

# Ghostlight

by Ken Oppal:

4x Lesson Plans and Ideas - Educational Resource Pack

Suitable for:

Ages 11+



Explore themes of:

- The existence of ghosts and malevolent spirits
- Representation of supernatural beings
- Understanding the role and characteristics of villains in literature
- The conflict between good vs evil
- Navigating the grieving process and finding coping mechanisms after loss
- The symbolism of light
- Responsibilities associated with uncovering hidden truths and the risks involved
- Exploring historical elements and their connections to present-day events
- The importance of family
- Seeking redemption for past actions or mistakes
- The historical significance of lighthouses, particularly in the 19th century

## ABOUT THE BOOK

*Rebecca Strand was sixteen when she and her father fell to their deaths from the top of the Gibraltar Point Lighthouse in 1839 . . . And their ghosts haunt the lighthouse to this day.*

*Gabe tells the story every day when he gives the ghost tour on Toronto Island. He tries to make it scary enough but he doesn't really believe in ghosts – until he finds himself face to face with Rebecca Strand.*

*Rebecca reveals that her father was a member of the Order, a secret society devoted to protecting the world from malevolent spirits like Viker, the ghost responsible for their deaths. But the Order has disappeared, and Viker's ghost is growing ever stronger. Now Gabe and his friends must find a way to stop Viker before they all become lost souls . . .*

## ABOUT THE AUTHOR - KENNETH OPPEL

Kenneth Opiel is the bestselling author of numerous books, including *Airborn*, which won the Governor General's Award for children's literature and a Michael L Printz Honor Book Award, and the *Silverwing* trilogy, which has sold over a million copies worldwide. Some of his other books include *The Boundless*, *Every Hidden Thing*, and *Inkling*. *The Nest* and *Half Brother* both won the Canadian Library Association's Book of the Year for Children Award. His latest novels are *Bloom* and its sequels *Hatch* and *Thrive*.



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## EXTRACT 1: BEACH BATTLE (pages 11-12) from CHAPTER 1

As the ghost scrambled onto the beach like a vast human centipede, her father impaled it with the beam.

“It’s huge!” Rebecca gasped. Though it had many limbs, it had but one head, with a man’s face. His furious corkscrew eyes seemed to suck the very moonlight into them, like water down a bottomless drain. The ghost’s many limbs writhed, trying to break free from the light that had spiked it to the sand.

“Is he melting?” her father shouted.

“No!”

“He’s too strong. We can’t hold him for long!”

Even as he said the words, Rebecca saw the creature slowly ripping itself away from the beam of light.

“He’s getting loose! How do we kill him?”

When she glanced back at her father, he was removing a small bundled object from a hidden compartment in the beacon’s column. As he unwrapped it, Rebecca’s breath snagged. It was a circular lens of beautiful amber glass. Deftly, her father slipped it into a wire frame mounted directly in front of the lamp.

The effect was instant and startling. The beam disappeared, because all the lamp’s light was trapped behind the amber lens.

Like water behind a dam. The strange lens glowed, brighter and brighter still. When it was almost too intense to behold, an

amber beam shot from it, out through the window, down to the beach, where it struck the ghost like a lightning bolt.

In an eruption of fireworks, the vile creature was cut in two. Both halves writhed like overturned beetles as they were cut smaller still by the searing amber beam.

“To the right!” Rebecca directed her father. “There’s a little bit trying to get away!”

Melting, the last remains of the ghost disappeared into the sand and water.

“They’re gone!” she said, turning to her father.

“Be certain, Rebecca!”

“Yes, yes, there’s nothing left!”

Her wobbly legs carried her back into the heat of the lamp room, and she sank to the floor. Numbly she watched as Papa swept the beam back and forth, examining the beach one last time. Then he lowered the beacon to its normal height. He stepped off the metal platform and snapped it back into position against the column. The iron handles were pushed into slots that quickly and creakily concealed themselves. Then, with a cloth, her father removed the mysterious amber lens, steaming, from its wire frame.

“What is that?” she asked.

“It’s called a ghostlight.” He examined it closely before returning it to its secret compartment.

“It’s glass, but specially worked to strengthen the beam’s power.”

## EXTRACT 1: DISCUSSION QUESTIONS.

1. Can you draw what you think the ghost looks like based on how it was described as a human centipede?
2. What do you think the ghost wanted? Why do you think it was attacking Rebecca and her father?
3. How did Rebecca's father manage to make the ghost go away? What did he use and what did he do?
4. How do you think Rebecca and her father felt after successfully defeating the ghost? Can you find any clues in the text that show their emotions?
5. Why do you think the ghost was trying to escape from the beam of light? What might the light symbolise in this story?
6. How did the amber lens change the light from the lamp? What effect did it have on the ghost?
7. Why do you think the author chose the word 'ghostlight' to describe the amber lens?
8. When Papa said the glass was 'specially worked', what do you think he meant?
9. Imagine you were Rebecca's father. What advice would you give to her after the battle?
10. If you could create your own object to fight off ghosts, what would it be called and how would it work?



## ACTIVITY 1: THE POWER OF THE GHOSTLIGHT

- Engage the students by reading the selected extract aloud, emphasising the description of the ghostlight and its role in the story.
- Facilitate a discussion to ensure understanding and encourage students to share their thoughts about the ghostlight: What is a ghostlight? How did the ghostlight help in the story? Why was the ghostlight so important for Rebecca and her father? What do you think is the significance of the amber lens?
- Divide the students into small groups (3-4 students per group). Provide each group with a set of discussion questions related to the ghostlight extract. Instruct them to discuss their interpretations of the ghostlight and gather ideas for their own ghostlight creation
- Repeat this process for the remaining birds, highlighting their distinctive features and habitats.
- Next, distribute the activity sheets to each student. Explain the activity that students will be drawing and describing their own version of a 'ghostlight'. Encourage them to get creative and think about how it could help in different situations or stories.
- Ask students to brainstorm individually for a couple of minutes on the attributes of their ghostlight (colour, size, power, special features, etc.). Pair students up to share their ideas and refine them based on their partner's suggestions
- Instruct them to sketch out their ghostlight based on their ideas on the sheet. After completing the drawing, ask students to write a short description of their ghostlight, detailing its abilities and how it aids in ghost-related situations.
- Following this, ask each student to present their drawing and describe their ghostlight, encouraging the class to ask questions or provide feedback
- To wrap up, discuss the variety of ghostlights created and their unique features, reflecting on how their ghostlight could be used in a story or adventure.



# MY GHOSTLIGHT

Instructions: Create your own version of a ghostlight!  
Draw and describe your creation with the details provided.

Draw your ghostlight below! Let your creativity shine and make your ghostlight as magical as you can imagine.

Fill in the blanks to describe your ghostlight!

Colour \_\_\_\_\_

Material \_\_\_\_\_

Power \_\_\_\_\_

Describe what your ghostlight does and how it helps in ghost-related situations.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## EXTRACT 2: GABE'S GHOSTLY TALES

(pages 19-20) from CHAPTER 2

“Rebecca Strand’s body was found right beside her father’s,” Gabe told his tour group, “in the exact same spot where you’re standing right now.”

A girl with a rainbow popsicle took a step to the side and looked at her shoe, like she’d just stepped in dog poop.

Her father patted her shoulder reassuringly.

“Some people think they must’ve slipped off the catwalk,” Gabe continued, “maybe when they were doing repairs. But their bodies were too far from the lighthouse – they would’ve had to be pushed. Or thrown. By someone – or something very strong.”

He added that last bit, to make the story scarier.

This was a ghost tour, after all. And frankly, it was a little stingy on the ghosts, in Gabe’s opinion.

“The mystery was never solved,” he went on. “But since that fateful night in 1839, some people say they can see the lamp flickering, and the shadow of Rebecca Strand on the catwalk.”

Totally made up, but how could he not say it?

“So you’re saying it’s haunted?” asked a young boy, his

eyes narrowed suspiciously.

“Absolutely.”

Gabe checked over his small audience. It was the last tour of the day. There was a mom and dad with Popsicle Girl and a toddler in a stroller. There was the suspicious kid with his texting mom, who needed more sunscreen on her pale arms. And there was a girl with wavy shoulder-length hair, about Gabe’s age, who’d been listening intently through the whole thing. She had black-rimmed glasses that made her look studious. She hadn’t said peep, but he felt like she was mentally taking notes.

When Gabe had applied for a summer job at Island Amusements, he’d been hoping to do rides. The Ferris wheel or the Scrambler or the bumper cars. But Karl, the manager, had seen a different future for him. The Island Ghost Tour was new this year, and Karl had decided Gabe was the person to do it. Gabe partly blamed his mother. He hadn’t wanted to put his history prize on his résumé. But Mom said to include it, because it was an achievement.

So now, he gave the Ghost Tour.



## EXTRACT 2: DISCUSSION QUESTIONS.

1. Can you describe the setting of the ghost tour? How does the setting contribute to the mood and tension of the story in this extract?
2. How do you think the suspicious kid feels about the ghost story? Why might he be sceptical?
3. Imagine you are on this ghost tour. How would you feel standing at the spot where Rebecca Strand's body was found? Would you be scared or curious?
4. Gabe says that he initially wanted a different job at Island Amusements. What job did he want, and how do you think that job would have been different from giving the ghost tour?
5. What do you think about Gabe's storytelling style? Is it effective in making the story scarier for the tour group? Why or why not?
6. Have you been on a ghost tour? What scared or excited you the most? How did it feel?
7. Gabe mentioned that some believe Rebecca and her father were pushed or thrown from the catwalk. Who or what do you think was responsible and why? Share your thoughts and theories.
8. If you were to create a ghost story for a tour like this, what elements would you include to make it scary and intriguing?
9. If you were Rebecca Strand and you were haunting the lighthouse, what playful or mischievous things would you do to interact with the living?
10. Do you think the ghost story about Rebecca Strand and the lighthouse is true, or do you believe it's just a made-up tale for entertainment? Why?



## ACTIVITY SHEET 2: GROUP GHOST TOURS

- Begin by discussing the concept of ghost stories and their popularity in various cultures.
- Provide each student with a copy of the provided excerpt and either, read the excerpt aloud as a class or have students read it individually.
- Ask students to annotate the text, identifying elements that make the story engaging, like where it happens (setting), the suspense, how characters are described, what they say (dialogue) and hints about what might happen (foreshadowing).
- Facilitate a discussion based on their annotations to collectively identify the key components of a ghost story.
- Divide the students into small groups and ask each group to summarise the main components of a ghost story they identified from the excerpt. Have each group share their summaries with the class and create a master list of the identified elements on the board.
- Next, guide the groups of students to select a familiar location or community spot as the basis for their ghost tour.
- Encourage them to conduct research on the history and stories related to their chosen location, aiming to find elements that can be incorporated into a ghost tour, such as any local legends and folklore, associated accidents or ghostly sightings or hauntings captured in writing or images.
- Allow the students enough time to complete their shelters. Encourage them to be creative in using the natural materials and adapting their designs based on their observations and experiences.
- Provide a structured template for creating the ghost tour script, including sections like introduction, stories, spooky details and conclusion. In groups or individually, have students start drafting their scripts, ensuring they incorporate the elements of a ghost story identified in the first lesson.
- After they have drafted their scripts, students could swap their ghost tour scripts with a partner or another group for peer review. Invite them to share constructive feedback on elements such as creativity, coherence, suspense and the ability to engage an audience.
- Based on the feedback received, allow students time to revise and finalise their ghost tour scripts
- Instruct them to prepare a brief spoken presentation of their ghost tour, outlining the key points and spooky details.
- Invite each group to present their ghost tour script to the class. Record these and encourage the class to take notes and provide feedback on what they found engaging and how the ghost tour could be improved.
- Finally, ask students to reflect on the process of creating their ghost tours, focusing on what they learned and how they might refine their storytelling skills in the future.





### EXTRACT 3: GIBRALTAR POINT LIGHTHOUSE (pages 21-23) from CHAPTER 2

“Why did they build it so far back from the water?” the dad asked him.

“Oh, they didn’t. It used to be right on the lakefront, but over two hundred years, the sandbars built up, so now it’s actually a hundred metres from the shore.”

You couldn’t even see the beach through the trees anymore. The Gibraltar Point Lighthouse stood tall in its little clearing. Even after all his visits, Gabe had to admit it was a fine-looking thing.

“So how high is it?” the dad asked. It was always the dads who wanted to know the stats.

“Twenty-five metres – about eighty feet,” Gabe added, in case anyone on the tour was American.

“Not even that tall,” Chutney sneered.

“Maybe not,” Gabe said, “but—”

“There’s way taller ones. I’ve seen them.”

“Chut-neeeeeey,” his other mom said in a singsong voice. “Do you want to lose Smarties points?”

The kid’s shoulders sagged and Gabe almost, almost, felt sorry for him.

The kid’s hair was plastered to his face. It was hot, and he’d been dragged around for over an hour, when he’d rather be on the log flume ride. Frankly, Gabe would rather be on the log ride.

“I don’t even like Smarties,” the kid muttered.

“Well,” said Gabe. “Believe it or not, in 1808 when the Gibraltar Point Lighthouse was built, it was the tallest building in Toronto – and stayed that way for the next fifty years. And it was a good thing, too, because the harbour was notoriously hard to get into safely. The entrance was really narrow and shallow. They had to dredge it out all the time, because ships kept running aground. In the old days there were wrecks everywhere.”



## EXTRACT 3: DISCUSSION QUESTIONS.

1. Have you ever visited a lighthouse or seen one in person? What was your experience like?

2. In your opinion, what makes a lighthouse visually distinctive? If you were to describe a lighthouse using just three words, what would they be, and why did you choose those adjectives?

3. Why do you think the lighthouse was initially constructed near the lakefront? What advantages might this location have offered?

4. How has the lighthouse's position changed over time? What were the factors that contributed to these changes in its location?

5. Why are lighthouses crucial for the safety of ships at sea? How does their height play a role in this? Additionally, how do you think traditional lighthouses were lit before electricity?

6. Why might being the tallest building in Toronto at one point in time have been important for the lighthouse? Where is Toronto? Do you know which country and continent it is situated in?

7. How might Chutney's perspective about the lighthouse change if he learned more about its historical importance and purpose?

8. If you were a lighthouse keeper, what would be the most rewarding part of your job? What challenges might you encounter? How might weather conditions (e.g., storms, fog) impact you?

9. If you could explore the Gibraltar Point Lighthouse, what areas or features would you be most excited to see and why?

10. Put yourself in the shoes of an architect. How would you go about designing a modern lighthouse to effectively guide and ensure the safety of ships today?

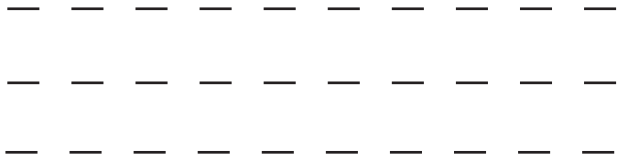
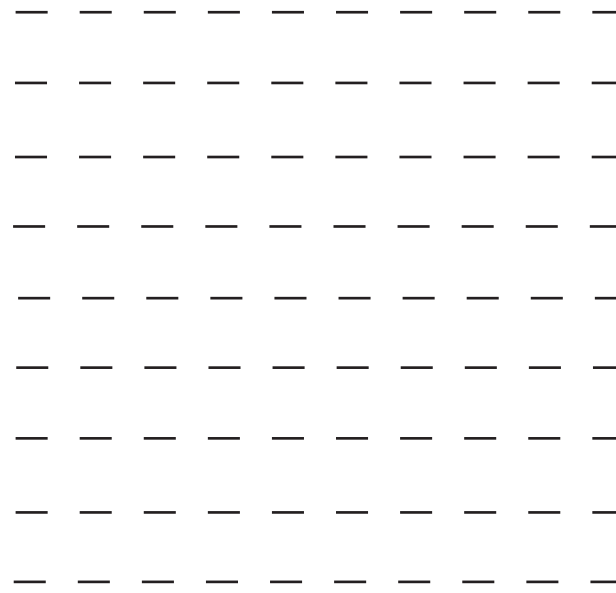
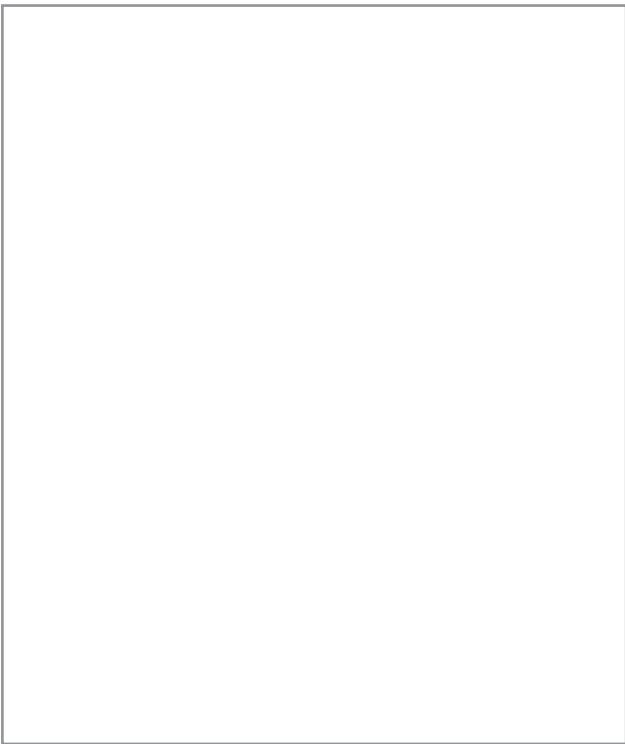
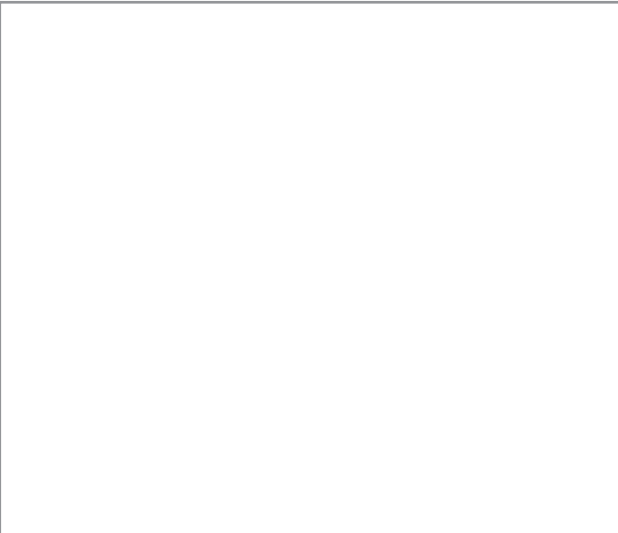
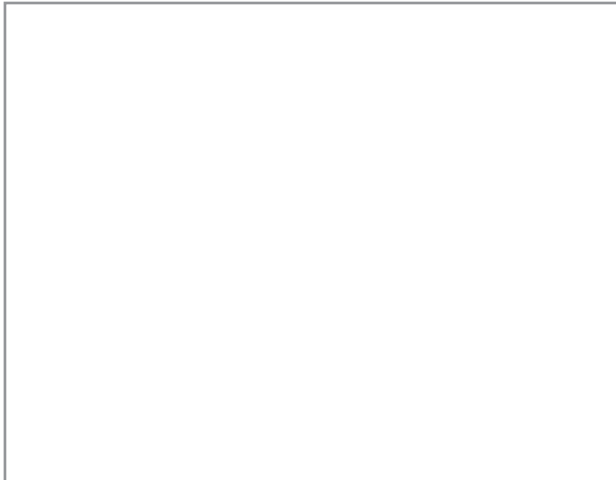
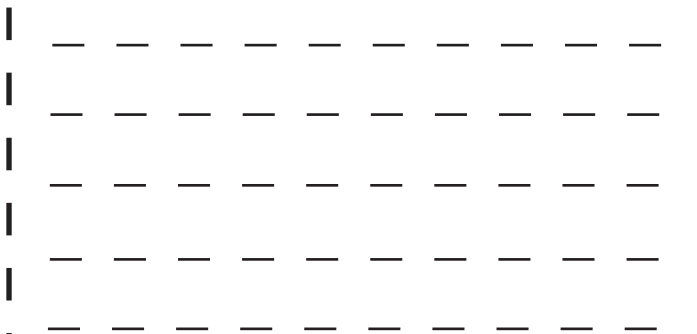
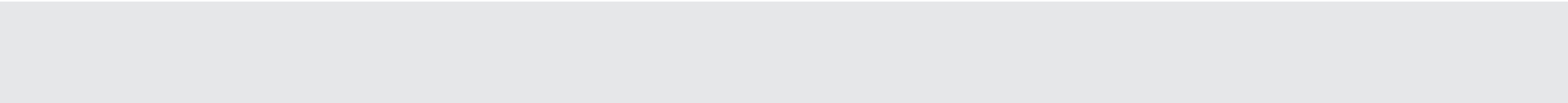


## ACTIVITY 3: CONVERSATIONS AND CONNECTIONS

- Start the session by displaying a picture of the Gibraltar Point Lighthouse on the board, which is located on the Toronto Islands in Toronto, Ontario, Canada. Enhance students' geographical understanding by locating the lighthouse, city of Toronto, province of Ontario and country of Canada on a world map.
- In pairs, ask students to analyse the image, paying attention to the building's architectural features, location and surroundings. Encourage them to share their observations and interpretations.
- Discuss the unique architectural style of the Gibraltar Point Lighthouse, which includes a tall, tapering tower made of stone and how it was built to a height of 52 feet (16 m) and extended to 82 feet (25 m) in 1832. Explain that initially, the light was illuminated by candles in an oak and glass cage, and then it evolved to use other power sources like sperm oil, coal and eventually electric light in the 1900s.
- Also, explore the eerie true tale of its first keeper, John Paul Radelmüller. Find out about his tragic 1815 murder, which is the basis of Toronto's scariest ghost story. According to local legend, his ghost still haunts the lighthouse today. Link these facts to the events of the book by reading the provided extract.
- Talk more about the purpose of lighthouses and how they use powerful lights to illuminate coastlines, assisting ships in determining their location, avoiding hazards and ensuring a safe passage.
- Show a range of images of other lighthouses worldwide, such as Portland Bill Lighthouse (England), Tower of Hercules (Spain) and Peggy's Point Lighthouse (Canada). Encourage students to compare and contrast with Gibraltar Point Lighthouse, considering their designs, heights and locations.
- Provide students with additional resources, such as books, articles or online sources to conduct research about Gibraltar Point Lighthouse. Ask them to take notes on historical facts, construction details, notable events and any other relevant information.
- Highlight the key components of a leaflet: introduction, images, main features or attractions, compelling stories or facts and contact information. You could also share examples of well-designed leaflets advertising landmarks or attractions, including lighthouses.
- Model how to write the first draft, ensuring they include key points like a brief introduction to the lighthouse, its architectural features, stories about the first keeper, its haunted history and its role as a guiding light. Encourage them to use their own words and express their understanding of the subject.
- Teach students how to structure the leaflet, arrange content in an engaging manner and choose appropriate fonts, layouts and colours to enhance readability and visual appeal.
- Allocate dedicated time for students to carefully design and construct their leaflets, ensuring attention to detail and creativity.
- Following the completion of the leaflets, assemble them into a captivating Ghostlight-themed display for an engaging showcase of their work.



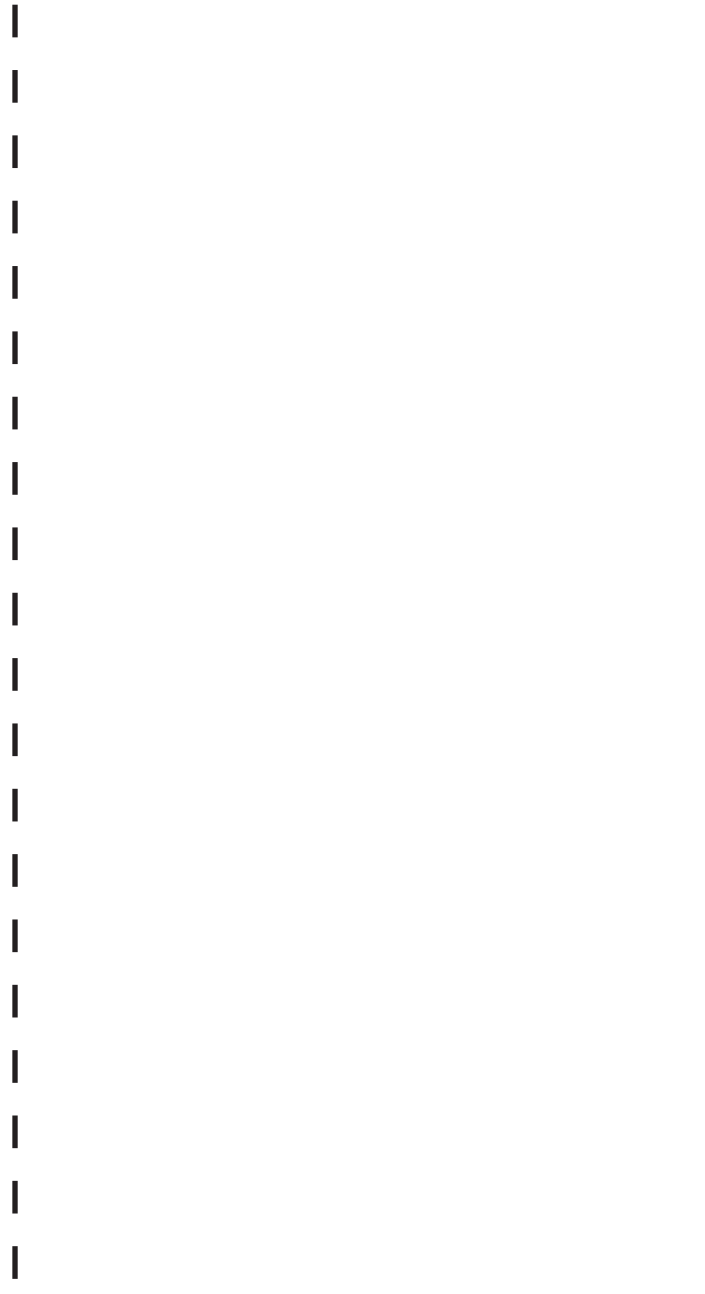
ACTIVITY SHEET 3A: LIGHTHOUSE LEAFLETS





## ACTIVITY SHEET 3B: LIGHTHOUSE LEAFLETS

Design a visually appealing, versatile leaflet layout accommodating both textual and visual content.



## EXTRACT 4A: ONCE WAS MIGHTY (pages 112 – 113) from CHAPTER 7

Viker slunk across the island, his body wracked with pain from the iron filings flung at him by that dreadful girl. There was a time when iron filings would have been no more harmful to his ghostly body than raindrops. But this time they'd half blinded him, sapped the strength from his already feeble limbs. It appalled him to be so weak and lowly, sniffing about like a shrew.

He had once been mighty.

Alive, he had defeated armies around the world, striding like a titan over battlefields, charging on horseback, fearlessly taking lives. No other soldier equaled him. And yet he had always served others: General Wolfe, General Washington, General Brock. Always an underling. Never a general. And so he'd fought on, driven all the harder by his envy, until the day he was killed.

His rage was boundless. His dream denied. His envy unvented. But that day on the battlefield he discovered he could still kill. Hundreds of ghosts stumbled about, confused, grieving, and he fed upon them. Over time he had grown strong enough to kill the living — until he was decimated by the Gibraltar Point Lighthouse. But he would be mighty again, mightier than ever — as soon as he destroyed the ghostlight.

## EXTRACT 4B: VIKER'S CREEPY COMEBACK (page 124) from CHAPTER 8

The ghost of Nicholas Viker turned. A hideous tongue lolled from jaws that were open so wide they seemed dislocated.

“Get off her!” Rebecca cried.

Viker obliged. He hopped off the governess, his tongue snapping back into his mouth. When he stood tall, Gabe saw he'd grown since last time. His arms and legs had too many joints, and his flesh bulged strangely, like there were things inside trying to get out. Viker's face was more defined now, more like the man in the portraits he'd seen. But beneath his brutal brow, darkness still spiralled within his eye sockets. Gabe tried not to look into them. “Good day to you, sir!” Viker exclaimed in a jagged voice, striding toward Gabe like a boneless speed walker. “I believe we've already met.”

## EXTRACT 4: DISCUSSION QUESTIONS.

1. Describe the appearance of Nicholas Viker, as mentioned in the extracts. Can you visualise how he looks? What makes him frightening or unique in appearance? What details stood out to you the most?
2. How has Viker changed from being a strong soldier to a ghostly figure? What do you think caused this?
3. If the story was told from Viker's point of view, how do you think he would see things? Would we be more understanding towards why he does what he does?
4. Put yourself in Viker's shoes. How do you think he feels about his current state as a weak and feeble ghost compared to his past life as a mighty soldier?
5. Viker appears jealous of the generals he served. How does jealousy influence his actions?
6. What if Viker could go back to the past and make different choices? How do you think that would change what happens in the story?
7. Viker eats other ghosts to become stronger. Why do you think he does this? What do you think happens to the ghosts he eats?
8. What does Viker want to achieve as a ghost? Why is he so focused on destroying the ghostlight?
9. Predict what might happen next in the story based on Viker's intentions and actions. How do you think the characters will respond to the threat he poses?
10. If you were in the story, how would you react to meeting Viker? What would you do to protect yourself or others?

## ACTIVITY 4: VILLAINOUS VIBES

- Set the scene for this lesson by creating an eerie ambiance in the room. You could choose to dim the lights, show ghostly scenes on the board and even enhance the atmosphere by playing chilling, ghostly sounds playing in the background.
- Read the two extracts aloud, immersing students in the eerie atmosphere. Engage them in a discussion using the provided questions, focusing on the character of Nicholas Viker, who clearly embodies the role of the ‘villain’ in the story.
- After the engagement activity, transition to the concept of villains. Begin by asking students what they already know about villains in stories. Encourage them to recall characters they’ve read about or seen in movies who they consider villains. Example responses may be: *mean characters, characters who do bad things; characters who oppose the hero; characters who want to cause harm or trouble, etc.*
- Guide students to identify and discuss the traits commonly associated with villains, capturing their responses on the board. Encourage them to think about physical traits, personalities and behaviours typical of a villain, such as selfishness, a desire for power, deceitfulness, intimidation and vengefulness
- Help the class collectively define the term ‘villain’ based on the traits discussed. Clarify that a villain is a character in a story possessing specific characteristics that oppose or antagonise the protagonist or the ‘good’ characters. Emphasise the vital role of villains, creating conflict and propelling the plot forward.
- Divide the class into pairs or small groups and provide them with copies of the extracts. Instruct them to revisit the extracts, identifying and annotating any characteristics that describe Nicholas Viker, as well as explaining why he is such an effective villain. of greed in our communities and the world? Can greed lead to inequality and unfairness? How?
- Next, distribute the Activity Sheet to each student. Task them with creating their own villain character, drawing inspiration from the extracts and the previously discussed traits and motivations of villains. They should outline their character’s backstory, traits and motivations on the worksheet.
- Finish the lesson by inviting students to share the villains they’ve created, emphasising the incorporation of traits that evoke a sense of slight fear or anticipation. Encourage reflection on how their villains might fit into a spooky ambiance and contribute to an engaging story.



## ACTIVITY SHEET 3: CREATE YOUR VILLAIN CHARACTER

Choose a name for your villain.

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Draw or describe how your villain looks. Include physical features that make them appear frightening or evil.

Describe your villain's past life and what led them to become a villain.

List at least three traits that make your villain intimidating or menacing.

Identify the main motivation driving your villain's actions (e.g., envy, desire for power, revenge).

Describe two villainous actions or behaviours your character might engage in to achieve their goals.

Create a weakness or vulnerability that could be exploited to defeat your villain.

Include any additional details or elements that define your villain.

## NATIONAL CURRICULUM OBJECTIVES - Key Stage 3

### English

#### Spoken language

*Pupils should be taught to:*

- speak confidently and effectively, including through:
  - giving short speeches and presentations, expressing their own ideas and keeping to the point
  - participating in formal debates and structured discussions, summarising and/or building on what has been said

#### Reading – comprehension

*Pupils should be taught to:*

- Develop an appreciation and love of reading, and read increasingly challenging material independently through:
  - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
- Understand increasingly challenging texts through:
  - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- Read critically through:
  - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
  - studying setting, plot, and characterisation, and the effects of these

### Writing:

*Pupils should be taught to:*

- Write accurately, fluently, effectively and at length for pleasure and information through:
  - writing for a wide range of purposes and audiences, including
    - \* well-structured formal expository and narrative essays
    - \* stories, scripts, poetry and other imaginative writing;
    - \* notes and polished scripts for talks and presentations.
  - summarising and organising material, and supporting ideas and arguments with any necessary factual detail
  - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing ●

### History

*Pupils should have the opportunity to:*

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

### Art and Design

*Pupils should have the opportunity to:*

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques of the environment

## ADDITIONAL ACTIVITIES AND IDEAS

- **Comparative Analysis:** Students read a range of ghost stories from various cultures and compare them to the themes, characters, and events in *Ghostlight*, as well as discussing how different cultures perceive and portray ghosts in their stories.
- **Create a Ghost Code Language:** Challenge students to create a secret code or language used by the Order to communicate and protect themselves from malevolent spirits. They could provide a guide on how to decode and use the language, showcasing their creativity and logical thinking.
- **Character Interview Podcasts:** Students take on the roles of characters from the book and create a podcast-style interview. They answer questions as if they were the character, providing insights into the character's motivations, fears, and experiences within the storyline.
- **Lighthouse Geography and Mapping:** Incorporate geography by having students research and create maps or infographics showing the locations of lighthouses around the world. They can include details like the height, historical importance and any haunted tales associated with each lighthouse.
- **Ghostly Soundtrack Creation:** Ask students to create a soundtrack for the book, selecting music or sound effects that would enhance the mood and atmosphere of the story. They can explain their choices and present their soundtracks to the class.
- **Guided Tour of a Lighthouse:** Arrange for a guided tour of a lighthouse close to your community where a knowledgeable guide can explain the history, architecture and purpose of the lighthouse.
- **Gabe's Journal: A Creative Continuation:** Have students write a fictional journal from the perspective of Gabe after the events of the book, describing how his life and beliefs have changed or evolved. They should also explore his reflections on the experiences with Rebecca and the Order.
- **Book Trailer:** Have students work in groups to create a book trailer for *Ghostlight*. They can use video editing tools, images, and narration to capture the essence of the story and entice potential readers.
- **Lighthouse Model Building Contest:** Divide students into groups and challenge them to construct models of the Gibraltar Point Lighthouse or create their own unique haunted lighthouse designs. Provide materials such as cardboard, paper, paints, glue, and any other craft supplies they might need.
- **Debating the Existence of Ghosts:** Organise a structured debate where students argue for or against the existence of ghosts, using evidence from the book and outside research. This activity encourages critical thinking and articulation of their viewpoints.
- **Ghost Hunting Board Game:** Challenge students to design a board game based on ghost hunting, incorporating elements from the book and their own creativity. They should outline the rules, objectives, and gameplay mechanics.
- **Lighthouse Keepers' Diaries:** Ask students to imagine they are lighthouse keepers and write diary entries detailing their daily life, responsibilities, and possible encounters with the supernatural. This activity helps students understand the historical context and challenges of being a lighthouse keeper.