



SCHEME OF WORK

PERFECT FOR:

A hilarious, heartfelt story about breaking the rules and saving the world; role-play and drama; writing instructions and explanation texts; exploring the world of brilliant badgers; joining a daydreaming, frivolous young badger on an adventure full of derring-do, mischief and mayhem!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry; Creative Writing; Writing to Entertain and Inform
Drama, Speaking and Listening
Science

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WEEK 1 (CHAPTERS 1–9): NO ROOM FOR DAYDREAMERS

SUGGESTED OBJECTIVES

Reading: Comprehension

- Predict what might happen from details stated and implied.
- Draw inferences, such as inferring characters' feelings.
- Identify how language and structure contribute to meaning.

Drama, Speaking and Listening

- Understand a character by completing a Role on the Wall activity.

Writing to Inform

- Write a factual report, including sub-titles and formal language.

Science

- Construct and interpret a food chain, identifying producers, predators and prey.

Poetry

- Write a poem in the style of Matt Goodfellow.

COMPREHENSION QUESTIONS

1. Read pages 1–4. Do you feel this is an engaging opening? Why? How does it persuade you to read on? What techniques does the author use?
2. What might the phrase 'or thereabouts' tell us about Lulu? (page 10)
3. Read up to page 22. Can you describe Wilf in three words and explain your word choices? Why might he make a good friend?
4. There are some inventive names on page 28. Can you create some funny names for the other badgers in the class?
5. Do you agree that humans are 'impulsive and irresponsible'? Can you give any examples that back this up? Why might badgers think humans are like this? (page 38)
6. Use the information in Chapter 5 to plan and write an explanation text detailing how a BOP works. Use formal language, the present tense, and diagrams to add information.
7. What do you think might be happening on page 57? Are there any clues? Why might Lulu be the only badger noticing it?
8. What does the verb 'sidled' suggest about Albert? What might he be up to? (page 73)
9. Use a Venn Diagram to compare and contrast Lulu and Wilf. How are they similar and different?
10. What are your first impressions of Lulu? Do you like her? Does she remind you of any other book characters?

EXTRA ACTIVITIES

Complete a **Role on the Wall** activity. Draw an outline of Lulu. On the inside of your drawing, write down everything you learn about her in these chapters. On the outside, record any questions you might like to ask her. Perhaps you could imagine you are Lulu and answer these questions?

Create a page for a non-fiction book about badgers. Find out about their appearance, diet and how they have adapted to their environment. Create a food chain or web for them, making sure you identify and label the producers, predators and prey.

Spend some time reading and enjoying 'A Special Badger' by Matt Goodfellow. Discuss what you like and dislike about it, and how it links to the story. Work in groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem. Next, **write your own badger poem** based on the characters in this book.

WEEK 2 (CHAPTERS 10–16): REMARKABLE WEATHER WE'RE HAVING



SUGGESTED OBJECTIVES

Reading: Comprehension

- Use dictionaries to check the meaning of words and understand words in context.
- Retrieve and record information.
- Explain your ideas and opinions.
- Use an Emotions Graph to explore a character's thoughts.

Drama, Speaking and Listening

- Rehearse and perform a scene inspired by the story, thinking about characterisation and body language.

Writing to Inform and Entertain

- Write a set of instructions for a technical manual.

COMPREHENSION QUESTIONS

1. Write a dictionary definition of the following words from Chapter 10: *giddy*, *capable*, *dutifully*. Can you use them in a sentence of your own now?
2. Do you think it's sensible to share the details of the top-secret mission with the class? Why? Why not? (page 88)
3. Read to the end of page 97. What sort of notes might Albert be making? Perhaps you can imagine you are Albert and make some top-secret notes of your own?
4. Look at page 129. Albert gives Lulu some rather suspect advice. What advice would you give her? Perhaps you could write her an encouraging letter?
5. What do you notice about the codeword Albert has given Lulu? Why might he have told her this? (page 131)
6. Lulu needs to learn to stop daydreaming and pay attention. Do you agree with this statement? Why? Why not? (page 132)
7. What do you predict has happened to Wilf? Are there any clues? (page 136)
8. Ginger looks 'baffled' on page 139. Why? Can you show a partner what a 'baffled' facial expression might look like?
9. The humans are compared to a 'bewildering swarm' on page 150. What impression does this give? What might it tell us about how Lulu is feeling?
10. In partners, take it in turn to act out the exchange between the Prime Minister and the King of Switzerland. Think about your expression and body language. (page 155)

EXTRA ACTIVITIES

Create an Emotions Graph to plot Lulu's changing thoughts and feelings throughout these chapters. You may wish to refer to: *Meeting Albert*, *attempting the beginner procedures*, *the morning of her first mission*, *piloting the Prime Minister*, *meeting the King*.

Use one of the scenarios on page 80 to **write a playscript**. What might a conversation between three teenage BOPs look and sound like, for example? Think carefully about how a playscript is structured and use the artwork to help inform your stage instructions. Afterwards, work in small groups to rehearse and perform your playscript, thinking about how you can use your body language and facial expressions.

Look at the 'Procedures' in Chapter 13. Can you think of any other 'Procedures' a young human might be involved in? **Plan and write your own procedure** for the badgers' training manual. Think about how to make your writing both formal and amusing. You could extend the task further by including a set of instructions.

WEEK 3 (CHAPTERS 17–23): ALL HOPE IS LOST

SUGGESTED OBJECTIVES

Reading: Comprehension

- Identify and discuss the main themes in the story.
- Create Character Profiles.
- Retrieve and summarise information from a passage and use it to inform writing.

Drama, Speaking and Listening

- Create a Conscience Alley to explore what motivates a character's decisions.

Writing in Role

- Empathise with a character by writing in role.
- Emulate a character's voice and personality.

Creative Writing

- Explore how authors structure their stories and use this to model a new piece of writing in the same style.

COMPREHENSION QUESTIONS

1. Summarise the events in Chapter 17 in six sentences. Now, try to do it in three. What about one sentence?
2. Look at page 160. How does the author create a sense of tension and excitement? Is it successful?
3. Did anything in Chapter 18 make you laugh? Why? Do you think you could use any of the techniques in your own writing?
4. Read to the end of page 190. Why do you think it was so easy for the Velvet Claw to infiltrate the training academy?
5. Lulu is to blame for the chaos caused by Albert's plan. Do you agree? Why? Why not? (page 194)
6. Were you surprised by Ginger's behaviour on page 199? Is she as heroic as you thought?
7. What is it about Lulu that actually makes her the perfect badger for this mission? How is she different to the other badgers? (page 210)
8. Imagine you are a news reporter watching the scenes unfold in Chapter 22. What might you tell an audience watching the television? Perhaps you could write a script for it?
9. Which of these themes is the most important and why? Can you order them from most to least important? *Imagination, teamwork, following rules, friendship, secrecy.*
10. Create illustrated Character Profiles for the following characters: *Lulu, Wilf, Albert, Major Musty, Ginger.* Can you describe each of them in one word?

EXTRA ACTIVITIES

Look at page 194 – what should Lulu do? As a class, **create a Conscience Alley**. One side of the class should be voices persuading her to give up and go home, while the others encourage her to stay and solve the problem. Take it in turns to play Lulu walking through the alley of voices. Afterwards, write a paragraph exploring your decision and feelings. How could you solve the problem?

Write a diary entry in role as Lulu at the end of the story. How would she reflect on what has happened? What are the most important things she's learned about the world around her, overcoming fear, her imagination, and how we treat others?

The sequel to this story comes out in 2025! What might happen? Can you **plan and write a sequel**, thinking about what adventure Lulu, Wilf and their friends might have? Perhaps you could write the first chapter to your story and illustrate it? Alternatively, you could create a comic strip or write a blurb to summarise your proposed sequel and persuade people to read it!