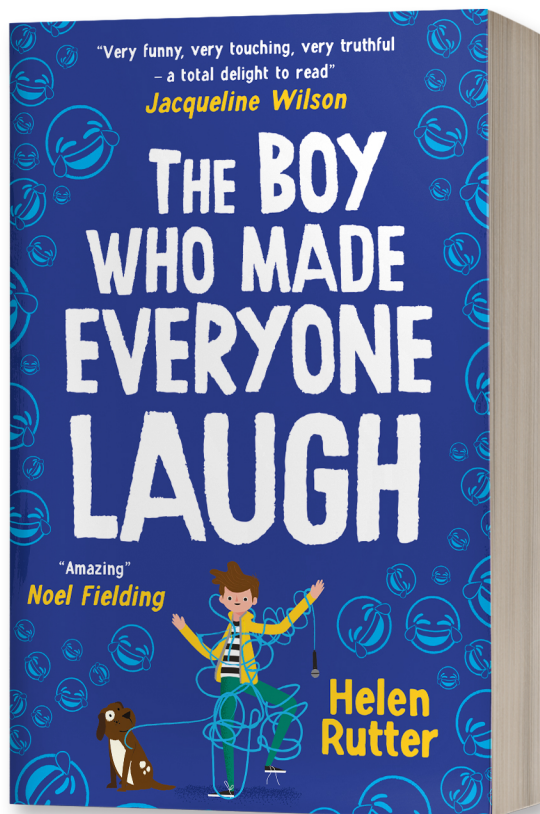


The Boy Who Made Everyone Laugh Teacher Resource Pack



The Boy Who Made Everyone Laugh by Helen Rutter

Year 5

Objectives

- To listen carefully to someone, memorising the key points of a conversation
- To write a list of key points based on 'mental-notes' made during a conversation

Outcomes

Children will listen to each other with interest and empathy, recognising positive qualities and celebrating the uniqueness of each member of the class.

Resources

- *The Boy Who Made Everyone Laugh* by Helen Rutter
- Resource Sheet 1: THINGS I KNOW ABOUT...

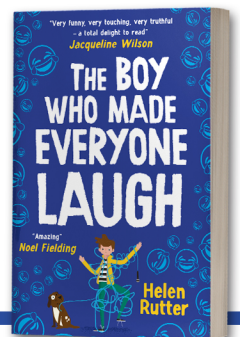
Lead in

After sharing the book with your class, ask the children which part of Billy's bedroom is most frequently mentioned throughout the story. Of course, this is Billy's jam-packed pinboard covered in lists that give an insight into Billy's thoughts and feelings. With your class, revisit the parts of the story where Billy refers to the lists on his board. Can the class remember some of these lists? They may mention Billy's TOP TEN JOKES and THINGS THAT MAKE CHLOE CRY, and the list that is referred to throughout the story, WAYS TO GET RID OF MY STAMMER. Another important list is THINGS I KNOW ABOUT BILLY PLIMPTON, which is written by Mr Osho and is hidden behind the other lists.

Ask the children why they think Billy writes these lists. Can they think of times when they or members of their families write lists? They may refer to 'to-do' lists and shopping lists, which help when there are lots of things to remember. They may also refer to Christmas lists, which are lists of something someone is wishing or hoping for. Billy's lists are 'things to do', which he 'hopes' will make his wish come true.

Task

Ask the children to close their eyes (if they want to) and visualise Billy's cork board. Which list stands out the most? How does it make them feel when they visualise the different lists? Which emotions do they think Billy feels when he looks at the different lists? Before the children do this, it may be useful to find out if they know what a corkboard looks like. You could show them a real one or a photograph of one.



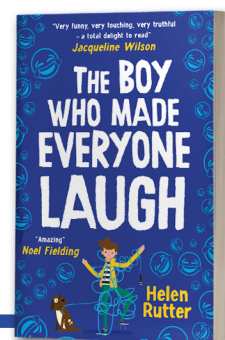
Explain to the children that they are going to be celebrating each other's differences and uniqueness. Ask the children why they think Mr Osho wrote the list: THINGS I KNOW ABOUT BILLY PLIMPTON for Billy. Using Resource Sheet 1: THINGS I KNOW ABOUT..., children can work in pairs to write a positive list of things they know about their partner on a rocket-shaped page, just like Billy's in the story. Before they do this, they could have the opportunity to walk down the corridor with their partner, having a chat, just as Billy and Mr Osho did on their way back to the music lounge. For an authentic touch, staying close to the book, when they have finished chatting with their partner about themselves, they could stop and rest a notebook on their knee to write the list just like Mr Osho did. This activity would need a certain amount of adult supervision, with timed slots for pairs to take their walk.

Plenary

Each pair can put their new-found knowledge about their partner to the test. Each list could be displayed on a visualiser or given to children taking the role of a quiz show host. Each child then tries to remember all the things that they wrote down about their partner during their walk. However, it is important to note that there may be information that a child is happy to share with their partner but isn't comfortable sharing with the whole class, so children should have the opportunity to decide which of their own information can or can't be shared.

Extension

A display board in the classroom could be covered in corkboard-style backing paper to create a large pinboard. This could be used to celebrate the book and the differences and uniqueness of every member of the class. Each child's list could be displayed on the 'corkboard' with a pin. Further positive additions to the lists could be made whenever somebody notices something interesting or unique about their partner or indeed any other member of the class.



Curriculum Links

UKS2 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 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

KS2 PSHE (from the PSHE Association Programme of Study)

Pupils should have the opportunity to learn:

Respecting self and others

R24. how to listen to other people and play and work cooperatively

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others, e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, whose traditions, beliefs and lifestyle are different to their own

Communities

L6. about the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

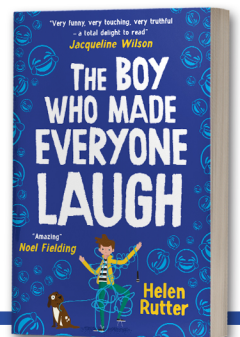
L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

Economic wellbeing: Aspirations, work and career

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

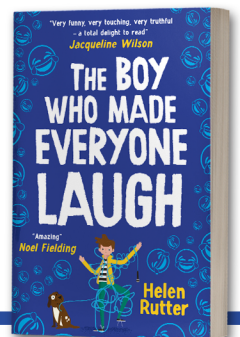
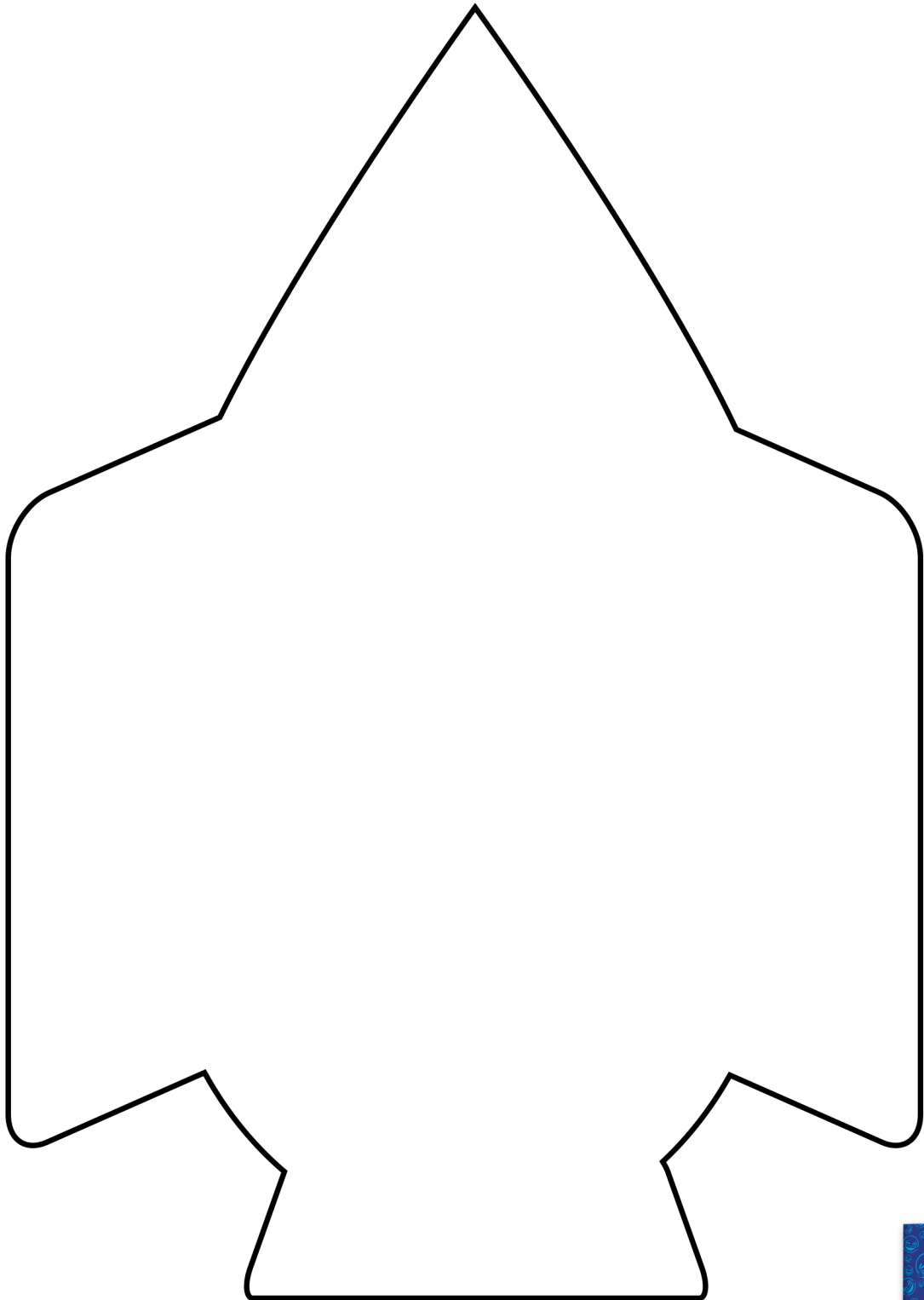
L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

L31. to identify the kind of job that they might like to do when they are older



Resource Sheet 1

THINGS I KNOW ABOUT...



The Boy Who Made Everyone Laugh by Helen Rutter

Year 6

Objectives

- To write or perform a joke
- To recognise when a joke may hurt another person's feelings

Outcomes

Children will discuss and develop a comedy performance which celebrates life in their school or homes in a kind and sensitive way.

Resources

- The Boy Who Made Everyone Laugh by Helen Rutter
- Resource Sheet 1: Journey to the Talent Show
- Resource Sheet 2: WAYS TO MY BIG DREAM
- Resource Sheet 3: Who's There?
- Resource Sheet 4: My Top Ten Jokes
- Resource Sheet 5: Year 6 Comedy Club Poster

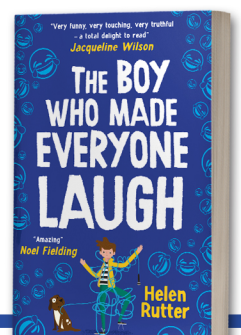
Lead in

Ask the children, in pairs, to draw a simple timeline that shows Billy's journey from his first day of high school to performing in the Christmas talent show (use Resource Sheet 1: Journey to the Talent Show). How did he get there? What almost stopped him? What encouraged him? What made his self-belief stronger? Ask the children to think about any difficulties they might be experiencing. Have these difficulties ever stopped them from doing something they have always wanted to do?

Ask the children to think of their big dream. Explain that our big dream can change many times as we grow up and sometimes it stays the same. Ask the children to use Resource Sheet 2: WAYS TO MY BIG DREAM to write a list of the things that they think they would need to do in order to achieve their dream. Explain that big dreams may often seem impossible at first, but small steps can help them to reach what they want to achieve. Each group can then become a human corkboard, holding their lists up for the other groups to come over and read.

Task

Revisit the part of the story where Billy achieves his 'big dream' and is on stage performing his jokes for a real audience. Discuss the range of emotions in that room, of Billy, his parents, Mr Osho, his friends and Blakemore. Explain that to celebrate the wonderful message the book explores about kindness, empathy and celebrating differences, as a class, they are going to perform some jokes. Explain to the children that there are different types of jokes. A common type of joke is the knock knock joke, so maybe start by sharing some of these. Use Resource Sheet 3: Who's There? as a homework activity: ask children to find their favourite knock knock joke



Explore different comedy styles such as 'observational' and types of jokes such as 'one-liners'. To inspire the children, show them some age-appropriate comedy clips and sketches from a variety of comedy performers, old and new. Explore some children's joke books and ask the children to use Resource Sheet 4: My Top Ten Jokes to record their favourite ones.

As your class embark on their comedy collaborations, it is important to ensure that this is a positive experience for everyone. As a class, revisit pages 114 and 115 where Blakemore holds up some pieces of paper in class. Discuss the range of feelings and emotions in the room, referring to, 'some of the girls look really mad at him but others start laughing behind their hands'.

Before a child shares or performs a joke or sketch, they should ask themselves, could this joke hurt the feelings of someone? If the answer is 'yes', the joke should not be used. Encourage the children to share their jokes with you first if they are unsure about this.

Writing jokes is certainly not an easy task for many people, but children could be given the opportunity to start the process by thinking about aspects of their everyday lives that make them laugh. Explain that this is known as observational comedy, and ask the children to think about an ongoing situation at school that the class may often laugh about. For example, the class next door might always be first in the snack queue on wet playtimes. How do they do it? Do the children who sit closest to the windows take it in turns to be on rain-spotting duty, giving secret signals to the rest of the class who then suddenly become the quietest, tidiest, best-behaved class in the world so that their teacher is left with no choice but to send them out as soon as the playtime bell rings? Children can work in pairs or small groups, sharing ideas about everyday occurrences at school or home that might seem quite ordinary but are often amusing.

Billy made everyone laugh by doing impressions of some of his teachers. With careful consultation with you and possibly the teachers in question, this could be done in a kind way that celebrates the unique character of that person. Explain to your class that doing impressions of someone could cause them to feel hurt or embarrassed and that it would only be appropriate to do impressions of each other if that person was involved in writing the sketch and was completely happy with it.

As a class, decide how and when the children are going to perform their jokes. There may be some children who feel more confident writing the jokes than performing them and vice versa, so encourage teamwork, making sure that the writers' talents are acknowledged when the jokes are performed.

For Year 6, there are times throughout the school year that provide the perfect opportunity for a comedy performance. For example, at Christmas or as part of a Year 6 leavers' show. Alternatively, just like Mr Osho's jazz club, a weekly comedy club could be set up after school or for some 'comic relief' from SATs preparation. Use Resource Sheet 5: Year 6 Comedy Club to advertise your weekly event or show.

Extension

As the children will have collected and written a variety of jokes, these could be collated to make a class joke book with a catchy title such as 'What a Joke!' This could be shared in the classroom, and copies could be made to raise money for an end of Year 6 leavers' treat or a charity relating to the story, such as one that helps the elderly or pets.



Curriculum Links

UKS2 English –Reading – Comprehension

Pupils should be taught to:

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- 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

KS2 PSHE (from the PSHE Association Programme of Study)

Pupils should have the opportunity to learn:

Friendships

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

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

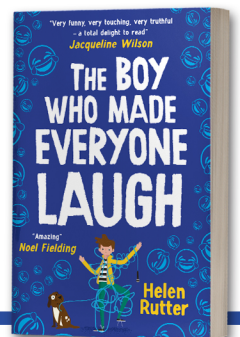
R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

Managing hurtful behaviour and bullying

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it



Respecting self and others

R21. about what is kind and unkind behaviour, and how this can affect others

R22. about how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others

R24. how to listen to other people and play and work cooperatively

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

Shared responsibilities

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

Communities

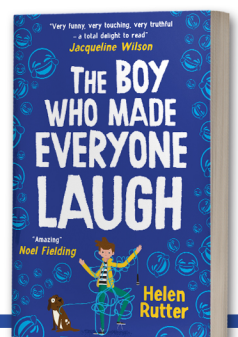
L6. about the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

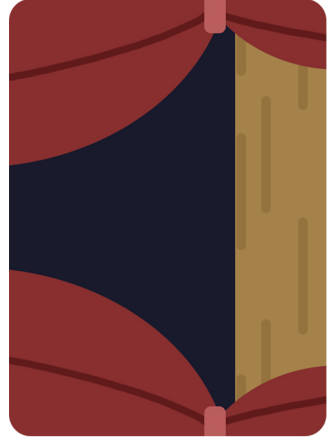
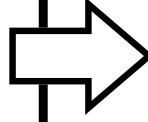
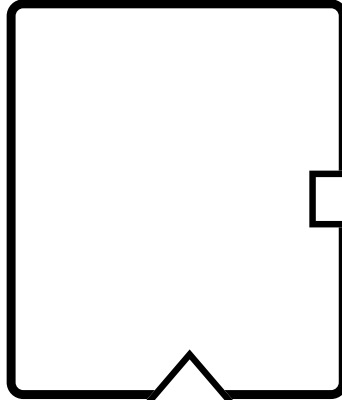
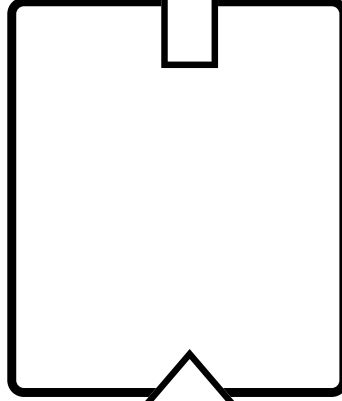
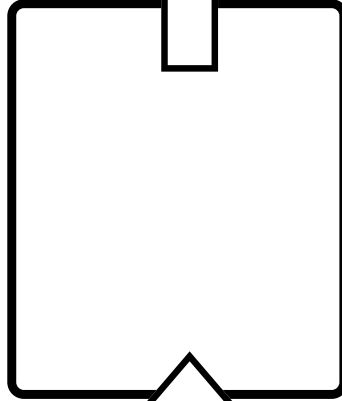
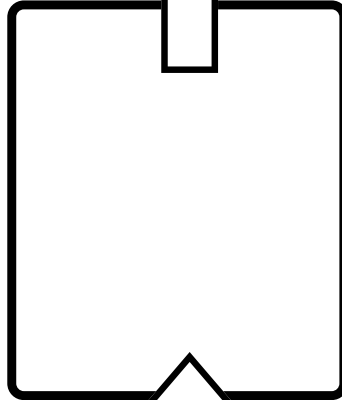
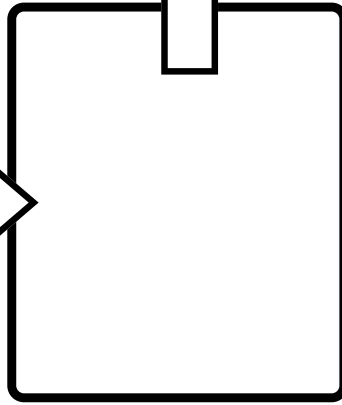
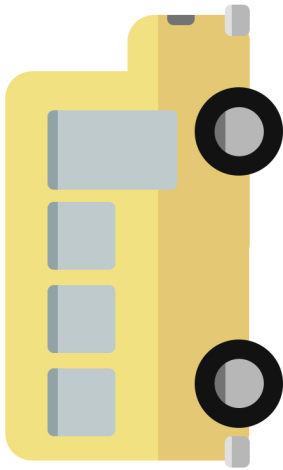
L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced



Resource Sheet 1

Journey to the Talent Show

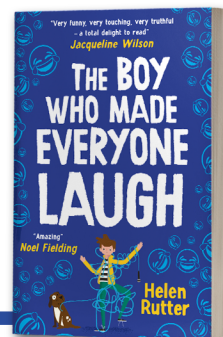


Resource Sheet 2

WAYS TO MY BIG DREAM

What is your BIG DREAM?

★ Write a list of the things you might need to do in order to achieve this.



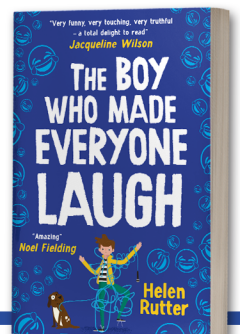
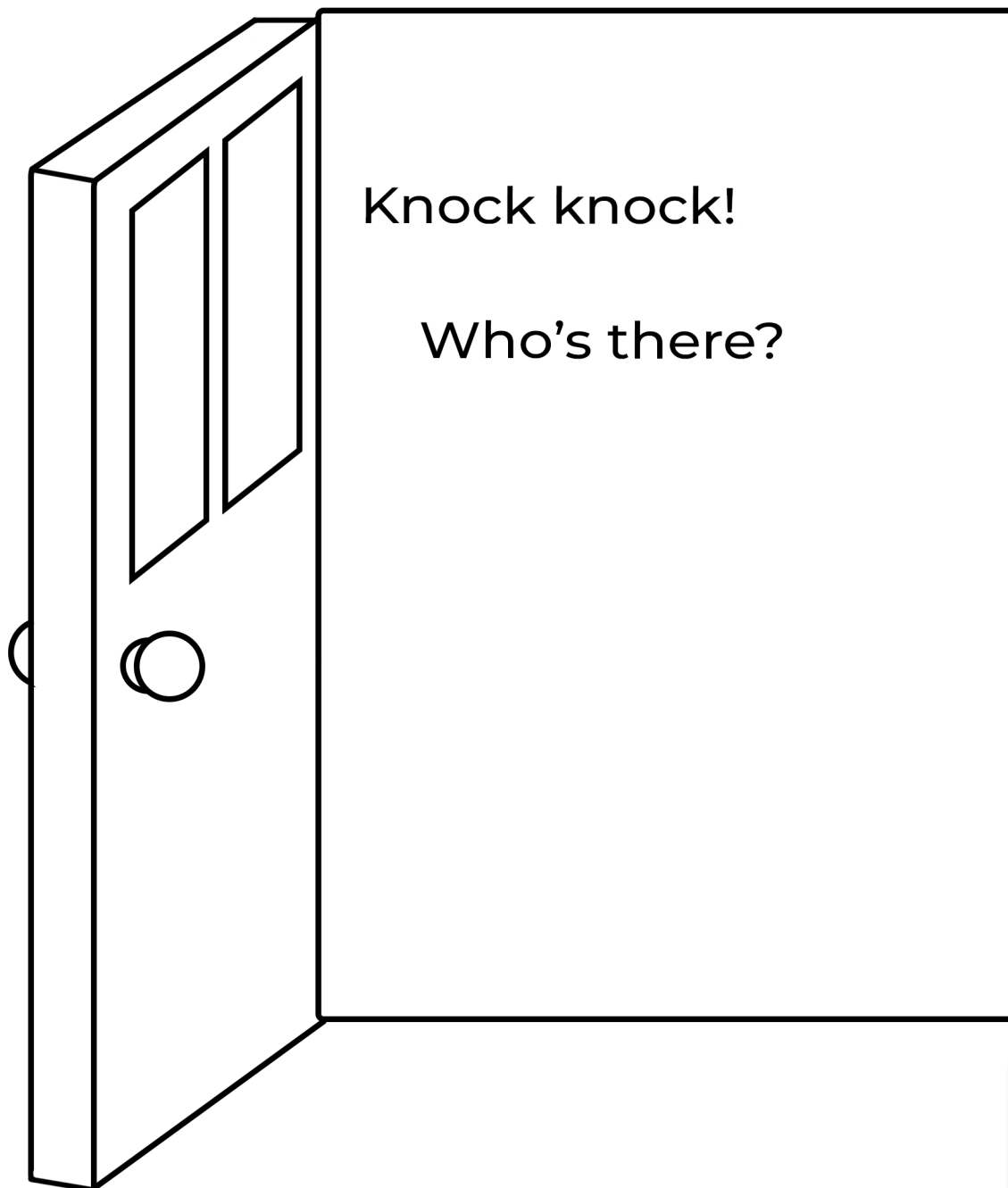
Resource Sheet 3

Who's there?

Do you know any knock knock jokes?

Find out if your family members know any knock knock jokes too.

Write your favourite knock knock joke to share with your class.



Resource Sheet 4

My Top Ten Jokes

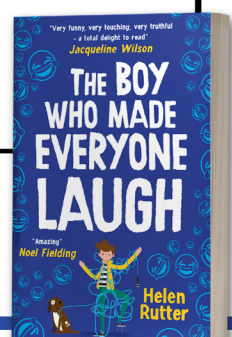
What are the funniest jokes you've ever heard?

Which one makes you laugh the loudest?

Write down your favourite jokes to share with your friends.

1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

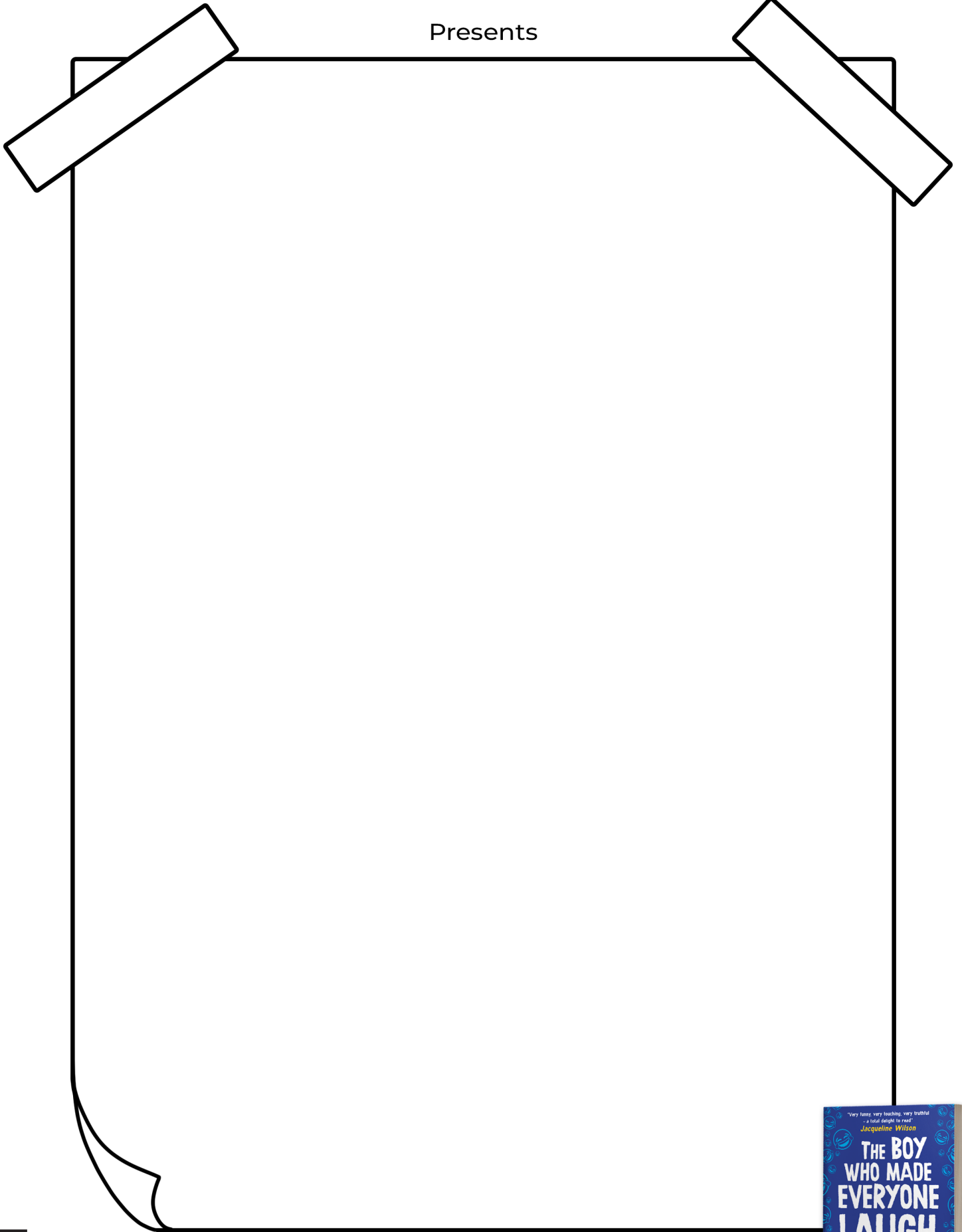
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Resource Sheet 5

Year 6 comedy club

Presents



@HelenRutterUK | @ScholasticUK

