

Plot, character and setting

SECTION

4

Inspector's report

Objective: To make notes on and use evidence from across a text to explain events or ideas.

What you need: Copies of *The Demon Headmaster* and photocopiable page 18.

Cross-curricular link: PSHE.

What to do

- Invite the children to summarise Dinah's first impressions of her new school. What things tell her that something is amiss? List their suggestions on the whiteboard, such as 'no playing in the playground', and so on.
- Discuss what school inspectors might look for during their visit and note suggestions on the whiteboard (discipline, good teaching, cleanliness, a good atmosphere, academic record, and so on).
- Ask: *Which areas do you think Dinah's school would perform well in and which might give an inspector cause for concern?* For example, the inspector might be impressed with the behaviour of pupils and impressive test results,

but be concerned with the punishments used to discipline children and that there is little evidence of artwork.

- Arrange the children into pairs and hand out photocopiable page 18. Explain that they are going to imagine they are a school inspector visiting Dinah's school. Using the novel, they need to note down evidence in the key areas they inspect and make comments about the school for the local authority.
- Give them time to complete the sheet before gathering the class and their findings.

Differentiation

For older/more confident learners: Encourage the children to expand the comments the inspector makes to include his recommendations for creative play, punishment, and so on.

For younger/less confident learners: Let the children concentrate on the first two sections of the inspector's report.

The view

Objective: To develop drama techniques to explore in role a variety of situations and texts or respond to stimuli.

What you need: Copies of *The Demon Headmaster*, whiteboard, individual whiteboards and pens.

Cross-curricular link: Drama.

What to do

- Tell the children they are going to plan and present a trailer for the Eddy Hair Show TV programme.
- Begin by discussing what we know about the show (a fast, zany children's programme which includes sketches, a school quiz, and so on). Capture initial ideas on the whiteboard and encourage the children to cite comparisons with real TV programmes they know and watch.
- Arrange the children into small groups and allow them time to scan the novel to gather more

details about the show, its presenter and typical content.

- When they have enough material, they should work together to draft and edit a short trailer for an upcoming edition of the show. Ensure that the children understand the purpose of trailers (to encourage viewers to watch or listen to upcoming programmes on TV or radio).
- Invite volunteers from each group to present their trailers to the class and encourage constructive feedback.

Differentiation

For older/more confident learners: Encourage the children to develop and summarise their own ideas for content, based on what we know about the show.

For younger/less confident learners: Allow the children to base their trailer on the edition of the TV show described in Chapter 12.