

LISA THOMPSON

THE BOY WHO FOOLED THE WORLD

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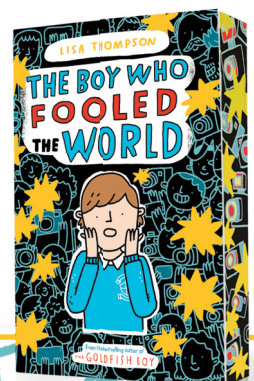
Resource Sheet 3 – Storyboards



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The Boy Who Fooled the World Lesson Plan Year 5

Objectives

- To explore feelings from a character's point of view
- To explore our own feelings
- To use colour to depict emotions and feelings
- To use art materials to explore emotions

Outcomes

Children will explore the feelings of a character, Cole, during particular periods of their life. The children then can use this to explore their own feelings during different periods of their own lives. The children can then portray these feelings using different art materials to create an art piece, where colour is used to depict feelings.

Resources

- The Boy Who Fooled the World* book
- Resource Sheet 1 – Mindmap of feelings
- Resource Sheet 2 – My colour chart
- Resource Sheet 3 – Block art

Lead in

Read Chapters 1-3 with the children. As a whole class explore how the main character, Cole Miller, feels during these chapters.

Ask questions such as:

- 'Why did Cole and Mason Ferguson get left behind on their class trip?'
- 'What was so important about the visitor, Marika Loft?'
- 'Why did Cole get embarrassed?'

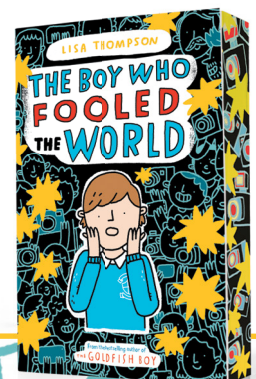
Use Resource Sheet 1, 'Mindmap of feelings', to explore the feelings of Cole and to make notes of Cole's emotions during different times and situations during Chapters 1-3. For example, his feelings on being left behind on the trip, his feelings about his dad during assembly.



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Re-read Chapter 1, pages 4-6, about Marika Loft and her style of artwork. What is it in particular that is different about Marika's work? (She uses colour to tell a story and to depict feelings.)

Read Chapters 4 and 5 with the children about Marika Loft's visit to the school. Explore what Marika felt about Cole's artwork. (She felt it told a story and left her with questions to ask.) Use these chapters to add more to the mindmap about Cole's feelings and emotions during the time he was painting.

Task

Explore with the children how colour can help to show emotion. Ask the children to describe the feelings that different colours can evoke in us. Show the children a colour splash and discuss what each colour makes them feel.

For instance (these are ideas):

Red – jealousy, anger, passion

Green – envy, guilt

Yellow – happiness, fun

Blue – calm, shyness

Grey – sadness, nervous

Black – stress, tense

The children need to create a colour chart showing what colours they think that different emotions and feelings might be. Resource Sheet 2, 'My colour emotion chart', might help them to create this.

The children need to relook at the mindmap of Cole's feelings during different points of the story and add in the colour that they think represents each feeling that Cole had. For example, when his dad was talking in assembly and Cole was embarrassed, what colour might be associated with Cole's feelings? The children can use a blank copy of Resource Sheet 1, 'Mindmap of feelings' to help them.

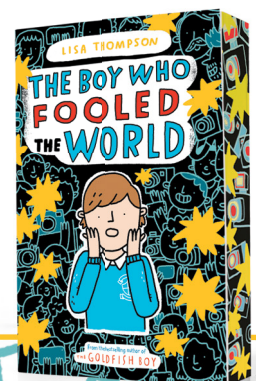
If time permits, the children can choose some different events in their life and create their own mindmap of life events. They need to choose which colours from their colour emotion chart are associated with different events, for example, a baby brother/sister/cousin being born, a new toy, starting a new school/sport/club, etc.



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Using either Cole's life events and emotions from the book, or the children's own life events, the children need to create a piece of artwork which shows their emotions as colour. They could paint different squares to show how they felt, or any other geometrical shape. They could paint a block colour and add other splashes of colour to it to show their emotions. Discuss with the children how line, colour, tone, texture and shape can enhance artwork. Resource Sheet 3, 'Block art', may help them with ideas on how to set out their artwork.

Extension

Read Chapter 6 with the children. Explore in particular the part of the painting by Basil Warrington-Jones, which was hung up in the museum that Cole's mum works in (from page 59), and why it was so important. Explore how puzzles can be hidden in things.

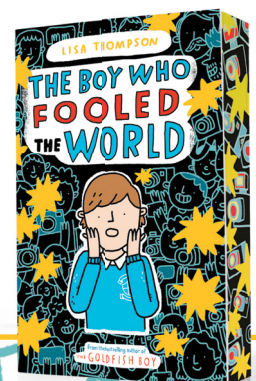
Ask the children to come up with some clues that they could hide in their artwork to show different aspects of their lives, for example, their age could be written as a multiplication calculation, their gender hidden as a symbol, etc. The children then need to add these clues to their artwork in a way that is subtle and cannot be seen easily, for example, inside a pocket on a particular colour square where the pocket is the same colour as the square, some lines or dashes showing their age, etc. The artwork can be used as a display to show emotions and feelings.



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The Boy Who Fooled the World Lesson Plan Year 6

Objectives

- To explore feelings and emotions
- To explore scenarios from different perspectives
- To look at actions, causes and consequences

Outcomes

Children will explore different events/scenarios from the book and decide on different consequences as a result of the actions. The children will also come up with their own scenarios/events and decide on different responses.

Resources

- The Boy Who Fooled the World* book
- Camera
- Video recorder
- Resource Sheet 1 – Scenario cards
- Resource Sheet 2A – Scenario cards – Cole
- Resource Sheet 2B – Scenario cards blanks
- Resource Sheet 3 – Storyboard

Lead in

Throughout the book Cole Miller, the main character, has to deal with different events. The aim of this lesson is to explore events, scenarios, actions, causes and consequences.

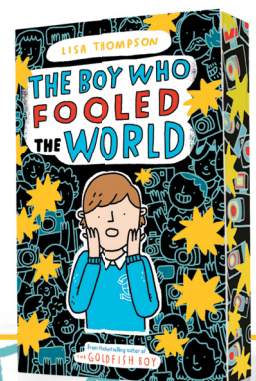
Read Chapter 2 with the children. (Chapter 2 explores how Cole feels when he attends Mason's birthday party. It also explores Cole's actions when he spills the blackcurrant drink.) Discuss Cole and Mason's actions. Ask questions about their actions and whether they acted in a way that they should have or not. Was Mason right to take the blame? Was Cole right in not speaking out?



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Discuss when Cole didn't take responsibility for his actions and what the consequences were. Working in pairs or small groups, the children should explore the possible actions for the scenario below and then decide on the consequences of each course of action. They need to use Resource Sheet 1, 'Scenario cards', to come up with their consequences for each action. Discuss these as a whole class and emphasise that all the children are allowed their own viewpoint and opinion on actions and consequences.

Task

As a whole class explore the following chapters:

- Chapter 13 – explores how Cole's painting sold for £1000 and his feelings on what he needed to paint next.
- Chapters 19-29 – explores how Cole used his three year old sister's painting as his own and what happened as a result.

Pause at different parts of the chapters, for instance Cole's reaction at his sister's painting, the text he sent, the big reveal of the artwork, the auction, the buying of new things, the live TV show. At each pause ask what Cole's response should have been. Discuss with the children what Cole did and the consequences for him, his friends and his family. Ask the children what their response may have been. Emphasise again that the children are allowed their own viewpoints and opinions.

Use Resource Sheet 2A, 'Scenario cards – Cole', to introduce Cole's scenario of selling his sister's painting and passing it off as his own, and explore what he did and why. The children need to work in pairs or small groups to explore Cole's actions and what the possible consequences of this might be. Did Cole do the right thing, or should he have done something different?

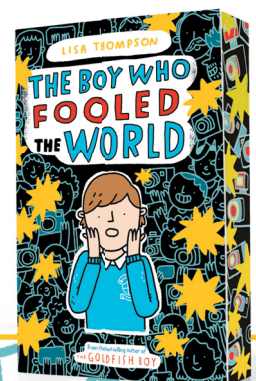
As a whole class, discuss some other scenarios that may have a range of consequences. For example, breaking a new toy, not allowing someone to join a game of football, etc. The children need to work in pairs or small groups, to explore the possible actions for the scenarios they have come up with, and then decide on the consequences of these actions. Resource Sheet 2B, 'Blank scenario cards', may help the children write down their ideas. What was the right thing to do? Discuss this as a whole class.



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Extension

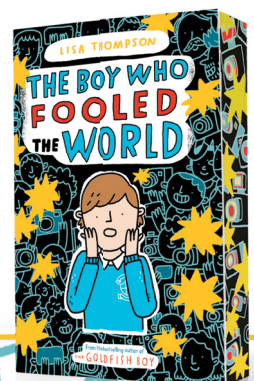
As a pair or small group, the children need to use some of the scenarios from the book, or their own scenarios, to put together a short piece of drama or a freeze frame that focuses on causes, actions and consequences. They can use a camera to take photographs or a camcorder to record the performances. They can also use Resource Sheet 3 'Storyboard' to plot out the different scenarios. The idea is to show the scenario and possible choices of actions.



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Curriculum links

To UKS2 English – Pupils should be taught to:

Reading comprehension:

- maintain positive attitudes to reading and understanding of what they read
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- provide reasoned justifications for their views

Writing – composition:

- plan their writing
- draft and write
- evaluate and edit
- proof-read
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing – vocabulary, grammar and punctuation

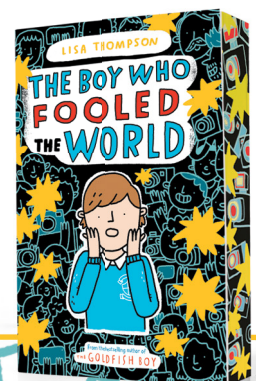
- develop understanding of the concepts
- indicate grammatical and other features
- use and understand grammatical terminology



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KS2 Art:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketchbooks to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

KS2 PSHE (from the PSHE Association Programme of Study) – Pupils should have the opportunity to learn:

H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

R1. to recognise and respond appropriately to a wider range of feelings in others

R11. to work collaboratively towards shared goals

L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

L9. what being part of a community means, and about the varied institutions that support communities locally and nationally

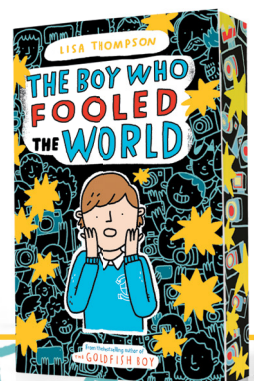
L12. to consider the lives of people living in other places, and people with different values and customs



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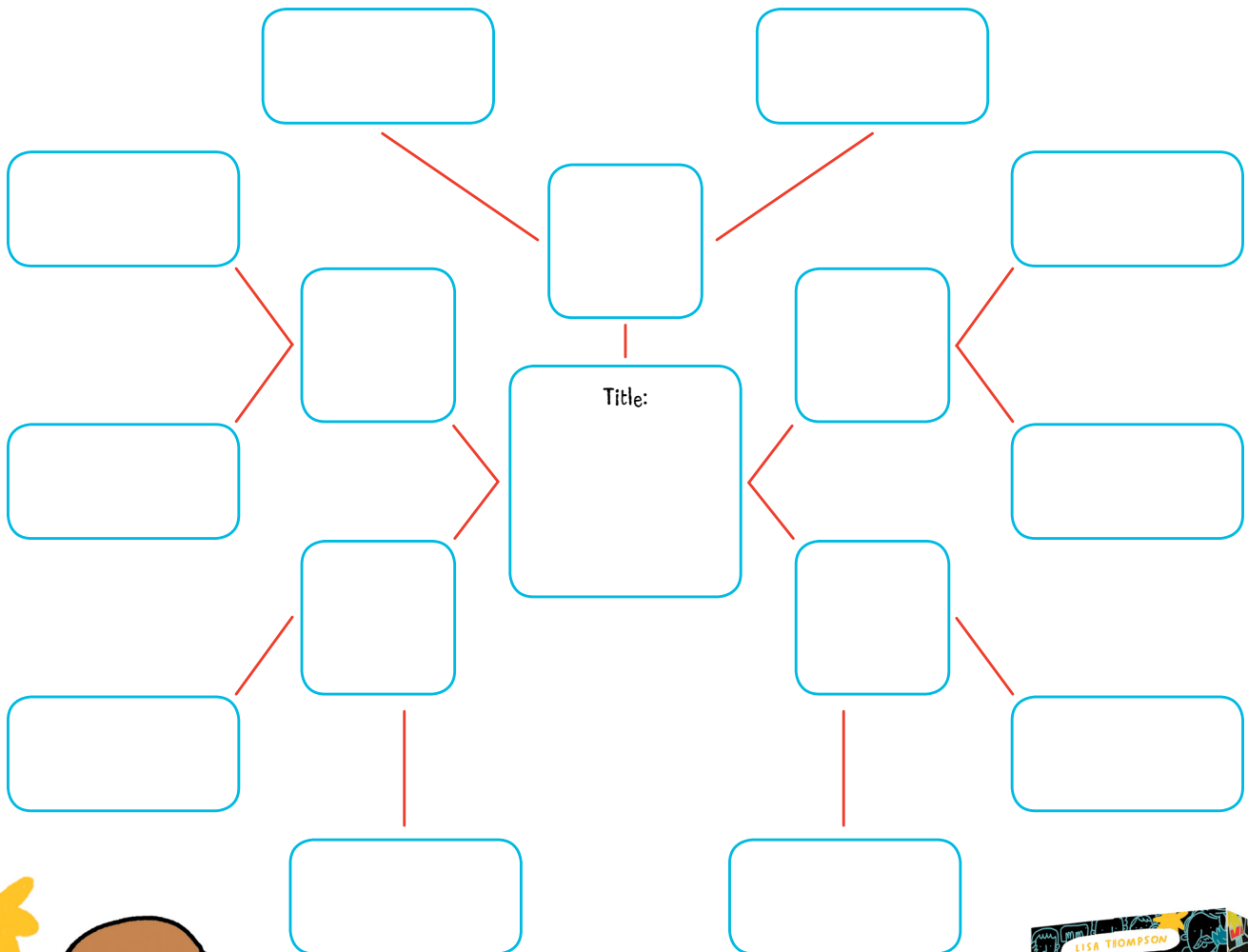


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Lesson plan Year 5 – Resource Sheet 1, Mindmap of feelings

Explore Cole's feelings and make notes of Cole's emotions during different times and situations during Chapters 1-3. For example: his feelings on being left behind during the trip, his feelings about his dad during assembly. You can also use a copy of this blank mindmap to express emotions about some of your own life events.

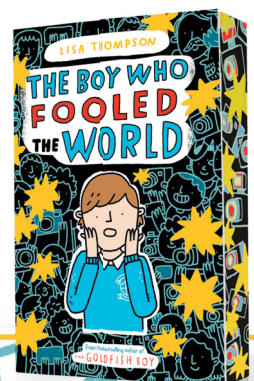


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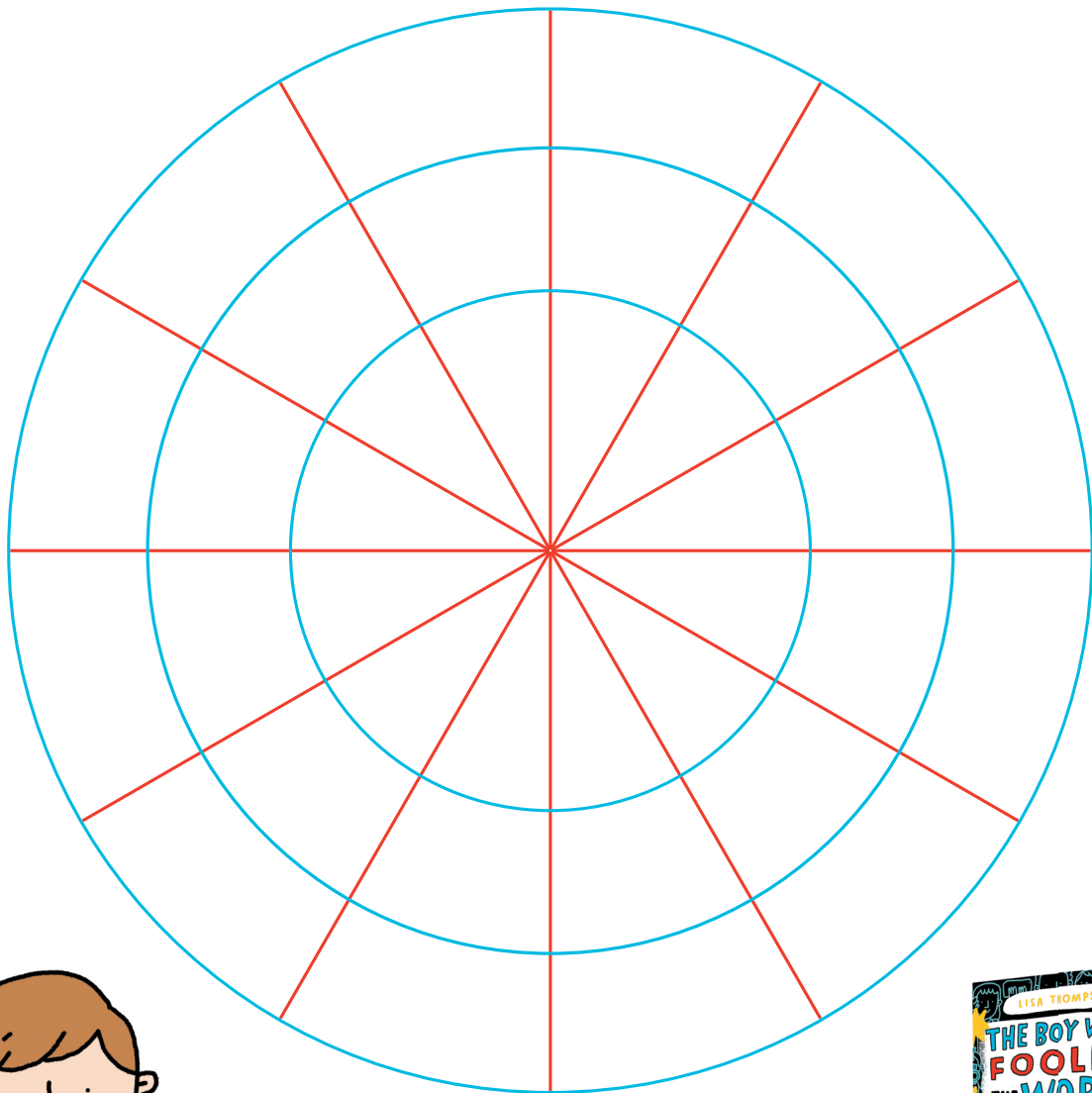


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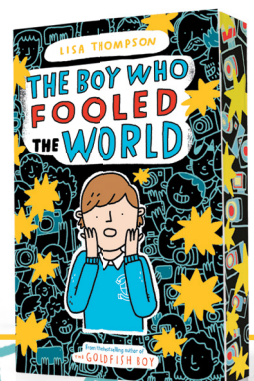
Lesson plan Year 5 – Resource Sheet 2, My colour emotion chart

What feelings can different colours evoke in us? Complete the colour chart and write in each colour what emotions and feelings you associated with the colour. Remember different shades of colour may evoke a stronger or weaker emotional reactions.



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Lesson plan Year 5 – Resource Sheet 3, Block art

Using colours to show emotions, paint the different squares to show how you felt during a significant life event.

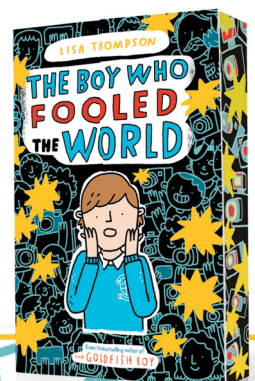
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Lesson Plan Year 6 – Resource Sheet 1, Scenario cards 1

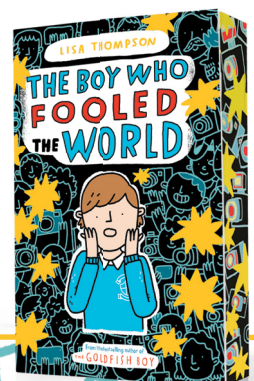
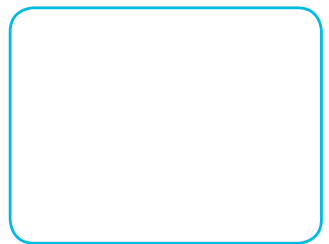
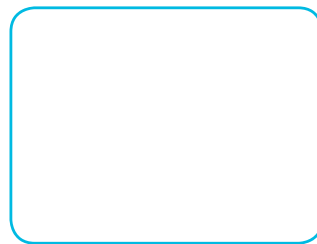
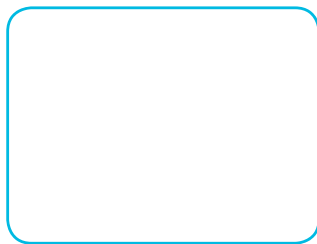
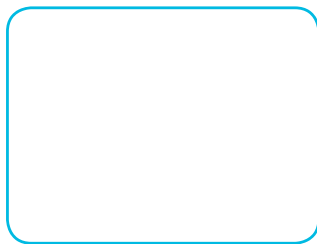
Explore the possible actions for the scenario below and then decide on the consequences of each course of action. Remember that for each action there is a consequence or choice that follows.

You may want to carry on the scenario past the boxes below.

Scenario: Cole is at Mason's party and his blackcurrant drink gets spilled over the living room carpet by Mason with the ball

Mason takes responsibility and tells his parents he did it

Cole takes responsibility and tells Mason's parents he did it



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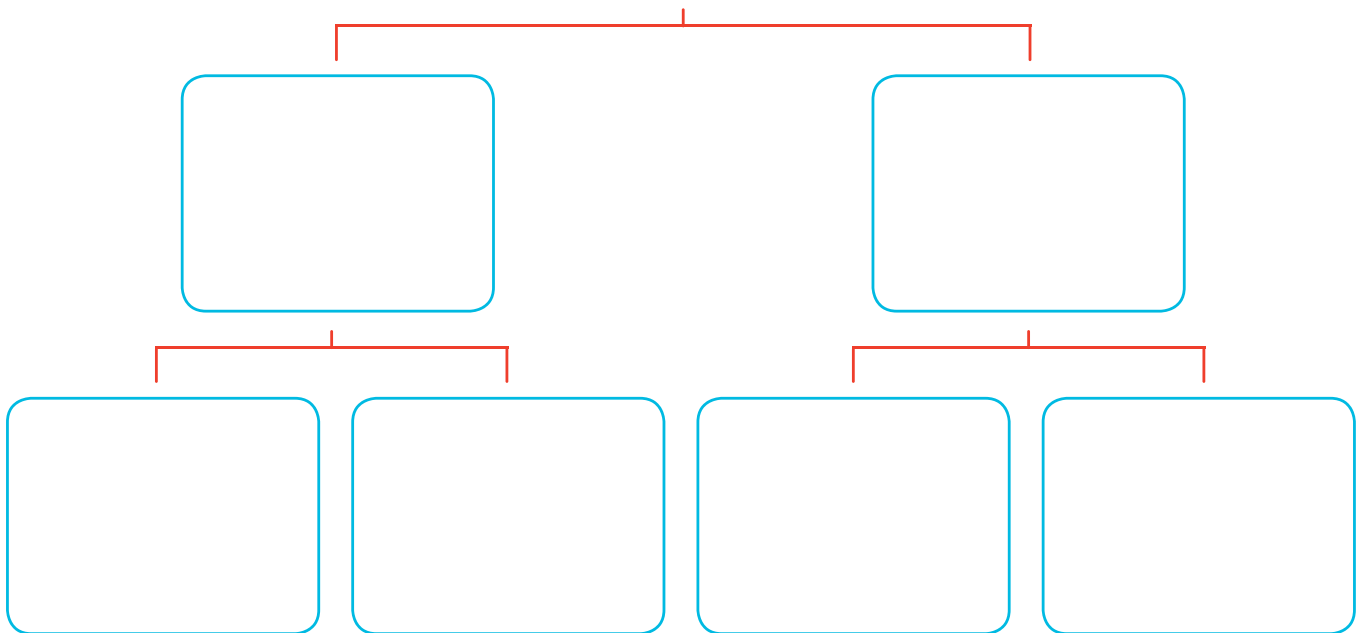
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Lesson Plan Year 6 – Resource Sheet 2A, Scenario cards – Cole

Explore the possible actions for the scenario below and then decide on the consequences of each course of action. Remember that for each action there is a consequence or choice that follows.

You may want to carry on the scenario past the boxes below.

Scenario: Cole pretends that his sister's painting is his own when it is sold at auction

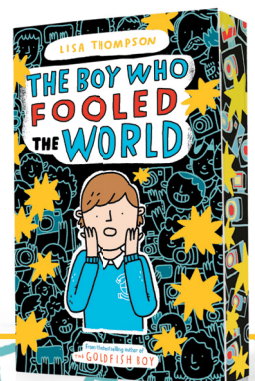


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Lesson Plan Year 6 – Resource Sheet 2B, Blank scenario cards

This is a blank scenario card for you to use to come up with your own scenarios.
Remember that for each action there is a consequence or choice that follows.
You may want to carry on the scenario past the boxes below.

Scenario:

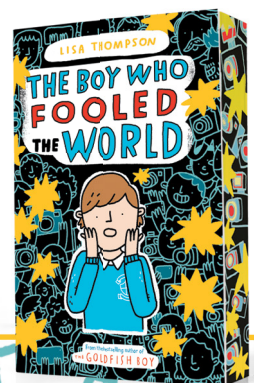
A flowchart structure for scenario development. It starts with a central box labeled 'Scenario:'. Two lines branch out from the bottom of this box to two empty rectangular boxes. From the bottom of each of these two boxes, two more lines branch out to a total of four empty rectangular boxes, arranged in two columns of two.

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Lesson Plan Year 6 – Resource Sheet 3, Storyboards

Use the storyboard below to plot out the different scenarios you want to freeze frame or show in a short piece of drama.

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