

SCHEME OF WORK

PERFECT FOR:

Students aged 8+; a rip-roaring adventure full of puzzles, riddles and danger; drama and poetry; creating a musical soundscape; habitats and adaptation; designing an escape room; joining two plucky children as they battle monsters and save the world!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

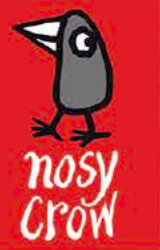
English: Reading Comprehension; Poetry; Creative Writing; Writing to Entertain and Inform
Drama, Speaking and Listening
Design Technology & Art
Music
Science

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GAME ZERO

WEEK 1 (CHAPTERS 1–8): LET THE GAMES BEGIN!

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Analyse an author's style of writing and identify different techniques and vocabulary used.- Describe relationships between characters. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none">- Understand a character by completing a Role on the Wall activity. <p>Writing to Entertain</p> <ul style="list-style-type: none">- Write a persuasive advert using alliteration and powerful adjectives. <p>Writing in Role</p> <ul style="list-style-type: none">- Empathise with characters by writing an inner monologue.- Explore the difference between what a character says and does.	<ol style="list-style-type: none">1. Use the information in Chapter 1 to draw and label a picture of the setting. Can you label it with all the sights and sounds that Eden might be experiencing?2. What do the 'bubbling beeps' and 'electronic chirps' suggest about the bird? What do you think Eden should do? (page 6)3. The author describes the 'murmuration' on page 8. Can you write your own poetic description of birds in flight?4. Can you draw and label a picture of the 'lone figure' on page 19? Who do you think he is? What might he be doing?5. What is a 'gnawing impatience'? How is Eden feeling? What might she be thinking? (page 21)6. What does 'moving like a hurricane' suggest about the creature? What image does this description conjure in your mind? (page 28)7. How does the author create a sense of tension and excitement on page 31? Which verbs are particularly effective?8. Discuss the author's use of sound on page 47. What effect does it have? How might the shift from a 'soothing melody' to 'silence' make the reader want to continue onto the next chapter?9. Use a Venn diagram to compare and contrast Eden and Ted. How are they similar and different?10. What are your first impressions of Eden? Do you like her? Do you think her character will appeal to readers? Why?	<p>Complete a Role on the Wall activity. Draw an outline of Eden. On the inside of your drawing, write down everything you learn about her during the story. On the outside, record any questions you might like to ask her. In a different colour, you could imagine you are Eden and write her answers.</p> <p>Look at the language used on page 3 to describe The Escape. How do phrases like 'truly immersive' and 'lose yourself in it' persuade you to enter The Escape? Can you write an advert to persuade people to visit an escape room? Perhaps there's one in your area you could write an advert for! Try using powerful adjectives, alliteration and rhyme.</p> <p>What might Eden and Ted be thinking and feeling in Chapters 4 and 5 when they first meet? Choose one of the characters and write an inner monologue to show their feelings. Now, act out the scene in pairs, taking time to pause and share your monologue. Is there a difference between what your character is saying and feeling?</p>



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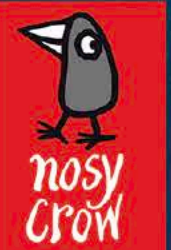
WEEK 2 (CHAPTERS 9–16): THE HEART OF THE FOREST

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Define vocabulary, thinking carefully about its meaning and impact.- Retrieve information. <p>Music</p> <ul style="list-style-type: none">- Use your voice and instruments with control and expression to create an ethereal soundscape. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none">- Create a Conscience Alley to explore what motivates a character's decisions. <p>Design Technology & Art</p> <ul style="list-style-type: none">- Plan, design and create a symmetrical sliding jigsaw puzzle.	<ol style="list-style-type: none">1. Write a dictionary definition of the following words from Chapter 9: <i>intrigued, sly, otherworldly</i>.2. What does the phrase 'sharp lances of sunlight' conjure in your mind? How does it make you feel? (page 48)3. What do you think has happened to the woodsman? Why might he be there? Why can't he remember? (page 60)4. How do the illustrations and layout of the page add to a sense of tension and encroaching fear? (page 61)5. What do you think the heart of the forest will look like? Can you draw and label a picture to show your ideas? (page 64)6. Have a go at solving the sliding jigsaw on page 66. Perhaps you could photocopy it, cut it up, and then rearrange the tiles!7. Read the poem 'The Wolf' by Matt Goodfellow. What is it about? How might it link to this story? Discuss what a wolf in a story might symbolise. (page 77)8. Using the descriptions of the wolves on pages 78 and 79, write your own paragraph about a frightening pack of animals and how they hunt.9. How are the verbs 'haul' and 'pull' similar and different? What do you notice about the verbs used by the author? (page 85)10. How is the relationship between Eden and Ted developing and changing as the story progresses? Can you describe them both in three words each? (page 102)	<p>Work in small groups to create a magical, ethereal, melancholy soundscape for Chapter 10, using your voice and body percussion to recreate the 'sweet music' the woodsman hears. Perhaps you could include snippets of the conversation too.</p> <p>Look at page 62 – what should Eden do? As a class, create a Conscience Alley. One side of the class should be voices persuading her to follow Ted, while the others should encourage her to help the woodsman and find Molly. Take it in turns to play Eden walking through the alley of voices. Write a paragraph exploring your decision and feelings. Use a similar activity throughout the story to explore Eden's dilemmas.</p> <p>Create a symmetrical piece of artwork based on the sliding jigsaw on page 74. Which animal will you choose to inspire your own sliding puzzle? Afterwards divide your picture into twenty-five squares and challenge a partner to rearrange them and complete your puzzle!</p>

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WEEK 3 (CHAPTERS 17–22): A TIME TO FALL AND A TIME TO FLY

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Use clues from the text to infer information about a character and what they might be thinking and feeling.- Use an Emotions Graph to explore a character's thoughts. <p>Science</p> <ul style="list-style-type: none">- Identify and explore a range of habitats.- Create a food chain or web. <p>Poetry</p> <ul style="list-style-type: none">- Explore a variety of riddles.- Write a kenning.	<ol style="list-style-type: none">1. What does the adverb 'raggedly' suggest about the movement of the vortex? (page 104)2. Use the information at the beginning of Chapter 17 to draw and label a picture of the ship.3. The events on page 111 are very exciting! How does the author create a sense of tension? Think about sentence length and the types of verbs used (<i>slamming/grab/jump</i>).4. Can you summarise and explain to a partner how a medieval alarm clock works. Drawing a diagram might help! (page 117)5. What is a 'cornucopia of clocks'? Can you use the word 'cornucopia' in a sentence of your own? (page 120)6. Do you agree with Eden that Ted is cheating his way through the game? Why? Why not? (page 123)7. Conduct research into the story of Icarus. How might this Greek myth link to the puzzle? (page 127)8. Why do you think the author repeats the phrase 'Tick-tock-tick-tock' throughout Chapter 20? How does it create a sense of tension? Can you try something similar in your own writing?9. How does the theme of 'memory' apply to this story? What is happening to Eden's memory? Are there any other characters whose memories have vanished? (page 142)10. How does the author play with font and layout in Chapter 22 and how does this add to your experience as a reader?	<p>Create an Emotions Graph to plot Eden's changing thoughts and feelings throughout these chapters, including: <i>the ship in the desert, escaping the Terra, the clocks, climbing the mountain, meeting the singing girl.</i></p> <p>There are many different habitats and landscapes featured in the story, from woodlands to deserts. In small groups conduct research into a variety of habitats. What are their features? How does this relate to temperature and climate? What sort of animals might you find there? How have they adapted to each habitat? Can you create a food chain or web linked to each habitat?</p> <p>Eden and Ted have to solve many riddles and puzzles throughout their journey. Spend some time reading a variety of riddles and trying to solve them. Afterwards, have a go at writing your own for someone to work out. You could also try writing a kenning, which uses a metaphorical two-word phrase to describe something. You might like to write a kenning about the wolves or the Terra.</p>



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WEEK 4 (CHAPTERS 23–28): A BRAND-NEW REALITY

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Identify and discuss the main themes in the story.- Create character profiles.- Summarise information.- Make comparisons within and across books. <p>Writing in Role</p> <ul style="list-style-type: none">- Empathise with a character by writing in role.- Emulate a character's voice and personality. <p>Design Technology & Art</p> <ul style="list-style-type: none">- Plan and design an Escape Room style word using maps and diagrams.- Create a piece of mind-bending art based on the book.	<ol style="list-style-type: none">1. Summarise the events in Chapter 23 in six sentences. Now try and summarise them in three sentences, then one.2. What do you think the word 'respawn' might mean? What do you know about the prefix 're'? (page 154)3. In pairs, role-play the conversation between Eden and Ted on pages 154 and 155. How can you capture their emotions?4. Have fun performing the words spoken by the Terra in Chapter 24. Think about volume and expression.5. Eden refers to 'the cat' rather than 'molly'. What does this suggest? (page 172)6. What story is Eden talking about on page 176? Can you think of any other ways the two stories connect and relate to each other?7. Can you write an extra scene for this story where Eden and Ted have to face another danger and solve a riddle or puzzle? How can you emulate the author's style?8. How have Eden and Ted changed and developed during the story? What important lessons do you think they have learned? Perhaps you could write a diary entry in role.9. Which of these do you think is the most important theme in the story? Think of examples in the story where each of these themes is pivotal: <i>trust, bravery, patience, resilience, home</i>.10. Describe each of these characters in the story using one word only and explain your word choice: <i>Eden, Ted, the woodsman, the Tera, AMI, Oscar</i>.	<p>Can you create your own Escape Room for Eden and Ted? Think carefully about the theme of your escape room – you may wish to set it in Ancient Greece, for example. Perhaps you could create a map of it or a labelled diagram? What sort of clues and puzzles might you include?</p> <p>Use this story and your own imagination to create a mind-bending piece of art! Spend some time exploring the work of M.C Escher, Salvador Dali and Rob Gonsalves and discuss what you like about their art. Using a range of mixed media, can you create your own painting inspired by the events in this story?</p> <p>Read one of these other books by Christopher Edge: <i>Black Hole Cinema Club, The Jamie Drake Equation, The Many Worlds of Albie Bright</i>. Afterwards, use a Venn diagram and compare the story with 'Escape Room: Ground Zero'. Can you spot any similar themes, settings or characters? What makes each story special?</p>

