



THIS SEASON'S DRAFT

Written by JASON GENT

**RECOMMENDED FOR: Ages 15–18 YEARS OLD
(YEARS 9 TO 12, SECONDARY)**

GENRE: Young Adult Fiction

THEMES: sport, AFL, footy, football, Draft, art, game design, grief, future, hope

CURRICULUM LEARNING AREAS:

- English: Literature, literacy and language
- General Capabilities: Personal and Social Capability; Ethical Understanding and Intercultural Understanding

NOTES WRITTEN BY: Emma Egan

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Summer	
<p>Chapter 1 – Elias- Language, Identity and Pressure</p> <p>Writing Technique - First Person. Stream of consciousness, repetition</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> - AC9E10LA01: Language reflects media narratives of success and failure within draft culture (“Top 10”, humiliation of missing out). - AC9E10LA02: Evaluative language reveals competing values around success, size and sporting recognition. - AC9E10LA03: Repetition of running technique and internal mantra structures pacing and reflective thought. <p>Literature (LE)</p> <ul style="list-style-type: none"> - AC9E10LE01: Representation of teenage aspiration and identity formation within elite sporting pathways. - AC9E10LE02: Use of internal monologue, repetition and reflective pacing to shape interpretation of character. <p>Literacy (LY)</p> <ul style="list-style-type: none"> - AC9E10LY05: Analytical or reflective responses exploring aspiration, identity and sporting culture. - AC9E10LY06: Extended analytical responses with structured argument and textual evidence. <hr/> <p>Big Ideas for this chapter:</p> <ul style="list-style-type: none"> - Pressure is evident in Elias through: <ul style="list-style-type: none"> o Statistics o Sleep references o Fear or humiliation o Technique repetition - Structure mirrors psychology - Sporting ambition is represented as both aspiration and mental burden - Humour works as tension relief but also exposes insecurity - The chapter establishes major themes: <ul style="list-style-type: none"> o Pressure o Identity o Masculinity o Belonging o Control

	<p>Mini Lesson 1: Language and Power</p> <p>Focus on:</p> <ul style="list-style-type: none"> - Rankings - Labels - Media attention - Public humiliation <p>Activity: Students write a short response analysing how the draft system creates inclusion/exclusion.</p> <p>Extension: Discuss how language can empower or disempower individuals.</p>	<p>Mini Lesson 2: Repetition as Motif</p> <p>Zoom in on the running mantra.</p> <p>Questions:</p> <ul style="list-style-type: none"> - Why repeat it after Cookie's section? - What changes in tone each time it appears? - How does repetition reflect Elias's need for control? <p>Creative option: Students write a short internal monologue using repetition as a structural device.</p>
	<p>Mini Lesson 3: Identity and Naming</p> <p>Focus on:</p> <ul style="list-style-type: none"> - "Eh-Lie-Us... it's just Eli" - Social judgement - Belonging through language <p>Discussion: How does pronunciation reflect identity and social acceptance?</p>	<p>Mini Lesson 4: Data and Representation</p> <p>Examine the statistics (1044 nominated / 71 selected)</p> <p>Activity: Students respond to – What story do the numbers tell? What story do they hide?</p> <p>Encourage thinking about:</p> <ul style="list-style-type: none"> - Survivorship bias - "Success stories" - Invisible majority
<p>Chapter 1 – Elias Main lesson</p>	<p>1. Starter – Framing Success (10 minutes)</p> <p>Quick Write – What does 'success' look like for teenagers today? Who decides what counts as success?</p> <p>Brief share: Steer discussion toward:</p> <ul style="list-style-type: none"> - Rankings - Public recognition - Social/media pressure - Fear of failure <p>Transition – How does Chapter 1 reflect these ideas?</p>	<p>2. First Reading (15 minutes)</p> <p>Teacher reads key sections aloud:</p> <ul style="list-style-type: none"> - Draft statistics - "Total and utter humiliation" - Running technique mantra - Cookie contrast <p>Students annotate for:</p> <ul style="list-style-type: none"> - Words linked to success/failure - Repeated phrases - Moments where emotion is important but not stated

	<p>3. Guided Close Analysis (20 minutes)</p> <p>A – Evaluative Language Students highlight words/phrases that reveal values:</p> <ul style="list-style-type: none"> - “Top 10” - “Success stories” - “Total and utter humiliation” - Statistics (1044 nominated / 71 picked) - “Pick your battles player” <p>Discussion prompts:</p> <ul style="list-style-type: none"> - What does Elias believe society values? - What does he personally value? - How do numbers/ statistics shape our understanding of success? <p>B – Structure & Motif: Running as Control “Land on the midsole... lean... don’t overstride...”</p> <p>Discuss:</p> <ul style="list-style-type: none"> - Why is this repeated? - When does it reappear? - Is it just about running? <p>Guide students to see:</p> <ul style="list-style-type: none"> - Repetition = discipline, control, self-soothing - Running = coping strategy - Structure mirrors Elias’s mental state 	<p>4. Character Contrast: Elias vs Cookie (15 minutes)</p> <p>Create a quick comparison table:</p> <table border="1" data-bbox="1279 296 1977 469"> <thead> <tr> <th>Elias</th> <th>Cookie</th> </tr> </thead> <tbody> <tr> <td>Precision</td> <td>Power</td> </tr> <tr> <td>Overthinks</td> <td>Acts</td> </tr> <tr> <td>“Pick your battles”</td> <td>“Crash through”</td> </tr> <tr> <td>Anxious/ self-aware</td> <td>Physically confident</td> </tr> </tbody> </table> <p>Discussion:</p> <ul style="list-style-type: none"> - What kinds of masculinity are presented? - Which type seems more socially rewarded? - How does humour (Cookies antics) reduce or heighten tension? 	Elias	Cookie	Precision	Power	Overthinks	Acts	“Pick your battles”	“Crash through”	Anxious/ self-aware	Physically confident
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Precision	Power											
Overthinks	Acts											
“Pick your battles”	“Crash through”											
Anxious/ self-aware	Physically confident											
	<p>5. Exit Ticket (10 minutes)</p> <p><i>Paragraph response: How does the author show Elias is under pressure without directly stating that he feels stressed?</i></p> <p><i>Students must:</i></p> <ul style="list-style-type: none"> - Use one quote - Refer to language or structure - Explain effect 											

<p>Chapter 2 – Zac & Fletcher – Dialogue, Power and Friendship</p> <p>Writing techniques – Minimal narration; characterisation through dialogue; contrast; structural shift from banter to vulnerability</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> - AC9E10LA01: Playful competitive language negotiates friendship, status and peer hierarchy (teasing, challenge, banter). - AC9E10LA02: Evaluative language distinguishes opinion from fact and debates fairness (“spirit of the game”). - AC9E10LA03: Dialogue-driven structure and short lines create fast pacing and humorous rhythm. <p>Literature (LE)</p> <ul style="list-style-type: none"> - AC9E10LE01: Representation of suburban Australian youth culture through long-term friendship, sport and community interaction. - AC9E10LE02: Use of humour, repetition and naturalistic dialogue to shape interpretation of character relationships. <p>Literacy (LY)</p> <ul style="list-style-type: none"> - AC9E10LY05: Creative responses maintaining character voice through dialogue. - AC9E10LY06: Analytical responses examining how dialogue conveys identity and aspiration. 	
	<p>Big Ideas for this chapter:</p> <ul style="list-style-type: none"> - Character is built almost entirely through dialogue - Banter functions as both bonding and power negotiation - Humour creates authenticity while masking insecurity - Rule debates reveal values: fairness, pride, legitimacy - Reputation matters (“bighead,” “jinx”) – social identity is fragile - Adult interruptions reinforce community boundaries and authority - Rivalry and loyalty coexist - Structure shifts from performance (game) to vulnerability (reflection) 	
	<p>Mini Lesson 1: Banter & Power</p> <p>Focus: Language as negotiation</p> <p>Students highlight:</p> <ul style="list-style-type: none"> - Insults - Rule debates - Competitive language <p>Discuss: How does teasing create both closeness and hierarchy?</p>	<p>Mini Lesson 2: Humour as Technique</p> <p>Examine:</p> <ul style="list-style-type: none"> - “Fact” repetition - Neighbour interruptions - Call-backs <p>Questions:</p> <ul style="list-style-type: none"> - Why include adults like Mr Singh? - How does humour soften tension? - Does comedy hide vulnerability?
	<p>Mini Lesson 3: Community as Context</p> <p>Focus on:</p> <ul style="list-style-type: none"> - Suburban driveway setting 	<p>Mini Lesson 4: Structure – From Game to Gutter</p> <p>Track the shift:</p> <ul style="list-style-type: none"> - Fast-paced gameplay

	<ul style="list-style-type: none"> - Neighbours over fences - Shared history (same school same club) <p>Discussion: How does the setting shape identity and belonging? Extension: How does this differ from Elias's more internal world in Chapter 1?</p>	<ul style="list-style-type: none"> - Conflict escalation - Adult interruption - Quieter reflective talk <p>Discuss: What changes in tone? What does the slower ending reveal about friendship beneath rivalry?</p>
Chapter 2 – Zac & Fletcher Main lesson	<p>1. Starter – What Makes Dialogue Real? (5 minutes)</p> <p>Class brainstorm:</p> <ul style="list-style-type: none"> - Short lines? - Interruptions? - Slang? - Conflict? - Humour? <p>Transition: How does this chapter create authenticity through speech alone?</p>	<p>2. Reading – Driveway Basketball (15 minutes)</p> <p>Read key sections aloud. Students annotate for:</p> <ul style="list-style-type: none"> - Humour - Rule negotiation - Repeated jokes (“fact/opinion”) - Moments of tension
	<p>3. Guided Dialogue Analysis (20 minutes)</p> <p>A. Power & Rule Negotiation Highlight lines such as:</p> <ul style="list-style-type: none"> - “You can’t change the rules midgame.” - “It’s implied!” - “Take the bloody shot!” <p>Discuss:</p> <ul style="list-style-type: none"> - Who controls the game at different moments? - How is power negotiated? - How does the competition exist within the friendship? <p>B. Evaluative Language & Values Track what the boys value:</p> <ul style="list-style-type: none"> - Fairness vs winning - Reputation (“bighead”) - Superstition (“jinx it”) - Pride <p>Discussion:</p> <ul style="list-style-type: none"> - What does the “fact or opinion?” joke reveal? - Why does being seen as a “bighead” matter? - 	<p>4. Performance Activity (15 minutes)</p> <p>In small groups: Perform a short exchange twice:</p> <ul style="list-style-type: none"> - As playful banter - As genuine conflict <p>Reflect:</p> <ul style="list-style-type: none"> - How does tone change meaning? - How much of character is created through delivery rather than narration?

	<p>5. Reflection (15 minutes) Short paragraph: How does dialogue replace narration in building character in this chapter? Students should:</p> <ul style="list-style-type: none"> - Refer to one exchange - Comment on structure (short lines, pace, repetition) - Explain effect
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chapter 3 – Mason – Discipline, Authority and Identity</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing techniques – Repetition as motif; list-like rhythm; sparse dialogue; symbolic contrast; controlled narrative structure; sensory detail</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> - AC9E10LA01: Family language and repeated mantras position authority within the father–son hierarchy (discipline, “no excuses”). - AC9E10LA02: Evaluative language reveals values of discipline, perfectionism and approval. - AC9E10LA03: Repetition and controlled verse pacing mirror training rhythm and Mason’s disciplined mindset. <p>Literature (LE)</p> <ul style="list-style-type: none"> - AC9E10LE01: Representation of working-class sporting aspiration and identity formation within a disciplined family environment. - AC9E10LE02: Use of repetition, sensory detail and contrast (uniform vs backyard training) to shape interpretation of character. <p>Literacy (LY)</p> <ul style="list-style-type: none"> - AC9E10LY05: Analytical responses examining control, discipline and sporting identity. - AC9E10LY06: Structured analytical or creative responses exploring routine, aspiration or perspective.
	<p>Big ideas for this chapter:</p> <ul style="list-style-type: none"> - Identity is constructed through repetition and routine - Authority is conveyed through directive, evaluative language - Structure mirrors discipline and mental conditioning - Sparse dialogue reflects emotional economy in the father-son relationship - The football’s “funny bounces” symbolise uncontrollable life variables - Discipline is portrayed as both empowerment and pressure - Approval is implied to be performance-based - Masculinity is linked to toughness, control and resilience

	<p>Mini Lesson 1: Authority & Evaluative Language Focus: Dad's directive tone and value system Activity: Students create a two-column table:</p> <ul style="list-style-type: none"> - Column 1: Dad's statements - Column 2: What value does this reveal? (e.g. toughness, control no excuses) <p>Finish with one analytical sentence: 'The father's directive language constructs authority by...'</p>	<p>Mini lesson 2: Structure as Identity Focus: Repetition and list-like rhythm Activity: Students highlight every repeated phrase in the passage. Then answer:</p> <ul style="list-style-type: none"> - Does repetition feel motivating or oppressive? - Why might the author structure it this way? <p>Extension: Rewrite one paragraph without repetition. Discuss what changes.</p>
	<p>Mini Lesson 3: Symbolism & Contrast Focus: "Funny bounces," uniform, backyard Activity: Students write a 5-6 sentence analytical paragraph linking:</p> <ul style="list-style-type: none"> - The ball's bounce - Dad's uniform - Mason's routine <p>Sentence starter: 'The unpredictable bounce of the ball symbolises...'</p>	<p>Mini lesson 4: Subtext & Emotional Restraint Focus: Emotion implied rather than stated Activity: Students identify one moment where pressure is implied but not spoken. Rewrite the moment adding explicit emotion ("I felt...") and compare. Discuss: Why does the author avoid overt emotional language?</p>
<p>Chapter 3 – Mason Main lesson</p>	<p>1. Starter – Routines & Identity (10 minutes) Prompt on board:</p> <ul style="list-style-type: none"> - What routines shape who we are? - Are routines freeing or restrictive? <p>Students brainstorm individually, then share examples:</p> <ul style="list-style-type: none"> - Training routines - Study habits - Family expectations - Cultural or religious practices <p>Brief discussion: How can repetition shape identity over time? Transition – Mason's identity is not described directly – it is constructed through routine. How does the author achieve this?</p>	<p>2. First Reading – Backyard Kicking (15 minutes) Read the passage aloud. Students annotate for:</p> <ul style="list-style-type: none"> - Repetition (distances, "left, right") - Dad's directives and evaluative language - Sensory detail (the feel of the ball) - Moments of silence or emotional restraint <p>Quick pair-share: What do you notice about how this chapter feels compared to Zac & Fletcher's? (Guide them toward: slower, controlled, rhythmic, restrained)</p>

	<p>3. Close language & Structure analysis (20 minutes) Zoom in on key patterns:</p> <ul style="list-style-type: none"> - “Fifteen metres... again and again” - “Left, right” - “Perfect practice makes perfect” <p>Discussion prompts:</p> <ul style="list-style-type: none"> - How does repetition create rhythm? - Does the structure feel mechanical? Disciplined? Intense? - What does the list-like structure suggest about Mason’s mindset? - Why is there so little emotional language? <p>Explicit teaching moment: Explain that this is structural repetition – where form mirrors psychology. The writing rhythm reflects Mason’s internal conditioning.</p> <p>Board summary:</p> <ul style="list-style-type: none"> o Structure = Identity o Repetition = Control o Minimal emotion = performance over vulnerability 	<p>4. Symbolism & Control (15 minutes) Focus on the “funny bounces.” Students write a short analytical paragraph responding to: How does the unpredictable bounce of the football symbolise Mason’s relationship with control? They must:</p> <ul style="list-style-type: none"> - Refer to repetition/routine - Mention Dad’s expectations - Link to unpredictability in life <p>Share 1-2 strong responses Draw out: despite discipline, not everything can be controlled</p>
	<p>5. Exit Reflection – Empowerment or Pressure? (10 minutes) Prompt: Is discipline presented as empowering, limiting, or both? Students must:</p> <ul style="list-style-type: none"> - Use one structural example (repetition/format) - Use one symbolic example (the ball/uniform/routine) <p>Encourage balanced responses: The routine builds skill and resilience – but also reinforces pressure and conditional approval</p>	

<p>Chapter 4 – Dane – Perspective, Unreliable Narration</p> <p>Writing technique - Unreliable first-person narration; sensory fragmentation; evaluative language; irony; structural immediacy</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> - AC9E10LA01: Language negotiates power, status and gender expectations within teenage social hierarchies (Dane, Gracie, Beth, Matty). - AC9E10LA02: Evaluative internal language reveals assumptions about masculinity, reputation and relationships. - AC9E10LA03: Short verse lines and direct internal commentary convey intoxication, impulsivity and fragmented thinking. <p>Literature (LE)</p> <ul style="list-style-type: none"> - AC9E10LE01: Representation of teenage masculinity and reputation within contemporary sporting culture. - AC9E10LE02: Use of irony, repetition and juxtaposition to shape interpretation of character behaviour. <p>Literacy (LY)</p> <ul style="list-style-type: none"> - AC9E10LY05: Analytical responses examining power, masculinity and peer influence. - AC9E10LY06: Structured analytical or creative responses exploring perspective and social dynamics. 	
	<p>Big ideas for this chapter:</p> <ul style="list-style-type: none"> - Narration reflects perspective, not absolute truth. - Unreliable narration requires reader evaluation. - Structure can mirror emotional or cognitive states. - Irony and mismatch reveal complexity. - Evaluative language exposes values and blind spots. - Perspective shapes moral judgement. - Meaning is co-constructed by author and reader. - Character flaws can be understood without dismissal. 	
	<p>Mini Lesson 1: Perspective vs Fact</p> <p>Activity: Students list Dane’s assumptions and match them with textual evidence that supports or challenges them. Discuss:</p> <ul style="list-style-type: none"> - What is opinion? - What is observable? - How do we evaluate reliability? 	<p>Mini Lesson 2: Irony and Juxtaposition</p> <p>Activity: Identify one ironic moment (e.g., Dane’s reading of reactions vs actual boundaries). Students explain:</p> <ul style="list-style-type: none"> - Why it is ironic - How it shapes meaning - What it reveals about character
	<p>Mini Lesson 3: Subtext and Power</p> <p>Activity: Annotate dialogue where boundaries are set.</p>	<p>Mini Lesson 4: Structural Immediacy</p> <p>Activity: Highlight short line clusters.</p>

	<p>Questions:</p> <ul style="list-style-type: none"> - Who holds power? - How is it communicated? - What is implied but not stated? <p>Extension: Discuss respectful communication and social boundaries.</p>	<p>Label effects:</p> <ul style="list-style-type: none"> - Speed - Emotional intensity - Cognitive fragmentation <p>Discuss: How does form influence understanding?</p>
<p>Chapter 4 – Dane Main Lesson</p>	<p>1. Starter – Reliability of Narration (5 minutes) Prompt: Can a narrator be wrong without lying? Class discussion:</p> <ul style="list-style-type: none"> - Perspective vs fact - Blind spots - Human subjectivity <p>Transition: Dane’s narration may be sincere, but is it reliable?</p>	<p>2. Reading – Party Scene Excerpts (15 minutes) Read selected excerpts. Students annotate for:</p> <ul style="list-style-type: none"> - Dane’s assumptions - Others’ reactions - Moments of mismatch - Evaluative language <p>Quick pair-share: Where do we see difference between Dane’s view and reality?</p>
	<p>3. Guided Analysis – Unreliable Narration (20 minutes) Focus on mismatches: Examples (students locate equivalents in text):</p> <ul style="list-style-type: none"> - Dane’s interpretation vs Gracie’s boundaries - Internal bravado vs external consequences - Assumptions about attraction or permission <p>Discussion prompts:</p> <ul style="list-style-type: none"> - How does perspective shape judgement? - What does the reader know that Dane does not? - Why might the author use an unreliable narrator? <p>Explicit teaching: Unreliable narration does not mean the narrator lies. It means the reader must evaluate perspective.</p> <p>Board summary:</p> <ul style="list-style-type: none"> o Perspective ≠ Truth o Meaning is constructed o Readers interpret evidence 	<p>4. Discussion – Structure and Meaning (15 minutes) How does structure make us question Dane’s judgement? Points to explore:</p> <ul style="list-style-type: none"> - Fragmented lines mirror intoxication and impulse - Internal monologue vs external response - Irony and misinterpretation <p>Students provide examples.</p>

	<p>5. Short Writing – Analytical Paragraph (15 minutes) Prompt: How does the author signal that Dane is not a reliable narrator? Students must:</p> <ul style="list-style-type: none"> - Refer to perspective - Mention structure or internal monologue - Use evidence <p>Share 1–2 strong paragraphs.</p>
<p>Chapter 5 – Beth – Identity, Contrast and Internal Monologue</p> <p>Writing technique - Internal monologue; understatement; contrast; verse-style structure; observational voice.</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> - AC9E10LA01: Language negotiates belonging and boundaries within teenage social dynamics (Dane, Trav). - AC9E10LA02: Evaluative internal language reveals values of trust, honesty and emotional security. - AC9E10LA03: Verse form and observational narration shape reflective pacing and emotional restraint. <p>Literature (LE)</p> <ul style="list-style-type: none"> - AC9E10LE01: Representation of teenage identity formation within social expectation and relationship dynamics. - AC9E10LE02: Use of contrast, symbolism (party / lookout) and internal monologue to shape interpretation of character. <p>Literacy (LY)</p> <ul style="list-style-type: none"> - AC9E10LY05: Analytical responses examining identity, relationships and perspective. - AC9E10LY06: Structured analytical or creative responses exploring internal conflict and narrative voice.
	<p>Big Ideas for this chapter:</p> <ul style="list-style-type: none"> - Internal monologue reveals identity and perspective. - Contrast structures meaning (party vs lookout). - Understatement communicates emotional complexity. - Observation can replace explicit emotion. - Identity is formed through choices and reflection. - Subtext requires reader interpretation. - Setting can symbolise psychological states. - Meaning is constructed through comparison.

	<p>Mini Lesson 1: Internal Monologue as Voice Activity: Highlight moments of Beth's private thought. Students label:</p> <ul style="list-style-type: none"> • uncertainty • evaluation • self-discovery <p>Discuss: How does internal voice differ from external action?</p>	<p>Mini Lesson 2: Understatement and Subtext Activity: Find one line where emotion is implied. Rewrite it twice:</p> <ul style="list-style-type: none"> - with explicit emotion - with understatement <p>Compare effects.</p>
	<p>Mini Lesson 3: Party vs Lookout Symbolism Activity: What might the lookout symbolise? Ideas:</p> <ul style="list-style-type: none"> - clarity - distance - growth - independence <p>Students justify with evidence.</p>	<p>Mini Lesson 4: Contrast and Identity Activity: Students write a sentence explaining how contrast shapes meaning. Example structure: 'The contrast between ___ and ___ reveals...'</p>
<p>Chapter 5 – Beth Main lesson</p>	<p>1. Starter – Identity and Selfhood (5 minutes) Prompt: When do people feel most like themselves? Brief share:</p> <ul style="list-style-type: none"> - Alone? - With friends? - Under pressure? - After achievement? <p>Transition: Beth's scenes explore selfhood beyond relationships and social performance.</p>	<p>2. Reading – Party & Lookout (15 minutes) Read selected excerpts. Students annotate for:</p> <ul style="list-style-type: none"> - Internal reflections - Observational detail - Moments of contrast - Understated emotion <p>Pair-share: How does Beth's perspective differ from the party's outward energy?</p>

3. Contrast Mapping (20 minutes)

Create a table:

Party	Lookout
Noise/chaos	Quiet/observation
Social performance	Reflection
Dane and gossip	Independence
External pressure	Internal clarity

Add quotes and effects.

Discussion:

- How does contrast reveal identity?
- Why move between settings?
- What does the lookout symbolise?

Explicit teaching:

Contrast is a structural technique that builds meaning by comparing opposites.

4. Creative Response (20 minutes)

Write a short Beth-style paragraph showing isolation using:

- understatement
- observation
- no explicit emotion words

Example constraints:

- Describe surroundings
- Hint at feeling
- Avoid direct statements like "I felt sad"

Share 1–2 examples.

Discuss: How can silence and detail communicate emotion?

5. Share & Reflect (10 minutes)

Prompt:

What does the lookout scene reveal about who Beth is becoming?

Students respond with:

- one textual reference
- one interpretive idea

Reinforce: Identity is shaped by choices and perspective, not just relationships.

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<p>Chapter 6 – Elias – Role vs Identity</p> <p>Writing techniques – Internal monologue; evaluative language; structural repetition; institutional discourse; pacing mirroring pressure.</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> AC9E10LA01 – Language can empower or disempower within social hierarchies (coach discourse; “hero”, “glue”, “set the example”). AC9E10LA02 – Evaluative language reveals competing values (individual ambition vs team role). AC9E10LA03 – Structural repetition (intention → error → whistle → instruction) shapes meaning and psychological tension. <p>Literature (LE)</p> <ul style="list-style-type: none"> AC9E10LE01 – Representation of institutional sporting culture and identity formation. AC9E10LE02 – Use of repetition, internal monologue, and contrast to influence interpretation of character. <p>Literacy (LY)</p> <ul style="list-style-type: none"> AC9E10LY05 – Analytical responses examining role and identity. AC9E10LY06 – Structured analytical paragraph writing (formative checkpoint). 	
	<p>Big Ideas for this chapter:</p> <ul style="list-style-type: none"> - Role language shapes identity and expectations. - Internal conflict arises from competing values. - Structural cycles reflect learning and pressure. - Evaluative language reveals institutional priorities. - Progress often involves correction, not perfection. - Identity is negotiated between self and system. - Analysis focuses on meaning, not moral judgment. - Evidence and explanation underpin strong responses. 	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Mini Lesson 1: Evaluative Language and Role</p> <p>Activity:</p> <p>List phrases that assign value or role. Students explain:</p> <ul style="list-style-type: none"> - what value is implied - how it shapes behaviour - whether it empowers or limits <p>Examples: “hero”, “glue”, “set the example”</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Mini Lesson 2: Repetition and Learning</p> <p>Activity:</p> <p>Identify repeated mistakes or instructions.</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Does repetition indicate failure? • How does learning occur? • What does the author suggest about improvement? </td> </tr> </table>	<p>Mini Lesson 1: Evaluative Language and Role</p> <p>Activity:</p> <p>List phrases that assign value or role. Students explain:</p> <ul style="list-style-type: none"> - what value is implied - how it shapes behaviour - whether it empowers or limits <p>Examples: “hero”, “glue”, “set the example”</p>
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	<p>Mini Lesson 3: Institutional Discourse</p> <p>Activity: Analyse coach language. Questions:</p> <ul style="list-style-type: none"> - Who holds authority? - How is feedback delivered? - What expectations are communicated? <p>Extension: Compare institutional language with Elias's internal thoughts.</p>	<p>Mini Lesson 4: Identity vs Role Debate</p> <p>Activity: Class debate:</p> <p>Claim A: Team-first discipline is essential Claim B: Individual initiative drives success</p> <p>Evidence required from text.</p>
<p>Chapter 6 – Elias Main lesson</p>	<p>1. Starter – Ambition vs Selfishness (5 minutes)</p> <p>Prompt: When does ambition become selfishness? Class ideas:</p> <ul style="list-style-type: none"> - intent vs impact - teamwork vs individual success - perception vs reality <p>Transition: Elias's trial game explores this tension.</p>	<p>2. Close Reading and Annotation (20 minutes)</p> <p>Students annotate:</p> <ul style="list-style-type: none"> - Eli's intention (“break lines”, “first option”) - moments of error/whistle/interruption - evaluative language from Luke/coach (“hero”, “glue”, “set the example”) - internal responses <p>Guiding questions:</p> <ul style="list-style-type: none"> - What does role language demand of Elias? - How does he react internally? - Is conflict external, internal, or both?
	<p>3. Structure Mapping (15 minutes)</p> <p>Create a pattern map: Intention → Action → Error → Whistle → Instruction Discussion:</p> <ul style="list-style-type: none"> - How does repetition mirror pressure? - What does the cycle suggest about learning? - Does the structure show progress or frustration? <p>Explicit teaching: Structural repetition reinforces thematic meaning and psychological tension. Board summary:</p> <ul style="list-style-type: none"> o Cycle ≠ failure o Learning requires correction o Pressure shapes identity 	<p>4. Formative Task – Analytical Paragraph (25 minutes) (collected)</p> <p>Prompt: How does the author show Elias being pulled between individual identity and team role? Requirements:</p> <ul style="list-style-type: none"> - 2 quotes - 1 technique (e.g., evaluative language, structure) - clear link to role vs identity <p>Students write in full sentences. Teacher note: Assess evidence and explanation, not perfection.</p>

	<p>5. Submission (5 minutes) Paper or LMS upload. Remind students: This is formative — focus on ideas and analysis.</p>	
<p>Chapter 7 – Zac & Fletcher – Talking as Training</p> <p>Writing Technique - Rhetorical repetition; motivational discourse; contrast; evaluative language; structural persuasion.</p>	<p>Curriculum Strands Language (LA)</p> <ul style="list-style-type: none"> AC9E10LA01 – Language constructing belonging and reframing masculinity (vulnerability as strength). AC9E10LA02 – Evaluative language revealing values (pride, fear, accountability). AC9E10LA03 – Rhetorical repetition and persuasive structure shaping meaning. <p>Literature (LE)</p> <ul style="list-style-type: none"> AC9E10LE01 – Representation of elite sport culture and emotional norms. AC9E10LE02 – Juxtaposition (public speech vs private voice) influencing interpretation. <p>Literacy (LY)</p> <ul style="list-style-type: none"> AC9E10LY05 – Reflective and interpretive writing on vulnerability. AC9E10LY06 – Analytical paragraph on rhetorical technique. 	
	<p>Big Ideas for this chapter:</p> <ul style="list-style-type: none"> - Language constructs values and belonging. - Vulnerability can be framed as strength. - Words carry lasting impact. - Structure and repetition persuade and emphasise. - Public and private voices reveal identity. - Emotional honesty supports growth. - Evaluation shapes meaning. - Analysis focuses on technique and effect. 	
	<p>Mini Lesson 1: Rhetoric and Repetition Activity: Highlight repeated phrases. Students label effect:</p> <ul style="list-style-type: none"> - reassurance - authority - ideological framing <p>Discuss: How does repetition persuade?</p>	<p>Mini Lesson 2: Vulnerability as Strength Activity: List examples of disclosure. Students explain:</p> <ul style="list-style-type: none"> - why it is difficult - how it builds connection - how the author reframes strength

	<p>Mini Lesson 3: Evaluative Language</p> <p>Activity: Identify value-laden words (pride, weakness, courage). Discuss:</p> <ul style="list-style-type: none"> - who defines these values - whether they are fixed - how perspective matters 	<p>Mini Lesson 4: Public vs Private Voice</p> <p>Activity: Compare coach rhetoric with boys' responses. Students analyse:</p> <ul style="list-style-type: none"> - tone differences - ideological purpose - emotional impact 												
<p>Chapter 7 – Zac & Fletcher Main Lesson</p>	<p>1. Starter – Physical vs Verbal Pressure (5 minutes) Prompt: Which is harder: physical effort or speaking honestly? Class ideas:</p> <ul style="list-style-type: none"> - fear of judgment - permanence of words - emotional risk - performance pressure <p>Transition: The chapter reframes talking as a form of training.</p>	<p>2. Reading – Pride, Regret, Fear (20 minutes) Read the circle scene. Students annotate for:</p> <ul style="list-style-type: none"> - evaluative language (pride, weakness, courage) - rhetorical repetition - moments of disclosure - shifts in tone <p>Pair-share: What makes the scene feel high stakes?</p>												
	<p>3. Comparative Table (15 minutes) Students create a table:</p> <table border="1" data-bbox="492 917 1160 1061"> <thead> <tr> <th>Idea</th> <th>Example</th> <th>Effect</th> </tr> </thead> <tbody> <tr> <td>Pride</td> <td>...</td> <td>...</td> </tr> <tr> <td>Regret</td> <td>...</td> <td>...</td> </tr> <tr> <td>Fear</td> <td>...</td> <td>...</td> </tr> </tbody> </table> <p>Discuss:</p> <ul style="list-style-type: none"> - How are these emotions framed? - Are they weaknesses or human responses? - How does language shape perception? <p>Explicit teaching: Evaluation reveals values. Board summary:</p> <ul style="list-style-type: none"> o Talking ≠ weakness o Language shapes understanding o Vulnerability can build strength 	Idea	Example	Effect	Pride	Regret	Fear	<p>4. Language Focus (12 minutes) Quote: “Words — you can't pull them back.” Discussion:</p> <ul style="list-style-type: none"> - Why are words framed as irreversible? - How does this compare to physical mistakes? - What message does the author send about communication? <p>Students write one analytical sentence: How does this line position language as powerful?</p>
Idea	Example	Effect												
Pride												
Regret												
Fear												

	<p>5. Creative Circle-Share Writing (15 minutes) Write a short response to one circle prompt (pride/regret/fear) using:</p> <ul style="list-style-type: none"> - understated voice - one structural feature (short lines or repetition) - no excessive emotional exposition <p>Share 1–2 responses. Reflect: How can structure convey feeling?</p>	
<p>Chapter 8 – Mason – Grief, Work and Silence</p> <p>Writing Technique - Imagery; metaphor; understatement; practical detail; tonal restraint.</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> • AC9E10LA01 – Silence and restrained language shaping inclusion/exclusion in family dynamics. • AC9E10LA02 – Evaluative language revealing values of duty, resilience, stoicism. • AC9E10LA03 – Imagery, metaphor and structural restraint conveying tone. <p>Literature (LE)</p> <ul style="list-style-type: none"> • AC9E10LE01 – Representation of working-class context and masculinity norms. • AC9E10LE02 – Extended metaphor and symbolism influencing emotional interpretation. <p>Literacy (LY)</p> <ul style="list-style-type: none"> • AC9E10LY05 – Analytical responses examining imagery and subtext. • AC9E10LY06 – Structured imagery paragraph (formative checkpoint). 	
	<p>Big ideas for this chapter:</p> <ul style="list-style-type: none"> - Imagery conveys emotional meaning. - Metaphor represents complex ideas. - Practical detail can replace direct explanation. - Restraint creates subtext and weight. - Silence is meaningful. - Tone shapes interpretation. - Evidence underpins analysis. - Emotional complexity resists simplification. 	
	<p>Mini Lesson 1: Practical Detail vs Emotion</p> <p>Activity: List practical actions described (work, routines). Discuss:</p> <ul style="list-style-type: none"> - why detail matters - how it conveys coping 	<p>Mini Lesson 2: Metaphor and Symbolism</p> <p>Activity: Identify flood/season images. Students explain:</p> <ul style="list-style-type: none"> - symbolic meaning - connection to emotional themes

	<ul style="list-style-type: none"> - what it implies about grief 	<ul style="list-style-type: none"> - effect on reader
	<p>Mini Lesson 3: Subtext and Silence Activity: Find moments where emotion is implied. Discuss:</p> <ul style="list-style-type: none"> - what is unsaid - why silence matters - how readers interpret meaning 	<p>Mini Lesson 4: Tonal Analysis Activity: Describe mood (calm, heavy, numb, reflective). Students support with evidence.</p>
Chapter 8 – Mason Main lesson	<p>1. Starter – Stoicism in Writing (5 minutes) Prompt: What does stoic writing look like? Ideas:</p> <ul style="list-style-type: none"> - restrained emotion - factual description - subtext - practical focus Transition: Mason’s scenes embody emotional stoicism.	<p>2. Reading – Hospital and Work Imagery (15 minutes) Students highlight:</p> <ul style="list-style-type: none"> - sensory language - references to work and hospital - moments of quiet reflection - metaphors Pair-share: What mood is created by the imagery?
	<p>3. Imagery and Metaphor Analysis (20 minutes) Focus on:</p> <ul style="list-style-type: none"> - hospital/abattoir parallels - flood or seasonal metaphors - descriptions of routine - references to mortality Discussion: <ul style="list-style-type: none"> - What do these images symbolise? - How do they shape tone? - Why use metaphor instead of direct emotion? Explicit teaching: Imagery allows readers to infer meaning. Board summary: <ul style="list-style-type: none"> o Image → meaning o Subtext → understanding o Restraint → emotional weight 	<p>4. Micro Close Read (10 minutes) Line focus: the word “yeah” Discussion:</p> <ul style="list-style-type: none"> - why such a small word matters - what it suggests about emotional restraint - how it functions as response Students explain: What is communicated without elaboration?

	<p>5. Formative Task – Imagery Paragraph (20 minutes) (collected) Prompt: How does the author represent grief through imagery and practical detail rather than direct emotion? Requirements:</p> <ul style="list-style-type: none"> - 1 imagery quote - 1 metaphor/symbol quote - explanation of tone <p>Students write in full sentences. Teacher note: Assess analysis and evidence.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chapter 9 – Dane – Ego, Control and Unravelling</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing Technique - Unreliable internal monologue; repetition as ritual; aggressive evaluative language; irony; juxtaposition.</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> • AC9E10LA01 – Aggressive and hierarchical language shaping power dynamics. • AC9E10LA02 – Evaluative language exposing entitlement and blame. • AC9E10LA03 – Repetition as irony (ritual vs failure); structure mirroring emotional volatility. <p>Literature (LE)</p> <ul style="list-style-type: none"> • AC9E10LE01 – Representation of sport-status masculinity and leadership culture. • AC9E10LE02 – Irony and juxtaposition positioning readers to critique character. <p>Literacy (LY)</p> <ul style="list-style-type: none"> • AC9E10LY05 – Interpretive analysis of character perspective. • AC9E10LY06 – Extended analytical writing on repetition and voice.
	<p>Big Ideas for this chapter:</p> <ul style="list-style-type: none"> - Internal monologue reveals bias and self-protection. - Repetition can create irony. - Aggressive language constructs hierarchy. - Leadership can become performance. - Failure exposes fragility beneath bravado. - Perspective shapes moral judgement. - Structural patterns reinforce theme. - Analysis requires evidence, not personal opinion.

	<p>Mini Lesson 1: Routine as Character Device Activity: Track each repetition of the kicking ritual. Students explain how its meaning shifts across the scene.</p>	<p>Mini Lesson 2: Evaluative Language and Values Activity: Create a “Dane values...” list with quotes. Add: What is the cost of each value?</p>
	<p>Mini Lesson 3: Perspective Flip Activity: Rewrite a moment from Broadie’s perspective. Focus on:</p> <ul style="list-style-type: none"> - how Dane’s language feels - hierarchy - pressure 	<p>Mini Lesson 4: Ethical Reading Activity: Discuss: Are we meant to hate Dane, understand him, or critique him? Students support with structural evidence (irony, repetition).</p>
<p>Chapter 9 – Dane Main lesson</p>	<p>1. Starter – Confidence vs Arrogance (5 minutes) Prompt: When does confidence become arrogance? Students brainstorm:</p> <ul style="list-style-type: none"> - tone - response to failure - treatment of others - ownership of mistakes <p>Transition: Dane’s on-field leadership explores this boundary.</p>	<p>2. Reading – Game Scene (15 minutes) Students annotate for:</p> <ul style="list-style-type: none"> - aggressive language - blame or contempt - repeated kicking routine - internal justifications <p>Pair-share: What kind of leader does Dane believe he is?</p>
	<p>3. Routine Tracking and Irony (20 minutes) Highlight repeated kicking sequence: “I lean forward... keep my arms straight...” Map outcomes: Routine → miss Routine → behind Routine → failure Discussion:</p> <ul style="list-style-type: none"> - What is ironic about repetition here? 	<p>4. Leadership and Language (15 minutes) Focus on:</p> <ul style="list-style-type: none"> - insults - dismissive commands - umpire interactions - blame language <p>Questions:</p> <ul style="list-style-type: none"> - Who is empowered or disempowered? - How does language escalate conflict?

	<ul style="list-style-type: none"> - Does routine equal control? - How does structure reveal psychological unravelling? Explicit teaching: Repetition can expose fragility rather than strength. <p>Board summary:</p> <ul style="list-style-type: none"> ○ Ritual = attempt at control ○ Failure = exposure ○ Irony shapes judgement 	<ul style="list-style-type: none"> - Is Dane leading or dominating? Encourage textual evidence over opinion.
	<p>5. Analytical Paragraph (15 minutes) Prompt: How does the author use repetition and internal monologue to represent Dane's declining control during the game? Students must:</p> <ul style="list-style-type: none"> - include one repetition example - include one evaluative language example - explain effect on reader 	

<p>Chapter 10 – Beth – Watching Dane, Watching Herself</p> <p>Writing Technique - Internal monologue; repetition as thinking pattern; extended metaphor; juxtaposition; symbolic imagery</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> • AC9E10LA01 – Social language constructing identity (“Dane and Beth”). • AC9E10LA02 – Evaluative reflection revealing values (autonomy, honesty, creative ambition). • AC9E10LA03 – Repetition and extended metaphor shaping cognitive and emotional meaning. <p>Literature (LE)</p> <ul style="list-style-type: none"> • AC9E10LE01 – Representation of small-town social surveillance and gendered expectations. • AC9E10LE02 – Juxtaposition and metaphor influencing reader sympathy and thematic depth. <p>Literacy (LY)</p> <ul style="list-style-type: none"> • AC9E10LY05 – Interpretive responses on identity and metaphor. • AC9E10LY06 – Structured analytical paragraph on repetition and metaphor. 	
	<p>Big Ideas for this chapter:</p> <ul style="list-style-type: none"> - Social language can define identity externally. - Repetition signals uncertainty and transition. - Extended metaphor deepens emotional reasoning. - Identity evolves through reflection. - Gossip and community expectation shape perception. - Tone shifts reveal internal growth. - Analytical writing requires linking technique to meaning. - Perspective shapes sympathy and interpretation. 	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Mini Lesson 1: Social Surveillance and Power</p> <p>Activity: Students respond to the town’s repeated question: “What will you do once Dane gets drafted?”</p> <p>Discuss:</p> <ul style="list-style-type: none"> - How does this question erase autonomy? - How does language shape expectation? </td> <td style="width: 50%; vertical-align: top;"> <p>Mini Lesson 2: Evaluative Language and Values</p> <p>Activity: Create a “Beth values...” list using quotes.</p> <p>Include:</p> <ul style="list-style-type: none"> - autonomy - honesty - creativity - independence <p>Add: How do these values conflict with her environment?</p> </td> </tr> </table>	<p>Mini Lesson 1: Social Surveillance and Power</p> <p>Activity: Students respond to the town’s repeated question: “What will you do once Dane gets drafted?”</p> <p>Discuss:</p> <ul style="list-style-type: none"> - How does this question erase autonomy? - How does language shape expectation?
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	<p>Mini Lesson 3: Past vs Present Dane Activity: Compare:</p> <ul style="list-style-type: none"> - Early Dane (memory) - Present Dane (reflection) <p>Students explain tonal shift.</p>	<p>Mini Lesson 4: Creative Voice Constraint Activity: Write a short Beth-style monologue including:</p> <ul style="list-style-type: none"> - one repeated line - one metaphor - no direct emotional statements <p>Discuss how restraint shapes authenticity.</p>
<p>Chapter 10 – Beth Main lesson</p>	<p>1. Starter – Labels and identity (5 minutes) Prompt: How can labels shape who we become? Students consider:</p> <ul style="list-style-type: none"> - relationship labels - school reputations - small-town identity - family expectations <p>Transition: Beth’s chapter explores being defined as “Dane and Beth” rather than simply Beth.</p>	<p>2. Reading – Reflection Excerpts (15 minutes) Students annotate for:</p> <ul style="list-style-type: none"> - repetition (“I don’t know”) - evaluative language - references to gossip/town pressure - metaphors (relationship as sport; Dane not the sun; seasonal imagery) <p>Pair-share: Where do we see Beth’s identity shifting?</p>
	<p>3. Repetition and Structure Analysis (15 minutes) Focus on: “I don’t know.” Discussion:</p> <ul style="list-style-type: none"> - What does each repetition mean? - Is it weakness, honesty, or transition? - How does structure mirror thinking? <p>Explicit teaching: Repetition can represent cognitive uncertainty rather than emphasis. Board summary:</p> <ul style="list-style-type: none"> o Repetition = thinking pattern o Uncertainty = growth in progress 	<p>4. Extended Metaphor – Relationship as Sport (15 minutes) Students list elements of the metaphor:</p> <ul style="list-style-type: none"> - rules - umpire - win/loss - merger - hindsight <p>Discuss:</p> <ul style="list-style-type: none"> - Why compare love to sport? - What does this reveal about Beth’s mindset? - Does metaphor simplify or complicate her feelings? <p>Draw attention to: Metaphor as analytical tool within character voice.</p>

	<p>5. Analytical Paragraph (20 minutes) Prompt: How does the author use repetition and metaphor to represent Beth's shifting identity under social pressure? Requirements:</p> <ul style="list-style-type: none">- one repetition example- one metaphor example- explanation of tone and effect <p>Collect or peer-assess depending on timing.</p>	
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Winter		
<p>Chapter 11 – Elias – Leadership, Ethics and “Hard and Fair”</p> <p>Writing Technique - Contrast in dialogue; evaluative language; understatement; rhetorical questioning; structural compartmentalisation.</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> AC9E10LA01 – Language constructing inclusion/exclusion and regulating behaviour (team slogans; “keep our heads”; “no one left behind”). AC9E10LA02 – Evaluative language revealing competing values (ethical restraint vs revenge masculinity; “smarter not braver”). AC9E10LA03 – Contrast and structural sequencing (injury → scuffle → reflection) shaping meaning and moral positioning. <p>Literature (LE)</p> <ul style="list-style-type: none"> AC9E10LE01 – Representation of sport culture under surveillance (recruiters, social media, concussion discourse). AC9E10LE02 – Juxtaposition (Cookie vs Eli) influencing reader interpretation of leadership and masculinity. <p>Literacy (LY)</p> <ul style="list-style-type: none"> AC9E10LY05 – Interpretive responses evaluating ethical leadership. AC9E10LY06 – Structured analytical paragraph (formative checkpoint). 	
	<p>Big Ideas for this chapter:</p> <ul style="list-style-type: none"> - Leadership is constructed through language. - Contrast reveals competing value systems. - Ethical restraint challenges “bravery” culture. - Public audiences influence behaviour. - Understatement intensifies moral tension. - Masculinity can be redefined through care and judgement. - Structure mirrors compartmentalised trauma. - Analytical writing links technique to values. 	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Mini Lesson 1: Leadership Language Audit</p> <p>Activity: Students list verbs used by Elias and Cookie. Analyse tone:</p> <ul style="list-style-type: none"> - directive? - reactive? - escalating? - calming? <p>Discuss what kind of masculinity each performs.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Mini Lesson 2: Ethical Evaluation</p> <p>Activity: Focus on the question: “Brain injury... just part of the game?” Students write:</p> <ul style="list-style-type: none"> - What assumption is being challenged? - How does rhetorical questioning shift perspective? </td> </tr> </table>	<p>Mini Lesson 1: Leadership Language Audit</p> <p>Activity: Students list verbs used by Elias and Cookie. Analyse tone:</p> <ul style="list-style-type: none"> - directive? - reactive? - escalating? - calming? <p>Discuss what kind of masculinity each performs.</p>
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	<p>Mini Lesson 3: Structure Timeline</p> <p>Activity: Map sequence: injury → scuffle → leadership speech → hollow song → private reflection. Discuss:</p> <ul style="list-style-type: none"> - Why end with private thought? - What does structure suggest about coping? 	<p>Mini Lesson 4: Audience Awareness Task</p> <p>Activity: Write two short responses to the injury:</p> <ol style="list-style-type: none"> 1. A public team statement 2. Elias's private reflection <p>Discuss how audience changes tone and language.</p>								
<p>Chapter 11 – Elias Main lesson</p>	<p>1. Starter – What Makes a Good Captain? (5 minutes) Prompt: Is a strong captain aggressive, skilled, or measured? Students consider:</p> <ul style="list-style-type: none"> - influence - emotional control - fairness - public perception <p>Transition: This chapter challenges stereotypical “brave” leadership.</p>	<p>2. Reading – Close Reading and Annotation (20 minutes) Students highlight:</p> <ul style="list-style-type: none"> - Team slogans (“no one left behind”) - Elias’s language (“keep our heads”, “hard and fair”) - Cookie’s revenge rhetoric (“run through them”) - Ethical questioning (“brain injury... part of the game?”) <p>Pair-share: How does language reveal values?</p>								
	<p>3. Contrast and Culture Discussion (15 minutes) Focus on:</p> <table border="1" data-bbox="526 981 1167 1173"> <thead> <tr> <th>Elias</th> <th>Cookie</th> </tr> </thead> <tbody> <tr> <td>restraint</td> <td>aggression</td> </tr> <tr> <td>“smarter not braver”</td> <td>revenge</td> </tr> <tr> <td>calm authority</td> <td>loud dominance</td> </tr> </tbody> </table> <p>Discuss:</p> <ul style="list-style-type: none"> - What type of masculinity is performed? - How does public audience (“recruiters watching”, social media) shape behaviour? - Does leadership require performance? 	Elias	Cookie	restraint	aggression	“smarter not braver”	revenge	calm authority	loud dominance	<p>4. Formative Task – Analytical Paragraph (25 minutes) (collected) Prompt: How does the chapter represent leadership as ethical restraint rather than aggression? Requirements:</p> <ul style="list-style-type: none"> - 2 quotes (Elias + Cookie or Elias + public audience) - 1 technique (contrast, evaluative language, understatement) - link to values (fairness, safety, reputation)
Elias	Cookie									
restraint	aggression									
“smarter not braver”	revenge									
calm authority	loud dominance									

	<p>Explicit teaching: Contrast positions readers to evaluate values. Board summary:</p> <ul style="list-style-type: none"> ○ Leadership = judgement ○ Aggression ≠ strength ○ Audience shapes action 	
<p>Chapter 12 – Zac & Fletcher – Performance, Media and the Body Under Pressure</p> <p>Writing Technique - Dialogue-driven pacing; sensory imagery; embodied metaphor; tonal shift; juxtaposition of public and private voice.</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> ● AC9E10LA01 – Media language shaping identity and hierarchy (“Number 1 Pick”; staged reassurance). ● AC9E10LA02 – Evaluative language revealing values (action vs talk; ambition vs anxiety). ● AC9E10LA03 – Sensory imagery and embodied metaphor (“diesel engine”) conveying emotional states. <p>Literature (LE)</p> <ul style="list-style-type: none"> ● AC9E10LE01 – Representation of elite youth sport as public spectacle. ● AC9E10LE02 – Juxtaposition (banter vs studio pressure) shaping meaning and foreshadowing change. <p>Literacy (LY)</p> <ul style="list-style-type: none"> ● AC9E10LY05 – Creative and interpretive responses exploring performance identity. ● AC9E10LY06 – Analytical writing on tone shifts and media representation. 	<p>Big Ideas for this chapter:</p> <ul style="list-style-type: none"> - Public spaces intensify identity performance. - Humour can mask vulnerability. - Physical imagery conveys emotional states. - Juxtaposition highlights private vs public self. - Media framing shapes hierarchy and expectation. - Tonal shifts signal transition. - Dialogue reveals character under pressure. - Technique creates meaning beyond plot.
	<p>5. Submission (5 minutes) Paper or LMS upload.</p>	

	<p>Mini Lesson 1: Humour as Deflection Activity: Highlight three banter lines. Students explain:</p> <ul style="list-style-type: none"> - what anxiety they might mask - how tone shifts if humour is removed 	<p>Mini Lesson 2: Embodied Metaphor Activity: Analyse “diesel engine up a hill” or “heavy dream.” Students answer:</p> <ul style="list-style-type: none"> - What does this reveal about internal state? - Why is this stronger than “I’m nervous”?
	<p>Mini Lesson 3: Media as System Activity: List all studio elements (lights, cameras, intro music). Discuss:</p> <ul style="list-style-type: none"> - How do these details position the boys as products? - How does staging shape identity? 	<p>Mini Lesson 4: Tonal Shift Analysis Activity: Track movement from banter → bodily anxiety → “everything is going to change.” Students explain how structure foreshadows transition.</p>
<p>Chapter 12 – Zac & Fletcher Main lesson</p>	<p>1. Starter – Being Watched (8 minutes) Prompt: What’s scarier — failing in private or being watched? Students quick-write, then share. Draw out:</p> <ul style="list-style-type: none"> - performance pressure - fear of judgement - identity management <p>Transition: This chapter explores being watched — and watching yourself being watched.</p>	<p>2. Reading – Studio Sequence (15 minutes) Students annotate for:</p> <ul style="list-style-type: none"> - studio details (lights, makeup, sound checks) - banter between Zac and Fletcher - Zac’s bodily anxiety (“heavy”, “diesel engine”) - tonal shift at “everything is going to change” <p>Pair-share: Where does the tone subtly shift?</p>

	<p>3. Technique Hunt (15 minutes) Students identify and label:</p> <ul style="list-style-type: none"> - Humour/banter (deflection) - Sensory detail (heat, lights, sound) - Bodily metaphor (dream heaviness, diesel engine heart) <p>Discussion:</p> <ul style="list-style-type: none"> - Why describe anxiety through the body? - What does humour protect? - How does setting intensify pressure? <p>Explicit teaching: Embodied metaphor allows emotion to be shown, not told.</p> <p>Board summary:</p> <ul style="list-style-type: none"> o Body = emotional barometer o Banter = shield o Studio = performance machine 	<p>4. Discussion – Public vs Private Identity (12 minutes) Focus on:</p> <ul style="list-style-type: none"> - “no surprise questions” - being framed as “Number 1 Pick” - ritual of sound checks and makeup <p>Questions:</p> <ul style="list-style-type: none"> - How does media language manage identity? - Are Zac and Fletcher in control? - How does friendship survive inside performance? <p>Highlight: Juxtaposition between intimate friendship and industrial studio space.</p>
	<p>5. Creative Imitation (15 minutes) Students write 10–12 lines: A character entering a high-pressure room Show anxiety through:</p> <ul style="list-style-type: none"> - physical sensations - sensory detail - subtle humour <p>(no emotion words) 2 volunteers share. Class identifies techniques used.</p>	

<p>Chapter 13 - Mason – Grief, Humour and Rewriting “Perfect Practice”</p> <p>Writing Techniques - Tonal contrast; motif development; anecdotal structure; repetition for emotional weight; domestic realism.</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> • AC9E10LA01 – Language reconnecting rather than isolating (teasing as care). • AC9E10LA02 – Evaluative language revealing resilience, scepticism toward performative sympathy. • AC9E10LA03 – Motif development (“funny bounces”) and tonal contrast shaping meaning. <p>Literature (LE)</p> <ul style="list-style-type: none"> • AC9E10LE01 – Representation of grief within working-class and sporting contexts. • AC9E10LE02 – Juxtaposition and repetition influencing tone and emotional realism. <p>Literacy (LY)</p> <ul style="list-style-type: none"> • AC9E10LY05 – Analytical and reflective responses on motif and tone. • AC9E10LY06 – Structured imagery/tone paragraph (formative checkpoint). 	
	<p>Big Ideas for this chapter:</p> <ul style="list-style-type: none"> - Humour can coexist with grief. - Tonal contrast intensifies emotional realism. - Motifs gain meaning across chapters. - Domestic detail grounds authenticity. - Repetition builds emotional resonance. - Masculinity shifts from perfection to adaptability. - Resilience is shown through connection. - Analytical writing must link technique to theme. 	
	<p>Mini Lesson 1: Motif Tracking – “Funny Bounces”</p> <p>Activity: Students trace earlier references and compare meaning now.</p> <p>Discussion: How has the metaphor evolved post-Dad?</p>	<p>Mini Lesson 2: Repetition and Emotional Weight</p> <p>Activity: Close read “I love you, Dad.”</p> <p>Questions:</p> <ul style="list-style-type: none"> - Why repeat? - Why keep language simple? - How does restraint avoid melodrama?
	<p>Mini Lesson 3: Recruiter Satire</p> <p>Activity: Analyse the “bin night / jeans washing” questions. Students discuss:</p>	<p>Mini Lesson 4: Creative Task – Restrained Grief</p> <p>Activity: Write a short scene (180–250 words) of two characters doing something ordinary after loss.</p>

	<ul style="list-style-type: none"> - What is being critiqued? - How does humour expose class judgement? 	<p>Include:</p> <ul style="list-style-type: none"> - one joke line - one repeated phrase - no overt emotional declarations
<p>Chapter 13 – Mason Main lesson</p>	<p>1. Starter – Funny and Devastating? (5 minutes) Prompt: Can something be funny and heartbreaking at the same time? Brief discussion:</p> <ul style="list-style-type: none"> - Why humour appears in serious moments - How people cope through ordinary rituals <p>Transition: This chapter blends backyard banter with profound loss.</p>	<p>2. Reading – Backyard Kick-to-Kick (15 minutes) Students annotate for:</p> <ul style="list-style-type: none"> - humour beats (Mum’s wild kick, teasing, laughter) - grief details (service, ashes, final “I love you”) - recruiter questions - shift away from “perfect practice” <p>Pair-share: Where does tone shift — and how?</p>
	<p>3. Close Analysis – Tonal Contrast and Motif (20 minutes) Students highlight and label:</p> <ul style="list-style-type: none"> - Humour moments (“cacked herself”, teasing lines) - Grief imagery (“heaviest thing”, repetition of “I love you”) - Motif return (funny bounces) - Value shift (connection over perfection) <p>Discussion:</p> <ul style="list-style-type: none"> - Why doesn’t humour undercut grief? - How has “perfect practice” been rewritten? - What kind of masculinity is emerging? <p>Explicit teaching: Juxtaposition intensifies emotional impact. Board summary:</p> <ul style="list-style-type: none"> o Routine = connection o Humour = resilience o Motif = growth 	<p>4. Micro Discussion – Balancing Tone (10 minutes) Focus: How does the author prevent sentimentality? Students consider:</p> <ul style="list-style-type: none"> - understatement - ordinary domestic detail - clipped verse style <p>Link: Restraint sustains authenticity.</p>

	<p>5. Formative Task – Analytical Paragraph (15 minutes) (collected) Prompt: How does the author represent grief through everyday detail and humour? Requirements:</p> <ul style="list-style-type: none"> - 2 quotes (one humorous, one grief-focused) - explanation of tone - link to resilience or adaptation
<p>Chapter 14 – Dane – Breakup, Performance and Bodily Collapse</p> <p>Writing Technique - Juxtaposition; intercut structure; repetition of command rhetoric; embodied sensory detail; tonal collision (public noise vs private collapse).</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> • AC9E10LA01 – Institutional rhetoric shaping masculinity (“put it outta ya head”; “TEAR ’EM APART”). • AC9E10LA02 – Evaluative language revealing dependency, suppression, and shifting power. • AC9E10LA03 – Intercut structure and repetition intensifying tension and critique. <p>Literature (LE)</p> <ul style="list-style-type: none"> • AC9E10LE01 – Representation of sport-status masculinity and identity tethered to body and draft prospects. • AC9E10LE02 – Juxtaposition (public aggression vs private grief) influencing reader judgement. <p>Literacy (LY)</p> <ul style="list-style-type: none"> • AC9E10LY05 – Interpretive responses examining emotional suppression. • AC9E10LY06 – Extended analytical writing on structure and imagery.
	<p>Big Ideas for this chapter:</p> <ul style="list-style-type: none"> - Juxtaposition reveals ideological tension. - Institutional rhetoric constructs masculinity. - Emotional suppression has limits. - The body can reveal truth the voice cannot. - Structure shapes interpretation. - Repetition can expose fragility. - Boundaries represent strength. - Critical empathy means understanding without excusing.

	<p>Mini Lesson 1: Mask vs Interior Activity: Students find:</p> <ul style="list-style-type: none"> - 3 moments of public performance - 3 moments of internal vulnerability <p>Explain how contrast shapes reader sympathy.</p>	<p>Mini Lesson 2: Embodied Narration Activity: Close read the injury description. Discuss:</p> <ul style="list-style-type: none"> - Why describe absence of pain first? - How does sensory detail create fear? - How does physical rupture mirror emotional rupture? 								
	<p>Mini Lesson 3: Boundary Language Activity: Analyse Beth's concise breakup lines. Students discuss:</p> <ul style="list-style-type: none"> - How brevity creates power - How this contrasts with Dane's bargaining 	<p>Mini Lesson 4: Creative Task – 10 Seconds After the Crack Activity: Write Dane's internal monologue immediately after the ACL moment. Constraints:</p> <ul style="list-style-type: none"> - short sensory lines - no abstract emotion words - focus on body and sound 								
<p>Chapter 14 – Dane Main lesson</p>	<p>1. Starter – Strength Scripts (5 minutes) Prompt: What messages do boys receive about handling emotion? Students brainstorm:</p> <ul style="list-style-type: none"> - “get on with it” - “be tough” - “put it behind you” - “don't cry” <p>Transition: This chapter tests those scripts.</p>	<p>2. Reading – Breakup, Changerooms, Injury (15 minutes) Students annotate for:</p> <ul style="list-style-type: none"> - Beth's boundary-setting language (“I can't”; “You already have.”) - pre-game rhetoric (“TEAR 'EM APART”; “put it outta ya head”) - Dane's internal repetition (“I need you”) - sensory description of injury (“crack... no power...”) <p>Pair-share: Where does emotional truth leak through?</p>								
	<p>3. Structure Study – Private/ Public Collision (20 minutes) Map sequence: Breakup → locker-room speech → recruiters watching → game → ACL injury Discussion:</p> <ul style="list-style-type: none"> - Why embed the breakup inside the build-up? 	<p>4. Language and Masculinity Scripts (15 minutes) Compare:</p> <table border="1" data-bbox="1303 1246 1973 1385"> <thead> <tr> <th>Beth</th> <th>Locker Room</th> </tr> </thead> <tbody> <tr> <td>concise, firm</td> <td>loud, aggressive</td> </tr> <tr> <td>boundary-setting</td> <td>suppression</td> </tr> <tr> <td>emotional clarity</td> <td>emotional denial</td> </tr> </tbody> </table>	Beth	Locker Room	concise, firm	loud, aggressive	boundary-setting	suppression	emotional clarity	emotional denial
Beth	Locker Room									
concise, firm	loud, aggressive									
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	<ul style="list-style-type: none"> - How does intercut structure increase tension? - What does the immediate injury symbolise? <p>Explicit teaching: Juxtaposition critiques the idea that sport can absorb emotional pain.</p> <p>Board summary:</p> <ul style="list-style-type: none"> o Public noise vs private collapse o Performance vs reality o Body as truth 	<p>Questions:</p> <ul style="list-style-type: none"> - What kind of strength does each represent? - Which proves sustainable? - How does repetition (“SHOW ’EM”, “HIT THEM”) function? <p>Highlight: Command rhetoric as performance.</p>
	<p>5. <u>Analytical Paragraph (15 minutes)</u></p> <p>Prompt: How does the author use juxtaposition and repetition to critique the belief that sport can absorb all pain?</p> <p>Requirements:</p> <ul style="list-style-type: none"> - 2 quotes (public + private) - 1 structural technique - link to masculinity or emotional suppression 	

<p>Chapter 15 – Beth – Two Worlds – Selfhood, Creativity and Ethical Boundaries</p> <p>Writing Technique - Extended metaphor (“two worlds”); reflective first-person voice; structural acceleration (creative flow); juxtaposition (immersion vs social pressure); evaluative self-commentary.</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> • AC9E10LA01 – Social labels shaping gendered identity (“bitch”; “Dane and Beth”). • AC9E10LA02 – Evaluative language revealing autonomy and creative ambition. • AC9E10LA03 – Extended metaphor (“two worlds”) and structural acceleration mirroring cognitive flow. <p>Literature (LE)</p> <ul style="list-style-type: none"> • AC9E10LE01 – Representation of female identity beyond relationship narratives in small-town context. • AC9E10LE02 – Metaphor and juxtaposition positioning independence as ethical growth. <p>Literacy (LY)</p> <ul style="list-style-type: none"> • AC9E10LY05 – Interpretive writing on identity and ambition. • AC9E10LY06 – Analytical paragraph on metaphor and structure. 	
	<p>Big Ideas for this chapter:</p> <ul style="list-style-type: none"> - Extended metaphor externalises identity conflict. - Evaluative language reveals values in transition. - Creative flow functions as empowerment. - Structure mirrors emotional and cognitive shifts. - Labels can police gendered behaviour. - Boundaries are represented as ethical strength. - Independence is framed as growth, not cruelty. - Analytical writing must link form to theme. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Mini Lesson 1: Extended Metaphor Study – “Two Worlds”</p> <p>Activity: Students explain the metaphor literally and symbolically.</p> <p>Discuss:</p> <ul style="list-style-type: none"> - Game world vs social world - Creative identity vs relational identity </td> <td style="width: 50%; padding: 5px;"> <p>Mini Lesson 2: Flow Language Annotation</p> <p>Activity: Highlight verbs of speed and energy. Students explain:</p> <ul style="list-style-type: none"> - How language mirrors cognitive immersion - Why the rush feels empowering </td> </tr> </table>	<p>Mini Lesson 1: Extended Metaphor Study – “Two Worlds”</p> <p>Activity: Students explain the metaphor literally and symbolically.</p> <p>Discuss:</p> <ul style="list-style-type: none"> - Game world vs social world - Creative identity vs relational identity
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	<p>Mini Lesson 3: Ethical Debate - Care vs Boundary Activity: Prompt: What does Beth owe Dane, if anything? Students must use textual evidence only.</p>	<p>Mini Lesson 4: Creative Task – Breadcrumbs to a New Level Activity: Write a short metaphor describing a “second level” in your own life. Include:</p> <ul style="list-style-type: none"> - a transition moment - sensory detail - one repeated line
<p>Chapter 15 – Beth Main lesson</p>	<p>1. Starter – Selfish or Self-Preserving (5 minutes) Prompt: When is doing nothing actually doing something important? Students briefly discuss:</p> <ul style="list-style-type: none"> - boundaries after breakups - guilt vs autonomy - social expectations <p>Transition: Beth’s refusal to act becomes an ethical decision.</p>	<p>2. Reading – Game Creation Sequence (15 minutes) Students annotate for:</p> <ul style="list-style-type: none"> - references to labels (“bitch”) - internal evaluative language (“glorious,” “perfect,” “beginning”) - acceleration verbs (“pinged,” “rush,” “frantic”) - metaphors (“two worlds,” “breadcrumbs,” “wave I had to ride”) <p>Pair-share: Where does Beth feel most alive?</p>
	<p>3. Structure and Flow Analysis (20 minutes) Focus on pacing shifts: Reflection → creative immersion → acceleration → pause → doubt Discussion:</p> <ul style="list-style-type: none"> - How does structure mimic creative flow? - Why use metaphor instead of stating “I feel independent”? - How does immersion contrast with town gossip? <p>Explicit teaching: Form mirrors cognition. Board summary:</p> <ul style="list-style-type: none"> o Metaphor = thinking tool o Flow = confidence embodied o Boundary = ethical act 	<p>4. Labels and Social Power (15 minutes) Students examine:</p> <ul style="list-style-type: none"> - how town language polices behaviour - how Beth reclaims the word “selfish” <p>Questions:</p> <ul style="list-style-type: none"> - Who benefits from the label? - How does evaluation reveal gender expectations? - What values does Beth prioritise? <p>Highlight: Language as social control.</p>

5. Analytical Paragraph (15 minutes)

Prompt: How does the author use structure and metaphor to represent Beth's independence as growth rather than abandonment?

Requirements:

- 2 quotes (metaphor + evaluative language)
- explanation of pacing or structure
- link to identity

Spring		
<p>Chapter 16 – Elias – Control Routine and Thinking the Future</p> <p>Writing Technique - Motif through repetition; rhythmic list structure; evaluative reframing; cross-domain metaphor (sport → study); introspective voice.</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> AC9E10LA01 - Recruiter and agency language shows how institutional discourse shapes power; Elias questions scripts rather than complying. AC9E10LA02 - Evaluative reframing (“worry” → “think/process”) reveals values of autonomy and preparation. AC9E10LA03 - Repetition (running mantra) and list structure mirror disciplined thought and self-regulation. <p>Literature (LE)</p> <ul style="list-style-type: none"> AC9E10LE01 - Represents elite sport and academic pathways as parallel futures, challenging single-identity narratives. AC9E10LE02 - Motif and cross-domain metaphor (sport → study) position agency as maturity. <p>Literacy (LY)</p> <ul style="list-style-type: none"> AC9E10LY05–06 - Supports analytical writing on motif and evaluative language; models reflective internal monologue. 	
	<p>Big Ideas for this chapter:</p> <ul style="list-style-type: none"> - Repetition can signal control rather than obsession. - Evaluative language reveals values and growth. - Structure can mirror cognitive organisation. - Agency is shown through questioning authority. - Cross-domain metaphor expands identity. - Confidence can be calm, not loud. - Routine functions as emotional regulation. - Analytical writing must connect form to meaning. 	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Mini Lesson 1: Motif Mapping</p> <p>Activity: Track every return of the running mantra. Students label:</p> <ul style="list-style-type: none"> - calming - planning - identity reinforcement - present-moment focus </td> <td style="width: 50%; vertical-align: top;"> <p>Mini Lesson 2: Evaluative Reframing</p> <p>Activity: Compare “worry” vs “think/process.” Students explain:</p> <ul style="list-style-type: none"> - how language changes mindset - what values are revealed </td> </tr> </table>	<p>Mini Lesson 1: Motif Mapping</p> <p>Activity: Track every return of the running mantra. Students label:</p> <ul style="list-style-type: none"> - calming - planning - identity reinforcement - present-moment focus
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	<p>Mini Lesson 3: Agency vs Compliance Debate Activity: Prompt: Are Elias’s recruiter questions a strength or risk? Students support with textual evidence.</p>	<p>Mini Lesson 4: Creative Task – Morning Routine Constraint Activity: Write a 180–250 word scene of a character preparing for something important. Include:</p> <ul style="list-style-type: none"> - one repeated line - list structure - no direct statement of anxiety
<p>Chapter 16 – Elias Main lesson</p>	<p>1. Starter – Routine as Control (10 minutes) Prompt: How do routines help people manage pressure? Students quick-write:</p> <ul style="list-style-type: none"> - morning habits - study routines - training rituals <p>Share ideas and connect to: Routine as psychological anchor. Transition: In <i>SPRING</i>, Elias’s running mantra becomes a strategy, not just technique.</p>	<p>2. Reading – Morning run (15 minutes) Students annotate:</p> <ul style="list-style-type: none"> - repeated instructions (“land on the midsole...”) - list structures (“what I have to get done...”) - reframing of “worry” into thinking - recruiter conversations <p>Pair-share: Where does repetition feel calming rather than obsessive?</p>
	<p>3. Guided Analysis — Motif & Structure (20 minutes) Students highlight:</p> <ul style="list-style-type: none"> - Running mantra returns - List-like planning sequences - Evaluative reframing (“Think. Process. Work through.”) - Moments of questioning recruiter scripts <p>Discussion:</p> <ul style="list-style-type: none"> - Why return to the mantra? - How does structure mimic cognition? - How does he show confidence without arrogance? <p>Explicit teaching: Repetition here signals maturity and discipline.</p>	<p>4. Whole Class Discussion (15 minutes) Focus: How does Elias demonstrate independent thinking? Consider:</p> <ul style="list-style-type: none"> - resisting “stock standard” recruiter responses - questioning compliance - reframing sport as one pathway, not identity <p>Draw attention to: Cross-domain metaphor — exams as “grand final”. Discuss: Why use sporting language for study?</p>

	<p>Board summary:</p> <ul style="list-style-type: none">○ Mantra = regulation○ Lists = planning○ Questions = agency	
	<p>6. Exit ticket (10 minutes)</p> <p>Prompt: How does Elias show confidence without sounding arrogant?</p> <p>Students must:</p> <ul style="list-style-type: none">- include one repetition example- include one evaluative word- link to agency	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chapter 17 – Zac & Fletcher – Dialogue, Performance and the Cost of Change</p> <p>Writing Technique - Dialogue-driven characterisation; humour as deflection; cliché as institutional script; tonal pivot; subtext through silence; symbolic setting (driveway basketball); structural shift (play → rehearsal → rupture).</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> • AC9E10LA01 - Banter negotiates closeness; media clichés demonstrate scripted identity performance. • AC9E10LA02 - Evaluations of Draft night reveal values of authenticity, loyalty, and preparation. • AC9E10LA03 - Dialogue structure (humour → silence) reveals anxiety without narration. <p>Literature (LE)</p> <ul style="list-style-type: none"> • AC9E10LE01 - Represents suburban youth culture and impending separation through Draft relocation. • AC9E10LE02 - Contrast between rehearsal and silence positions emotional truth beneath humour. <p>Literacy (LY)</p> <ul style="list-style-type: none"> • AC9E10LY05–06 - Strong for dialogue analysis and tonal pivot writing. 	
	<p>Big Ideas for this chapter:</p> <ul style="list-style-type: none"> - Dialogue replaces exposition; meaning is embedded in rhythm and subtext. - Humour operates as a coping strategy, not simply comic relief. - Institutional “script” language reveals how identity becomes performative under media pressure. - Silence can function as emotional revelation. - Structural pivot (Mr Singh’s question) reframes the scene from playful rehearsal to impending loss. - Basketball symbolises distraction, rehearsal, and the fragility of normality before change. - Friendship is revealed not through grand statements but through shared avoidance and mutual understanding. 	
	<p>Mini Lesson 1: Dialogue as Character Construction</p> <p>Focus: How speech patterns reveal personality without narration.</p> <p>Mini Activity:</p> <p>Students choose 6 lines of dialogue and label each as:</p> <ul style="list-style-type: none"> - Teasing - Deflecting - Performing - Revealing <p>Then write one sentence explaining what that line shows about Zac or Fletcher.</p>	<p>Mini Lesson 2: Humour as Emotional Shield</p> <p>Focus: How jokes mask vulnerability.</p> <p>Mini Activity:</p> <p>Students highlight one exchange where humour is used. Rewrite the exchange without humour (direct emotional language). Discuss: Which version feels more authentic — and why?</p>

	<p>Mini Lesson 3: Cliché and Scripted Identity Focus: Media language as performance. Mini Activity: Create a two-column table:</p> <ul style="list-style-type: none"> - “Draft Script” (e.g., “great honour”, “fantastic club”) - “Real Voice” (rewrite in natural teenage speech) <p>Students explain how institutional language shapes public identity.</p>	<p>Mini Lesson 4: Tonal Pivot and Structural Shift Focus: Identifying the turning point in a scene. Mini Activity: Students identify the exact line where humour stops working. Annotate:</p> <ul style="list-style-type: none"> - What changes? (topic/speaker/pacing/silence) - Why is this structurally significant? <p>Write a 3–4 sentence explanation of how the tonal shift deepens theme.</p>
<p>Chapter 17 – Zac & Fletcher Main lesson</p>	<p>1. Starter – Why Joke When Nervous? (10 minutes) Prompt: Why do people joke in stressful situations? Students quick-write:</p> <ul style="list-style-type: none"> - an example of nervous humour - when they’ve deflected a serious topic - why humour feels safer than honesty <p>Share responses and connect to: Humour as protection, not immaturity. Transition: In SPRING, Zac and Fletcher rehearse jokes — but they’re practising something bigger.</p>	<p>2. First Reading – Driveway Basketball (15 minutes) Students annotate:</p> <ul style="list-style-type: none"> - teasing and mock insults - Draft-night clichés - references to separation - Mr Singh’s interjection - moments of silence <p>Pair-share: Where does the humour feel forced rather than playful?</p>
	<p>3. Guided Analysis – Dialogue as Performance (20 minutes) Students highlight:</p> <ul style="list-style-type: none"> - media-style responses (“great honour... fantastic club”) - call-backs and escalating jokes - the shift in pacing when Mr Singh speaks - the moment humour stops working <p>Discussion:</p> <ul style="list-style-type: none"> - What are they rehearsing? - How does cliché language reveal performance? - What changes structurally when the real question is asked? 	<p>4. Whole-Class Discussion – Tonal Pivot (15 minutes) Focus: Identify the structural turning point. Questions:</p> <ul style="list-style-type: none"> - Where does the scene shift from play to reality? - Why does one question change the tone? - How does silence function as meaning? <p>Draw attention to:</p> <ul style="list-style-type: none"> - Symbolic setting — driveway basketball as childhood ritual - Draft as identity relocation - Community presence (Mr Singh) as emotional anchor <p>Discuss: Why is the emotional truth quieter than the jokes?</p>

	<p>Explicit teaching: Board summary:</p> <ul style="list-style-type: none">○ Banter = defence○ Clichés = public script○ Silence = emotional truth <p>Dialogue replaces narration — we infer fear through what isn't said.</p>	
	<p>5. Formative Exit Paragraph (10 minutes)</p> <p>Prompt: How does the author use dialogue structure and tonal shift to show the cost of change in Zac and Fletcher's friendship?</p> <p>Students must:</p> <ul style="list-style-type: none">- include one humour example- include one cliché example- identify the tonal pivot- link structure to fear of separation <p>Collected as formative assessment.</p>	

<p>Chapter 18 – Mason – Success, Memory and Meaning</p> <p>Writing Technique - Motif return (“funny bounces”, “perfect practice”); tonal contrast (swagger ↔ grief); colloquial bluntness; sensory memory detail; reflective commentary; cyclical structure (past echoing present).</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> • AC9E10LA01 - Collective language (“arm in arm”) constructs belonging; blunt tone challenges class assumptions. • AC9E10LA02 - Evaluative statements reveal values of effort, loyalty, and presence. • AC9E10LA03 - Structural shift (celebration → grief → future) mirrors layered identity. <p>Literature (LE)</p> <ul style="list-style-type: none"> • AC9E10LE01 - Represents working-class ambition, grief, and draft culture within community sport. • AC9E10LE02 - Motif (“funny bounces,” “perfect practice”) and tonal contrast shape pride and loss simultaneously. <p>Literacy (LY)</p> <ul style="list-style-type: none"> • AC9E10LY05–06 - Supports motif-based analysis and reflective voice writing. 	
	<p>Big Ideas for this chapter:</p> <ul style="list-style-type: none"> - Success is represented as layered, not singular. - Motif creates emotional continuity across chapters. - Tonal contrast (confidence ↔ grief) builds character depth. - Everyday sensory detail grounds abstract loss. - Evaluative language reveals Mason’s values: grit, loyalty, presence. - Structure interweaves celebration and memory, showing forward motion without denial of grief. - Pride is positioned as earned and complex, not arrogant. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Mini Lesson 1: Tonal Contrast as Complexity</p> <p>Focus: Swagger vs vulnerability</p> <p>Mini Activity:</p> <p>Students create a two-column chart:</p> <p>Blunt Mason Reflective Mason</p> <p>Add one quote to each and explain how the contrast deepens character.</p> </td> <td style="width: 50%; padding: 5px;"> <p>Mini Lesson 2: Motif Across the Novel</p> <p>Focus: “Funny bounces” and “perfect practice”</p> <p>Mini Activity:</p> <p>Write 3–4 sentences explaining how the meaning of “funny bounces” changes from earlier chapters to SPRING.</p> </td> </tr> </table>	<p>Mini Lesson 1: Tonal Contrast as Complexity</p> <p>Focus: Swagger vs vulnerability</p> <p>Mini Activity:</p> <p>Students create a two-column chart:</p> <p>Blunt Mason Reflective Mason</p> <p>Add one quote to each and explain how the contrast deepens character.</p>
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	<p>Mini Lesson 3: Sensory Memory as Grief Focus: Concrete detail replacing emotional explanation Mini Activity: Students identify one object/sound (keys, chair, silence). Explain how it conveys grief without stating emotion.</p>	<p>Mini Lesson 4: Evaluative Language and Values Focus: What Mason values Mini Activity: Students highlight evaluative phrases (e.g., “losing is shit”, “I made the most of my opportunities”). Write one sentence: This reveals Mason values _____ because _____.</p>
<p>Chapter 18 – Mason Main lesson</p>	<p>1. Starter – Defining Success (10 minutes) Prompt: Is success about winning, resilience, or meaning? Students quick-write: - A moment they “won” something - A moment that mattered more than winning Share responses. Transition: In SPRING, Mason wins — but the chapter suggests success is more complicated than a scoreboard.</p> <p>3. Guided Analysis – Tone and Motif (20 minutes) Students highlight: - Blunt, confident statements (“losing is shit”, “I don’t choke”) - Lyrical or sensory grief details - Evaluative language about work and loyalty - References to “variables” and unpredictability Discussion: How does Mason hold pride and grief in the same paragraph? Why return to earlier motifs at the moment of success?</p>	<p>2. First Reading – Grand Final and Reflection (15 minutes) Students annotate: - Celebratory language (premiership song, confidence) - Shifts into reflection about Dad - Sensory house memories (keys, chair, silence) - Returns to “funny bounces” or “perfect practice” Pair-share: Where does the tone shift? What signals it?</p> <p>4. Whole-Class Discussion – Redefining Success (15 minutes) Focus questions: - How does Mason challenge traditional sporting definitions of success? - What matters more to him — applause or connection? - How does work (abattoir) complicate his “football hero” identity? Draw attention to: Colloquial confidence coexisting with quiet remembrance. Success framed as presence (“here and now”) rather than perfection.</p>

	<p>Explicit teaching: Victory does not erase grief. Instead, memory reshapes what victory means.</p> <p>Board summary:</p> <ul style="list-style-type: none">○ Premiership = achievement○ Memory = meaning○ Motif = emotional thread○ Tone shift = complexity	
	<p>5. Planning Task – Imagery Paragraph (10 minutes)</p> <p>Students plan a paragraph responding to: How does the author use motif and tonal contrast to reshape the idea of success?</p> <p>Must include:</p> <ul style="list-style-type: none">- One celebratory quote- One reflective/sensory detail- Explanation of tonal contrast- Link to resilience or forward motion	

<p>Chapter 19 – Dane – Perspective, Anger and Loss of Control</p> <p>Writing Technique - Fragmented syntax; repetition as containment (“Not here”); extended metaphor (ACL ↔ lost essay); tonal shift (rage → reflection); limited first-person perspective; structural pivot toward writing.</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> AC9E10LA01 - School and peer language reassert hierarchy; Beth’s boundary-setting redistributes agency. AC9E10LA02 - Evaluative shifts reveal identity crisis and collapsing certainty. AC9E10LA03 - Fragmented repetition and extended metaphor (ACL vs essay) mirror psychological breakdown. <p>Literature (LE)</p> <ul style="list-style-type: none"> AC9E10LE01 - Represents masculinity under injury and identity renegotiation in school context. AC9E10LE02 - Metaphor and structural shift (anger → writing) position literacy as rebuilding agency. <p>Literacy (LY)</p> <ul style="list-style-type: none"> AC9E10LY05–06 - Directly supports exam-style analytical writing on values and metaphor. 	
	<p>Big Ideas for this chapter:</p> <ul style="list-style-type: none"> - Fragmented structure mirrors emotional collapse. - Repetition signals containment rather than strength. - Extended metaphor allows Dane to reason through loss. - Limited perspective exposes blind spots and self-deception. - Structural shift (rage → writing) signals emerging agency. - School becomes a site of redefinition, not failure. - The reader is positioned to question Dane’s judgement while empathising with his grief. 	
	<p>Mini Lesson 1: Fragmentation as Psychology</p> <p>Focus: Short lines and emotional instability</p> <p>Mini Activity:</p> <p>Students rewrite one fragmented passage in full prose. Discuss: What is lost when the structure becomes smooth?</p>	<p>Mini Lesson 2: Repetition as Containment</p> <p>Focus: “Not here”</p> <p>Mini Activity:</p> <p>Write 6–8 lines repeating one phrase to show emotional suppression. Class identifies what emotion is being held back.</p>

	<p>Mini Lesson 3: Extended Metaphor – ACL vs Essay Focus: Loss & permanence Mini Activity: Students explain in 3–4 sentences how the “no save button” metaphor reveals Dane’s values about control and effort.</p>	<p>Mini Lesson 4: Perspective and Unreliability Focus: Limited narration Mini Activity: Create a two-column table: What Dane believes What the reader sees Add 2 examples and explain the mismatch.</p>
<p>Chapter 19 – Dane Main lesson</p>	<p>1. Starter – Anger and Clarity (10 minutes) Prompt: Can anger stop someone from thinking clearly? Students quick write:</p> <ul style="list-style-type: none"> - A time emotion clouded judgement. - A time emotion led to clarity. <p>Brief share. Transition: In SPRING, Dane’s anger narrows his perspective — but something shifts.</p>	<p>2. First Reading – Lockers to English (15 minutes) Students annotate:</p> <ul style="list-style-type: none"> - Emotional language (“time machine”, “so stupid”) - Repetition (“Not here.”) - Moments of blame vs responsibility - The ACL ↔ essay metaphor - The tonal shift into the exam moment <p>Pair-share: Where does Dane feel most unreliable as a narrator?</p>
	<p>3. Guided Analysis – Limited Perspective (20 minutes) Students track:</p> <ul style="list-style-type: none"> - Contradictions in Dane’s thinking - External voices (Beth, Gracie, teacher) vs his internal narration - Moments where he externalises blame - The metaphor of “no save button” <p>Discussion:</p> <ul style="list-style-type: none"> - How does anger limit his ability to imagine a future? - Where does perspective begin to widen? <p>Explicit teaching: Limited narration = we see only what Dane allows himself to see. The reader is positioned to question him, not fully trust him.</p>	<p>4. Whole Class Discussion – Structural Shift (15 minutes) Focus questions:</p> <ul style="list-style-type: none"> - Why move from lockers → spiral → classroom calm? - What changes in the language once he starts writing? - How does the exam question (“what is valued?”) mirror Dane’s own crisis? <p>Draw attention to:</p> <ul style="list-style-type: none"> - The structure itself represents movement from collapse toward reflection. - Writing becomes a substitute for the future he thought he’d lost.

	<p>Board summary:</p> <ul style="list-style-type: none">○ Anger = tunnel vision○ Metaphor = reasoning attempt○ Writing = first step toward control	
	<p>5. Short Analytical Paragraph (10 minutes)</p> <p>Prompt: How does the author use repetition and metaphor to show Dane's limited perspective and emerging agency?</p> <p>Students must:</p> <ul style="list-style-type: none">- Include one repetition example- Include one metaphor reference- Link to identity and future possibility	

<p>Chapter 20 – Beth – Independence, Creativity and Chosen Change</p> <p>Writing Technique - Contrast as structural device; symbolic setting (horizon vs skyscraper); evaluative commentary; reflective internal monologue; industry metaphor (draft/racing comparison); cyclical motif of “two worlds.”</p>	<p>Curriculum Strands</p> <p>Language (LA)</p> <ul style="list-style-type: none"> • AC9E10LA01 - Explicit critique of gendered industry language highlights exclusion and empowerment. • AC9E10LA02 - Evaluative language reveals values of autonomy, ambition, and ethical growth. • AC9E10LA03 - Symbolic setting contrast (horizon vs skyscraper) and reflective structure shape meaning. <p>Literature (LE)</p> <ul style="list-style-type: none"> • AC9E10LE01 - Represents creative industry pathways and female self-authorship beyond sport narratives. • AC9E10LE02 - Contrast and metaphor position independence as identity-building and social critique. <p>Literacy (LY)</p> <ul style="list-style-type: none"> • AC9E10LY05–06 - Supports analytical responses on representation and symbolic setting; models reflective creative voice. 	
	<p>Big Ideas for this chapter:</p> <ul style="list-style-type: none"> - Contrast between town and city symbolises evolving identity. - Evaluative language reveals Beth’s values: autonomy, fairness, ambition. - Reflection reframes loss as necessary transformation. - Setting externalises internal growth. - Structural movement from contemplation to action signals agency. - Independence is represented as chosen, thoughtful change — not rebellion. 	
	<p>Mini Lesson 1: Setting as Identity</p> <p>Focus: Symbolic environments Students highlight all references to:</p> <ul style="list-style-type: none"> - horizons - skyscrapers - rooms - movement <p>Activity: Write 5 lines describing a place that symbolises a turning point in someone’s life (no emotion words).</p>	<p>Mini Lesson 2: Evaluative Language and Values</p> <p>Focus: What Beth judges and why Students identify:</p> <ul style="list-style-type: none"> - phrases critiquing the gaming industry - lines about gender imbalance - reflections on the Draft <p>Activity: Complete the sentence: “Beth values _____ because _____ (evidence).”</p>
	<p>Mini Lesson 3: Reflection as a Structure</p> <p>Focus: Reflection → decision → action Students track the structural movement: Waiting room → reflection → industry critique → decision → interview entry.</p>	<p>Mini Lesson 4: Independence Without Bitterness</p> <p>Focus: Tone control Students locate lines where Beth:</p> <ul style="list-style-type: none"> - expresses ambition - shows empathy for Dane

	<p>Activity: Write a short structural outline of the chapter in five verbs (e.g., waits → reflects → critiques → reframes → enters).</p>	<p>- critiques systems</p> <p>Activity: Rewrite one critical statement in two tones: 1. Bitter 2. Measured Discuss how tone shifts reader sympathy.</p>							
<p>Chapter 20 – Beth Main lesson</p>	<p>1. Starter – Confidence in Choice (10 minutes) Prompt: When do people feel most confident in their decisions? Students brainstorm moments of chosen change:</p> <ul style="list-style-type: none"> - moving schools - ending relationships - pursuing creative goals - choosing a pathway others question <p>Transition: In SPRING, Beth's confidence is quiet. It isn't loud rebellion — it is certainty built through reflection.</p>	<p>2. First Reading – Folio Interview (15 minutes) Students annotate:</p> <ul style="list-style-type: none"> - contrast between town and city imagery - evaluative language about the gaming industry - reflections on Dane and the Draft - shifts from reflection → action <p>Pair-share: Where does Beth sound most certain? Where does she show empathy without regret?</p>							
	<p>3. Guided Analysis Setting and Values (20 minutes) Students create a contrast map:</p> <table border="1" data-bbox="519 951 1164 1129"> <thead> <tr> <th>Country</th> <th>City</th> </tr> </thead> <tbody> <tr> <td>horizons</td> <td>skyscrapers</td> </tr> <tr> <td>open space</td> <td>boxed-in rooms</td> </tr> <tr> <td>being “Dane and Beth”</td> <td>individual creative identity</td> </tr> </tbody> </table> <p>Discussion:</p> <ul style="list-style-type: none"> • How does setting symbolise identity? • Why describe the city as “boxed” rather than purely free? • How does Beth critique industries without sounding bitter? <p>Explicit teaching:</p>	Country	City	horizons	skyscrapers	open space	boxed-in rooms	being “Dane and Beth”	individual creative identity
Country	City								
horizons	skyscrapers								
open space	boxed-in rooms								
being “Dane and Beth”	individual creative identity								

	<p>Beth's independence is not escape. It is evaluation → decision → forward motion. Board summary:</p> <ul style="list-style-type: none">○ Setting = identity landscape○ Evaluation = values○ Structure = chosen change	
	<p>5. Exit Writing (10 minutes) Prompt: How does the author use contrast and evaluative language to portray Beth's independence as growth rather than abandonment? Students must:</p> <ul style="list-style-type: none">- include one contrast example- include one evaluative phrase- link to identity formation	

Summer

Final lesson – Redefining Success: Where They Land

Curriculum Strands

Language (LA)

- AC9E10LA01 - Understand how language can have inclusive and exclusive social effects, and can empower or disempower people. Students analyse how institutional language (Draft, club systems, university offers, workplace rules) positions characters differently and shapes belonging, exclusion, and identity.
- AC9E10LA02 - Understand that language used to evaluate reveals an individual's values. Students compare how evaluative language across POVs reveals shifting definitions of success (e.g., autonomy, belonging, resilience, spectacle, control).
- AC9E10LA03 - Analyse text structures and language features and evaluate their effectiveness. Students examine structural contrasts (public vs private endings, montage vs minimalism, juxtaposition of POVs) and evaluate how these shape the novel's critique of traditional success narratives.

Literature (LE)

- AC9E10LE01 - Analyse representations of individuals, groups and places and evaluate how they reflect their context. Students compare how each character represents different pathways (elite sport, university, labour, creative industries) and how these reflect contemporary Australian youth culture.
- AC9E10LE02 - Analyse how authors use text structures, language features and literary devices to influence meaning. Students evaluate how juxtaposition, motif continuity, symbolic settings, and narrative perspective position readers to question a simple "win/lose" framework.

Literacy (LY)

- AC9E10LY05 - Create imaginative, interpretive and analytical responses to literary texts. Students write a comparative analytical paragraph exploring character arcs and thematic meaning.
- AC9E10LY06 - Plan, draft and edit extended responses with control over structure and language. Students construct a structured comparative paragraph demonstrating controlled integration of evidence, analysis of technique, and thematic insight.

Final Chapters in the Final Season – All Characters

Writing Technique - Juxtaposition across POVs; structural contrast (public vs private); motif continuity; evaluative language; minimalist vs montage endings; symbolic setting.

1. Starter – Emotional Endpoints (10 minutes)

Character Map Activity:

On the board, create a large grid:

Students fill in from memory:

Character	Public Outcome	Private Outcome	Emotional State	Redefined Success
Eli				
Zac				
Fletcher				
Mason				
Dane				
Beth				

Prompt:

Where does each character *end up emotionally and socially*?

Discussion anchor:

Who “wins”? Who “loses”? Is that too simple?

Transition: The novel doesn’t end with a ladder — it ends with perspective.

2. Comparative Group Task – Tracking Changes (20 minutes)

Group Allocation: One character per group.

Each group creates a mini progression map:

Earlier Seasons → SPRING → Second SUMMER

They must track:

- Identity
- Relationship to pressure
- Definition of success
- Agency (increasing? decreasing? reshaped?)

Focus words: Change. Loss. Control. Belonging. Autonomy.

Groups prepare a 2-minute summary: “How has this character redefined success?”

3. Whole-Class Share – Building the Comparison Model (15 minutes)

As groups report back, build a visible comparison chart.

Guide discussion toward patterns:

- Public spectacle vs private quiet (Zac vs Beth)

- Institutional belonging vs self-authored belonging (Fletcher vs Eli)
 - Grief integrated into success (Mason)
 - Displacement and unresolved identity (Dane)
Key teaching pivot:
Success is represented as:
 - Relational (Mason)
 - Controlled (Eli)
 - Overwhelming (Zac)
 - Institutional (Fletcher)
 - Self-authored (Beth)
 - Disrupted (Dane)
- Board summary: WINTER critiques the idea that success is singular.

4. Formative Writing – Comparative Paragraph (20 minutes) - Collected

Prompt:

Compare how two characters redefine success by the end of the novel.

Students must:

- Use 2–3 quotations
- Identify one structural technique
- Include evaluative language analysis
- Refer to emotional and social positioning

Success Criteria:

- Clear comparison (not two separate mini paragraphs)
- Language + structure discussed
- Insight into thematic message

5. Reflection – Reusable Insight (5 minutes)

Students complete:

“One insight about success in WINTER that I could use in a summative response is...”

Collect or quick share.