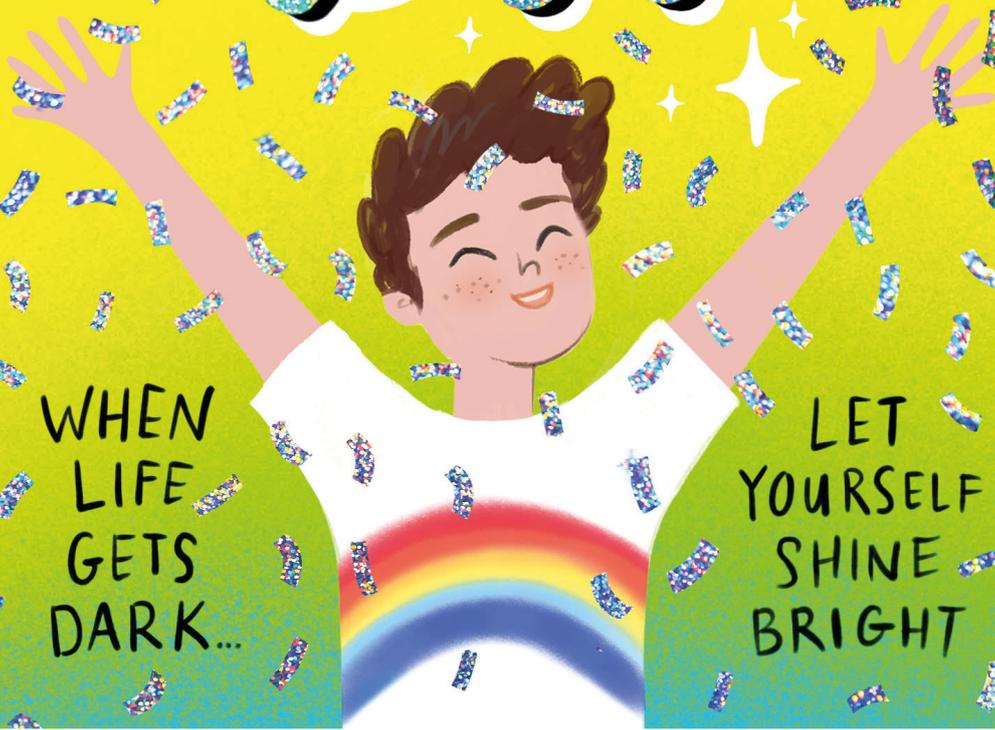


IAN EAGLETON

# GLITTER BOY



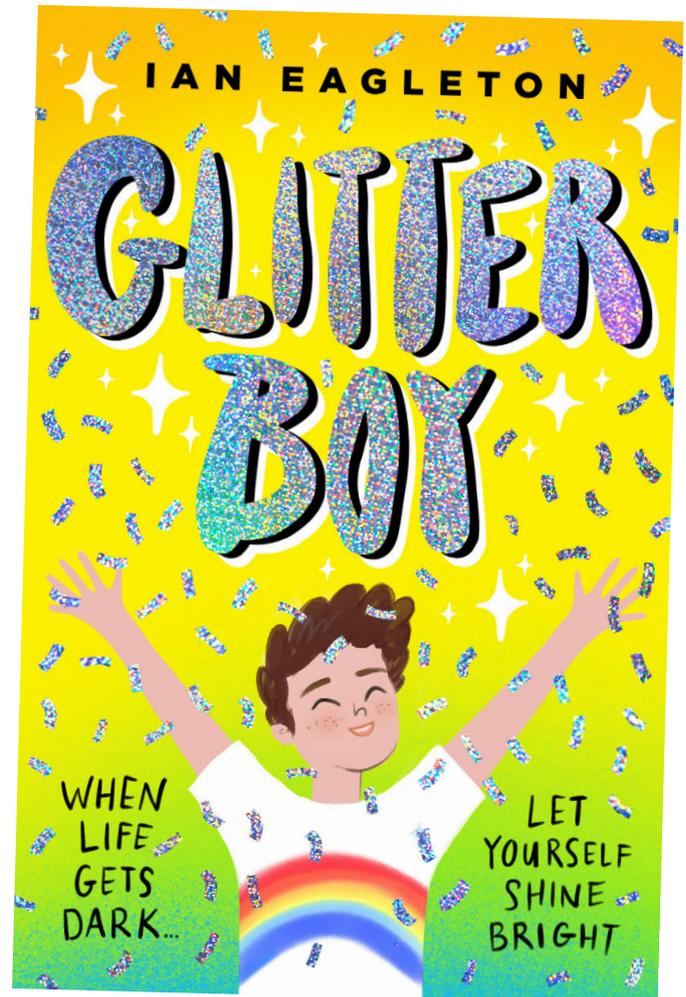
WHEN  
LIFE  
GETS  
DARK...

LET  
YOURSELF  
SHINE  
BRIGHT

# Teaching Resources

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## Lesson plan 1

### Objectives

To understand different forms of poetry

To mind map ideas for poems

To use the style of a shape poem to create their own

### Outcome

- Express an opinion on different poems
- Create a shape poem based on an animal

### Resources

*Glitter Boy* by Ian Eagleton

Resource Sheet 1: Animal Conversations

Resource Sheet 2: Animal Shapes: Pet

Resource Sheet 3: Animal Shapes: Wild Animals

### Lead in

*Glitter Boy* is full of different poems that James loves to write - in a range of different styles. There are two shape poems in the book, one in Chapter Three called 'Thoughts of a Cute Fluffy Dog', and one in Chapter Five called 'Someone Special', in the shape of a diamond. As a class, discuss what these two poems have in common, and what is different about the two poems. If needed, draw attention to the shapes created by the words and explain that this is an important part of the poem as a whole - not just the words. Unlike other poems, the lines are not of a particular length - they are written to fit the space given. That means that some sentences may stop in the centre of a line, and so they can be punctuated and capitalised like a piece of narrative writing if they like.

### Main Task

Explain that the children will be writing a shape poem based on 'Thoughts of a Fluffy Cute Dog'. Ask children to read the poem again, highlighting each idea that the dog has in a different colour. Give out Resource Sheet 1: Animal Conversations for children to discuss with a partner or small group, before completing the sheet with their ideas. If they would like, they can choose an animal that is not on the sheet that they would like to write about.

Using Resource Sheet 2 and 3, children can then choose which animal they would like to write about.

Once chosen, ask children to trace the outline of the animal faintly with a pencil. You could also enlarge these images before the children trace them, depending on the length of the poem.

Once they have copied out their ideas into the shape, they can rub out their faint pencil lines so that they are left with just their poem creating the shape of the animal.

### Extension

There are a number of poems in the book which are about different subjects and written in different styles. Give children copies so that they can read each of the poems themselves. When all the children have read the poems, ask them to vote for their favourite poem. What is it that they like about it? What emotion did the poem make you feel? Children could choose one of these poems as inspiration to write their own poem in the style of the original.

## Resource Sheet 1: Animal Conversations

For each of the animals below, write down phrases they might say. Use the poem 'Thoughts of a Cute Fluffy Dog' from *Glitter Boy* to help you.



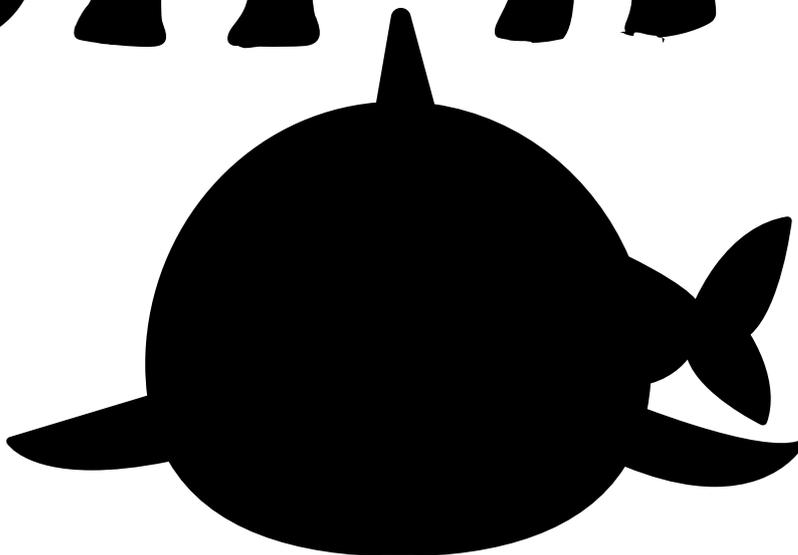
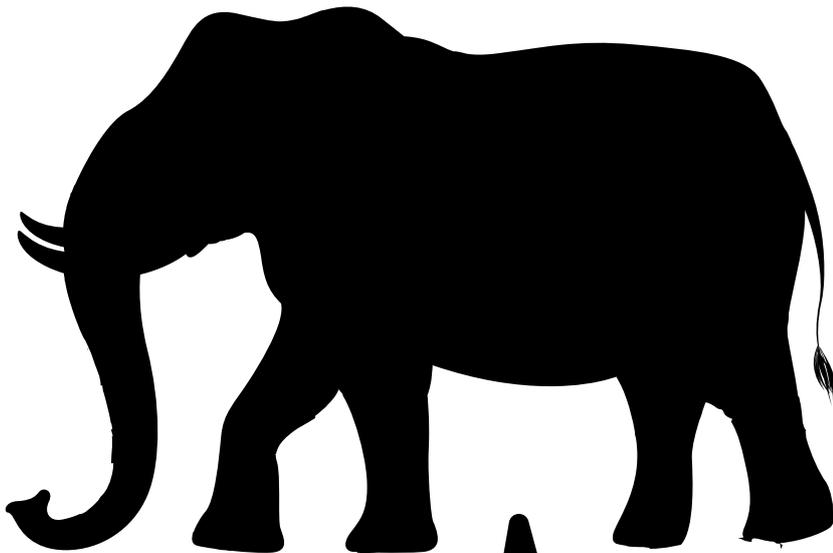
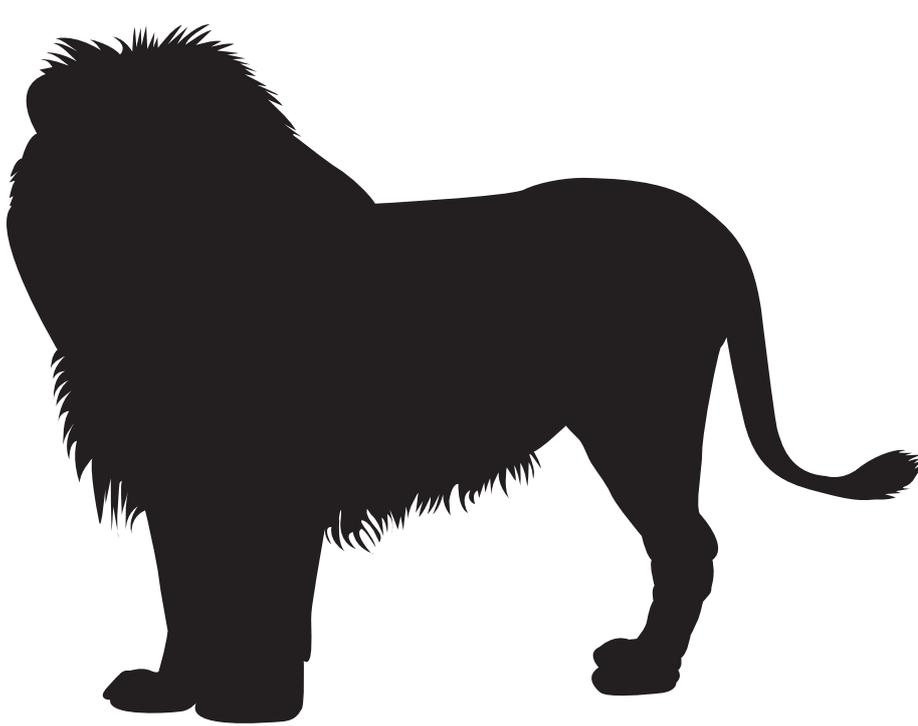
## Resource Sheet 2: Animal Shapes: Pet

Trace round the animal shape to write your poem inside. When you have finished, rub out the lines you drew so you are left with just the words making the shape.



### Resource Sheet 3: Animal Shapes: Wild Animals

Trace round the animal shape to write your poem inside. When you have finished, rub out the lines you drew so you are left with just the words making the shape.



## Curriculum Links

English – pupils should be taught to:

Reading:

- continue to read and discuss a wide range of poetry
- increase their familiarity with a wide range of books
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- 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:

- identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary.

## Lesson plan 2

### Objectives

To discuss the novel *Glitter Boy* with reference to the children's own experience

To understand that bullying can occur in many forms

To see themselves in a positive light

### Outcome

- Create a class charter around anti-bullying
- Create a piece of artwork around being yourself

### Resources

Resource Sheet 1: Class Charter

Resource Sheet 2: Marvellous Me

Resource Sheet 3: Marvellous Me Art

### Lead in

Read *Glitter Boy* to the class, or have the children read the novel independently. This book tells the story of James, a boy who is subject to homophobic bullying at school. This takes the form of name calling, low-level physical altercations and cyber bullying through a WhatsApp group. James learns to stand up for himself and view himself positively with help from his friends.

At points in the story when James is being bullied, discuss: What would you do if you were James in this situation? Why might James decide not to tell someone at this point? What would you do if you were someone watching this happen to James?

Discuss the importance of speaking out, whether it is happening to you or happening to someone you know.

### Main Task

Re-read the section where Mr Hamilton discovers that children have referred to one of the presentations as 'gay', and his discussion with the class before he leaves and after he comes back, in Chapters 32-34.

Explain the meaning of the word 'charter': a written statement of the rights of a specified group of people.

If we were to write a charter for the people in our class, to ensure that everyone feels safe and valued, what statements would you include? Give out copies of Resource Sheet 1: Class Charter to pairs or small groups so that they can write down their ideas.

After the children have finished, invite them to share their statements with the class. They can then debate and vote for the statements that they think should be included within their charter. These could be printed out and put on display for the children to refer back to.

### Extension

James often feels that he has to hide his true self in the book, whether from other people in his class, or his dad. Remind children of the importance of loving yourself, and celebrating what it is that makes you, you.

Give out Resource Sheet 2: Marvellous Me to each class. This is filled with lots of different questions to help children to see what is particular about them, and what makes them special.

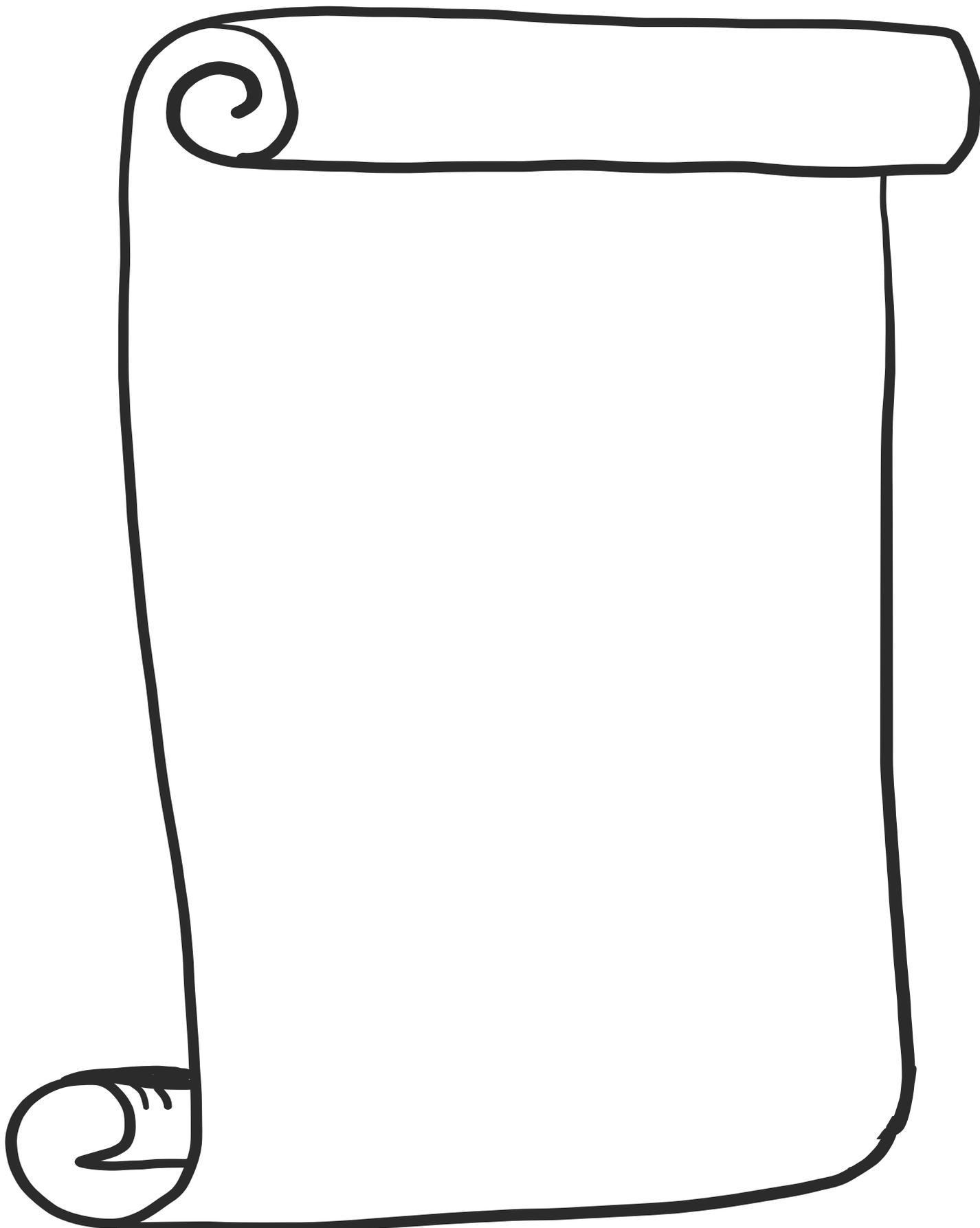
After they have completed their sheet, encourage children to choose at least five things from the sheet that they feel are most important to them. This might be to do with an activity they enjoy, something they are good at, or their favourite things. On a blank piece of paper, the children should fill the page with the letters of their name in bubble writing. Within each letter, they should draw something to represent themselves from their chosen five. They might fill separate letters with separate drawings, or fit more than one drawing in a letter. An example of the artwork can be seen on Resource Sheet 3: Marvellous Me Art.

Once the children have completed their artwork, display the names next to the class charter as a sign that everyone has agreed to support each other.

## Resource Sheet 1: Class Charter

Complete the charter with your own ideas.

How can we make everyone feel safe and valued?



## Resource Sheet 2: Marvellous Me

Fill in the blanks to show how marvellous you are!

Favourite TV program:

Favourite film:

Favourite song:

Favourite singer or band:

Favourite sport:

Favourite sportsperson:

Favourite colour:

Favourite subject:

Favourite hobby:

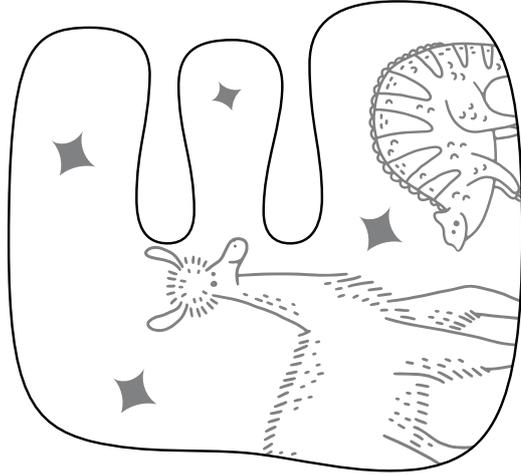
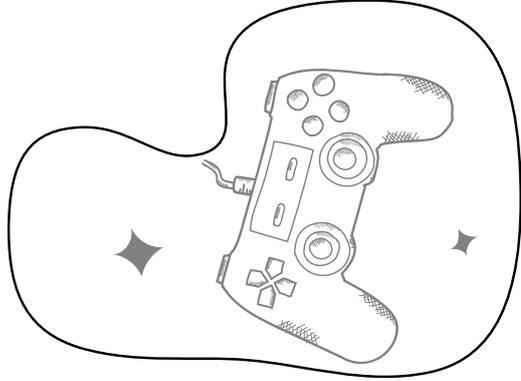
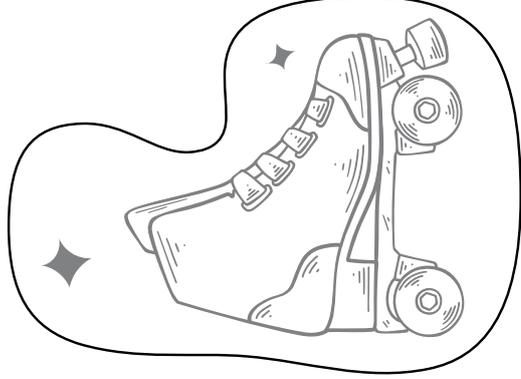
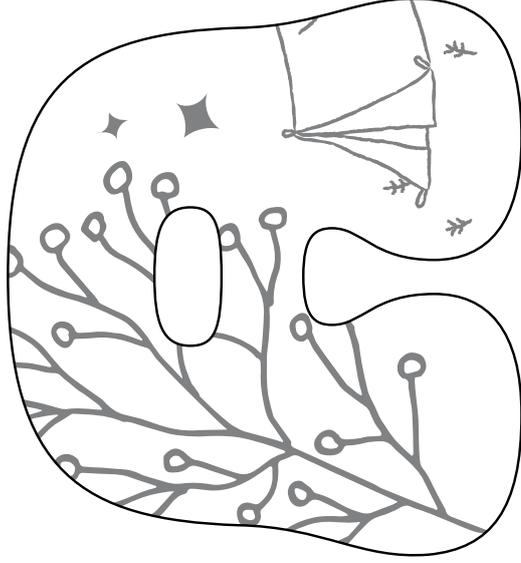
Three words to describe me are:

I am really proud that:

I am brilliant at:

My friends think I am:

When I am older I want to:



## Curriculum Links

English – pupils should be taught to:

Reading:

- continue to read and discuss a wide range of fiction
- increase their familiarity with a wide range of books
- 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.

Art – pupils should be taught:

- to improve their mastery of art and design techniques, including drawing.

PSHE – pupils should know:

Relationships Education:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- the importance of self-respect and how this links to their own happiness.

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