 and AF2  R: AF3  W: All AFS | To explore the feelings expressed in this chapter | Students are able to make predictions about the storyline.  Students will identify, form the text, their emotions and then use one of these emotions as a stimulus for a a piece of creative writing. | * Introduce the blurb and book. * Students make predictions about the storyline. * Ask: when have you experienced nervousness or excitement? * Discuss: It’s the night before your birthday and you are expecting to get a present you desperately want. How do you feel? * Read the chapter. * Creative piece of writing:   Imagine that you are about to take your GCSEs. Explain the pressure you feel under and how you plan to cope with the strain.   * They select and share a sentence, which encapsulates the feeling of anticipation. | By the end of the lesson they will have learnt:  The genre of the book.  Some of the characters and their experiences – through the language shown. |
| 2 | R: AF2, 3  S&L: AF3 | To explore the character of Robbie and has his actions effect the team. | The students are able use the text as a stimulus to base their drama and writing on. | * Read the chapter * Re-read page 9. * Show them a clip of a famous own goal. * They write a monologue of that is going through Robbie Walter’s mind. * Create a tunnel of consciousness – Robbie walks through the middle and the students, on either side, pretend they are the crow, manager and teammates. What would they say to him? * Role play/freeze frame what the coach would say to Robbie at the point of his own goal. They could write it down. | By the end of the lesson they will have learnt:  What a monologue is.  How to create and tunnel of consciousness.  Freeze framing techniques to show understanding of a text. |
| 3, 4 and 5 | R: AF2, 3 | To identify and explore the range of emotions the writer shows us in these chapters. | Through questioning, language analysis and creative writing, the students will show an exploration of the writer’s language. | * How would you feel if you were Jamie at the end of chapter 5? * How do you think the players feel about Jamie? * Select words/phrases, and put them in a table/lists, to show the tension, excitement and relief in these chapters. * They can identify other emotions and words. * Imagine you are Jamie’s father watching from the crowd. What thoughts and feelings are you experiencing? | By the end of the lesson they will have learnt:  How to reflect on the feelings of different characters through inference and deduction. |
| 6, 7 | R: AF 2, 3 | To explore relationships in chapter 6.  To empathise with Jamie’s embarrassment in chapter 7. | Students are able to:  Consider how their reactions compare to Jamie’s.  Use the text to inform their predictions. | * Re-read page 24. What is happening between Bolt and Jamie here? * What would you have done if you were Jamie? * Re-read page 25. What do you think Tommy Taylor whispered to Brian Robertson (could play a game of Chinese whispers here). * Predict what you think will happen in the next few chapters after Jamie’s success. | By the end of the lesson they will have learnt:  To infer and deduce from the text.  To apply their own experiences to a text. |
| 8,9 and 10 | R: AF 2, 3, 5, 6 | To explore the theme and importance of friendship in this story. | Students are able to:  Understand why the friendship is key to Jamie’s life at the moment and the strength it gives him.  They are able to consider why the author creates the characters he does and why they are introduced to the text at certain points in the novel. | * Show the students who The Three Amigos were through clips of media/books. * Why is friendship important to Jamie? * What could life be like for The Three Amigos in the future? * Describe where The Three Amigos will be in two years time. * Ask : Why does Dan Freedman bring Jack Marshall into the storyline? Is her character necessary? | By the end of the lesson the students will have learnt:  To infer and deduce from the text.  Why the author makes the decisions about characters and timing. |
| 11, 12, 13 | R: AF 2, 3 | To explore character and their actions in these chapters. | Students are able to:  Form judgments, based in their understanding of the character and the clues the author gives. | * What do we learn about the Boss, Brian Robertson, in chapter 11? * What did Jamie think the Boss wanted to discuss? * How old do you think Jamie is and why? * Re-cap what the first team dressing room is like. * Why did Brian Robertson stop Tommy from blowing the whistle? * What idea do you think Brian has had? | By the end of the lesson they will have learnt:  To infer and deduce from the text.  Recapping skills. |
| 14, 15 | R: AF 2, 3  W: AF all | To explore Jamie’s relationship with those closest to him. | Students are able to:  Comment on language and show empathy for characters. | * What is Jamie’s relationship like with his father and with Jack? * “Knowledge is power”. Discuss. * Has Jamie made the right decision about his schooling? * Imagine that you are an agony aunt. Reply to the following problem:   My boyfriend is nothing like the boy I used to know. Now that his football career has started to take off, he sees to be changing, and not for the better! He is obsessed with money, fast cars and all things superficial he has even referred to me as his WAG! I still love him but I don’t love the person he is becoming. What should I do? | By the end of the lesson they will have learnt:  To think critically about the language the author uses.  To write in a certain form. |
| 16, 17, 18 | R: AF 2, 3  S&L: AF1 and 3 | To examine how life has, is and will change for Jamie. | Basing their answers on what they know from the text, they will be able to predict part two of the book. | * Read chapter 16 and stop for the following: * What differences can you see between the First Team Squad and the team Jamie has left behind? * How would you react to Jamie’s taught? * What questions/thoughts spring to mind at the end of this chapter? – jot them down. * Chapter 17 – What does this mean for Jamie’s future? * Write the headline (and possibly article) for this breaking story. * Chapter 18 – Act out this chapter and then freeze frame and thought track each character. What is each thinking and feeling? | By the end of the lesson they will have learnt:  To compare different points in the novel.  To use inference and deduction. |
| 19, 20, 21, 22 | R: AF 2, 3 | To explore all the ways in which life has changed for Jamie. | To be able to deduce the changes from the language and to be able to discuss Jamie’s relationship with his father. | * How has Jamie’s life changed? Make a list of quotations that show this change. * If you could give Jamie some advice, at this difficult time in his life, what would you say? * What do you think of Jamie’s dad? | By the end of the lesson they will have learnt:  To infer and deduce from the text.  To apply their own experiences to a text and to give their opinions. |
| 23, 24 | R: AF 2, 3 | To understand the importance of Mike and Jack characters. | They will be able to identify moments when Jamie feels sad/low, inspired and loved. | * Pick out quotations, which show Jamie’s sadness, and moments where he is inspired and feeling love. * Why had Dan Freedman created Jack’s character? * How is Mike like a father figure to Jamie? | By the end of the lesson they will have learnt:  Consider the role of the author.  To identify emotions in the text. |
| 25, 26, 27 | R: AF 2, 3, 5 and 6 | To explore whether taking this job is the right decision for Jamie.  To understand Jamie’s past and present pain. | They will be able to discuss the importance of the job as well as the negative points.  Students are able to identify Jamie’s feelings of humiliation. | * Read all three chapters. * Why does Jamie want a job as Archie’s assistant? * Explain Jamie and Dillon’s relationship. * How does Dan Freedman want us to feel about Dillon and how do you know? (look at the language used and our established relationship with Jamie). | By the end of the lesson they will have learnt:  Consider the role of the author.  To use inference and deduction skills. |
| 28, 29, 30, 31 | R: AF 2, 3, 5 and 6 | To plot Jamie’s journey back to positivity. | The students are able to see how Archie is supporting Jamie and how Jamie is learning to support himself once again. | * Read all of the chapters. * Students write each positive step Jamie makes to getting back in track – students could then take one each, line up in order and explain each to the class. * What set backs does Jamie have in these chapters? Why does Dan freedman put them there? * “You have no idea what you are throwing away” (page 136) What does Archie mean by this? | By the end of the lesson they will have learnt:  To select and retrieve relevant information.  To analyse language and meaning. |
| 32,33, 34, 35 | R: AF 2, 3 | To identify the next transition phase in Jamie’s life. | They are able to identify the important decisions Jamie has to make and the challenges he needs to overcome. | * Read chapter 32 and 33. * Why does Jamie feel the way he does? * Read 34 and 35. * What would you do if you were Jamie? Vote would play or who would concentrate on school. * How has Jamie changed by this point in the novel? | By the end of the lesson they will have learnt:  To form their own judgments based on the text.  To reflect on and compare points within the novel. |
| 36, 37, 38 | R: AF 2, 3, 5 and 6 | To explore the themes of rivalry, jealousy and fear in these chapters. | To be able to select explain quotations that link with the themes. | * How does Jamie feel in these chapters? How do you know? (focus on the self-doubt and other negative emotions). * How does Dillon feel and why? * Why is chapter 38 called ‘Life goes round in circles’? * What is the importance of the narrator in this novel? | By the end of the lesson they will have learnt:  To consider the author’s craft – in particular the role of the narrator. |
| 39, 40, 41, | R: AF 2, 3, 5 and 6 | To explore the events of the first half. | They are able to select the highlights and low points in these chapters and how Jamie copes with them. | * After reading chapter 39, the students can have a go at writing a description of what is seen, felt and heard in the changing room just before an important game begins. * Read chapter 40 – what effect do you think his Dad’s presence will have on Jamie? How will it effect his game? * Read chapter 41 – What did Dan Freedman mean when he wrote “Jamie felt a burden lift from his chest”? * Why is the ground called ‘The Lair’? | By the end of the lesson they will have learnt:  To analyse language choice and meaning.  To apply and transfer knowledge from the text into their own writing. |
| 42, 43, 44, 45, 46 | R: AF 2, 3, 5 and 6 | To explore the events of the second half. | They are able to select the highlights and low points in these chapters and how Jamie copes with them. | * Did you think Jamie would be able to recover? Votes. * What is meant by “golden goal”? * How do you feel about Jamie’s victory? Why do you, as a reader of a book, feel this way? (Think about the author’s craft). | By the end of the lesson they will have learnt:  To reflect on their emotions as a reader.  To analyse language choice and meaning. |
| Extra time | R: AF 2, 3, 5 and 6 | To explore Jamie’s the differences between the Jamie at the end of chapter 10 and the Jamie at the end of the book.  To explore the importance of the chapter titles | The students are able to explore the personal and professional development of Jamie throughout the novel.  They are able to explain why Dan Freedman chose these titles and whether they would use different ones. | * Read ‘Extra-Time’. * How is this interview different to the previous one Jamie had with Esther? * What do Jamie’s final words mean? * List all of the titles and discuss why Dan Freedman chose these ones. * Would they choose any different titles for the chapters or even the book? If so why? * What ‘score’ would they give this novel out of 10 and why? | By the end of the lesson they will have learnt:  To analyse language choice and meaning.  To compare and contrast moments within the novel.  To critique a novel and to give reasons for their scoring. |