

What is 'progress'?

Where are we heading?



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## Page 73: ACTIVITY 2

Q4. The story you will be writing on the next few pages will be set in a school.

a. What concerns do you have about school and education? Think of at least three.

b. How could you take one of these concerns to an extreme to create a dystopian short story about schools in the near or distant future?

Write a short paragraph, like the extract from Activity 1, that establishes the dystopian school setting.

## Page 74: PLAN

### A specialist sports academy

Teamwork, commitment, determination and confidence – these are the qualities we encourage in all our students.

We are a specialist sports academy that embeds physical activity into every school day. We believe that sport can be used to enhance learning as well as improve health and engender a sense of achievement. It encourages students to become happy, healthy and well-balanced individuals.

With out students repeatedly performing above the national average in all subjects, the sports specialism ensures students strive for excellence across the whole curriculum, making them attractive to universities, colleges and employers alike.

## Page 74: PLAN

What are the principles of education at this school?

Draw a mind map of nouns from the same lexical field that suggest the school's sporting values.

Eg. Determination, fitness equipment, winning

## GOOGLE CLASSROOM:

What values does St. Mary's Catholic High School have?

Draw a mind map of nouns from the same lexical field that suggest SMCH's values.

What values will your school of the future have?

Build a word bank of nouns from the same lexical field that suggest your future school's values.

# What aspects of the dystopian genre will I use?

So far in this unit you have explored some of the key elements of dystopian fiction. Think about how you could incorporate the following features into your story.

- A setting that might at first appear utopian but the writer soon hints that something is not quite right. For example, *Lord of the Flies*.
- A shocking change to society and how it can have frightening, unforeseen consequences. For example, *Gone.* / COVID -19
- A fictional world based on real concerns in the author's own society that can spin out of control if they're not resolved. For example, *The Hunger Games*.
- A fictional society where values have been taken to an extreme. For example, *Harrison Bergeron*.

# What narrative viewpoint will I use?

- Should you choose to tell your story using a third-person or first-person narrative voice?
- If you choose a first-person narrator, which character will it be or will it be a detached first-person narrator?

A teacher?

A Principal/ Vice  
Principal?

A student?

A newcomer to  
the school?

Someone who  
supports or enforces  
the school's ideals?

Or someone who  
questions and wants to  
change them?

Or someone  
else?

Remember that narrative viewpoint (the voice in which the story is told – first or third person) is different from point of view (thoughts and feelings of characters).

# What will I write about in my opening paragraph?

- Your opening could:
- A) explain the rules and ideals of this dystopian school to the reader. Some ideas to help you do this are below. You could...

...open your story with the headteacher's speech, a little like the mayor's speech in *The Hunger Games*

...have a student explaining to a newcomer how the system works

...use the characters' actions and dialogue to show the reader how it works, as in *Harrison Bergeron*.

- B) Describe the setting of your story. Some ideas to help you are here. You could...

...use your setting to help show what kind of school it is

...suggest a utopia but one which the reader soon suspects is not quite as perfect as it seems

...describe the events which led the school to change its ideals and rules...