

# CREATE YOUR OWN CLASSIC

## CREATIVE WRITING AMID THE SNOW AND ICE

### POLAR EXPLORATION KS3

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#### **POLAR AUTHORS:** Lesson 5

#### **Main Focus of activity:**

To write a dramatic incident, using the Peter Clarkson clip on 'Mending a Broken Leg'

#### **Learning Objectives:**

To write dramatically, possibly using two different registers to signify the radio contact.

#### **Links to English Curriculum**

Key Stage 3 Creative Writing (stories, scripts, poetry and other imaginative writing) and the grammatical terms in the Key Stage 3 programme of study –**Fronting** and **Modifiers**

'amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness'

#### ***Suggested Lesson Activities:***

##### **Introduction**

Remind pupils of the harsh conditions of the Polar Region and how catastrophic it would be if there was an accident.

Watch the **Video clip 1:** 'Mending a Broken Leg' and use the **L5 – Polar Authors PPT** to frame the task for pupils.

##### **Discussion Point:**

- How might the radio affect the writing of this incident?
- How might tension be built in?

##### **Main Part of the lesson**

##### **Teaching and Learning:**

Pupils will need some guidance as to how to approach this piece. It might help to allow them to produce it as a short piece of drama to get them thinking about the 'logistics'.

Pupils need to be aware of the pieces of action; changing the tent into a hospital, making radio contact and being 'talked through' an operation.

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Pupils need to think about the ways in which the language of the person on the radio might contrast with the descriptions of what is happening during the operation.

Grammar will help to get the register of the radio Doctor correct. **Modifiers** will modify a word and make it more specific (you would be very specific if you were directing someone over a radio). Using a **Fronted Adverbial** will also give that sense to the reader that the radio Doctor was leaving nothing to chance; 'Before we begin, make sure that the patient is lying flat',

### **Differentiation**

Have a list of other examples of modifiers and Fronted phrases to allow pupils to understand how this can make a difference to the writing.

### **Plenary**

Encourage pupils to read out one of their sections, either as the radio voice or the people in the tent. Ensuring that the class are able to pick out any particular aspects of style as they listen.