Learning objective
• To develop creative and critical thinking skills; to be able to organise information logically.

Learning outcome
• To produce a flow diagram in preparation for a longer piece of creative writing.

Book reference
• Chapter 22, Along the Corridor.

Cross-curricular link
• Literacy, Numeracy, Science.

Resources
• Model example of a flow diagram.

Starter
• Read chapter 22 to the class.
• Divide the students into groups. Allocate each group a room that Willy Wonka rushes past (Eatable Marshmallow Pillows, Lickable Wallpaper for Nurseries, Hot Ice Creams for Cold Days, Cows That Give Chocolate Milk).
• Groups imagine that the characters actually go into the room. Discuss what could happen to the characters inside the room.
• Groups invent other rooms that could be in Willy Wonka’s factory, and incidents that could happen there.
• Groups give ideas back to the class.
Main teaching activity

- Ask the class to imagine that they are going to the factory and can choose which rooms to go in.
- Show a prepared example of a flow diagram. The flow diagram shows all the different outcomes that happen as the reader progresses through each room and makes different decisions.
- To demonstrate how the flow diagram works, read it through with the class and ask the class to vote on the different decisions.

Group or independent activity

- The children make their own A4 page flow diagram of all the different decisions and outcomes that could happen when the reader goes into different rooms.
- This flow diagram will be used to plan for a longer piece of creative writing, in which the reader goes to the factory and makes different decisions about which rooms to go in along the way. Some outcomes could have a horrible end, and some could have happier endings.

Plenary

- Individuals read their flow charts aloud to the class, with the volunteers making decisions for each question.

Other activities

- Use the flow diagrams to write the longer piece of creative writing. Each box in the flow diagram represents one page in the book. Arrows will be replaced by instructions as to which page to turn to for the continuation of the story. For example: “Will you eat the Marshmallow Pillows?” “Yes? Turn to page 3” “No? Turn to page 24.”
- Choose one story to act out in groups and perform to another class, allowing the audience to make group decisions about which story-thread to follow.
- Learn how to write in the second person singular in order to complete the activity.
- Bind the stories into proper books with illustrations.
You can go into a room with Eatable Marshmallow Pillows or a room with Cows that give Chocolate Milk. Which room will you go into?

**Eatable Marshmallow Pillows**

The Marshmallow Pillows look delicious! Should you eat one when Willy Wonka is not looking?

- Eat one
- Don’t eat one

Oh no, you are falling asleep! FOREVER. END!

**Cows that give Chocolate Milk**

The cows are sleeping! How will you wake them?

- Make lots of noise

Willy Wonka is very pleased that you have resisted. Well done! But this room is a bit boring. You can see an Oompa Loompa ahead going into another room. Should you follow him?