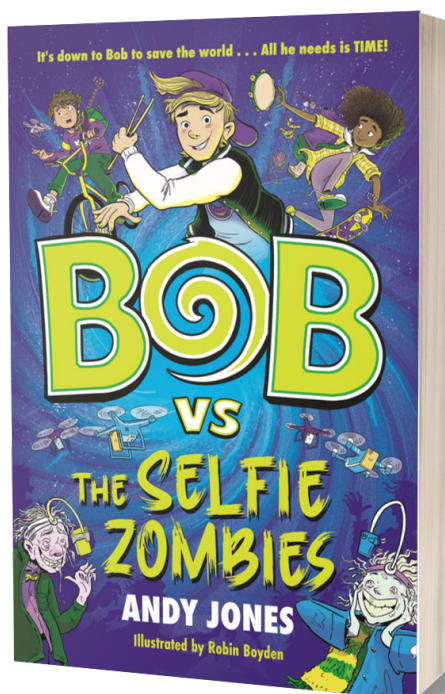


BOB

TEACHING RESOURCES

Suitable for ages 8+



BOB VS THE SELFIE ZOMBIES BY ANDY JONES AND ROBIN BOYDEN: 4X LESSON PLANS AND IDEAS

INTRODUCTION

Suitable for:

Readers in Year 4 (aged 9+) and above

Ideal for:

Those who love funny books with musical elements and time-travelling twists

About:

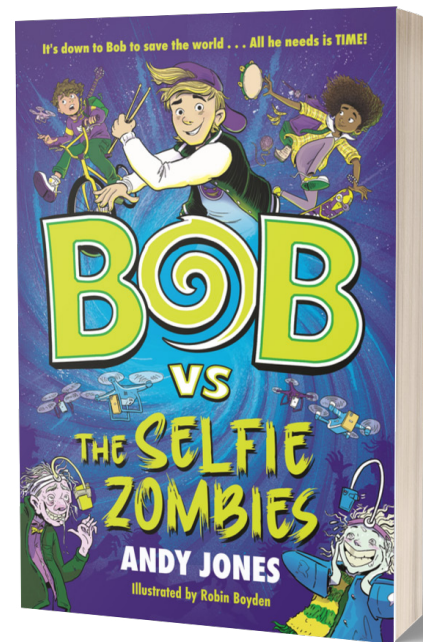
The experiences of a boy who has to visit a zombie-infested future to change the world

Includes:

4x lessons that build towards children writing their own songs

Themes:

Family; Friendship; Time Travel; Selfies; Grief; Childhood; Consequences; Music.



ABOUT BOB VS THE SELFIE ZOMBIES

IT'S DOWN TO BOB TO SAVE THE WORLD . . . ALL HE NEEDS IS TIME!

Bob and his best friend Malcolm are determined to win the school talent competition with their band The Tentacles of Time. For one thing, there's £50 worth of vouchers to be won. For another, the future of the world depends on it.

Bob doesn't know why he can time travel. He does know that it always happens at the worst possible moments. Like when he's in the bath. Awkward! But when Bob comes face to face with his future self in the middle of a disastrous alternative reality, he has to do something!

In this terrifying version of the future, an evil genius has created a smile-operated selfie camera that turns people into zombies. The world as Bob knows it has completely collapsed. There's not even anywhere to get a decent pizza! It's up to Bob to fix the present, change the course of time and save the whole world!

A hair-raising race into the future and back again . . . and again.

About the author - Andy Jones

Andy Jones began his career as an author writing novels for adults. Grown-up stuff about falling in love, falling out of love, falling in love again and having babies. All of which he has experienced in his own life. More recently, he has been writing books for children. Crazy stuff about genies, monsters, time travel and zombies. None of which he has experienced in his own life. Andy is also the author of *Unleash Your Creative Monster: A children's guide to writing*, and the novel *Wishes Come in Threes*. Andy lives on the outskirts of London (the best part in his opinion) with his wife, daughters and an assortment of other creatures.

About the illustrator - Robin Boyden

Robin Boyden lives in Cheltenham with his partner and their ridiculous fluff ball dog Lupin. Robin has worked in the industry for over a decade, creating illustrations for the likes of *The Guardian*, *The Times*, *The Independent*, *Bloomsbury*, *Nosy Crow* and *Penguin Random House*. He is also the author and illustrator of the graphic novel *Georgia and the Edge of the World* (David Fickling Books) and the picture book *Gerald Needs a Friend* (Frances Lincoln Children's Books). When Robin isn't at his desk drawing, he's usually regretting spending so much time at the desk because his back hurts. Otherwise, he's out in the garden talking to plants and misidentifying birds. His favourite colour is all of them.

NATIONAL CURRICULUM OBJECTIVES



ENGLISH: SPOKEN LANGUAGE

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Participate in discussions, presentations, performances, role play/improvisations and debates

Gain, maintain and monitor the interest of the listener(s)

READING: COMPREHENSION

Develop positive attitudes to reading, and an understanding of what they read, by:

ii. discussing words and phrases that capture the reader's interest and imagination

Understand what they read, in books they can read independently, by:

i. identifying how language, structure, and presentation contribute to meaning

ii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence



WRITING: COMPOSITION

Plan their writing by:

i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Develop positive attitudes towards and stamina for writing by:

i. writing narratives about personal experiences and those of others (real and fictional)

PSHE

Learn about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.

COMPUTING

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

ART

Pupils should be taught 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.

MUSIC

Pupils should be taught to:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;

Improvise and compose music for a range of purposes using the inter-related dimensions of music;

Listen with attention to detail and recall sounds with increasing aural memory.

SCIENCE: ANIMALS, INCLUDING HUMANS

Pupils should be taught to:

Describe the changes as humans develop to old age.

LESSON OBJECTIVES AND OUTCOMES



Lesson 1: Selfie Safety

Objectives:

- To research the history of self-portraits and evaluate the role of technology in self-expression and communication.
- To identify and practise skills and strategies which will help children to keep themselves safe online.

Subjects: Literacy, Art, Computing, RSHE, Citizenship

Extract: *Band Selfies* (Pages 10-11 taken from Chapter 2 – THE TENTACLES OF TIME. THE SCHNITZEL. A TALENT SHOW. PUKING ON A TRAMPOLINE.)

Lesson 2: Time Travel and Technology

Objectives:

- To explore the concept of time travel and its potential impact on technology in the future.
- To recognise the importance of preserving memories and artefacts.

Subjects: Literacy, Design and Technology, Science, RSHE, Citizenship

Extract: *What Time Travel Feels Like* (Page 25 taken from Chapter 2 – [CONTINUED] WE DARE TO BE DIFFERENT. A TAMBOURINE. ENO FEZZINUFF. AND THEN IT HAPPENS...)



Lesson 3: Growing Up and Grief

Objectives:

- To learn about the physical, emotional and social changes that happen as we grow up.
- To describe the feelings of grief, and understand that grief will affect different people in different ways.

Subjects: Literacy, Science, RSHE, Citizenship

Extracts:

Museum to My Childhood (Pages 95-97 taken from Chapter 7 – CROWDED SKIES. A BIKE RIDE BY MOONLIGHT. DIRTY FINGER NAILS AND BAD BREATH. SMIIIIIIILE!)

Wishing Your Youth Away (Page 117 taken from Chapter 8 – GRADUAL ATTACK OF THE SELFIE ZOMBIES. NANOBOT FREAK OUT. PRETTY MUCH DOOMED. A BOOT IN THE BACK.)

Missing Mum (Page 150 taken from Chapter 11 – WALKIE-TALKIES WAY PAST BEDTIME. OVER. GOOD EVENING MRS. SCHNITZEL. OVER. A PLAN. OVER. WINDING UP MICKEY. OVER.)

Lesson 4: Rock On!

Objectives:

- To listen to and appraise rock music by identifying key elements and giving their own opinion.
- To understand the importance of lyrics and structure in music and learn how to write their own song.

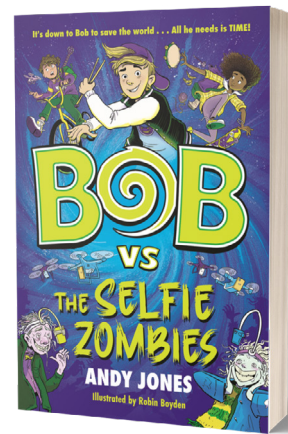
Subjects: Literacy, Music

Extract: *Rock Music* (Page 32 taken from Chapter 3 – A DROPPED CAKE. A BIG BLUE-HAIRED BRUTE. A FADED SCAR. AN URN.)

LESSON 1: SELFIE SAFETY

Questions:

1. What is a selfie? How often do you take selfies?
2. How might people perceive someone who is known for posting a lot of selfies?
3. How have selfies changed the way we communicate and express ourselves online?
4. Do people use them to present a certain image of themselves?
5. How can you use editing and filters to enhance them? Is it right to use these tools?



Task 1:

To begin this lesson, display the extract of Bob describing Malcolm taking a band selfie on the board and read through it together. Ask them if they know what a selfie is and if they have ever taken one. Record a range of their answers. Encourage them to reflect on their experiences with taking them and the role they play in our lives. Do they take selfies with their friends? Family? Famous people? Why? Explain how selfies have become such an ever-present part of everyday life that the word "selfie" was named as 'word of the year' by Oxford Dictionaries in 2013.

But do they know that selfies are not a new concept and people have been taking pictures of themselves for centuries? Show children some examples of historical self-portrait paintings or daguerreotypes (early photographs), such as Self-Portrait with Bandaged Ear by Vincent Van Gogh (1889) and Self-Portrait with Thorn Necklace and Hummingbird by Frida Kahlo (1940), and ask them what they see. Talk about their initial thoughts, observations and preferences about the artwork. Now show them a selection of selfies. Compare and contrast the historical self-portraits with the selfies that they've seen, identifying the similarities and differences between the two using a Venn diagram. (Please use the Venn diagram sheet in this pack) Finally, have children take a selfie and write a reflection on how they think they'll continue to evolve in the future.

Task 2:

Following on from Task 1, recap the basic elements of art (line, shape, form, colour, space texture and value) and encourage the children to look for and identify these in the composition of the artwork. Point out the different mediums used such as oil paints, charcoal or pencil. Next, discuss its context, including the artist and the time period in which it was created.

After analysing these aspects, have the children start by sketching out their own self-portrait, thinking about the placement of their features. Provide them with a variety of traditional mediums such as watercolour paints and pastels, as well as non-traditional like animation and digital painting software, cameras and 3D modelling materials. Allow them to choose what they'd like to work with. Remind them to use the types of techniques that they have observed so far to create their own. Provide advice and support as required, but also ensure that they express their own creativity and individuality. After they have completed their self-portraits, display them gallery-style in a prominent place in the classroom or around the school to showcase their work. (Please use the self portrait frame in this pack)

Task 3:

Ask the question 'How often do you take selfies?' to gauge the frequency of which children take selfies. Then, follow-up with 'Have you ever felt the need to take more or felt like you couldn't stop?' Use their responses to explore their perceptions towards taking selfies and explain how they can be addictive like Malcolm is in the book. Describe some of the other negative effects that spending excessive amounts of time taking selfies can have on mental health and well-being, including low self-esteem, anxiety, body dysmorphia, fear of missing out and cyberbullying.

Set small groups the task of creating a poster that promotes positive body image by embracing their natural appearance, as well as being safe online. Afterwards, encourage them to use it as a reminder to appreciate themselves and others for who they are, rather than comparing themselves to edited versions of others.

EXTRACT: BAND SELFIES

**(Pages 10-11 taken from Chapter 2 – THE TENTACLES OF TIME.
THE SCHNITZEL. A TALENT SHOW. PUKING ON A TRAMPOLINE.)**

'Say cheese!!!'

I pause with my drumstick in mid-air and turn towards Malcolm. What he should be doing is playing his electric guitar. He should be making the ground shake with powerful rock music. He should be rehearsing.

This is not what Malcolm is doing.

Malcolm, with his school tie knotted around his forehead, is holding his phone in front of his face and grinning like a chimpanzee in a banana factory.

'What are you doing, Malcolm?'

'Band selfie,' he says. 'For history, for when we're famous.'

'Malcolm, we are never going to get famous if you keep wasting precious rehearsal time taking selfies.'

'Band selfies,' Malcolm corrects, as if this makes even the slightest difference.

He's still holding his camera at arm's length, still grinning like a monkey, still – apparently – determined to take his band selfie.

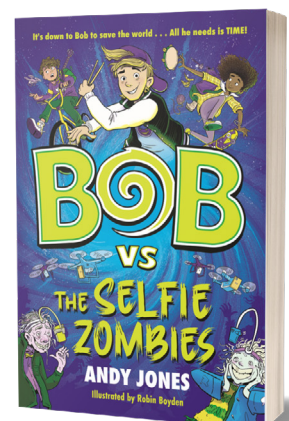
'Smiiiiile,' says Malcolm.

I'm not sure if what I do with my mouth really counts as a smile, but I at least show my teeth.

'Perfect,' says Malcolm.

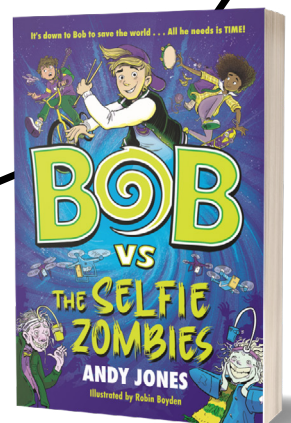
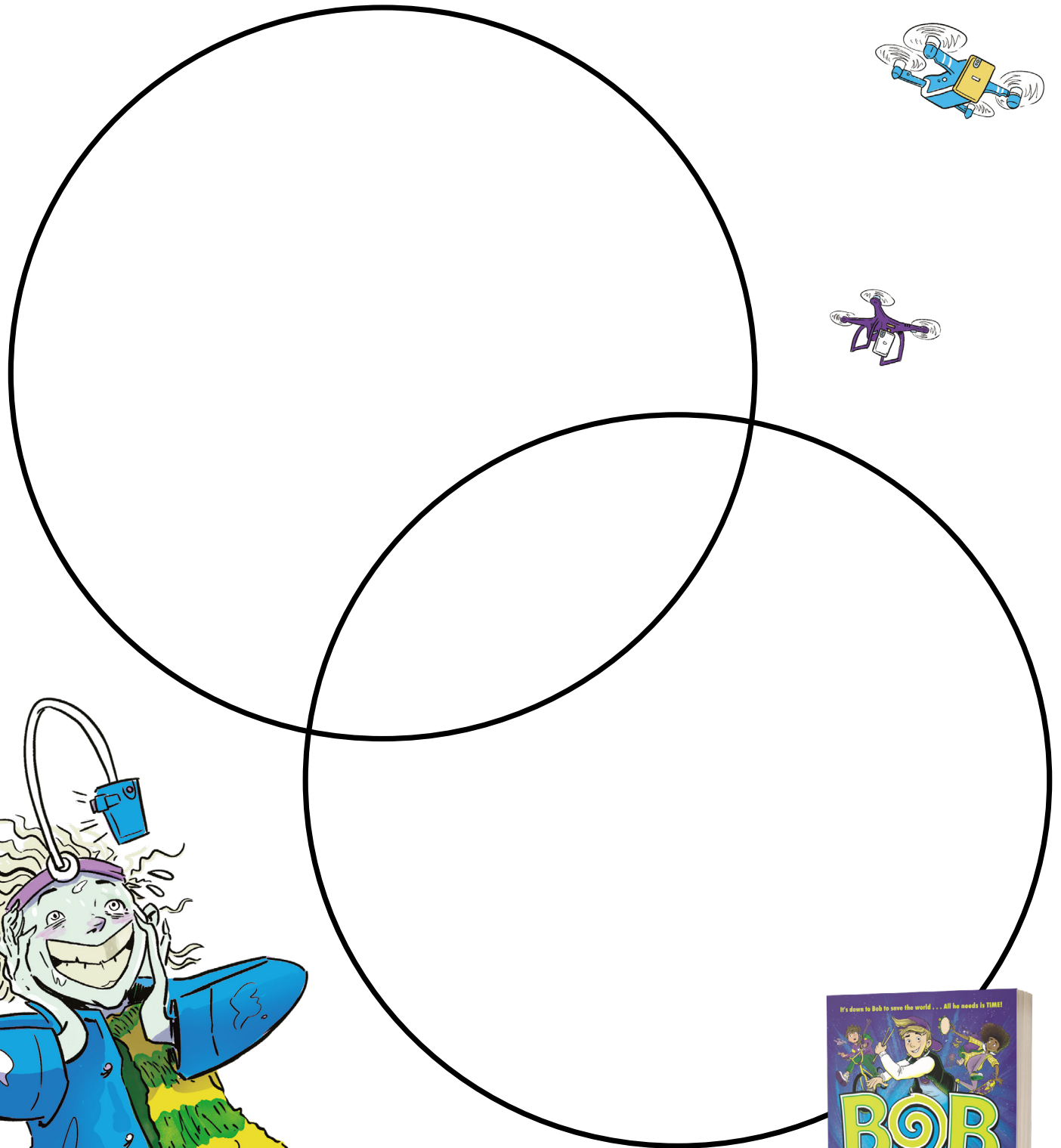
'Fine,' I say.

'Now perhaps we can get on with rehearsing.'



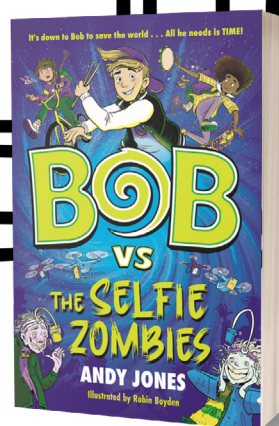
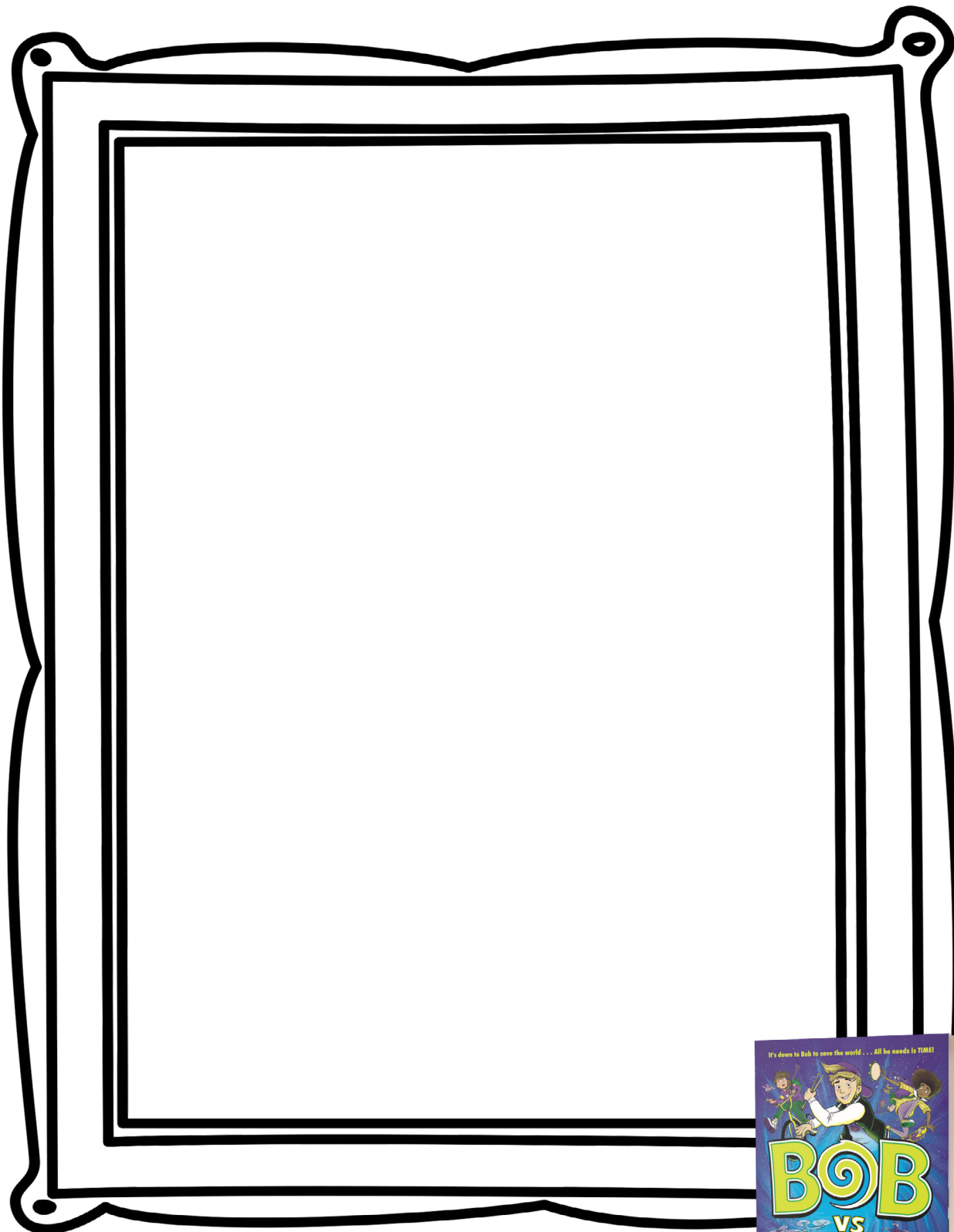
BOB vs THE SELFIE ZOMBIES

Self portrait vs selfie VENN DIAGRAM!



BOB vs THE SELFIE ZOMBIES

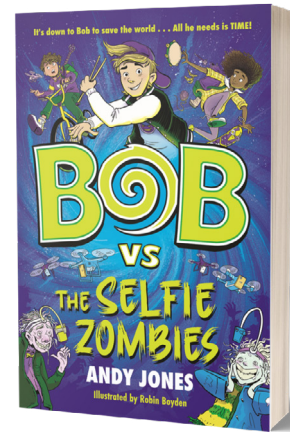
Draw your own SELF PORTRAIT!



LESSON 2: TIME TRAVEL AND TECHNOLOGY

Questions:

1. Have you ever wanted to time travel?
2. How do you think a person's body would react to time travel?
3. What technology do you think needs to be developed for us to time travel?
4. Might time travel be possible in the future?
5. Would it change the way we think about the past and future?



Task 1:

Read through the extract to understand how it feels to time travel from his perspective. How would children feel about time travelling and where would they go? The past or future? By how much? A minute, hour, month, year, decade, or more? What would they see? Consider the changes in technology, architecture, transportation, communication and more. Talk about their ideas as a class. Bring the discussion back to time machines. Show different depictions from films and TV shows, such as the TARDIS in Doctor Who. Do they think that time machines could exist in real life?

As a class, brainstorm features they would like their time machine to have. Where will it take them? Encourage them to think creatively, but to also consider the possibilities and implications of their ideas. For example, if it can change the future, what would be the consequences of doing so? You could also ask them to think about the safety features that their time machine would have. What would happen if someone travelled to a time before they were born, a dangerous time in history, or didn't like what they saw in the future? Divide into small groups to design their own time machine, sketching it out and labelling different parts. Once complete, share and explain their special features to the class. (Please use the time machine design and evaluation sheet in this pack)

Extension: Travel in their time machines back through their lives by making a timeline of important events that have happened. Can they extend them into the future to show their hopes and dreams?

Task 2:

Ask children what they think the future will be like in terms of the technology that might exist. Present some examples of technology through time and how it has evolved, such as computers, VHS, Walkmans, floppy disks, etc. Relate these to more modern inventions such as laptops and tablets, DVDs and streaming services, and the cloud for storage.

Discuss some futuristic inventions like flying cars, drones or robot assistants and linking them to the book. Explain that these are just possibilities and that there could be other forms of technology that we can't even imagine yet. Encourage them to think about the potential advantages and disadvantages of these technologies. Challenge children to create their own vision of the future that incorporates the technologies they think will be using and why.

Task 3:

Begin this task by introducing the concept of time capsules and defining that they are containers filled with items that represent a particular time period, to open sometime in the future. Emphasise that it's a way to preserve memories and experiences for future generations to see. Tell the children that they will be working collaboratively as a class to create a time capsule so future children can see what their past classmates were like and what they did during their time in school. Encourage them to think about what items and messages they would like to include in it that would be interesting and meaningful for someone in the future to find.

Then, split the class into small groups and assign a specific task for each group to work on, such as collecting photos of the class, school and events; drawing pictures or writing messages; and selecting small items that represent the school or community. Once all the items are collected, decorate the container and label it with the date it was sealed and the date it will be opened. Seal it and store it in a safe place. You could also choose to bury it underground somewhere in your school grounds, making sure to mark the spot for future reference.

EXTRACT: WHAT TIME TRAVELLING FEELS LIKE

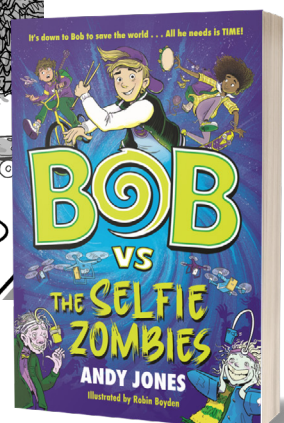
**(Page 25 taken from Chapter 2 – [CONTINUED] WE DARE TO BE DIFFERENT.
A TAMBOURINE. ENO FEZZINUFF. AND THEN IT HAPPENS...)**

It comes on slowly, a tingle in the middle of me,
in my bones, in my blood, in my brain. Like hundreds of tiny ants
crawling underneath my skin. That's the time- tingles, and if you're
thinking it sounds absolutely hideous, you'd be absolutely right.

Next I get the drags.

A feeling like being pulled in eight different directions.
Like having a giant octopus wrap its tentacles around my arms, legs,
body and head and then doing the octopus equivalent of the splits.

Then, just when it feels as if I'm about to be turned into a wet quivering
pile of spare parts . . . Pop! I've travelled in time. Maybe a few minutes, maybe
several years. But always forward. Always to the future. It's confusing, frightening
and a real pain in the bum. Particularly if you're in the middle of something
important, like . . . like your last band practice on the
day before the school talent show.



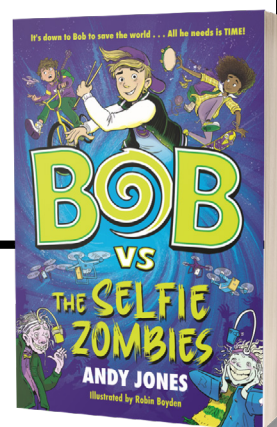
BOB vs THE SELFIE ZOMBIES

Design your own TIME MACHINE!

--	--

GOOD POINTS:

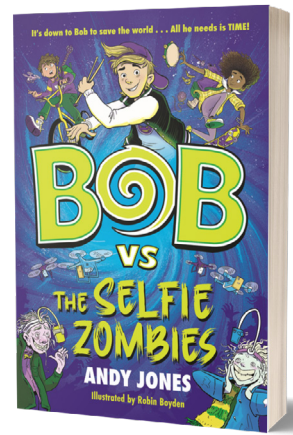
IMPROVEMENTS:



LESSON 3: GROWING UP AND GRIEF

Questions:

1. What is the best thing about being a child?
2. How have you changed since you were younger? What is the biggest challenge of growing up?
3. What are your hopes and dreams for the future?
4. What is grief? How does it feel?
5. Can grief affect people differently? How can memories help us?



Task 1:

Start this task by discussing some of your favourite early childhood memories with the class. Read through the first extract and talk about all the things that remind Bob of his childhood in his future garage. Ask the children to think of their favourite early childhood memories and about the sights, sounds, feelings and objects associated with them. These might include references to toys, games, events, holidays, school and many more. Share them together and remind them to be empathetic and respectful when listening to each other's memories.

After the class discussion, provide them with paper and ask them to illustrate their favourite childhood memory and why it is important to them. Discuss the importance of preserving memories for us or future generations, and the different ways we do this through photographs, videos, and keeping written records and items of sentimental value. Remind children that memories are an important part of our personal history and that preserving memories can help us to understand ourselves better and to connect with our past. (Please use the 'My Favourite Memory' sheet included in this pack)

Task 2:

Gather a variety of images of humans at different ages, from infancy to adulthood, and display them on a screen or board for the class to see. Talk to the class about the physical, emotional and social changes that happen as we grow up. Some of the most common examples include: height, as our bones get longer; weight and body shape, as our internal organs grow larger; and facial features, like our baby teeth being replaced with adult teeth. Discuss how the physical changes in our body are caused by hormones, and we experience lots of changes during puberty. It's also important to note that everyone's growth and development are unique and may not follow the same patterns or timelines.

Progress on to social and emotional changes including how our friendships can change, we take on more responsibilities to become independent, and develop our own beliefs, and a broader and better understanding of the world around us. Ask children what different things 'grown-ups' can do and are responsible for. These could include working, driving, voting, making important decisions like getting married or having children, paying bills and maintaining a home. Finally, encourage them to reflect on the biggest challenge they think they will face as they grow up from these options and their own. Make links this to the concept of childhood and how Future Bob advises Bob not to wish his youth away.

Task 3:

Look at the extract where Bob describes how much he misses his mother. Be sensitive towards children for whom this may be personal. Recap what the word 'grief' means (a natural response to a loss). Ask children to think about the ways that we can remember family, friends or pets who have died. Write their responses on the board which could include holding funerals, visiting graves, marking anniversaries, lighting candles, planting trees, etc.

Discuss how remembering someone can aid the grieving process because it can help our loved ones to stay alive inside us. Children could also create their own memory box within which to store special memories. Provide them with a template (please use the 3D net of a box included in this pack) which can be personalised and adapted to suit their needs and made unique to them. End the lesson by reminding children of supportive coping strategies such as talking to a trusted adult if they feel overwhelmed and that everyone experiences grief differently.

EXTRACT: MUSEUM TO MY CHILDHOOD

(Pages 95-97 taken from Chapter 7 – CROWDED SKIES. A BIKE RIDE BY MOONLIGHT. DIRTY FINGERNAILS AND BAD BREATH. SMIIIIIIILE!)

Future Me raises the garage door, and what I see inside makes me gasp.

The garage is clean and well lit. On shelves and in boxes are all kinds of toys and games from . . . well, my childhood. My pogo stick, my rubber-sucker bow and arrow, my whoopee cushion and games console. There are board games, a remote-controlled car, a Captain America costume and shield. All clean, shining and neatly displayed. There is other stuff, too, that I haven't seen before; stuff that must belong to older versions of myself: a punch bag, a skateboard, a dart board. A collection of baseball caps. Shelves of comics and books. It's like a museum to my childhood – the part I've already lived and the part that's waiting for me, out there in the future.

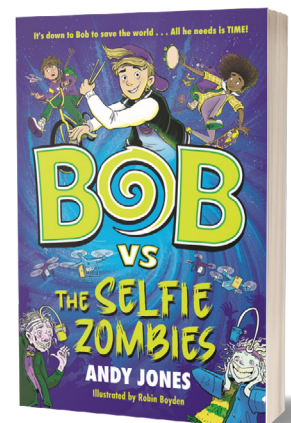
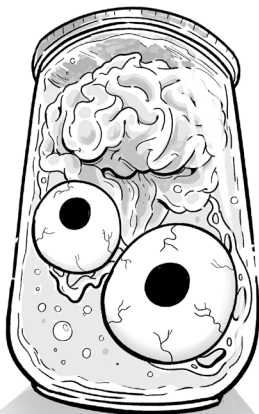
'It's awesome,' I say. 'Totally and utterly awesome. But . . . what's it all about?'

Future Me taps his chest, just above his heart. 'It's good for the inner child,' he says.

'Plus, who knows when some younger version of myself might turn up and need . . . oh, I dunno, the Machine of Ultimate Velocity.'

And there in the corner of the garage is the bike I got for my ninth birthday. It's a bit small for me now, my knees come up to my chin when I'm pedalling, but it's still a wicked ride. And it's in better condition now than it was the last time I rode it. The paintwork is perfect and unchipped, the chrome sparkles, even the rip in the saddle has been repaired.

I climb on and ding the bell. It sounds good.



EXTRACT: WISHING YOUR YOUTH AWAY

(Page 117 taken from Chapter 8 – GRADUAL ATTACK OF THE SELFIE ZOMBIES. NANOBOT FREAKOUT. PRETTY MUCH DOOMED. A BOOT IN THE BACK.)



'I used to love this place,' says Future Me. 'Do you still come here? I can't remember.'

I pull a face. 'Are you serious? I'm in big school now. I haven't been here since I was ten!'

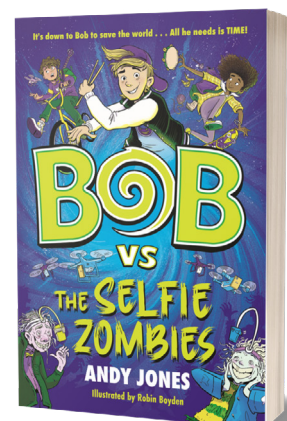
'Shame,' says Future Me. 'We used to love the swings. You know, I think I'm going to come back here when there're no zombies and have a good old play. You should too.'

'You can act like a child if you like, but don't expect me to.'

He shakes his head sadly. 'Don't wish your youth away, Bob. Because, unfortunately, the day will come – and quicker than you think – when you really are too old for a playground. When your bones ache at the mere idea of jumping off a swing or hanging upside down from the monkey bars.'

I roll my eyes.

'It's important, Bob. Trust me.'



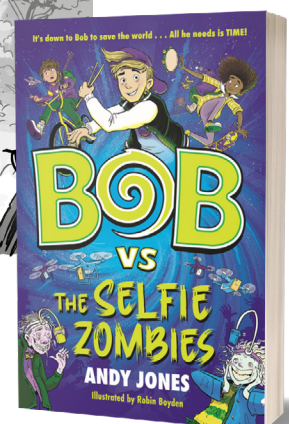
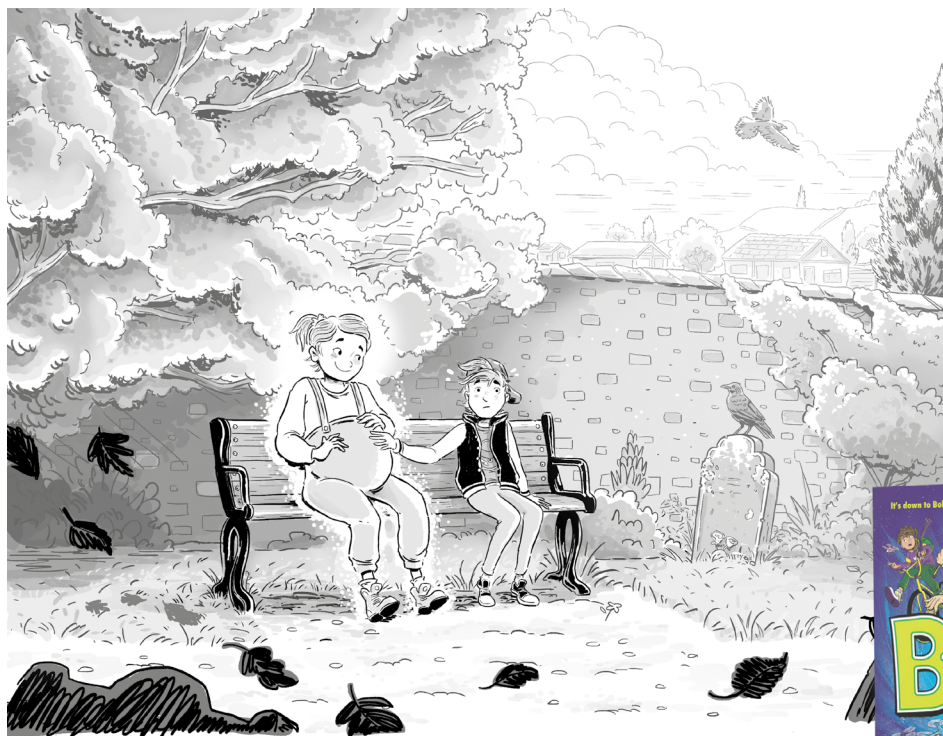
EXTRACT: MISSING MUM

(Page 150 taken from Chapter 11 – WALKIE-TALKIES WAY PAST BEDTIME. OVER. GOOD EVENING MRS. SCHNITZEL. OVER. A PLAN. OVER. WINDING UP MICKEY. OVER.)

But sleep doesn't come.

And not just because the future is overrun with zombies. Although that is a bit of a worry. But because I miss my mum. I miss her all the time. Sometimes that missing slips into the background for a while. Other times, it's right up front. Like at Christmas, or on her birthday, or when Dad drinks his coffee out of what used to be Mum's favourite cup. Or like tonight, listening to Malcolm's mum tell him he needs his 'beddy-bobos'.

I'd give anything to hear Mum's voice again; to hear her tell a joke or sing in the shower, to tell me I'll get grumpy if I don't get my bobos. Because I do. And I have to save the world tomorrow, which is going to be hard enough without me being all cranky.



BOB vs THE SELFIE ZOMBIES

Describe your FAVOURITE MEMORY!

.....

.....

.....

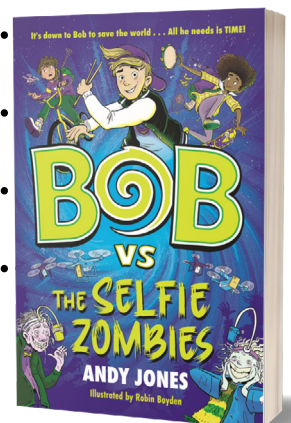
.....

.....

.....

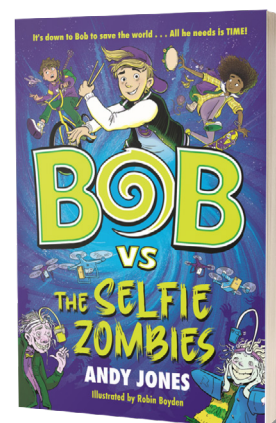
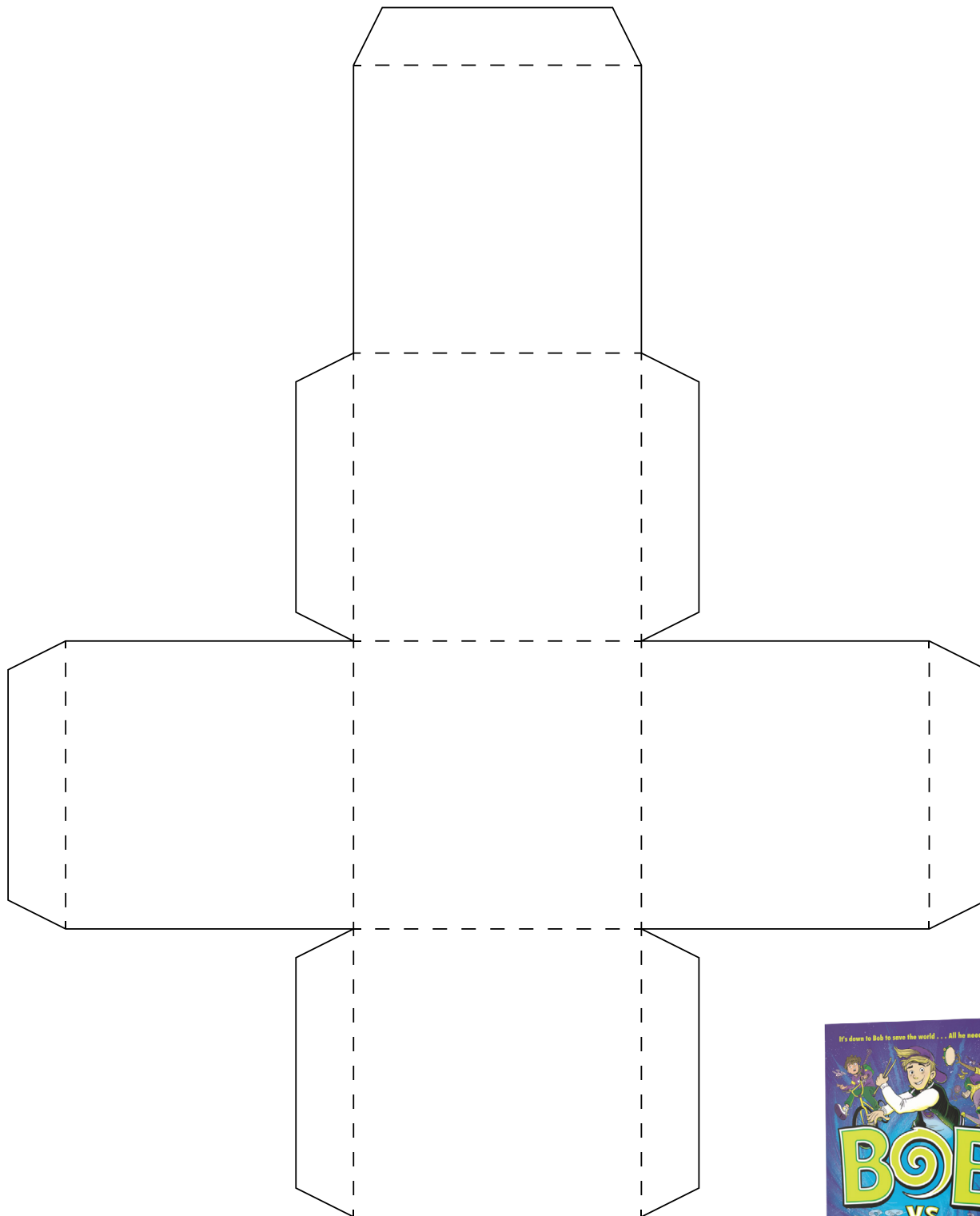
.....

.....



BOB vs THE SELFIE ZOMBIES

Create your own MEMORY BOX!



LESSON 4: ROCK ON!

Questions:

1. What does rock music sound like? Can you name some famous rock bands?
2. How does rock music make you feel?
3. Which instruments are commonly used in rock music?
4. How do you write a song? How do lyrics and music work together in a song?
5. What do you think makes a rock song successful?

Task 1:

Read the extract together and use it to initiate a conversation about rock bands (The Rolling Stones, The Who, AC/DC etc.). Ask children if they are familiar with the genre of rock music, what they know about it, and where they have heard rock music being played. Some may have experienced it at home with parents, others may have attended concerts. Describe how there are different types of rock music such as classic, punk and alternative rock.

Name some famous rock bands and tell them that you are going to play some samples of age-appropriate rock songs that represent each subgenre. Before playing, recap the main elements of music (i.e. pitch, dynamics, duration, tempo, texture, structure, timbre, etc.). While playing the sample songs, ask children to listen to the music and appraise each song for the specific elements. Repeat the process, each time reviewing the key vocabulary. (Please use the appraisal sheet in this pack)

Task 2:

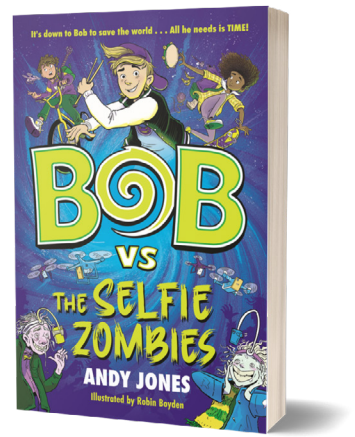
Following on from Task 1, talk more about the concept of lyrics in songs. What are children's favourite songs? Encourage them to think about why they like them. What is it that makes them want to listen to it again and again? Get them to think about the words. Can they remember the lyrics? Are there any words they really like singing? Why? Link this to songs that you sing in school, such as in music lessons, assemblies and other performances.

Explain that lyrics are the words that are sung in a song and they often convey a message or tell a story. Discuss how lyrics can be used to create different emotions and feelings in a song, and to connect with the listener. Share again some of the sample songs that you played in Task 1, and this time, ask them to listen only to the lyrics and identify the themes and what is happening within the song. Review the parts of a song by showing a diagram of the structure of a song (e.g. verse, chorus, bridge). Explain that the verse provides the background story, the chorus is the most memorable part of the song because it is usually repeated, and the bridge provides a change of pace and acts as a transition between the verse and chorus.

Next, model how children can work together in small groups to write their own songs such as brainstorming ideas, experimenting with different word choices and structuring their lyrics. Provide them with a range of resources such as examples of different rhyme schemes and descriptive language and imagery (simile, metaphor, personification, etc.) to create vivid pictures in the listener's mind. Explain that it's important to start writing even if they don't have a clear idea of what the song will be about or what the lyrics will say. They can start with a few words, a phrase or a melody and let the song grow organically. Highlight how it's a process, that it's normal to make mistakes and to change things along the way. Some children may wish to add music to accompany their lyrics rather than singing them a capella.

Task 3:

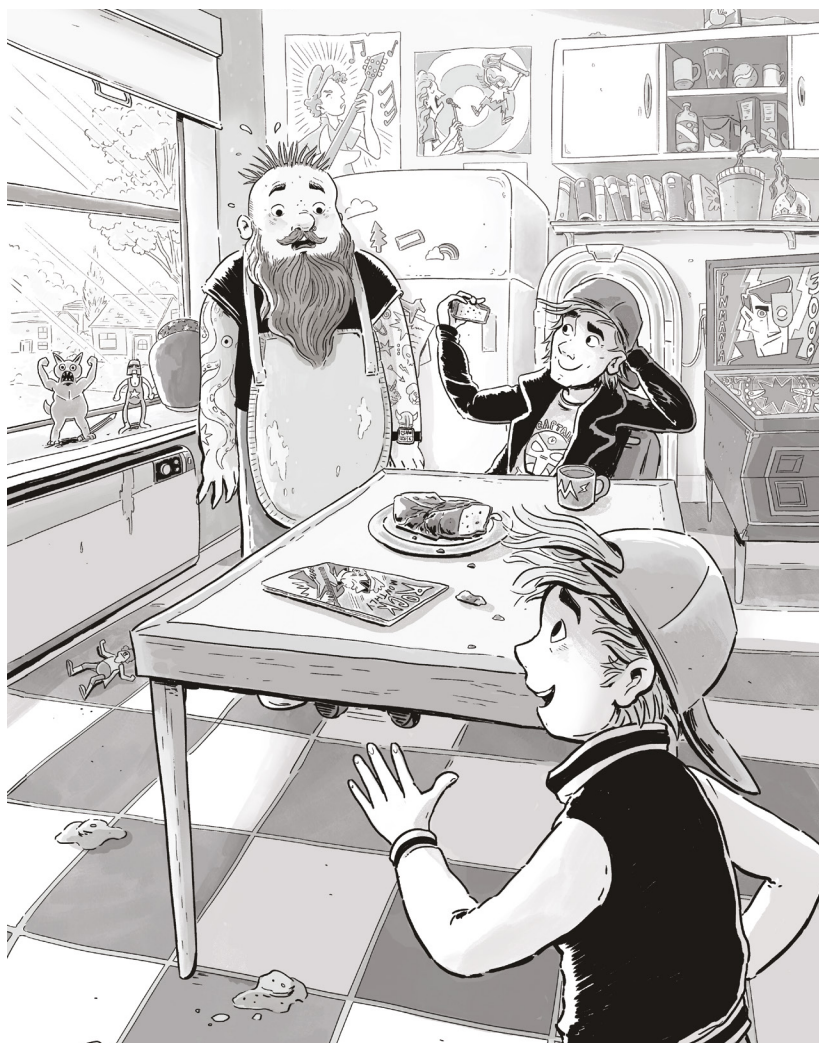
After children have worked in small groups to write their songs, bring them back together to share their lyrics with the class, explain their ideas and inspiration behind them and provide constructive feedback to one another. Facilitate this by creating a safe and supportive environment for children to share their work. Remind children to be respectful and kind when giving feedback, and that everyone's ideas are valid and important. Ensure that they are aware that giving feedback is not only about pointing out what is wrong but also to highlight what is working well.



EXTRACT: ROCK MUSIC

(Page 32 taken from Chapter 3 – A DROPPED CAKE.
A BIG BLUE-HAIRED BRUTE. A FADED SCAR. AN URN.)

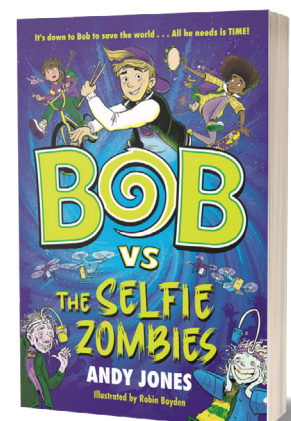
I glance around the kitchen, only now paying attention to the way it's been decorated. Each of the four walls is painted a different colour – pink, green, blue, yellow. Pictures of famous rock bands – the Rolling Stones, The Who, AC/DC – hang on the walls. There is a pinball machine in one corner, an old-fashioned jukebox for playing records in another. For some reason, I have never thought about how I would decorate my kitchen when I become a grown-up rock star, but now that I'm standing in it, I have to say, I have done an excellent job.



And then I notice...

The table and chairs are very familiar. So are the tiles on the floor, the cookbooks on the shelves, the magnets on the fridge, the apron being worn by the big man covering against the fridge...

This is my kitchen.
This is my house.



FURTHER IDEAS AND ACTIVITIES

1. Read more books that explore the concept of time travel such as *The Astonishing Future of Alex Nobody* by Kate Gilby Smith, *A Dinosaur Ate My Sister* by Pooja Puri and Allen Fatimaharan, *Tom's Midnight Garden* by Philippa Pearce, and *A Wrinkle in Time* by Madeleine L'Engle.
2. Study historical events and imagine how different outcomes could have been if time travel were possible.
3. Create a guide for surviving a zombie outbreak. It should include information on how to recognize zombies, protecting oneself and where to seek safety, and finding supplies.
4. Play a range of zombie-based games to recreate the encounters Bob faces in the book, such as 'Zombie Tag' where several children are chosen as the "zombies" and the rest are survivors. The zombies must tag the survivors to turn them into zombies too, and the game continues until there are more zombies than survivors. You could also set up a series of obstacles that children have to navigate through while trying to avoid being tagged by the "zombies".
5. Set up a rock band club in your school, which includes children and adults working together to write songs and perform a range of instruments.

