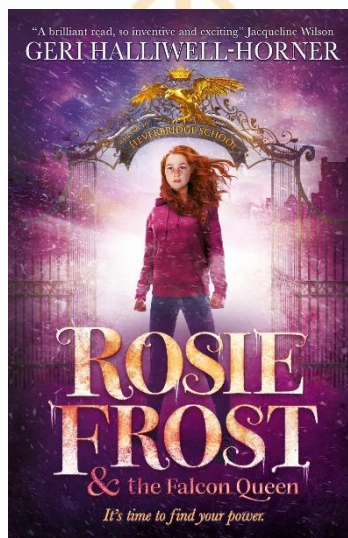




Rosie Frost & the Falcon Queen
by
Geri Halliwell-Horner
Teacher Resource Pack





“A brilliant read, so inventive and exciting”
Jacqueline Wilson

Rosie Frost & the Falcon Queen is a sweeping adventure on a hidden island, filled with secrets, betrayals and empowerment.

Suddenly orphaned and alone, Rosie Frost is sent to the mysterious Bloodstone Island—home not only to a school for extraordinary teens, but also a sanctuary for endangered species. There, Rosie confronts a menacing deputy headmaster, a group of mean girls, and family secrets. She also discovers that history can come to life in ways she never could have imagined.

When the island itself comes under threat, Rosie knows she must enter and win the Falcon Queen Games in a desperate bid to save it. But Rosie can't do it alone. She finds that believing in herself—and her friends—is the first step to finding the power she never knew she had.

CONTENTS OF THIS PACK

Lesson Plan 1 'Motto and the White Falcon'

Resource sheets Lesson Plan 1:

Resource sheet 1 - What is a motto and emblem?

Resource sheet 2 - Design your own school

Lesson Plan 2 'Portraiture'

Resource sheets Lesson Plan 2:

Resource Sheet 1 - Portraiture

Resource sheet 2 - Rules to live by

Lesson Plan 3 'The Falcon Queen Games'

Resource sheets Lesson Plan 3:

Resource sheet 1 - Our own Falcon Queen Games

Resource sheet 2 - A game for the future

Curriculum Links



Lesson Plan 1 'Motto and the White Falcon'

Objectives

- ✧ To understand mottos can express a belief or aspiration
- ✧ To recognise that emblems/crests can represent beliefs
- ✧ To identify that a school can have spaces that are special and designed for a particular reason

Outcomes

- ✧ To have understood the deeper meaning of a motto and created one of their own
- ✧ To have identified subjects they feel are important that they might/might not do themselves
- ✧ To have designed their own school building

Resources

- ✧ *Rosie Frost and the Falcon Queen* by Geri Halliwell-Horner book
- ✧ Resource sheet 1 - What is a motto and emblem?
- ✧ Resource sheet 2 - Design your own school

Lead in

Read up to page 5 – discuss with the children what a motto is. A motto is a phrase chosen that encapsulates the beliefs or ideals of an individual, family, or institution. From here look at the motto in the book. '*Animo, Imperium, Libertas!*' What language do the children think it is in? (Latin), What might it mean? - take some ideas from the children based on the type of words they can see. Give the actual definition of the motto: '*Courage, Power, Freedom*' and discuss what it actually means and why.

Task

If the children were to start a new school, what would your 3-word motto be? For example:
Tradition, Challenge, Change:

- ✧ Keep the *Traditions* of the school
- ✧ *Challenge* each other to be better
- ✧ *Change* things to improve still further



Once the children have chosen their motto, get them to write it at the top of Resource sheet 1 - 'What is a motto and emblem?' Using the example from the book as a guide and thinking about

their own motto get the children to design their own crest/emblem for their imaginary school. What images would they have on it? What might symbolise things they want to add: Eagle - strength, angel - empathy/caring etc.

Then answer the question: Who would you choose to open your school? Why would you like them to do this?

Extension

What subjects might you have on the timetable that you might not learn at the moment? Allow the children to discuss this and come up with a 'class list' of new subjects.

Bringing together all the ideas from the motto, crest/emblem and subjects get the children to design their own school building. Using resource sheet 2 - 'Design your own school' the children need to design their own school in both 'plan' (birds eye view) and 'elevation' (front on view). The plan should have some rooms for their 'new' subjects and the elevation should have the new school emblem/crest on it somewhere.



Lesson Plan 1, Resource sheet 1 - 'Motto and the White Falcon'

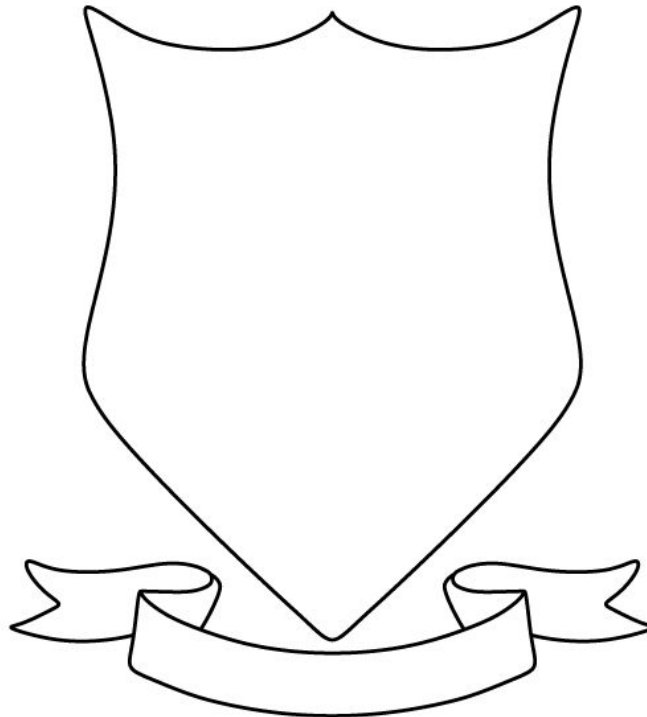
'*Animo, Imperium, Libertas*' is the motto of Heverbridge School.
Its definition is 'Courage, Power, Freedom'.

If you were to open a new school, what would your 3-word motto be?

_____ , _____ , _____

Why have you chosen those words?

A falcon is the emblem of Heverbridge School. Thinking about your own motto, design your own crest/emblem for your imaginary school. What images would you have on it? What might symbolise things you want to add? For example, Eagle - strength, angel - empathy/caring etc.



Who would you want to open your school, and why?



Lesson Plan 1, Resource Sheet 2 - 'Design your own school'

Look at the map of Bloodstone Island and Heverbridge School on it. What would your own new school look like? Draw a plan (bird's eye view) and elevation (front view) of the school. Don't forget to show off your new crest/emblem too! Label your plan view so the areas and rooms for your new students can be identified.

Plan View (bird's eye from above)

Elevation view (from the front)



Lesson Plan 2 'Portraiture'

Objectives

- ✧ To recognise that we all have rules/morals that help us make decisions in life
- ✧ To understand what the 'rules we live by' are
- ✧ To develop an understanding of how portraiture can show a person's personality

Outcomes

- ✧ To have create a portrait or self-portrait that reflects personality
- ✧ To create their own rules to live by
- ✧ To agree a class set of rules to live by

Resources

Rosie Frost and the Falcon Queen by Geri Halliwell-Horner book
Resource sheet 1 - Portraiture
Resource sheet 2 - Rules to live by
Different art media

Lead in

Read pages 304-305 where Charlie draws a portrait of Rosie based on the artist Leonardo Da Vinci (Charlie calls him Leonardo Definchy), the man who inspired 'The Celestial Rising.' Make sure the children take particular notice of the image on page 305 of 'The Frost Girl'. What do they notice about the portrait (features, imagery)? What do they think it might be trying to show? (At this point reading can continue to page 345 or the section between 334-345 could be read as part of the activity.)

Pages 334-345 recall dialogue between Rosie's teacher and her about the portrait of Elizabeth I and the ruby orb in The Falcon Queen Gallery. The symbolism is one of 'women must stand together, that's where real power comes from' (page 336). Whenever Elizabeth I's Mother Anne Boleyn was painted, the necklace with a capital B was always around her neck - symbolising the strength she got from being a 'Boleyn'. Allow the children to discuss what the book thinks these symbols mean and also their own ideas.



Task

Using the ideas from the lead in activity get the children to create their own portrait or self-portrait. Who would they choose? If it isn't themselves, then who is it? Why did they choose them? What sort of character do they want to represent? What objects might they associate with that person to add in the portrait? Use resource sheet 1 - 'Portraiture' to complete a sketch.

Then the children could choose their own medium to complete the actual portrait: collage, paints, pointillism etc. Remind the children that it should reflect the personality of the person and/or use a symbol in the picture that they create.

Extension

Rosie remains strong because of the 'rules to live by' that her Mum would tell her. This was helped by Anne Boleyn's book of 'The Falcon Queen's Rules'. In the story, this was a book that Anne wrote to guide her daughter Elizabeth I through her life. Discuss with the children why these rules were so important to Rosie? Try to explore the sense of 'identity' and 'belonging' it gave her to follow these. Are they 'rules' or just good advice? Why would they be referred to as rules then? (This is to make sure they are followed like rules to make sure the person doesn't give up.)

Look at the end of the book (the double page spread after the epilogue) and explore 'The Falcon Queen's rules' and 'Rosie's rule' to support the children's thinking.

Using resource sheet 2 - 'Rules to live by', get the children to write down up to 5 'rules' in their own lives that they feel it is important to live by. These could be personal to them, things a family member has told them or a famous person has said they remember. e.g. Always treat others how you would like to be treated etc.

Once they have completed this task, the children could share the most important ones with each other (if they feel safe to share). Having done this, the class could agree on the top 5 class rules to live by and display these in the classroom to help each other to stick to them.



Lesson Plan 2, Resource Sheet 1 - 'Portraiture'

Create a sketch of your own portrait or self-portrait in the frame below. Think about who you would choose? If it isn't yourself, then who is it? Why did you choose them? What sort of character do you want to represent? What objects might you think you might add in the portrait to help represent something of the person's character?

Remember - this is a sketch so be thinking about what medium or style you might want to use for your actual portrait: paint, collage, pastels, pointillism etc. Make sure you label your sketch too to explain why you have added the details and objects you have.



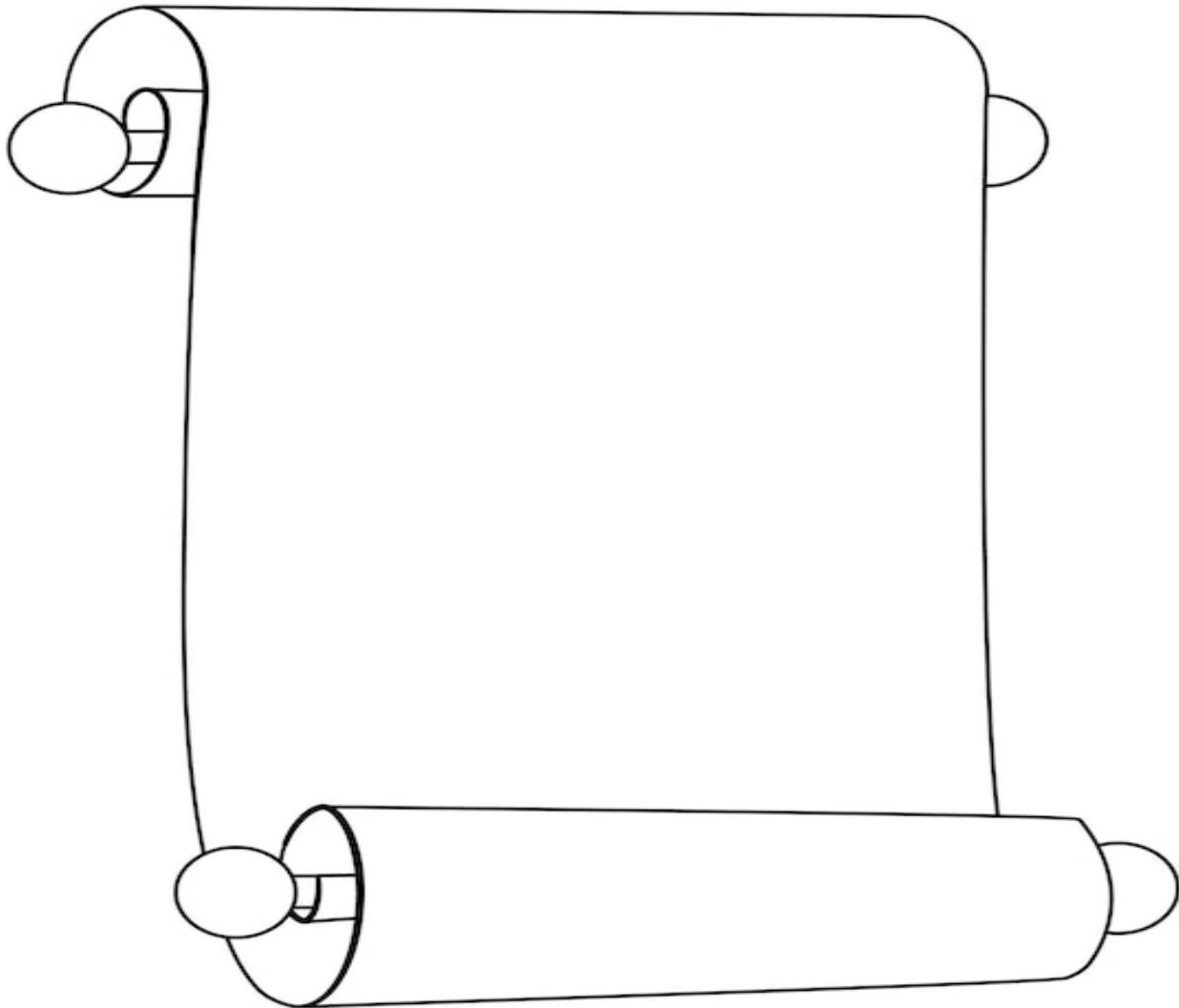


Lesson Plan 2, Resource Sheet 2 - 'Rules to live by'

Having read how Rosie was influenced by her Mum's 'rules to live by' and Anne Boleyn's secret book containing 'The Falcon Queen Rules', your task is to come up with five 'Rules' in your own life that you feel it is important to live by.

Your Rules could be personal to you, things a family member or friend has told you or inspiring things that a famous person has said e.g. Always treat others how you would like to be treated etc. Think carefully – your Rules don't have to be things you do all the time but things that you know you should try to do as much as possible.

Once you have completed this task, share your most important Rule with each other (but only if you feel safe to share). Having done this with your classmates, agree on the 'top 5 Class rules to live by' and display these in your classroom to help each other to stick to them.





Lesson Plan 3 'The Falcon Queen Games'

Objectives

- ✧ To understand that actions can have meaning
- ✧ To recognise that events can stir up thoughts and feelings
- ✧ To identify what attributes are important to them

Outcomes

- ✧ To create new games that relate to the three motto words for the Falcon Queen Games
- ✧ To come up with their own game for their own attribute
- ✧ To compete in their own version of the Falcon Queen Games

Resources

Rosie Frost and the Falcon Queen by Geri Halliwell-Horner book

Resource sheet 1 - Our own Falcon Queen Games

Resource sheet 2 - A game for the future

Lead In

Study the different aspects of The Falcon Queen Games. Read the following sections for this lesson:

- ✧ Chapters 6-7 about The Black Lake game which depicts *Courage*
- ✧ Chapters 19-24 which tells the events around the second challenge performance - with the forfeit of Crumwell's shame trap depicting *Power*
- ✧ Chapter 28 (and onwards) which is all about the final challenge 'The Battle of Bloodstone - a race to face fears depicting *Freedom*

Discuss with the children what thoughts and feelings are stirred up by these challenges. How would they feel if they were in these situations, what would they be afraid of/excited about? What might their own games look like?

Task

Using the ideas that the children have read and discussed, think about what games the children might introduce into your own 'Falcon Queen Games'. It might have a historic element like it has in the book itself. What games might you have that depict: Courage, Power and Freedom? Get the children to work in pairs to come up with their own ideas about the type of game they would choose for each - emphasise it has to be realistic and not 'video game like' as they might be try to recreate it in the playground! Use resource sheet 1 - 'Our own Falcon Queen Games' to complete this.



Finally, get the children in their pairs to think of another attribute they might want to create a game for - just like if they had won The Falcon Queen Games and were able to choose a game for future generations. What attribute would it be e.g. peace? friendship? perseverance? Write the explanation of the game that would depict the attribute, using resource sheet 2 – A game for the future.

Extension

Discuss as a class some of the ideas that they have all come up with. Choose some of the most creative games that could be transferred into the playground or a PE lesson. Take these ideas and recreate them in your own 'Falcon Queen Games' - it could even be renamed as the name of the school.



Lesson Plan 3, Resource Sheet 1 - 'Our own Falcon Queen Games'

What games might you introduce into your own 'Falcon Queen Games'? They might have a historical element as in the book. In pairs come up with three new games that depict: Courage, Power and Freedom. Use the ones in the book as inspiration and let your creative ideas flow! Remember though it should be realistic enough to be able to try it in the playground or PE! Use diagrams and instructions in the table below

Our game of 'Courage'

Our game of 'Power'

Our game of 'Freedom'



Curriculum Links for Rosie Frost and the Falcon Queen by Geri Halliwell-Horner

UKS2 English – pupils should be taught to:

Reading comprehension:

- * Maintain positive attitudes to reading and understanding of what they read
- * Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- * Distinguish between statements of fact and fiction
- * Retrieve, record and present information from non-fiction
- * Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- * Provide reasoned justifications for their views

Writing - composition:

- * Plan their writing
- * Draft and write
- * Evaluate and edit
- * Proof-read
- * Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing – vocabulary, grammar and punctuation

- * Develop understanding of the concepts
- * Indicate grammatical and other features
- * Use and understand grammatical terminology

KS2 History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources



KS2 Art

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- ✿ To create sketch books to record their observations and use them to review and revisit ideas
- ✿ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ✿ About great artists, architects and designers in history.

KS2 Physical Education

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- ✿ Use running, jumping, throwing and catching in isolation and in combination
- ✿ Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns
- ✿ Take part in outdoor and adventurous activity challenges both individually and within a team

KS2 PSHE (from the PSHE Association Programme of Study)

- ✿ H17. To recognise that feelings can change over time and range in intensity
- ✿ H18. About everyday things that affect feelings and the importance of expressing feelings
- ✿ H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- ✿ H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- ✿ H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- ✿ H25. About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)