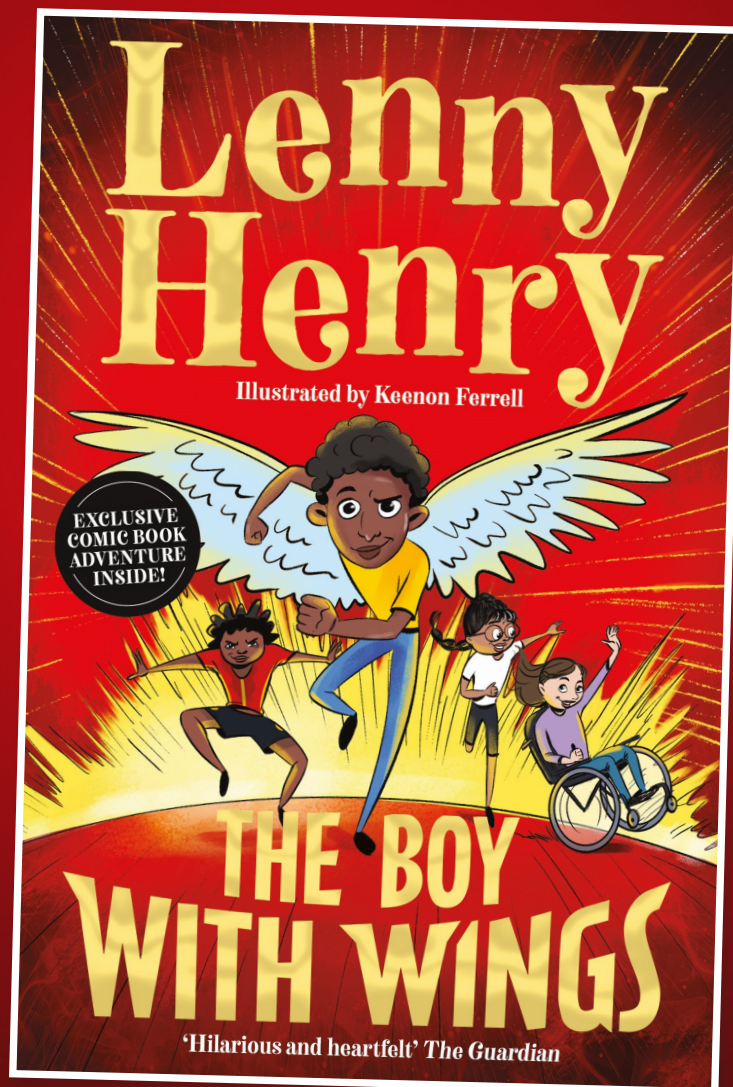


# THE BOY WITH WINGS

## Teachers' Guide & Session Outlines



The activities for *The Boy With Wings* have been produced by Enterprise, the National Literacy Trust and Macmillan Children's Books.



## Overview

The following activities, for pupils aged 9-11 years old (Year 5/6 or P6/7), aim to foster a love of reading, whilst also developing pupils' empathy skills. The resources will introduce pupils to Sir Lenny Henry's **The Boy With Wings** and offer fun response activities to explore some of the core themes, events and characters in Chapter 1. Each of the five activities will begin with an exciting video featuring Lenny Henry and TV presenters Joanna Adeyinka-Burford and Sienna Clarke.

## About The Boy With Wings

**The Boy With Wings** is a thrilling, out-of-this-world adventure written by comedy legend **Lenny Henry** and illustrated by **Keenon Ferrell**.

When Tunde sprouts wings and learns he's all that stands between Earth and total destruction, suddenly school is the least of his problems. Luckily, his rag-tag group of pals have got his back and, with his new powers, Tunde is ready to fly in the face of danger. So what if he can't even stand up to the school bully? He's the boy with wings – this is his destiny.

## What resources are included?

In this teacher guide, you'll find five session plans (each lasting around 30 minutes). Each session includes:

- A short film to introduce pupils to the theme of the activity and to stimulate discussion
- Discussion questions
- Outline of the pupil activity
- Short plenary

For each activity, you'll also find corresponding pupil activity sheets, which can be found in the pupil activity pack.

## Aims

Through the sessions, pupils will:

- Develop positive attitudes towards reading
- Explore emotions, the skills of empathy and the importance of celebrating difference
- Participate in discussion to explore key themes within the text

## How to use the resources

Before delivering the activities, you'll need to read Chapter 1 of **The Boy With Wings** with your pupils. If you don't have a copy of the book, you'll be able to read Chapter 1 here: [literacytrust.org.uk/boy-with-wings](http://literacytrust.org.uk/boy-with-wings). You can then deliver the five response sessions included in this pack to further engage pupils and to stimulate discussion. You might choose to deliver the sessions over a week, delivering one each morning to kick-start your pupils' day with reading for pleasure!

Each session begins with a short video which leads into the class discussion. Pupils will then take part in a follow-up activity to further explore the theme of the session. Unless stated as a paired activity, pupils can complete the activities independently or in pairs.

## National curriculum coverage

In addition to the main aims, the activities address the following curriculum areas for pupils aged 9-11 years:

## Reading comprehension

- Discussing understanding of a text, participating 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
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Evaluating how language, structure, and presentation contribute to meaning
- Predicting what might happen from details stated and implied
- Providing reasoned justifications for their views
- Distinguishing between statements of fact and opinion

## Art & design

- Producing creative work, exploring their ideas and recording their experiences

## PSHE Association's Programme of Study (KS2)

- Learning about respecting the differences and similarities between people and recognising what they have in common with others, e.g. physically, in personality or background

The following session outlines are for Chapter 1 of the book **The Boy With Wings by Lenny Henry, illustrated by Keenon Ferrell, and published by Macmillan Children's Books.**

## Session one: Who is Tunde?

### Session one film:

Begin by watching the video of Lenny Henry sharing his inspiration for writing *The Boy with Wings* and reading a short extract. Then watch Film 1, in which presenters Joanna Adeyinka-Burford and Sienna Clarke explore Tunde's character.

### Session aim:

To explore Tunde's character in Chapter 1 of **The Boy With Wings** and make predictions about what might happen next.

## Curriculum coverage:

### Reading comprehension

- Checking that the book makes sense, discussing understanding, and exploring the meaning of words in context
- Making predictions, and justifying with evidence from the text

### Discussion questions:

After watching the film, discuss the following questions with pupils. You may want to give pupils time to think about their responses in pairs before discussing as a whole class, as well as giving them time to go back to the text.

- What do we learn about Tunde in Chapter 1? What makes him unique? What are his interests? Who are his friends?
- How does Tunde feel about being adopted? How do you know?
- Why do you think Lenny Henry created Tunde in this way?
- What challenges does Tunde face in Chapter 1?
- What similarities and differences are there between you and Tunde?
- Which character in the book do you relate to the most and why?

## Pupil activity

Pupils complete activities 1a-1c in the pupil activity pack (10-11):

**Activity 1a** – What have you learned about Tunde?

**Activity 1b** – Prediction: what might happen to Tunde next?

**Activity 1c** – Complete a Venn diagram to record similarities and differences between yourself and Tunde.

## Plenary

After completing the activities, invite pupils to share their predictions with the class. What do they think will happen to Tunde in the rest of the story? Why? What evidence, from Chapter 1, has informed their prediction?

## Session two: How might it feel to be Tunde?

### Session two film:

Begin the session by watching Film Two, where presenters Joanna Adeyinka-Burford and Sienna Clarke explore themes of bullying (how it impacts on someone and what we can do to prevent it) and the importance of developing empathy towards others.

### Session aim:

To infer characters' thoughts and feelings and develop skills of empathy.

### Curriculum coverage:

#### Reading comprehension

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

#### PSHE Association Programme of Study – KS2 Relationships

- Learning about respecting the differences and similarities between people and recognising what they have in common with others, e.g. physically, in personality or background

### Discussion questions:

After watching the film, discuss the following questions with pupils. You may want to give pupils time to think about their responses in pairs before discussing as a whole class, as well as giving them time to go back to the text.

- How are Tunde and Quinn different? Can you think of any similarities between them?
- How do you think Tunde feels when Quinn gate-crashes his party/unwraps his birthday present? How do you know? Do you think he experiences a range of emotions?
- How would you feel if you were Tunde or one of his friends at the party? Why?
- How do you know when someone else is feeling upset? What do you do to help others?
- If Tunde's parents were at the party, how would they feel seeing this happen?
- When Tunde is picked on because of the colour of his skin, his parents encourage him to think of great and successful people who looked exactly like him. Tunde says that this doesn't really help him to beat the school bully (p4). Why do you think Tunde's parents encourage him to think of these role models?

## Pupil activity

Pupils complete creative writing activities to empathise with the characters in the text, whilst also utilising their inferencing skills. Ahead of completing the activity, reread the following section of Chapter 1: p17 'Ron poured...' to p26 'Wave Buh Bye'. Pupils then complete the activities based on this section of the chapter.

**Activity 2a** - Pupils infer characters' thoughts and feelings during Tunde's party.

**Activity 2b (CHALLENGE ACTIVITY)** - Pupils write a diary entry as Tunde, after the party.

## Plenary

Act it out: in groups, pupils create a freeze-frame of the moment when Quinn either gate-crashes the party or unwraps Tunde's present. Invite groups to showcase their freeze-frame to the rest of the class. Tap on pupils' shoulders to encourage them to think aloud as their character.

## Session three: How do illustrations bring characters to life?

### Session three film:

Begin the session by watching Film Three, where presenters Joanna Adeyinka-Burford and Sienna Clarke discuss the role of the illustrations within the book, and introduce a short draw-along activity (see Pupil Activities for further detail) where pupils can bring Tunde to life.

### Session aim:

To explore the role of illustration in bringing characters to life.

### Curriculum coverage:

#### Reading comprehension

- Provide reasoned justifications for their views

#### Art & Design

- Produce creative work, exploring their ideas and recording their experiences

### Discussion questions:

After watching the film, discuss the following questions with pupils. You may want to give pupils time to think about their responses in pairs before discussing as a whole class, as well as giving them time to go back to the text.

- How is the role of an illustrator different to the role of an author?
- Do you know of any other famous illustrators?
- How do illustrations add to your understanding of the characters in the story?
- How do the colours on the front page of the book make you feel?
- In what ways can colour choice add to the effect of an illustration?
- Do you prefer reading stories with or without illustrations? Why?

## Pupil activity

**Activity 3a** to be completed whilst watching the session video - First, watch the draw-along video from start to finish to see the illustrator bringing Tunde to life. Next, invite pupils to have a go at drawing him.

**Activity 3b** - Pupils to consider why Tunde is depicted with wings, providing justification for their views.

**Activity 3c** - Pupils to draw another character from the story in the same style as the illustrator Keenon Ferrell, ensuring their character's traits shine through. They may also choose to experiment with colour to create a certain mood within their illustration.

## Plenary

After completing the activity, invite pupils to discuss their illustrations with their peers. Why have they chosen to portray a certain character trait? Why have they illustrated it this way? If they have used colour, why have they chosen that particular colour?

## Session four: Why is celebrating difference important?

### Session four film:

Begin the session by watching Film Four, where presenters Joanna Adeyinka-Burford and Sienna Clarke discuss the importance of celebrating differences and embracing what makes us unique. In the film, the presenters also reimagine themselves as superheroes, turning their best trait into a superpower!

### Session aim:

To celebrate differences and explore what makes someone unique.

### Curriculum coverage:

#### Reading comprehension

- Provide reasoned justifications for their views

#### Art & Design

- Produce creative work, exploring their ideas and recording their experiences

#### PSHE Association Programme of Study – KS2 Relationships

- To learn about respecting the differences and similarities between people and recognising what they have in common with others, e.g. physically, in personality or background

### Discussion questions:

After watching the film, discuss the following questions with pupils. You may want to give pupils time to think about their responses in pairs before discussing as a whole class, as well as giving them time to go back to the text.

- What does Tunde think is special or unique about his friends Kylie, Jiah and Nev?
- What are the differences between Tunde and his friends? Does this affect their friendship?
- What makes you unique amongst your friends/family/peers? It might be a skill, a hobby, something about your appearance, or your background.
- What is your favourite characteristic/trait about yourself and why?
- What is your favourite characteristic/trait about your friend? What makes them unique?
- What would the world be like if everybody was the same? What do you think it means to 'celebrate difference'?



## Pupil activity

**Activity 4a** - Pupils reimagine each other as superheroes, using their favourite characteristic as inspiration. For example, if your friend's favourite trait about themselves is that they are an excellent listener, what could their superpower be? Perhaps they have supersonic hearing? What would their superhero character look like? What would they be called?

## Plenary

Act it out: in groups, pupils create a freeze-frame of the moment when Quinn either gate-crashes the party or unwraps Tunde's present. Invite groups to showcase their freeze-frame to the rest of the class. Tap on pupils' shoulders to encourage them to think aloud as their character.

## Session five: Different perspectives

### Session five film:

Begin the session by watching Film Five, where Lenny Henry congratulates the pupils on their work and presenters Joanna Adeyinka-Burford and Sienna Clarke discuss the power of seeing a situation from someone else's perspective, and how this helps us to develop empathy.

### Session aim:

To retell the story from a different character's perspective.

### Curriculum coverage:

#### Reading comprehension

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

### Discussion questions:

After watching the film, discuss the following questions with pupils. You may want to give pupils time to think about their responses in pairs before discussing as a whole class, as well as giving them time to go back to the text.

- What is a point of view/perspective? Whose point of view do we hear in Chapter 1? Whose points of view don't we hear?
- How would the story be different if it were told from Kylie/Jiah/Nev's perspective? What about if it were told from Quinn's point of view?
- What would the story sound like if the magpie told it? What might the magpie say if it could talk? What does the magpie see? Why do you think the magpie attacked Quinn?
- Why is it helpful to try and see a situation from someone else's perspective?
- After reading Chapter 1, what do you predict will happen throughout the story and why? If you have completed the book, what do you predict would happen in the sequel?
- Who were your most favourite and least favourite characters? And why?

## **Pupil activity**

Pupils retell part of the story from the magpie's point of view (p26 - p30), considering what the magpie sees and how the magpie feels watching Quinn and Tunde at the party.

The pupil activity pack also includes a bonus 'Test your knowledge' quiz, where pupils can practise their comprehension skills and check their understanding of Chapter 1.

## **Plenary**

After completing the activity, invite pupils to discuss their final thoughts about Chapter 1. Did they enjoy reading the story? Would they recommend this book to a friend? If so, who? Which response activity did they enjoy the most and why? If they could ask Lenny Henry or Keenon Ferrell a question about the book, what would it be?