

Lesson Plans

History and development of *The Giant from Nowhere*

This story was created as a result of a six-week project in a primary school. I worked with two year groups: Year 2 and Year 3.

Everything happened as explained in the resource sheets, and because it was so effective and so enjoyable for us all, I decided to write it up and share our experiences with other professionals and children.

Although these activities took place in a classroom, I know that the story and its message would work really well on a one-to-one basis: parent and child or carer and child.

There are 11 teaching plans that teachers could expand or edit as to their requirements for their children.

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Aims and objectives

Stimulus: *The Giant from Nowhere*

Literacy

- Extend narrative skills.
- Develop communication skills on many different levels.
- Develop language skills and vocabulary.
- Encourage creative writing and provide a platform for varied approaches of communication: story, descriptive writing, reporting, advertising, letter writing, lists, invitations, ceremonial writing, poetry, songs, simple legal forms and so on.

Art

- Develop two-dimensional map making.
- Develop three-dimensional model making.
- Develop skills in painting, drawing, etc.

Social and emotional development

Problem solving

- Look at social problems, homelessness, unemployment, loneliness, not fitting into social 'norms', reasons for unsociable behaviour and possible solutions.
- Consider effects of working, emotional and social growth.

The above activities require children to work in groups or in pairs and share their experiences, supporting each other and working together.

- The final stages of this project led to the involvement of other members of the school community – the headteacher, classroom assistants, parents and carers – developing a real sense of coming together and celebrating the outcome of the project.

Differences and similarities to Consider

- Differences between a city and a village in the country.
- Different types of buildings: houses, apartments, shops, flats, supermarkets.
- Different types of employment: policemen, newspaper reporters, shopkeepers, builders, bakers.
- Differences between people and giants!
- Different emotions.
- Different solutions.

Lesson plan 1: Similarities and differences



Read *The Giant from Nowhere* story.

- Using a whiteboard or flip chart, together with the help of the children, design and draw a city and a village, the aim being for the children to understand the differences.

For example, one sheet could contain lots of houses, blocks of flats, roads, cars. Children could help the teacher by drawing in their suggestions.



The other sheet could contain the countryside: trees, fields, animals, one or two roads running through the centre, shops on either side of the road, houses and cottages, with suggestions from the children. The children could also contribute to the drawing.

Some children will have experience of the countryside, and some may not, but through discussion and the drawings it should be possible to explain how very different a city is from a village.



Map making for *The Giant from Nowhere* project – some approaches

Use the whiteboard and a large sheet of cartridge paper or card. This task could be done by a small group with guidance from the teacher; the objective is to create a two-dimensional representation of the countryside with a road and other countryside features such as a river, a bridge and farmland.

Creating the Village

Discuss with the children what shops, houses and so on they might find in a village. Ask questions to get the children to offer up suggestions, such as 'Where do you buy bread?' Explain that this village does not have a supermarket. 'Where do you buy meat or fish or vegetables?'

Write a list on the whiteboard. For example: bakers; butchers; greengrocers; dairy; newspaper shop; post office; clothes, shoes or charity shop; chemist.

You could also ask the children if they can see anything that is missing in the village. Can they think of other useful services? For example: school, church, synagogue, mosque, temple, police station, doctors' surgery, veterinary surgery, mill house, public house, tea shop.

Where do people live? For example: houses, cottages, farm houses.

Village worksheet

This can be adapted to your requirements: obviously there need to be more houses and cottages than specific buildings such as a doctors' surgery, veterinary surgery or police station. You can add buildings such as a mosque, church, school, temple, mill house, inn or public house, tea shop and anything else you may think of.

- See the worksheet on the next page, print and cut it into eight sections. Fold each one and put them into a hat. Depending on how many children are in the class, you will need to be creative and adapt it in order to produce enough slips of paper to be available to accommodate all the children. For example, as there are more houses/ cottages, make a worksheet with eight sections and repeat if necessary.
- Ask each child to pick one from the hat.
- A classroom assistant could read a description of the building to help where needed.
- The task is to draw on the other side of the slip: a shop, a house, a police station and so on.
- Each one is to be placed on the two-dimensional map of the countryside and village road, so that buildings are on each side of the road, then they can be numbered afterwards. Place some in the countryside.

Linking to the story of *The Giant from Nowhere*

Read the beginning of the story and stop after, 'Go away, you're too big to live here. Go away, we don't want you!' Comment on what a beautiful village the children have made, and say, 'I do hope the Giant doesn't cause us any trouble.'

(Put the two-dimensional plan of the village and the countryside on the wall so that everyone can see it.)



Template for buildings in the Village of Somewhere

Print and cut along the lines, so you have eight little squares of paper. Fold each one and put into a hat for the children to pick their building to illustrate. Add new buildings on another sheet.

<i>Baker's shop</i>	<i>Butcher's shop</i>
<i>Greengrocer's shop</i>	<i>Village shop</i>
<i>Cottage</i>	<i>Post office</i>
<i>Police station</i>	<i>Doctor's house</i>

Lesson plan 2:

Destruction to the Village

Before children return to class, place large cut-out footsteps on the two-dimensional map of the village. These can be done using dark cartridge paper.

Draw the children's attention to the two-dimensional map and the Giant footsteps.



Questions and answers

- Say, 'Look at our village', and point to the footsteps.
- Ask some of the children to take off their shoes, and place them on the Giant footsteps. 'No, it's not you, or you.' You could also take off a shoe and check it out on the map.
- 'Who do you think they belong to?' (The children might already have guessed they are the Giant's footsteps.)

Link to *The Giant from Nowhere* story

Read the story, starting at the beginning where the Giant arrives and the villagers speak to him, and then continue with his reaction. Stop after reading what the little boy says: 'My bed is in pieces! That Giant can't get away with this.'

Discuss what damage the Giant has caused (to the houses, shops and buildings). Split the children into pairs and encourage them to discuss what has happened. You can do this by telling the children that they are the villagers of Somewhere and must work in pairs, and divide the class into As and Bs. You can walk down the middle of the classroom and say that the children on one side are As, and the other side are Bs. The children then need to form a pair of one A and one B (or groups of three if there is an odd number).

Demonstrate by using a volunteer, and start a conversation by asking questions such as, 'What happened to you? What did the Giant do to your house? Or shop?' Encourage the children to work in their A and B pairs. While the children are chatting, go around the class and listen in on their conversations and join in as a villager, helping the children to talk about what has happened and how they feel about it.

Continue with the story where the boy's teacher suggests contacting the local newspaper.

Preparation for newspaper reporting

- Ask the children, 'Do you think we could get the local newspaper to do this story to help catch him?' Then emphasise, 'But first we need to know what he looks like,' and show the children a picture of the Giant – the front cover illustration provides a good example. Discuss with the children what he looks like: his hair, his clothes and any other things that the children may have noticed about the Giant. The children then have to draw and colour in a picture of the Giant. This can be done on an A4 sheet.

End the lesson by saying, 'These pictures will help catch him. Tomorrow a reporter from the daily newspaper, *Nosepaper*, will be visiting us to ask each one of us questions about what happened and what this Giant looked like. So, we are all well prepared for this visit.'



Lesson plan 3:

Newspaper report

Announcement

Tell the children that they are going to be reporters for a local newspaper and ask them what reporters must do in order to find out information. (Read the story up to when the newspaper reporter comes to the village.)



Drawing attention to the importance of questioning

- What happened? What did you see?
- Who did this to you?
- When did this happen?
- Why do you think the Giant did this?
- How did you feel when it happened?
- What can be done to stop him returning to the village?

A demonstration of an interview: two methods

- Teacher acts as a villager: Ask the children to be reporters for a newspaper and invite them to ask questions about what happened.
- Teacher acts as a reporter: Address the whole class as the village, explain you are from the local paper and want to ask them some questions about what happened.

The above activities support the following activity where the whole class is divided into As and Bs. The As can be villagers, and the Bs reporters. The task is for the Bs (reporters) to introduce themselves and ask questions of the As (villagers). If there is an odd number, make a group of two villagers and one reporter.

Go around the class listening to the children talking, asking and answering questions, and join in to help where appropriate.

The roles are then reversed and the Bs become villagers, and the As reporters. This type of role play clarifies investigative interrogation. A reporter has to get as much information as possible in order to write a report, and this is accomplished by asking questions.

This activity also supports the actual task of reporting the children's findings for the local newspaper.



Newspaper worksheet support

You can write your own description of the Giant as you create your own newspaper report.

- There is a worksheet with the newspaper heading for more confident children to write a report and draw in a picture of the Giant.
- Children who need more support could draw the Giant and draw pictures of what he did to their property.



Add blank A4 sheets to extend the report for the newspaper where needed, for example for drawings of the Giant, and more detailed newspaper reporting.

Finally

Praise the children (as villagers) and say, 'I am sure this report will help us catch this Giant.'

To make this activity appear more real, you could put up their newspaper reports around the school.

Lesson plan 4:

Police questionnaire



Read the story as far as the newspaper report. Have the children's newspapers on display, and congratulate them on doing a marvellous job. Then announce that the police want to help, and a police officer is waiting outside to ask them questions. As props you will need:

- a police hat
- a notebook.

A demonstration of an interview: two methods

- Teacher acts as a villager and asks the children to act as police officers, reminding them of the question words: what, who, when, why, how, where.
- Teacher acts as a police officer, puts on the police hat and asks the children questions. They are now the villagers.

The above activities support the following activity where the whole class is divided into As and Bs. The As can be villagers, and the Bs police interviewers. The task is for the Bs (as police interviewers) to introduce themselves and ask questions of the As (villagers). If there is an odd number, make a pair into a threesome, with two villagers and one police interviewer.

Go around the class listening to the children talking, asking and answering questions, and join in to help where appropriate.

The roles are then reversed and the Bs become villagers, and the As police interviewers. This type of role play reinforces and supports this particular type of communication. This activity also supports the actual task of recording the children's findings for the police to take action on.

These drama role-play activities, where questions are asked and situations explained, help greatly with language development as they take place in an imagined world that seems real to the children at the time and makes learning really enjoyable and meaningful. These activities will also support creative writing, because children have had experience of what they can write about.

Police questionnaire Worksheet

- Use blank sheets of A4 to support children who wish to draw the Giant, and for children who wish to produce a more detailed police report.
- Use a more formal sheet (the police questionnaire worksheet) for a child (police interviewer) to fill in, drawing a picture of the Giant, like a photograph. They must fill in the name and address of the villager and write a report based on the interview with the villager, and take fingerprints of the villager (use paint).
- Children conduct a police interview using a questionnaire form, with prompts at the bottom for types of questioning, i.e. what, who, when, why, how, where.

POLICE QUESTIONNAIRE

Date: _____

Time: _____

What questions can we ask to help catch the Giant?

Finally

In role as police officer, tell the children, 'Thanks for all your help, I am sure next time we meet I will have some good news for you all...and that will be that we have captured this Giant.'

Lesson plan 5: The Giant is Caught... but won't talk

Read up to the page where the Giant is caught. You could use a prop when you are the Giant, such as glasses, a hat, or anything that creates a dramatic effect and supports the role of the Giant.

Put on display all the police questionnaires and drawings the children have made of the Giant and thank them again for their hard work, telling them in hushed, dramatic tones, 'The police have caught the Giant. He's outside but he refuses to talk, and he won't eat or drink anything. We don't know what to do. If I bring him here, can you try and find out what's wrong with him?'

You could help the children formulate questions in their minds by asking them directly, 'What kind of questions could you ask?' This activity reinforces the children's participation when the Giant comes into the room.

Reassure the children that he isn't angry anymore and won't hurt anyone, and go outside and come in as the Giant. Sit on a chair with your head down and groan sadly. You (the Giant) could encourage dialogue by asking the children (the villagers) 'What do you want? Why am I here?' and other questions that will help the children enter into a conversation with the Giant.

After a while, you must decide when it is the right time for the Giant to go away, outside. Then you return, as yourself, and ask the children, 'What did you find out? What did he say?'

These role-play activities create fantastic opportunities for children to question someone's behaviour, to explore emotional issues safely.

Then continue the story and stop where the little boy asks the Giant, 'Why did you do it?'

You can announce that the Giant is going to be put on trial. Explanations can be given, but you can also ask the children what they know about this procedure. What's a judge, for example, and who are the jurors? What do they do?

An idea for creating the court scene would be to put names of children into a hat and have 12 picked by the class. This sets up the next scene.



Lesson plan 6: The Court scene

Before starting, ask the children if they can remember what the Giant did to their village, and ask for three or four witnesses to give evidence at the trial.

If possible, arrange the classroom furniture: 12 chairs, a table for the judge (you, the teacher) and the rest of the class around the room.

Announce dramatically in role, 'Silence please, let the hearing begin, I call the following witnesses...'

If a child is shy or apprehensive, direct and support them by stating, 'I believe the roof came off your house.'

Finally, after hearing all the witnesses, dramatically call the Giant to the stand. Go outside and come back into the room in role as the Giant, head down and slumped in a chair. As the Giant, speak directly to the courtroom, and admit your guilt. You then leave the classroom, returning as the judge.

Ask the jurors, 'Have you reached a verdict?' The language can be simplified according to the age group, and explained if necessary.

Read the story up to the point where the judge says, 'I am going to give you a community sentence.' Ask the class what they think about the judge's decision.

Follow up activities could be:

- children making tiny beds, houses, creating objects for tiny people in a village
- drawing all the things the Giant has to repair
- making a newspaper report recording the trial and the outcome.



Lesson plan 7:

The Lonely Hearts page

If the children made newspaper reports of the success of finding the Giant, the court scene and outcome, these can be displayed and referred to.

Explain that the little boy from Somewhere is worried about the Giant (read the story up to the page where the little boy is talking to the Giant, and end with, 'The little boy could see that this Giant was lonely').

Ask the children, the villagers of Somewhere, to help out. 'Have you any ideas? Why are people lonely? Do you know anyone who is lonely?'

Then read the next page where 'The teacher had a really good idea', and announce 'Let's help the Giant, but he can't know about this – it is going to be a surprise.'

You then explain about the Lonely Hearts section in a newspaper. 'We have to pretend to be the Giant, and write down things as if we were the Giant, and draw a really good picture if we want to find him a friend.'

You can ask the class what kind of things they think would be good to write down. Prompts can be made to help them understand that whoever reads what they write will get a picture of the Giant in their minds. The class have to describe him, writing in the first person, 'I am a Giant.'

Questions you could ask the class would be, for example, 'What would the reader want to know?'

Show the children the blank Lonely Hearts section.

Read the page which shows the Lonely Hearts section completed, but only after teasing out the children's ideas. This can be supported by working in pairs. Demonstrate by talking with a child, for example, 'You want to know about me? I'll tell you then. I'm about 5 foot 6, I have blue eyes, and blond hair. Hobbies? Ah! You want to know what I like to do when I am not a teacher? I love skateboarding, riding bikes, reading books, listening to music and dancing.'

Then swap roles with the child, asking questions, 'What's your name? How old are you? What colour is your hair? What do you like to do when you are not at school? Do you like



music?’ Try to keep the questions open ended, for example, ‘What kind of music?’

Then ask the children to find out about each other, asking their names; ages; details about how they look; what they like to do; food, games and films they like; and so on. This activity will support filling in the Lonely Hearts section.

Task: to write and/or draw a Lonely Hearts section in the newspaper

As well as using copies of the Lonely Hearts worksheet for the children to complete, add blank sheets of A4 to support children who wish to draw the Giant, and for children who wish to produce a more detailed Lonely Hearts section for the newspaper.

Lesson plan 8: The Giantess's reply

Display the Lonely Hearts advertisements in the classroom and ask, 'Has anyone received an answer, a letter?'

Go outside to look to see if there has been any post and return with an enormous envelope.

Read the story up to the page where the little boy shouts, 'I know, but I can write a letter for you.' Say, 'Did you hear that, children? The Giant likes one of the replies, and he wants to meet up with her. It's a Giantess.'

You could read a pretend letter from a Giantess. 'But there's a problem – do you know what that is? The Giant can't read or write, so we are going to have to help him again, and write a reply to suggest a time and place to meet.'

Here you can prompt the class, and you could write a letter on a whiteboard, very simply with the children's help. This will help the children write their own Giant letters.

Task: to write a letter for the Giant to the Giantess

Use copies of the Giant letter worksheet and add blank sheets of A4 for children who aren't so confident, so that they can draw pictures of a happy Giant, a place to meet and a clock, maybe with a time on it.

An additional activity would be for the children to write letters as Giants and Giantesses from Somewhere Else to the Giant, wanting to be friends with him.



From: _____

Dear _____

From: _____

Lesson plan 9: Wedding invitation



Read some of the letters the children have written back to the Giantess, showing ones with drawings, and also display them.

Read the story up to the page where the Giant asks the Giantess if she will marry him. Talk about the Giantess and ask the children what they think about her.

You can discuss weddings, and ask the children what happens before a wedding. How do people know about it? How are they told about it?

These lines of questioning will lead to the idea of the 'wedding invitation'. Ask the children what needs to be on a wedding invitation.

Announce that they have to write wedding invitations, and that they can ask the headteacher, classroom assistants, in fact anyone they would like to invite, because there is going to be a wedding of the Giant and the Giantess and a big party with drinks and cakes and music!

Show the children the page in the book with the wedding invitation.

Support the following task by completing a wedding invitation on the whiteboard with the children.

Task to complete a wedding invitation

Use copies of the wedding invitation worksheet, or add blank sheets of A4 paper for children who aren't so confident, so that they can draw pictures of a happy Giant and Giantess, a place to meet and a clock, maybe with a time on it.



Lesson plan 10:

Wedding list

You perhaps have some replies to their invitations for the Giant's wedding and can read these out to the children. Ask for other ideas about a wedding. Tell the children that the Giant and Giantess are setting up home, and prompt them to come up with things they might need. This leads to the creation of a wedding list, which can be drawn or written.

You could read out the wedding list and comment or ask for comments from the children on the strangeness of the requests. You could also ask the children to think of useful things for a Giant and Giantess's home.

Support the following task by completing a wedding list on the whiteboard with the children.



Task to Complete a wedding list

Use copies of the wedding list worksheet, or add blank sheets of A4 paper for children who aren't so confident, so that they can draw pictures of objects they would like to give to the Giant and Giantess.

Lesson plan 11:

The wedding



The classroom could be decorated with balloons, and maybe a banner saying, 'Mr and Mrs Boady'. Place chairs and tables around the perimeter of the room if possible.

Have music available and, in the centre of the room, a table with a large cake (if someone is kind enough to make one, or you could buy one!).

Count the number of girls and place that number of blank strips of paper into a hat. On one of those pieces of paper, write 'Riana the Giantess'. Do the same for the boys, but write 'Sam Boady the Giant' on one strip of paper. Children are invited to pick out a strip of paper, and someone is going to be the Giantess and someone the Giant. If this is not appropriate because children are shy, ask for volunteers to be the Giant and Giantess. If there are several volunteers, put their names into the respective hats, girls' and boys', and ask for two children to come forward, one to pick a name out of the girls' hat and another from the boys' hat. These children from the hat will be the Giant and the Giantess!

Read the story to the end. You can stop from time to time and ask the children questions such as, 'What did the little boy say? What did the baker say? The judge?'

Announce the visitors if there are any. Get the two volunteers – the Giant and Giantess – to cut the cake, and have a party, with drinks and speeches. Speeches could be written beforehand, and songs could be sung.

This final activity is to celebrate the children's journey through this story, and for everyone to have tremendous fun. This could be followed up with newspaper reports, and letters written by the Giant and Giantess thanking the villagers, and real photographs could be taken of the final celebration and displayed around the school. Enjoy!



What actually happened during my last lesson with children aged 5–6



We decorated the classroom with balloons, and a banner announcing the marriage of the Giant and the Giantess. Two students volunteered to be the Giant and the Giantess. A teaching assistant made a wedding cake with 'Sam and Riana' written across the icing. All the tables and chairs were placed around the room.

Our guests arrived: the deputy head, three teaching assistants and the school caretaker. They all came dressed in their best clothes, and all the women wore hats! The school caretaker took pictures of the event.

Children danced, ate sandwiches, drank fruit juice and listened to speeches. It was a wonderful end to *The Giant from Nowhere* project.

I repeated the project with Year 2 children aged 7–8 and achieved similar results. During all the lessons, the children became thoroughly involved through discussion, reportage, questioning, solving problems and finding solutions. Everything they did, whether through writing or drawing, meaningfully contributed to the development of the Giant's journey.

The Daily Nosepaper

DATE:
Sunny Day

HELP CATCH THE GIANT
HAVE YOU SEEN HIM?

PRICE:
3 Beans

Giant causes destruction to the village of Somewhere!



POLICE QUESTIONNAIRE



Date:

Time:

What questions can we ask to help catch the Giant?





The Daily Nosepaper

DATE:
Sunny Day



PRICE:
3 Beans



From: _____

Dear _____

From, _____

Wedding Invitation



Wedding List
