

## 1. Carla's report

### Objective

To identify the audience for and purpose of the writing, selecting the appropriate form.

### What you need

Copies of *There's a Boy in the Girls' Bathroom*, photocopiable page 41 'Carla's report'.

### Cross-curricular links

PSHE, citizenship.

### What to do

- Read Chapter 9 together. Ask the children to think of words to describe Carla and Bradley in the counselling session (Carla: warm, open, friendly; Bradley: wary, suspicious, distant). Ask: *How do you think they each feel at the end of the session?*
- Hand out photocopiable page 41 'Carla's report'. Explain that they are going to write a report from Carla after her first counselling session with Bradley.
- Ask the children to scan the novel for information to help them complete the photocopiable sheet. The top half will include Mrs Ebbel's comments; the bottom half Carla's report. Briefly discuss language and presentation features appropriate for a report – a general opening and concluding statement, the present tense, formal language.
- Review the children's work. Ask: *How is Carla's view of Bradley different from everyone else's? Why?* (She understands that Bradley puts on a 'front' because he is afraid of failure and rejection; she thinks he can change.)

### Differentiation

**Support:** In a shared session, create a list of relevant words/phrases the children could use in their report.

**Extension:** Challenge children to write Carla's progress report on Bradley as his behaviour begins to change and improve.

## 2. Animal characters

### Objective

To perform their own compositions.

### What you need

Copies of *There's a Boy in the Girls' Bathroom*.

### Cross-curricular links

PSHE, citizenship.

### What to do

- Focus on the role of Bradley's animal figurines. Read Chapter 15 together. Ask: *What has just happened? How is Bradley feeling?* (Melinda has given him a black eye, so he feels embarrassed.) Establish that Bradley makes himself feel better by acting out the drama using his animals, linking back to the concept of 'play therapy'. Ask: *Who do you think the villains or bullies in Bradley's play represent?* (the girls) *How might acting out the dramatic rescue of Ronnie make Bradley feel better?* (Bartholomew is brave and strong and fights back against the bullies, as Bradley wishes he had.)
- Working in small groups, ask children to adapt the animal scene into a script. Model a short section, demonstrating how to set out dialogue using character names and colons to introduce each speaker. They should re-read the text carefully, extracting the dialogue and adding further dialogue and notes on setting/stage directions.
- Invite groups to read out their scripts to the class, voicing each character. Encourage constructive feedback.

### Differentiation

**Support:** Read the chapter aloud, challenging children to pause the reading when they identify dialogue to include.

**Extension:** Challenge groups to extend the scene, or to script another scene featuring the animal characters to reflect Bradley's emotions at another point in the story.