

Eoin Colfer



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Please note: Most of the activities in this resource pack can be used with levels 2, 3 and 4, except the extra activities for secondary schools (from page 13) which are levels 3 and 4 only.

Artemis Fowl – Introductory Activities

Look at the front and back cover of the novel. What can you tell about:

- the genre
- the plot
- the main character
- other characters in the story
- the setting

Why do you think the front cover is shiny? How does it make you feel?

Why do you think there are symbols on the cover? What do you think they are for? Does it remind you of any other Language?

Can you predict what the story might be about?

Why do you think there is a lock on the front cover? Why do you think the author has used it on the front cover?

Read the blurb. What do you find interesting?

Does it remind you of any other books you have read? Why?

There are fairies in this story – do you think they are stereotypical?

What aspects of fairy life might be stereotypical?

Would you choose to read this novel if you picked it up in a library or book shop? Why / Why not?

Read Eoin Colfer's Biography at www.artemisfowl.co.uk and click on 'Colfer Confidential'. You can also read more about him at



www.eoincolfer.com and click on the 'About Eoin' tab.

Read the extract from the novel at the following link:

www.artemisfowl.co.uk click on the 'archive' link and read the synopsis and extract. Next, click on the 'listening post' and listen to Eoin Colfer read from his novel.

Listen to Eoin Colfer talk about Artemis Fowl in his video blog at the following link: www.artemisfowl.co.uk click on 'Colfer Confidential' and listen to video clips one and two.

What would you like to ask Eoin Colfer about Artemis Fowl.

Mission 1: Ancient Oak Adventure

Commander Root is sending you on a mission to find an ancient oak tree and renew your fairy magic, so your powers and strength are restored fully for your next mission. You have to choose an ancient oak tree, pick a seed and plant it in earth. You have to travel above ground during the night hours. Where would you choose to visit and why?

Re-read pages 67-70, where Captain Holly Short travels above ground in the moonlight, to perform a fairy ritual – renewing her magic. She has to find an ancient oak tree, by the bend in a river and pick a seed and plant it again.

Holly travels along the Italian coast, up to Monaco and from there, across the Alps to France. She thinks about visiting Disneyland Paris, then flies over the Channel and calls out to dolphins. She finally travels along the Irish coastline to the ancient oak she has chosen.

Use the world map (see extra resource 1) and plan your route. You can use coloured pen and arrows and/or, you can number the places you fly over. You are limited to five things to do/places to see, as time is short and you must return to Haven before sunrise. If you wish to see dolphins or another creature, be sure to draw them on your map!

Literacy –
 Writing – LIT 2-26a, LIT 2-27a, ENG 2-31a, LIT 3-26a, LIT 3-27a, ENG 3-31a, LIT 4-26a, LIT 4-27a, ENG 4-31a,
 Reading – LIT 2-11a, ENG 2-17a, LIT 2-14, 2-19a, LIT 3-11a, LIT 3-14a, ENG 3-17a, ENG 3-19a, LIT 4-11a, LIT 4-14a, ENG 4-17a, ENG 3-19a

Remember to include the place you have chosen to visit your ancient oak tree. To show where it is, you can draw an acorn or an oak tree on your map. Think about why you have chosen this special place to put your oak tree – you will need to explain this in the next activity.

Mission 2: Ancient Oak Adventure: log entry

Commander Root has asked you to write a log entry about your mission to renew your Fairy magic. Use your world map and journey plan to help you complete your log entry. Write about your mission – where you went and why you chose the places/things to visit. Describe the places/things in detail. Use your senses to help you. Think about what the different places/things would look like from above – can you think of similes and metaphors to describe them? Did you wear a special uniform or take any weapons/gadgets to protect you during your mission? Remember to describe them too – what they looked like and what purpose they had (read P67 – Holly’s uniform and weapons)

Remember the main purpose of your mission – to renew your fairy magic and restore your powers. State why you chose the place for the ancient oak tree – is it special/meaningful to you and why?

Describe the special place fully – again use all your senses. How did it make you feel standing beside the ancient oak? Remember your size! How did you feel/what did you think when you found the seed? Where did you choose to plant the seed? Why?

What happened to you once you planted the seed in to a piece of earth? Read page 189 – (what happened to Holly Short).

Finally, state the time you arrived back in Haven and describe how you felt.

Literacy –
Writing – LIT 2-26a, LIT 2-27a, ENG 2-31a, LIT 3-26a, LIT 3-27a, ENG 3-31a, LIT 4-26a, LIT 4-27a, ENG 4-31a,
Reading – LIT 2-11a, ENG 2-17a, LIT 2-14, 2-19a, LIT 3-11a, LIT 3-14a, ENG 3-17a, ENG 3-19a, LIT 4-11a, LIT 4-14a, ENG 4-17a, ENG 3-19a, Social Studies – SOC 2-15a, 3-14a, 3-10a

Mission 3: Sectional view of Earth's core – 'Haven City'

(See extra resource 2)

Foaly has asked you to make a diagram of what you think Haven City looks like. He needs to have a Mud Person's perspective on Haven. This will help him stay one step ahead of Artemis, should he decide to come and pay Haven a visit!

In small groups, make a large diagram of the Earth's Core – Think about and discuss what Haven City would look like read P33,34,36. Think about the shafts that the LEP Recon unit travel in and also where the different creatures might live. You can include Holly's house, the Lower Elements Police Station, the different tunnels, highways etc.

First make a plan of Haven city – decide what you will include and then make a rough sketch.

Do certain parts of the city have a special purpose? You can annotate your diagram, explaining in note form.

Next decide on the materials you will need – will you use pencils, pens and crayons, or will you add different features using different media eg. different coloured paper, materials, tinfoil etc? Will any parts of your diagram be 3D?

Extension: You could make a model of Haven City.

Mission 4: Commander Root has assigned you a mission

Design a 'Wanted Poster' for Artemis Fowl, to be displayed all over Haven City. This poster needs to capture the attention of all Haven citizens and encourage them to help capture Artemis. As a class or in group think carefully about what you know about Artemis – his age and appearance (re-read the Prologue and the first page of chapter one).

- Discuss in groups the reasons for wanting him captured, what he looks like, weapons, gadgets, his intelligence etc.
- Discuss if you would want him captured dead or alive and your reasons for this.
- Discuss an appropriate reward and why you have chosen this.

TOP TIPS FOR A WICKED WANTED POSTER!

- Include a large picture of the criminal.
- Make sure the text 'WANTED' and the criminal's name is bold and is eye catching.
- Make the reward bold and worthwhile.
- Make any other text meaningful and specific – to the point.
- Should the creatures of Haven be wary of this criminal – why?
- Is there anything else the creatures in Haven should know about the criminal? eg. should he be feared/approached?
- Who should the creatures of Haven contact if they have any information about the criminal? How should they contact them?

This 'Wanted Poster' Activity could also be done for Mulch Diggums, the kleptomaniac dwarf who has stolen gold and is living above ground, masquerading as a human dwarf with an aversion to light! (pages 270-271).

Mission 5: Foaly needs your help

Now that Artemis has deciphered 'The Book' and understands Gnommish, a new written language for Haven needs to be developed. Help Foaly to create a new language for the Fairy Folk, so their new secrets and rules can be kept away from Artemis.

In small groups, look at the Egyptian hieroglyphics (see extra resource 3) as well as the symbols on the bottom of the pages in the book Artemis Fowl (extra resource 4). You could also try the Egyptian translator at



www.snaithprimary.eril.net/hglyph4.htm



www.discoveringegypt.com/e-name.htm

Can you devise a new alphabet/language using a combination of all of these symbols and your own imagination?

Read pages 23-26. You can use ideas for layout and text from this extract.

Extension: When you have completed this, can you see if any of the groups in your class can crack your code?

Mission 6: Character case files

Both Artemis and the LEP Recon Unit need to find out further information about their enemies. Help the LEP Recon Unit create case files on Artemis, Butler and Juliet.

Next help Artemis create case files on Commander Root, Captain Holly Short, Foaly and Mulch.



Look at the character case files at www.artemisfowl.com and click on 'Characters'. Also look at the 'Enemies and Allies' section at



www.artemisfowl.co.uk and make notes on the different characters.

You can use this information and also add your own information gathered from the novel on each character: on appearance, special features, likes and dislikes, special powers, weapons and gadgets of choice, etc.

You can present the information any way you wish – like the ones on the website, or more like a fact file. You might also like to use Microsoft Power point and present it that way, using one slide per character.

Mission 7: Help Foaly design a new weapon/gadget

Foaly desperately requires your assistance to design and create a new weapon/gadget. Discuss as a class all the different gadgets and weapons used by both the LEP and Artemis in the novel:

- Infra red goggles/glasses
- Locators
- Transmitters
- Shields
- Moonometers
- Blue Rinse Bombs
- Iris cam
- Surveillance Cameras
- Vaults
- Time Stops
- Portals
- Sonars
- Neutrino 2000
- Shrapnel Goggles
- Sig Sauer 9mm
- Booby traps

In pairs or small groups, discuss who your gadget or weapon is for, it's

CfE

Literacy –
Writing – LIT 2-26a, LIT 2-27a, ENG 2-31a, LIT 3-26a, LIT 3-27a, ENG 3-31a, LIT 4-26a, LIT 4-27a, ENG 4-31a,
Reading – LIT 2-11a, ENG 2-17a, LIT 2-14, 2-19a, LIT 3-11a, LIT 3-14a, ENG 3-17a, ENG 3-19a, LIT 4-11a, LIT 4-14a, ENG 4-17a, ENG 3-19a

Technologies –
TCH 2-03b, TCH2-04a, TCH 2-04b, TCH 3-04a, TCH 3-13b, TCH 4-03b, TCH 4-09b,
Expressive Arts – Art and Design – EXA 2-02a, EXA 2-05a, EXA 2-06a, EXA 3-02a, EXA 3-05a, EXA 3-03a, EXA 4-02a, Literacy – Listening and Talking – LIT 2-02a, LIT 2-09a, LIT 3-02a, LIT 3-09a, LIT 4-02a, LIT 4-09a

purpose, special features, what it is made of and how it would be used etc. It can be a completely new gadget or weapon, or it can be a combination of different ones.

Next, make a rough sketch of your gadget or weapon – adding in important details and notes on how each section of your gadget or weapon works.

When you are happy with your sketch, make a large annotated diagram of your gadget or weapon.

Once you have finished your diagram, you might like to make it using junk modeling. Next, think about how you would market your gadget or weapon. Who is it for? How much would it cost? Is there a special introductory offer? Think about packaging and a poster for your gadget/weapon.

Draw your gadget or weapon inside its packaging and then create a colourful, bold and eye catching poster that would help to sell your creation! REMEMBER YOUR TARGET AUDIENCE – make it meaningful and exciting for them!

TOP TIPS FOR POSTERS:

- Remember your target audience.
- Bold, bright, colourful and eye catching.
- Make your text purposeful and meaningful.
- Keep text to a minimum.
- Use a graphic of your gadget/weapon.
- Include a special/limited offer – to encourage people to buy it.
- Can you think of a catchphrase or catchy slogan for your product?

Finally, make an advert for your product. Think about and discuss as a class, adverts you like/dislike and why. Watch them on the internet and discuss what makes them effective/not effective. Plan the key purpose of your advert, what you would like in your advert, the length of your advert etc. Using Microsoft Power point, or a video camera, make an advert for your product. Remember your target audience, your slogan and to make the product the focus of your advert!

Mission 8: LEP Recon Unit uniform design

Captain Holly Short needs a new and improved uniform to protect her during her next mission for the Lower Elements Police (LEP) Recon Unit. Design a uniform for Holly – including a helmet and wings

Re – read the extracts in the novel about the uniform p31-34, p43-44, p49-51, p67,p105, p132, p214, p228-229, and make notes on Holly and her uniform. Look at the Helmet design on Kit Sheet 03b (Foaly’s Gadgets)

Discuss the main purpose of the uniform – to protect Holly during her next mission, which is likely to be more dangerous than the first! Discuss ideas for special features, materials, weapons and gadgets, as well as the helmet and wings.

Next, design your uniform for Captain Holly Short, using an annotated diagram like the one above. You can choose whether to draw Holly in her uniform, or just to draw the uniform. Once you have done this, create a separate design section for the helmet and wings.

You may even like to use different materials on your diagram, or create a key using the materials at the side of your picture.

Extension: Make a catalogue of uniforms for Holly to choose from with reviews underneath. Write a report about your uniform, stating why your uniform should be chosen above others. Say what is special about your design, include special features, its purpose, materials used and why. The class should vote for top three uniforms!

Make the wings using different materials.

Mission 9: Call up poster for the LEP Recon Unit

Commander Root has asked you to make a ‘Call up Poster’ for the LEP Recon Unit. Read P131-132 and discuss the type of Fairy the LEP Recon Unit would be looking for? Special powers, skills and attributes.

Discuss the job position of a spy for the LEP Recon Unit, what they would wear, jobs they would carry out, wages they would receive etc.

Research call up posters using the internet and discuss the language used, format and layout of the posters. Next identify your target audience. Use the ‘Top Tips’ for posters in previous activities.

Think about whether successful Fairies will be given anything as an incentive for joining eg. a Neutrino 2000 new model, a free uniform, extra wages etc.

Mission 10: LEP Recon Unit application form

(see extra resource 5 for the application form headings)

Commander Root has put out 'Call Up' Posters in Haven and adverts in all the local Haven newspapers – searching for the 'best and the brightest, elite fairies' to become spies for the LEP Recon Unit.

Think about what kind of fairy Commander Root is looking for and what would make them stand out from other fairies in Haven? What special powers, skills and attributes would they need? Discuss this as a class.

Imagine that you are a fairy who aspires to be in the LEP Recon Unit. You might already work for the Lower Elements Police and wish to be made a higher rank. You have seen the call up poster and are now applying for the position. Remember to 'sell yourself'! Why are you the best fairy for the job? Commander Root will not choose just any fairy!

Mission 11: Drama: characterisation and role play

Take on the role of the following characters:

- Artemis
- Butler
- Captain Holly Short
- Commander Root
- Foaly, the paranoid Centaur
- Mulch Diggums, the kleptomaniac Dwarf

Explore each character using facial expressions, creative movement, gestures and using the voice. Become the character with your whole body. Teachers should use the term 'freeze' to freeze the pupils in role and 'action' for them to continue to act in role. Next, use 'Thought Tracking' (see extra resource 6) by tapping them on the shoulder. Pupils should be given thinking time before this, to think of something the character might say (in general, or at a given point in the story). This is very effective and gives pupils a chance to use their voices in role.

Pupils can create a 'Character Circle', where all the pupils are in a circle. They are given a specific character to be (eg. Artemis). Each pupil has to think of something Artemis might say or think (again 'Thinking Time' is appropriate here). Choose a confident pupil to start and tell them who they have to change places with to start the activity off. The starting pupil enters the 'Character Circle' in role. Once in the middle of the circle, they say what the character might be thinking or saying and change places with another pupil, who does the same and so on.

CfE

Literacy –
Writing – LIT 2-26a, LIT 2-27a, ENG 2-31a, LIT 3-26a, LIT 3-27a, ENG 3-31a, LIT 4-26a, LIT 4-27a, ENG 4-31a,
Reading – LIT 2-11a, ENG 2-17a, LIT 2-14, 2-19a, LIT 3-11a, LIT 3-14a, ENG 3-17a, ENG 3-19a, LIT 4-11a, LIT 4-14a, ENG 4-17a, ENG 3-19a

Literacy –
Writing – LIT 2-26a, LIT 2-27a, ENG 2-31a, LIT 3-26a, LIT 3-27a, ENG 3-31a, LIT 4-26a, LIT 4-27a, ENG 4-31a,
Reading – LIT 2-11a, ENG 2-17a, LIT 2-14, 2-19a, LIT 3-11a, LIT 3-14a, ENG 3-17a, ENG 3-19a, LIT 4-11a, LIT 4-14a, ENG 4-17a, ENG 3-19a,

Technologies –
TCH 2-03b, TCH2-04a, TCH 2-04b, TCH 3-04a, TCH 3-13b, TCH 4-03b, TCH 4-09b,
Expressive Arts –
Drama – EXA 2-12a, EXA 2-13a, EXA 3-12a, EXA 4-13a

'Conscience Alley' (see extra resource 6) is another way of extending characters thoughts and feelings. Here the pupils should be in two lines, facing one another. One pupil is the character (who walks down the middle of the two lines) and the others at the side are the character's conscience. (thought or speech bubbles)

Characters can also be explored using the activity 'Role on the Wall' (see extra resource 6). This is a super activity to do before 'Hot Seating' (see extra resource 6)

HOT SEATING

Take it in turns to be in the hot seat for different characters at different points in the novel. One pupil is a character in role in the 'hot seat' and the other pupils in the class ask questions. Find out about how the character felt at that point in time, what thoughts were running through his/her head, how s/he felt about other characters, why they acted in certain way, what s/he thinks will happen in the future etc.

This Hot Seating strategy could also be used for:

- a role play situation of a debriefing by Commander Root after an LEP Recon mission.
- Artemis interrogating Holly Short (or vice versa).
- the debriefing of Mulch after the reconnaissance mission in to Fowl Manor, or an interrogation after he is captured for stealing gold.
- a job interview by Commander Root and Captain Holly Short for a new recruit for the Lower Elements Police Reconnaissance Unit.
- a job interview by Foaly for an apprentice position, to design new Fairy Hardware and gadgets.

GROUP WORK

'Still images' of specific scenes in the novel can be created in small groups (no more than five). Pupils can be given specific scenes to start with, or they can choose their own.

Examples:

- Artemis and Butler meeting Nguyen.
- Retrieving The Book from the sprite and stealing the contents on a microchip.
- Holly Short's Mission involving the Troll in the restaurant.
- Captain Holly Short's capture by Artemis and Butler.
- The LEP Recon retrieval team trying to enter Artemis Manor.
- Mulch and the Goblin Gang in prison.
- Mulch and Butler meet!
- The Troll and its devastation in Artemis Manor.
- Holly using her powers to heal Butler.
- The drugging of Artemis, Butler and Juliet to evade the Time Stop.
- Artemis, Holly and the gold!

Teachers can use 'Thought Tracking' (see extra resource 6), by tapping pupils on the shoulder. Pupils should remain in role and say what the character they are playing would be thinking or saying at that specific time. 'Flash Back' and 'Flash Forward' (see extra resource 6) can be used here too, to extend the lesson and the characterisation in groups.

Extension: make models of the main characters in the novel. Choose a scene from the novel and in groups, change the text from the narrative in to a script. Practise this scene as a group – concentrate on using your voice to create excitement, tension and suspense. Remember your audience!

Use animation to bring your scene to life! Use a Digital Blue Camera and software to create freeze frames and then use the software to create your animated scene!

If you would rather, you could make a movie of your scene with yourselves as the actors! At the end, once you have watched the movies, have a class Artemis Oscar Ceremony!

Homework Mission 1: Create a new character

Create a new character for the next Artemis Fowl novel. Your character can either be a mythical creature to live in Haven, or a character that will work alongside Artemis to help him with his next money making scheme!

First draw a picture/s of your character – you can make it a diagram if you wish and annotate it.

Next, write a case file (Use prior knowledge and understanding from Mission 6) on your character including name, age, description of appearance, special features, weapons and gadgets, special powers, likes and dislikes etc.



Use the characters case files at www.artemisfowl.com and the Enemies and Allies section at www.artemisfowl.co.uk to help you.

Homework Mission 2: Create a new front cover

Have a look at all the different front covers of 'Artemis Fowl' that have been sold world wide at www.artemis-fowl.com . Click on the 'Artemis Fowl' link on the left hand side, under the heading 'Books'.

Artemis Fowl was first published in 2001. Imagine that for the 10th anniversary of the fantasy novel, Eoin Colfer has asked you to create a new, imaginative and exciting front cover for the book!

- Think about the present front cover – it does not give away too much of the story.
- Look at the different front covers – what do you like about them/ dislike?
- Some have pictures of the characters on and some do not. Which ones do you think are effective? Why?
- Think about your target audience – what do you think would encourage children (both boys and girls) from P5-S2 to buy this fantasy novel? Think about what would appeal to them.
- Use your knowledge and understanding of the story and characters to create a new front cover for Artemis Fowl!

Some more activities for secondary schools – levels 3 and 4

INTRODUCTORY ACTIVITES

Read the extract from the novel at the following link:
www.artemisfowl.co.uk click on the 'archive' link and read the synopsis and extract. Next, click on the 'listening post' and listen to Eoin Colfer read from his novel.

Listen to Eoin Colfer talk about Artemis Fowl in his video blog at the following link: www.artemisfowl.co.uk click on 'Colfer Confidential' and  listen to video clips 1 and 2.

The novel Artemis Fowl has been described as 'Die Hard with Fairies'! What does this tell you about the genre? What themes do you think will run through this novel? In what way do you think it will remain stereotypical to fairies?

Look carefully at the front cover, why do you think Eoin Colfer has used the symbolism of a lock? Does this help you predict what might happen? Discuss your predictions as a group.

LEP RECON UNIT REPORT BY CAPTAIN HOLLY SHORT, OR MULCH DIGGUMS

As part of your debriefing back in Haven, write a report as either Captain Holly Short or the dwarf Mulch Diggums, about your experience above ground with the Mud Person, Artemis Fowl. This report will be used by the LEP Recon Unit to gather evidence on Artemis and Fowl Manor, as well as Butler and Juliet.

CLASS DEBATE: ARTEMIS – FELON OR GENIUS?

Make notes throughout the novel under the headings 'Felon' and 'Genius' and gather evidence for each.

Hold a class debate, about whether Artemis is an evil felon or a caring genius. Think about his age, his academic achievements, his technological surveillance and equipment, his background to date, the relationship he has with his mother, how he treats other characters in the book, his concern for the environment etc.

ECO RESEARCH AND REPORT

As well as the main plot, there are many 'eco themes' running through the novel

- whaling
- water pollution
- the effect humans have on the environment

Choose one of these eco themes and research it further. Are there arguments for and against? Remember the difference between fact and opinion and remember to use the facts to enhance your argument.

Write a report on your chosen eco theme.

ARTEMIS FOWL – THE GRAPHIC NOVEL

The book has been made into a graphic novel, adapted by Eoin Colfer and Andrew Donkin with Art by Giovanni Rigano and colour by Paolo Lamanna. You can look closely at the Graphic Novel at www.artemisfowl.co.uk and click on the 'Artemis in Colour' link at the top of the web page. You can also view the art work on the www.artemisfowl.com

Choose a scene from the novel that you enjoyed and put it into graphic novel format. You do not have to draw the characters as they are on the website, use your own imagination and create images of how you would like them to appear first before you start!

You could use the Comic Life IT programme and images from Google Images to produce an electronic version.

HOMEWORK: SECRET MISSION

Do you think Artemis will stop? What do you think his next mission will be? Will it be for money or something much more dangerous? Will it be to retrieve his father? Will it be to find Mulch and get back the gold? Will it be to gain Fairy trust in Haven and then exploit them yet again?

Plan a top secret mission as if you were Artemis Fowl:

- What is your main objective?
- Where will this mission take you? How will you get there?
- How long will it take you?
- What surveillance and reconnaissance will you need?
- What weapons and gadgets will you take and use?
- Will you take anyone with you? Why?
- Who are your enemies? Why do you fear them?

The PLAN!

Imagine you have carried out your secret mission. Did it go to plan? Were you successful? Think about all the points above. Write a report documenting your secret mission to be kept in your Top Secret files in the vault in Fowl Manor.



USEFUL WEBSITES:

www.artemisfowl.co.uk/home.html

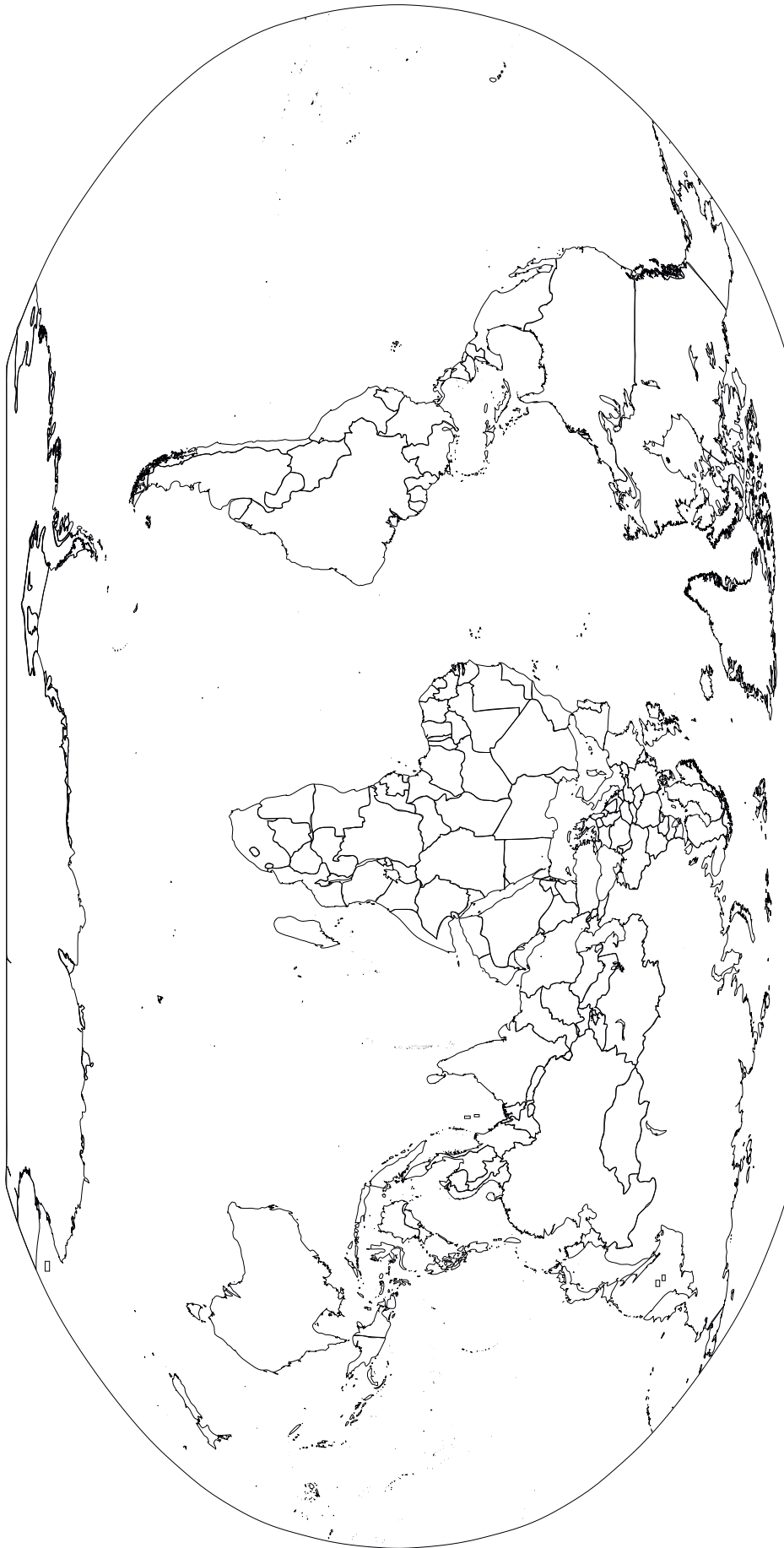
www.eoincolfer.com/

www.puffin.co.uk/nf/Author/AuthorPage/0,,1000032832,00.html

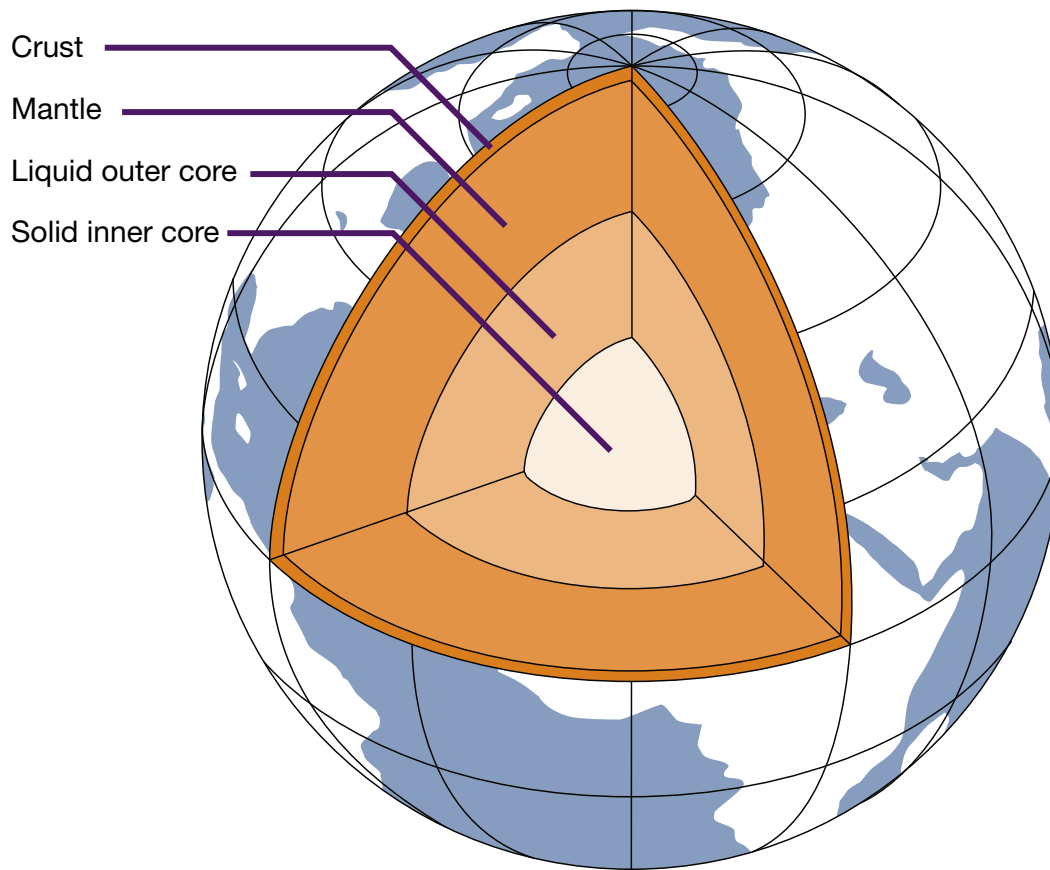
www.artemisfowl.com

www.artemis-fowl.com




























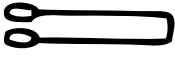

Extra resource 1: World map




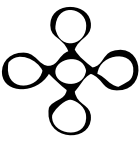





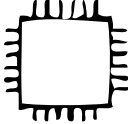








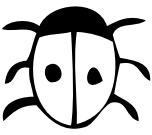


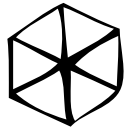








Extra resource 2: Inside the Earth



Extra resource 3: Hieroglyphics translation

A  vulture	B  leg	C  (as in cat)  (as in cent)	D  hand
E  reed	F  horned viper	G  stand	H  twisted flax
I  reed	J  snake	K  basket	L  lion
M  owl	N  water	O  lasso	P  stool
Q  hill	R  mouth	S  folded cloth	T  loaf
U  chick	V  (sounds like f+i)	W  chick	X  (sounds like k+s)
Y  two reeds	Z  door bolt	CH  tethering rope	SH  pond

Extra resource 4: Symbols from Artemis Fowl

A		B		C		D	
E		F		G		H	
I		J		K		L	
M		N		O		P	
Q		R		S		T	
U		V		W		X	
Y		Z		space		full stop	

Extra resource 5: Application form headings

- Name
- Age
- Place of Birth
- Physical Appearance
- Police Rank
- Job Description
- Academic Achievements
- Previous Employment History
- Personal Skills
- Special Powers
- Goals
- Personal Statement

Please note, there should also be a section for a photograph of the applicant.

Extra resource 6: Drama Lessons

FLASHBACKS AND FLASH FORWARDS

Performers in a scene are asked to improvise scenes which take place seconds, minutes, days or years before or after a dramatic moment. This enables the exploration of characters' backgrounds, motivations and the consequences of their actions.

The method can be used to quickly bring depth to activities involving still images or improvised drama. Adding Flashbacks or Flash Forwards creates a context – it shows what led up to a particular moment, how it might be resolved or how it may lead onto additional challenges. The technique helps to flesh out a dramatic moment or create the beginnings of a story.

HOW TO DO IT

With a group that has created a still image, explain that when you clap your hands, you would like them to move silently in slow-motion to where their character was a few moments before. When they are frozen still in the new image, you can use thought-tracking to explore character motivation.

Now ask them to move back to their original image – which is the present moment. Then you can use Flash Forwards – participants move in slow-motion to indicate where their characters might be a short time after this moment. In this way you have created an episode with a beginning, middle and end and can develop it in any number of ways.

THOUGHT TRACKING

A group makes a still image and individuals are invited to speak their thoughts or feelings aloud – just a few words. This can be done by tapping each person on the shoulder or holding a cardboard 'thought-bubble' above their head. Alternatively, thought tracking (also called thought tapping) can involve other members of the class speaking one character's thoughts aloud for them. The technique is most often used in conjunction with image theatre or freeze-frames. Equally, thought-tracking is useful preparation for improvisation.

CONSCIENCE ALLEY

A useful technique for exploring any kind of dilemma faced by a character, providing an opportunity to analyse a decisive moment in greater detail. The class forms two lines facing each other. One person (the teacher or a participant) takes the role of the protagonist and walks between the lines as each member of the group speaks their advice. It can be organised so that those on one side give opposing advice to those on the other. When the protagonist reaches the end of the alley, she makes her decision. Sometimes known as Decision Alley or Thought Tunnel.

This drama technique can easily be applied to a range of subjects across the curriculum, whenever a character is faced with a decision. It may be that you reach a certain point in your drama lesson, or while reading a story aloud, or describing an historical event, when such a moment occurs. Turn the situation round on the children/students so that they have to consider the issues involved. Then in role as Artemis Fowl, or Captain Holly Short, or Commander Root, you walk down the Conscience Alley as members of the group whisper their advice to you, or say what you are thinking/saying at a given point in the story.

ROLE ON THE WALL

The outline of a body is drawn on a large sheet of paper, which is later stuck onto the wall. This can be done by carefully drawing around one of the participants. Words or phrases describing the character are then written directly onto the drawing or stuck on with post-its. This drama technique can be carried out as a group activity or by individuals writing about their own character. You can include known facts such as physical appearance, age, gender, location and occupation, as well as subjective ideas such as likes/dislike

You can vary the approach, for example known facts can be written around the silhouette, and thoughts and feelings inside. Key lines spoken by the character can be added.

The class can return to add more ideas, thoughts and feelings as they discover more about the character over time.

Role on the wall can be used as a way to develop ideas for improvisation or rehearsal.

The approach can be used for historical characters too.

HOT SEATING

A character is questioned by the group about his or her background, behaviour and motivation. The method may be used for developing a role in the drama lesson or rehearsals, or analysing a play post-performance. Even done without preparation, it is an excellent way of fleshing out a character. Characters may be hot-seated individually, in pairs or small groups. The technique is additionally useful for developing questioning skills with the rest of the group.

HOW TO DO IT

The traditional approach is for the pupil playing the character to sit on a chair in front of the group (arranged in a semi-circle), although characters may be hot-seated in pairs or groups. It is helpful if the teacher takes on the role of facilitator to guide the questioning in constructive directions.