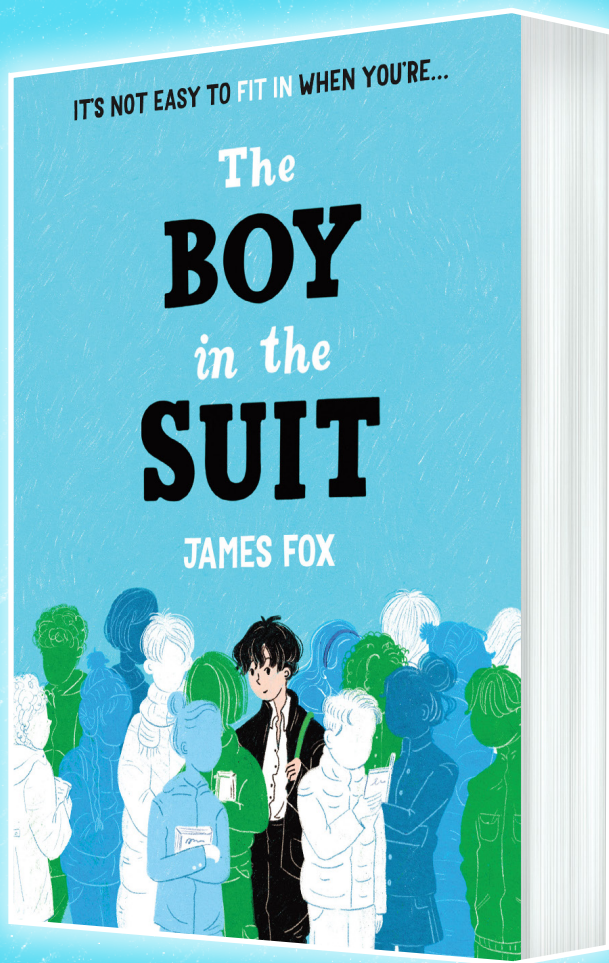


The
BOY
in the
SUIT

By JAMES FOX



 SCHOLASTIC

Cover illustration by Tika and Tata Bobokhidze © Scholastic, 2024

The Boy In A Suit by James Fox - Lesson Plans

It is important to note that this book contains sensitive and at times, upsetting events. When teaching using this book and these lesson plans, it is crucial to consider the effects this could have on children who may have lost a parent/parents/siblings/family members through death or being separated, having mental health issues, and/or had to use places like food banks or uniform shops to help them during more difficult times. Note that the book highlights sensitive material and will need to be treated with care and consideration for the children.

CONTENTS

Pg 3 **The Boy In A Suit by James Fox Year 5 Lesson Plan 1**

Resource sheets Year 5 Lesson Plan 1:

Pg 6 **Resource sheet 1 - Worst/Best food ever**

Pg 7 **Resource Sheet 2 - Emotions**

Pg 8 **Resource Sheet 3 - Scenarios**

Pg 9 **The Boy In A Suit by James Fox Year 5 Lesson Plan 2**

Resource sheets Year 5 Lesson Plan 2:

Pg 11 **Resource Sheet 1 - Role on the wall**

Pg 12 **The Boy In A Suit by James Fox Year 6 Lesson Plan 1**

Resource sheets Year 6 Lesson Plan 1:

Pg 15 **Resource sheet 1 - Conscience alley**

Pg 16 **Resource Sheet 2 - Solo's diary**

Pg 17 **The Boy In A Suit by James Fox Year 6 Lesson Plan 2**

Resource sheets Year 6 Lesson Plan 2:

Pg 19 **Resource sheet 1 - To lie or not to lie?**

Pg 20 **Resource Sheet 2 - What should I advise?**

Pg 21 **Curriculum Links**



The Boy In A Suit by James Fox

YEAR 5 LESSON PLAN 1

Objectives

- To explore the emotions and feelings of characters
- To explore own emotions and feelings
- To apply knowledge of emotional responses using drama

Outcomes

- Children will explore the emotions and feelings of characters in the book and will explore their own emotions and feelings. They will use scenarios to explore a range of emotional responses.

Resources

- *The Boy In A Suit* book by James Fox
- **Resource Sheet 1 - 'Worst/Best food ever'**
- **Resource Sheet 2 - 'Emotions'** (instead of printing out this resource A4 paper split into sections could be used instead)
- **Resource Sheet 3 - 'Scenarios'**
- Whiteboards and pens (for each child unless the resource sheets are being used)
- Split pins/Paper fasteners or treasury tags

Lead in

Read chapter 1 as a whole class. Pause at the end of the paragraph on page 4:

"Magic." Morag pushed open the heavy wooden door. "After you, Solo."

Ask the children where Solo and Morag were and discuss why they were there. Write the children's thoughts on a whiteboard/flipchart (these ideas may be needed later).

Read more of chapter 1 starting from this part on page 4:

'It wasn't the best funeral buffet we'd been to.'

Pause at the end of number five of the list on page 6. Ask the children if they share the food dislikes of Solo and why/why not. Ask the children to work independently or in pairs to write a list of their food dislikes, they also need to add some reasons why they dislike them, e.g. sprouts because they taste awful, etc. **Resource Sheet 1- 'Worst/Best food ever'** can be used if needed.

Ask the children to then think about some foods they love. Ask them to record this on their whiteboards or on **Resource Sheet 1- 'Worst/Best food ever'**, next to the foods they dislike, and remind them to add their reasons.

Discuss as a class why some people like and dislike different things, e.g. some people love oysters but dislike chocolate because they prefer salty things to sweet things, etc. Remind the children that having different opinions is fine and important as everyone is unique.

Continued...



The Boy In A Suit by James Fox Year 5 Lesson Plan 1

Task

Ask the children if Solo and Morag's presence was expected at the funeral. What clues suggest they were/were not expected? Continue reading to the end of chapter 1. Ask the children the same question. Have they changed their minds?

Read to the end of chapter 2 with the whole class. Ask them what range of emotions Solo went through in chapter 1 and then in chapter 2. Use the following questions as prompts if needed.

- How did he feel at the funeral?
- How did he feel when they left the funeral?
- How did he feel when getting on the bus?
- How did he feel when on the bus?

Discuss with the children their own emotional responses at different points, e.g. how they feel when they do not want to do something but have to do it, how they feel when they are in the middle of something they love doing and have to stop for something, etc.

Read this part on page 16 to the children:

'Morag got in a mood like this sometimes. She had a special name for it: the Big Bad Reds, or the BBRs for short. Apparently, an evil red mist would descend into her eyes, and all she could see was how rubbish the whole world was.

Whenever Morag was suffering from the BBRs, her voice went snappy and the words she used didn't sound anything like the real her. Words that would get me a demerit at school if I got caught using them. If she wasn't using bad words, she was totally silent.'

Ask the children what they think 'the Big Bad Reds or the BBRs for short' are. Then read this from page 17:

'We'd learned about mental health a bit at school, but it was still confusing. There were so many words like depression and anxiety floating around, but I wasn't sure whether that's what Morag had. All I knew was that some of her moods were trickier than others.'

Explain to the children that emotions are an important part of us, that sometimes we can go through a range of emotions and sometimes we can feel overwhelmed by these.

Ask the children to work independently and use **Resource Sheet 2 - 'Emotions'** to create a feelings and emotions flip book. They can design their own emotions on the resource sheet, e.g. a smiley face for feeling happy, colouring the paper red for anger, etc.

Once these have been designed and made, they can be cut up and attached together using a split pin/paper fastener or treasury tag so the emotion the children feel can be shown.

Continued...



The Boy In A Suit by James Fox Year 5 Lesson Plan 1

Extension

Explain to the children that they are going to use **Resource Sheet 3 - 'Scenarios'** to create a short drama piece in pairs or small groups. (There are some blank cards to write some unique scenarios pertinent to the children's needs in class.) Ask the children to consider how they might respond to the scenario, what their emotional response might be and how they might show this in their drama piece. Each pair or small group can choose one of the scenarios.

The children could show these to the whole class or record them using an electronic device to play back at a later stage. Some of the children may struggle with this task so instead of the drama, they could create a short story board for their scenario showing the emotional response.



The Boy In A Suit by James Fox Year 5 Lesson Plan 1

RESOURCE SHEET 1 - WORST/BEST FOOD EVER

Write the food you dislike. Why don't you like it?

Write the food you like. Why do you like it?

Worst food ever	Best food ever	Why don't you like them? Why do you like them?

The Boy In A Suit by James Fox Year 5 Lesson Plan 1

RESOURCE SHEET 2 - EMOTIONS

Create an emotion book using the template below.
Remember to add illustrations and colour to represent your emotions/feelings.
For example, you could have a smiley face in yellow for being happy.

The Boy In A Suit by James Fox Year 5 Lesson Plan 1

RESOURCE SHEET 3 - SCENARIOS

Use one of the scenarios and create a short drama piece about the scenario. Think about how you would respond, what your emotional response might be and how you might show this in their drama piece.

You are in the middle of a good game and you are totally engrossed. You get disturbed and have to leave the game to go do something else.

You have been passed a note in class. You open it and read it. It says something horrid. However, the teacher sees you with the note and tells you off.

You go shopping with a group of friends. You find the perfect item you want to buy and have exactly the correct amount of money to pay for it.

You are at a club outside of school hours. The person in charge of the club tells you how good you are and praises you.

Your best friend is having a hard time at the moment and finding things difficult. You try to cheer them up but they walk away from you and tell you to go away.

You have an overdue library book and have to take it back to the library. You know the librarian will be cross with you.

You have taken up skateboarding. You have practised a trick over and over again. However, you still can't get it right. You think other people are laughing at you.

It is lunchtime and you get your lunch and go to sit with your friends. But there is no space to sit.

Everyone in class has been invited to a party and you have seen their invitations. You haven't been given one.

The Boy In A Suit by James Fox

YEAR 5 LESSON PLAN 2

Objectives

- To explore characterisation
- To use drama techniques to explore the thoughts, feelings/emotions and behaviours of characters

Outcomes

- Children will explore the main characters in a book. They will analyse these characters using drama techniques such as role on the wall and hot seating.

Resources

- *The Boy In A Suit* book by James Fox
- **Resource Sheet 1 - 'Role on the wall'** (this resource sheet can also be used for the main task too)
- Whiteboards and pens

Lead in

Ask the children what makes them who they are. Discuss the traits the children have (at this stage could use a confident child in the classroom or another adult and ask the children to describe these people) and break these into descriptions of physical features, personality, thoughts, feelings, ideas, etc. Explain that some are known facts, and some are thoughts and opinions.

Draw the outline of a person on the whiteboard/flipchart. Explain to the children that they are going to create a role on the wall which will help them to explore the thoughts, feelings and physical features of a partner and later on, during the task, the characters in the story (this could also explore any ideas the children have about themselves and the characters). Model to the children how they can put known facts of someone, e.g. physical features, favourite things, family, friends, etc. outside the outline of a person and ideas or opinions about them inside the outline. (Again, could use a confident child in the classroom or another adult in the room.)

Ask the children to work in pairs. Use **Resource Sheet 1 - 'Role on the wall'** and ask the children to write any known facts about their partner around the outside of the outline of the image and any thoughts and opinions about their partner on the inside.

Task

Recap on the main characters that have been introduced in chapters 1 and 2. Ask the children to identify what these characters are like, their physical appearances, personality, etc. and record the children's thoughts on the whiteboard (a list or mindmap could be created for each character).

Continued...



The Boy In A Suit by James Fox Year 5 Lesson Plan 2

Read chapters 3 and 4 as a whole class. Ask the children if they can add anything else to the ideas recorded on the whiteboard. Discuss with the children if there are any differences to how Solo and Morag behave in different situations, e.g. Solo at the funeral, at home, at school, etc. Ask the children if they change at different times. Why do we change, or apparently change, in different situations?

Explain to the children that they are going to produce a role on the wall for one of the characters, Solo or Morag. Remind them that any known facts will be written around the outside of the outline and unknown facts, thoughts and opinions about the characters will be written on the inside. A second copy of **Resource Sheet 1 - 'Role on the wall'** can be used for this.

(More information can be added to this as more is known about the characters from reading the rest of the book.)

Extension

Discuss as a whole class, if they have any questions they might want to ask either Solo or Morag about how they feel during the different situations they find themselves in. Ask the children to write the questions on a whiteboard.

Explain to the children that they are going to use a technique called hot seating where somebody will take the role of a character and sit on a chair at the front (this could be a confident child or another adult in the room). The person will take the role of the character and answer the questions put to them from the perspective of that character.

Invite the children, one at a time, to ask their question to the character to find out why the character acted the way they did, their thoughts and feelings, etc.

For any children who may struggle with whole class activities such as this, it is possible to put the children into smaller groups to carry out this task.

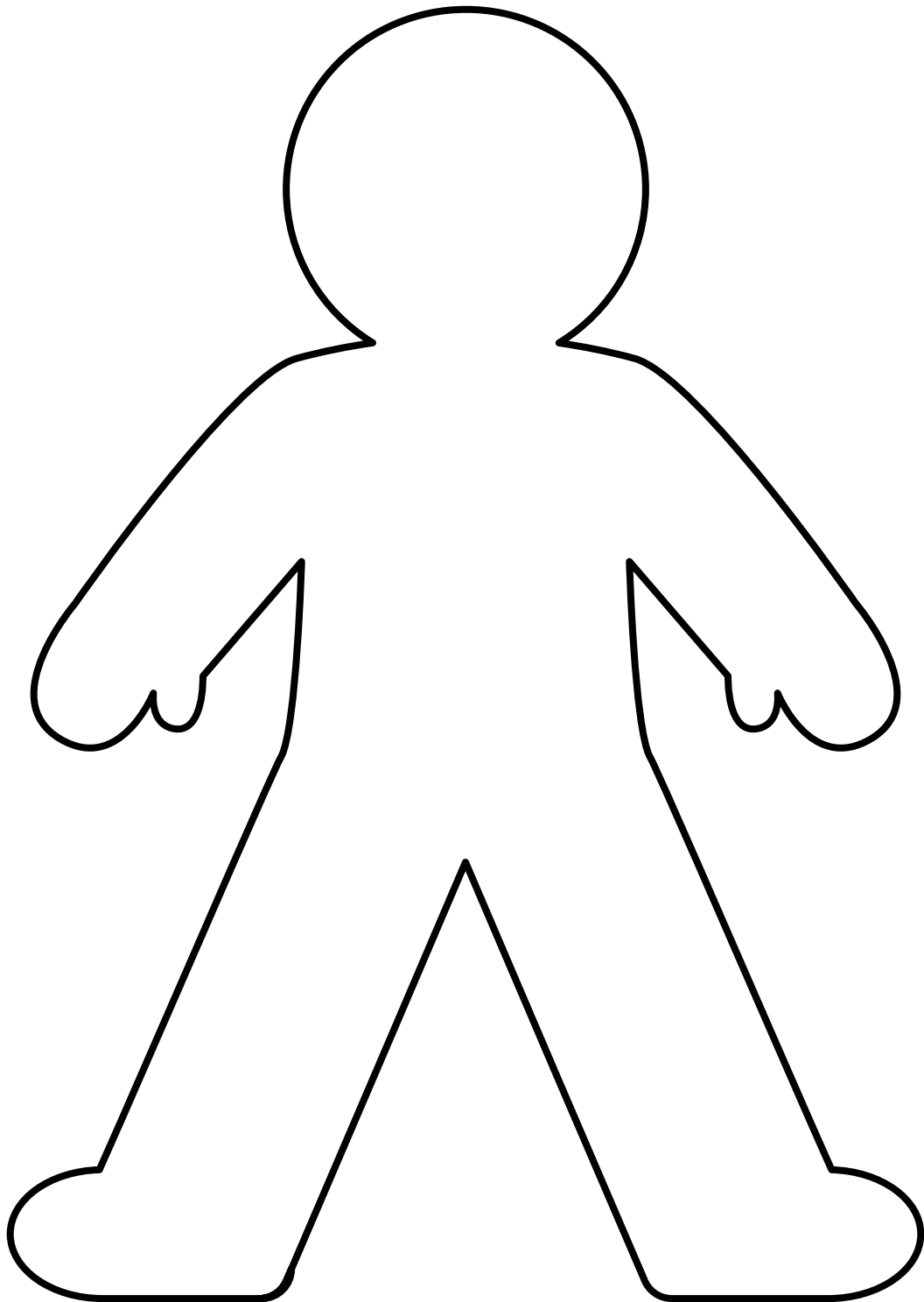
From this, the children could write short character descriptions of Solo and/or Morag.



The Boy In A Suit by James Fox Year 5 Lesson Plan 2

RESOURCE SHEET 1 - ROLE ON THE WALL

Write any known facts about the person you are describing, around the outside of the outline and any thoughts and opinions about them on the inside.



The Boy In A Suit by James Fox

YEAR 6 LESSON PLAN 1

Objectives

- To explore the idea of conscience and morality
- To explore points of view
- To understand that others can hold opposing views to the ones held personally

Outcomes

- Children will be able to explain a point of view/opinion both verbally and in written form. The children will also come to reasoned conclusions based on the actions of others and justify their viewpoints.

Resources

- *The Boy In A Suit* book by James Fox
- **Resource Sheet 1 - 'Conscience Alley'**
- **Resource Sheet 2 - 'Solo's diary'**
- Whiteboards and pens

Lead in

Read chapter 1 and 2 with the children. Discuss with the children where Solo and Morag had been and why. Use the questions as prompts if needed:

- Is it right to take food from a funeral or any other event in this way?
- Was Morag right in asking Solo to do this?
- Was Solo right in carrying out this act?
- Was it stealing?

Now read chapters 5 to 10 with the children, which examines the next funeral that Morag and Solo attend. It also explores Solo's reaction to this.

Ask the children what they would do in a similar situation. How would they react? Ask similar questions to the ones above and ask if the children have changed their minds.

Task

This task will allow the children to use a technique called a conscience alley. Conscience Alley is a strategy that encourages the presentation of two points of view. This strategy is successfully implemented after the reading of a text or after undertaking a topic that has several viewpoints (in this case, the dilemma of Solo/Morag stealing food from funerals). Care must be taken to ensure all language used is appropriate here. In relation to the two sides 'good reactions' and 'bad reactions' - insults should be avoided and it is more about how the characters have made others feel.

Continued...



The Boy In A Suit by James Fox Year 6 Lesson Plan 1

The children need to form two lines facing each other. They take a few steps back from the opposite line so an 'alley' can be formed. Each student line is given a point of view they must justify and give examples for. So, in this case, on one side should be those who are whispering things that admire their boldness to steal, on the other, why it was wrong and the feelings of those it hurt. One/Two children are then selected to walk down the middle of the alley. As they walk past each person, they must stop and listen to each point of view, which is whispered (as if it is the person's conscience speaking to them). The children in the lines must state their point of view and give an example or reason for their thinking. It is important that each child is heard so the child walking down the alley can hear what each person says. The child walking through the 'alley' then needs to decide as to what they think they should do at the end of it.

This video is a useful additional guide to the teacher as to what a conscience alley is and how to get the most out of it: <https://www.youtube.com/watch?v=-Hs0LirW9v8>

Explain to the children that they are going to use the information from chapters 1 to 10 to take part in a conscience alley activity.

Ask the children to consider how they would have felt if they were a guest who was part of the funeral, and they had caught Solo and Morag stealing? How might they have reacted?

Ask the children to write down their feelings on a whiteboard and reasons for this. For example, they were cross seeing them take food so they shouted at them, they saw them taking food and was sad and wondered why somebody might do this, were the people taking food having problems? etc. Remind the children not to use insults. **Resource Sheet 1 - 'Conscience Alley'** could be used to record the children's thoughts and reasons.

Set up the conscience alley and ask the children to whisper their reactions.

After the conscience alley, take feedback on the children's thoughts and feelings. Ask the questions from the lead in again. Have the children changed their thoughts and opinions about Solo and Morag's actions?

Extension

As a whole class read chapters 11 to 24. Discuss with the class the issues that Morag has faced and why she hasn't reached out for help. Ask the children if this has changed their mind about why Morag took Solo to get food from the funerals.

Ask the children to consider how Solo might feel through all this and why he might feel the way he does. Ask them to use **Resource Sheet 2 - 'Solo's diary'** to write a diary entry about one of the events that he has been through in the book up to the end of chapter 24. For example, the children could write about him being made to go to the funeral of the famous person, him watching the video of Morag running away and not paying for his uniform, etc.

Continued...



The Boy In A Suit by James Fox Year 6 Lesson Plan 1

Example events from the book:

- Chapter 11 to 14 explore the disastrous events of the funeral and preparation for Morag's upcoming interview
- Chapter 15 shares the eggs thrown at the window of the flat that Solo and Morag live in and how that makes Solo feel
- Chapter 16 explores the offer of the food bank and the refusal of help
- Chapter 20 explores how Solo is asked to go see the Headteacher of his school who asks if they need help
- Chapter 21 explores how Solo gives the note from school to Morag and her being cross and subsequently them going to the uniform shop and running away without paying
- Chapter 22 shows the extent of Morag's problems by showing her making a note of what she owes. At this point it is revealed she owes a lot of money to other shops. It then highlights the horrid social media messages about Morag and attendance at the funerals
- Chapter 23 explores how Solo goes to school in his new uniform and getting new shoes from the TA Miss Ellis
- Chapter 24 describes how the Headteacher Mrs Howe shows Solo the video of his mum not paying for the uniform and asks him about it. She tells him that the owner of the shop has said he wouldn't go to the police. It ends with a note left by Morag at home saying, 'I can't do this anymore.'



The Boy In A Suit by James Fox Year 6 Lesson Plan 1

RESOURCE SHEET 1 - CONSCIENCE ALLEY

Consider what Morag and Solo have been doing. Write your thoughts in the bubbles and add your reasons why you think that. This can be used in the conscience alley.



RESOURCE SHEET 2 - SOLO'S DIARY

Write an entry in a diary from Solo's point of view. Consider how he feels after one of the events you have read about.



Date today is

Dear Diary,



From

The Boy In A Suit by James Fox

YEAR 6 LESSON PLAN 2

Objectives

- To explore the morality of lying to protect someone
- To understand the concept of 'degrees of lying'

Outcomes

- Children will understand that lying can have consequences outside of our control and that the escalation of those can potentially become serious. Following this the children will explore the 'white lie' concept and determine in their own minds whether it is ever justified given the events that the characters went through.

Resources

- *The Boy In A Suit* book by James Fox
- **Resource Sheet 1 - 'To lie or not to lie?'**
- **Resource Sheet 2 - 'What should I advise?'**

Lead in

Read to the end of chapter 24 as a whole class and focus on the end line and the note 'I can't do this anymore' that Morag has left Solo. Ask the children what this potentially means.

Read chapters 25, which highlights why Solo might stay quiet about Morag's disappearance, and chapter 26 where he eventually tells Chetna about Morag's disappearance. He convinces Chetna not to say anything to anyone. Discuss as a whole class whether the children feel that this was right or not.

Given the situations Solo and Chetna find themselves in, get the children to think about the way in which they behave in their own relationships. Have they ever encouraged/or been encouraged to lie for their friend in a situation. (**Note, this is a rhetorical question they do NOT have to answer in the class if they are uncomfortable. However, some might want to share.***)

Task

Read chapters 31 to 35 as a whole class. Explore with the children when (if ever) is it ok to lie? Ask the children to work with a partner. Use **Resource Sheet 1 - 'To lie or not to lie?'**, to display and read the dilemmas aloud, and get the children in pairs to decide how they would respond.

To lie or not to lie?

1. Your teacher wants to see your homework, but you haven't done it...
2. You get invited to the cinema with a friend/sibling but it's a film you REALLY do not want to see...
3. A friend has a new haircut (not a good one) and asks you what you think...
4. A family member enthusiastically gives you a gift and you really don't like it...

Continued...



The Boy In A Suit by James Fox Year 6 Lesson Plan 2

Arrange the children into small groups. Ask them in small groups to discuss what the consequences might be for telling the truth and then telling a lie - what MIGHT happen?

Get the children to identify that lies can sometimes protect someone's feelings - is this ok? It is important to encourage 'no judgement' here and to remind the children that they may have differing opinions.

Extension

Explain to the children that the problem is that sometimes white lies can escalate into bigger ones. Solo asked Chetna to lie for her which she did. Why did she do this? (to protect him and stop the adults from intervening).

In your opinion, was Chetna right to lie? Was there a point where she should have stopped and told the truth? Can you identify when this might have been?

Chapters 36 to 41 identify the events and consequences of the lies and actions, as well as what Solo encourages Chetna to tell and do - both for her, Solo and Morag. Encourage the children to identify why the escalation occurred and what the alternatives were at each point.

Imagine Chetna has come to you for advice at the point where the lies are found out. Write a paragraph imagining what you might say to her. When should she have stopped the lie? Was she right to carry on? What could she have done instead? **Resource Sheet 2 - 'What should I advise?'** can be used for children to write their paragraphs.



The Boy In A Suit by James Fox Year 6 Lesson Plan 2
RESOURCE SHEET 1 - TO LIE OR NOT TO LIE?

'To lie or not to lie?'

What might the consequences be for telling the truth and then telling a lie - what MIGHT happen?

Your teacher wants to see your homework but you haven't done it...

You get invited to the cinema with a friend/sibling but it's a film you REALLY do not want to see...

A friend has a new haircut (not a good one) and asks you what you think...

A family member enthusiastically gives you a gift and you really don't like it...

RESOURCE SHEET 2 - WHAT SHOULD I ADVISE?

Imagine Chetna has come to you for advice at the point where the lies are found out. Write a paragraph imagining what you might say to her. When should she have stopped the lie? Was she right to carry on? What could she have done instead?

A large rounded rectangular box containing 20 horizontal dotted lines for writing a paragraph.



The Boy In A Suit by James Fox

CURRICULUM LINKS

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 fiction
- 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

KS2 PSHE (from the PSHE Association Programme of Study)

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

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)

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

