

Talk about it

SECTION

5

Bertie Andrews, you're on tv!

Objectives: To create roles showing how behaviour can be interpreted from different viewpoints.

What you need: Copies of *The Butterfly Lion*, paper, pens or pencils, a large space with chairs set out as for the television programme *This is Your Life*, a clip of the programme (optional, and depending on your licences).

What to do

- Explain the format of television biography programmes such as *This is Your Life* in which people who know the subject (usually a famous person, but not always a 'celebrity') talk about his or her life and how they featured in it. These guests speak before they are seen and are often presented as a surprise. If possible, show an extract from *This is your life*.
- Ask the children to imagine an episode of a biography programme about Bertie. *Who would be brought on to talk about him?* (Include minor characters in the story: Nanny Mason, the colonel, the café owner, the circus owner.)

What parts of his life would they talk about? Explain the role of the host, who narrates the subject's life and interviews the guests.

- Divide the class into groups of about eight and ask them to plan and rehearse the programme about Bertie. Explain that they need to begin by assigning roles and then do some research, reviewing relevant sections of the book, to decide what each guest will say about Bertie.
- Ask groups to use the 'studio set' to present their programmes to the rest of the class – the studio audience.

Differentiation

For older/more confident learners: Ask children to write notes for their contributions. Encourage them to follow the format of the programme.

For younger/less confident learners: Support the group in making the necessary decisions. Help them to organise the presentation by taking the role of host yourself.

Who am I?

Objective: To describe characters by their individual traits, personalities and feelings; to identify the characters.

What you need: Copies of *The Butterfly Lion*, photocopiable page 24, scissors.

What to do

- Set up small groups and distribute the photocopiable page. Talk through how to play the game. Each player takes a card and then thinks about the character shown on it and the clues they can give. Explain that these clues should be in the first person, as if characters are talking about themselves. Discuss ways of making the clues 'tricky', for example by choosing features that apply to more than one character, such as 'I

am French' or 'I ran away from school'.

- Let the children play the game independently.
- Then play variations of the game as a class, perhaps with visual clues showing the character in action, or dialogue clues using words that a character speaks: 'I've set him free' (Bertie), 'I'll take you to Africa' (Millie). Include characters not shown on the photocopiable page.

Differentiation

For older/more confident learners: Challenge children to include a wider range of characters and to focus clues in particular ways, such as how characters' look, their relationships with other characters.

For younger/less confident learners: Join the game for one or two turns, then leave children to play independently.

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