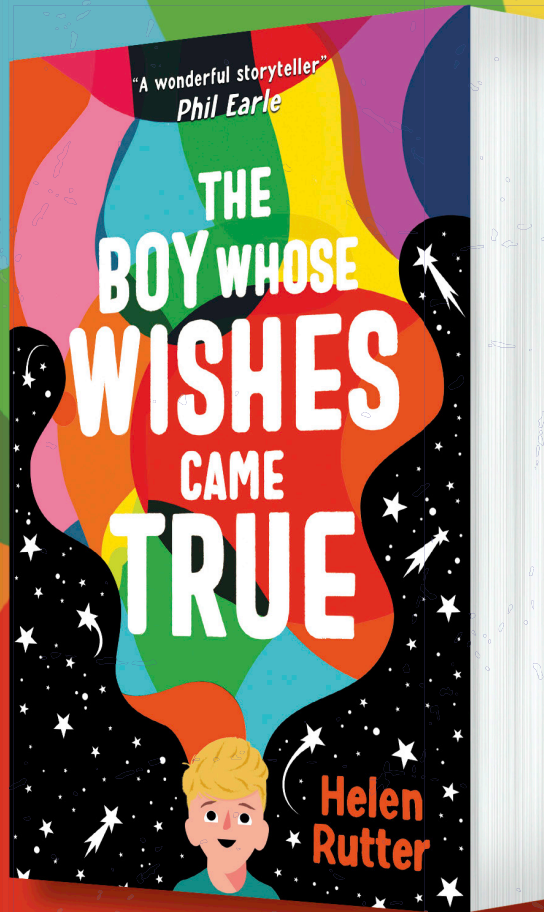


The Boy Whose Wishes Came True

by Helen Rutter



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'The Boy Whose Wishes Came True'

Year 5 Lesson Plan

Objectives

- To explore feelings and thoughts of a character and self
- To explore reasons for choices
- To write a diary entry

Outcomes

- Children will explore what a character is feeling and their thoughts.
- Children will explore their own feelings and thoughts.
- Children will explore the reasons behind a choice.
- Children will write a diary entry about a specific event using success criteria.

Resources

- 'The Boy Whose Wishes Came True' book
- Resource Sheet 1: 'What are we good at?'
- Resource Sheet 2: 'Wish List'
- Resource sheet 3: 'Planning and diary entry'

Lead in

Read chapter 1 as a whole class and pause at this part; *'I went through all of the usual things: becoming a millionaire, being able to fly, more wishes, cool trainers.'* Ask the children if they could wish for something, what might they wish for? Make a whole class mindmap adding to it what wishes the children might want. Colour code these wishes into different categories, e.g. external changes involving objects/things such as money or possessions; external changes involving others such as wanting somebody to do something; and internal changes such as wanting to be happy, etc. As a class, discuss what might happen if wishes did indeed come true.

Then as a whole class discuss the ending statement of that paragraph. *'None of those wishes came true – I don't think they ever do. Not mine anyway.'* Discuss what this might mean.

Read the rest of chapter 1, paying attention to where Archie talks about not being good at anything and yet teachers (and adults) say that everyone is good at something. Use resource sheet 1, *'What are we good at?'*, to fill in the table of things the children might find difficult or more challenging, e.g. maths, spelling, football, sport, running, art, etc. They need to write this as a statement, e.g. I am not good at art, I am rubbish at passing a ball in rugby, etc.

Read chapter 2 as a whole class and explore what messages of positivity are and Mouse's message to Archie about sending these messages of positivity out into the universe. (At this point, a circle time could be shared with children sharing a positive thing about somebody else in class.)

Using resource sheet 1 again, *'What are we good at?'*, at the side of the things the children find tricky or more challenging, can they write a message of positivity at the side of it? E.g. I am rubbish at football – Practicing will make my dribbling better, etc.

Task

Read chapter 3 to the end of page 31 as a class. Review the wishes that the children came up with in the first part of the lead in. Re-read this part, *'You can wish for anything you want – but there is one important rule. You can't wish for people to change inside. That means you can't wish someone happier or kinder or braver.'* Have they changed their minds over their wishes? Have they decided they want other wishes? What other wishes might the children want to make? Read chapter 4 and the wish list. Using resource sheet 2, *'Wish List'*, the children need to come up with a list of 9 wishes; they also need to come up with some reasons why they might want to make that wish. They must remember that they cannot make a wish to change anyone from the inside.

Extension

Read chapter 5-7 as a whole class. Explore the concept 'do wishes come true?' The children need to write a diary entry about an impossible wish coming true. This could be written as if the children are telling their hero all about the wish and what happened. How might the children feel about the wish and the events? How might their 'best friend' feel about it? Resource sheet 3, *'Planning and diary entry'*, could be used to plan ideas and write the diary entry.

Key points for a diary entry:

- Written in time order
- Written from author's point of view - first person
- Introduction
- Sets the scene
- Creates an atmosphere
- Uses feelings, reactions, opinions
- Written in past tense
- Informal writing
- Uses pronouns
- Uses time conjunctions
- uses paragraphs
- Uses direct speech
- Uses rhetorical questions
- Could use slang

'What are we good at?'

Archie initially uses lots of negative words to describe the things he isn't good at (or he thinks he isn't good at). We can all sometimes think like that, but it is important to look for the ways we can be more positive about those things. Complete the sheet below – first with those things you don't feel you are good at but more importantly how you could improve in them.

Things I don't think I am good at...	How I might improve at them...
e.g. I am rubbish at football.	When I practice my dribbling, I will get better and more confident.

'Wish List'

In the book there is one important rule above all others for the wishes that Archie is granted: *'You can wish for anything you want – but there is one important rule. You can't wish for people to change inside. That means you can't wish someone happier or kinder or braver.'*

Keeping this rule in mind, you have been granted 9 wishes. What are they? Why did you choose them? Complete the table below:

Number	Wish	Reason
1		
2		
3		
4		
5		
6		
7		
8		
9		

'Planning and diary entry'

Complete the plan for your ideas of one of your wishes that came true.

Who?	Introduction	What?
Where?		When?
Main Event		
First Person	More Detail (in chronological order)	Feelings
Past Tense		Time Conjunctions and Adverbials
Conclusion		

Key points for a diary entry:

- Written in time order
- Written from author's point of view - first person
- Introduction
- Sets the scene
- Creates an atmosphere
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- Informal writing
- Uses pronouns
- Uses time conjunctions
- uses paragraphs
- Uses direct speech
- Uses rhetorical questions
- Could use slang

'Planning and diary entry'

Now you have planned your diary entry of your wishes, you need to write it. Remember you need to write it as if you are telling your hero all about the wish and the events of the wish actually coming true.

'The Boy Whose Wishes Came True'

Year 6 Lesson Plan

Objectives

- To explore feelings of not feeling that the children might find things difficult or more challenging
- To explore feelings of loneliness
- To explore actions to change a mindset

Outcomes

- Children will explore what it is like to feel like they find things difficult and more challenging and how they can change this mindset.
- Children will also explore how they have talents (things they are good at) and also look at how they might want to improve these and learn other new things.
- Children will explore feelings of loneliness and how sometimes proactivity can help us overcome obstacles

Resources

- 'The Boy Whose Wishes Came True' book
- Resource Sheet 1: 'Mottos'
- Resource sheet 2: 'Me and Myself'

Lead in

Read chapter 12 and 13 as a whole class and explore the events that lead to why Archie feels the way he does. Create feeling jars for the children to express how they feel on a given day.

Task

Read chapter 14, page 142 and 143 and how Archie changes his mindset from; I am not, to I am. What can the children do to change their mindsets? Discuss as a whole class actions and words that might help to change a view from a negative one to a more positive one. Discuss also how just saying these things often makes us feel better for a time but it is the actions that result that will help change things.

Then explore how each chapter starts with a motto from Lucas Bailey, Archie's football hero, and then follows with a rewritten motto from Archie's point of view. Discuss some of these mottos. Do the children agree with these mottos and Archie's rewritten point of view? The children need to think of their own hero; this could be somebody from sport, music, movies, etc. Using resource sheet 1, 'Mottos', the children need to write a motto from this 'hero's' point of view. They also need to write a rewritten version of it from their own point of view, similar to how Archie rewrites Lucas's motto. The children could use the mottos from the story as a guide if they are struggling to think of their own.

The children could design their mottos using computer software for a display around the classroom and as a reminder of motivational quotes when they are finding things tricky.

Extension

Reread chapter 14 as a whole class and Archie's wish for somebody like himself on page 145. Then read chapter 15 and pause at this sentence, "*I want you all to make him feel very welcome. Everyone, meet Archie Crumb!*", when the other boy appears at school and in the same class with the same name, Archie Crumb, and the same birthday. How would the children feel to have somebody else in class that has their name and was born on the same day. Read the rest of chapter 15 and chapter 16 to the end of page 159 and explore how Archie and the new Archie are opposites of each other.

As a class explore opposite traits of both the children and the other child with the same name. Create a mindmap as a whole class about the differences and similarities with Archie and the new Archie.

Using resource sheet 2, '*Me and Myself*', the children need to draw a picture of themselves and a picture of an imaginary other child with the same name. They need to clearly label their drawings with similarities and differences between the two. What would the other child look like, act like, be good at, be not so good at - remember the other Archie was the opposite of the old Archie.

'Mottos'

Each chapter of the book starts with a motto written from Archie's hero's point of view and then has a new motto written from Archie's point of view.

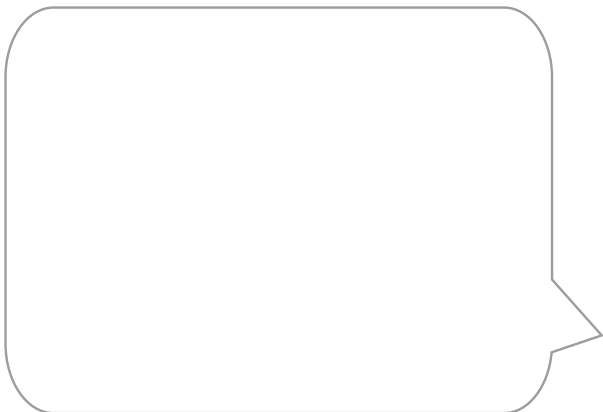
You always have to believe in your dreams.
-*Lucas Bailey, star striker of Valley Rovers*

I dreamed last night that I was being eaten by a giant hamster. -*Archie Crumb*

Who is your hero?

Why are they your hero?

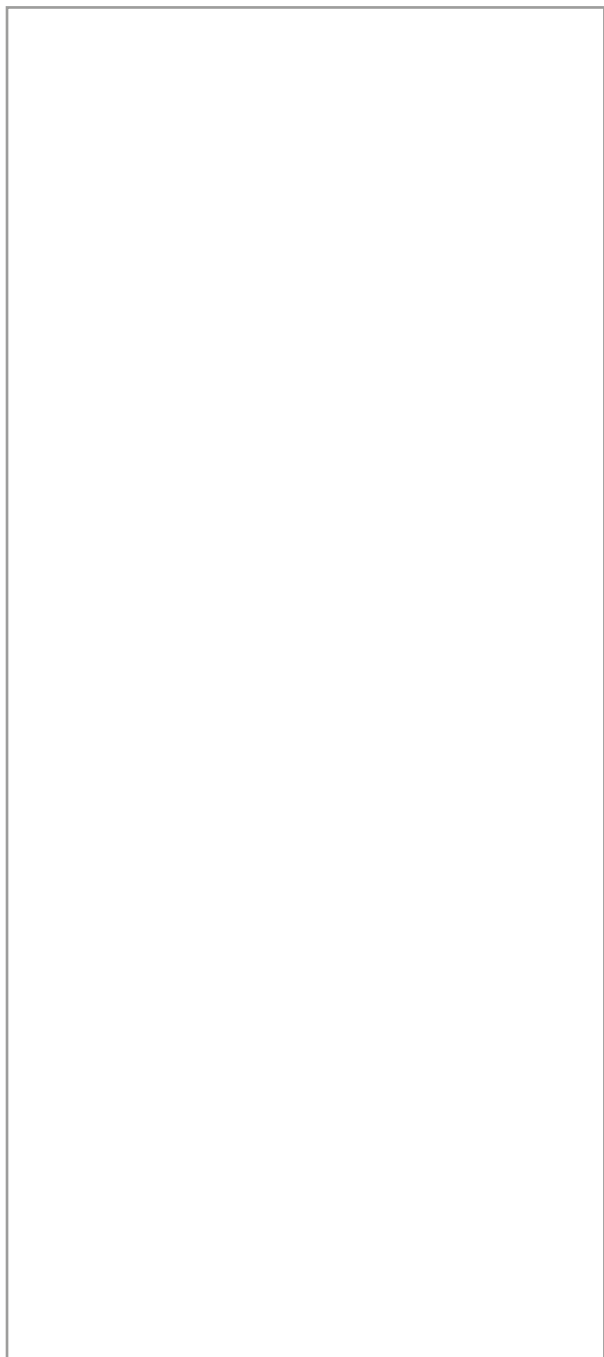
Think of some mottos that your hero might say. Then rewrite them from your point of view. (You could do this from Archie's point of view.)



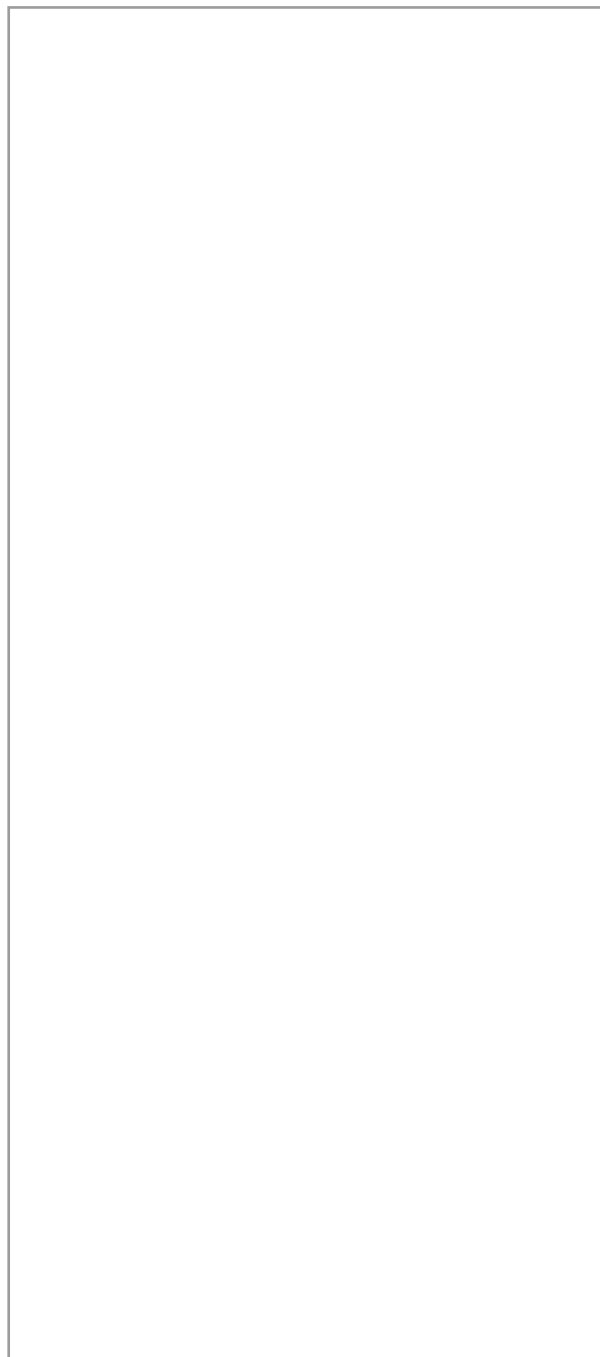
'Me and Myself'

Draw a picture of yourself and then the imaginary child that has joined your class with your name and the same birthday.

Remember to clearly label your drawings with the similarities and differences between you and the imaginary child. What would the other child look like? How would they act? Etc...



Me:



The imaginary child:



Upper Key Stage 2 Curriculum Links for 'The Boy Whose Wishes Came True'

English

KS2 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:

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

Vocabulary, Grammar and Punctuation:

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

Art and Design

KS2 Art and Design: Pupils should be taught to:

- To create sketch books to record their observations and use them to review and revisit ideas

Computing

KS2 Computing: Pupils should be taught to:

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

PSHE

KS2 PSHE: Pupils should be taught to:

- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H17. to recognise that feelings can change over time and range in intensity
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
- H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H27. to recognise their individuality and personal qualities
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- H35. about the new opportunities and responsibilities that increasing independence may bring
- H38. how to predict, assess and manage risk in different situations
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R13. the importance of seeking support if feeling lonely or excluded
- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- R16. how friendships can change over time, about making new friends and the benefits of having different types of friends
- R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with