

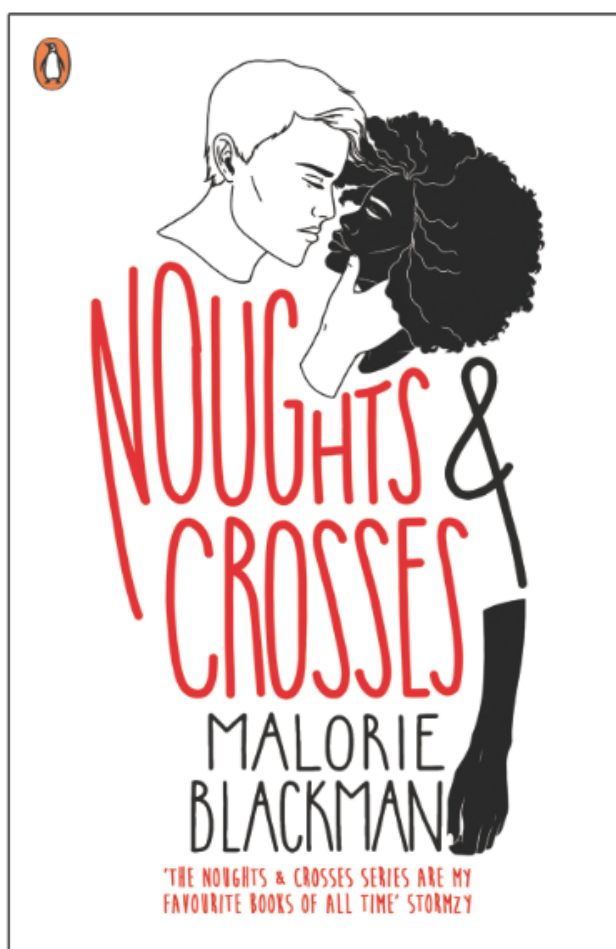


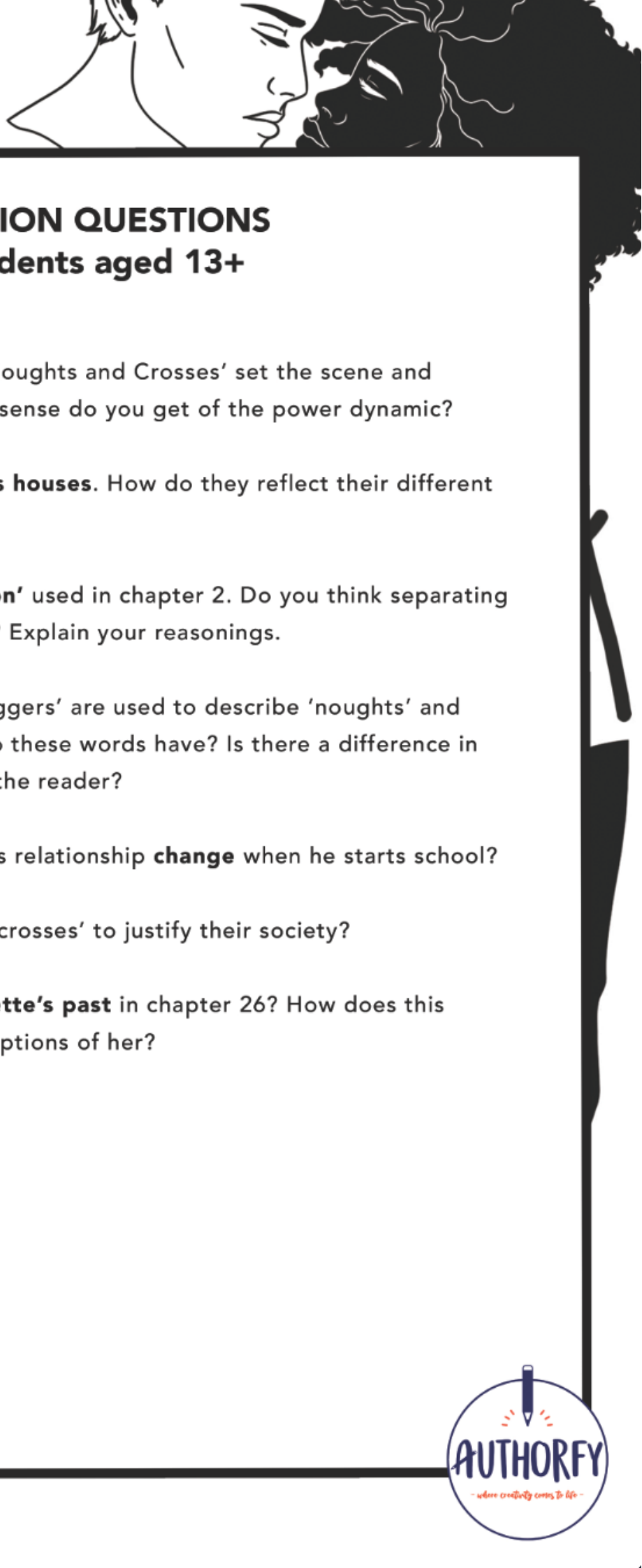
ACTIVITY PACK

For ages 13+

PERFECT FOR: Exploring discrimination within society, considering points of view and the impact of our choices upon others, creating empathy, making historical connections, understanding the power of hope.

ACTIVITIES INCLUDE: Family trees, making connections, drama and role-play, presentations, creative writing, newspaper reports, character arcs, letter writing.





DISCUSSION QUESTIONS

For students aged 13+

1. How does the **prologue** of 'Noughts and Crosses' set the scene and introduce the characters? What sense do you get of the power dynamic?
2. Compare **Callum and Sephy's houses**. How do they reflect their different lives and the way they feel?
3. Explore the word '**segregation**' used in chapter 2. Do you think separating the communities is for the best? Explain your reasonings.
4. The words 'blankers' and 'daggers' are used to describe 'noughts' and 'crosses'. What **connotations** do these words have? Is there a difference in the effect these words have on the reader?
5. How does Callum and Sephy's relationship **change** when he starts school?
6. How is **religion** used by the 'crosses' to justify their society?
7. What do we learn about **Lynette's past** in chapter 26? How does this change Callum and Jude's perceptions of her?

NOUGHTS
&
CROSSES





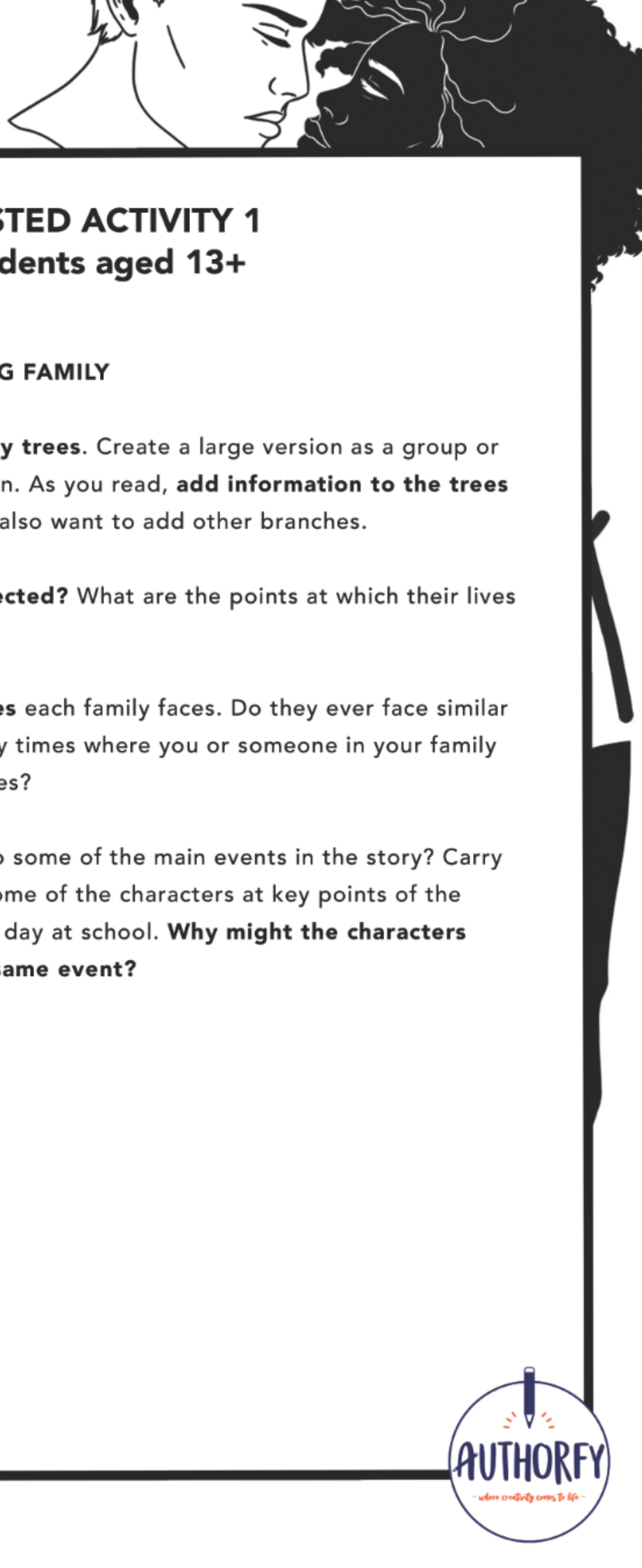
DISCUSSION QUESTIONS

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8. In chapter 28, Callum's mum says '**Killing and maiming always make more of an impression than peaceful protest and sit-ins and passive resistance, but that doesn't make it right.**' Do you agree? What message do you think she is trying to convey?
9. How would you **describe** Mr Jason's character? **Compare** him to Mrs Paxton.
10. How do you think Callum's father and brother were involved in the bombing? Is there any **justification for their actions**?
11. How does Sephy deal with her **problems**? What do you think about Callum's reaction when he finds out? Does he appreciate what she's going through?
12. Why do you think Sephy's mum paid for the lawyer? **How does this change how you feel** about her character?
13. What do **Sarah's actions** in chapters 81–86 tell us about her character?
14. How does Callum's narrative voice **change** after he joins Liberation Militia? Identify some of the words or phrases he uses and discuss the **resulting effect** that they have on the reader.

NOUGHTS &
CROSSES





SUGGESTED ACTIVITY 1

For students aged 13+

DURING READING: EXPLORING FAMILY

- The book starts with two **family trees**. Create a large version as a group or make a smaller copy on your own. As you read, **add information to the trees about each character**. You may also want to add other branches.
- **How are the characters connected?** What are the points at which their lives intersect?
- Discuss the different **challenges** each family faces. Do they ever face similar challenges? Can you think of any times where you or someone in your family may have faced similar challenges?
- How do the characters react to some of the main events in the story? Carry out **role-play interviews** with some of the characters at key points of the story, for example Callum's first day at school. **Why might the characters react in different ways to the same event?**

NOUGHTS &
CROSSES





SUGGESTED ACTIVITY 2

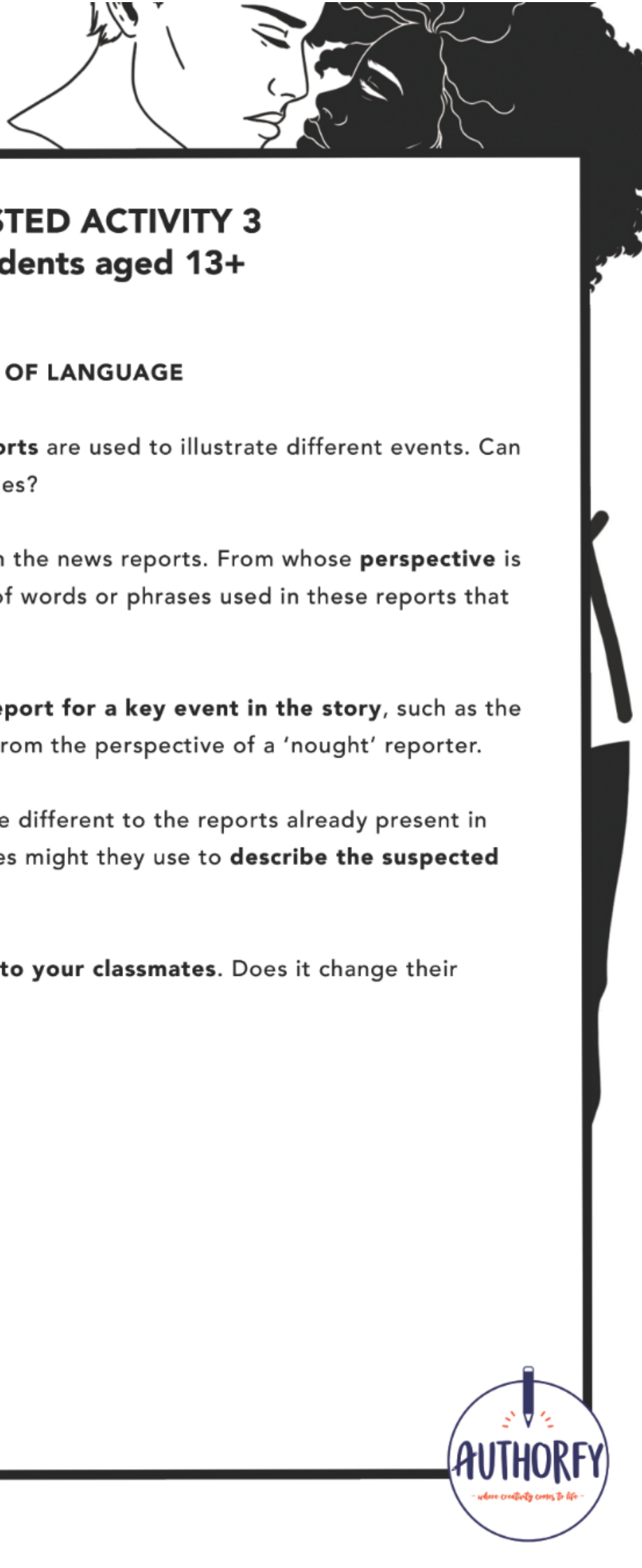
For students aged 13+

DURING READING: MAKING CHOICES

- As you read, create a list of **choices** made by the characters that have an impact on the storyline. How many characters are involved in making choices that affect each other?
- Discuss the **reasons** behind the characters' choices. Can you **identify what emotions they may have been feeling** that drove them to make their decisions? What **advice** would you give them if you were able to?
- If you could pick one character to make a **different** choice, which would it be?
- **Present your choice** to your classmates and **justify** how you think it would make a difference within the story.
- **Write a new chapter** of the story showing the results of the character making a different choice.

NOUGHTS &
CROSSES





SUGGESTED ACTIVITY 3

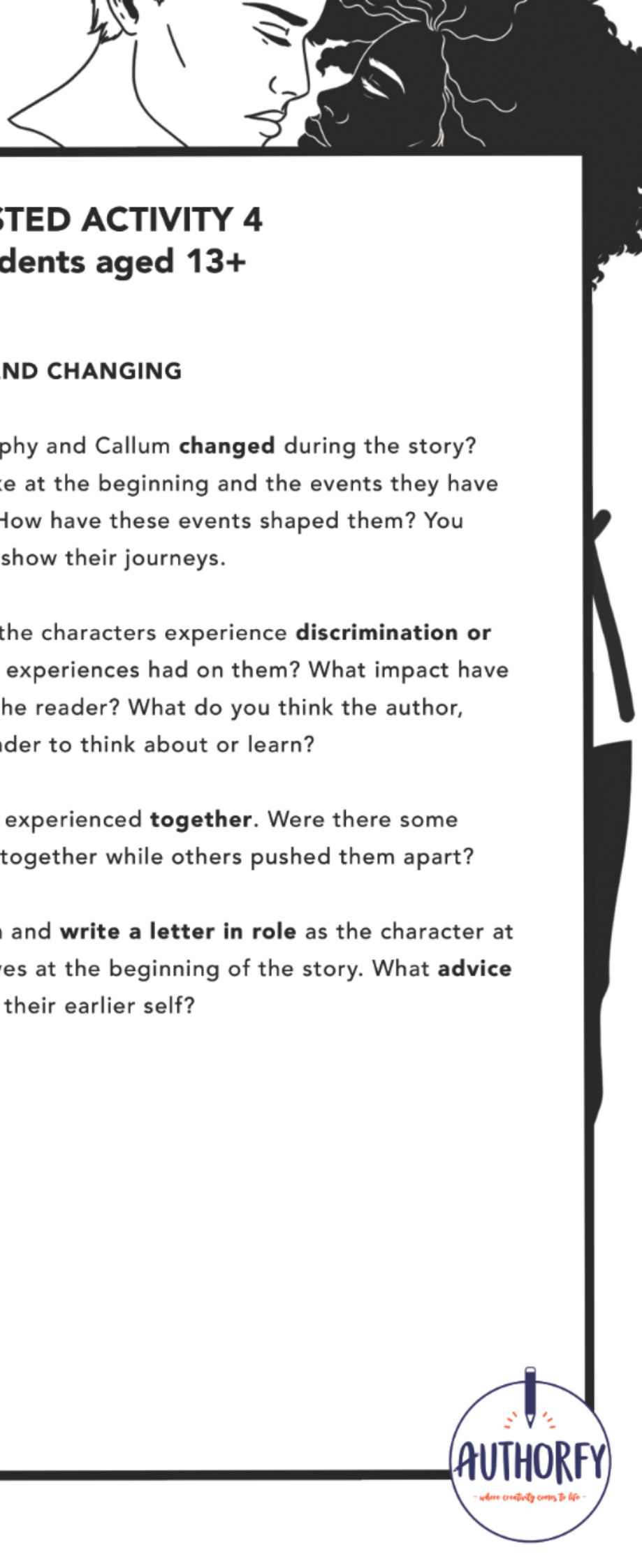
For students aged 13+

AFTER READING: THE POWER OF LANGUAGE

- In the book, several **news reports** are used to illustrate different events. Can you identify some of the examples?
- Look at the **vocabulary** used in the news reports. From whose **perspective** is the report written? Make a list of words or phrases used in these reports that carry connotations of **race**.
- Write a **newspaper or radio report for a key event in the story**, such as the bombing or the following trial, from the perspective of a 'nought' reporter.
- How would their **vocabulary** be different to the reports already present in the book? What words or phrases might they use to **describe the suspected perpetrators or victims**?
- **Read or perform your report to your classmates.** Does it change their perspective of the event?

NOUGHTS &
CROSSES





SUGGESTED ACTIVITY 4

For students aged 13+

AFTER READING: GROWING AND CHANGING

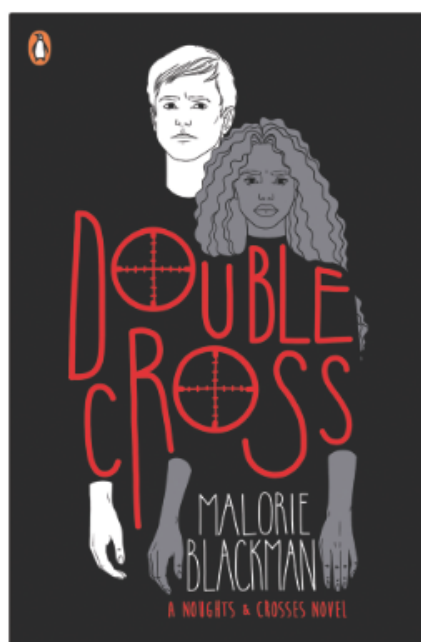
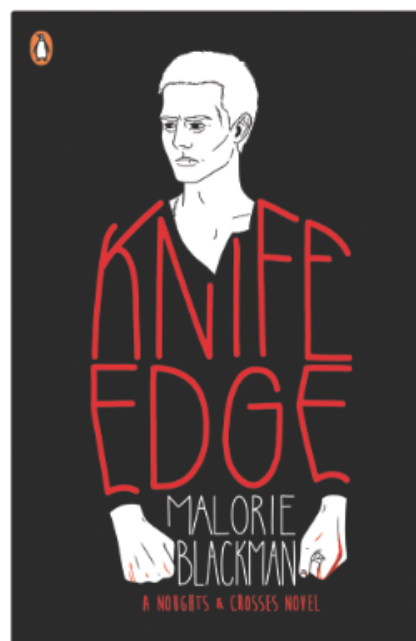
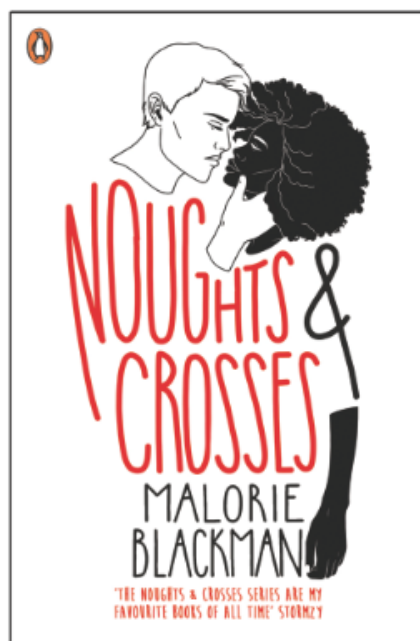
- How have the characters of Sephy and Callum **changed** during the story? Think back to what they were like at the beginning and the events they have been through during the story. How have these events shaped them? You could **create a character arc** to show their journeys.
- Discuss some of the moments the characters experience **discrimination or racism**. What impact have these experiences had on them? What impact have these experiences had on **you**, the reader? What do you think the author, Malorie Blackman, wants the reader to think about or learn?
- Consider the events they have experienced **together**. Were there some events that brought them closer together while others pushed them apart?
- Choose either Sephy or Callum and **write a letter in role** as the character at the end of the story to themselves at the beginning of the story. What **advice** do you think they would give to their earlier self?

NOUGHTS &
CROSSES





OTHER BOOKS IN THE SERIES



FIND MORE INFORMATION AT
www.malorieblackman.co.uk

