

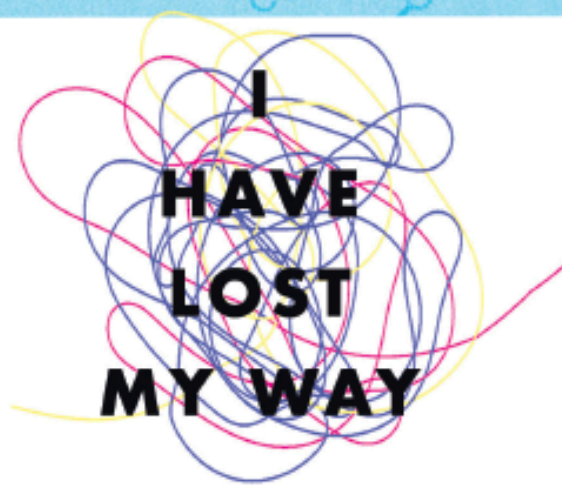
ACTIVITY PACK

For students aged 13+

PERFECT FOR: Exploring relationships and character connections, considering points of view and shifting perspective, the impact of technology, covering storylines and themes of love, loss, betrayal, isolation and unity.

ACTIVITIES INCLUDE: Writing in role, creative thinking, comparison charts, drama and role-play, poetry, presentations, letter writing, diary extracts and more.

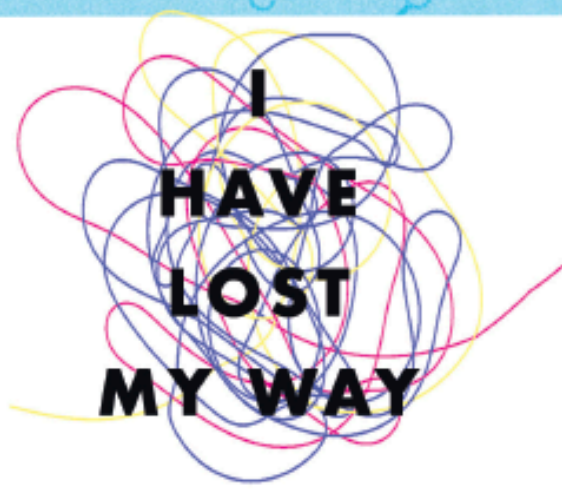




DISCUSSION QUESTIONS

For students aged 13+

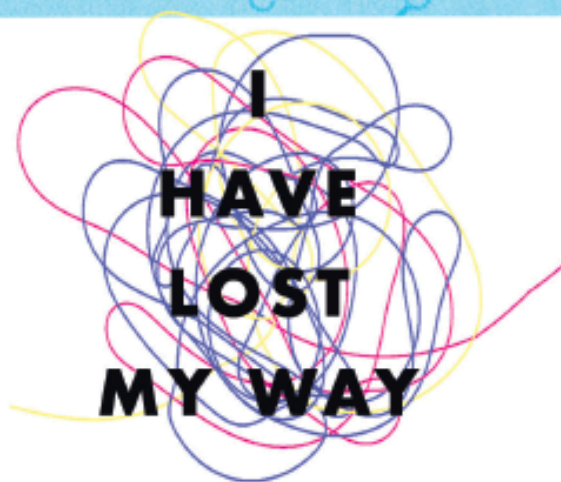
- 1.** How are parent/child relationships explored in the first chapter? What relationships does each character have with his/her parents? How do they compare?
- 2.** Why do you think the author has decided to have all of the main characters converging together in the first chapter of the book? Why are their stories not kept separate?
- 3.** How is technology woven into the lives of the characters (specifically Freya and Harun)? What effect does it have on their lives?
- 4.** In the first chapter the author gives details of Freya, Harun and Nathaniel's early lives. Why do you think this has been included, considering the rest of the story is set when they are older? What does this give us an insight into? How is 'time' important in the story?
- 5.** Analyse the way the book shifts perspectives. What is the effect of this? What does it help to convey about the characters?
- 6.** At what points in the story do the characters become connected by a unifying theme?



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- 7.** In chapter 4, the characters discuss how Freya has been betrayed. How does the theme of betrayal also resonate in Harun and Nathaniel's stories?
- 8.** What do you feel about the characters, James and Hayden? How does the author make you feel this way about them? Why do we have to rely on other characters' accounts of them?
- 9.** Why do you think Nathaniel keeps using the word 'feral' to describe himself? What can you infer about his past and about him as a character from this word?
- 10.** How is the chapter 'Happiness' a turning point in the story for all of the characters?
- 11.** In what ways have the three characters helped each other across chapters 4 to 6? Why are these actions important in the grander schemes of their lives?
- 12.** Who do you think has suffered the greatest betrayal: Freya or her sister? What reasons can you give to support your viewpoint?

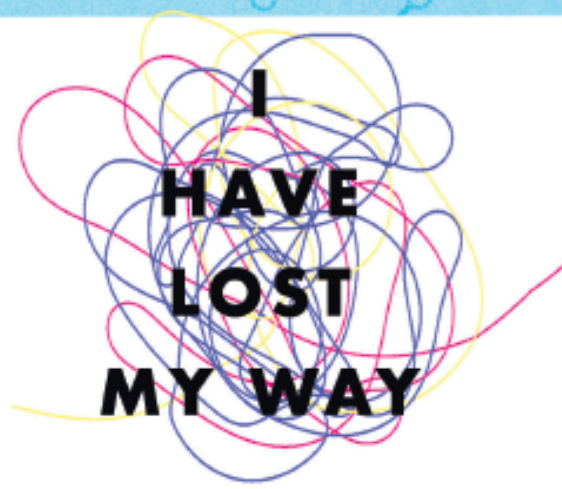


SUGGESTED ACTIVITY 1

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DURING READING: COMPARING CHARACTERS

- Create a table with three columns: one for each of the three characters.
- As the book is being read, add information gleaned about these characters at key points into their separate columns.
- What are the main challenges faced by each of the characters taking into account their ethnicity, sexuality, religion, and family? How might we view each of them to have 'lost [their] way?'
- Analyse the differences and similarities between these characters in how they cope with the situations explored in the book. How are these characters ultimately connected?
- How is the theme of 'loss' or 'being lost' relevant to each character?
- Carry out role-play interviews with each of the characters at key points of 'loss' or 'being lost' that you identify throughout the story.

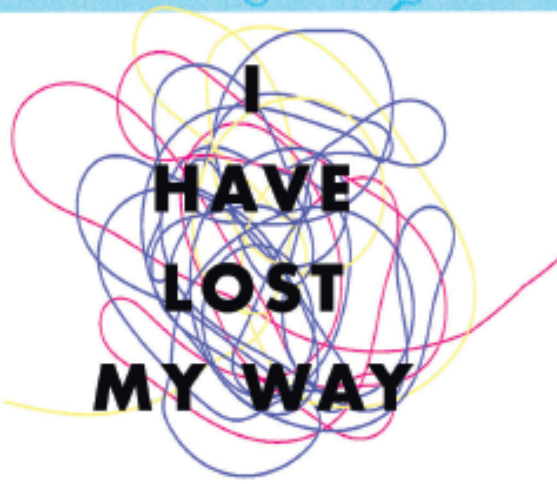


SUGGESTED ACTIVITY 2

For students aged 13+

DURING READING: HOW DOES TECHNOLOGY AFFECT OUR LIVES?

- In the novel, technology, especially in Freya's case, plays an important part in dealing with a sense of loss. Explore and discuss the effect of technology on our every day lives. Do you think using technology can be a positive or negative way to feel connected with the world? Give ideas for both sides of the argument.
- Create a presentation on the effects of technology on a young person's life today, choosing to take a positive or negative standpoint on it. How can young people avoid the dangers of always seeking online approval or affirmation? How can technology have a positive impact rather than a negative one?
- Write a poem exploring a character's relationship with technology in the novel or more generally, on its impact on young people today.

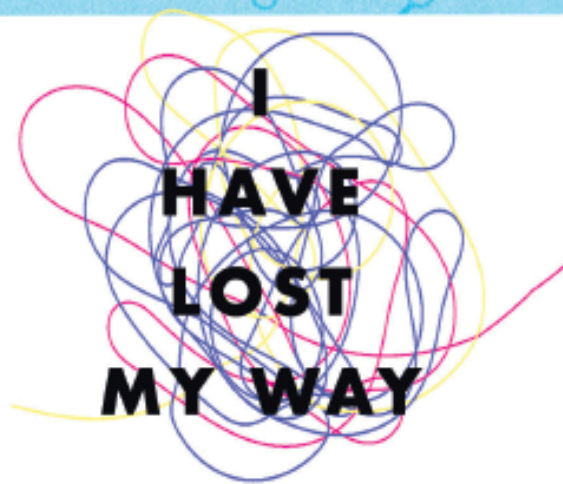


I HAVE LOST MY WAY

SUGGESTED ACTIVITY 3 For students aged 13+

AFTER READING: EXPLORING THEMES IN THE BOOK

- Discuss the book in terms of the following ideas or themes: LOVE / FAMILY / LOSS / BETRAYAL / ISOLATION / FRIENDSHIP.
- Find a scene or passage from the story that you think is important for each of these categories. Share them with your classmates so that you have a collage of evidence for each theme.
- Then, choose one of the themes and write a creative piece of prose inspired by the events in the story.
- Dramatise your creative pieces in pairs or groups.

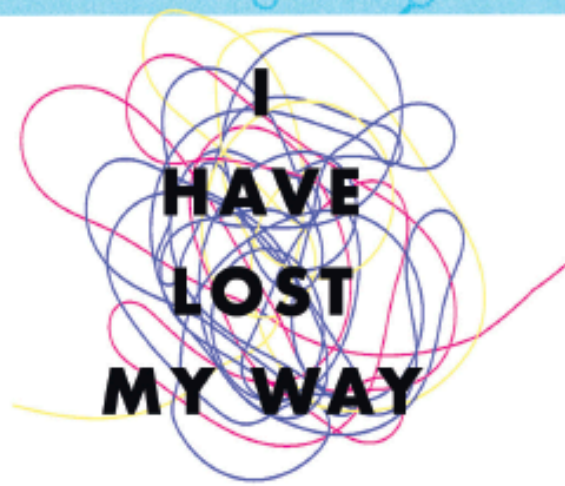


SUGGESTED ACTIVITY 4

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AFTER READING: WRITING IN ROLE

- Once you have completed the book, choose one of the central characters that you identify with the most. Each of these characters has turbulent relationships with other characters in the book.
- Write a letter or diary extract in role as:
 - i. Freya: to her sister Sabrina or to her father. Explore Freya's sense of abandonment but also her sense of the wrongdoings she feels she has committed towards her sister.
 - ii. Nathaniel: to his father. By the end of the book Nathaniel realises he hasn't been let down by his father but by others who did nothing to stop his father from having such a big impact on his life. Explore this in his letter to his father. Would he be asking for forgiveness or would he express it?
 - iii. Harun: to his cousin. How does he feel about his cousin's actions following his disclosure? What are his hopes for the future?



SUGGESTED ACTIVITY 5

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AFTER READING: CREATIVE THINKING

- Consider the idea of 'loss' or 'being lost'. Create an image or find a photograph/picture that represents one or both of these states.
- Write down a series of words in a free writing task that you associate with 'loss' or 'being lost'.
- Create a dramatic performance, monologue, or piece creative writing to present your ideas.