



Author:	Mohsin Zaidi	Title:	A Dutiful Boy (Ch 25)
Key Stages:	3	Subject:	English

Learning Question	How do we experience tension?
Starter (5 minutes)	
<p>Ask students to think about a time when they have needed to tell someone something important, but they didn't want to tell the person. Ask students who feel comfortable to share their scenario. For example: what they had to say, who they had to tell, why they were hesitant to tell them, how they felt, and how the person reacted.</p> <p>Tell the students that the extract they are going to look at today, describes one of these situations.</p>	
Introducing the extract (2 minutes)	
<p>Explain that in this lesson, the students will be reading and exploring an extract of a book called 'A Dutiful Boy'. The book is written Mohsin Zaidi. He describes his life growing up in a devout Muslim household in London and how impossible it felt for him to be gay in this environment. Despite the odds, Zaidi became the first person in his school to go to Oxford University and he is now a barrister and author.</p> <p>Now read the extract and watch the video.</p>	
Activity One (15 minutes)	
<p>This activity focuses on some of the reasons why Zaidi feels so much pressure before telling his parents he is gay. Zaidi communicates some of these reasons through the use of imagery.</p> <p>Working with a partner, students should highlight the images they can find in the text (<i>the crown, the birdcage, and the trainers</i>), sketch the images, discuss what they might mean, then annotate their sketches.</p> <p>If there is time, students should complete the challenge task, either verbally or in writing: Mohsin describes himself as "the golden child" in the video. What does this, plus the images in the extract, suggest about 'success'? Is this similar to what you think of as 'success'? Why (not)?</p> <p>As a class, take feedback from students on the main task and the challenge task.</p>	
Activity Two (15 minutes)	
<p>This activity focuses on how Zaidi as a writer builds the tension in this extract.</p> <p>Students should discuss the questions below, using the sentence starters on the PowerPoint slide to help them if needed.</p> <ol style="list-style-type: none"> 1. Why does Zaidi describe this moment as him "holding his breath"? 2. How does Zaidi build tension in the extract? 	



Note: More confident students may be able to complete this activity in small groups or pairs. Less confident students may need more support by doing this activity as a whole class.

If there is time, students should complete the challenge task, either verbally or in writing: Is Zaidi successful in building tension in this extract? Why (not)?

As a class, take feedback from the students on the main task and the challenge task.

Activity Three (20 minutes)

This activity focuses on exploring how Zaidi feels and experiences tension before, during, and after he comes out to his parents.

Working individually or in small groups, students should write a diary entry as if they are Zaidi after coming out to his parents.

They should write in first person and in the past tense. They should include what happened as well as Zaidi's thoughts and feelings.

For additional challenge, students should include language techniques in their writing, such as those discussed in activity two, that create the tension that Zaidi is feeling.

If there is time, students could self or peer-assess their diary entries against the success criteria on the slide. For example, by ticking and annotating an example of each success criteria in the diary entry and/or writing a WWW ('what went well') and EBI ('even better if') at the end of the entry.

As a class, take feedback from the students on the main task and the challenge task.

Activity Four (15 minutes)

This activity focuses on exploring how all of the characters feel in this extract as the tension builds for Zaidi.

In a group (this could be the whole class or smaller groups), 3 students should be selected to be in the hotseats: one to be Zaidi, one to be his mum, one to be his dad. These students should discuss with each other what their characters are thinking and feeling at the moment. At the same time, the other students should prepare questions to ask the characters in the hot-seats.

The three students should sit at the front in the 'hot seats' and answer questions from the other students, ensuring that they remain in character.

If there is time, students should complete the challenge task either verbally or in writing: How do cultural expectations create tension between the three characters?

Have you ever experienced the feeling of tension due to differing cultural expectations?

As a class, take feedback from the students on the challenge task.

Activity Five (15 minutes)

This activity focuses on what will happen next now that the tension has been built.

Students should discuss what they think happens next, using the sentence starters on the PowerPoint if they are helpful to them. Then students should write the next part of the extract.



Students who would like to challenge themselves, should try to emulate Zaidi's writing style. This could include: writing in first person, including the narrator's thoughts, feelings, and emotions, and using imagery.

As a class, take feedback from the students on the main task and the challenge task.

Plenary (10 minutes)

Remind students that the learning question connected to this extract was "How do we experience tension?"

Ask students to write a few sentences to answer this question, based on what they have read, heard, and discussed. This is a difficult question, so reassure them that there are no right or wrong answers. The key is for them to reflect on what they have learnt and thought about.