




# Year 9 Loyola Projects

Autumn Term	Spring term	Summer term
<p><b><u>Theme: Friendship</u></b>  <b>The novel: Heroes / Lord of the Flies</b></p> <p>Project: (Heroes)  <b>Identity and Disguise:</b>  <b>The Scarf Project</b></p>  <p>This project focuses on the theme of appearance, identity, and the protagonist's emotional state.</p> <p><b>Task:</b> Create a visual analysis of Francis's scarf and disfigured face as symbolic devices.</p> <ul style="list-style-type: none"> <li>• <b>Deliverables:</b> <ol style="list-style-type: none"> <li>1. <b>The Scarf Model/Image:</b>  Draw, paint, or digitally design the <b>scarf</b> Francis wears. On the visual, label at least three significant quotes or phrases from the book that explain <i>why</i> Francis wears it (e.g., to hide ugliness, to maintain</li> </ol> </li> </ul>	<p><b><u>Theme: Manipulation or Wit</u></b></p> <p><b>The play (The Crucible)</b></p>  <p>Project: <b>Eulogy</b></p> <p>Students choose a character who dies (e.g., John Proctor, Rebecca Nurse) and write a <b>eulogy</b> detailing the character's life, good deeds, flaws, and how their reputation was impacted by the trials.</p>	<p><b><u>Theme: Voices</u></b>  <b><u>Poetry from Different cultures</u></b></p>  <p>Project: <b>The Global Teen Cookbook and Cultural Exchange</b></p> <p>This project combines research, writing, cooking (or mock cooking/food photography), and sharing, all centered around the culture of food.</p> <ul style="list-style-type: none"> <li>• <b>Project Goal:</b> Create a digital or physical "Global Teen Cookbook" featuring recipes and the stories behind them from different cultures.</li> <li>• <b>Student Task:</b> <ol style="list-style-type: none"> <li>1. <b>Select a Culture/Cuisine:</b>  Choose a specific country, region, or sub-culture (e.g., street food, festive meals) to focus on. Students can</li> </ol> </li> </ul>

anonymity, as a form of self-punishment).

**OR**

2. **Before vs. After Monologue:** Write two contrasting short monologues (5-7 sentences each) from Francis's point of view:

- **"Before" Monologue:** Francis the table-tennis champion, feeling pride and hope before the Wreck Center incident.
- **"After" Monologue:** Francis the disfigured veteran, reflecting on the loss of his "old face" and his loss of identity.

**OR**

3. **Symbolic Object:** Design or draw one **new symbolic object** that Francis takes with him on the train at the end of the book. Write a

choose their own background or a culture they're curious about.

2. **Research and Recipe Selection:** Research **3-5 traditional or culturally significant recipes**. For each one, they must find the recipe and investigate its cultural context:
- When is this dish traditionally eaten? (e.g., a holiday, a common family dinner)
  - What are the historical origins of the ingredients or preparation methods?
  - Does the dish have any special significance (e.g., good luck, ritualistic)?
3. **Visual Presentation:** Prepare or photograph one of the dishes (or use high-quality, cited public domain images). If preparing it, document the

short paragraph explaining what this object represents about his **future** (e.g., hope, writing, a moral lesson).

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Project: (Lord of the Flies)  
**Character Psychology Profile**



Students will choose **one** of the main characters—**Ralph, Jack, Piggy, or Simon**—and create a detailed profile using a multi-media format.

Slideshow

A detailed poster

A short dossier

A digital presentation).

process.

4. **Presentation/Publishing:**

Compile the recipes, cultural background, and visuals into a chapter for the class cookbook. This can be a printed book, a website, or a digital presentation.

- **Key Skills Developed:** Research, writing, cultural literacy, digital literacy, and practical life skills.

### Famous Faces

Project: **The Speech Deliverable**



A **5-minute speech** delivered *in character*, recorded and uploaded to Google classroom. Students must adopt the person's vocabulary, rhetorical style, and appropriate stance/mannerisms. They must integrate real historical facts to lend credibility to their argument.

#### **The Creative Deliverable**

**(Costume/Prop):** Students incorporate a simple **costume element or a significant prop** that symbolizes their chosen historical figure or the issue they are addressing.

### The Apprentice

Project:

**Redesign an Existing Product (Reverse Engineering):**

- **Concept:** Students take a common household object (like a pencil sharpener, stapler, or water bottle cap) and **measure it precisely**, model it, and then **design an improvement** or a new component for it.
- **Product:** A new, better cap for a water bottle or a custom grip for a tool.

### Drama Festival

Project: **The Concept**

The student selects, analyzes, and performs a **3-5 minute monologue** from a published play.

#### **Project Stages**

1. **Selection & Analysis:** Choose a monologue appropriate for their age and experience. They must research the **play's context**, the **character's background**, and the **immediate moment** before the monologue starts.
2. **Character Journal (Written Component):** The student creates a journal or portfolio answering key questions:
  - **Objective:** What does the character want in this moment?
  - **Obstacle:** What is preventing them from getting it?
  - **Tactics:** What actions (verbs) do they use to try and achieve their objective?
  - **Stakes:** What happens if

		<p>they fail?</p> <p>3. <b>Rehearsal &amp; Staging:</b> Block the monologue, focusing on <b>physicality</b> and <b>vocal dynamics</b> (pitch, pace, projection). They should incorporate a costume element or a simple prop that helps define the character.</p> <p>4. <b>Performance &amp; Rationale:</b> Perform the piece and then present a brief <b>Performance Rationale</b>, explaining the key dramatic choices they made based on their analysis.</p>
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