ed vere

EXPLORE THEMES OF:

Empathy,
Celebrating difference,
Friendship &
Bullying

includes suggestions for differentiation

HOW TO BE A LION

EYFS & KEY STAGE 1

FREE CLASSROOM RESOURCES

MEETS CRITERIA FOR LITERACY, FOCUSING ON PSHE & CITIZENSHIP OBJECTIVES

Schools

Inspiring you to share stories

HOW TO BE A LION

BY ed vere

DEAR TEACHERS, LIBRARIANS & LION LEADERS

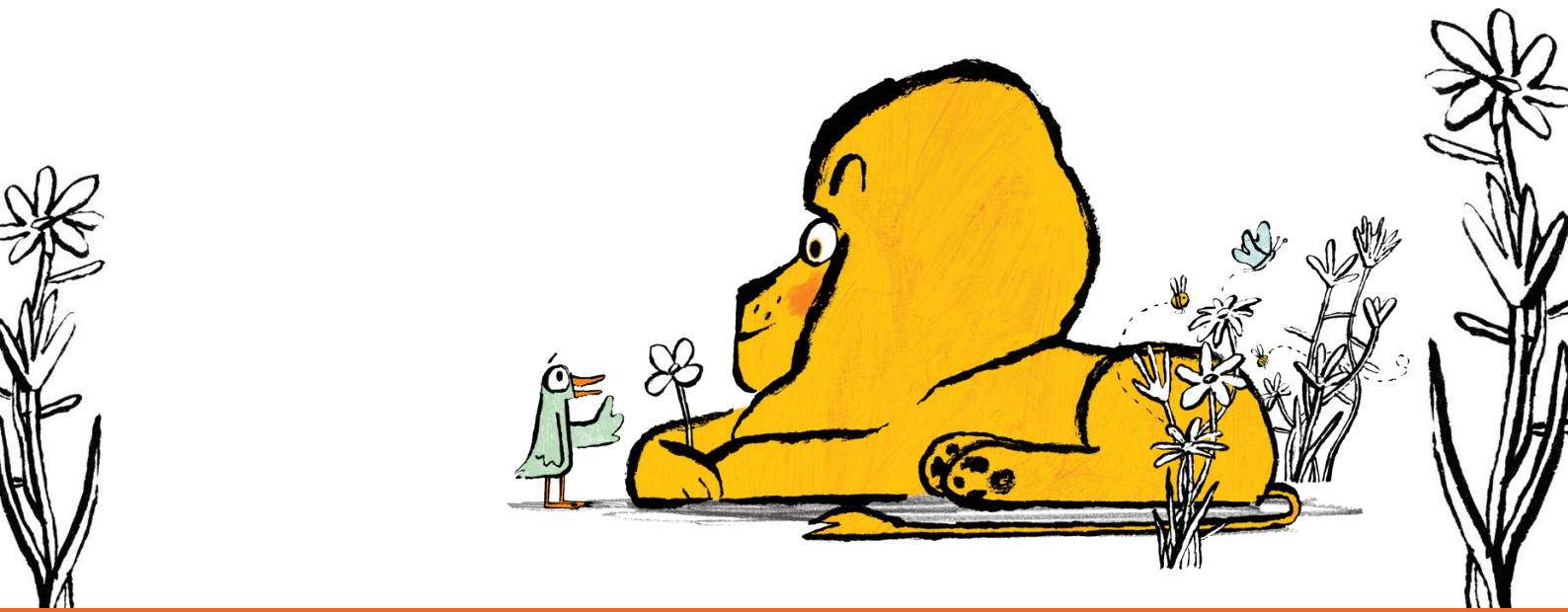
This Resource Pack uses the inspiring new picture book by Ed Vere, '**How To Be a Lion**', to spark ideas for Literacy, Citizenship or PSHE discussion around the need to belong, individual differences, celebrating uniqueness, and working together with friends.

Its objective is for the children in your class to understand that everyone is different and that difference is something to be celebrated.

The lessons included here provide starting points for children to think about the significance of difference in their own lives, and also to develop an understanding of the point of view of people who may experience life in a very different way.

We can't wait to hear about your experiences and outcomes using this wonderful new book – and remember, the more different they are from one-another, the better.

The Penguin Schools Team



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THE AIM

This Resource Pack can be used with children from EYFS through to KS1. Suggestions for differentiation are included throughout but ultimately left to the teacher's discretion. It is based on **How To Be a Lion**, a new picture book by Ed Vere that celebrates the need to be different and to accept your own uniqueness.

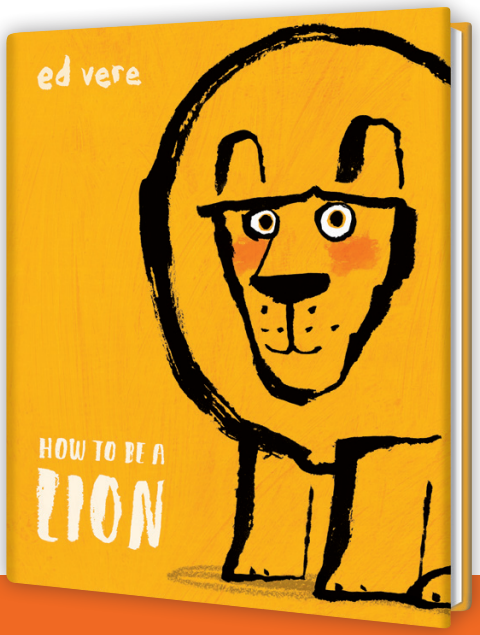
The four lessons included have been designed as sequential activities and can be taught as whole Literacy or Citizenship/PSHE units, or as standalone activities. Their overall objective is to give children the opportunity to explore what we mean by difference, to investigate how different skills and enthusiasms are needed when working in a team and to display creatively the outcomes of their work.

ABOUT THE BOOK

This book is for those who daydream, and those who think for themselves.

Meet Leonard – a lion like no other. Leonard's best friend is Marianne, a duck. But lions chomp ducks, don't they? And what will the pair do when their way of life is threatened?

A thrilling new fable from the creator of the New York Times bestseller *Max the Brave*.



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CONTENT LIST - OBJECTIVES & OUTCOMES

This Resource Pack provides material for four hour-long lessons that can take place during classes, during circle time, P4C sessions, or as extra-curricular activities. The pack follows criteria for Literacy but focuses on PSHE and Citizenship objectives.

LESSON ONE: TEAM PROFILES

OBJECTIVES:

- To learn what we mean by the words 'different' and 'difference'
- To identify what is unique about ourselves as individuals
- To understand that everyone is different and that we are all special in unique ways

OUTCOME: *Team Profiles created in groups*

LESSON TWO: EXPECTATIONS

OBJECTIVES:

- To learn what we mean by 'expectations'
- To identify what we 'expect' from certain people and scenarios
- To understand that our 'expectations' are not always correct

OUTCOME: *Lion masks showing two different types of lion*

LESSON THREE: I NEEDN'T ROAR TO BE HEARD

OBJECTIVES:

- To explore how people might deal with difference
- To understand that difference is part of living in a diverse world
- To speculate about a world in which there are no differences

OUTCOME: *A drama piece in groups, with team-members in-role as characters from the story*

LESSON FOUR: CELEBRATING DIFFERENCE

OBJECTIVES:

- To learn to value others' differences
- To explore how 'difference' is essential to the world
- To understand the importance of celebrating difference and valuing individuality

OUTCOME: *A class reading of a poem in the story*

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LESSON ONE: TEAM PROFILES

OBJECTIVES:

- To learn what we mean by the words 'different' and 'difference'
- To identify what is unique about ourselves as individuals
- To understand that everyone is different and that we are all special in unique ways

LEAD-IN QUESTIONS:

- Where have you heard the word 'different'?
- Can you put the word 'different' into a sentence and share it with the class?

TASK 1:

First things first: before we can get started you need to organise your class into SIX DIFFERENT groups. Give each group an appropriately different name or, better still, ask them to come up with their own!

Team 1: THE LIONS
Team 2: THE DUCKS
Team 3: THE LEONARDS
Team 4: THE MARIANNES
Team 5: THE POETS
Team 6: THE DAYDREAMERS

Lesson by lesson, you will gather the work that you have completed together, in preparation for Reflection Activities at the end of the Resource Pack.

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THE LIONS

THE DUCKS

THE LEONARDS

THE MARIANNES

THE POETS

THE DAY DREAMERS

HOW TO BE A LION

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LESSON ONE: TEAM PROFILES

TASK 2:

With the people sitting next to you, discuss how you are different from each other. You can use the following sentence starters to help you:

I am different because of the way I look (e.g. I have brown eyes etc.) …

I am different because my favourite things are …

I am different because my least favourite things are …

I am different because my talents are …

I am different because my family is …

EXTENSION QUESTIONS:

What is unique about each person in your group?

How might your differences be a challenge for your group?

How might they help your group to be successful?

TASK 3:

Now that you've found out about your other teammates, you need to work together to create a Team Profile showing your team's differences. Use the template to help you – and don't forget to share your Team Profiles with us on Twitter at **@PenguinSchools**!

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TEAM PROFILE

	NAME	AGE	PICTURE
1			
2			
3			
4			
5			
6			

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LESSON TWO: EXPECTATIONS

OBJECTIVES:

- To learn what we mean by 'expectations'
- To identify what we 'expect' from certain people and scenarios
- To understand that our 'expectations' are not always correct

LEAD-IN QUESTIONS:

- What do we mean by the word 'expectations'?
- Can you think of an example of when you 'expect' something from someone based on the way they look or their job?

TASK 1:

Imagine you are a LION.
What would you be like? Share your impressions of lions with each other and the class.

TASK 2:

What do we normally expect a lion to be like? Choose some words from the word-bank below. Explain why you have chosen your words.

SCARY GENTLE

VIOLENT POWERFUL

HUGE FIERCE STRONG

FEROCIOUS FRIGHTENING

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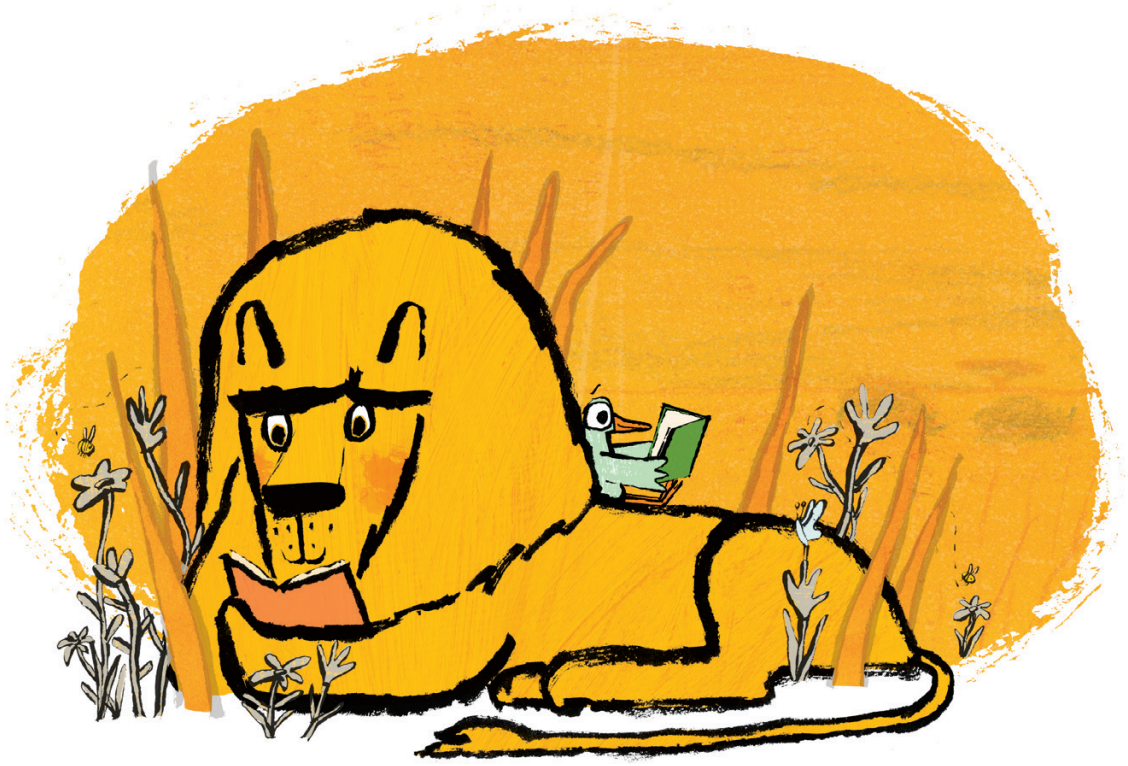
LESSON TWO: EXPECTATIONS

TASK 3:

Look at the illustration of Leonard the lion from **How To Be a Lion**.
How is Leonard *different* from what you *expected*?



Complete the sentence below with three different endings. You can either speak them out-loud with your partner, or write your ideas down.

Leonard the lion is different to what I expected because…

1.

2.

3.

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LESSON TWO: EXPECTATIONS

TASK 4:

Create a lion mask using the template below and decorate it: on one side draw your expectations of how you think a lion should behave, on the other side draw how Leonard behaves. Share your Leonard masks with us on Twitter at **@PenguinSchools**!

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LESSON THREE: I NEEDN'T ROAR TO BE HEARD

OBJECTIVES:

- To explore how people might deal with difference
- To understand that difference is part of living in a diverse world
- To speculate about a world in which there are no differences

LEAD-IN QUESTIONS:

- Can you think of a situation **in school** where people don't like each other because of their differences?
- Can you think of a situation **in the world** where people don't like each other because of their differences?

TASK 1:

Look at the illustration below from Ed Vere's book, **How To Be a Lion**:

What is happening here? How do the other lions feel about Leonard **not** being fierce? In your groups, discuss which characters are loud in the illustration, and which are quiet. Why is this important?

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LESSON THREE: I NEEDN'T ROAR TO BE HEARD

TASK 2: GROUP CHALLENGE

In your group, spend five to ten minutes creating a drama of what happens to Leonard here. Imagine one of you is Leonard, one of you is his friend, Marianne the duck, and the rest of you are the angry lions.

Remember to consider which characters are the loudest, and which are the quietest.

REFLECTION QUESTIONS:

How did you feel during the group challenge?

Did anything make you feel uncomfortable or upset?

Do you think that Leonard needs to 'roar' like the other lions, in order to be heard? Or do you think he can quietly be himself and show them who he is in a different way?

TASK 3:

Look at another illustration, this time **after** Leonard has met with the angry lions.

How have the other lions made Leonard feel? Make a list of five words to describe his emotions in the illustration: (e.g. Sad)

1.

2.

3.

4.

5.

"Must I be fierce?"
said Leonard.
"Must I change?"

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LESSON THREE: I NEEDN'T ROAR TO BE HEARD

TASK 4:

Imagine that you are Leonard's friend, Marianne. What would your advice to Leonard be? How would you make him feel better?

Start with the words:

You don't have to ROAR to be heard...

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LESSON FOUR: CELEBRATING DIFFERENCE

OBJECTIVES:

- To learn to value others' differences
- To explore how 'difference' is essential to the world
- To understand the importance of celebrating difference and valuing individuality

LEAD-IN QUESTIONS:

- What would school be like if every lesson was exactly the same?
- What would the world be like if everyone was good at the same thing?

TASK 1:

Draw a picture that shows you doing something for the very first time, e.g. meeting someone new, trying a new food or going to a new place. Write a sentence to say how you felt.

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LESSON FOUR: CELEBRATING DIFFERENCE

TASK 2:

In **How To Be a Lion**, with the help of his friend Marianne, Leonard does something different: he writes a poem to read to his fellow lions. Read the poem as a class below:

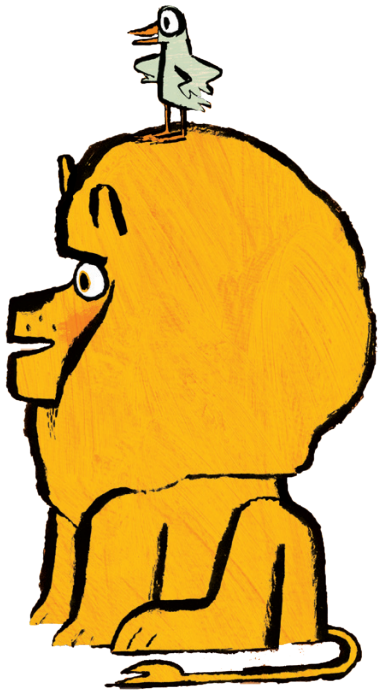
"I'll say this quietly,
I needn't roar to be heard,
I can be a friend
to a bee or a bird.

You said I must change, I must chomp Marianne,
but chomping your friends is a terrible plan.

Let nobody say
*just **one** way is true.*
There are so many ways
that you can be you.

*If there **must** be a must,*
then this we must try . . .

*Why don't you, be **you** . . .*
*And I, will be **I**."*



In your groups, your teacher will give you a section of the poem.

- First of all, read out your section as a group.
  Where will you speak quietly and where will you speak loudly?
- Secondly, draw the section that you have been given.
  What does it make you think about?
- Thirdly, act out your section as a group. Perhaps one of you can read, while the rest of you do actions with your bodies and hands to show what is happening in your section of the poem.

LESSON FOUR: CELEBRATING DIFFERENCE

TASK 3:

Finally, write your own sentence or short poem, or draw a picture to show why we should **celebrate** people being different. As a class, bring all of your creations together to build a **How To Be a Lion** classroom display – so you will always be reminded of the power of your own voices.

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REFLECTION ACTIVITIES

Take a moment to think about the work that you have completed in these lessons.

In your groups, take turns to complete the following sentences:

My favourite piece of work was…

One thing I learned about myself was…

One thing I learned about another person was…

I enjoyed working in a group because…

I have enjoyed the book **How To Be a Lion** because…

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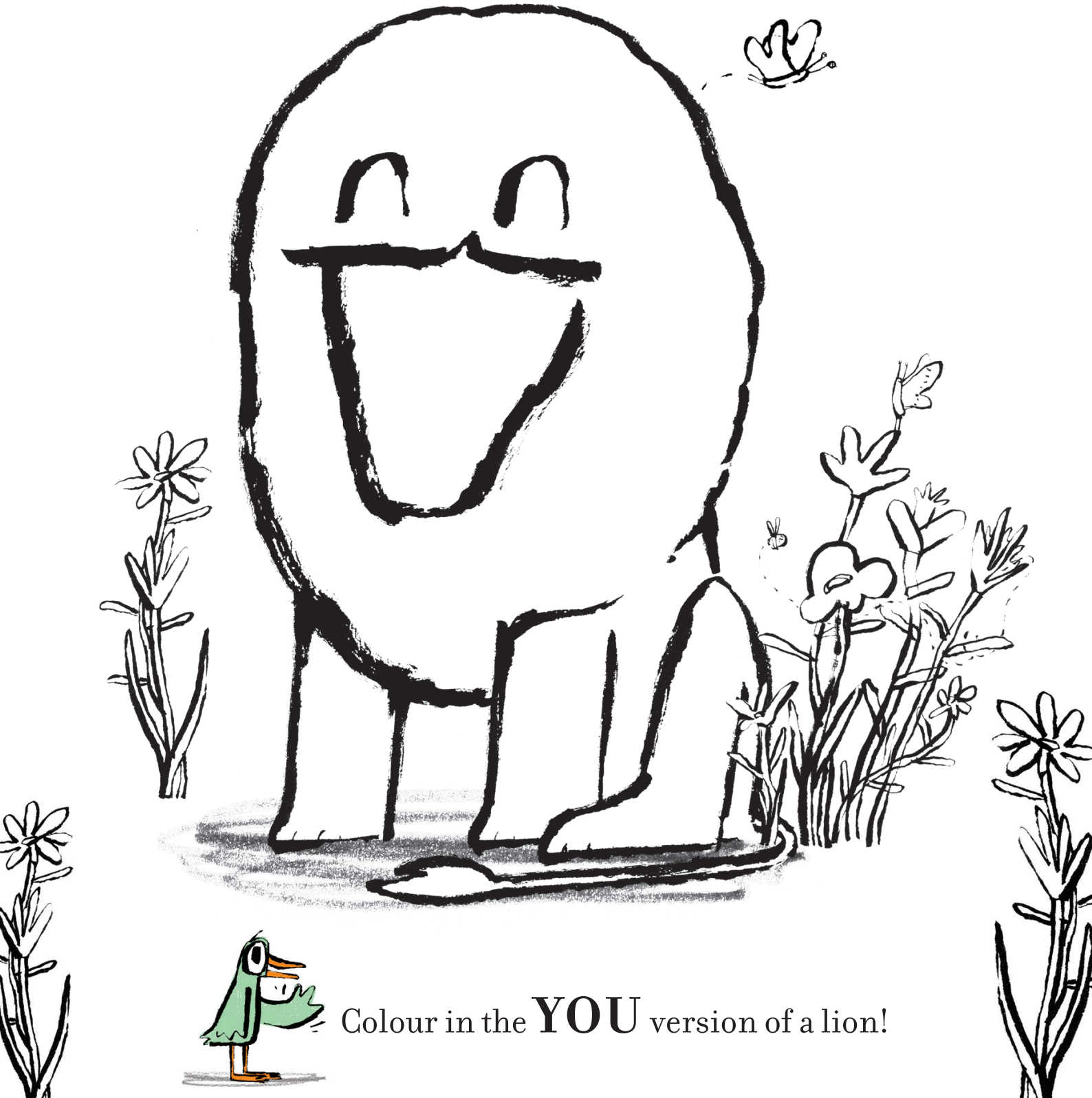
WHAT KIND OF LION WOULD YOU BE?



Colour in the **YOU** version of a lion!

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CONGRATULATIONS!

YOU'VE COMPLETED THE HOW TO BE A LION RESOURCE PACK

Now, don't forget to hold on to everything that you've created. It might come in handy as you get older and even more unique! We can't wait to see how you dare to be different.

The Penguin Schools Team