



# THE BOY WITH BIG DECISIONS

## HELEN RUTTER



## LESSON PLANS AND RESOURCES FOR KEY STAGE 2



# CONTENTS

The Boy With Big Decisions by Helen Rutter Year 5 Lesson Plan 1	3
Resource sheet 1 – ‘Agree or Disagree’	5
Resource sheet 2 – ‘Decision Diary’	6
The Boy With Big Decisions by Helen Rutter Year 5 Lesson Plan 2	7
Resource sheet 1 – ‘In Fred’s position - decisions and consequences’	9
Resource sheet 2 – ‘The Ripple Diagram’	10
Resource sheet 2 – ‘The Ripple Diagram’	11
The Boy With Big Decisions by Helen Rutter Year 6 Lesson Plan 1	12
Resource sheet 1 – ‘Real Life’	14
Resource sheet 2 – ‘Fred’s Conscience’	15
Resource sheet 3 – ‘Comic Strip consequences’	16
Resource sheet 3 – ‘Comic Strip consequences’	17
The Boy With Big Decisions by Helen Rutter Year 6 Lesson Plan 2	18
Resource sheet 1 – ‘The two sides of me’	20
Key Stage 2 Curriculum Links for The Boy With Big Decisions by Helen Rutter	21
Resource sheet 2 – ‘Decisions, Decisions’	22
Resource sheet 3 – ‘My ending’	23

*\*\*The book covers some themes that some of the children may find distressing or may have experienced themselves. It is important to consider any children that may be affected by these themes and deal with this sensitively.\*\**

# The Boy With Big Decisions by Helen Rutter Year 5

## Lesson Plan 1

### OBJECTIVES

- To explore the thoughts and feelings of a character
- To identify that choices can be complex depending on the situation
- To explore whether choices made would change

### OUTCOMES

Children will explore the thoughts and feelings of the character, Fred. They will also explore how choices can be complex and have different consequences depending on the choice made.

### RESOURCES

- The Boy With Big Decisions by Helen Rutter
- A4 paper (plain)
- Magazines, etc. for the children to use in the lead in for their artwork
- Resource Sheet 1 - 'Agree or Disagree'
- Resource Sheet 2 - 'Decision Diary'

### LEAD IN

What is in a name?

Start to read the chapter from page 1, 'The Parents', and stop at this point on page 2, '*...so why not use their names too?*' As a whole class discuss why they think Fred uses his parents' names, John and Madeleine.

Ask the children what names they go by at different points in their lives, e.g. at school, when out with their friends, at sports clubs, etc. Then read the rest of the chapter. Based on what the children have read, discuss what the children have learnt about Fred.

Ask the children to create a piece of artwork using their name as the central part of it. Around their name ask them to add artwork showing them as a person. The children could use pictures from magazines, etc. to add to their picture showing them as a person. They could add their likes and dislikes, important people to them, etc.

### TASK

Read the chapters, 'The Schools' (from page 9) and 'The Bus-stop Decision' (from page 17), with the children. Ask the children what they would do if they were in Fred's position, which bus would they get on.

Read the chapter, 'The Gains School' (from page 23), then read the chapter, 'Browtree' (from page 41), with the children. Ask the children if there are any similarities and/or differences between the two schools.

Explain to the children that you are going to play the game described from pages 44 to 47. Use the statements from resource sheet 1, 'Agree or Disagree', to ask the children to make a decision based on the statement (or make up some statements pertinent to the class to encourage a later discussion on choices, however, each statement needs to have a binary choice, e.g. 'everyone likes animals', 'holidays are fun', etc.).

Explain that there are no right or wrong answers to the statements, but the children need to make a choice and go to the side of the room where it says 'agree' if they agree with the statement or go to the side of the room where it says 'disagree' if they disagree with the statement. Explain that they cannot remain in the middle of the room.

Discuss with the children how they felt about making the choices and whether they were easy or hard choices. Remind the children about the choice Fred was faced with at the bus-stop. Was this an easy or hard choice for him?

Ask the children to work in a small group and make up with their own statements for a game. Explain to the children that these statements, like the whole class task, need to have a binary choice not multiple answers. Some of the children may find using any statements not used from the whole class task (resource sheet 1, 'Agree or Disagree') for their game, whereas other children may want to use the blank cards to make their own statements. Allow the children time to play their games in their small groups. They could also swap their cards with another group.

## **PLENARY**

Read this statement from page 47:

"I believe that I am in charge of my own destiny," Mrs Rumbelow calls out.

Ask the children what this means and whether they agree with it. Discuss the choices the children make. Ask the children why some choices seem to be made for them by others, whereas other choices they can make themselves.

## **EXTENSION**

Using resource sheet 2, 'Decision Diary', ask the children to track some decisions they made during the day, e.g. who did they choose to play with at breaktime, where they sat at lunch, the lessons they had, etc. Ask the children to explain their decision and whether they would choose to do something differently.

## Resource sheet 1 – ‘Agree or Disagree’

Using the game Agree or Disagree from pages 44-47 of the book, look at these statements and decide whether you agree or disagree with them – most importantly you need to have reasons for doing so. Remember there is no right or wrong answer, you are allowed an opinion as long as you can justify why you hold it.

<b>You should only share things you're already good at.</b>	<b>Pizza is the best food in the world.</b>	<b>First impressions determine everything that happens after.</b>
<b>Everyone should have a pet at home.</b>	<b>Summer is better than winter.</b>	<b>Homework should be banned completely.</b>
<b>Video games are a waste of time.</b>	<b>Sports should be compulsory every day.</b>	<b>The most important things in life are always the scariest.</b>
<b>Taking a long time to make a decision proves you care more.</b>	<b>People who change their minds cannot be trusted.</b>	<b>Everyone who seems different is just pretending.</b>

## Resource sheet 2 - 'Decision Diary'

Using the idea of the game on pages 44-47 write a decision diary to track at least 5 decisions you made during the day. These could be taken from the list below or other ones you made that are individual to you. Write what you chose to do, why you chose it and what might/would you have done differently?

**What did you choose to wear today?**

**Who did you sit next to at lunch?**

**Did you raise your hand in class?**

**What did you do during break time?**

**Did you choose to help someone today?**

**What snack did you pick?**

What I did?

What could I have done differently

Why I did it?

What I did?

What could I have done differently

Why I did it?

What I did?

What could I have done differently

Why I did it?

What I did?

What could I have done differently

Why I did it?

# The Boy With Big Decisions by Helen Rutter Year 5

## Lesson Plan 2

### OBJECTIVES

- To recognise that keeping secrets can have consequences
- To understand the reasons why we might keep secrets
- To identify the differences between big and little secrets

### OUTCOMES

Children will explore how secrets can have consequences through Marco and Fred's lives and how keeping them might seem the right thing to do. They will explore whether it is ever right to lie and what they feel the difference is between 'white lies' and larger ones, looking at their feelings related to the consequences of their actions.

### RESOURCES

- The Boy With Big Decisions by Helen Rutter
- Resource Sheet 1 - 'In Fred's position - decisions and consequences'
- Resource Sheet 2 - 'The Ripple Diagram' (this is best enlarged to A3)

### LEAD IN

Ask the children what they think about keeping secrets? Is it ever right to do so? Allow the children to explore the differences between the following:

- Happy secrets (surprise parties, gifts)
- Worried secrets (something that makes you feel uncomfortable)
- Sharing secrets (when it's important to tell)

Discuss the differences and how the children feel about each one. Identify

### TASK

From the bus-stop choice throughout the book, Fred has been keeping secrets and telling lies to his parents and other people in the book. Using ideas from the book starting at the first decision point on page 22, ask the children to work in small groups to complete resource sheet 1, 'In Fred's position - decisions and consequences'.

Each group should take a different decision tree and write the following on the sheet in the correct sections:

- Write the initial secret that grew bigger over time
- What other secrets did he have to keep because of this? (clubs, friends, riding bikes, Marco etc.)
- What made it harder to tell the truth? (exploring the buildup of secret upon secret)

The decision tree on pages 338 and 339 will help the children to follow the story and plot this. This could be photocopied and highlighted for each decision tree the groups need to follow.

Ask the children to feedback their key findings to the rest of the class.

### PLENARY

Read this part on page 299 where Mrs Rumbelow (the Deputy Head Teacher) explains why some secrets are not ok to keep.

"Yes." She nods kindly. "There are some secrets that are not OK to keep. Especially ones where someone is in danger. You did the right thing, Fred. Now, shall we do the right

thing again and talk to your mum? It sounds like you need to start telling her some of the things you told us.”

Is Mrs Rumbelow correct in saying this? Why/why not?

## EXTENSION

Using the task activity get the children to recognise that one secret leads to another. This could be called a ripple effect where one secret impacts another, like when ripples occur from throwing a pebble into water. Using resource sheet 2, ‘The Ripple Diagram’, the children can create a visual representation of how Fred’s secrets spread. The resource sheet is for guidance. This activity is best done on a sheet of A3 or bigger to allow for the circles to be drawn:

- Draw a center circle with one of Fred’s initial secrets (e.g. choosing a school)
- Draw expanding rings showing:
  - Ring 1: Immediate consequences (having to lie about his routine, friends, clubs)
  - Ring 2: Additional lies needed (making up stories about the Gains/Browtree)
  - Ring 3: Impact on any potential relationships (e.g. feeling distant from Madeleine, lying to his parents, upsetting Rupert etc.)
  - Ring 4: Emotional impact of his choices, lies and secrets (e.g. feeling guilty, lonely, etc.)



## Resource sheet 1 - 'In Fred's position - decisions and consequences'

Using one of the decision routes taken in the book from page 22, in your groups write the following on the table below:

- Write the initial secret that grew bigger over time
- What other secrets did he have to keep because of this? (clubs, friends, riding bikes, Marco etc.)
- What made it harder to tell the truth? (explore how the secrets grew over time)

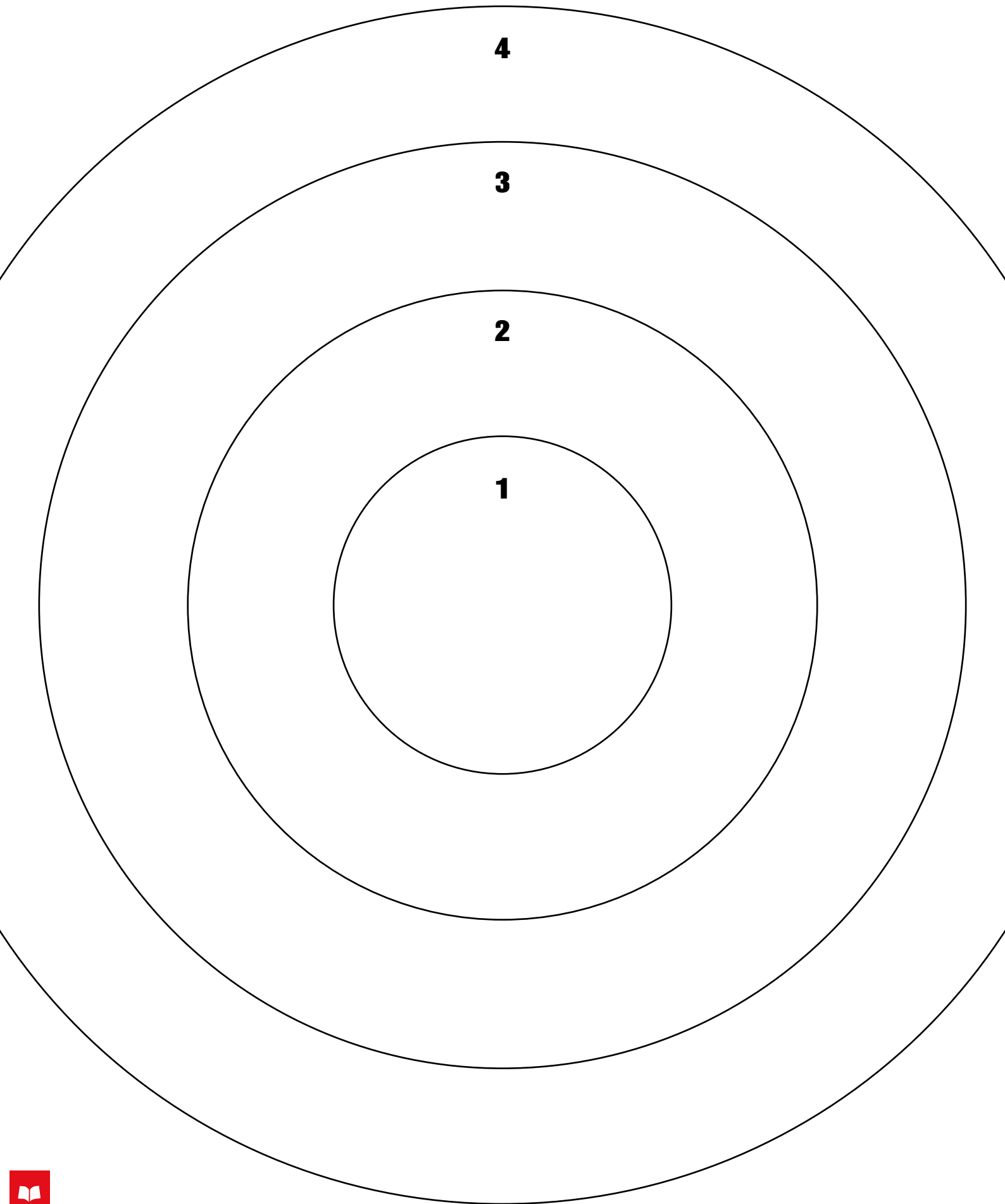
Initial secret	Other secrets that had to be told because of it	What things made it harder to tell the truth each time?

## Resource sheet 2 – ‘The Ripple Diagram’

This will be a visual example of how Fred’s secrets spread. This resource sheet is for guidance on how to present your ideas. On a sheet of A3 you should

- Draw a center circle with one of Fred’s initial secrets (e.g. choosing a school)
- Draw expanding rings showing:
  1. Ring 1 (centre): Immediate consequences (having to lie about his routine, friends, clubs)
  2. Ring 2: Additional lies needed (making up stories about the Gains/Browtree)
  3. Ring 3: Impact on any potential relationships (e.g. feeling distant from Madeleine, lying to his parents, upsetting Rupert etc.)
  4. Ring 4 (outer): Emotional impact of his choices, lies and secrets (e.g. feeling guilty, lonely, etc.)

## Resource sheet 2 - 'The Ripple Diagram'



# The Boy With Big Decisions by Helen Rutter Year 6

## Lesson Plan 1

### OBJECTIVES

- To recognise that all decisions have consequences - some good, some bad, some neutral
- To identify that how they feel will determine what decision they make
- To understand the difference between subjective feelings and objective facts when making decisions

### OUTCOMES

Children will explore the relationship between decisions in the book and their own and be able to identify their own big decisions and little decisions that they have had/will have to make. Alongside this they will explore the idea that as long as they are themselves when making the decisions then the consequences will be better.

### RESOURCES

- *The Boy With Big Decisions* by Helen Rutter
- Resource Sheet 1 - 'Real Life'
- Resource Sheet 2 - 'Fred's conscience'
- Resource Sheet 3 - 'Comic Strip Consequences'

**\*\*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 choice Fred makes to help Marco or run away and leave Marco in the classroom). 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.**

### LEAD IN

What is your conscience? Discuss with the children what the concept of a conscience is by providing them with the following scenarios (these statements are also on resource sheet 1, 'Real Life', for display purposes if needed):

- Have you ever been about to do something, but then had a little voice in your head telling you to stop and think?
- If you found money on the ground at school, what different thoughts would pop into your head?
- If you see someone sitting alone at lunch, what feelings do you get inside?
- How do you think your body tells you when something might not be right?

Ask the children where they feel things, is it in their stomach, e.g. butterflies, or in their heart?

Then ask them what the difference is between the following two situations:

- Knowing you shouldn't take a biscuit because Mum said no
- Knowing you shouldn't take a biscuit because it was meant for someone else

Ask the children why do you think we sometimes know something is wrong even if no one told us it was wrong?

Do the class think everyone's conscience tells them the same thing? From this discuss and explore how Fred made his decisions.

## TASK

Read the book with the children following the decision tree on pages 338 and 339, exploring the following chapters on the decision tree:

- Page 41 Browtree
- Page 55 The Where-to-Sit Decision
- Page 103 Sit with the Naughty Kid (Page 109 Jared)
- Page 115 The Fire Decision

Pause at the decision on page 122 and ask the children what they think Fred should do. Ask them to write their thoughts on resource sheet 2, 'Fred's conscience', giving a reason why Fred should run away and leave Marco and another reason why Fred should stay and help Marco and tell the truth. The children will use these thoughts in the conscience alley.

## CONSCIENCE ALLEY TASK

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 line must speak a truth to 'Fred'. So, in this case, on one side should be those who are whispering things that tell Fred to leave Marco and run away, on the other, tell Fred to stay and help Marco and tell the truth. 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=-HsOLirW9v8>

[This video was used in a different pack but please do check it is still fine to use.]

## PLENARY

Discuss how the children think Fred felt making the decision. Read page 122 and explore the dilemma that Fred found himself in.

## EXTENSION

Comic Strip Consequences - Using resource sheet 3, 'Comic-strip consequences', the children should create a 6-panel comic strip showing:

- Panel 1-2: A decision moment (like Fred's)
- Panel 3-4: Two possible choices
- Panel 5-6: The consequences of each choice (they can use speech bubbles for regular dialogue and thought bubbles for 'conscience voice')

## Resource sheet 1 – ‘Real Life’

What is your conscience? Think about the following questions and scenarios. Write your answers down on a whiteboard as a pair or group to share with others in the class. Use the blank card to add some of your own questions and/or scenarios.

<b>Have you ever been about to do something, but then had a little voice in your head telling you to stop and think?</b>	<b>If you found money on the ground at school, what different thoughts would pop into your head?</b>	<b>If you see someone sitting alone at lunch, what feelings do you get inside?</b>
<b>How do you think your body tells you when something might not be right?</b>		

## Resource sheet 2 – ‘Fred’s Conscience’

Using the story information up to page 122 fill the boxes below. On the left give as many reasons as possible why Fred should run away and on the right why he should stay to help. You will use these thoughts in a task afterwards so make sure they are suitable to be shared.

Run away Fred!	Stay to help, Fred!

## Resource sheet 3 – ‘Comic Strip consequences’

Create a 6-panel comic strip showing using the grid below. Make sure that you use the panels as follows:

Panel 1-2: A decision moment (like Fred’s)

Panel 3-4: Two possible choices

Panel 5-6: The consequences of each choice (you can use speech bubbles for regular speech and thought bubbles for your ‘conscience voice’)

Make sure you put a caption underneath each panel to explain what is happening



## Resource sheet 3 - 'Comic Strip consequences'


# The Boy With Big Decisions by Helen Rutter Year 6

## Lesson Plan 2

### OBJECTIVES

- To analyse how internal feelings and external behaviours can differ
- To explore the concept of personal identity through creative expression
- To develop empathy and emotional literacy by examining why people might present different versions of themselves to the world.

### OUTCOMES

Children will explore visual representation that demonstrates the contrast between a character's public presentation and private emotions, using specific evidence from the text. Children will use this type of media to show their own thoughts and feelings. Children will write an alternative ending using the prompts from the author's decision map.

### RESOURCES

- The Boy With Big Decisions by Helen Rutter
- Resource Sheet 1 - 'The two sides of me'
- Resource Sheet 2 - 'Decisions, Decisions'
- Resource Sheet 3 - 'My ending'

### LEAD IN

Read this short paragraph at the top of page 268.

"I smile and feel sad. I look at Madeleine. *They are not proud of me really*, I think to myself. They're proud of the fake version of me. The one I'm pretending to be. They wouldn't be proud if I showed them the drawing I did at lunch, and they definitely wouldn't be proud if they knew the truth."

Discuss as a whole class what this paragraph might mean. (At this stage it may be important to explain that the children can speak to a trusted adult about anything they need to talk about. It may also be important to reiterate that all opinions are valid and welcomed but also speaking out with sensitivity is crucial.)

### TASK

Using resource sheet 1, 'The Two Sides of Me', use the discussion in the lead in to get the children to think about Fred and his feelings. What is he projecting outwards and what is he keeping in? Using the resource sheet the children should write words describing the outward view of Fred (what people can see) on the left hand side and the inward view of Fred (what he keeps hidden) on the right hand side. The children can use colours to reflect this in the words and images/emojis as they feel is appropriate. Having done this they could share their thoughts on Fred with each other.

Once this is complete the children could be provided with a new resource sheet 1 and asked to reflect on themselves. Think of a time when they have been feeling something very different from the image they have shown to others and allow them to do the same task for their own thoughts and feelings. *This is particularly sensitive so care will need to be taken when exploring such themes on a personal level.*

### PLENARY

If appropriate the children could share their own thoughts and feelings understanding that this is a safe space. Alternatively the main three 'hidden feelings' could be taken from all of the children's work and discussed in a neutral way to explore how the class might deal with them

individually, ensuring no one child is the focal point of the discussion.

## **EXTENSION**

Read this ending which occurs at the end of each story ending. Discuss as a class what this might mean.

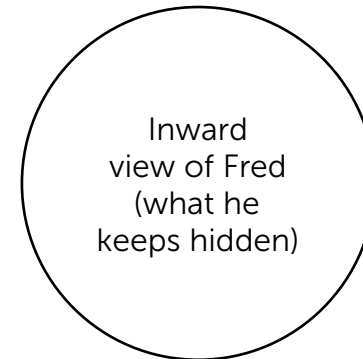
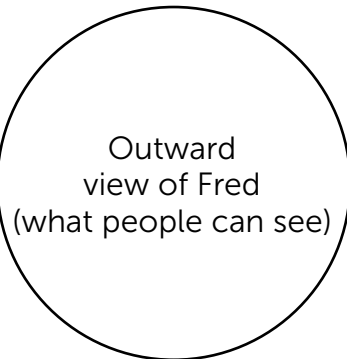
"I guess it's not always about the choices I make but what I do next that matters. If I had to do it all again, I don't know what I would have done differently."

Using resource sheet 2, 'Decisions, Decisions' write what they think their personal decision would have been from the events up to page 22 of the book.

There is a full 'decision map' on pages 338 and 339. Use this to complete resource sheet 2. What would they have done? What might have happened that was different to the book if they had been the author (e.g. Fred might have chosen rugby rather than basketball). Once complete, get the children to write a paragraph to finish their version of the story on Resource Sheet 3, 'My ending'.

## Resource sheet 1 – ‘The two sides of me’

From your discussion and reading of the book, write words describing the outward view of Fred (what people can see) on the left hand side and the inward view of Fred (what he keeps hidden) on the right hand side. You can use colours to show this in the words and images/emojis as you feel is appropriate.



# **Key Stage 2 Curriculum Links for The Boy With Big Decisions by Helen Rutter**

## **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

### **ART AND DESIGN**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### **PUPILS SHOULD BE TAUGHT:**

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

### **KS2 PSHE (FROM THE PSHE ASSOCIATION PROGRAMME OF STUDY)**

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

Using the full 'decision map' on pages 338 and 339 think about what you would have done? Would you have done what Fred did? Why/why not? What might have happened that was different to the book if you had been the author (e.g. Fred might have chosen rugby rather than basketball). What consequences would have happened? Write two short paragraphs as if you are the author from page 22 about the decisions you would have made and why.

[illegible]

Think about the following: what happens to Fred? How do his parents respond? Which school does he go to? What about his friends – what happens to them?

[illegible]

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

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

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely