

# HOME LEARNING

Year 10 English

Reading – Task One

## CHECK MATES

**Felix isn't a problem child,  
he's a child with a problem...**

I stare at the wall. It's as wide as my cubicle and stretches up to the ceiling. A white blank space full of nothing. Mrs Ewens says it's supposed to help me think about what I've done, the effect it has on the class, the effect it has on me. But staring at the wall doesn't feel like it helps me. It feels like punishment.

All I did was ask Mr Fields if he was wearing a wig.

My class laughed, but he didn't think it was funny.

What did him wearing a wig have to do with geography?

'Nothing,' I said.

'Yes, nothing, Felix. So get on with your work.'

But I couldn't concentrate. Jake, my best friend, was sitting next to me laughing and that made me worse.

'Sir, do you like crumpets?' I asked. I don't know why it was crumpets; it could have been anything – last week it was beetles, orange peel, fishing nets, but this morning it was the word 'crumpe' that randomly jumped into my head and out of my mouth.

'What?' Mr Fields looked as confused as the kids in my class.

'Do you like crumpets? I don't. They're full of holes like they've been eaten by worms.'

That's when Mr Fields snapped. That's when he said, 'Felix, out!'

So that's how I got to talk to Mrs Ewens.

That's how I ended up here in the Staring at the Wall Club again.

It's actually called the Isolation Room, but we call it the Staring at the Wall Club, because that's what we do – stare at the wall. It's my second time this week, the ninth time this month. It's not because I do anything really bad, it's just that I can't concentrate or keep still. Apparently it's called ADHD – attention deficit hyperactivity disorder, which my mum and dad say is a complicated way of saying I've got ants in my pants. All I know is that I can't help it, but it does mean I get sent to stare at the wall a lot. But not as often as James King in Year Nine. He tells me he gets sent here every day. He's sitting the other side of the partition wall right now, tapping his foot against his chair leg. And there are four

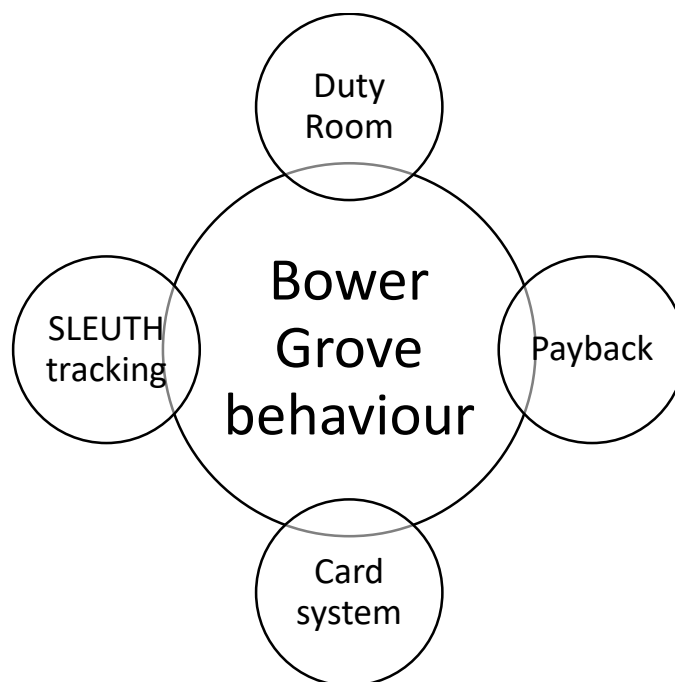
Do you think Felix deserved to be punished? Draw a for and against table and record your ideas. E.g. yes – he was constantly interrupting, no – he has ADHD and struggles to control his behaviour.

Think about the Isolation Room – do you think this is an effective strategy to improve behaviour in a school? Again, draw a Yes/ No table and outline your ideas. Look at the example below to help.

YES	NO
It removes Felix from the class and lets other pupils focus.	It seems Felix goes there a lot, so he doesn't learn his lesson. Therefore, it's ineffective.

### Spoken Language – Task Two

Look at the diagram below that lists behaviour strategies that we use here at Bower Grove.



Add to the diagram – what other strategies do we use? Think about what we do as teachers in the classroom to deal with poor behaviour.

Discuss with a trusted partner – which of these strategies are effective? Why? Why not?

### Writing – Task Three

Write a letter to Mr Evans, outlining your ideas for improving behaviour at the school.

This is a formal letter so you should include the following features:

- Your address should go in the top-right hand corner
- The date should go below the address, but on the left-hand side
- Start your letter Dear Mr Evans
- Sign off your letter with Yours Sincerely
- Ensure your language is formal and try to organise your ideas into paragraphs

You may wish to model your letter on the skeleton template below:

Dear \_\_\_\_\_,

I am writing to you... (Explain the purpose of the letter)

Firstly, we could...(Give your first idea – explain what it is and why it would be effective)

Furthermore, we should...(Give your second idea...)

In addition, we ought to...(Give your third idea...)

In conclusion, (summarise your ideas concisely and thank the reader)