

History and development of *The Giant from Nowhere*

This story was created as a result of a six-week project in a primary school. I worked with two year groups: Year 2 and Year 3.

Everything happened as explained in the resource sheets, and because it was so effective and so enjoyable for us all, I decided to write it up and share our experiences with other professionals and children.

Although these activities took place in a classroom, I know that the story and its message would work really well on a one-to-one basis: parent and child or carer and child.

There are 11 teaching plans that teachers could expand or edit as to their requirements for their children.

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Aims and objectives

Stimulus: *The Giant from Nowhere*

Literacy

- Extend narrative skills.
- Develop communication skills on many different levels.
- Develop language skills and vocabulary.
- Encourage creative writing and provide a platform for varied approaches of communication: story, descriptive writing, reporting, advertising, letter writing, lists, invitations, ceremonial writing, poetry, songs, simple legal forms and so on.

Art

- Develop two-dimensional map making.
- Develop three-dimensional model making.
- Develop skills in painting, drawing, etc.

Social and emotional development

Problem solving

- Look at social problems, homelessness, unemployment, loneliness, not fitting into social 'norms', reasons for unsociable behaviour and possible solutions.
- Consider effects of working, emotional and social growth.

The above activities require children to work in groups or in pairs and share their experiences, supporting each other and working together.

- The final stages of this project led to the involvement of other members of the school community – the headteacher, classroom assistants, parents and carers – developing a real sense of coming together and celebrating the outcome of the project.

Differences and similarities to consider

- Differences between a city and a village in the country.
- Different types of buildings: houses, apartments, shops, flats, supermarkets.
- Different types of employment: policemen, newspaper reporters, shopkeepers, builders, bakers.
- Differences between people and giants!
- Different emotions.
- Different solutions.

Lesson plan 1: Similarities and differences



Read *The Giant from Nowhere* story.

- Using a whiteboard or flip chart, together with the help of the children, design and draw a city and a village, the aim being for the children to understand the differences.

For example, one sheet could contain lots of houses, blocks of flats, roads, cars. Children could help the teacher by drawing in their suggestions.



The other sheet could contain the countryside: trees, fields, animals, one or two roads running through the centre, shops on either side of the road, houses and cottages, with suggestions from the children. The children could also contribute to the drawing.

Some children will have experience of the countryside, and some may not, but through discussion and the drawings it should be possible to explain how very different a city is from a village.



Map making for *The Giant from Nowhere* project – some approaches

Use the whiteboard and a large sheet of cartridge paper or card. This task could be done by a small group with guidance from the teacher; the objective is to create a two-dimensional representation of the countryside with a road and other countryside features such as a river, a bridge and farmland.

Creating the Village

Discuss with the children what shops, houses and so on they might find in a village. Ask questions to get the children to offer up suggestions, such as 'Where do you buy bread?' Explain that this village does not have a supermarket. 'Where do you buy meat or fish or vegetables?'

Write a list on the whiteboard. For example: bakers; butchers; greengrocers; dairy; newspaper shop; post office; clothes, shoes or charity shop; chemist.

You could also ask the children if they can see anything that is missing in the village. Can they think of other useful services? For example: school, church, synagogue, mosque, temple, police station, doctors' surgery, veterinary surgery, mill house, public house, tea shop.

Where do people live? For example: houses, cottages, farm houses.

Village Worksheet

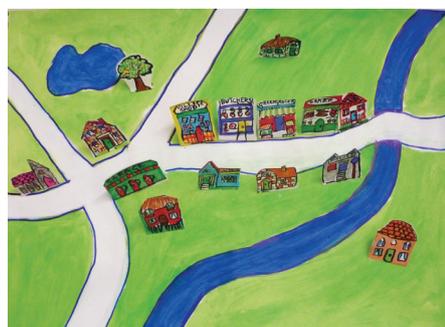
This can be adapted to your requirements: obviously there need to be more houses and cottages than specific buildings such as a doctors' surgery, veterinary surgery or police station. You can add buildings such as a mosque, church, school, temple, mill house, inn or public house, tea shop and anything else you may think of.

- See the worksheet on the next page, print and cut it into eight sections. Fold each one and put them into a hat. Depending on how many children are in the class, you will need to be creative and adapt it in order to produce enough slips of paper to be available to accommodate all the children. For example, as there are more houses/ cottages, make a worksheet with eight sections and repeat if necessary.
- Ask each child to pick one from the hat.
- A classroom assistant could read a description of the building to help where needed.
- The task is to draw on the other side of the slip: a shop, a house, a police station and so on.
- Each one is to be placed on the two-dimensional map of the countryside and village road, so that buildings are on each side of the road, then they can be numbered afterwards. Place some in the countryside.

Linking to the story of *The Giant from Nowhere*

Read the beginning of the story and stop after, 'Go away, you're too big to live here. Go away, we don't want you!' Comment on what a beautiful village the children have made, and say, 'I do hope the Giant doesn't cause us any trouble.'

(Put the two-dimensional plan of the village and the countryside on the wall so that everyone can see it.)



Template for buildings in the Village of Somewhere

Print and cut along the lines, so you have eight little squares of paper. Fold each one and put into a hat for the children to pick their building to illustrate. Add new buildings on another sheet.

<i>Baker's shop</i>	<i>Butcher's shop</i>
<i>Greengrocer's shop</i>	<i>Village shop</i>
<i>Cottage</i>	<i>Post office</i>
<i>Police station</i>	<i>Doctor's house</i>