

LEON

THE EXTRAORDINARY



TEACHING RESOURCES

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Year 3/4 Lesson Plan: We Can Be Heroes

Outcomes

Children will:

- Understand the consequences of different actions
- Know that in stressful situations there are right choices and wrong choices
- Recognise the best choices to make in stressful situations
- Understand that we are responsible for our actions and choices

Curriculum Links

Spoken Language:

- Articulate and justify answers, arguments and opinions
- Participate in discussions, presentations, performances and role play/improvisation

Relationships Education:

- Know the importance of respecting others
- Know practical steps in a range of different contexts to take to create or restore respectful relationships
- Know about different types of bullying, the impact of bullying and how to get help

Resource Sheets

Leon the Extraordinary book

- Resource Sheet 1: What would you do?
- Resource Sheet 2: What are we going to do about it?
- Resource Sheet 3: Common Sense Flowchart

Lead In

Sit the class in a circle and ask the question: if you had a super power, what would it be? Visit each child in turn, giving them the opportunity to share their idea or pass if they are not sure.

Discuss, can we still be heroes even though we don't have any special powers? Children can discuss in pairs or small groups first and then feed back their answers to the class.

Remind the children that Leon's mum says that his super power is 'common sense'.

Discuss what that might mean. Explain that it means making the right choices in the situation.

Task

Give out the scenario cards from *Resource Sheet 1: What would you do?* Put the children into small groups or pairs to look at each one. For each idea, what would be the right choice? The children can discuss their ideas together before sharing with the class. Assign one situation to each group of children. They need to act out the situation happening and then continue the scene with what they think ought to happen next. After the children have watched each other's performances, ask them to think about whether the group came up with the best choice for dealing with that situation. Are there any other choices they could have made?

Extension

Look back at the book to find Leon's flowcharts which help him make decisions. You can find them on pages 26 and 258. Leon is able to see what will happen if he makes a good choice or a bad choice. Because he takes the time to think things through, he makes good decisions, even when he is in difficult situations or ones that make him angry.

Use *Resource Sheet 2: What are we going to do about it?* As a class, discuss together what the consequences of each of the actions might be, and what that would lead to. When they feel confident, using *Resource Sheet 3: Common Sense Flowchart* and the scenario given to them earlier, the children can complete the boxes to show what might happen if they make a good decision (like the one that they acted out earlier in the lesson), or if they make a bad decision.

Resource Sheet 1: What Would You Do?

What would you do to help in these situations?
Can you make common sense your super power?



You have a new person in your class. They don't have anyone to play with at break time and so they just sit on their own.

You hear someone in the class say something mean about one of your friends.

You tell your friends that you think a girl in your class is a bully. One of your friends tells the girl what you said.

Someone pushes and shoves you to get into the line at the end of break time.

There is a small group that always makes fun of you and your friends.

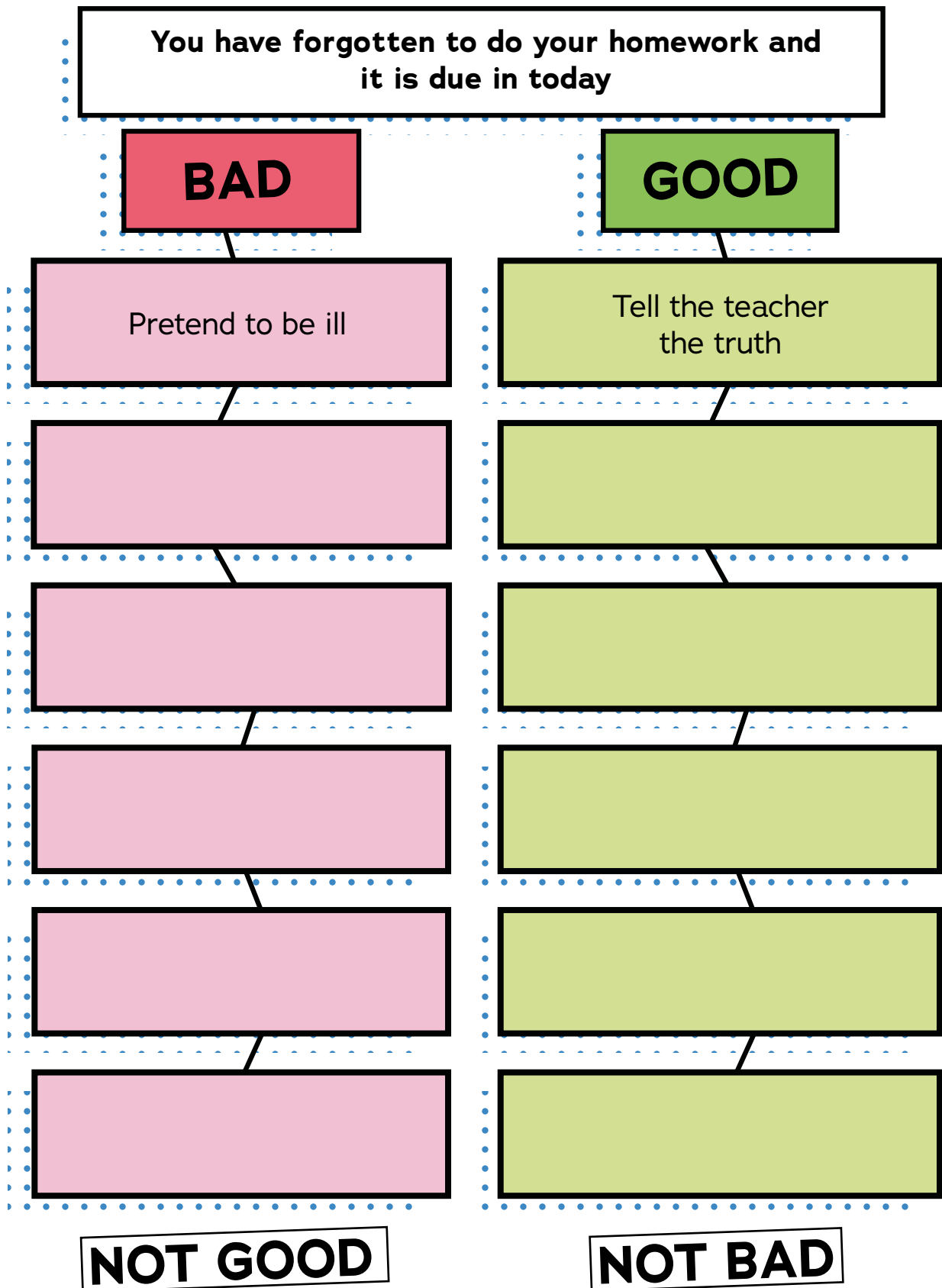
A boy in your class takes your things and won't give them back to you.

At playtime, someone grabs your hat and starts throwing it to their friends so that you can't get it back.

You say something mean to one of your friends because you were angry. Now they don't want to play with you.

Resource Sheet 2: What Are We Going To Do About It?

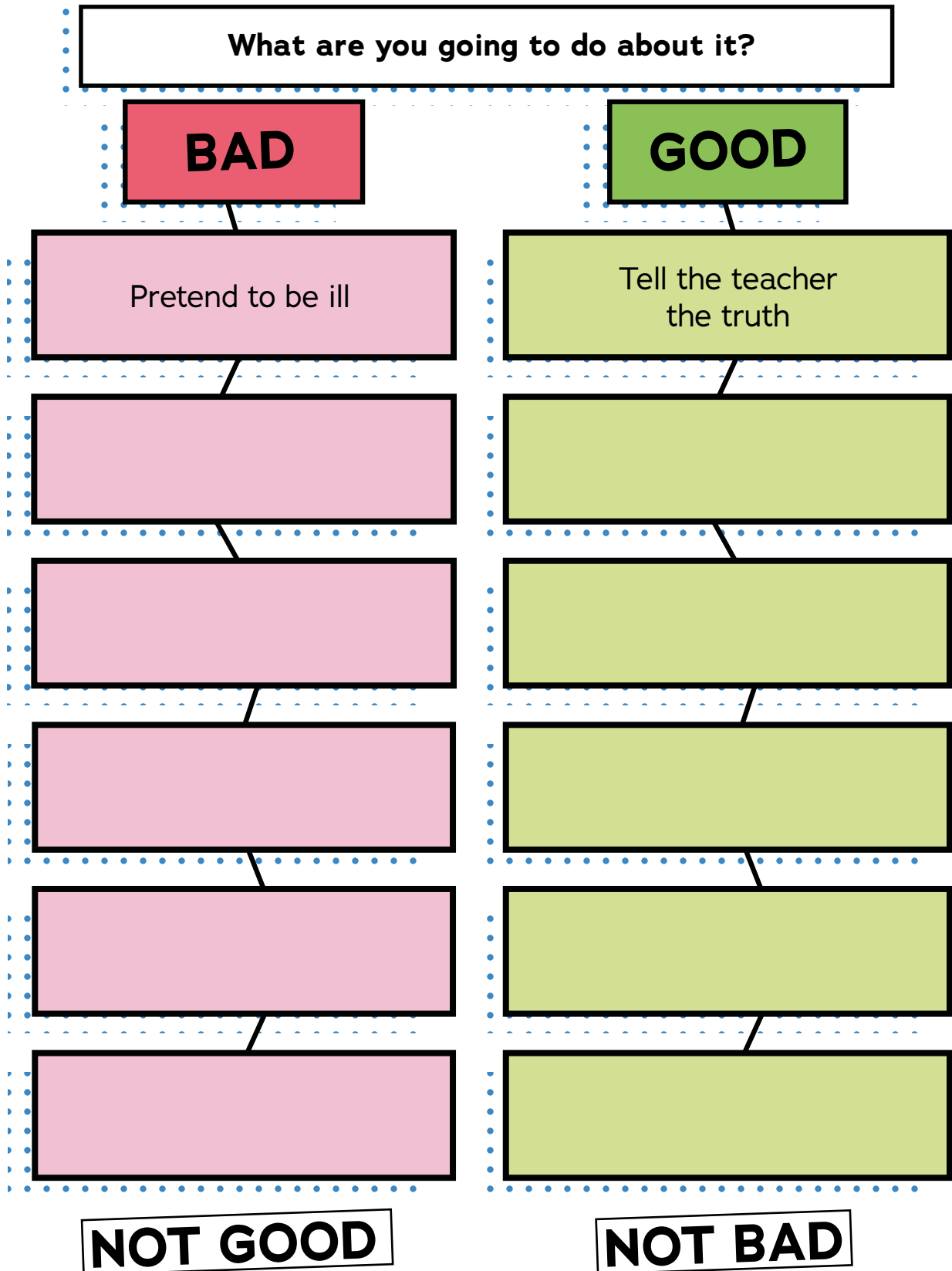
Complete the flowchart to show what could happen if you make good and bad choices.



Resource Sheet 3: Common Sense Flowchart

Complete the flowchart to show what will happen if you make the right choice, and what could happen if you made the wrong choice.

Use the scenario your teacher gave you.



Year 5/6 Lesson Plan: Art in Graphic Novels

Outcomes

Children will:

- Recognise the features of a comic book or graphic novel
- Understand the choices that an artist makes to draw the audience in
- Create their own comic strip panel
- Use mixed media to good effect

Curriculum Links

Reading:

- Identify themes and conventions in comic books and graphic novels
- Identify how language, structure and presentation contribute to meaning

Art and Design:

- Record their observations and use them to review ideas
- Improve their mastery of techniques, including drawing

Resources

Leon the Extraordinary book

- Resource Sheet 1: Features Finder
- Resource Sheet 2: Sketch and Choose
- Resource Sheet 3: Plan a Panel

Lead In

After reading *Leon the Extraordinary*, ask the children to discuss what genre of writing this book is, and what the main features of that genre would be. To focus their thinking, use *Resource Sheet 1: Features Finder*, which is differentiated for support and to stretch. Using this resource sheet, pupils can label the given features of a double-page spread from the book. To extend their thinking further, ask the children to consider why those particular features are used in a book of this kind.

After the children have had time to discuss and label their double-page spread, share ideas as a class. Draw attention to how Leon's mum's second speech bubble is different to her first. Why might that be? (She is shouting). Look at the final panel for the double-page spread. Why has the artist drawn the outline of the washing basket in yellow, black, and then white? Why have they drawn Leon in purple and black, with lines of yellow behind him?

Task

Look at *Leon the Extraordinary* together, drawing attention particularly to the backgrounds of each panel. Sometimes there is a lot of detail in the background, such as Leon's bedroom on pages 14 and 15, and sometimes there is very little. For instance, the bottom panel on page 21 showing the wind gusts, or the top panel on page 89 when the principal grabs Jojo). Discuss why an artist might choose to have a highly detailed, or very plain, background. Make sure children understand that the artist is drawing our attention to what they want us to focus on. Using *Resource Sheet 2: Sketch and Choose*, children can fill in each panel with a different background, copying ideas from *Leon the Extraordinary*. They can write what they like about the background and when it might be used in the comic.

Set the children the challenge to create a close-up panel for a comic book. Their panel should draw the audience's attention to the main character and how they are feeling. Using the ideas they sketched on *Resource Sheet 2*, along with their own ideas, children can create their background on an A4 sized sheet of paper. Because of the scale, they should think carefully about the size of lines and shapes that they are creating. Colour choice will also have an impact on the audience.

Children can use *Resource Sheet 3: Plan a Panel* to help them organise their ideas before creating their final piece. They can choose whether to draw their close-up of a character onto their background, or take a close-up photo of themselves or a friend to print, cut and stick onto their piece.

Extension

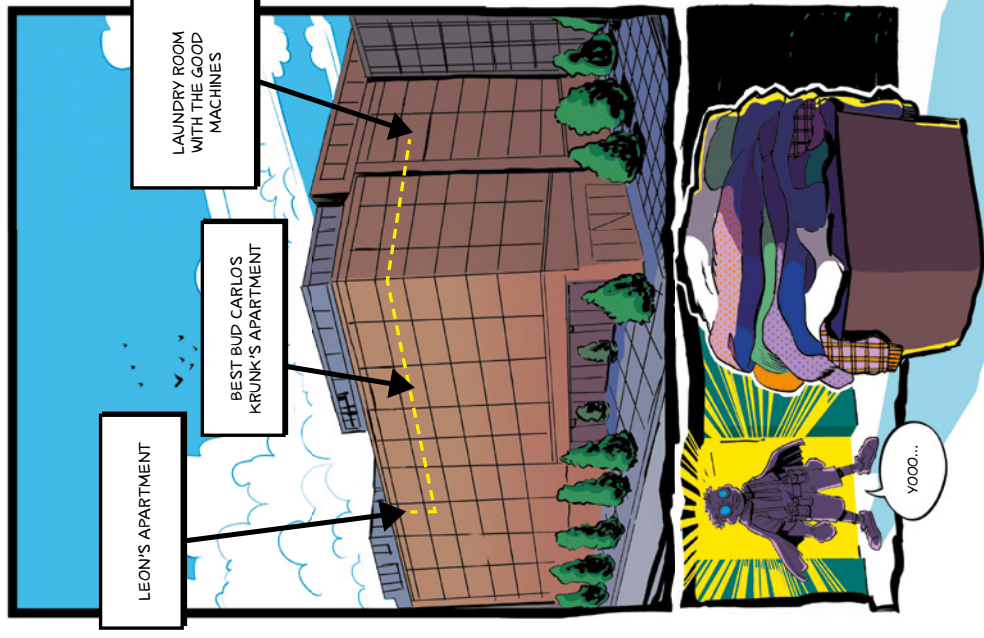
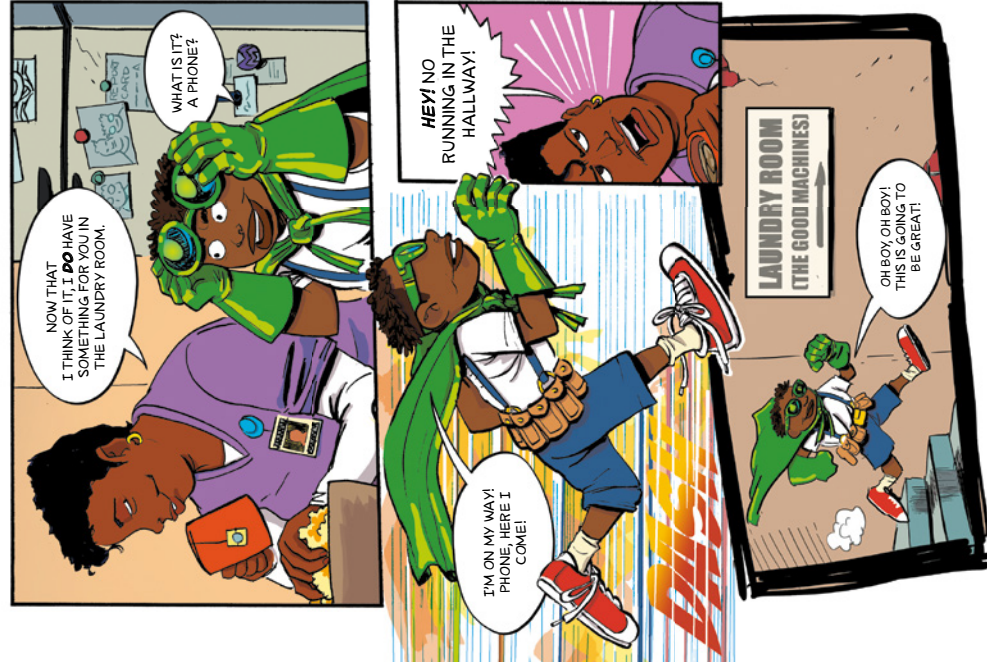
After creating a panel that showcases the main character, children could be challenged to create different focuses for the audience. Look at examples of onomatopoeia throughout *Leon the Extraordinary*. Each time, the artist must think about the style, colour and size of the letters, as well as letter placement and the background it is placed on, so that it can be read easily. Children can choose their own onomatopoeic word to illustrate, or might want to choose one of the following: *ring, bang, dash, yoink, zoom, whir*.

Resource Sheet 1.1: Features Finder

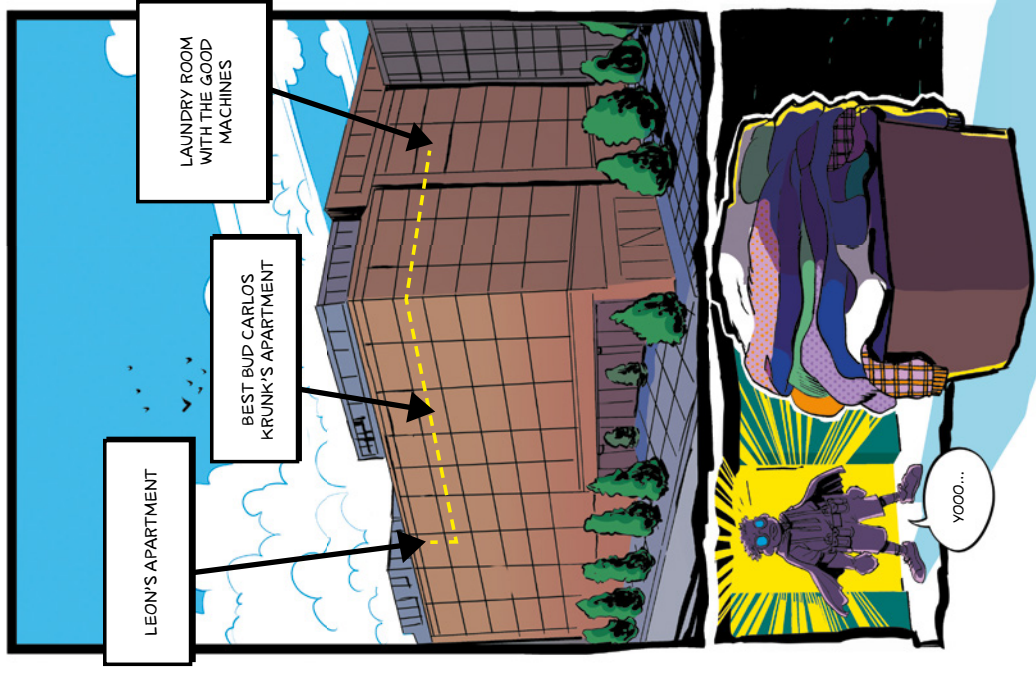
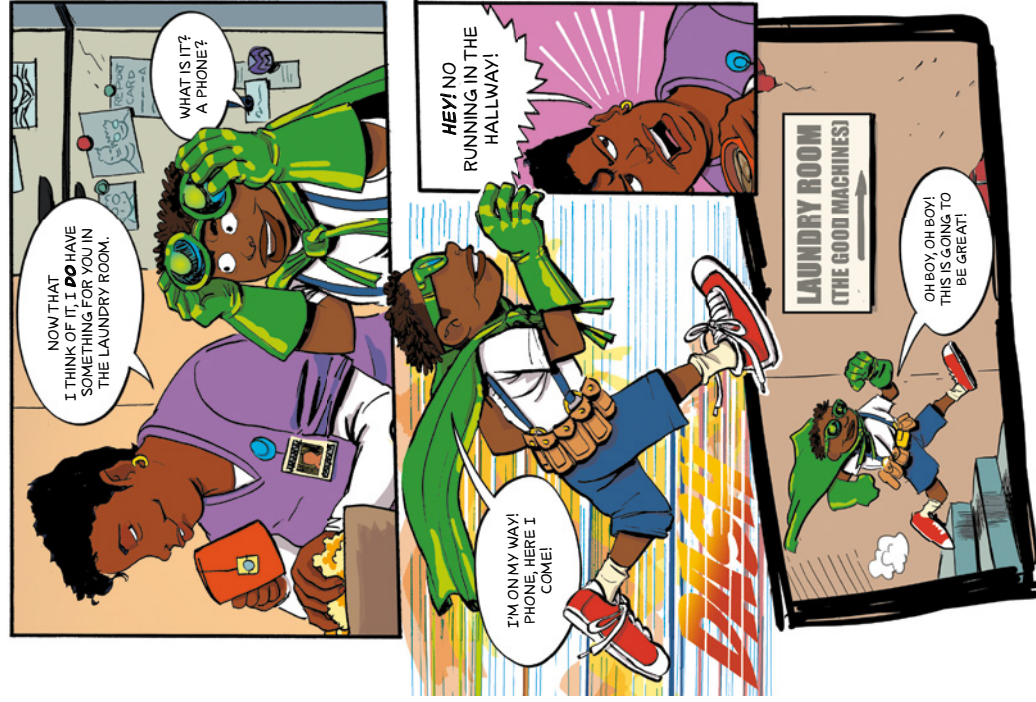
Can you find the following features on the spread from

Leon the Extraordinary?

Speech bubbles; captions; panels; onomatopoeia;

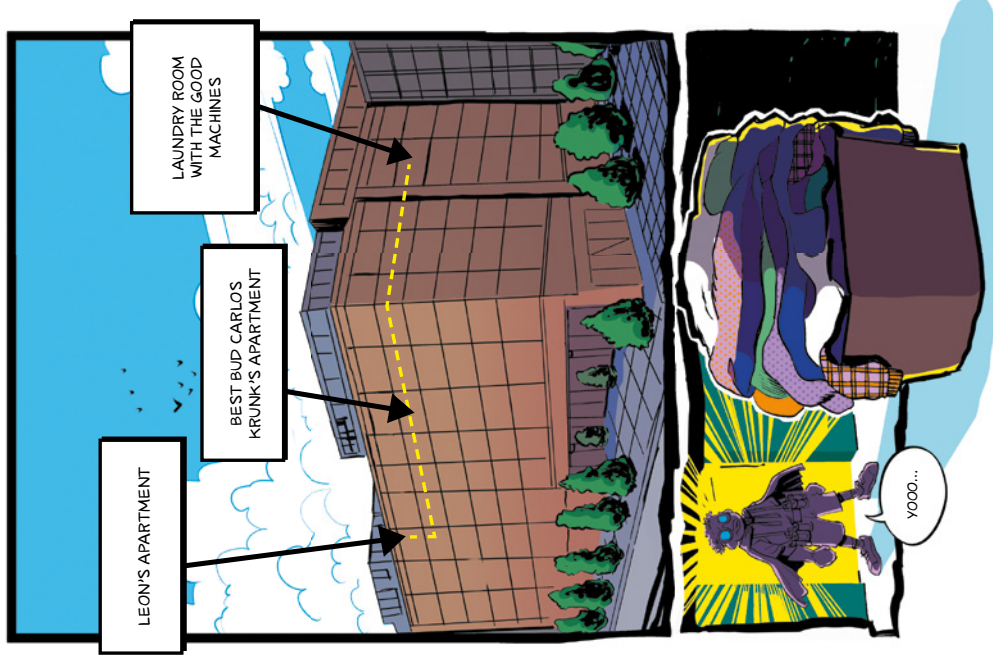
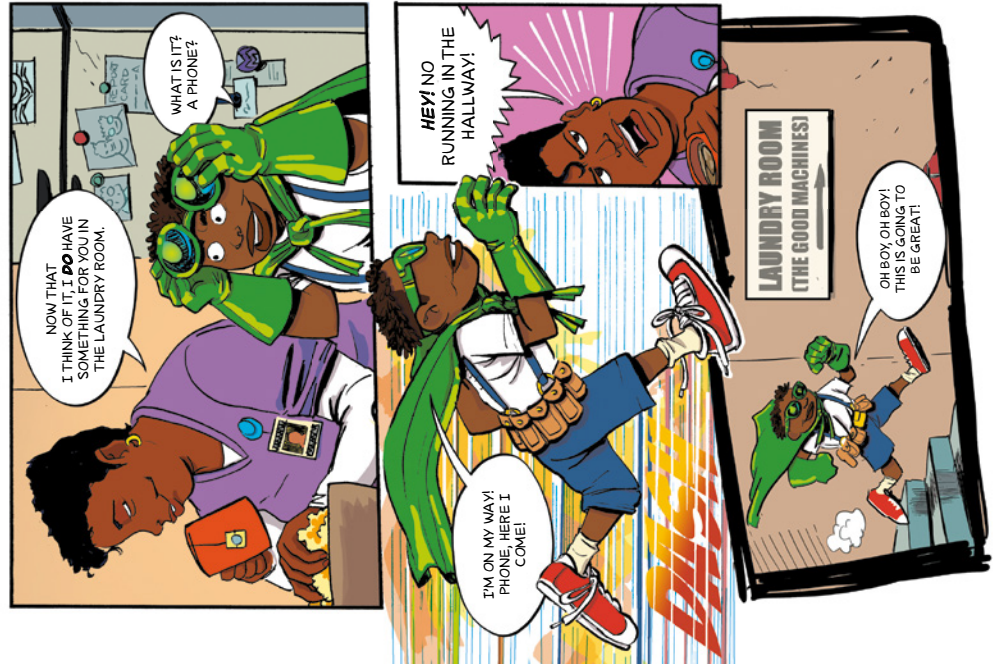


Resource Sheet 1.2: Features Finder



Resource Sheet 1.3: Features Finder

What features can you find on the spread from *Leon the Extraordinary*?



Why do you think they are used?

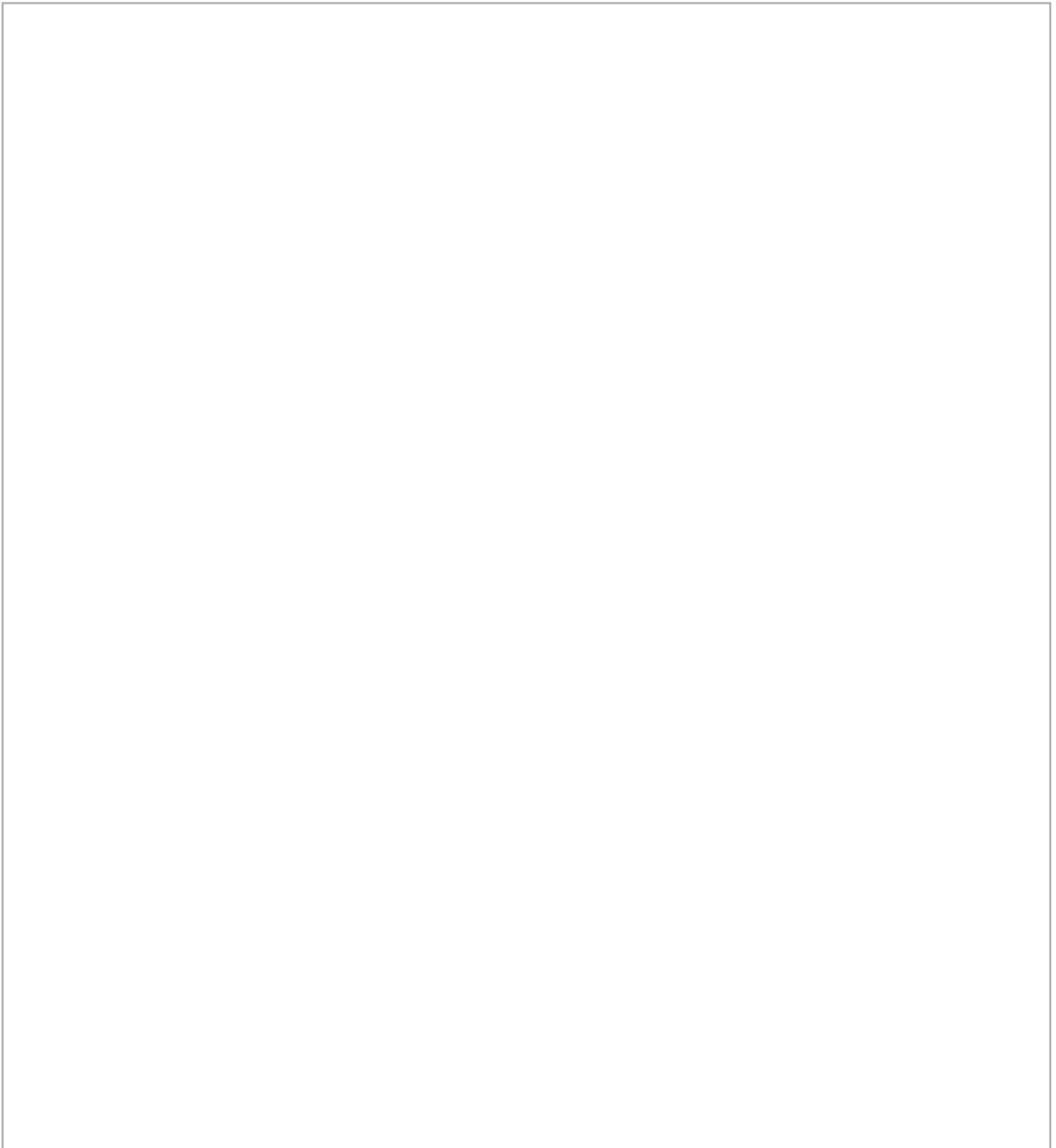


Resource Sheet 2: Sketch and Choose

Fill these panels with backgrounds that you can see in *Leon the Extraordinary*. Make sure to copy the background only. Do not include any characters or speech bubbles in the foreground.

Resource sheet 3: Plan a Panel

Plan your close-up panel.
Think about shape, line and colour to draw the audience in.



Which colours will you choose to use?

Why have you chosen your background shapes or objects?

What is your main character doing in their close-up?

Why do they need to have a close-up?

How is your character feeling?

What do you want the audience to focus on?

