



The Diary of
Dennis
 THE MENACE



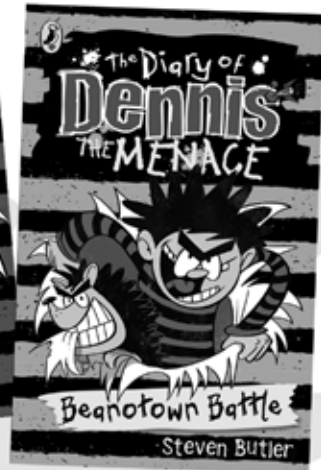
LESSON PLANS FOR SCHOOLS
 TYING INTO



virtually **LIVE**

Friday
 14th March 2014,
 2.00pm – 2.30pm
 GMT





GENERAL APPROACH AND CURRICULUM LINKS

This pack has been created to prepare school children and teachers for the Puffin Virtually Live webcast hosted by Steven Butler, author of *The Diary of Dennis the Menace*, on Friday 14th March.

Steven will be showcasing the newly released *The Diary of Dennis the Menace* in which he takes a peak into the mischievous life of The Beano's biggest prankster Dennis the Menace. The next installment in the series *Beanotown Battle*, will be published in May 2014.

This resource pack provides material for between six and eight hour-long KS2 lessons which can take place during literacy lessons or as extra-curricular activities. It is suitable for students aged 6-11 years and has a literacy focus, but also covers other areas of the curriculum.

MAKING A COMIC STRIP

Students will:

1. Use the comic strip format to create characters, setting, dialogue, and plot
2. Organise ideas on combining pictures, captions and dialogue to report on a specific event or express a message
3. Develop comic strips to depict story-related or self-created events, convey a message, or express interesting information



Other objectives covered in the pack include:

LITERACY

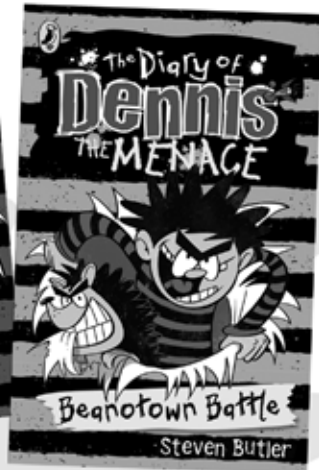
- To improve understanding and comprehension of text types, with focus on humour and comic strips
 - To understand the linguistic conventions of certain text types
 - To be able to identify and use literary techniques effectively
- To create a comic strip for a specific target audience and to use appropriate linguistic and stylistic conventions
 - To interpret an author's language and style

DRAMA AND SPEAKING AND LISTENING

- To participate in discussions, presentations, performances, role play, improvisations and debates
 - To conduct interviews and drama tasks in-role as different characters
 - To present a comic book in a group pitch

DESIGN TECHNOLOGY AND ART

- To use drawing, painting and sculpture to develop and share ideas, experiences and imagination
- To develop a wide range of art and design techniques by using colour, pattern, texture, line, shape, form and space
 - To create sketch books to record observations and use them to review and revisit ideas



GETTING STARTED

First, organise your class into SIX MENACING groups! Each group will be responsible for creating their own Dennis the Menace style comic strip. Each group is named after one of the characters from Beanotown.

To find out more about them, read *The Diary of Dennis the Menace!*

TEAM 1: THE MENACES!

TEAM 2: THE DENNISES!

TEAM 3: THE GNASHERS!

TEAM 4: THE MINXERS!

TEAM 5: THE GNIPPERS!

TEAM 6: THE BASH STREET KIDS!

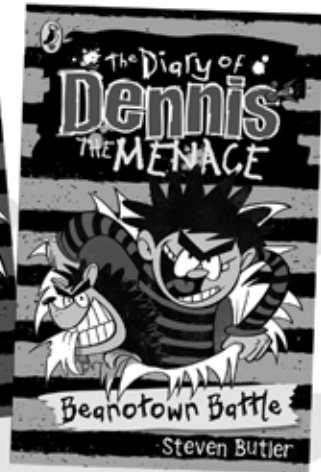
You might also want to allocate the following roles within each group:



Lesson by lesson, students will gather material for their final comic strip storyboard. Make sure that each team Captain keeps all of the character profiles, rules, diary entries and comic strip panels in preparation for the final product!

NOW YOU'RE READY TO START!

The Diary of Dennis THE MENACE



LESSON 1:

THE CHARACTERS OF BEANTOWN

OBJECTIVE: TO INTERPRET KEY WORDS USING WORD ASSOCIATION AND INFERENCE

OUTCOMES: PROFILES FOR KEY CHARACTER; LABELED DRAWING OF CHARACTER

Lead-in task:

Here is a list of some of the characters in The Diary of Dennis the Menace:

DENNIS THE MENACE
GNASHER
CURLY
THE COLONEL
PIE FACE
MRS CREECHER
WALTER
MINNIE THE MINX



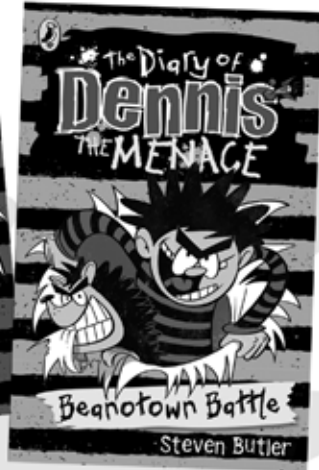
Which character might be the oldest?
Which character might be the youngest?
Which character might be the most normal?
Which character might be the funniest?
Which character might be the most hairy?
Which character might be the most studious?



Task 1:

How can you show something about a character through their name?
Create your own character and character name.





LESSON 1:

THE CHARACTERS OF BEANOTOWN

Task 2:

Complete a Profile for your character:

Mugshot:

Name/alias: _____

Age: _____

Place of birth: _____

Gender: _____

Address: _____

Appearance and distinguishing marks: _____

Costume: _____

Weapons/inventions: _____

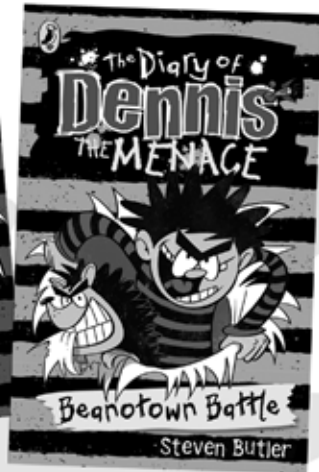
Powers/strengths: _____

Vices/weaknesses: _____

Family history: _____

Everyday persona: _____

Known associates and enemies: _____

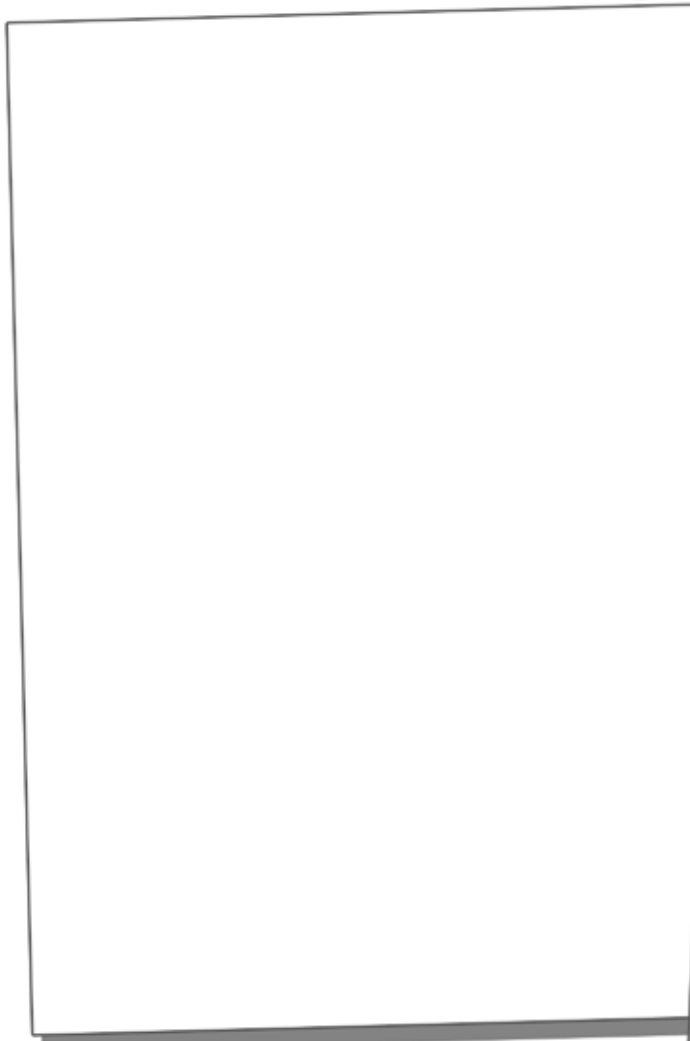


LESSON 1:

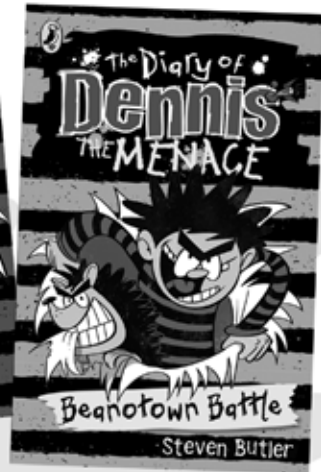
THE CHARACTERS OF BEANOTOWN

Task 3:

Now draw your character and label him/her, taking inspiration from page 50 of The Diary of Dennis the Menace.



The Diary of Dennis THE MENACE



LESSON 2:

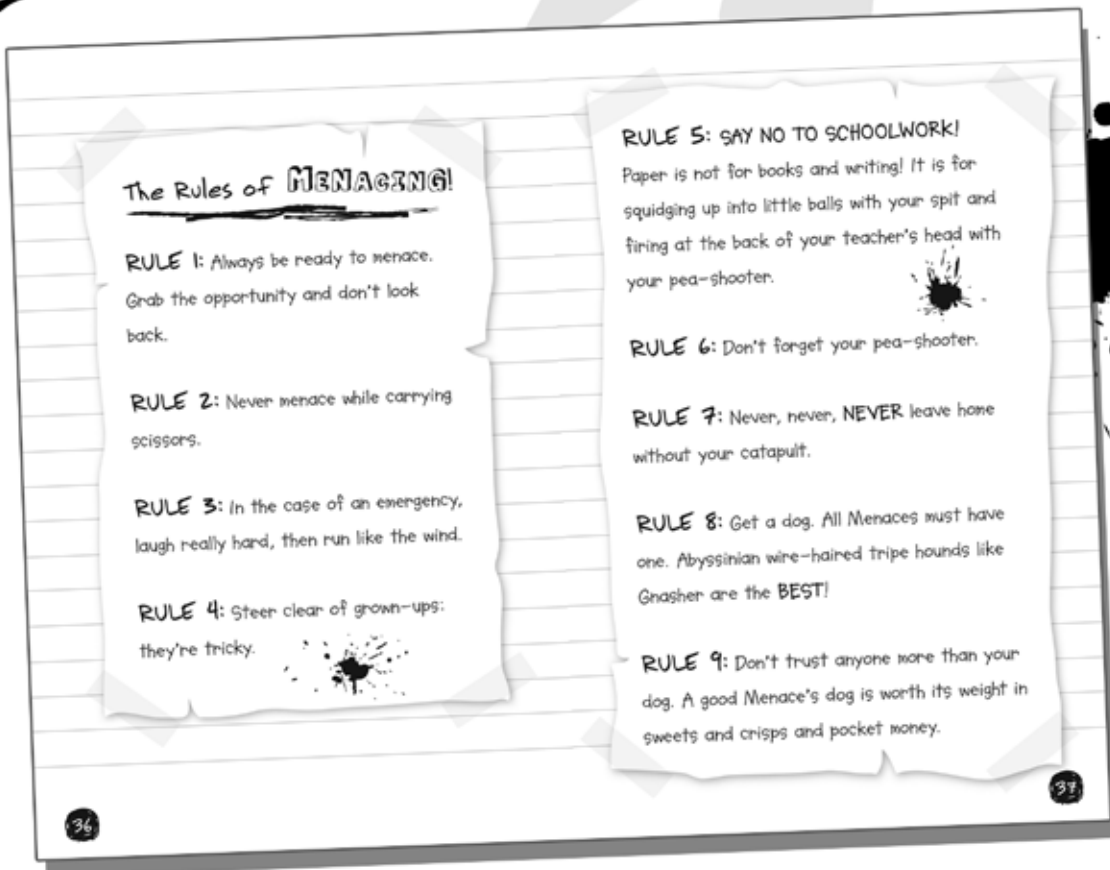


THE RULES OF MENACING!

OBJECTIVE: TO ORGANISE AND ANALYSE THE BOOK'S KEY THEMES AND IDEAS AS A GROUP
OUTCOMES: LIST OF 'THE RULES OF MENACING' AND PRESENTATION OF RULES TO THE CLASS

Lead-in task:

Read pages 36 and 37, where Dennis lays out 'The Rules of Menacing':



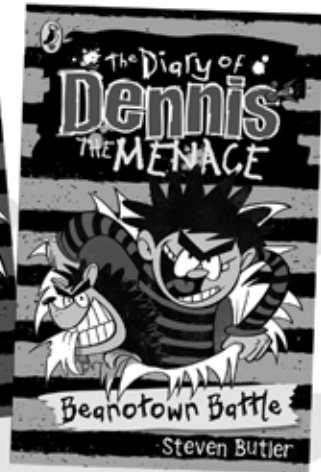
Task 1:

Question: Which rule is most important to Dennis? How do you know? How does Dennis exaggerate to create humour?

Can you find more examples of exaggeration in *The Diary of Dennis the Menace*?

In groups, prioritise the ideas from most important to least important. Remember to fulfill your roles of Team Captain, Scribe, Researcher, Communicator, Reader or Brainstormer!





LESSON 3:

MY KIND OF DIARY!

OBJECTIVE: TO IDENTIFY LINGUISTIC TECHNIQUES AND TONE AND TO CREATE A DIARY ENTRY
OUTCOMES: A DIARY ENTRY IN ROLE AS A CHOSEN CHARACTER

Lead-in task:

Imagine the summer holidays are about to begin. List three things either you or your character (from lesson 1) would want to do in the summer holidays.

1:

2:

3:

Task 1:

Which of the following names are best for Dennis' diary?
Encourage students to discuss why each title is effective:

"MY KIND OF DIARY!"

"A DENNIS DIARY!"

"A MENACING DIARY BY DENNIS!"

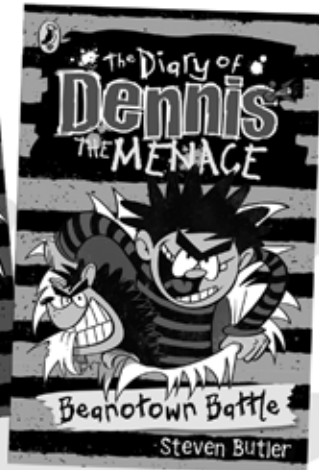
Can you find an example of alliteration?

Can you find an example of a strong adjective?



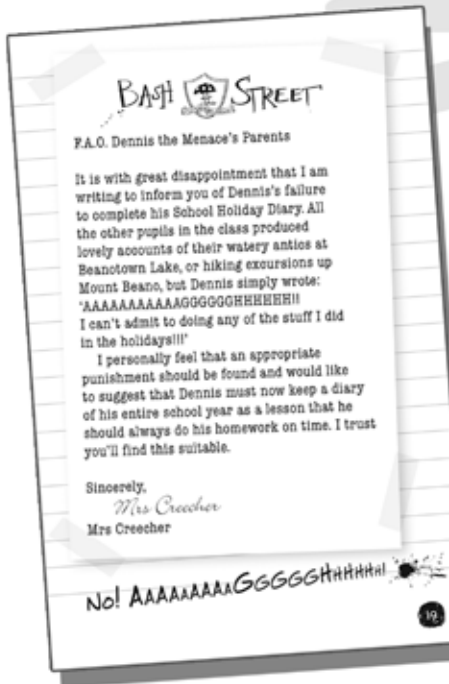
Name your own diary using either alliteration or good adjectives.

The Diary of Dennis THE MENACE



LESSON 3:

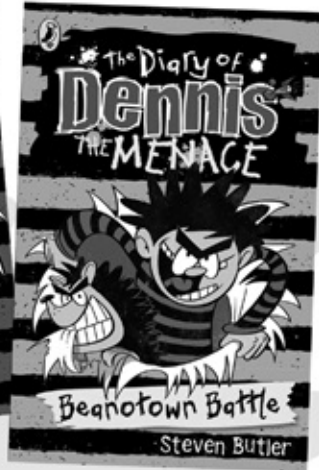
MY KIND OF DIARY!



Task 2:

Read page 19, then 24 and 25 of *The Diary of Dennis the Menace*. Can you see the differences between the way Mrs Creecher writes and the way Dennis writes? Who writes in the most formal tone and why? Who writes in an informal tone and why? Put formal and informal phrases into two different columns.

FORMAL	INFORMAL



LESSON 3:

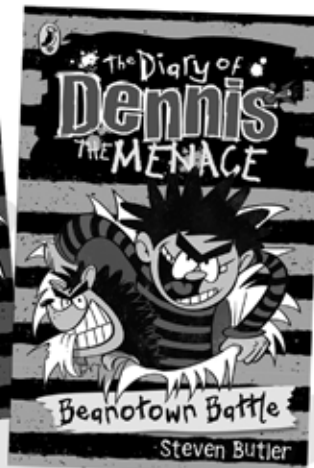
MY KIND OF DIARY!

Task 3:

Choose one of the things that you or your character would want to do in the summer holidays. Write a short diary entry in the voice of your character to describe the event. Decide whether your character speaks formally or informally.

6.30am	3.00pm
9.00am	5.30pm
12.00am	9.00pm (bedtime!)
24	25

*An extension could be that students design and create their own diary template.



LESSON 4:

INTERVIEWING DENNIS THE MENACE

OBJECTIVE: TO EMPATHISE WITH A GIVEN CHARACTER AND CREATE A DRAMA PIECE

OUTCOMES: A SHORT INTERVIEW (DRAMA) BETWEEN TWO CHARACTERS

Lead-in task:

If Dennis the Menace was interviewed on the television, what do you think he'd be like in real-life?

Brainstorm your ideas using the following headings:

APPEARANCE:

BODY LANGUAGE:

VOICE:

FACIAL EXPRESSIONS:

Task 1:

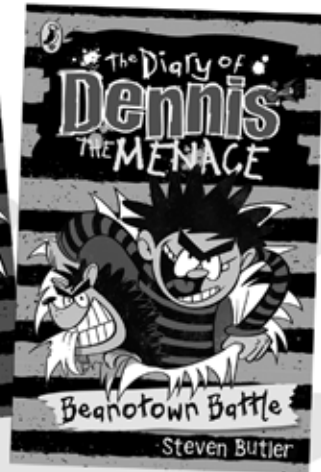
Ask students to pair-up with someone in their group and read their diary entries from the last lesson. Award bonus points for students who use body language and voice to make their characters come to life!

Listen to your partner's diary entry again. As you listen, brainstorm a list of questions that you would want to ask your partner in an interview. You can exchange "profile sheets" from lesson 1 to make it easier.

Task 2:

In pairs, conduct an interview between the two characters. If it's easier, one character can be Dennis the Menace. Think about using exaggeration to make it funny for the audience.

The Diary of Dennis THE MENACE



LESSON 5:

BASH, SPLAT, THWACK!

OBJECTIVE: TO IDENTIFY USES OF ONOMATOPOEIA AND TO USE THIS TECHNIQUE IN YOUR OWN WRITING
OUTCOMES: A COMIC STRIP "PANEL" WITH EXAMPLES OF ONOMATOPOEIA

Lead-in task:

Imagine you are Fire! If fire had a written language, it might look something like this:

**FZIP RROAZZ SHWIFF
PRRIP CROOAR**

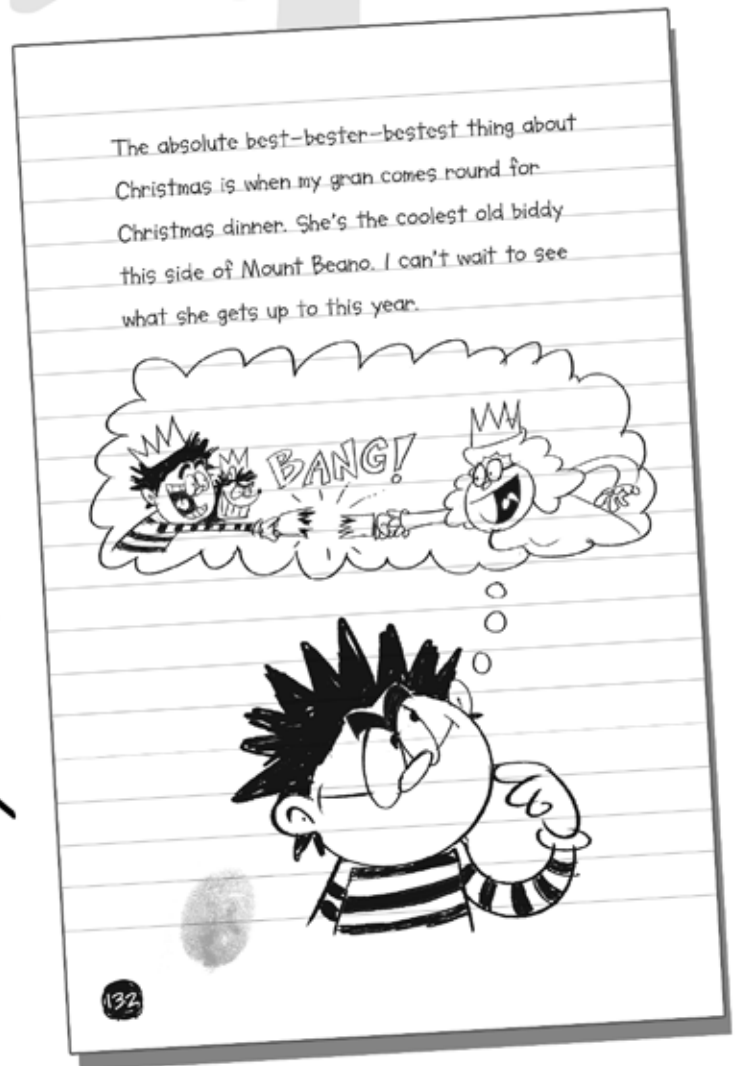
When words sound like what they mean, this is called onomatopoeia. Comic books use onomatopoeia, sometimes for comic effect, sometimes to shock the reader.

Choose one of the following things and invent a new language for it:

**THE WIND
THE SEA
THE RAIN
AN AEROPLANE**

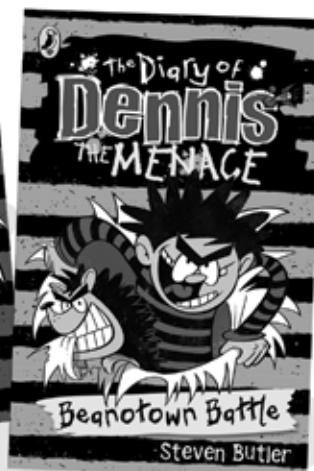
Task 1:

Read page 132. Can you find an example of onomatopoeia? What sound is the word trying to make?





The Diary of Dennis THE MENACE



LESSON 5:

BASH, SPLAT, THWACK!



Task 2:

Look at the following examples of onomatopoeia:

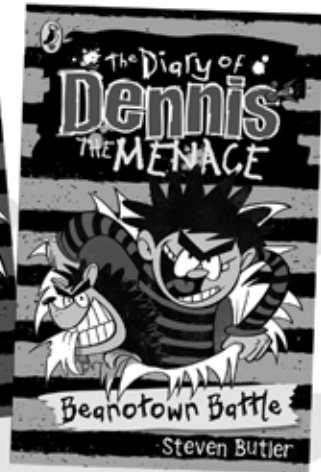


What context could these words be used in? If musical instruments are available, ask students to experiment with the sounds.

Task 3:

Choose one of these words and create a picture to show why it might be used. Don't forget to include speech/thought bubbles. Make sure you look at page 132 for inspiration!





LESSON 6,7 & 8:

CREATING A COMIC STRIP

OBJECTIVE: TO CREATE A COMIC STRIP CONSISTING OF 8 PANELS, IN GROUPS

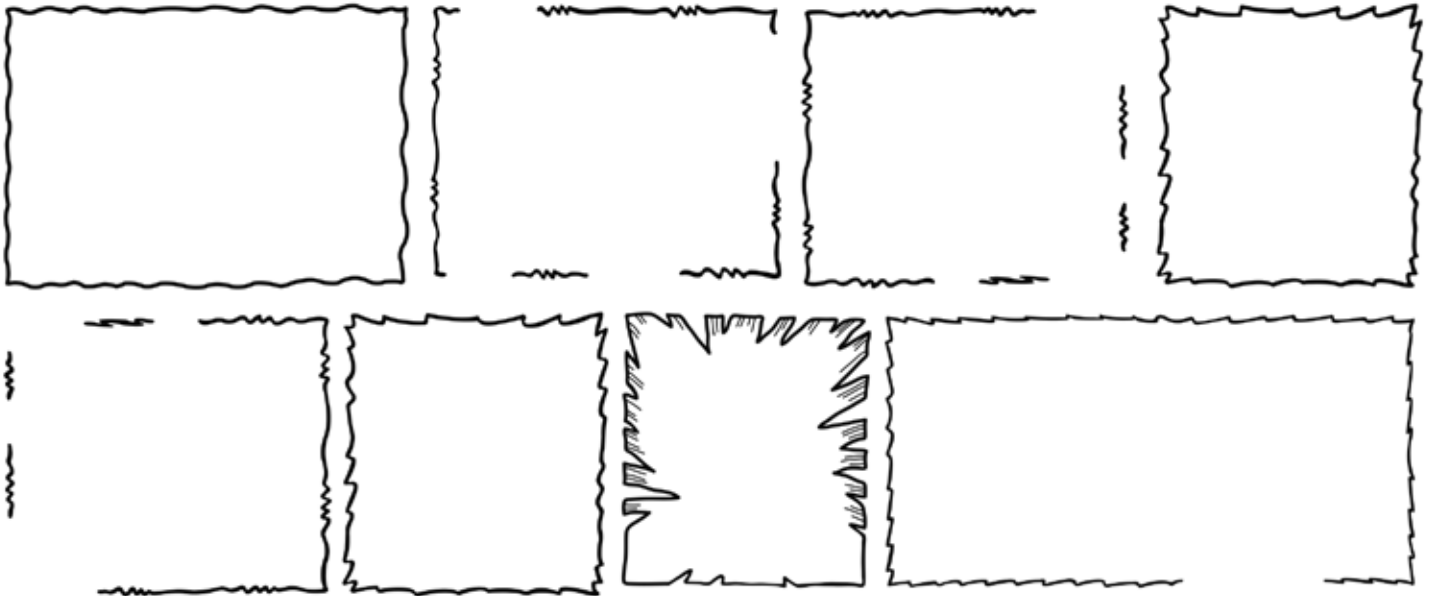
OUTCOMES: AN 8-PANELLED COMIC STRIP

Lead-in task:

In your groups, choose one of the following events and brainstorm how it could be exaggerated for comic effect:



- A TRIP TO THE SEASIDE
- A SCHOOL ASSEMBLY
- SPORTS DAY

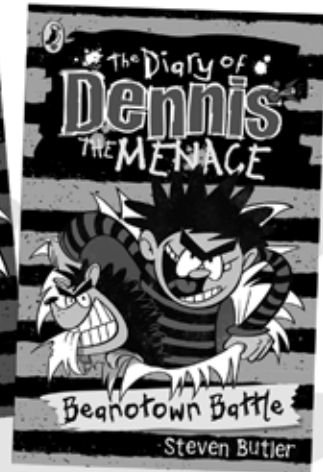


Task 1:

Now you need to decide on characters. Give students the choice to use Dennis the Menace, Gnasher and friends, or to use the characters that they have created during the last few lessons (preferable). A mixture of both would be fun!

Ask students to choose six characters for their comic book and one MAIN character.

Ask students to create a panel-by-panel outline of what will happen in their comic strip.



LESSON 6,7 & 8:

CREATING A COMIC STRIP

Task 2:

Ask students in groups to complete one panel each. The group needs to work together to create the comic strip.

Task 3:

: After one, maybe two/three lessons working on the comic strip, students should present back to the class and then vote on their favourite.



WHO IS THE WINNER OF THE MOST MENACING COMIC STRIP COMPETITION?

YOU DECIDE!



ALSO AVAILABLE:

