LESSON PLAN 1
KITE INVENTIONS

BOOK THEME:
Masters of Invention.

LITERACY OBJECTIVES:
Reading, understanding and following instructions.

COMPUTING OBJECTIVES:
• Using search technologies effectively.
• Being discerning about evaluating digital content.

DESIGN & TECHNOLOGY OBJECTIVES:
• Making a product that is fit for purpose.
• Using a range of tools and equipment.

EXTRACT:
Cars and Kites and Fire-balloons (Chapter 3).

LESSON PLAN 2:
DANNY’S DEBATE CLUB

BOOK THEME:
Makers of Mischief.

LITERACY OBJECTIVES:
• Retrieving information from a text.
• Participating in a debate.
• Articulating and justifying arguments and opinions.

PSHE OBJECTIVES:
• Understanding the difference between right and wrong.
• Understanding why rules and laws are needed.

EXTRACT:
The Baby Austin (Chapter 7).

LESSON PLAN 3:
CREATING ATMOSPHERE

BOOK THEME:
Masters of Invention.

LITERACY OBJECTIVES:
• Using existing writing as a model for their own.
• Using figurative language to create atmosphere.

ART OBJECTIVE:
• Developing skills in print-making.

EXTRACT:
The Baby Austin (Chapter 7), The Pit (Chapter 8).

LESSON PLAN 4:
MARVELLOUS MEALS

BOOK THEME:
Champions of Good.

LITERACY OBJECTIVES:
Using a rich and varied vocabulary to enhance description.

DESIGN & TECHNOLOGY OBJECTIVE:
Preparing and cooking a healthy dish.

PSHE OBJECTIVE:
Understanding that healthy eating is important for wellbeing.

EXTRACT:
The Great Shooting Party (Chapter 10), Friday (Chapter 13).

LESSON PLAN 5:
A WALK IN THE WOODS

BOOK THEME:
Champions of Good.

LITERACY OBJECTIVE:
Retrieving and recording information from non-fiction.

ART OBJECTIVE:
Making detailed observational drawings and paintings.

EXTRACT:
Thursday and School (Chapter 12).
LESSON PLAN 6:
DELIGHTFUL DESIGN

BOOK THEME:
Masters of Invention.

LITERACY OBJECTIVES:
• Making a presentation to an audience.
• Speaking clearly and persuasively.

DESIGN & TECHNOLOGY OBJECTIVES:
• Developing design criteria to inform the design of a product that is fit for purpose.
• Creating an annotated cross-sectional diagram of a design.

EXTRACT:
Rockabye Baby (Chapter 19).
BOOK THEME:
Masters of Invention.

LESSON OBJECTIVES:
• Reading, understanding and following instructions.
• Using search technologies effectively.
• Being discerning about evaluating digital content.
• Making a product that is fit for purpose.

EXTRACT:
Cars and Kites and Fire-balloons (Chapter 3).

THINGS YOU MAY NEED:
FABRIC, TAPE, STRING, GLUE GUN

PREPARATION:
You will need: copies of the extract for each pair of children. A copy of RESOURCE 1 for each pair of children, and a copy of RESOURCE 2 for each group of children. Access to the internet for each pair of children and (optional) a range of non-fiction books about kites and the weather for Tasks 1 and 2. A range of materials suitable for kite-making, such as heavy duty plastic bags, fabric, construction paper, dowels, balsa wood strips, a variety of tapes, string and fishing wire. A range of tools suitable for kite-making, such as small handsaws, vices, scissors, hole punches and cool melt glue guns. (Hazardous tools should be used with adult supervision only.)

STARTER ACTIVITY
Read the extract with the children. Ask: what gave Danny’s father the idea of making a kite? Elicit that there was ‘a good wind…just right for flying a kite’. Explain that today we are going to be exploring kites and kite flying!
MAIN ACTIVITY

TASK 1

1. In *Danny the Champion of the World*, the weather was ‘just right’ for kite flying. Tell the children they are going to go on a fact-finding scavenger hunt about the wind and kite flying. Provide pairs of children with a copy of RESOURCE 1. Their task is to find the answers to the questions by conducting online research (and in non-fiction books, if available).

Remind children that when using search engines on the internet they should be mindful of e-safety, and they should also be discerning about which websites are a reliable source of information. What sort of websites do they consider to be trusted sources of information?

2. Make a note on the interactive whiteboard of the children’s suggestions – e.g. the BBC, government websites, university websites, websites set up by official organisations.

Remind the children that when they think they have found an answer to a question on the internet, it is worth checking two or three other websites to see if they get the same result. If so, the answer is more likely to be reliable.

KITE SCAVENGER HUNT ANSWERS:

1. China
2. Wind speed
3. Acceptable answers include: diamond, box, delta, parafoil;
4. Electricity
5. Answers should be within a range of 6–25 miles per hour
6. The highest altitude achieved by a single kite – 4,879.54 metres
7. 12,350 kites – flown by children of the Gaza Strip in July 2011
8. An anemometer.
**TASK 2**

1. Tell the children that their next challenge is to find out how to make a kite. Divide them into groups of three or four. Explain that there are lots of good-quality tutorials available on the internet for making your own simple kite. In their groups, they must search for and select one of these tutorials, then read the instructions carefully together to find out how to make a kite.

2. They can use RESOURCE 2 to make notes of what equipment and materials they will need, and to plan out which members of their group will be responsible for which aspect of the kite’s construction. Each group member should be clear about what is required of them!

**TASK 3**

1. When the children are ready, they may begin to work in their groups to construct their kite. Provide a range of materials and equipment suitable for kite making for the children to select from. Materials for the kite sails could include sheets cut from heavy-duty plastic bags, lightweight fabric or construction paper. Materials for making the structure of the kite could include dowels or balsa wood strips. Fishing line or thin yarn would be suitable for the kite string. Joining materials could include electrical tape, masking tape, duct tape or a cool melt glue gun (for use with adult supervision only). The children will also need something to wind the string around and to provide a handle for their kite – a thick piece of cardboard would work well.

2. Tools provided may include small handsaws for cutting the dowels/wood to the correct length, scissors appropriate to the materials used for the kite sails, and hole punches for fastening the string to the kite. Model the safe use of the different tools before the children begin to make their kites, and ensure that all hazardous tools are used with adult supervision only.

**EXTENSION**

Children can design and make their own weather vanes to determine the direction of the wind outside the school. They could keep a record of their measurements over time. The data could then be used to produce pie charts to show the frequency of different wind directions over certain time periods.

**PLENARY**

If weather conditions permit, take the children outside to have a go at flying their kites! Were their products successful? How easy was it to follow the online instructions to make the kites? What would they change or improve if they were going to write their own set of instructions for kite making?
And so life went on. The world I lived in consisted only of the filling station, the workshop, the wagon, the school, and of course the woods and fields and streams in the countryside around. But I was never bored. It was impossible to be bored in my father’s company. He was too sparky a man for that. Plots and plans and new ideas came flying off him like sparks from a grindstone.

‘There’s a good wind today,’ he said one Saturday morning. ‘Just right for flying a kite. Let’s make a kite, Danny.’

So we made a kite. He showed me how to splice four thin sticks together in the shape of a star, with two more sticks across the middle to brace it. Then we cut up an old blue shirt of his and stretched the material across the framework of the kite. We added a long tail made of thread, with little leftover pieces of the shirt tied at intervals along it. We found a ball of string in the workshop and he showed me how to attach the string to the framework so that the kite would be properly balanced in flight.

Together we walked to the top of the hill behind the filling station to release the kite. I found it hard to believe that this object, made only from a few sticks and a piece of old shirt, would actually fly. I held the string while my father held the kite, and the moment he let it go, it caught the wind and soared upward like a huge blue bird.

‘Let out some more, Danny!’ he cried. ‘Go on! As much as you like!’
Higher and higher soared the kite. Soon it was just a small blue dot dancing in the sky miles above my head, and it was thrilling to stand there holding on to something that was so far away and so very much alive. This faraway thing was tugging and struggling on the end of the line like a big fish.

‘Let’s walk it back to the wagon,’ my father said.

So we walked down the hill again with me holding the string and the kite still pulling fiercely on the other end. When we came to the wagon we were careful not to get the string tangled in the apple tree and we brought it all the way round to the front steps.

‘Tie it to the steps,’ my father said.

‘Will it still stay up?’ I asked.

‘It will if the wind doesn’t drop,’ he said.

The wind didn’t drop. And I will tell you something amazing. That kite stayed up there all through the night, and at breakfast time next morning the small blue dot was still dancing and swooping in the sky. After breakfast I hauled it down and hung it carefully against a wall in the workshop for another day.
Use the internet to hunt out the answers to the following questions. Remember: check whether the website is a reliable source of information!

1. In which country were kites first invented?

2. What does the Beaufort Scale measure?

3. Name three different types of kite.

4. What force did Benjamin Franklin investigate by flying a kite?

5. What is the best wind speed for flying a kite?

6. What world record was broken by Robert Moore on 23 September 2014?

7. What is the record for the most kites flown simultaneously?

8. What is an instrument to measure wind speed called?
Work with your group to find an online tutorial for making a simple kite. Make notes on the sheet below to plan how you will make your kite. Remember to decide who will be responsible for each step!

### Materials needed:

### Tools needed:

**First we will:**

Group members responsible:

**Next we will:**

Group members responsible:

**After that we will:**

Group members responsible:

**Finally we will:**

Group members responsible:
THINGS YOU MAY NEED:
SCISSORS, PENS

PREPARATION:
You will need: copies of the extract for each pair of children. A set of cards cut from RESOURCE 1 for each small group of children, and a copy of RESOURCE 2 THE GREAT DEBATE for each pair of children.

STARTER ACTIVITY
1. When Danny’s father doesn’t return from the woods at the time he promised, Danny takes matters into his own hands. Ask the children to read through the extract in pairs. What reasons does Danny give for driving the Baby Austin? Ask the children to underline all the reasons they can find in the text. Take feedback, writing the children’s suggestions on the interactive whiteboard. We can see that Danny thought he had good reasons for driving the car to the woods, but can the children think of any reasons why he should not have driven the car? Write their suggestions on the interactive whiteboard.
MAIN ACTIVITY

TASK 1

In *Danny the Champion of the World*, some of the characters do things that are against the law. What does this mean? Elicit that laws are rules that everyone in a country must follow. When people do things that are against the law, they are breaking these rules.

Give small groups of children a set of cards cut from **RESOURCE 1**. Explain that on each card is an event taken from *Danny the Champion of the World*, and the children need to decide whether or not it is against the law. Give them plenty of time to discuss the events on the cards. When everyone is ready, take feedback from the children. Do all the groups agree? Why/why not?

1. Danny drives the Baby Austin to Hazell’s Wood; this is against the law. In the UK, you need to have a licence to drive a car. Additionally, you cannot take your driving test until you are 17 years old — nearly twice as old as Danny is in the story!

2. Captain Lancaster hits Danny with the cane in class. When this book was published in 1975, it was actually legal for a teacher to strike a pupil with the cane. This was called corporal punishment. We no longer think it is the right thing to do; corporal punishment was made unlawful in state-funded schools in the UK in 1986. (It was not banned in private schools until 1999 in England and Wales; 2000 in Scotland; and 2003 in Northern Ireland.) Roald Dahl strongly disagreed with corporal punishment, even though it was not against the law at the time he wrote *Danny the Champion of the World*. Why do you think Roald Dahl felt like this? Do his views come across in his writing?

3. Danny and his father poach 120 pheasants from Hazell’s Wood and Doc Spencer poaches trout from the stream by tickling them; poaching is against the law. It is the act of hunting for fish or animals on land that is not your own, or that you do not have permission to hunt on.
Danny’s father leaves Danny alone in bed while he goes out in the evening. The law doesn’t actually state how old a child can be before they can be left at home alone. However, it is against the law to leave a child at home alone if it places them at risk. The NSPCC suggests that children under 12 should not be left alone for long periods of time, and that children under the age of 16 should not be left alone overnight. Babies and young children should never be left alone.

Danny doesn’t start school until he is seven years old. In the UK, children must get a suitable education once they have turned five years old. That doesn’t mean they have to attend school; they can be home-educated. Do the children think that Danny’s father was providing a suitable education until Danny was seven? Why/why not?

**TASK 2**

1. Explain to the children that we are now going to have a debate! Our topic is: Should poaching be made legal? Divide the class into two. One half will represent Danny’s father, and be for poaching being legalised; the other half will represent Mr Victor Hazell, and be against it. Ask the children to work alone or in pairs (depending on ability) within their groups to prepare their arguments. Provide each child with a copy of RESOURCE 2. The children should write down their key supporting arguments for their point of view.

2. They should also consider what the other side might say and come up with a counter-argument in advance!

3. Each child should also prepare a short statement in support of their point of view, to read out to the class during the debate.

*NB: When preparing their arguments, you may wish to encourage children to think more broadly than the British countryside, and to consider the issue of poaching of endangered species in other countries, for example, elephants for their ivory tusks.*

**TASK 3**

1. Hold the great debate on poaching. Ensure every child gets a chance to put their point of view across. Encourage children to respond to the points that have been made by the opposing side.

2. At the end of the debate, choose a child to sum up each group’s main arguments.

3. Now it is time to hold a vote! Will the class decide to make poaching legal?
EXTENSION

Some of the issues raised in Task 1 relate directly to the United Nations Convention on the Rights of the Child. Explain to the children that this is an international treaty that has been agreed to by 194 nations. It sets out the rights that all children everywhere should be entitled to. For example, every child has the right to be protected from harm or mistreatment – such as corporal punishment – and every child has the right to a good quality education. Working in groups, can the children come up with their own list of children’s rights? How does their list compare to the lists created by other groups? How does it compare to the rights listed by the Convention on the Rights of the Child?

Children could also choose another event from Danny the Champion of the World to hold a debate about. Examples could include: Should children have to attend school? Should people be allowed to set traps on their land for intruders? Should children be allowed to drive?

PLENARY

In Danny the Champion of the World, some of the good characters – such as Danny’s father – actually break the law. Why do you think Roald Dahl chose to put this in his story? Do you think it is right that he included this in a children’s book? Why do you think it is important that we have laws?
It took me two seconds to decide what I should do.

Very quickly I stripped off my pyjamas and put on my shirt and my jeans. Perhaps the keepers had shot him up so badly he couldn’t walk. I pulled my sweater over my head. It was neither navy-blue nor black. It was a sort of pale brown. It would have to do. Perhaps he was lying in the wood bleeding to death. My sneakers were the wrong colour too. They were white. But they were also dirty and that took a lot of the whiteness away. How long would it take me to get to the wood? An hour and a half. Less if I ran most of the way, but not much less. As I bent down to tie the laces, I noticed my hands were shaking. And my stomach had that awful prickly feeling as though it were full of small needles.

I ran down the steps of the wagon and across to the workshop to get the torch. A torch is a good companion when you are alone outdoors at night and I wanted it with me. I grabbed the torch and went out of the workshop. I paused for a moment beside the pumps. The moon had long since disappeared but the sky was clear and a great mass of stars was wheeling above my head. There was no wind at all, no sound of any kind. To my right, going away into the blackness of the countryside, lay the lonely road that led to the dangerous wood.

Six-and-a-half miles.

Thank heavens I knew the way.
But it was going to be a long hard slog. I must try to keep a good steady pace and not run myself to a standstill in the first mile.

At that point a wild and marvellous idea came to me. Why shouldn’t I go in the Baby Austin? I really did know how to drive. My father had always allowed me to move the cars around when they came in for repair. He let me drive them into the workshop and back them out again afterwards. And sometimes I drove one of them slowly around the pumps in first gear. I loved doing it. And I would get there much much quicker if I went by car. This was an emergency. If he was wounded and bleeding badly, then every minute counted. I had never driven on the road, but I would surely not meet any other cars at this time of night. I would go very slowly and keep close in to the hedge on the proper side.

I went back to the workshop and switched on the light. I opened the double doors. I got into the driver’s seat of the Baby Austin. I turned on the ignition key. I pulled out the choke. I found the starter button and pressed it. The motor coughed once, then started.
Cut out a set of these cards for each group of children.

Danny drives the Baby Austin to Hazell’s Wood.

Captain Lancaster hits Danny with the cane in class.

Danny and his father poach 120 pheasants from Hazell’s Wood.

Danny’s father leaves Danny alone in bed while he goes out at night.

Doc Spencer poaches trout from the stream by tickling them.

Danny doesn’t start school until he is seven years old.
LESSON PLAN 2
THE GREAT DEBATE

Should poaching be made legal?
Prepare for your great debate by filling in the boxes below. Don’t forget to use the handy sentence starters to help you!

My group is __________________ (for/against) poaching being legalised.

Key arguments to support my point of view:

In my opinion...

I believe that...

Firstly...

Secondly...

Thirdly...

I take your point, but...

I don’t agree because...

I have a different opinion, which is...

I think the other side will make the following argument:

My counter-argument will be:

In the debate, I will say:

As a matter of fact...

It’s clear to me that...

Most importantly...

In conclusion...
BOOK THEME:
Masters of Invention.

LESSON OBJECTIVES:
• Using existing writing as a model for their own.
• Using figurative language to create atmosphere.
• Developing skills in print-making.

EXTRACTS:
The Baby Austin (Chapter 7), The Pit (Chapter 8).

THINGS YOU MAY NEED:
THESAURUS, PAPER, PENCILS, MASKING TAPE

PREPARATION:
You will need: copies of extract 1 and 2 for each pair of children. A highlighter for each pair of children. A copy of RESOURCE 1 and RESOURCE 3 for each child. One card cut from RESOURCE 2 for each child or pair of children. Access to a thesaurus for each child or pair of children. Printing ink, ink rollers, trays with flat bases, good quality paper, masking tape and pencils.

STARTER ACTIVITY
Before reading extract 1 and 2 with the children, explain that at this point in the story, Danny’s father has failed to return from Hazell’s Wood, and Danny has driven there in the middle of the night to find him. Ask the children to close their eyes as you read and imagine that they are Danny, approaching the wood. How do they feel? Invite children to share their emotions and write them on the interactive whiteboard. They may offer words such as ‘scared’, ‘terrified’, ‘anxious’. Explain that Roald Dahl is creating atmosphere through his clever use of language. We are going to explore how he does this, and then have a go at putting it into practice ourselves!
MAIN ACTIVITY

TASK 1

1. In pairs, ask the children to read extract 1 and 2 again, this time highlighting all the places where they think Roald Dahl is creating atmosphere through his use of language. Invite them to share what they have noticed. They may pick up on alliteration (‘Crouching on the crest’), powerful adjectives (‘Immense trees’), repetition (‘Silence was listening to silence’), personification (‘Even the silence was listening’), and similes (‘The silence was as deep as death’). List all their contributions on the interactive whiteboard.

   Explain that today we are going to focus on the similes that Roald Dahl has used. Hand out copies of RESOURCE 1. The children should find the similes in the extracts and write them into the first column on RESOURCE 1.

2. Next, they need to think about why the simile is so effective in creating atmosphere. For example, Roald Dahl describes the trees closing above Danny’s head ‘like a prison roof’.

3. Why is that comparison more effective than ‘like a school roof’ or ‘like a roof’? Elicit that the word prison has connotations of fear, loneliness, guilt, punishment, etc. Ask the children to consider each simile they have written down, and then in the second column on RESOURCE 1, to explain why they think that simile is effective. Allow plenty of thinking time for this, and when the children have finished, invite some of them to share their suggestions with the class.

TASK 2

Shuffle the cards from RESOURCE 2 and hand one out to each child, along with a copy of RESOURCE 3. (Children who lack confidence in writing may wish to work together in pairs for this task.) Explain that they are now going to have a go at creating atmosphere through writing themselves! They each have been given a card telling them the setting that they need to describe. Encourage them to spend time imagining themselves into the setting. What would they see, hear, smell, taste and feel? They can make notes on this in the box at the top of RESOURCE 3.

1. Once they have got some ideas together, they should start to write their own swashboggling similes in the space provided on RESOURCE 3. Encourage the children to improve their writing by using a thesaurus to refine their word choices.
TASK 3

1. Demonstrate to the children how to make a monoprint. First, roll printing ink thinly and evenly over the surface of a flat plastic tray. Next, place a piece of drawing paper onto the surface of the ink. Tape the edges of the paper to the tray with masking tape so that it will not slip during the printing process. Now draw onto the back of the paper with a pencil. The pressure of the pencil will cause the ink on the tray to transfer to the underside of the paper. When you lift away the sheet of paper, you will find the image you have drawn ‘printed’ underneath. Demonstrate to the children that through rubbing the back of the paper gently with your hand, you can also create mysterious, shadowy areas on your print – perfect for drawing a spooky setting!

2. Challenge the children to make a monoprint of their spooky setting from Task 2. They may wish to refer to Quentin Blake’s images of Hazell’s Wood for inspiration!

A simpler exercise is to draw and cut out images onto flat polystyrene using a sharp pencil, roll the ink onto the image and then press the paper onto it and then carefully remove it. This will create a white image on a coloured background.

3. Alternatively, the children can draw and cut out an image on white paper using black lines to add detail before sticking it onto black paper to create a similar paper-based effect.

EXTENSION

The children can now go on to use their similes from RESOURCE 3 to write a paragraph in which a character enters their spooky setting! Remind them that they can use other types of figurative language in their paragraph besides similes – how about some metaphors, personification or alliteration?

PLENARY

Arrange the finished monoprints on a table in the centre of the room, and ask the children to stand around them in a circle. Select children to read out their swashboggling similes from Task 2. Can the rest of the class guess which illustration belongs to which description?
I drove very slowly now. The track was extremely rough and rutted, and the slope was pretty steep. The little car bounced and bumped all over the place, but it kept going. Then at last, ahead of me and over to the right, looking like some gigantic creature crouching on the crest of the hill, I saw Hazell’s Wood.

Soon I was there. Immense trees rose up towards the sky all along the right-hand side of the track.

I stopped the car. I switched off the motor and the lights. I got out, taking the torch with me.

There was the usual hedge dividing the wood from the track. I squeezed my way through it and suddenly I was right inside the wood. When I looked up the trees had closed in above my head like a prison roof and I couldn’t see the smallest patch of sky or a single star. I couldn’t see anything at all. The darkness was so solid around me I could almost touch it.

‘Dad!’ I called out. ‘Dad, are you there?’

My small high voice echoed through the forest and faded away. I listened for an answer, but none came.
THE PIT
(CHAPTER 8)

I cannot possibly describe to you what it felt like to be standing alone in the pitchy blackness of that silent wood in the small hours of the night. The sense of loneliness was overwhelming, the silence was as deep as death, and the only sounds were the ones I made myself. I tried to keep absolutely still for as long as possible to see if I could hear anything at all. I listened and listened. I held my breath and listened again. I had a strange feeling that the whole wood was listening with me, the trees and the bushes, the little animals hiding in the undergrowth and the birds roosting in the branches. All were listening. Even the silence was listening. Silence was listening to silence.

I switched on the torch. A brilliant beam of light reached out ahead of me like a long white arm. That was better. Now at any rate I could see where I was going.

The keepers would also see. But I didn’t care about the keepers any more. The only person I cared about was my father. I wanted him back.
Hunt through the extracts for SIMILES and write them in the first column below. In the second column, explain why you think the simile is effective in creating atmosphere.

<table>
<thead>
<tr>
<th>SIMILE</th>
<th>WHY IT IS EFFECTIVE</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>
Copy this page and cut out the cards so that there is one for every child in the class.

<table>
<thead>
<tr>
<th>A SCHOOL AT NIGHT</th>
<th>A MOONLIT GRAVEYARD</th>
<th>A SEA CAVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A HAUNTED HOUSE</td>
<td>A DESERTED SHIP</td>
<td>A COTTAGE IN THE WOODS</td>
</tr>
<tr>
<td>A TUMBLEDOWN SHED</td>
<td>A RUINED CASTLE</td>
<td>AN EMPTY FACTORY</td>
</tr>
<tr>
<td>A STRANGE PLANET</td>
<td>AN ABANDONED SPACESHIP</td>
<td>A TOWERING MOUNTAIN</td>
</tr>
</tbody>
</table>
You’ve seen how Roald Dahl creates atmosphere with similes in *Danny the Champion of the World* – now it’s your turn!

First, imagine yourself in your setting. What do you notice with your five senses? Write notes in the box.

**MY SETTING IS**

I CAN SEE...

I CAN HEAR...

I CAN TASTE...

I CAN FEEL...

I CAN SMELL...

Now use your notes to help you come up with some similes to create atmosphere. Choose your comparisons carefully – make the reader feel how spooky your setting is!

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
BOOK THEME:
Champions of Good.

LESSON OBJECTIVES:
• Using a rich and varied vocabulary to enhance description.
• Preparing and cooking a healthy dish.
• Understanding that healthy eating is important for wellbeing.

EXTRACT:
The Great Shooting Party (Chapter 10), Friday (Chapter 13).

THINGS YOU MAY NEED:
PENCIL, CRAYONS, PENS

PREPARATION:
You will need: a raisin for every child for the STARTER ACTIVITY. Copies of extract 1 and 2 for each pair of children. A copy of RESOURCE 1 and RESOURCE 2 for each child. If the children are researching their own recipes for Task 2, they will need access to a range of recipe books, or recipe websites on the internet. Ingredients and equipment to make whichever recipe is chosen for Task 2.

STARTER ACTIVITY
1. Hand out a raisin to every child in the class. What connection does this tiny piece of food have to the plot of Danny the Champion of the World? Elicit that raisins play a vital part in the plan for Danny and his father to catch the pheasants! Where do raisins come from? Draw out from the children that raisins are a type of dried fruit; they start off as grapes. Lots of people eat raisins on their own as a healthy snack, although they should still be eaten in moderation as they are high in natural sugar. The children may now taste the raisins; can they taste the natural sugar? In groups, give the children two minutes to come up with as many other healthy snacks as they can think of. Take feedback.
MAIN ACTIVITY

TASK 1

1. Why is healthy eating important? Take suggestions from the children and record on the interactive whiteboard, e.g. eating healthily ensures that our bodies have the vitamins and nutrients we need to work properly; it reduces our risk of disease; it gives us energy; it can help to keep our teeth and body weight healthy.

2. Read extract 1 with the children, in which Danny eats slices of a meat pie provided by Doctor Spencer and his wife. Is this a healthy meal for Danny? Why not? Although Danny points out that the meat is lean ‘with no fat or gristle’, draw out from the children that pastry is high in fat, and there are absolutely no vegetables in the meal at all! The pie might also be high in salt.

3. Tell the children that their challenge is to design a healthy meal for Doctor Spencer to give to Danny as an alternative to the meat pie. They should use RESOURCE 1 to draw and annotate a picture of their meal. They may like to refer to the top tips box on the resource to help them design their meal.

TASK 2

1. Danny and his father soak raisins in water to make them plump, then fill them with sleeping powder and sew them up with black cotton as a trap for the pheasants – yuck! Can the children think of something tastier that they could make with Danny’s raisins? Take suggestions. Explain that we are going to be making a healthy dish using raisins as a key ingredient.

2. (NB: You may wish to already have a recipe and ingredients prepared for today’s lesson, or you may prefer to give the children some time to research their own healthy raisin recipes and plan their dish to prepare in another lesson. Suggested dishes: grated vegetable coleslaw with raisins; savoury rice with raisins and vegetables; Moroccan couscous salad with raisins; savoury raisin and seed crackers; or savoury raisin bread.)
Children should put on aprons, tie their hair back and wash their hands before beginning to prepare their dish. Adult supervision will be required for any hazardous aspects of the recipes such as sharp knives, graters or hot water. Children may work individually, in pairs or in groups, depending on the recipe chosen and the amount of adult supervision available. Discuss safe storage of the food once the dishes have been prepared!

**TASK 3**

How does Roald Dahl make ordinary food like meat pie and toad-in-the-hole sound exciting and scrumdiddlyumptious? Ask one half of the class to read through extract 1 and 2 in pairs, looking for use of the five senses in Roald Dahl’s descriptions of the food. Are all the senses represented in the extracts? Take feedback and share with the rest of the class. Meanwhile, the other half of the class should read through extract 1 and 2 in pairs, underlining all the vocabulary that describes the food in an interesting way.

As the children tell you what they have found, collect the vocabulary they offer in different places on the interactive whiteboard, e.g. ‘tender’ and ‘crisp’ in one area of the board; ‘buried like treasures’ and ‘huge bubbly mountains’ in another place. Ask the children why you have grouped the vocabulary in this way. Draw out that Roald Dahl doesn’t just use interesting adjectives to flavour his writing – he also uses powerful similes and metaphors to cook up vivid pictures in his readers’ minds!

The children’s next job is to explore the food they have made with their five senses. Using **RESOURCE 2**, they should note down how their food looks, smells, feels, sounds (when biting into it!) and tastes. They should use a thesaurus to help them come up with precise adjectives, and make creative comparisons to form powerful similes and metaphors.

**EXTENSION**

Children now use their completed **RESOURCE 2** to compose a descriptive paragraph of their food. These would make a delicious display alongside photographs of the children enjoying their cooked dishes.

Children could also think of ideas to adapt the recipe they prepared in class. What did they like about it? What did they not like? What could they do differently next time to improve the recipe? How could they make it even healthier?

**PLENARY:**

Choose children to stand up and read one of their similes or metaphors to the class. The rest of the class must identify which of the five senses is being represented by the description.
THE GREAT SHOOTING PARTY
(CHAPTER 10)

Very carefully, I now began to unwrap the greaseproof paper from around the doctor’s present, and when I had finished, I saw before me the most enormous and beautiful pie in the world. It was covered all over, top, sides, and bottom, with a rich golden pastry.

I took a knife from beside the sink and cut out a wedge. I started to eat it with my fingers, standing up. It was a cold meat pie. The meat was pink and tender with no fat or gristle in it, and there were hard-boiled eggs buried like treasures in several different places.

The taste was absolutely fabulous. When I had finished the first slice, I cut another and ate that too. God bless Doctor Spencer, I thought. And God bless Mrs Spencer as well.
By midday we had prepared one hundred and thirty-six raisins. ‘We’re in good shape,’ my father said. ‘Let’s break for lunch.’

He opened a tin of baked beans and heated them up in a saucepan over the paraffin burner. I cut two slices of brown bread and put them on plates. My father spooned the hot baked beans over the bread and we carried our plates outside and sat down with our legs dangling over the platform of the wagon.

Usually I love baked beans on bread, but today I couldn’t eat a thing. ‘What’s the matter?’ my father asked.

‘I’m not hungry.’

‘Don’t worry,’ he said. ‘The same thing happened to me the first time I went out. I was about your age then, maybe a little older, and in those days we always had a hot tea in the kitchen at five o’clock. I can remember exactly what was on the table that evening. It was my favourite thing of all, toad-in-the-hole, and my mum could make toad-in-the-hole like nobody else in the world. She did it in an enormous pan with the Yorkshire pudding very brown and crisp on top and raised up in huge bubbly mountains. In between the mountains you could see the sausages half-buried in the batter. Fantastic it was. But on that day my stomach was so jumpy I couldn’t eat one mouthful. I expect yours feels like that now.’

‘Mine’s full of snakes,’ I said. ‘They won’t stop wiggling about.’
When Danny’s father hurts his leg, Doctor Spencer gives Danny a delicious but rather unhealthy meat pie to eat! Can you design a healthy meal for Danny to eat instead, and draw it on the plate below? Make sure you label all the different parts of your meal.

HEALTHY HINTS!
A balanced diet should contain:
- **Carbohydrates** (e.g. potatoes, pasta or rice)
- **Protein** (e.g. meat, fish, eggs, beans or pulses)
- **Fruit and vegetables** (five portions a day!)
- **Dairy or dairy alternatives** (e.g. yoghurt, cheese or soy milk)
- **Fat** (a small amount! e.g. olive oil, cheese, nuts, seeds)
- Only small amounts of sugar and salt
Roald Dahl uses fantastic vocabulary to cook up delicious descriptions in his readers’ minds! Now it’s your turn… Explore the dish you have prepared using all five senses. For each sense, come up with some awesome adjectives and scrumdiddlyumptious similes and metaphors to describe your food!

### My food SMELLS...

- **Adjectives:**
- **Similes/metaphors:**

### My food LOOKS...

- **Adjectives:**
- **Similes/metaphors:**

### My food FEELS...

- **Adjectives:**
- **Similes/metaphors:**

### My food SOUNDS...

- **Adjectives:**
- **Similes/metaphors:**

### My food TASTES...

- **Adjectives:**
- **Similes/metaphors:**

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BOOK THEME:
Champions of Good.

LESSON OBJECTIVES:
• Retrieving and recording information from non-fiction.
• Making detailed observational drawings and paintings.

EXTRACT:
Thursday and School (Chapter 12).

THINGS YOU MAY NEED:
PAPER, DRAWING PENCILS, WATERCOLOURS, PAINTBRUSHES

PREPARATION:
You will need: copies of extract 1 and 2 for each pair of children. A range of botanical specimens from trees and plants (either gathered during a class nature walk, or pre-gathered by the teacher). Botanical identification guides and keys. Plain sheets of white paper for every botanical specimen to be placed on. A sheet of art-quality white paper for every child. Drawing pencils, watercolours, and watercolour brushes in a range of thicknesses. Sharp coloured crayons or fine-tipped pens. A copy of RESOURCE 1 and RESOURCE 2 for each child. Access to the internet, or to a range of non-fiction books about trees and plants, for each child.

STARTER ACTIVITY
Read extract 1 with the children, in which Danny’s father teaches him about nature on their morning walks to school. Explain that Roald Dahl loved the natural world, and went on many long countryside walks himself as a boy. Ask the children: what do you see of the natural world on your journey to school? (This may be what they see from their car or bus windows!) Try to elicit specific names from the children – e.g. if they offer ‘trees’, do they know which type of trees they pass on their journey? If they offer ‘birds’, do they know what the birds are called? List their suggestions on the interactive whiteboard.
MAIN ACTIVITY

TASK 1

1. If possible, take the children for a short nature walk in which they have the opportunity to observe and, where possible, collect botanical specimens from the natural world. (Exercise caution with specimen collection: ensure that the children understand that it is illegal to uproot wild flowers, and that they must leave plenty of their specimen behind to ensure that the population is not endangered. Also ensure that children understand that some plants are poisonous, and that they should wash their hands after handling any wild plant.) Alternatively, provide a selection of pre-gathered botanical specimens for the children to examine in the classroom. Remind the children that Danny’s father taught him the names of ‘all the trees and the wild flowers and the different grasses that grow in the fields’.

   How many of the botanical specimens can they name?

   Demonstrate how to use identification guides and keys, and challenge the children to work in pairs to find out the names of their specimens.

TASK 2

1. Show the children a range of botanical illustrations such as those by Franz Bauer (1758–1840) and Margaret Mee (1909–1988), alongside famous pictures of flowers and trees such as Sunflowers (1889) by Vincent Van Gogh (1853–1890), Blue Water Lilies (1916–1919) by Claude Monet (1840–1926) and Beech Forest (1902) by Gustav Klimt (1862–1918). What do the children notice about the botanical illustrations compared to the other paintings? What do they think their purpose is? Draw out that the botanical illustrations are accurate, detailed paintings (often including the roots and the seeds) which have been carefully made to help scientific identification of a plant, whereas the flower paintings have been composed to look attractive and be enjoyed by the viewer. Explain that before photography, artists would have travelled to other countries with scientists and explorers to help make records of the plants they discovered.

2. Explain to the children that their challenge is to create a botanical illustration of one of the specimens they have identified. Ask the children to place their specimen on a piece of white paper so that they can see its outline and colours clearly. Using a light sketching pencil, they should draw an accurate sketch of their specimen, paying close attention to details such as the shape of the
LESSON PLAN 5
A WALK IN THE WOODS

petals or how the leaves join the stem. They should then use watercolour paints to mix accurate colours for their specimen, testing these first on scrap paper. Demonstrate different ways of blending colours in their paintings, such as wet-on-wet techniques, or building up layers of paint. Once the paint is dry, the children may like to use a sharp colouring crayon or fine pen to add detail to their illustration.

TASK 3

1. Read extract 2 with the children. Just like Roald Dahl, Danny’s father knew lots of fascinating facts about the natural world.

Challenge the children to research the plant or tree they have drawn using the internet or non-fiction books, and make notes of the facts they find on RESOURCE 1. Encourage them to make their facts sound as phizz-whizzing as possible by using exciting vocabulary and making interesting comparisons. For example: An English oak tree can grow up to 40 metres high… That’s as enormous as 10 African elephants standing on top of one another! The children should write down as many interesting facts as possible, using the prompt box at the top of RESOURCE 1 to help them come up with ideas for their research.

EXTENSION

Ask the children to keep a log of the nature they see on their journeys to and from school, or at break times in the playground. Encourage them to accompany their notes with observational sketches. Explain that Roald Dahl kept a diary of the natural world during the last year of his life, which was published as a book called My Year. The children might like to compile their logs to create their own illustrated class nature book, just like Roald Dahl!

PLENARY:

Explain to the children that you will be displaying one of their facts on the classroom door every day for a week – just like Danny wished his father could do above the door at his school! Ask the children to choose their very best phizz-whizzing fact and write it clearly on RESOURCE 2. They should give their fact an exciting heading. Tell them you will pull one fact out of a hat at random each day, and display it on the classroom door.
Long ago he had taught me the names of all the trees and the wild flowers and the different grasses that grow in the fields. All the birds, too, I could name, not only by sighting them but by listening to their calls and their songs.

In springtime we would hunt for birds’ nests along the way, and when we found one he would lift me up on to his shoulders so I could peer into it and see the eggs. But I was never allowed to touch them.

My father told me a nest with eggs in it was one of the most beautiful things in the world. I thought so too. The nest of a song thrush, for instance, lined inside with dry mud as smooth as polished wood, and with five eggs of the purest blue speckled with black dots. And the skylark, whose nest we once found right in the middle of a field, in a grassy clump on the ground. It was hardly a nest at all, just a little hollow place in the grass, and in it were six small eggs, deep brown and white.

‘Why does the skylark make its nest on the ground where the cows can trample it?’ I asked.

‘Nobody knows why,’ my father said. ‘But they always do it. Nightingales nest on the ground too. So do pheasants and partridges and grouse.’

On one of our walks a weasel flashed out of the hedge in front of us, and in the next few minutes I learned a lot of things about that marvellous little creature. The bit I liked best was when my father said, ‘The weasel is the bravest of all animals. The mother will fight to the death to defend her own children. She will never run away, not even from a fox which is one hundred times bigger than her. She will stay beside her nest and fight the fox until she is killed.’

Another time, when I said, ‘Just listen to that grasshopper, Dad,’ he said, ‘No, that’s not a grasshopper, my love. It’s a cricket. And did you know that crickets have their ears in their legs?’

‘It’s not true.’

‘It’s absolutely true. And grasshoppers have theirs in the sides of their tummies.’
Ours was just a small village school, a squat ugly red-brick building with no upstairs rooms at all. Above the front door was a big grey block of stone cemented into the brickwork, and on the stone it said, "This school was erected in 1902 to commemorate the coronation of his Royal Highness King Edward VII."

I must have read that thing a thousand times. Every time I went in the door it hit me in the eye. I suppose that’s what it was there for. But it’s pretty boring to read the same old words over and over again, and I often thought how nice it would be if they put something different up there every day, something really interesting. My father would have done it for them beautifully. He could have written it with a bit of chalk on the smooth grey stone and each morning it would have been something new. He would have said things like:

Did you know that the little yellow clover butterfly often carries his wife around on his back?
Research your chosen plant or tree, and come up with as many phizz-whizzling facts about it as you can! Remember to use exciting vocabulary and make interesting comparisons.

Here are some ideas to get you started:

- How tall can your plant grow? Can you think of something of a similar height?

- What sort of seeds does it have? How many does it produce? How tiny are they?

- What is the circumference of your tree’s trunk? Can you think of something of a similar size?

- Is your plant poisonous?

- Does anyone or anything eat your plant? Can it be used as medicine?

- Is your plant used to make anything interesting?

NAME OF PLANT OR TREE:

______________________________

Phizz-whizzling facts:

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________
Write your most phizz-whizzing fact about your plant or tree in the box below. Give it an exciting heading. Remember to write clearly so that everyone can admire your fact!
PREPARATION:

You will need: copies of extract 1 and 2 for each pair of children. A copy of RESOURCE 1 and RESOURCE 2 for each child. It would be helpful to provide a range of cross-sectional drawings from various sources (science books, instruction manuals, children’s fiction illustrations) for the children to refer to.

STARTER ACTIVITY

1. Read extract 1 with the children. Danny’s father has designed and built a product! What is the product’s purpose? What needs has he considered when designing his product? Children may offer ideas such as: there needs to be enough space for all the pheasants; the pheasants need to be hidden from sight; the baby needs to be comfortable; the product needs to be easy to move; the product needs to look ordinary on the outside. Write the children’s suggestions on the interactive whiteboard. Explain that these needs form the design criteria for the pheasant pram. The final product should fulfil these criteria in order to be fit for purpose.
MAIN ACTIVITY

TASK 1

1. In pairs, ask the children to read through extract 2, underlining the parts of the text which show that Danny’s father’s pram design hasn’t been successful. They should refer to the design criteria on the interactive whiteboard, and decide which of the design criteria they think the pram hasn’t fulfilled.

2. Once they have done this, take feedback from the class (e.g. the pheasants don’t remain hidden; the baby isn’t comfortable) and make notes next to the relevant design criteria on the interactive whiteboard. We have learned that Danny’s father’s product isn’t fit for purpose!

TASK 2

1. Explain to the children that as Danny’s father’s pram didn’t work, their task is to design a pheasant-carrying device that is fit for purpose! The device doesn’t have to be a pram – it could be a shopping trolley, or a postman’s cart, or a motorbike and sidecar… It could be anything at all, as long as it can transport the pheasants safely from one place to another. When designing, the children will need to consider the list of design criteria that they generated in the starter activity. How will they make sure the pheasants remain hidden? For example, how will their product move, and who will move it?

Provide each child with a copy of RESOURCE 1. Explain that real designers will come up with lots of ideas for a product to begin with, before selecting the best one. The children should come up with four quick ‘thumbnail sketches’ (small, rough drawings) for a pheasant-carrying device. Emphasise that they should not spend too much time on drawing here – the key thing is to get their creative juices flowing! Each idea should have a couple of brief annotations, e.g. the material it is made from; where the pheasants are hidden. Once the children have created their thumbnail sketches, they need to write a short sentence explaining which of the four designs they prefer, and why.
Lesson Plan 6

Delightful Design

Task 3

1. Provide each child with a copy of Resource 2. Explain that for their final product design, they are going to create an annotated cross-sectional diagram. Have any of the children seen cross-sectional diagrams before? Take suggestions from the class; they may have seen them in non-fiction books (e.g. about the human body, or in instruction manuals).

They may also have seen cross-sectional pictures of characters’ houses in picture books – for example, the Brambly Hedge books by Jill Barklem. Explain that a cross-sectional diagram shows us what is going on beneath the surface of an object, as if someone has cut right through the object to expose the inside. It would be helpful to have examples of cross-sectional diagrams to show the children at this point.

2. The children should now turn their favourite design for a pheasant-carrying device into a cross-sectional diagram. Encourage them to annotate their design in detail to show how they have fulfilled the design criteria.

Extension

Once the children have finalised their design for a pheasant-carrying device, give them time to prepare a short presentation to make to the rest of the class. They must persuade their peers that their pheasant-carrying device is the one to choose above all the rest! Ask them to think carefully about the persuasive language they use, e.g. appealing adjectives and appropriate technical vocabulary to describe the product. Remind them to speak clearly and slowly so that their audience can understand them.

After all the children have had a chance to make their presentation, the class should hold a vote: which device do they think Danny’s father would choose to use instead of his Special Extra-Large Poacher’s Model pram? Which device fulfils the design criteria most successfully?
PLENARY:

Choose one or two completed designs from the children to display on the interactive whiteboard, first hiding the annotations beneath sticky notes. Ask the children to work in pairs to decide how they think the product fulfills the design criteria. Take feedback from the class and remove the sticky notes one at a time to see if they were right!
ROCKABYE BABY
(CHAPTER 19)

I could just make out the small dot of a baby sitting high up in the pram, which had its hood folded down. ‘There’s more than one hundred pheasants under that little nipper,’ my father said happily. ‘Just imagine it.’

‘You can’t put a hundred pheasants in a child’s pram!’ Doc Spencer said. ‘Don’t be ridiculous!’

‘You can if it’s been specially made for the job,’ my father said. ‘This one is built extra long and extra wide and it’s got an extra-deep well underneath. Listen, you could push a cow around in there if you wanted to, let alone a hundred pheasants and a baby!’

‘Did you make it yourself, Dad?’ I asked.

‘More or less, Danny. You remember when I walked you to school and then went off to buy the raisins?’

‘The day before yesterday,’ I said.

‘Yes. And after that I went straight on to the vicarage and converted their pram into this Special Extra-Large Poacher’s Model. It’s a beauty, really it is.’
ROCKABYE BABY

(CHAPTER 19)

A long lorry loaded with bricks came up behind the pram and the driver slowed down and poked his head out of the window to stare. Mrs Clipstone ignored him and flew on. She was so close now I could see her face with her mouth wide open, panting for breath. I noticed she was wearing white gloves on her hands, very prim and dainty. And there was a funny little white hat to match perched right on the top of her head, like a mushroom.

Suddenly, out of the pram, straight up into the air, flew an enormous pheasant!

My father let out a cry of horror.

The driver in the lorry began roaring with laughter.

The pheasant flapped around drunkenly for a few seconds, then lost height and landed on the grass by the side of the road.

‘Crikey!’ Doc Spencer said. ‘Look at that!’

A grocer’s van came up behind the lorry and began hooting to get by. Mrs Clipstone kept on running. Then whoosh! – a second pheasant flew up out of the pram.

Then a third and a fourth.

‘Great Scott!’ Doc Spencer said. ‘I know what’s happened! It’s the sleeping pills! They’re wearing off!’

My father didn’t say a word.

Mrs Clipstone covered the last fifty yards at a tremendous pace. She came swinging into the filling station with birds flying out of the pram in all directions.
Danny’s father needs a new pheasant-carrying device! Draw four thumbnail sketches of your ideas below. Annotate your ideas with any extra information.

**TOP TIP:** Your drawings only need to be rough at this stage!

**TOP TIP:** Remember to think about the design criteria!

**DESIGN ONE:**

**DESIGN TWO:**

**DESIGN THREE:**

**DESIGN FOUR:**
Draw a cross-sectional diagram of your pheasant-carrying device in the box below. Remember to annotate it in detail to show how you have fulfilled the design criteria!
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LESSON PLAN 3

703124 YPO Plain Whiteboard Kit
870366 Large Whiteboard
713619 YPO Premium Whiteboard Pens Fine Tip, Black
763977 YPO Premium HB Pencils
714534 YPO Fineliner Pens Black
876115 Children’s Thesaurus
705268 YPO Highlighters Assorted

LESSON PLAN 4

530244 Healthy Eating Shopping Bags Game
510046 Healthy Eating Stickers
531481 My Bodyboard Single School Board
531486 My Bodyboard Emotional Health Magnetic Pack

LESSON PLAN 5

735105 YPO Sketching Pencils
739944 Watercolour Paints
112917 A3 Drawing Cartridge 100gsm
111748 A4 Vivid Paper Stack (17 Colours)
117382 YPO Tissue Paper 500 x 750mm

LESSON PLAN 6

112917 A3 White Drawing Paper
306227 YPO Premium Handwriting Pens Black
802786 YPO Write & Wipe Boards

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HOW MANY HAVE YOU READ?

MORE THAN 5
Whoopsy-splunkers!
You’ve got some reading to do!

MORE THAN 10
More tremendous things await – keep turning those pages!

ALL OF THEM?
Whoopee!
Which was your favourite?