

**SOUTHBANK
CENTRE**

Imagine a Story



A Writing Project for Schools

with Alexandra Sheppard and Allen Fatimaharan

2021/22

Table of Contents

How to participate in Imagine a Story	p. 4
Characters and setting	p. 7
Story content and activities	
Part 1: The Inciting Incident	p. 10
Part 2: The Mission	p. 12
Part 3: The Problem	p. 15
Part 4: The Problem Intensifies	p. 17
Part 5: The Resolution – Solving the Mystery	p. 19
Part 6: The Aftermath	p. 22
About the project creative teams	p. 25



Help complete Alex's Story

Mayhem at the Museum

Celebrated writer Alexandra Sheppard has written a story about two classmates, Jason and Amira, who are thrown together on their school trip to the Museum of Ancient Antiquities when the Shield of Zeus mysteriously goes missing.

However, as she was writing the story, she kept getting interrupted by huge claps of thunder and bright flashes of lightning, and large parts of the story were zapped away! Alex desperately needs your help to fill in the gaps and complete her story *Mayhem at the Museum*.

We need the help of schools up and down the country to complete Alex's story. If we all work together, we can get the story written in no time! Luckily, to help us along the way, we still have a few of Alex's notes from her first draft, and she managed to save some handy hints to help you complete your section. We also have drawings of the characters by illustrator Allen Fatimaharan.

When you've finished, send your final version to Alex and Allen via their friends at the Southbank Centre so that they can complete the story. Your part of the story will be combined with submissions from other children at other schools from across the UK to create many different, new and exciting versions of the complete short story.

The Southbank Centre will then publish *Mayhem at the Museum*, the full collection of short stories, and share a printed copy with each and every one of you. You'll be a real-life author!



How to take part



Writing your section:

You'll be assigned a specific section of the story by the Southbank Centre at the start of your project journey. You'll be responsible for completing and submitting this section of the story within the guidelines below.

Each completed story section should

- Begin and end with the sentences provided
- Be between 400 and 500 words
- Avoid introducing new concepts or characters that might affect story continuity
- Be as imaginative and creative as possible (if you like your first ideas, stretch them to develop them even further!)
- Creatively make the most of the characters and settings to complete the story plot points provided

Not sure where to start?

Each section of the story includes some ideas from the Centre for Literacy in Primary Education (CLPE) to get the creative juices flowing and support children in developing their ideas. The activities can be done individually, in small groups, or as a whole class. This will build a foundation of ideas to draw upon for the final version of the story section you submit. Activities have been created to make use of materials found both in school and at home. Teachers are encouraged to develop their own activities related to the Imagine a Story project to support other learning objectives.

TOP TIP: Remember, no idea is wasted! Any idea that doesn't end up directly in *Mayhem at the Museum* can be used to write a spin-off adventure or even a whole new story as an extension activity for your class. Save your ideas somewhere easy to find so you can build upon them later.



Let's get started...



Characters



Jason, 11

A Greek mythology nerd, Jason loves nothing more than spending his lunch break with a homemade beef patty and a fantasy novel. He's calm in a crisis and incredibly smart, but sometimes shrinks himself to avoid attention. He's of Jamaican heritage, is the second-tallest person in his class and wears thick-framed glasses.



Amira, 11

Amira is Jason's classmate, but they're not exactly friends – unlike him, she would much rather be on a football pitch than in a museum! She's energetic, outgoing and has a reputation as the class clown. She believes there is no problem she can't solve. She has deep brown eyes, a cheeky lopsided grin and is of Pakistani heritage.

TOP TIP: Would you like to be friends with Jason or Amira? Why? Do you share any interests or traits with either or both of them? Can you be friends with someone who is different to you?



Professor Wotsit

The Professor is Chief Curator at the museum and knows the old building like the back of his hand. He's dedicated his life to taking care of the antiquities and spends more time with the exhibits than people. He's even starting to look a bit like the dusty, tired museum! He's looking forward to early retirement and can't wait to have a long holiday somewhere sunny. He has a bristly white moustache, inquisitive eyes and is of white British heritage.

TOP TIP: What makes Professor Wotsit interesting? How do you think he feels about the museum and its exhibits? Why do you think he is looking forward to an early retirement? What will this mean for him?

Setting

The story begins with the characters Jason, Amira and the rest of their class on a school trip at the local Museum of Ancient Antiquities. They are there to see the Shield of Zeus, a precious artefact on public display for the first time ever in the hall dedicated to exhibits relating to ancient Greece. Inside, the museum has seen better days and is a little shabby and neglected, but it holds exhibitions of many ancient cultures and civilizations as well as that of ancient Greece.

Activity to take you in to this storyworld

Draw what you think the museum looks like inside, including the hall exhibiting the Shield of Zeus. You could even create a small world inside an old box, using whatever you have to hand. What would you expect to find in a museum like this? What sort of items are on display? What is the atmosphere like? The Museum of Ancient Antiquities is full of precious artefacts from all over the world. As well as containing items from ancient Greece, the museum has several other departments – and each of them is dedicated to an ancient culture. What ancient civilizations do you know about or are interested in; perhaps Greek, Indian, Roman, Egyptian, Aztec, Chinese, West African or somewhere else in the world?

Label some of the artefacts to try to capture what's interesting about them. When thinking about the ancient items, don't forget to include the following: roughly how old are the artefacts? What sort of material would they be made from? And what were they used for all those years ago?

You could put your drawings or storyboxes together to create a whole museum consisting of multiple exhibition rooms, including the hall dedicated to the ancient Greeks at the centre.

TOP TIP: If you haven't visited a museum before, or not for a long time, you might find it useful to look at images of old museum buildings, take a virtual tour of one, or even visit one locally to gain a better sense of this setting. You might have seen films set in museums, too. Think about which rooms are open to the public and which are used by the museum staff.

SHIELD OF ZEUS



The Greek gods

The ancient Greeks worshipped a whole pantheon of gods that were associated with different aspects of human life. The gods were immortal and powerful but could also be petty and play tricks on each other and humans. The ancient Greeks had many legends and stories about their gods, and these were often depicted in their art and architecture. Many of these artefacts are now in museums just like the one that Jason and Amira are visiting!

The story includes references to the gods and goddesses of ancient Greece, and even some statues that come alive! Use this information and each of their profiles to help you imagine and write about the scenes in which they are involved.



God/ Goddess	Profile
Zeus	Zeus is king of the gods and ruler of the earth and sky. His symbol is the lightning bolt and he controls the weather; something that would have been very mysterious to the ancient world. He's known for his wisdom, but could also be selfish and mean.
Hermes	Hermes is the messenger god and is known for his winged sandals, which enable him to pass on messages swiftly. In a time without telephones or the internet, this was considered a very important task! Hermes is also known for being a trickster and not always telling the truth.
Poseidon	Poseidon is god of the seas and rules from the ocean. He is also god of horses and earthquakes, and is known for his short temper with gods as well as mortals. His magical symbol is the trident spear, which he can use to summon water or start earthquakes.
Athena	Athena is the goddess of wisdom and warfare. Unsurprisingly, she's a fantastic warrior, but she also teaches mortals the value of handicraft and logic. She is never without a full suit of armour, including shield and spear.
Apollo	Apollo is the god of poetry, music and prophecy – which means he can see the future. He loves the arts and driving his golden chariot through the sky. He also loves hunting with a bow and arrow, just like his twin sister Artemis.
Artemis	Artemis is the goddess of the moon and the hunt, and loves wildlife in all its forms. She hunts with a silver bow and arrow, and is exceptionally good at archery. She doesn't care for men very much, preferring to dwell in the forest with her female followers, called nymphs.

Part 1: The Inciting Incident

Your starting line is:

Amira stifled a yawn. She'd seen enough ancient pottery shards to last a lifetime.

Your ending line is:

There in the polished glass cabinet was an empty space where the Shield of Zeus was meant to be. It had disappeared!

Your plot points are:

The story begins with the characters Jason, Amira and the rest of their class on a school trip at the local Museum of Ancient Antiquities. They are there to see the Shield of Zeus, a precious artefact on public display for the first time ever. Chief Curator Professor Wotsit is running behind schedule, but he eventually welcomes the class into the museum. Jason notices he leaves a trail of white dusty footprints behind him as he emerges from his office.

Set the scene – make sure you include the following:

- What does the museum look and feel like? What about the hall dedicated to ancient Greek gods? What sort of items or artefacts are on display on the walls, in cases or on plinths?
- Jason and Amira have been paired up to spend the museum tour together. How do they both feel about this, given that they have very different personalities?

At the final leg of the museum tour, the classmates approach the special exhibition to see the Shield of Zeus. According to myth and legend, whoever wields the Shield of Zeus can channel the power of the gods themselves. Jason clutches a promotional flyer about the exhibition.



As they approach the veiled glass cabinet in the centre of the hall, suspense builds and the entire class is drawn in as Professor Wotsit prepares to reveal the shield.

Imagine and describe:

- What is special about the Shield of Zeus?
- How do Jason and Amira each feel about seeing the Shield of Zeus, given their different interests?
- What is the atmosphere like in the hall? How do Jason, Amira and their classmates show their anticipation?
- What might Professor Wotsit say before he unveils the glass cabinet?

TOP TIP: Remember a time when you have been really excited to see something for the first time. Now think of a different time when you have been made to do something that you really don't want to do or take no interest in. Talk about these contrasting emotions and how it made you behave. Use this experience to help you imagine how Jason and Amira felt on the school trip and about seeing the shield at the end of it.

Activities to help you write Part 1: The Inciting Incident

Setting the scene is an important part of writing a story. It helps your reader to better visualise the setting and bring the story to life – which makes for a much more fun reading experience! In this activity we are going to move closer and closer to the Shield of Zeus and the great unveiling.

Activity 1: Draw or build the museum

Before you begin writing, take a sheet of A3 paper and fold it in half. Keep it folded and – on the outside of the paper – take a moment to draw the two characters, Jason and Amira, outside the museum that you are picturing in your mind. Use the questions on the previous page to help you to think about what Jason and Amira might look like. How can you show their feelings through the way you draw their body position, facial expression or gaze?

Unfold the paper and – on the inside – draw what comes to mind when picturing the inside of the museum, particularly the hall exhibiting the Greek gods and the Shield of Zeus. Use the questions on the previous page to help you think about what this space might look and feel like. What would Jason, Amira and their classmates expect to find in this room?

Take a moment to look at the details in your sketches and note down any words or phrases you might use to describe the details in each sketch.

Once you've done this, use a different colour pen or pencil to note down any words or phrases to describe how the characters might be feeling in each moment.

Share your drawings with someone else and use these along with your notes to describe the unfolding scenes to them.

If you prefer, you might do this same activity by creating a small world setting rather than drawing it. Spending time playing out scenarios can really help you imagine ideas for your writing. Find an old shoebox or cereal box and some junk modelling materials that you have to hand. You might decorate the outside to represent the exterior of the museum and lift the lid or create a flap to reveal a small world room inside the museum. You could use some small objects to represent Jason, Amira and their classmates.

Activity 2: Drama and suspense

Now you need to write about the moments leading up to the Shield of Zeus being revealed to the class. To help you to convey suspense in your writing, it is useful to imagine being there yourself.

As a group, take on the role of Jason or Amira or any other classmate, surrounding the shrouded Shield of Zeus and waiting for it to be revealed. This could be represented by a large box covered in fabric and your teacher could take on the role of Professor Wotsit, waiting to whip off the fabric! Are you excited? What are you thinking? Voice your thoughts to your neighbour.

As the suspense builds while Professor Wotsit shares what is special about this shield and why this is such an important exhibition, continue to share your thoughts quietly with neighbouring classmates. Have you ever had to wait for something to be revealed before? How could it affect your behaviour? Look around at your classmates – how are they all sharing in this moment of peak excitement? What is the energy like in the room?

Use this drama sequence to help you describe the thoughts, interactions and conversations between characters and to help you create suspense in your writing about this scene.

Part 2: The Mission

Your starting line is:

There in the polished glass cabinet was an empty space where the Shield of Zeus was meant to be. It had disappeared!

Your ending line is:

'We need to work fast and find the shield,' Jason said.
'I don't want to be on the wrong side of Zeus' temper!'

Your plot points are:

1. Reflect on the different reactions to the empty glass cabinet:

- What emotion do you think each character would experience: shock, disappointment, anger, amusement or something else?
- What might they articulate out loud and what might they be thinking internally?

Suddenly, an ancient marble statue in the hall comes to life. The statue introduces himself as Hermes, the Greek messenger god. He's coming to them as a representative of the gods. Zeus, king of the gods, also comes to life in the same way. The statues can move their limbs but can't leave their pedestals – they're fixed to one spot. Hermes explains why they've appeared before them: the Shield of Zeus has been stolen, confirming Professor Wotsit's worst suspicion. And Zeus isn't happy about it!

2. Think about how it might feel to witness the statues of Hermes and Zeus come to life:

- A few other gods come to life. Who are they and what do they represent?

- What do the gods look like as they come alive? Do they come to life gradually or more dramatically, and how would this affect everyone else in the room?
- Zeus is very angry that his shield has been stolen. How does he express his rage while being stuck to his plinth?
- Hermes explains their mission: the class must find and return the Shield of Zeus – and they're locked in and not allowed to leave the museum until they do.

3. Consider this chain of events carefully:

- What happens in the museum to let them know they're locked in?
- How does the class react when they realise they are locked in the museum? What are their immediate worries and concerns?

TOP TIP: Think about the significance of the Shield of Zeus. Jason had a flyer describing its history and power. What information would Jason's flyer contain about this shield? What's special about it? Spend some time imagining possibilities and finding out facts about it. The author, Alex, began to create a flyer in this pack, which you could complete, for Jason to share with Amira (p.14). It includes a drawing supplemented with annotations – descriptions, stories and facts about the shield. What is special about its appearance and how was it designed and made? What special powers is it said to hold? What role has it played in Greek mythology? Why is it so important for the god Zeus?

Activities to help you write Part 2: The Mission

To help you understand and write about the reactions of different characters, it's helpful to step into their shoes and imagine what it's like to witness such a shocking scene for yourself. Use this drama activity to help you articulate in writing the characters' reactions to these unusual and shocking events, such as the statues of different Greek gods coming to life and the museum shutting down around them.

Activity 1: Reactions through group silent tableau

Firstly, take on the role of Jason, Amira and their classmates surrounding the empty glass case which could be represented by an empty box on a small table. Now freeze in position. Use the first set of questions in the chapter summary to help you think about how to show or express this emotional reaction through your body position, facial expression or gaze.

When you are tapped on the shoulder by your teacher, share your reaction to the missing shield.

Then, take a piece of paper and create thought or speech bubble templates. Note down what you think the characters would say or think in this moment.

Now organise yourselves into a silent tableau in which some play the statues and some the classmates or the professor. Freeze at the moment the statues come alive and show how the other characters react to this. Use the second set of questions to help you think about what this might look like individually and as a collective. Use the information included on the Greek gods (p.9) to help you understand how each would behave when coming alive and how this would impact on the reactions of those witnessing these events.

On your thought or speech bubble templates, note down what you think characters would say or think in this moment.

Now, think about how the children feel when they realise that they are trapped inside the museum. Talk about what kinds of things would happen in and around the museum. Some of you could create sound effects for this scene while the rest create a new silent tableau to show how the characters respond to Hermes' message. Use the third set of questions on the previous page to help you think about this.

On your thought or speech bubble templates, note down what you think characters would say or think in this moment. You could even note down some words or phrases to describe the sounds in this scene.



Activity 2: Imagining the Shield of Zeus Exhibition flyer

What other mythical features could the shield offer to its bearer? Why would that make someone want to steal it?
Fill in the open bullet points with your own ideas about what makes the Shield of Zeus so impressive.

The Shield of Zeus Exhibition

Tickets available now!

This priceless artefact, once believed to be the stuff of legends, is now on display for the world to see. Catch it now before it begins its world tour!

- Crafted from gold-plated bronze, the Shield of Zeus is surprisingly compact, making it ideal for use in battle.
- The design of the shield illustrates key stories from Greek mythology featuring Zeus.
- According to myth, whoever wields the Shield of Zeus becomes unstoppable by any mortal weapon.
- Legends say that the bearer of the shield is granted superhuman strength and the ability to repel weapons with double the force.



- _____

- _____

- _____

- _____

- _____

Part 3: The Problem

Your starting line is:

‘We need to work fast and find the shield,’ Jason said.
‘I don’t want to be on the wrong side of Zeus’ temper!’

Your ending line is:

‘You have until midnight to return my shield,’ Zeus boomed.
‘Or I’ll flood your puny town like Atlantis!’

Your plot points are:

All the other children rush out of the hall while Jason and Amira stay put – they want to start by interviewing the gods. But this only proves one thing; the gods are all suspicious of one another and can barely stand to be in the same room together! They start arguing and name-calling among themselves.

Think about the interactions between the cast of characters:

- What questions do Jason and Amira ask the gods?
How do the gods respond?
- What do the gods say to each other? Why do they start arguing among themselves?

The ancient Greek name-calling gets worse and the gods get into a fight! As they’re fixed in one spot and can’t physically fight one another, the gods use their powers to summon the natural elements into weapons.

- What sort of weapons do they create out of nowhere?
What power would those weapons hold depending on the element they use: earth, fire, wind or water?
- What damage do the weapons cause to the museum hall?

Jason and Amira are caught up in this immortal battle. They need to stay safe and get the gods to stop fighting before they destroy the entire museum – with their classmates locked in! Amira spies a mythological weapon in a nearby display case. She breaks the glass to release it, setting off the museum alarm. Before Jason can stop her, Amira uses the weapon to gain the squabbling gods’ attention and at last they stop fighting.

- To which god does this mythological weapon belong?
What is its role in their story?
- What magical properties does this weapon hold?
How might Amira use it to stop the gods squabbling?
- What does the museum alarm look and sound like?

Zeus has had enough of irritating mortals. He clicks his stone fingers and a deafening thunder crash is heard outside the museum. A huge rainstorm has appeared out of nowhere, flooding the pavement outside the museum and leaking in through the shabby roof in places. Zeus says over the blaring museum alarm that if his shield isn’t returned before midnight, their entire town will be flooded!

- What do Jason and Amira see when they look outside the museum window? How does the sudden rainfall change their town?

TOP TIP: Use the information included on the Greek gods to help you understand how each would behave and interact with each other, or come up with your own new Greek god or goddess. What is their story? Do they have a special power or weapon? What is their relationship to one another? How do they view mortal humans?

Activities to help you write Part 3: The Problem

Before starting to write this scene, it's useful to better understand the characters and how they will interact with each other based on their different personalities and backgrounds. To do this you are going to create a cast of characters for this scene, including Jason and Amira and the gods.

Activity 1: Characterisation inside and out

On a giant piece of paper on the floor, draw around someone in your class to create an outline of each character, labelling them with the name of the human or god they represent. You might even add a drawing of a simple signifier like an object or piece of clothing.

In groups, write what you know about their appearance or behaviour on the outside of the outline and their inner characteristics and personality on the inside.

Pin these figures up on the wall and introduce them to each other. How are they unique? What do they have in common? What motivates them? What might they know about the shield of Zeus?

Now, in a different colour pen, write questions around each of the Greek gods that Jason or Amira might want to ask them.

Use this characterisation activity to help you to describe the action in this part of the story and how each of the characters might feel about and react to the challenges they face.



Part 4: The Problem Intensifies

Your starting line is:

‘You have until midnight to return my shield,’ Zeus boomed. ‘Or I’ll flood your puny town like Atlantis!’

Your ending line is:

The Shield of Zeus was in Jason’s rucksack.

Your plot points are:

Jason and Amira don’t feel any closer to cracking the mystery. They gather their classmates, teacher and Professor Wotsit together to share Zeus’ threat. At the same time, the rainstorm outside becomes so intense that the museum begins to flood. You need to imagine and describe the tension created by the intensifying rainstorm.

Start by imagining what is happening outside the museum:

- What does the rainstorm look and sound like in the distance and more closely on the window panes?
- How would it change the light, inside and outside?
- How would this make the children feel?

Now imagine the floodwater seeping or dripping into the museum:

- How would the water enter the museum? How would it move? What would it look and sound like?
- When and how would the characters first notice it? How would it make them react?

TOP TIP: Can you remember a time when you felt out of control, like things were happening around you and you just couldn’t stop them or when nothing was going your way? Maybe you have read or seen an episode like this in a book, a film or a television drama where the unfortunate events just keep coming? How did it make you or the characters feel and behave?

Suddenly, Amira realises something: when she reached for the mythological weapon, she had to crack open the display cabinet and the alarm went off. But the alarm didn’t go off when the Shield of Zeus was removed; they would have heard it. And the glass was completely intact. Whoever stole the shield must have had access to the museum’s security system! Who could it be?

Now imagine the floodwater rising up in the hall, all around the classmates:

- What would it begin to feel like as it closes in on the children?
- How much sound would the water make; would it be rushing in or steadily rising?
- What kinds of chaos might it cause to the exhibits and to the characters?
- How does this affect Amira’s ability to articulate her theory about who she thinks is the thief?

Before Amira and Jason can tell their teacher their theory, Professor Wotsit enters with a sour expression on his face, holding a rucksack that reads ‘Jason’ on the back. He had taken the liberty of inspecting the cloakroom and he found the Shield of Zeus wedged into the rucksack.

Activities to help you write Part 4: The Problem Intensifies

In this part of the story, you will need to build a sense of urgency as the rainstorm intensifies and the museum begins to flood along with the town outside.

Before you begin writing, take a sheet of A3 paper and fold it into three columns.

View of the rainstorm outside the window...	Floodwater seeps and leaks into the museum...	Floodwater rises around the classmates...

Open up your folded piece of paper, and in the first column, take a moment to draw what the characters would see of the rainstorm outside the museum windows. Use the first set of questions and your own experiences to help you draw all of the details that come to mind.

In the second column, draw what comes to mind when picturing the storm intensifying and the floodwater beginning to seep into the museum, using the second set of questions to support your visualisation.

In the third column, draw what you visualise happening as the floodwater begins to rise inside the museum room and around the characters. Reflect on the third set of questions to help you to create drama and chaos in your drawing.

Take a moment to look at the details in your sketches and begin to note down any words or phrases you might use to describe the details in each sketch.

Once you have done this, use a different colour pen or pencil to note down any words or phrases to describe how the characters might be feeling in each moment.

Share your drawings with someone else and use these along with your notes to describe the scene to them.



Part 5: The Resolution – Solving the Mystery

Your starting line is:

The Shield of Zeus was in Jason’s rucksack.

Your ending line is:

‘We know who the real thief is!’ Jason yelled. He and Amira turned to point their finger at the same person: Professor Wotsit.

Your plot points are:

In this part of the story, Jason is framed as the thief because the shield has been found in his rucksack by Professor Wotsit. Jason protests, claiming the shield in his rucksack is a fake. Amira jumps to Jason’s defence, but Professor Wotsit drags them both into the security room and locks them in there alone before they can do any more damage.

The security room is the control centre of the museum, featuring CCTV screens and a tannoy system that can be heard throughout the museum. On the shelves are plaster models of a number of the artefacts they’ve seen in the museum, each signed by Professor Wotsit. Together, Jason and Amira revisit the clues – and use the room’s resources – to help them to solve the crime:

Clue	Crime Theory
The glass case was intact when the Shield of Zeus was discovered to be missing.	Nobody had to smash the glass to get the shield. It was simply taken out of the case and you would need the museum keys to unlock it. Who has access to the museum keys; perhaps the security guard or Professor Wotsit?
The alarm didn’t sound when the shield was stolen from the glass case.	The alarm would have been disabled. Who knows how to do this; perhaps a security guard or Professor Wotsit?
Jason thinks the shield in his rucksack is a fake.	You need expert knowledge to create a fake artefact. Except for Jason, Professor Wotsit is the only character in the story who knows enough to do this.
Professor Wotsit was running late before unveiling the Shield of Zeus. When he finally emerged from his office, he left a trail of dusty white footprints behind him.	The fake shield looks to be made out of plaster which looks just like white dust before you mix it with water. Was Professor Wotsit working with plaster before rushing to greet the class? Is the original shield in his office?

Part 5: The Resolution – Solving the Mystery continued...

Now you have enough clues to establish that Professor Wotsit is the real thief, think about what else you need to know before Jason and Amira can share their theory with their own class, such as:

- When and how did Professor Wotsit steal the shield without being seen by security?
- Where did he hide the real shield so that nobody would find it?
- Why did he create a fake shield and how did it come to be in Jason's rucksack? Was this part of his original plan?
- What did he hope to gain by stealing the shield?

Now Jason and Amira use their unique talents to escape the security room! Once Jason and Amira are free of the security room, they race down to the hall. The flood is getting worse and worse and the museum is filling with water. How is the rest of the class staying afloat? What is everyone's reaction to seeing that Jason and Amira have escaped?



TOP TIP: Can you remember the special knowledge and skills that Jason and Amira have? What do they each contribute to solving the crime and to escaping the security room? Think about Jason's knowledge of the museum and his calm, observational nature alongside Amira's sportiness, humour and confidence in overcoming challenges.



Activities to help you write Part 5: The Resolution – Solving the Mystery

Imagine being Jason and Amira, having been dragged into and locked in the security room, trying to piece together the clues and solve the mystery of the missing Shield of Zeus. How does Jason respond to being accused of a crime he doesn't commit? What can Amira do to support him now?

Before you begin writing, think about Professor Wotsit's movements that day: revisit the clues and what it tells us about the crime.

Consider what further evidence Jason and Amira would find by being in the security room, exploring the set of questions and adding more of your own.

Take some small squares of paper and draw Professor Wotsit in various museum rooms as he might have been caught on the CCTV cameras. Show how you think he executed his plan from start to finish.

Use this storyboard to help you sequence the order of events and describe the crime to someone else in your class. Does your story hold up to scrutiny? Does it make sense to someone else?



Part 6: The Aftermath

Your starting line is:

'We know who the real thief is!' Jason yelled. He and Amira turned to point their finger at the same person: Professor Wotsit.

Your ending line is:

'Hey, Jason. Can I borrow one of your fantasy novels sometime?' Amira asked. It turned out that ancient history wasn't so boring after all.

Your plot points are:

In the final part of the story, Jason and Amira confront the real thief and the Shield of Zeus is returned to the rightful owner.

You will need to describe this sequence of events in detail:

- How does Professor Wotsit react to being found out? What reasons does he give for stealing the Shield of Zeus? How do the other characters react?
- What happens to the rain and floods as soon as the Shield of Zeus is returned?

TOP TIP: Think about a time when you watched a cartoon or film or read a story in which a criminal mastermind was caught and stopped. Discuss the key things you remember about this moment. How were they stopped? How did they react?

Zeus uses his power to exact justice for the crimes committed and revealed. He uses his powers to ensure Professor Wotsit never again steals from the museum or the gods, and he thanks Jason and Amira for finding his shield and gives them one small power each.

- How does Zeus' punishment (or merciful reward) for Professor Wotsit fit the crime? Is Professor Wotsit really a baddie? How does he react?
- How do the powers Jason and Amira each receive match their skills and personalities? In what ways do the small powers complement or fulfil their desires and interests?

Finally, everyone is released from the museum and allowed home. Consider the impact these events have had on the classmates and their families and how you want them to behave as you wrap up the story:

- Was anyone outside the museum aware of the dramatic events that day? How would you describe the mood as the class emerges from the museum?
- How has Jason and Amira's relationship changed since the start of the story? What might they say to each other as they leave the museum?

Activities to help you write Part 6: The Aftermath

In this final part of the story, you will need to step inside Professor Wotsit's shoes and imagine what reasons he might give for stealing the Shield of Zeus, and how he might express this to his audience. This will help you to think about what kind of justice Zeus will decide upon too.

Activity 1: Imagining viewpoint

Before you begin writing, take an A3 piece of paper and fold it into three columns. In the first column note down ideas based on what you know about Professor Wotsit, drawing on his character profile in this resource pack (p.7). In the second column, note down ideas this might give you about his motivation for committing this crime; why would he steal the shield? In the third column, reflect on how you think Professor Wotsit feels about being caught and what you think should happen next. Use the questions in each of the columns to help you shape your thinking:

What we know about Professor Wotsit:	Motivation for stealing the Shield of Zeus:	Justice for the crime:
<ul style="list-style-type: none"> • What do you know about his life and what he has achieved? Has he achieved his hopes and dreams? • How does he feel about the museum and its artefacts? How does he feel about the people who visit it? • What does he hope for his future? How will he achieve this? 	<ul style="list-style-type: none"> • Why did he commit this crime after dedicating his life to the museum? • What did he hope to gain from this theft? • Why did he choose the Shield of Zeus in particular? • Has he done this before? How did he hope to get away with it? 	<ul style="list-style-type: none"> • Is there ever an excuse for theft? • Does Professor Wotsit feel remorse or is he defiant about his crime? • What does Professor Wotsit want to happen now? How will he act? • What would teach him a lesson?



Activity 2: Hot-seating Professor Wotsit

Use these notes to prepare for a hot-seating activity in which you take on the role of Professor Wotsit and your classmates interview you using the question prompts. This will help you to step into his shoes and imagine his viewpoint more clearly before writing. What would he say to them about why he stole the shield? What would he want to share about his life; what reasoning would he give; and what might he hope Zeus' reaction would be?

After you have taken turns hot-seating Professor Wotsit, reflect on the moment in which Jason and Amira literally point the finger at Professor Wotsit and share details of his crime. How do you think he reacts? What does he want to say? Write down a short passage in role as Professor Wotsit, in which he explains why he committed his crime.

You can engage in a similar activity to help you consider a suitable reward or power that Zeus could bestow on Jason and Amira. Take a piece of paper and fold it in half. On each side, note down what you know about each of them, drawing on their character profiles.

Now, with a partner, each takes on the role of either Jason or Amira. Imagine how they would help each other decide what small power they could ask for that would enhance their existing traits, interests or abilities in some way. Use the notes you have made to help you think of ideas. Use this role-play to help you write some dialogue between the two characters following Zeus' offer of a reward.

Now turn your attention to Jason and Amira. Using the character profiles provided, take a piece of paper and fold it in half. On each side, write a list of each of their inner characteristics and personality traits. What is it about their personalities, desires and interests that really shines? How do the powers Jason and Amira each receive match their skills and personalities? In what ways do the small powers complement or fulfil their desires and interests?

Share your list with someone else and talk about what each of the characters would wish for themselves or what they might benefit from. Use your ideas to think about the unique reward or power Zeus could grant that you think would most suit each of them.





About the author Alexandra Sheppard

Alexandra grew up in North London, where she still lives today. After leaving university, she worked in advertising for a few years but writing books was her true passion. She went to creative writing classes on the weekend and woke up super early to write her book before she started her office job.

Alexandra's first novel was called *Oh My Gods*, and it is set in the same neighbourhood of North London that she calls home. She loves to write funny, fantastical stories about quirky families with a twist of magic.

When she isn't writing, Alexandra loves to bake chocolate brownies, go on long walks on Hampstead Heath and spend way too much time on TikTok.



About the illustrator Allen Fatimaharan

Allen is an animator, character designer and illustrator. He is the official 2022 World Book Day illustrator.

Books he has illustrated include the celebrated *My Hair* and *The Rapping Princess* by Hannah Lee; the first title selected for the Marcus Rashford Book Club, *A Dinosaur Ate My Sister* by Pooja Puri; and *We Are the Ancient Egyptians* by David Long. The first middle grade book that Allen illustrated, *Llama Out Loud* by Annabelle Sami, won the inaugural Spark Book Award, was shortlisted for the Waterstones Children's Book Prize and longlisted for the Blue Peter Book Awards.

He lives in West Oxfordshire, and his favourite things to draw are people, animals and trees.

About the Southbank Centre

We're the largest arts centre in the UK and one of the nation's top visitor attractions, located in the midst of London's most vibrant cultural quarter on the South Bank of the Thames. We seek out the world's most exciting artists, from household names to fresh new talent, and give them space to showcase their best work. Through music, performance, art and events, we take you out of the everyday, every day.

The Southbank Centre is made up of Royal Festival Hall, Queen Elizabeth Hall, Purcell Room, Hayward Gallery, National Poetry Library and Arts Council Collection. Set across 11 acres, we are London's favourite meeting spot, with restaurants, bars, street food markets and dramatic riverside views.



Creative Learning at the Southbank Centre

The Southbank Centre runs a year-round music, literature, visual art and performance programme of participatory learning experiences for children, families, young people and adults. We aim to create arts experiences that are accessible to everyone, with more than 36,000 people taking part each year. Our activities range from in-depth project work and resources for schools and teachers to inspire a love of the arts and support creative learning, to programmes and initiatives that develop and nurture diverse emerging artists, providing them with the skills and knowledge to thrive.

We also deliver a significant Arts and Wellbeing programme because we believe that arts and creativity play a vital role in improving people's quality of life and mental health. Our projects respond to both our local community needs, as well as championing on a national level the positive health benefits of the arts.



About CLPE

The Centre for Literacy in Primary Education is a charity working with all those involved in teaching literacy in primary schools. Our work raises the achievement of children by helping schools to teach literacy more effectively and showing teachers how quality children's literature can be placed at the heart of all learning.

SOUTHBANK CENTRE

Looking for more?

Get in touch with us at schools@southbankcentre.co.uk