

FRANKIE'S WORLD BY AOIFE DOOLEY

A graphic novel offering a unique perspective on autism,
told with humour and heart

LESSON PLANS FOR YEARS 5 AND 6 CONTENTS

Pg 2 - *Frankie's World* Lesson Plan 1 - Year 5

Resource sheets for Lesson Plan 1

Pg 4 - Resource Sheet 1: Feelings and More Feelings

Pg 5 - Resource Sheet 2: True Self

Pg 6 - Resource sheet 3: Advertising Campaign

Pg 7 - *Frankie's World* Lesson Plan 2 - Year 6

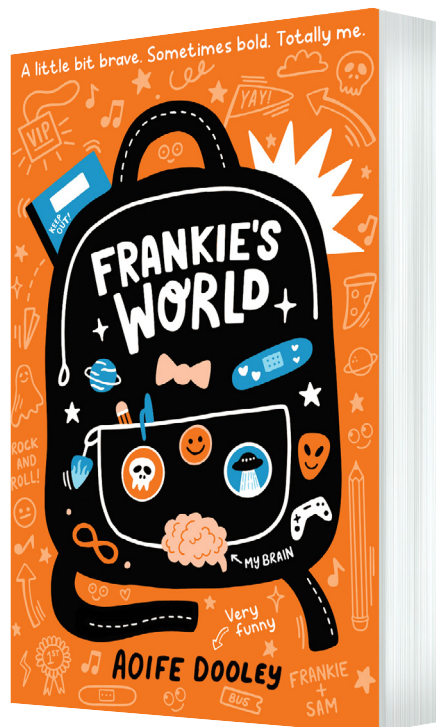
Resource sheets for Lesson Plan 2

Pg 9 - Resource Sheet 1: My Family

Pg 10 - Resource sheet 2: My Talents

Pg 11 - Resource sheet 3: The Super Weirdos

Pg 12 - Curriculum Links



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FRANKIE'S WORLD LESSON PLAN 1 – YEAR 5

OBJECTIVES

- To explore feelings, thoughts and speech of a character
- To explore the feelings of self
- To use art media to explore feelings
- To persuade others to get involved in a competition

OUTCOMES

- Children will explore what a character is feeling and what this might look like.
- Children will explore their own feelings and look at how these can be portrayed using colour and characterisation.
- Children will use art media to express who their 'true self' is.
- Children will create an advertisement campaign to 'sell' an art competition using persuasive techniques.

RESOURCES

Frankie's World book

Resource Sheet 1: Feelings and More Feelings

Resource Sheet 2: True Self

Resource sheet 3: Advertising Campaign

Different art media

LEAD IN

Read up to *page 29* and discuss who Frankie is and what she is feeling at different points during this part of the story. Concentrate on *page 19* where it discusses who might be in charge of Frankie's feelings, thoughts and speech that might be happening in her head and what these might look like. Discuss as a whole class what colour the feelings part inside Frankie's head might be portrayed. What might they look like if they were a person? For example, happy could be yellow or orange, etc. Then discuss the children's own feelings at different times, for example when they are feeling stressed due to a test or taking part in something they haven't done before. What might these characters and colours look like?

Using **Resource Sheet 1: Feelings and More Feelings**, the children need to create characters for Frankie's feelings OR their own feelings and ensure they have a colour attached to them. For example, happy could be a smiling boy with a yellow t-shirt. They can draw them with captions, like the graphic novel page.

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TASK

Read up to *page 39* (to the part of the 'art competition'). How does Frankie feel when she realises what the theme is? Discuss the theme of 'true self' as a whole class. Explore what the children think Frankie's picture might be like, knowing what they know about her. The children could sketch this on A4 paper.

Read to *page 62* and concentrate in particular on *pages 55-57* where Frankie and her best friend Sam are discussing the art competition. What do the children think Frankie's artwork would be like?

Using **Resource Sheet 2: True Self**, children sketch their own piece of artwork about themselves with captions explaining why they made the choices they made. What would their artwork look like?

The children need to use their sketch to create their artwork. They can use different art media to complete this, such as watercolour paints, collage, natural materials, etc.

EXTENSION

Discuss the art competition with the children. If the children decided to have a school-wide art competition, how would they promote this to the rest of the school to encourage people to take part? The children need to create an advertising campaign to promote the art competition to the rest of the school. This can be in the form of a billboard poster, a poster using a graphic comic design, a radio advertisement, a TV advertisement, a news question and answer session, or they may think of their own advertising strategy. They can use **Resource Sheet 3: Advertising Campaign**, to plan their ideas for their campaign. The children can design the whole campaign and then focus in on one aspect of it to create.

They need to think about:

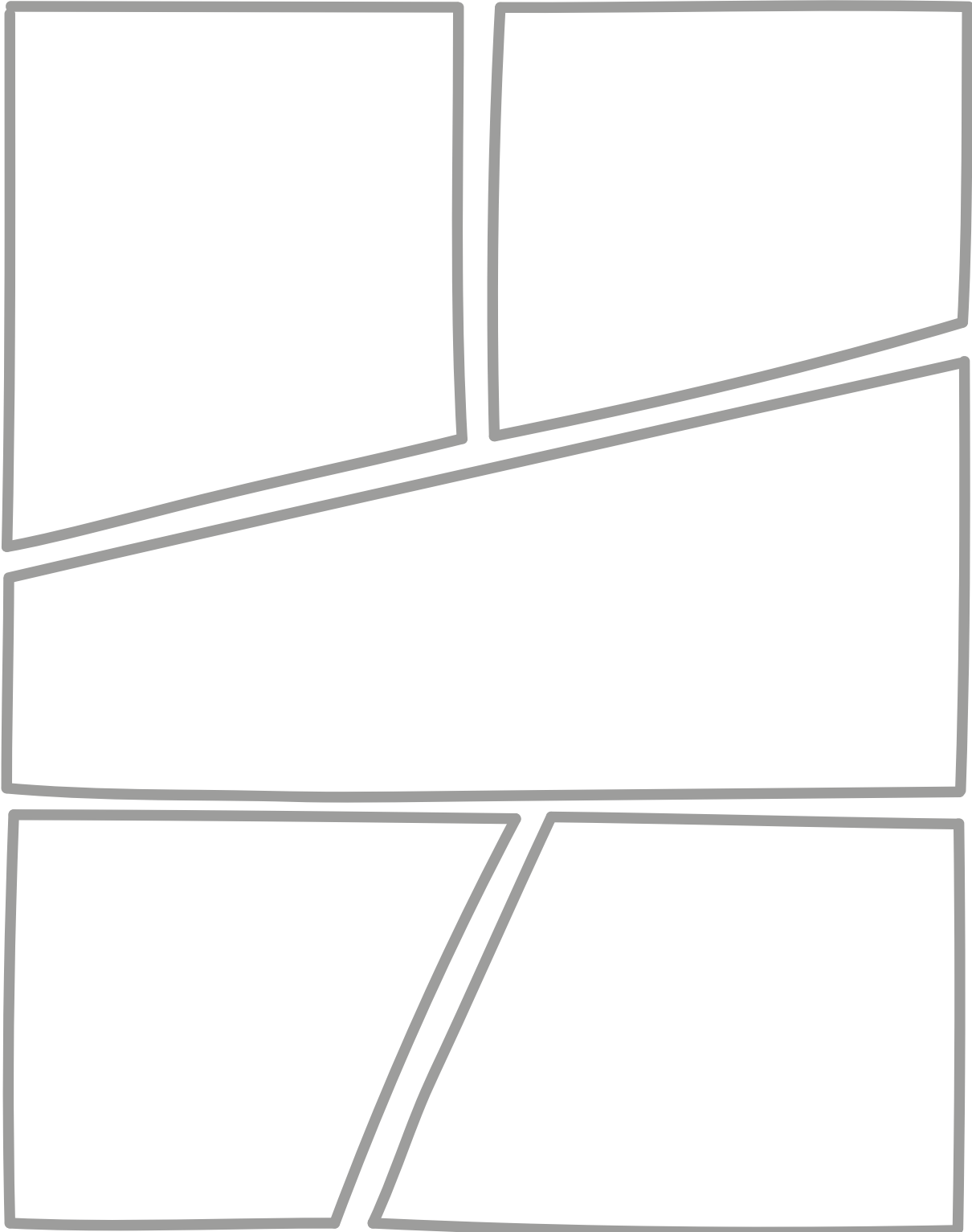
- How to persuade others to get involved and enter
- What might be on offer for the winners?
- Who is the competition open to?

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RESOURCE SHEET 1: FEELINGS AND MORE FEELINGS

Draw characters for Frankie's feelings OR your own feelings and think of a colour that reflects each feeling. For example, happy could be a smiling character wearing a yellow t-shirt. Once you have drawn your characters, add captions like in a graphic novel page.



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RESOURCE SHEET 2: TRUE SELF

Create a draft sketch for a piece of artwork about yourself with captions explaining your choices of colour, type of picture, thoughts, feelings, what represents you, etc. What will your artwork look like?

Your picture (remember to add captions around your art to explain)

Resources needed for the finished art:

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RESOURCE SHEET 3: ADVERTISING CAMPAIGN

Plan an advertising campaign for your art competition. What do you need to include in it?

Features of a persuasive advert:

- What are you selling? (The art competition)
- Statement to explain what it is
- Who to?
- Statement to encourage us to take part
- Use persuasive language, e.g. life changing, one of a kind
- Use catchy slogans
- Possibly use hyperbole (exaggeration) e.g. the best you'll ever see!
- Uses rhetorical questions e.g. Can you afford to miss this?
- Anything else?

Features of a persuasive advert:

Type of advertisement (include any resources needed):

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FRANKIE'S WORLD LESSON PLAN 2 – YEAR 6

OBJECTIVES

- To explore feelings of difference
- To explore physical and traits of different people
- To explore talents
- To design (and evaluate) a gadget for a superhero

OUTCOMES

- Children will explore what it is like to belong and feelings associated with differences.
- Children will also explore physical traits and what people are like.
- 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 design and create a prototype of a gadget to help a superhero.

RESOURCES

Frankie's World book

Resource Sheet 1: My Family

Resource sheet 2: My Talents

Resource sheet 3: The Super Weirdos

LEAD IN

As a whole class, look at the different parts of the book that describe Frankie and her friends' family members. Look at *pages 64-67* where Frankie's little sister is told that she looks just like her dad. Discuss with the class how Frankie feels knowing that she isn't like her step-dad and she doesn't know who her dad is.

Look at *page 67* where Frankie draws a picture of her dad and imagines what he might be like. Using **Resource Sheet 1: My Family**, ask the children to create a picture, using a similar style to the picture on *page 67*, about a family member. The picture could be of themselves, it could be a sibling, parent, grandparent, carer, aunt, uncle, cousin, etc. They then add captions to the picture saying different things about that family member using adjectives for description, e.g. cool, spiky hair, and so forth. *Page 4* showing Frankie could also be used for inspiration.

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TASK

Frankie learns some new things about herself during the story. Discuss with the class what new things Frankie learns and does.

(Key: she learns a martial art even though she thinks she would hate it, she learns to stand up for herself even if this was unintentional, she learns to play a musical instrument when she discovers who her dad is, she learns that she is autistic and whilst this makes her different it doesn't make her 'weird'.)

Discuss with the children the talents and skills they have now and things they might like to try. Discuss what they might like to do in order to extend or improve on their talents or learn new ones, e.g. practice more, try something new.

Using **Resource Sheet 2: My Talents**, ask children to fill in the mindmap about some of the things they do now and some things they might want to do in the future. They need to think about the following questions:

- What is it that you do?
- Why does it help?
- What do you do to improve your skill?
- Who helps you?
- Why do you want to learn it?
- Could you teach it to anyone else?

Once they have created the mindmap, children draw themselves doing one or two of the activities (in the same style as the graphic book), as if they are telling someone else what they have done and learnt.

EXTENSION

Frankie and her friends are 'different' to others in the story.

(Key: Frankie has a growth disorder and then is diagnosed as autistic, she also doesn't know who her dad is until the end of the story; Sam is in a wheelchair; Rebecca has to have her hair cut due to head lice so is made fun of as a result.)

Frankie draws them as 'The Super Weirdos' for the art competition. Using **Resource Sheet 3: The Super Weirdos**, draw a team of superheroes. These could be your siblings, best friends, etc. What superpowers would each hero have? Add labels to your drawing to show why you have chosen the outfits and designs that you have.

Design a new wheelchair for Sam and new gadgets for 'The Super Weirdos'.

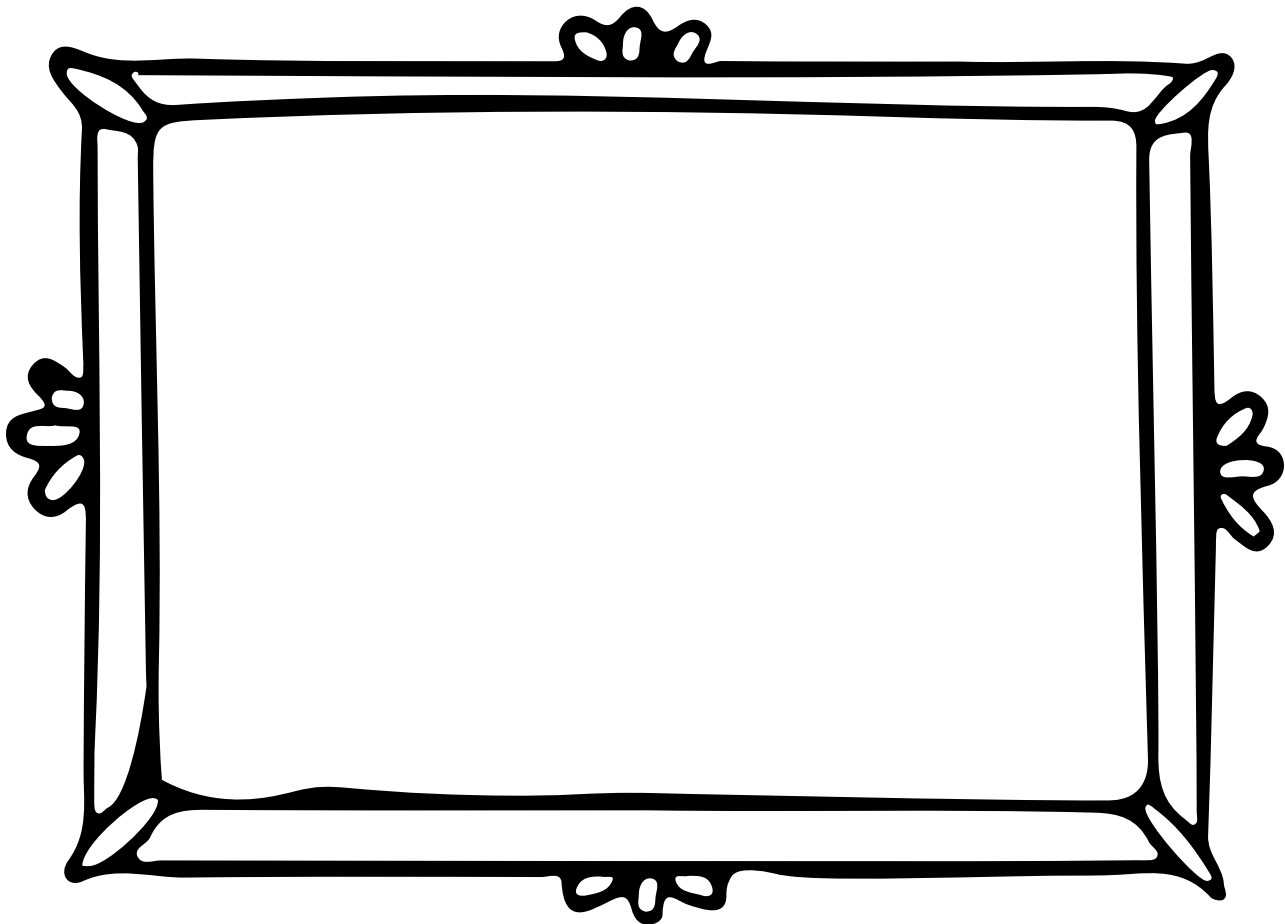
If time permits, the children could create a prototype of their superhero wheelchair or gadget for others to evaluate.

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RESOURCE SHEET 1: MY FAMILY

Create a picture of a family member or a close friend. Add captions and use adjectives to describe them e.g. wacky personality, spiky hair etc.



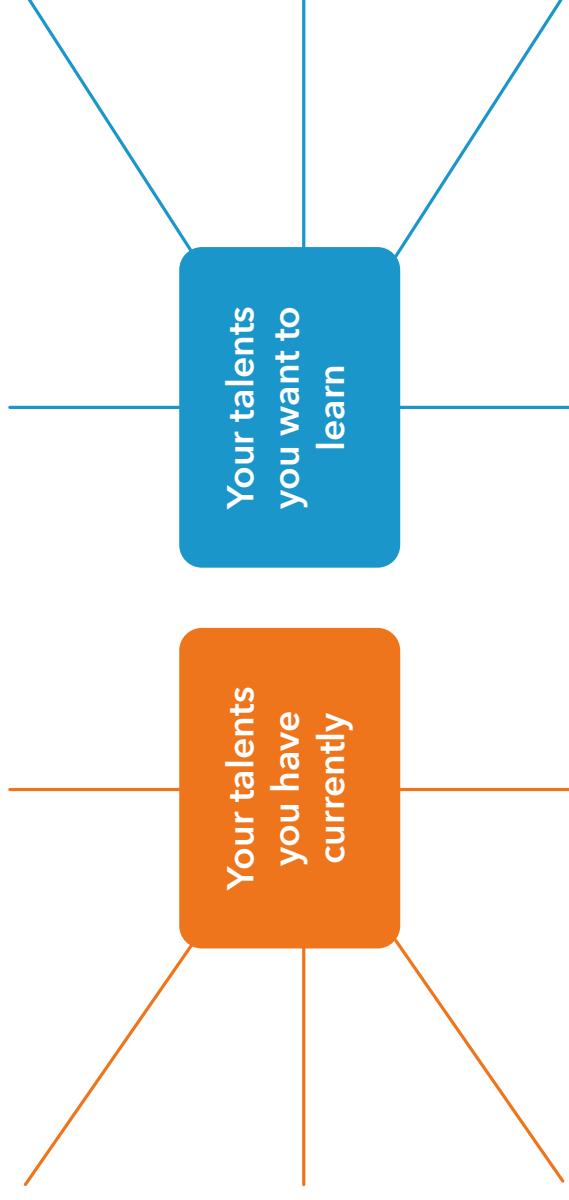
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RESOURCE SHEET 2: MY TALENTS

Think about a talent you have or something you might want to learn. Think about the following:

- What is it that you do?
- Why does it help?
- What do you do to improve your skill?
- Who helps you?
- Why do you want to learn it?
- Could you teach it to anyone else?



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RESOURCE SHEET 3: THE SUPER WEIRDOS

1. Draw you and your friends or family as superheroes. What might you look like? Do you have capes? Do you wear masks? What colours would you use? What superpowers would you all have? How would your powers work together as a group?

Your picture

(remember to add labels around your drawing to explain why you have chosen your outfits)

2. Now design a superhero wheelchair for Sam or a gadget for your superheroes. What would be so special about your gadgets? How would they work?

Your Design

(remember to add labels around your drawing to explain why you have chosen your gadgets)

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UPPER KEY STAGE 2 CURRICULUM LINKS FOR FRANKIE'S WORLD

KS2 ENGLISH:

READING COMPREHENSION

Pupils should be taught to:

- 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.
- proofread 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.

KS2 ART AND DESIGN:

Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas.
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].

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KS2 DESIGN AND TECHNOLOGY:

DESIGN

Pupils should be taught to:

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

MAKE

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

EVALUATE

- investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- understand how key events and individuals in design and technology have helped shape the world.

KS2 PSHE:

Pupils should be taught to:

- recognise that feelings can change over time and range in intensity (H17).
- consider everyday things that affect feelings and the importance of expressing feelings (H18).
- use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways (H19).
- use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20).
- use problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (H24).
- think about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing (R10).

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- consider 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 (R11).
- consider the importance of seeking support if feeling lonely or excluded (R13).
- understand that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them (R14).
- use strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15).
- recognise how friendships can change over time, about making new friends and the benefits of having different types of friends (R16).
- understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (R17).