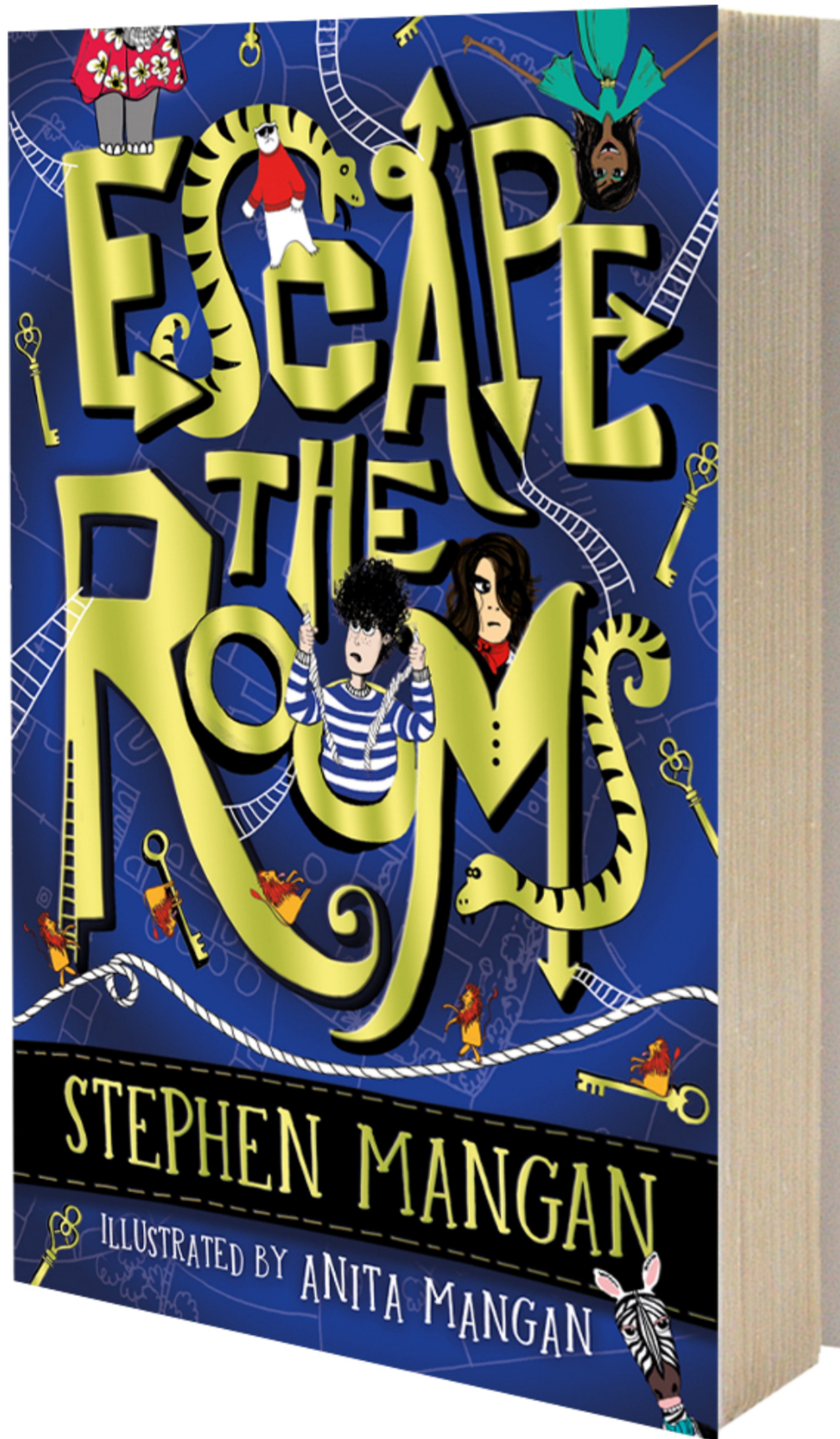


GET READY TO UNLOCK
ADVENTURE AND CREATIVITY
IN YOUR CLASS WITH THIS
TEACHING RESOURCE PACK



STEPHEN
MANGAN
AUTHOR



ANITA
MANGAN
ILLUSTRATOR



ABOUT THE BOOK



A high-energy, laugh-out-loud, fully illustrated adventure story by much-loved actor, screenwriter and author Stephen Mangan and illustrator and designer of award-winning books, Anita Mangan.

“[Escape the Rooms] is richly imagined and deeply heartfelt, and Anita Mangan’s cartoonish and poignant illustrations capture the tone perfectly. It reminded me a little of *The Wizard of Oz*, with the children on a quest through different lands to get home.” *The Guardian*

“It’s been described as a cross between *Alice in Wonderland* and *The Crystal Maze* and it manages to feel both classic and modern at the same time.” *Good Housekeeping*

The last thing Jack expected when he bungee-jumped at the fairground was to go plummeting right through the ground into the weird, wonderful Rooms...

There he must face a series of puzzles and traps alongside a mysterious girl called Cally, in order for them to find their way home.

Throw in a murderous polar bear, hundreds of tiny yet ferocious lions, some mind-blowing riddles, and get ready for a hilarious, helter-skelter adventure like no other!

- *Escape the Rooms* follows two children dealing with loss on an amazing adventure.
- Wildly funny and endlessly surprising, this is also a story about friendship, overcoming fears and being kind to yourself.
- Illustrated throughout by Anita Mangan (Stephen’s sister!)

RESOURCE PACK CONTENTS

Year 5

- Stuck in the Riddle Lesson Plan
- Extension
- The Map of the Rooms
- Resource Sheet 1: The Rooms
- Resource Sheet 2: A Riddle to Solve
- Resource Sheet 3: Riddles
- Curriculum links
- Talking about Grief and Loss with your Class

Year 6

- Escape the Room Lesson Plan
- Extension
- Resource Sheet 1: Thoughts and Feelings
- Resource Sheet 2: The Room
- Resource Sheet 3: Riddles
- Curriculum links
- Talking about Grief and Loss with your Class



YEAR 5

STUCK IN THE RIDDLE



OBJECTIVES

- To explore the concept of a riddle and how they have been used in different stories.
- To write some riddles for others to solve.

OUTCOMES

- Children will identify riddles as they read *Escape the Rooms* (and extracts from other stories) and attempt to solve them before they read on.
- Children will think creatively and write their own riddles for other children in the class to solve in order to move through an imaginary maze of rooms.

RESOURCES

- *Escape the Rooms* by Stephen Mangan, illustrated by Anita Mangan
- Resource Sheet 1: The Rooms
- Resource Sheet 2: A Riddle to Solve
- Resource Sheet 3: Riddles



LEAD IN

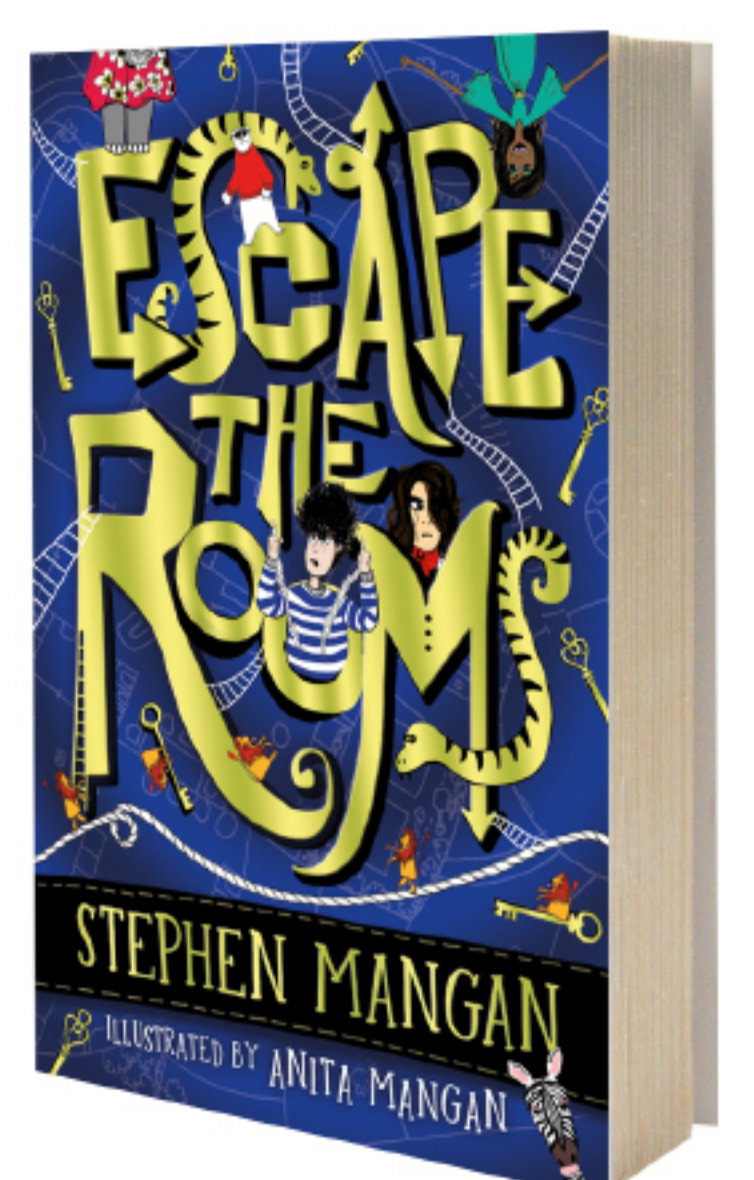
The first riddle of the book begins on page 58. As you are reading the story with your class, pause once the riddle has been solved and delve deeper into what a riddle is. There are some examples of riddles on **Resource Sheet 3** that encourage children to think creatively. As the children explore some riddles, they may solve some quite easily; they may say, “Oh yes, of course,” when they hear the answers to the ones that have baffled them. Either way, they will probably be hungry for more. Once they become familiar with the way a riddle gets the brain to think, you can discuss with your class how Gary’s riddles are intended for humour rather than creative thinking.

MAIN ACTIVITY

Using **Resource Sheet 1: The Rooms**, ask the children to use their imagination to design a maze of rooms inspired by the story and the **Map of the Rooms** on page 145. Once the map is created, they should then choose a route between four or five of the rooms. This will be for a partner to “travel through” in the same way that Jack and Cally did in the story, through solving a riddle to access a key to escape each room.

Children can write their riddles using a separate copy of **Resource Sheet 2: A Riddle to Solve**, for each riddle. These riddles can be a combination of original riddles and ones for children that you have found in books or online. Some children may feel confident to write all of their riddles using their creative thinking skills.

Once the maps are drawn and the riddles are written (this process may take a series of lessons to complete), children can work in pairs and take it in turns to challenge their partner to “enter” their maze of rooms and answer the riddles to escape them. Each set of riddles should be checked by the teacher before this activity commences to ensure that the riddles are comprehensive. This activity can be done using sand timers or stopwatches to add some extra excitement. However, no child should be “stuck” inside a room – this is simply a fun way to explore riddles, and partners should reveal the answer to any riddle that their partner is unable to solve to escape each room.



YEAR 5

STUCK IN THE RIDDLE



EXTENSION

There have been many riddles found in books throughout time, and some of these stories may be familiar to your children. As a class, explore some famous riddles and create some artwork for a display or class book based on them. Here are a few examples of famous riddles in stories and rhymes:

The Sphinx's Riddle (Sophocles, fifth century B.C.)

What goes on four legs in the morning, on two legs at noon and on three legs in the evening?

Answer: A human

An Eighteenth-Century Nursery Rhyme

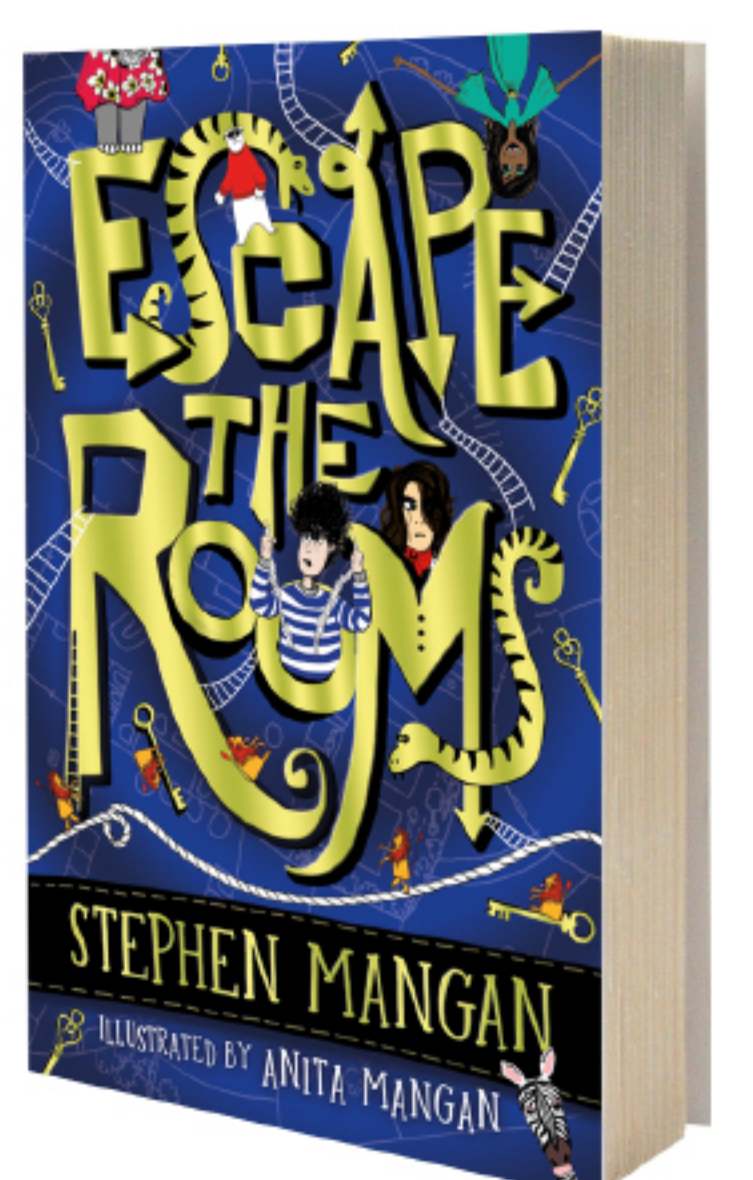
*As I was going to St. Ives,
I met a man with seven wives,
Each wife had seven sacks,
Each sack had seven cats,
Each cat had seven kits,
Kits, cats, sacks and wives,
How many were going to St. Ives?*

Answer: One

The Hobbit by J R R Tolkien: Gollum's five riddles for Bilbo to solve

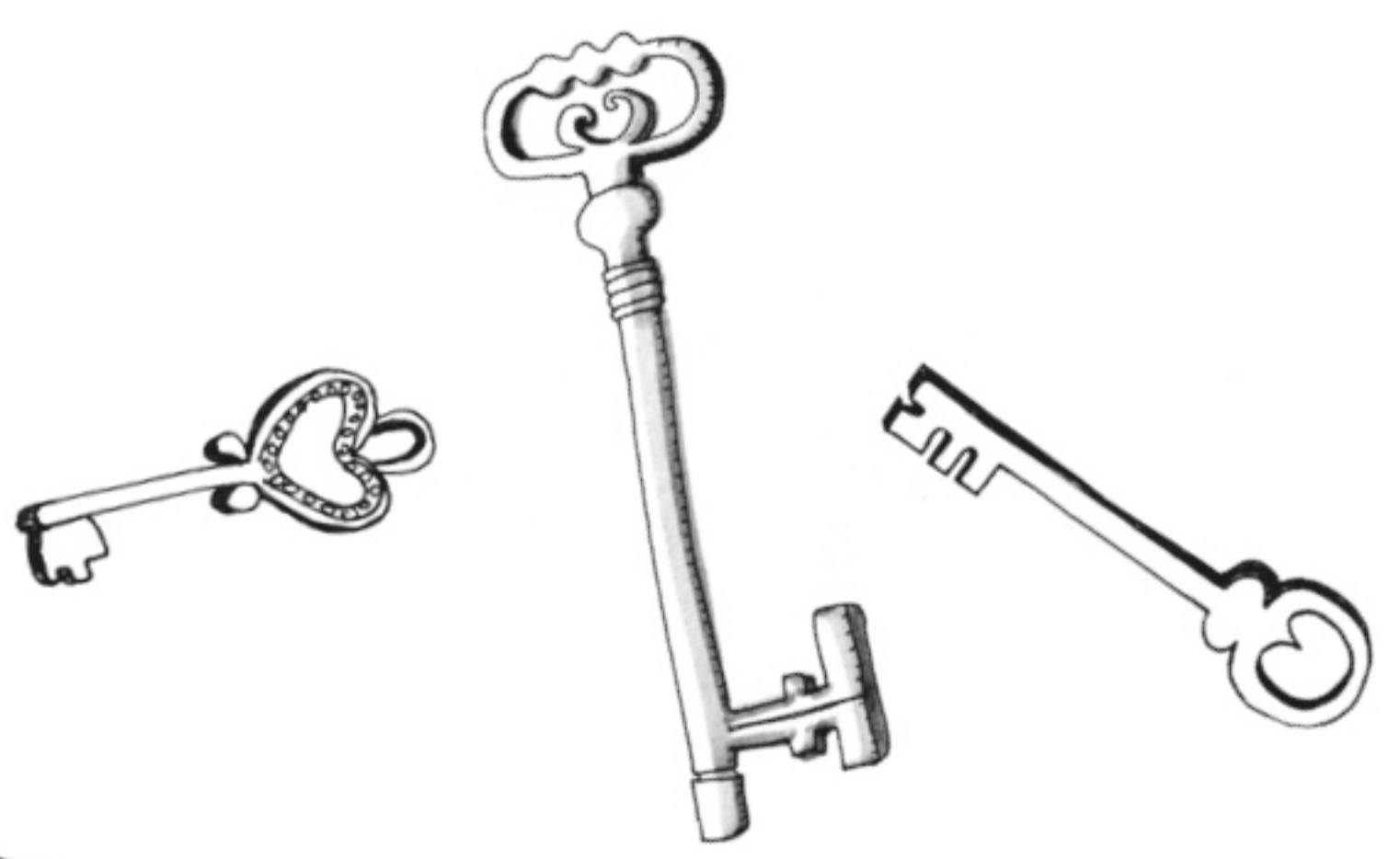
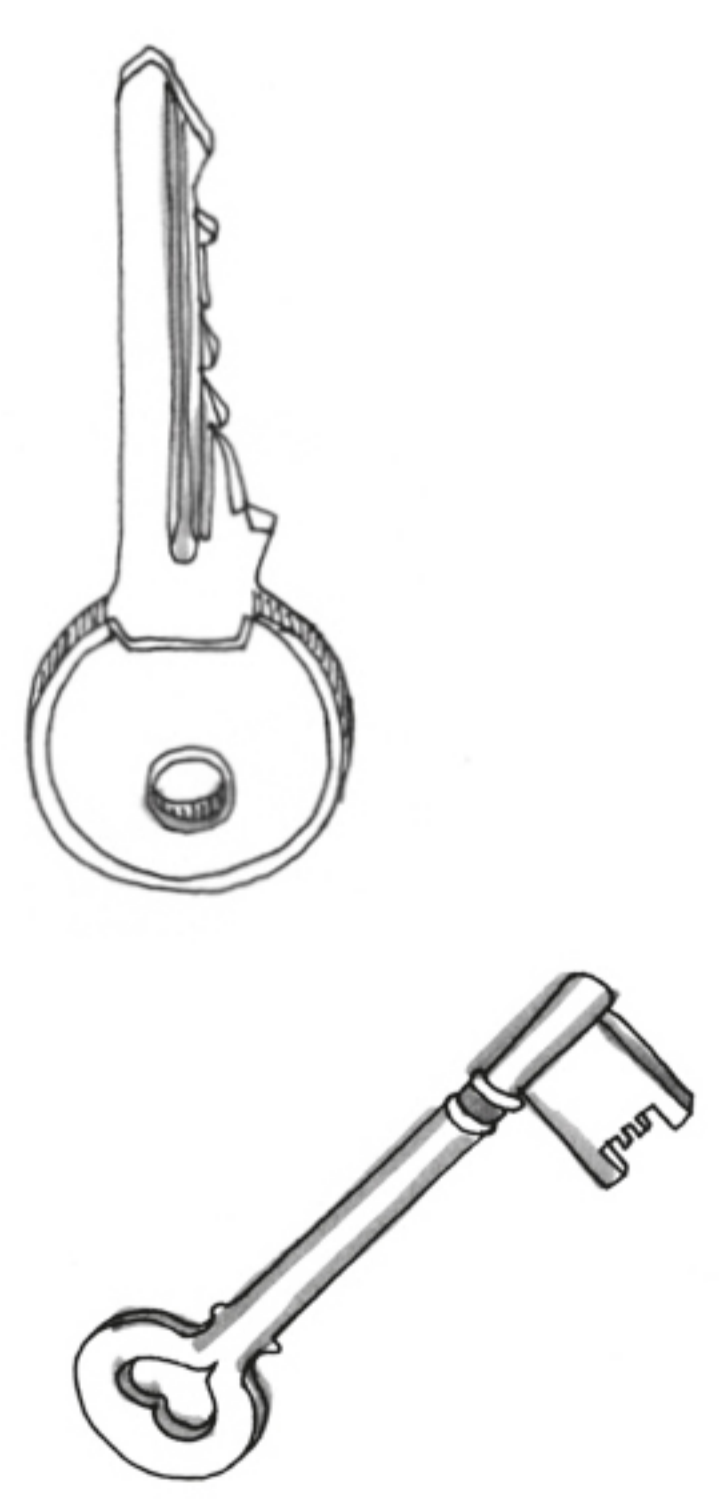
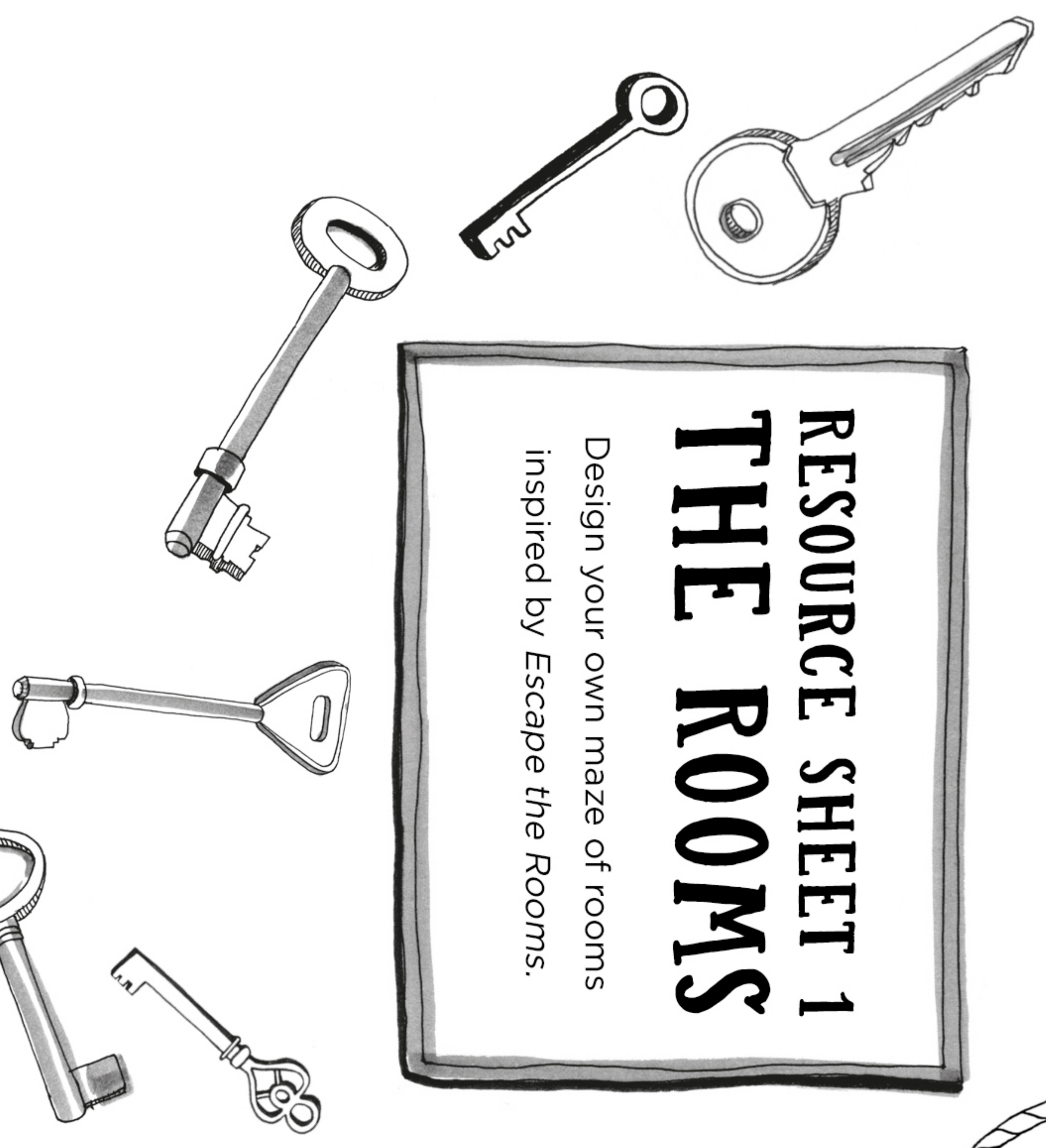
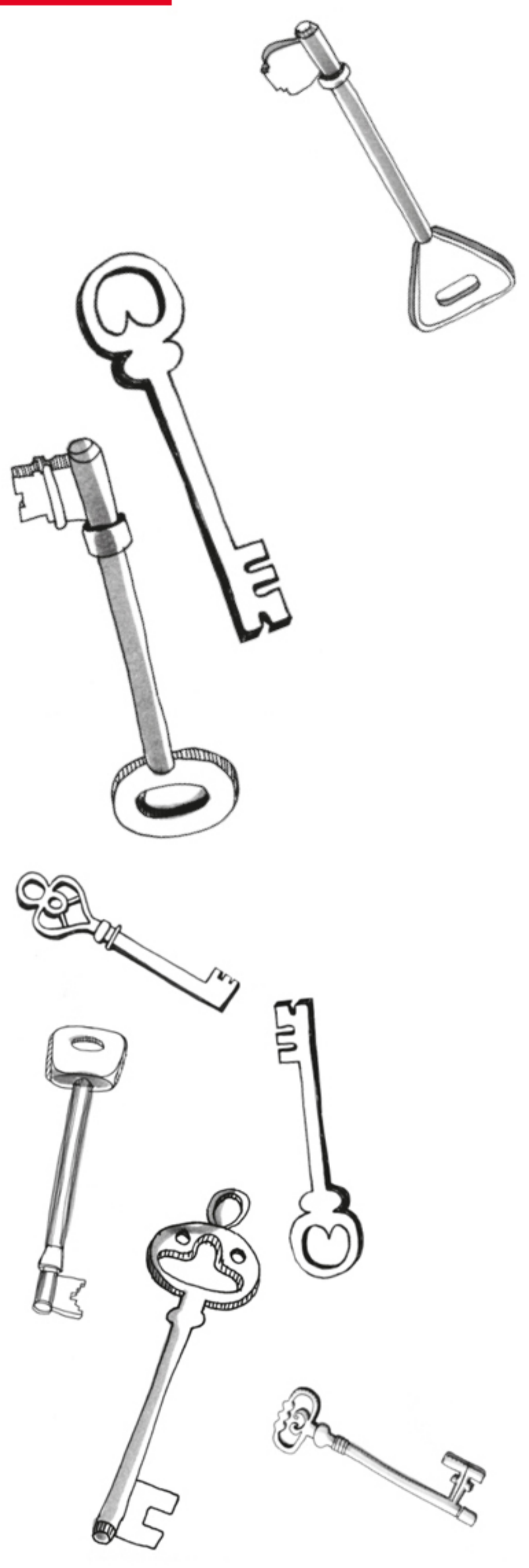
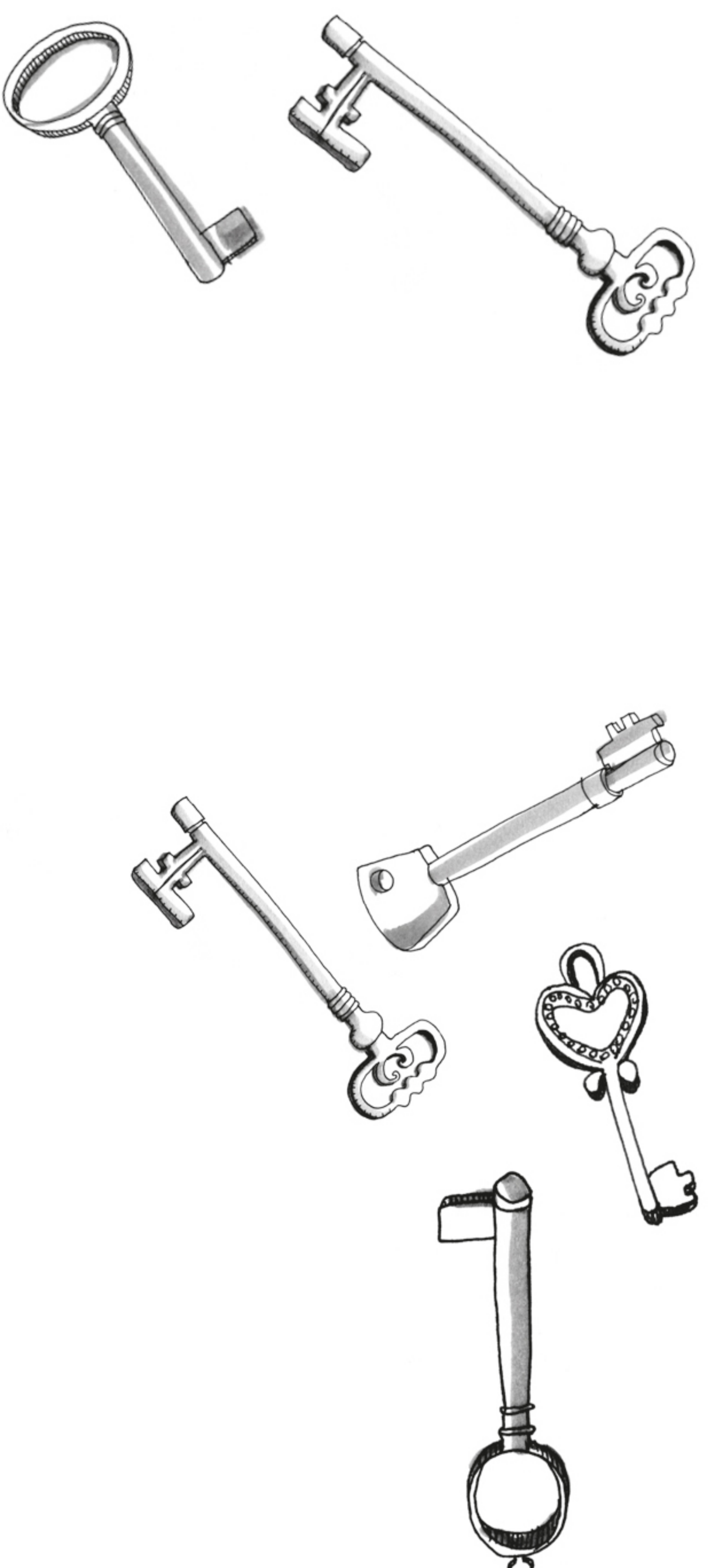
Harry Potter and the Goblet of Fire by J K Rowling: The Sphinx's Riddle

Alice's Adventures in Wonderland by Lewis Carroll: The Mad Hatter's Riddle



RESOURCE SHEET 1 THE ROOMS

Design your own maze of rooms
inspired by *Escape the Rooms*.



RESOURCE SHEET 3

RIDDLES



What has a face and hands but no arms or legs?

Answer: A clock

What has a neck but no head?

Answer: A bottle

Which word becomes shorter when you add two letters to it?

Answer: Short

What gets wetter as it dries?

Answer: A towel

What runs but never walks?

Answer: Water

It belongs to you but your friends use it more. What is it?

Answer: Your name

How many months of the year have 28 days?

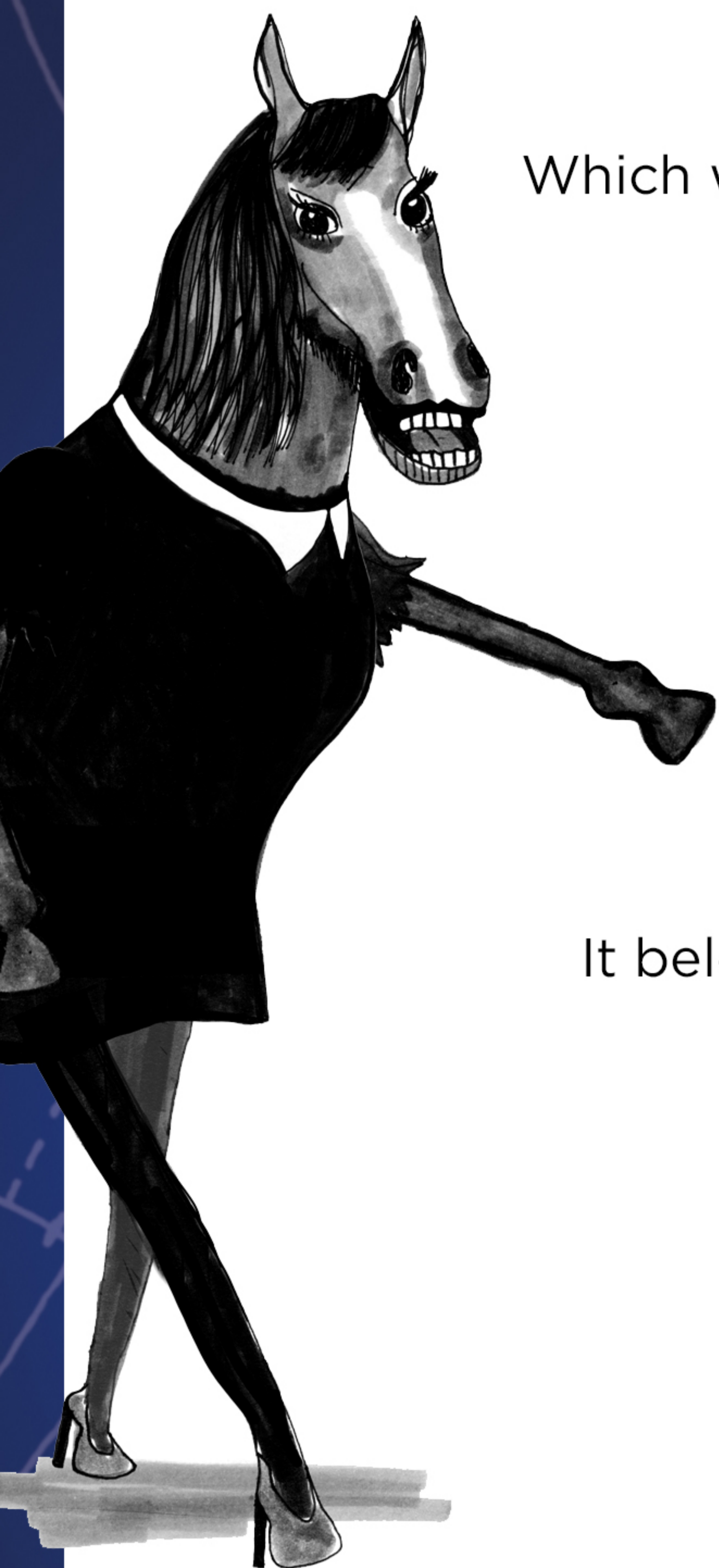
Answer: All of them

If you don't keep me, I'll break. What am I?

Answer: A promise

I have a bed but I never sleep. I have a mouth but I never speak. What am I?

Answer: A river



CURRICULUM LINKS



READING (YEAR 5 AND 6)

Maintain positive attitudes to reading and understanding of what they have read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- reading books that are structured in different ways and reading for a range of purposes
- making comparisons within and across books.

HANDWRITING (YEAR 5 AND 6)

Write legibly, fluently, with increasing speed by:

- choosing which shape of letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for the task.



WRITING: COMPOSITION

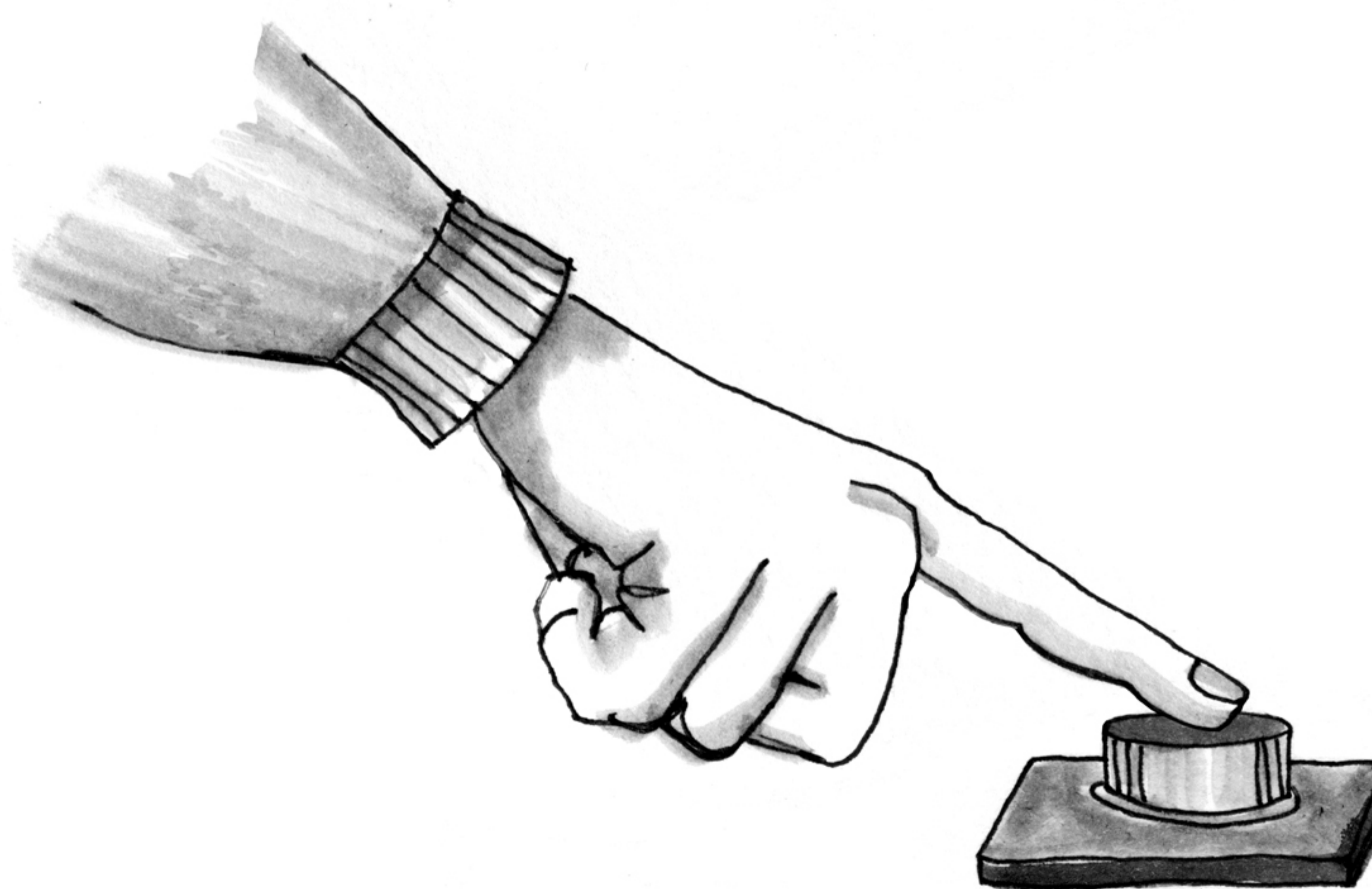
Plan writing by:

- identifying the audience and purpose, selecting the appropriate form and using other similar writing as models for their own.

KS2 ART

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

Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).



YEAR 6

ESCAPE THE ROOM!



OBJECTIVES

- To produce a descriptive piece of writing.
- To make a visual representation of an imaginary place.

OUTCOMES

- Children will describe an imaginary room inspired by the story.
- Children will create a 3D model of their imaginary room.

RESOURCES

- *Escape the Rooms* by Stephen Mangan and illustrated by Anita Mangan
- Resource Sheet 1: Thoughts and Feelings
- Resource Sheet 2: The Room
- Resource Sheet 3: Riddles
- Cardboard boxes, paper, card, clay, paints, paintbrushes, scissors, glue

LEAD IN

As you share the book with your class, encourage the children to think about how they, as the reader, feel as the characters enter each room. Different rooms might evoke different feelings such as excitement, fear or suspense. Using **Resource Sheet 1**, it will be useful for children to jot down their thoughts and feelings about each room as you read the book together. Once the book is finished, ask the children to think about their favourite room in the book. What makes it their favourite room, the physical characteristics, the characters they meet in that room? Or maybe both?

MAIN ACTIVITY

Explain to the children that they are going to be doing a creative writing project inspired by the book. Ask them to imagine that there was one more key to one more room, a room like no other room in the story. This may be a room designed to encourage teamwork and/or a room for Jack and Cally to reflect upon the sadness they have recently encountered in their lives but also giving them feelings of positivity for things to come.

Ask the children to look back at their notes made about each room in the story. Encourage them to think carefully about the feelings they would want their room to evoke in the reader. Ask them to imagine Jack and Cally turning the key, opening the door and stepping inside this brand-new room. Now it's time to write a description of this experience through the characters' eyes.

Using **Resource Sheet 2: The Room**, the children will describe the impact this room has on the characters' senses as they enter it. What can the characters see, hear and smell? How do the characters feel? This is an opportunity for children to use many of the descriptive writing skills they have been focusing on in class to describe the characters' first impression of the room.

The children can then go on to introduce some new characters associated with their room. Ask the children to think about the traits of the characters in the book and the element of danger that they often imposed on Jack and Cally.

This can be a stand-alone piece of descriptive writing or your class could go on to continue the story. A new riddle could be introduced that will encourage teamwork and/or a time for Jack and



YEAR 6

ESCAPE THE ROOM!



Cally to reflect on the sadness they were encountering. Just as in the book, something might happen during the characters' time in this room to help them, and indeed the reader, to think positively about the future. .

EXTENSION

As the children's imaginations flow during this descriptive writing project, they will have developed a detailed picture of their room in their minds. These can be brought to life further with some amazing artwork. Each child can paint the four walls and the floor of their room on five pieces of paper, each the same size as the sides of a cardboard box that is open at the top. The paintings can then be stuck inside the box to create a 3D representation of the room. Physical features can be added to the room and can be made out of card or clay. Jack, Cally and the other characters can also be put inside the room.

A door which opens and closes can be cut out of one side of the box so that when all the boxes are put together, each room can be entered by another, thus creating a maze of rooms just as in the story. It might be useful for all of the doors to be the same size for when the boxes are put together, however, corridors could easily be created if one box doesn't lead directly into the next one.

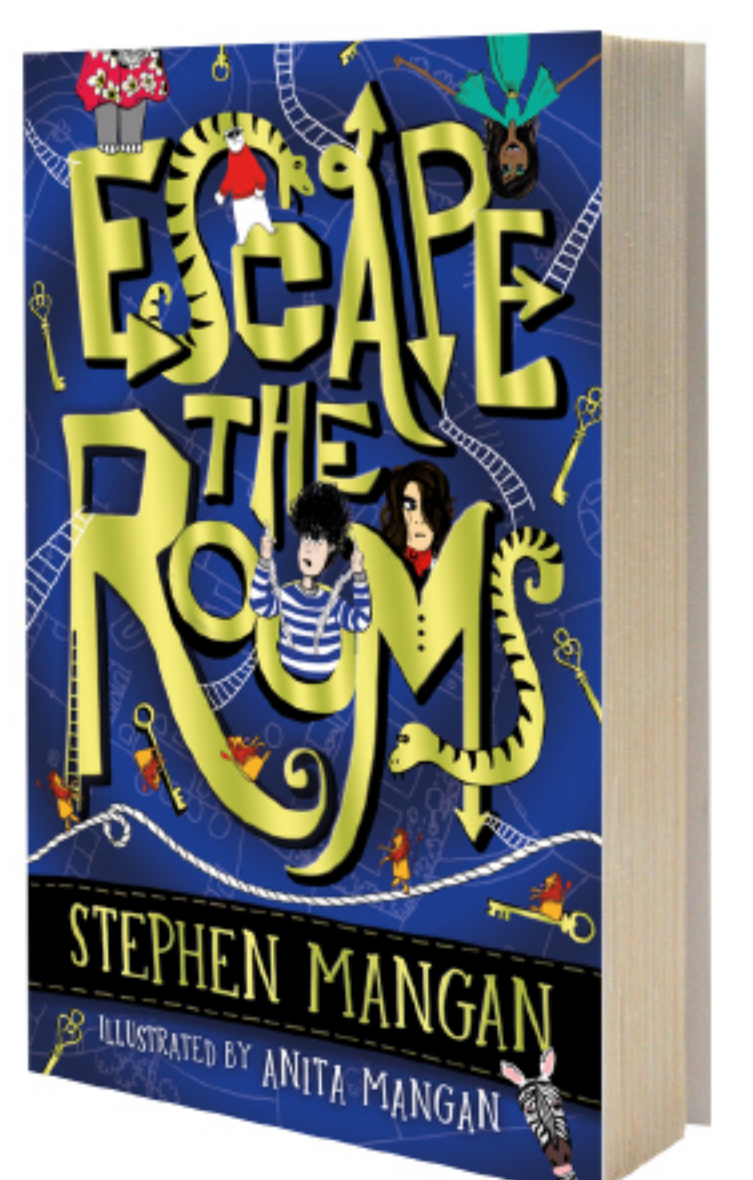
To celebrate the book and this writing project, the class could sit with a good view of their maze of rooms (this may possibly need to be done in a large space such as the school hall) and take it in turns to share their descriptive writing with each other as the rooms lead from one to another. Riddles, including those on **Resource Sheet 3**, can be read out so that your class can solve a riddle as they move from one room to another.



Page 10 of 15

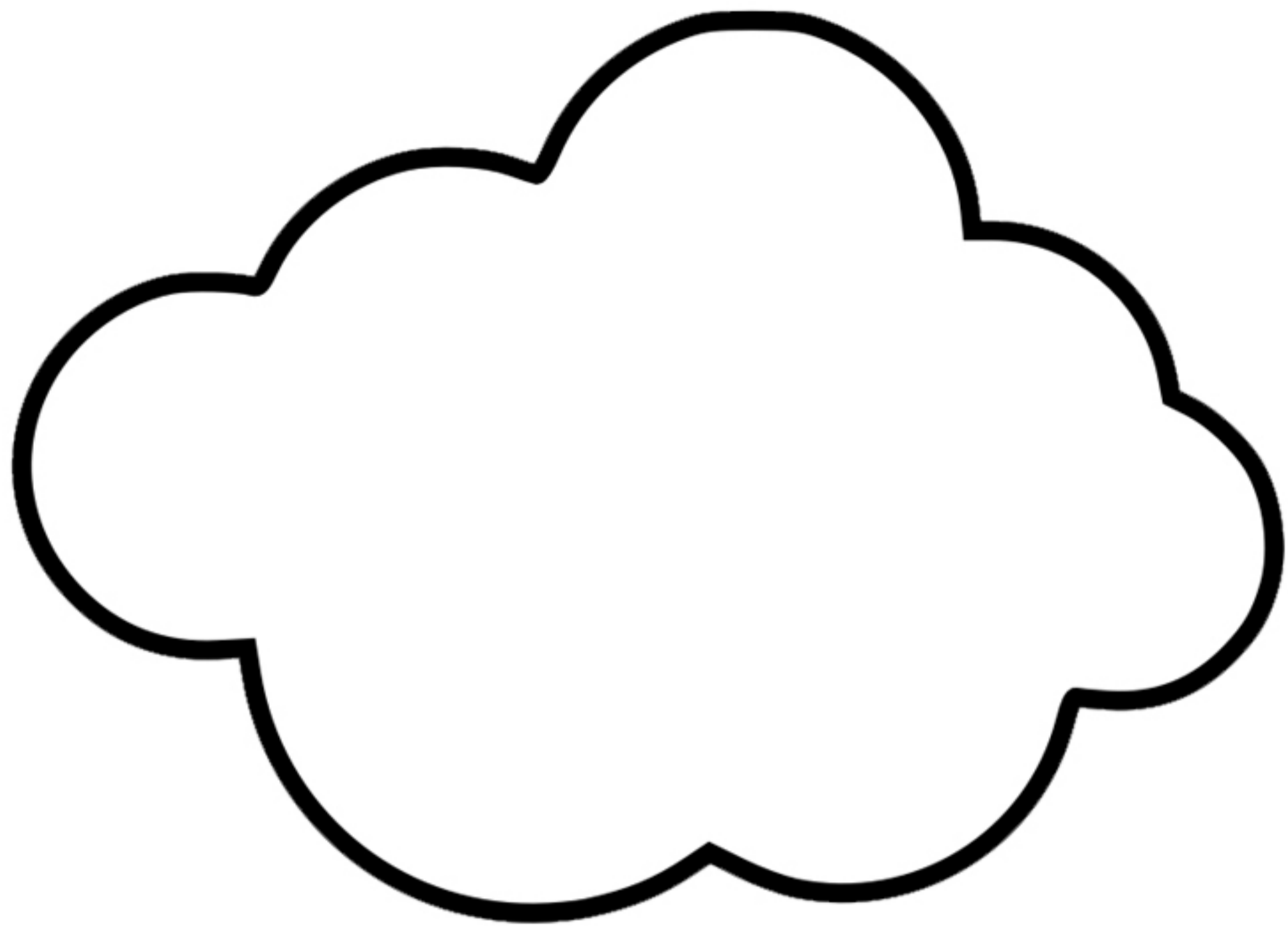
#ESCAPETHEROOMS @STEPHENMANGAN @NEENEELOU

Illustrations © Anita Mangan, 2021.

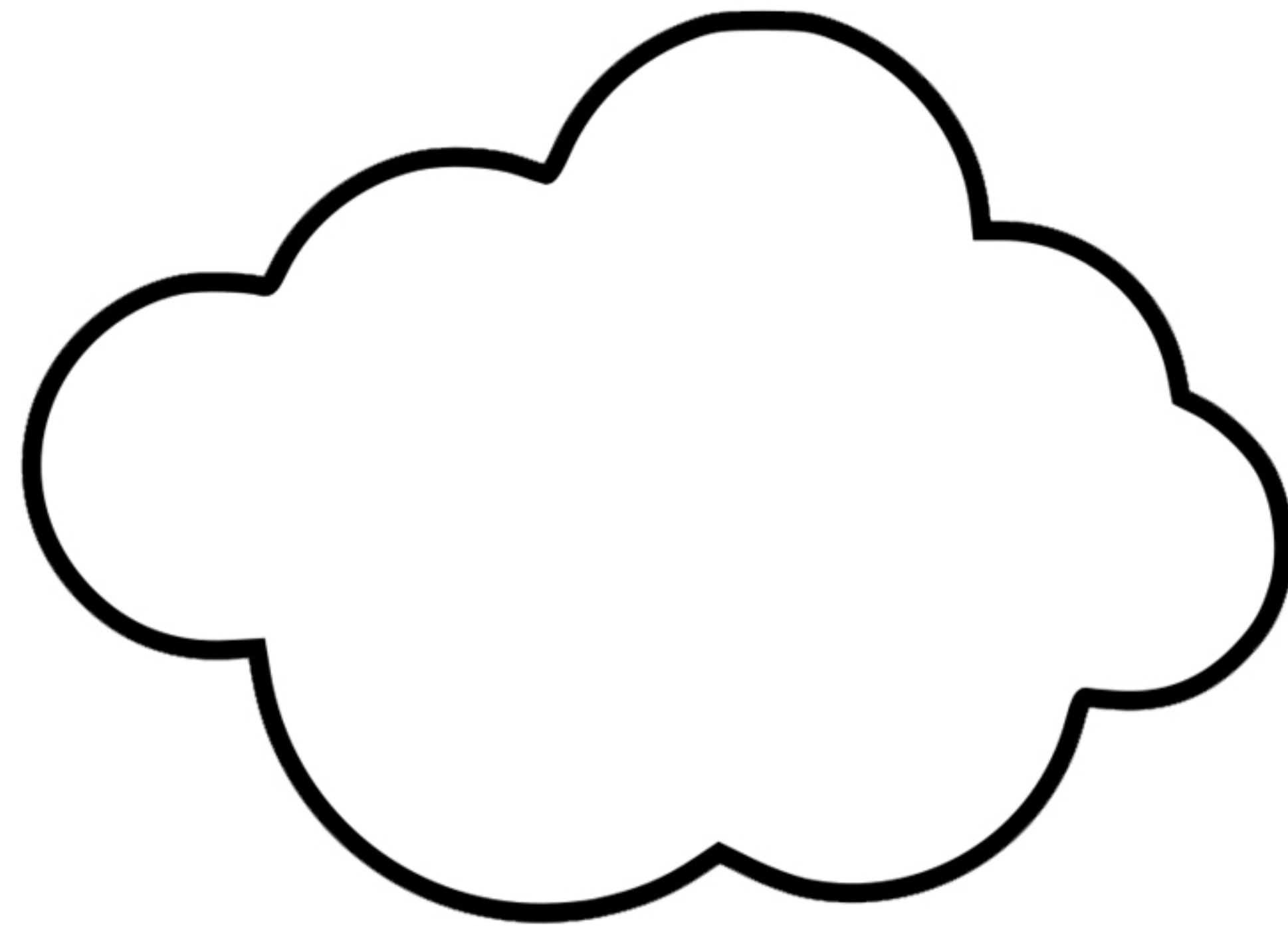


RESOURCE SHEET 1

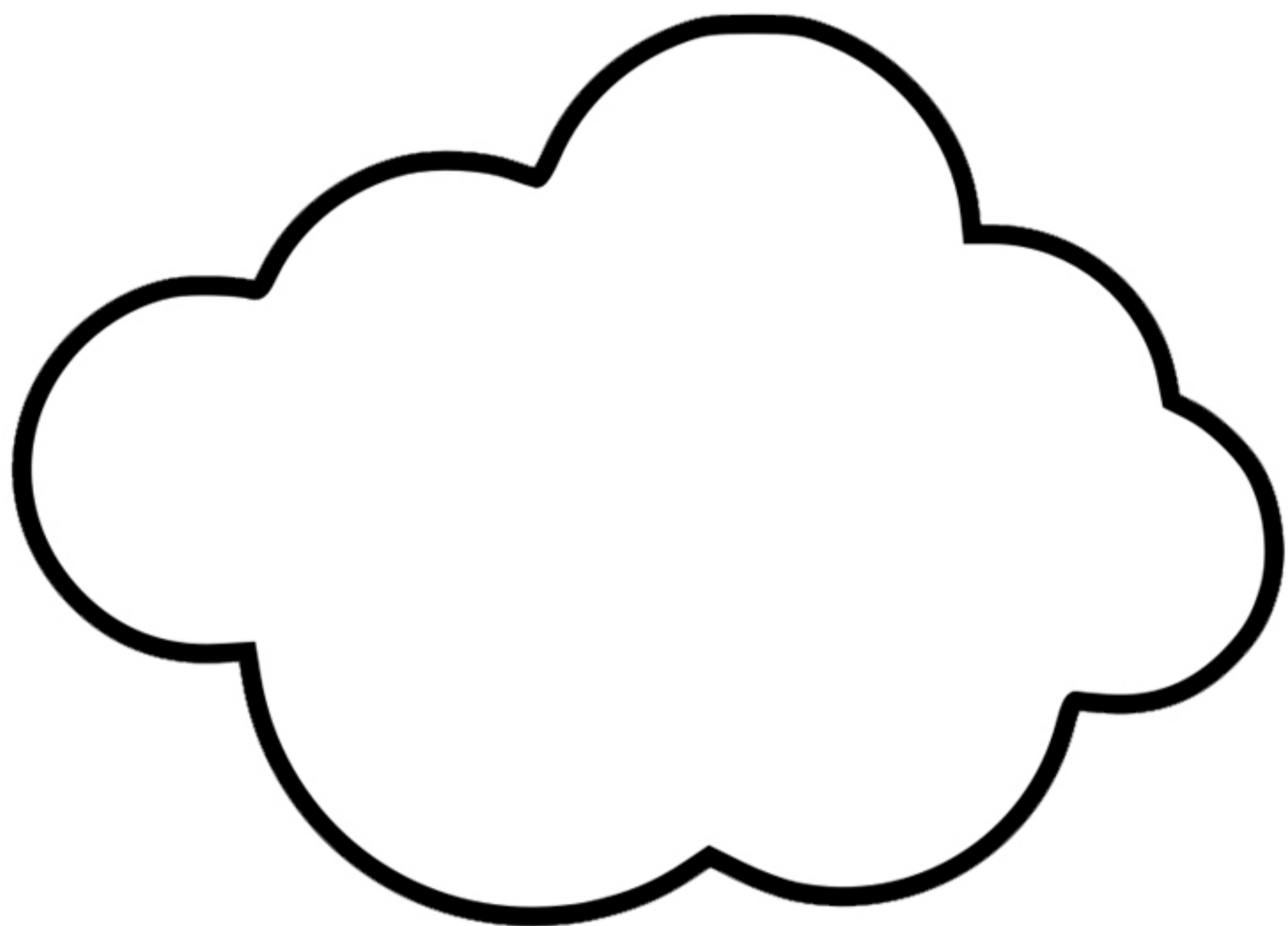
THOUGHTS AND FEELINGS



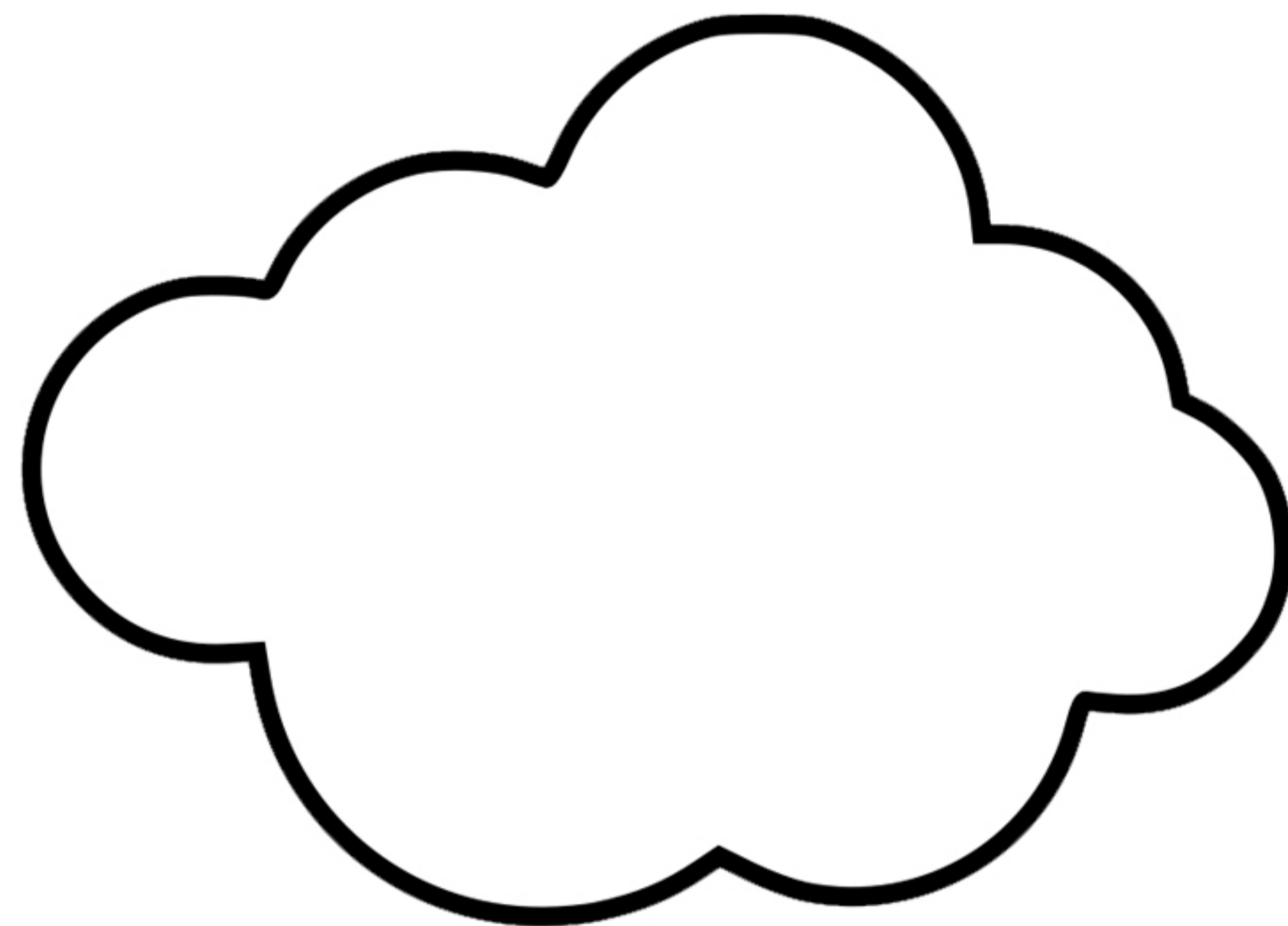
GARY'S OFFICE



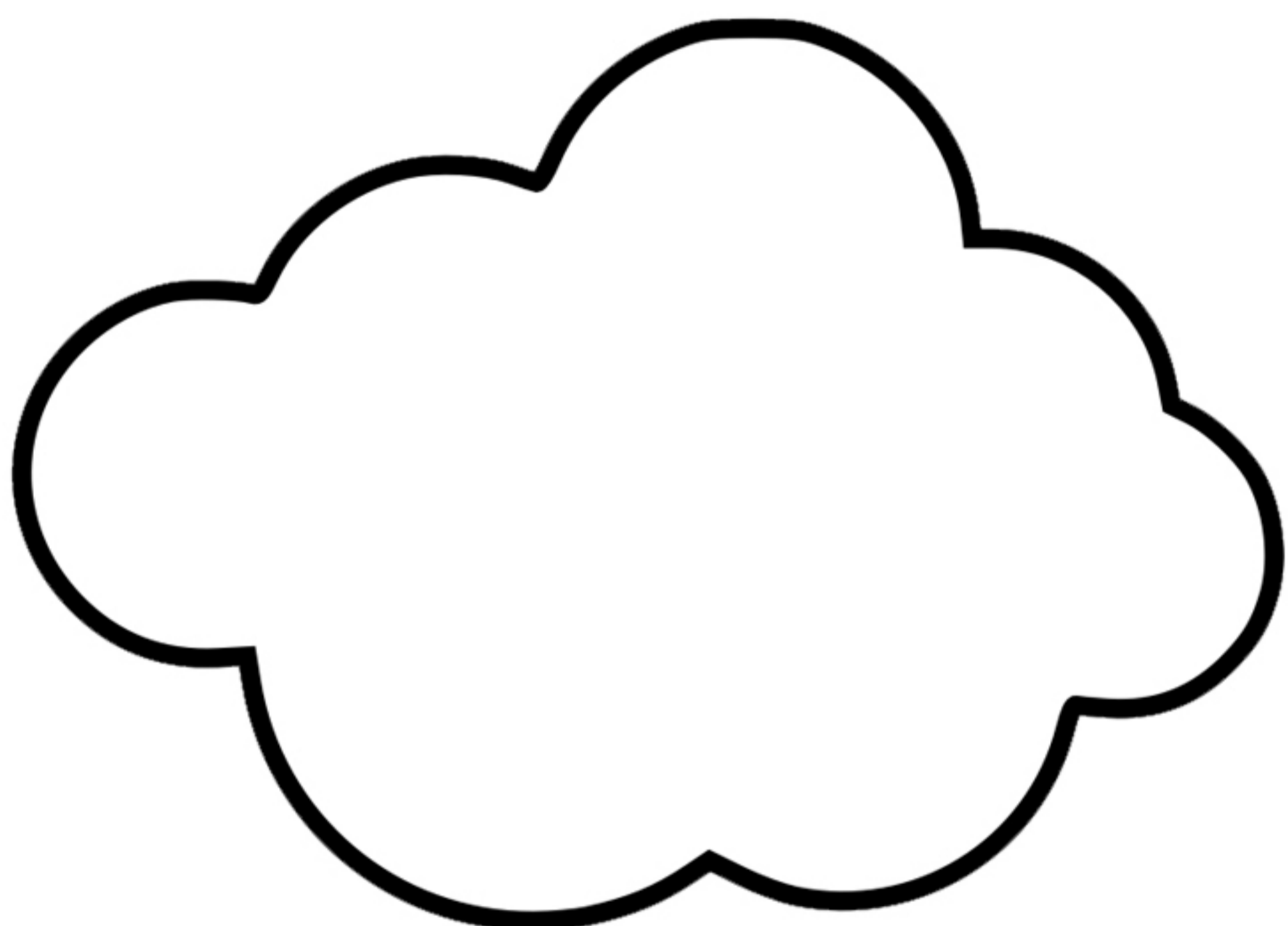
GUB'S CORRIDOR



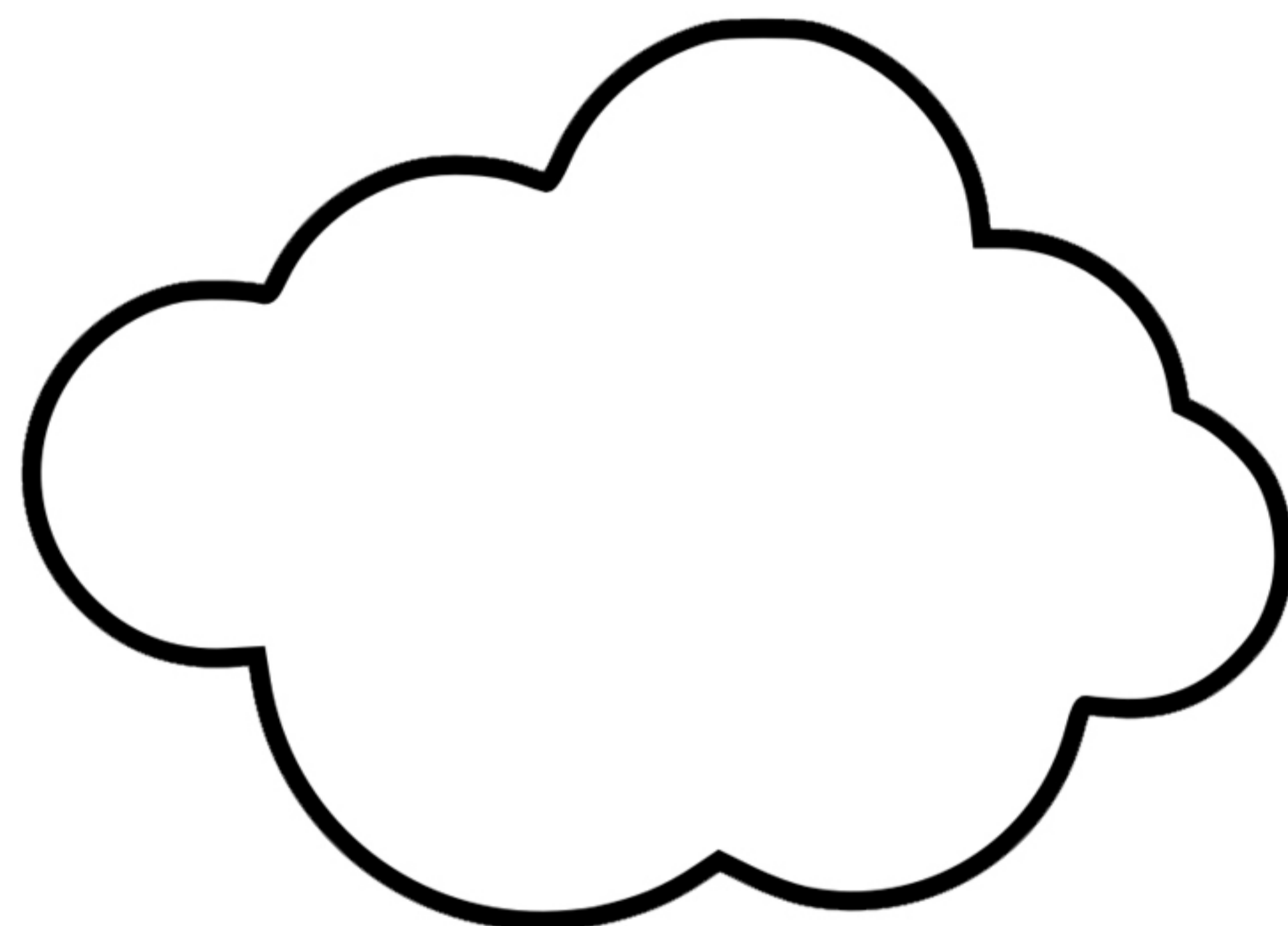
DEUCE AND BRUCE'S
LIVING ROOM



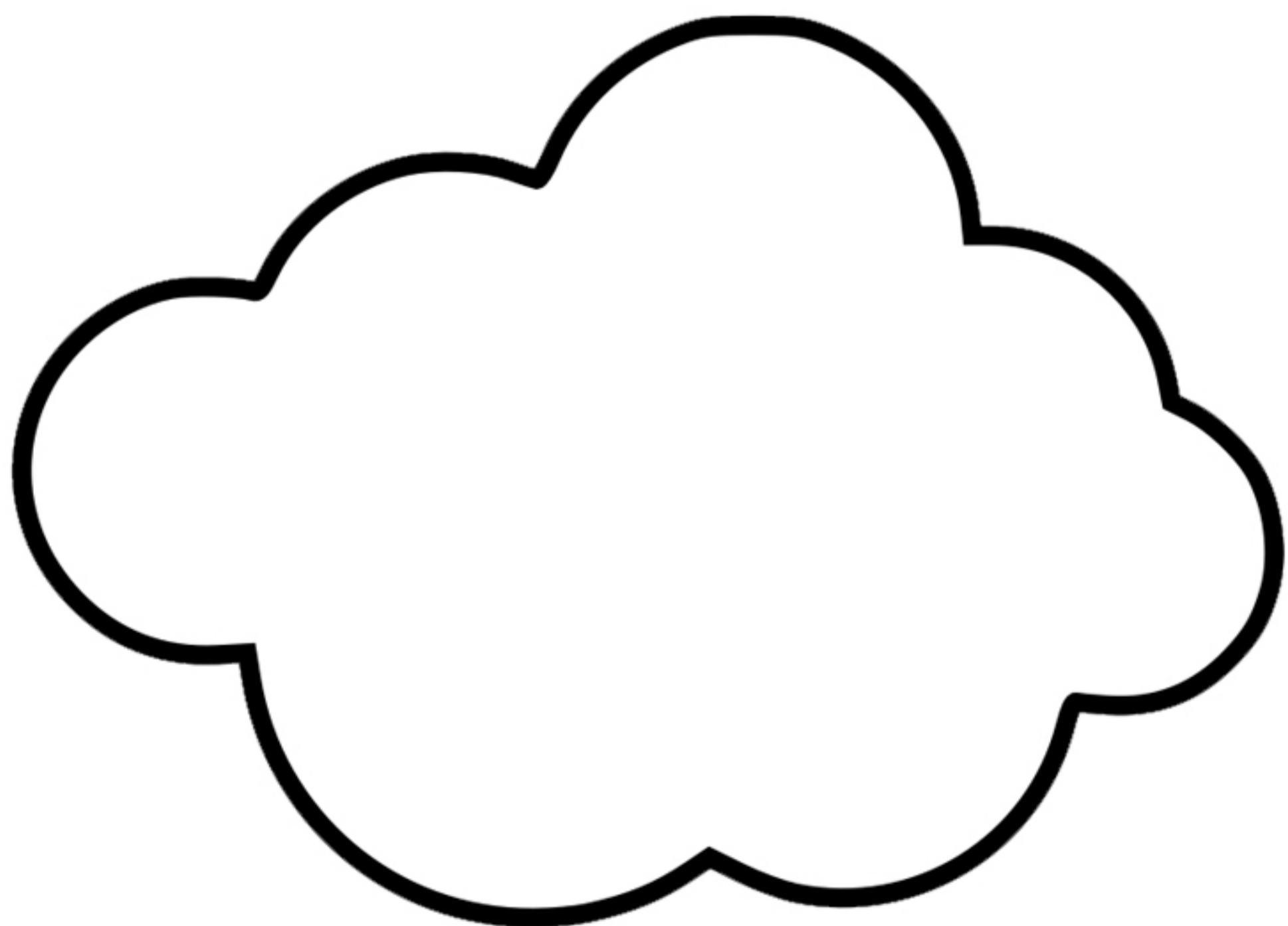
THE CREATURES
OF HAM



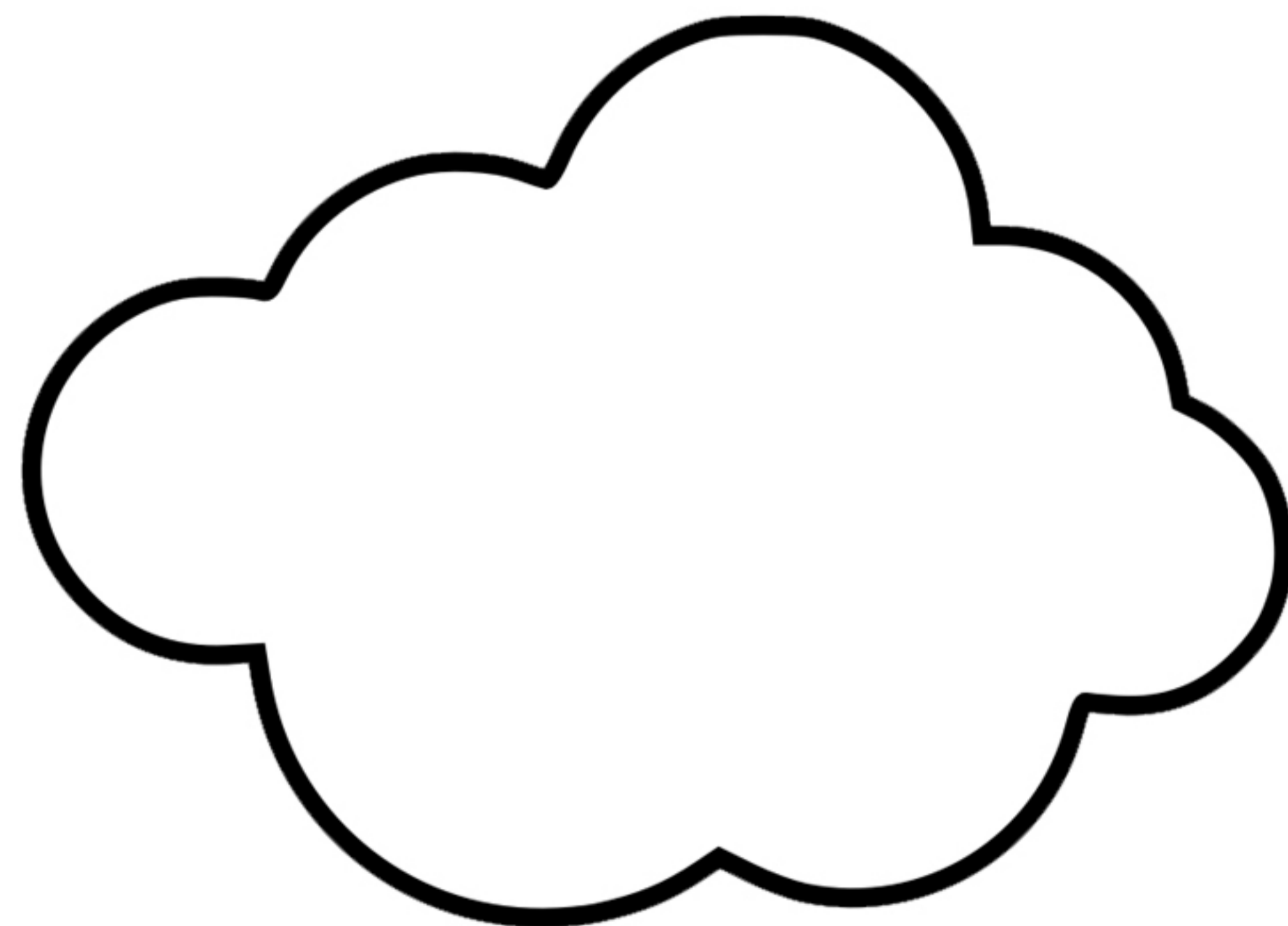
CARPET ROOM



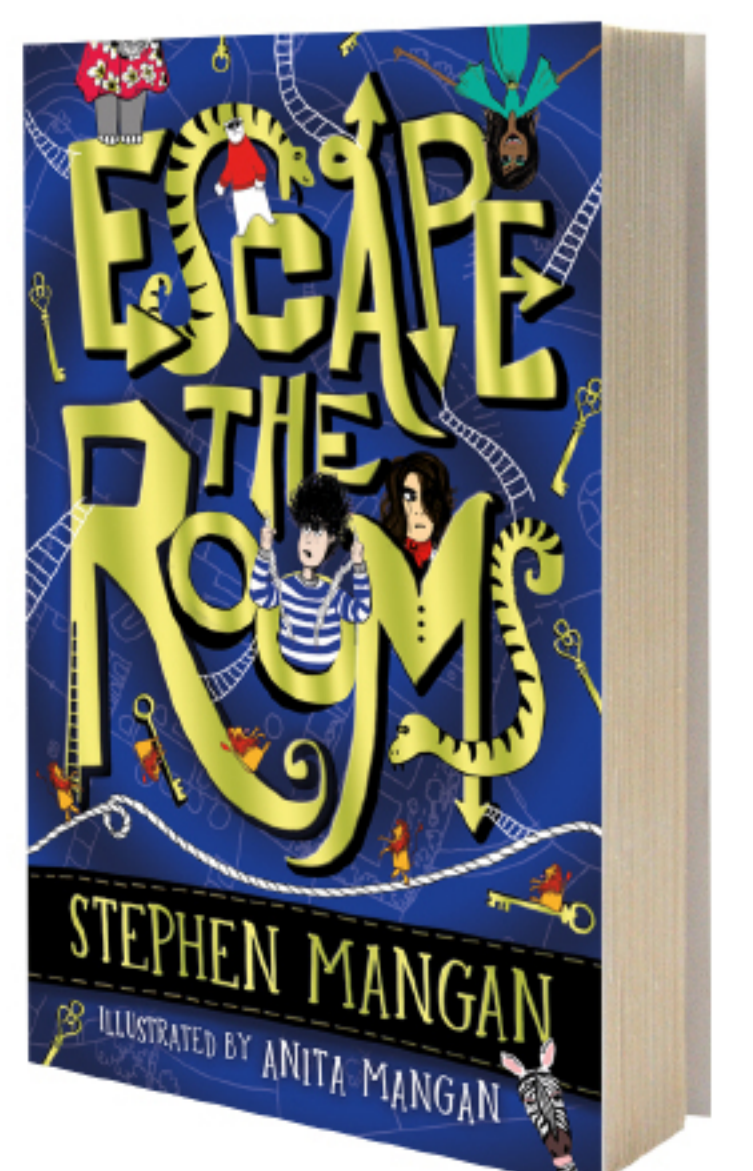
DWAIN'S OFFICE



THE TINY ROOM



THE STAIRCASE



RESOURCE SHEET 2

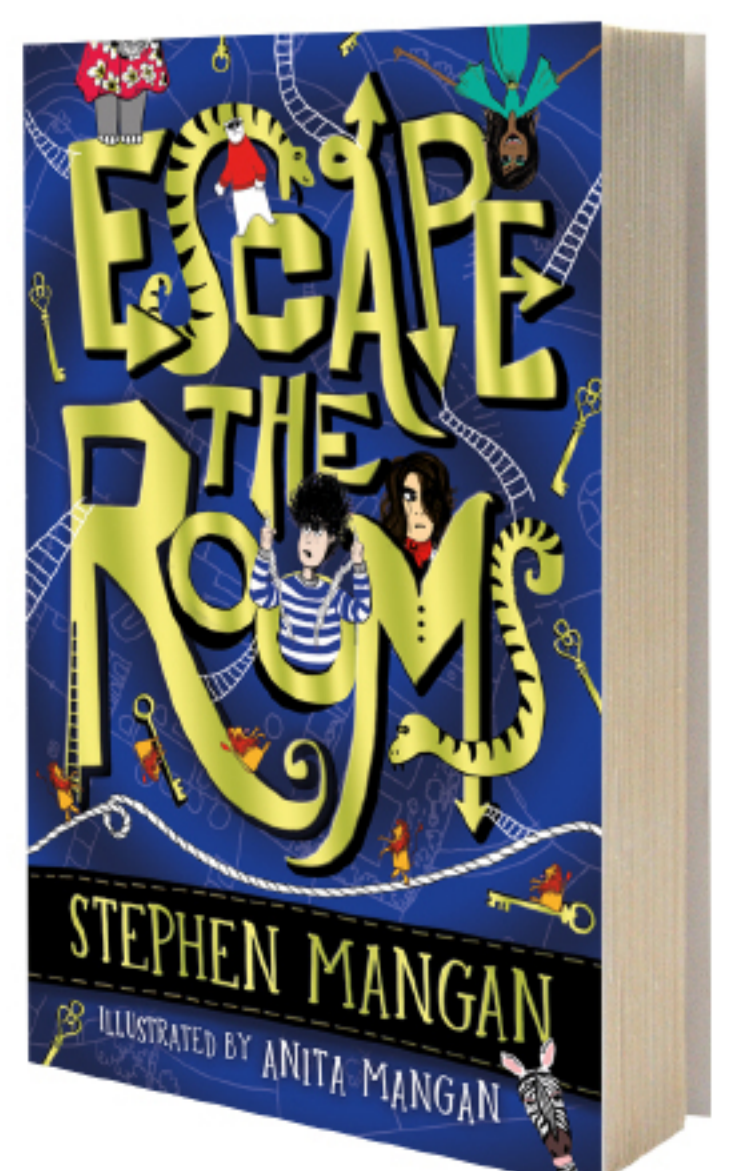
THE ROOM



Now you have read *Escape the Rooms*, imagine that there was one more key to one more room, a room like no other room in the story. Describe what Jack and Cally could see, hear and smell when they entered the room and the unusual characters they encountered in there.



A large, hand-drawn scroll shape containing ten horizontal lines for writing.



RESOURCE SHEET 3

RIDDLES



What has a face and hands but no arms or legs?

Answer: A clock

What has a neck but no head?

Answer: A bottle

Which word becomes shorter when you add two letters to it?

Answer: Short

What gets wetter as it dries?

Answer: A towel

What runs but never walks?

Answer: Water

It belongs to you but your friends use it more. What is it?

Answer: Your name

How many months of the year have 28 days?

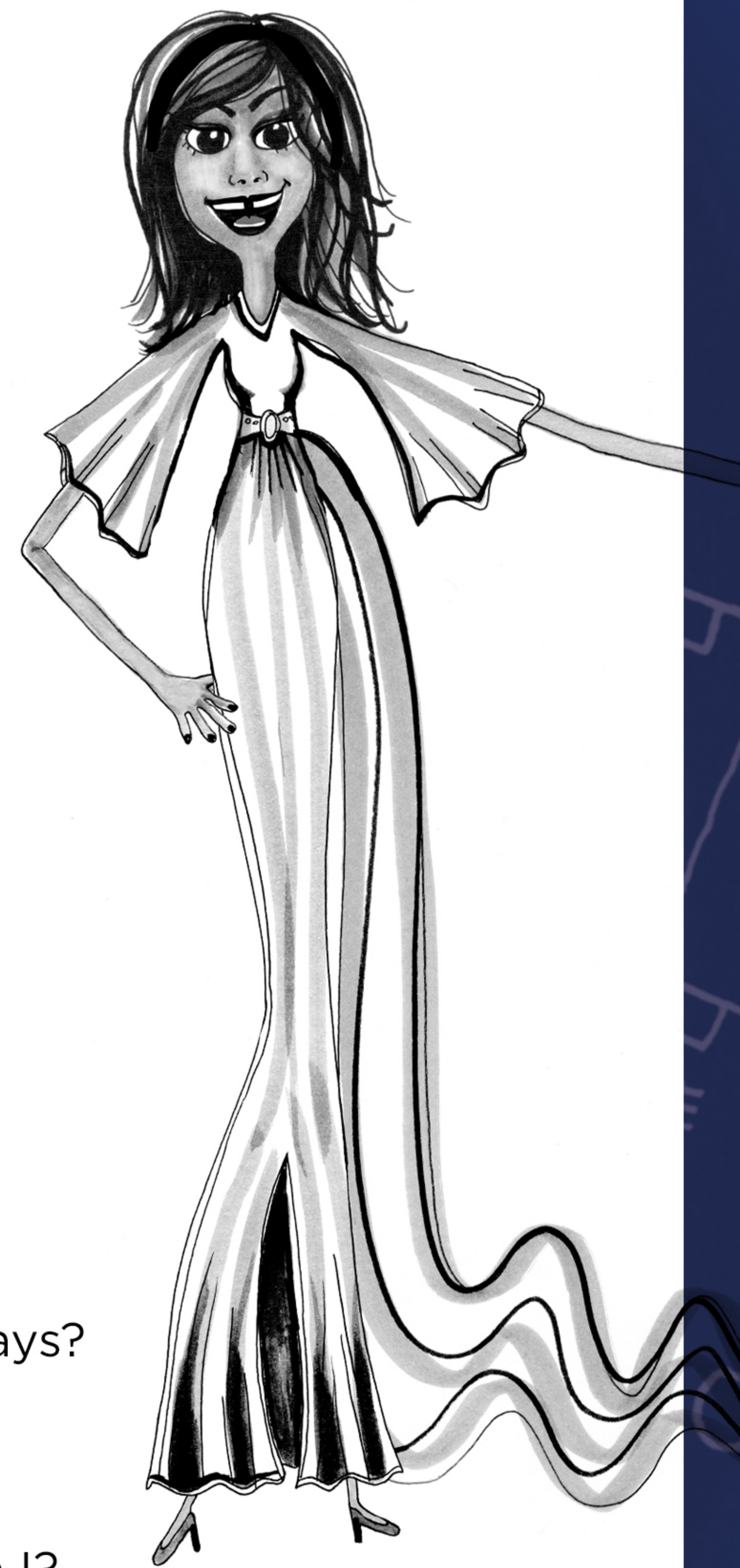
Answer: All of them

If you don't keep me, I'll break. What am I?

Answer: A promise

I have a bed but I never sleep. I have a mouth but I never speak. What am I?

Answer: A river



CURRICULUM LINKS



READING (YEAR 5 AND 6)

Maintain positive attitudes to reading and understanding of what they have read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- reading books that are structured in different ways and reading for a range of purposes
- making comparisons within and across books.

HANDWRITING (YEAR 5 AND 6)

Write legibly, fluently, with increasing speed by:

- choosing which shape of letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for the task.

WRITING: COMPOSITION

Plan writing by:

- identifying the audience and purpose, selecting the appropriate form and using other similar writing as models for their own
- in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and performed.

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to grammar, vocabulary and punctuation to enhance and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

KS2 ART

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

Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).

Curriculum extracts from The National Curriculum in England for Key Stages 1-2 © Crown Copyright. Reproduced under the terms of the Open Government Licence (OGL) www.nationalarchives.gov.uk/doc/open-government-licence/open-government-licence.htm



CURRICULUM LINKS



YEARS 5 AND 6: TALKING ABOUT GRIEF AND LOSS WITH YOUR CLASS

This funny adventure book has an underlying theme of childhood grief and loss, and a sensitive approach is needed as these themes are explored and discussed with your class. Jack and Cally deal with their loss in quite different ways. For example, Cally became quite angry when her gran died, throwing pencils and slamming doors, but Jack “went all quiet” and wished he could have done those things. This gives teachers the opportunity to emphasise that everyone deals with grief in their own special way and that there is no right or wrong way to do this.

There may be a child in your class who has recently experienced loss, so sensitivity will be essential as this theme is explored. They may feel the need to talk about their loss and share their feelings with friends and teachers, or, like Jack’s dad, they may never talk about it and may be trying to pretend “it wasn’t happening”.

You can ask your class to think about Jack and Cally’s relationship before and after they have shared their experiences and feelings of grief. Does this help to turn their relationship into a friendship? Does Cally’s character change after she has shared her feelings with Jack? Does this adventure help Jack to understand his dad’s behaviour?

The underlying message to your class should be that no matter how a child deals with grief, there is always someone at school they can talk to, and it is important that they know how to ask for this support if ever they should need it.

It may be useful to find out which outside agencies, connected to your school, offer support and counselling to children who are experiencing grief and loss and to share this information with parents or carers when needed.

