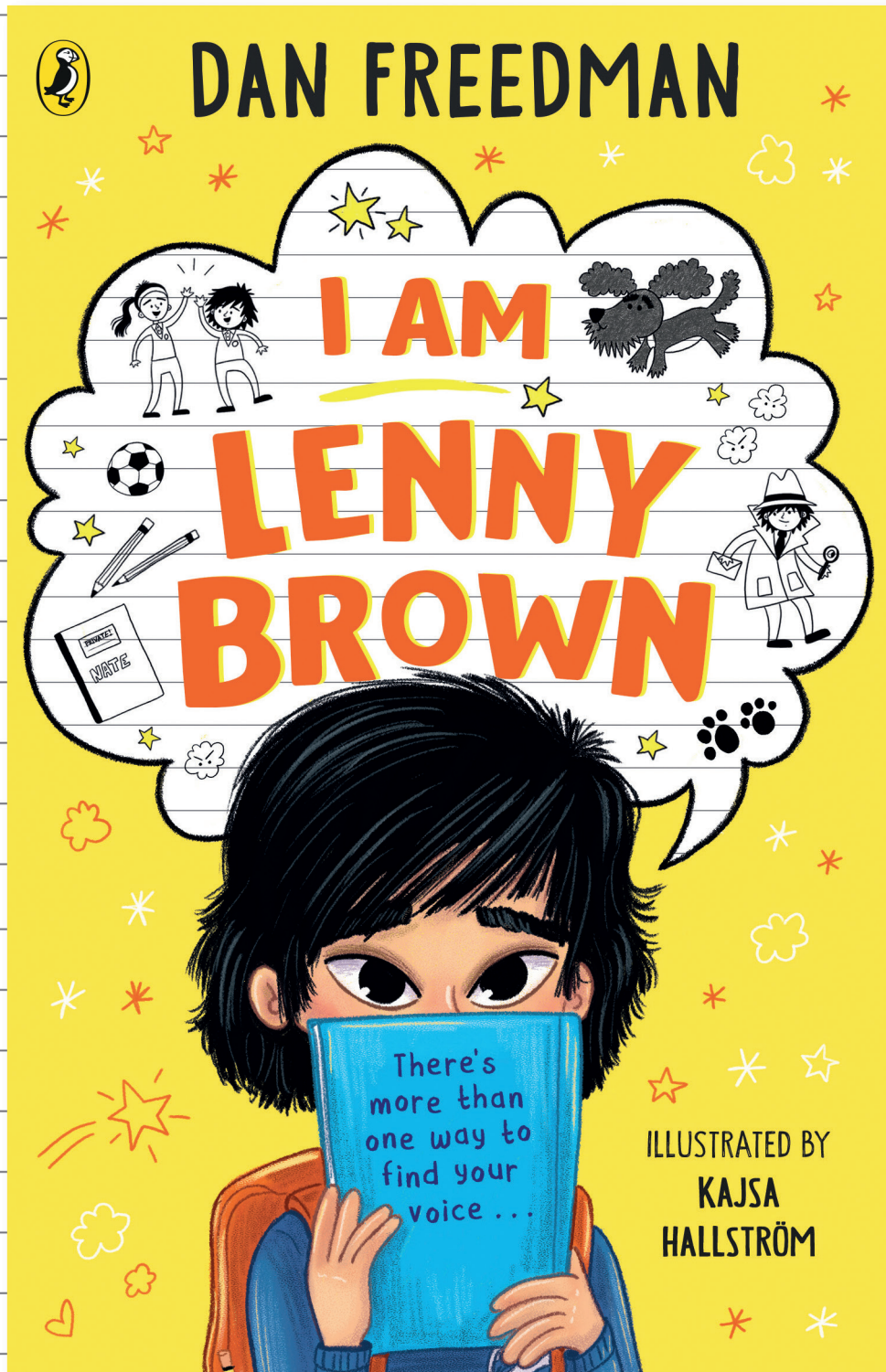


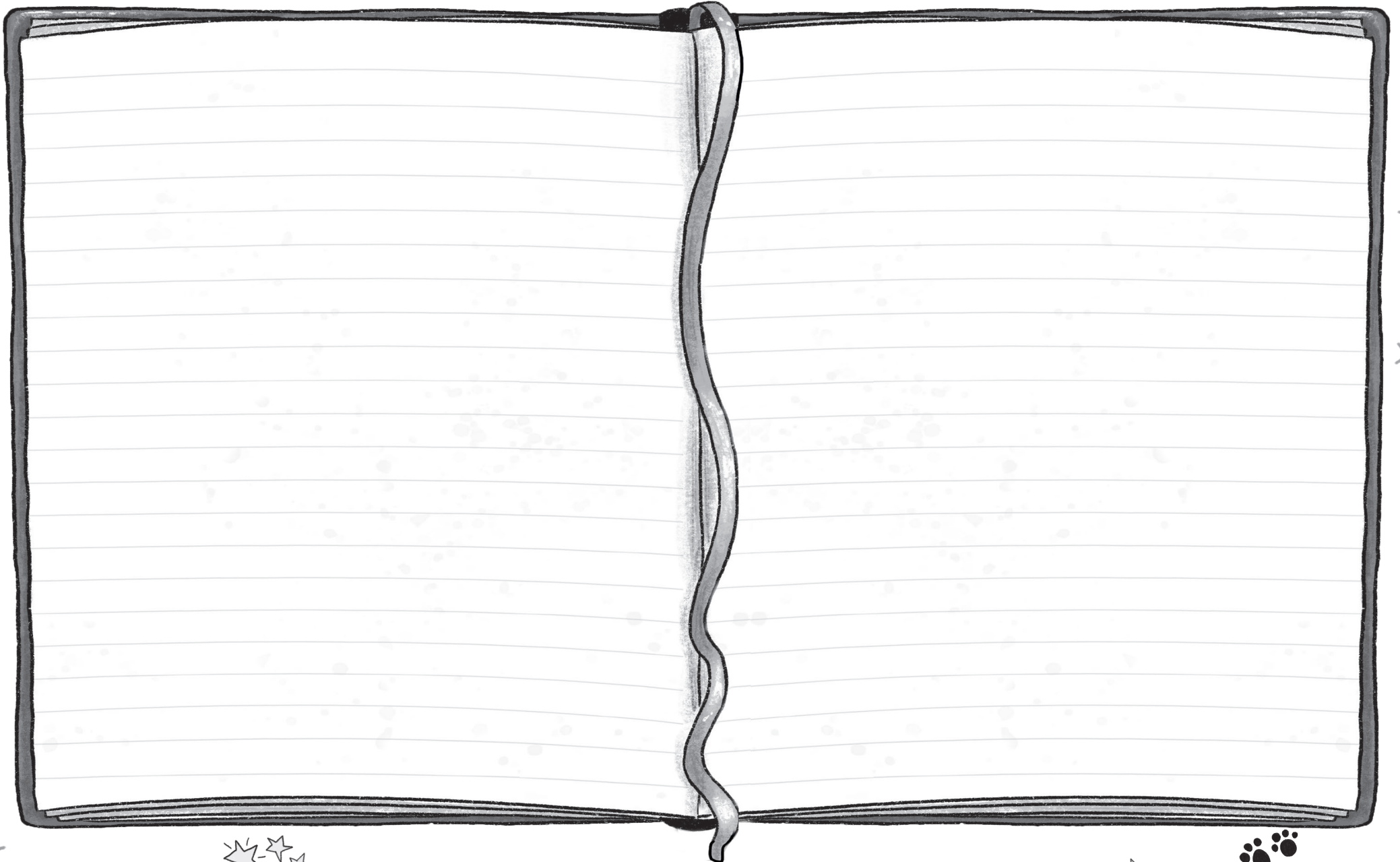
CLASSROOM RESOURCES



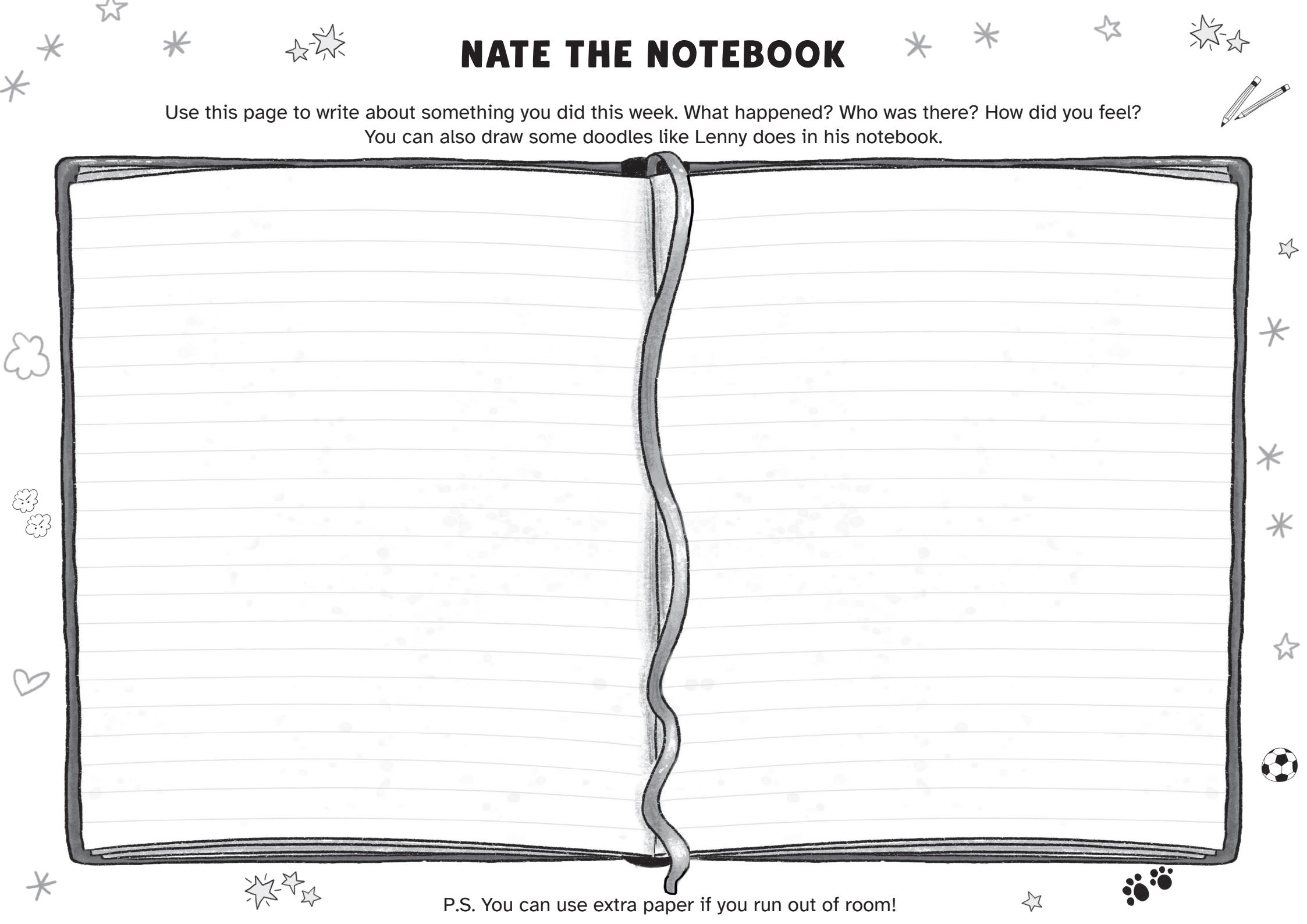
KS1-KS2

NATE THE NOTEBOOK

Use this page to write about something you did this week. What happened? Who was there? How did you feel?
You can also draw some doodles like Lenny does in his notebook.



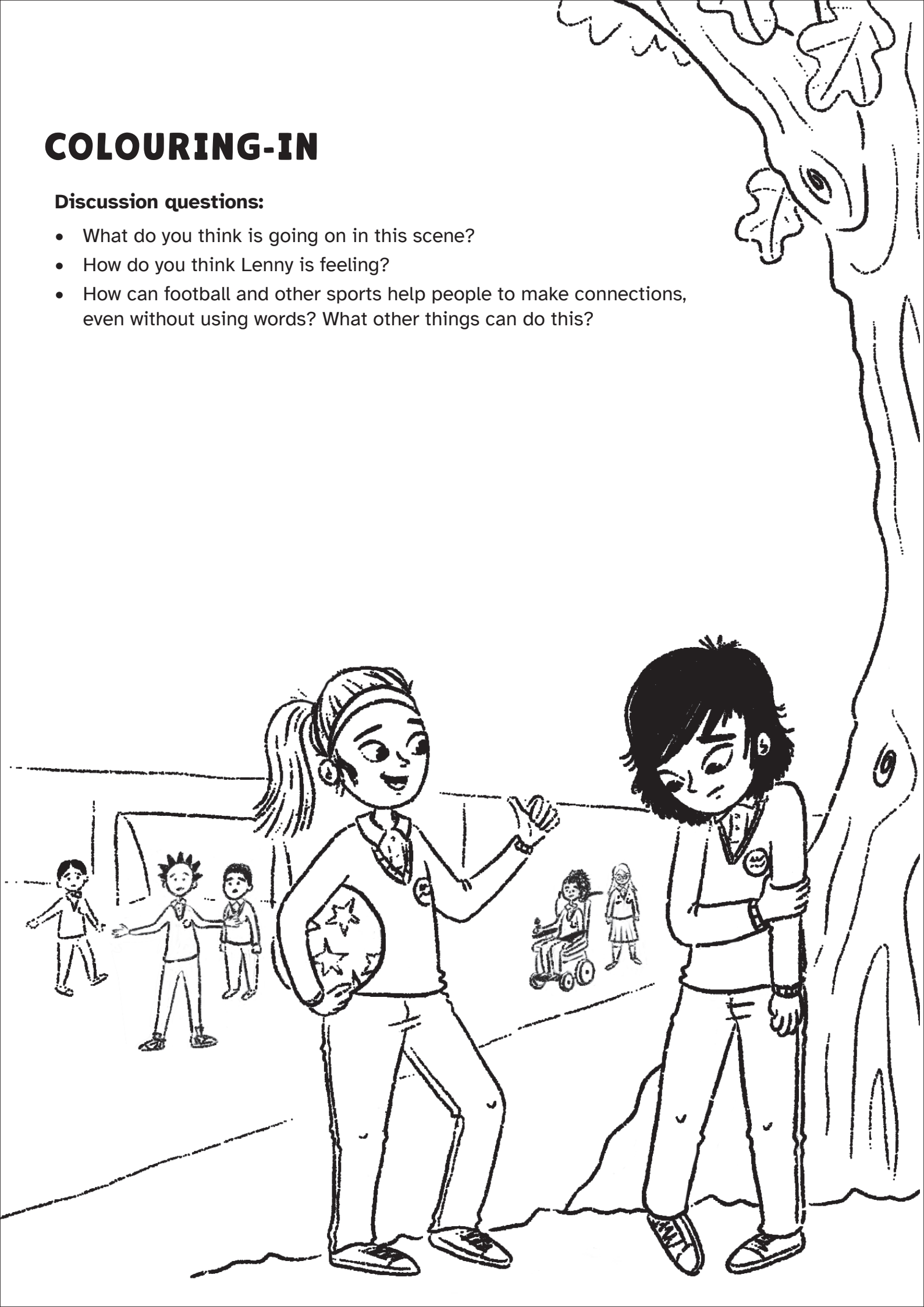
P.S. You can use extra paper if you run out of room!



COLOURING-IN

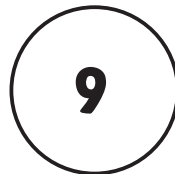
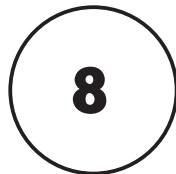
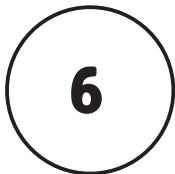
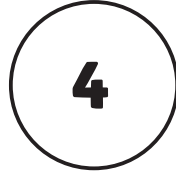
Discussion questions:

- What do you think is going on in this scene?
- How do you think Lenny is feeling?
- How can football and other sports help people to make connections, even without using words? What other things can do this?



KINDNESS BINGO

Colour in the numbered circles on your card each time you complete a kindness challenge!



1 Ask how someone is feeling

2 Hold the door for someone

3 Invite someone to join a game

4 Write someone a letter (or draw them a picture)

5 Help tidy up

6 Let someone borrow a pencil

7 Give someone a compliment

8 Wave good morning to someone

9 Make up your own kind thing!

ADDITIONAL TASK:

What is empathy? Look it up in a dictionary or ask your teacher, and then write your definition here:



CLASSROOM DISCUSSION QUESTIONS

Additional discussion questions to have as a class or in smaller groups.

Lenny asks Mum
how to make friends.
How do you do it?
Why are friends
important?

Lenny finds it hard to talk to
people at school as he has
selective mutism. What does this
mean? Are there ever times when
you can't speak or feel like you
don't have a voice?

What does it mean to
be or feel different?

Why does Lenny feel
comfortable with
Layla?

Can you feel lonely
even if you are with
other people?

Is shyness a
weakness?

What is something
you have learned
from reading *I Am
Lenny Brown*?



ADDITIONAL TEACHING RESOURCES

Below you'll find more suggested activities and discussion questions for *I Am Lenny Brown*. These activities will help build children's understanding and engagement with the story, as well as their empathy, creative writing, and critical thinking skills.

ACTIVITY: HOT SEATING

DESCRIPTION:

Children create a list of questions to interview the main characters from the book. Children take it in turns to sit in the "hot seat" and be one of the characters from the book, while the rest of the group/class ask them questions. The person in the hot seat should answer in character.

LEARNING OUTCOME:

Children practice their critical reading skills and build their understanding of the main characters. Children also practice their public speaking skills when talking in front of the whole group.

ACTIVITY: MAGAZINE INTERVIEW

DESCRIPTION:

This can be a continuation from the hot seating activity. Children write up a newspaper or magazine interview with Lenny or a different character, writing out the questions and character responses in voice.

LEARNING OUTCOME:

This activity provides creative writing practice, as well as helping children build empathy for Lenny.

ACTIVITY: LETTER WRITING

DESCRIPTION:

Children can write Lenny a letter, either sending a message of support or asking him questions about the events in the book. E.g., how did it feel to move schools? Encourage children to share their own experiences and how they can relate to Lenny.

LEARNING OUTCOME:

Children will practice their writing skills.

ACTIVITY: KINDNESS JOURNAL

DESCRIPTION:

Children start to keep a "kindness journal" where they write down nice things that people have said or done for them. Encourage kids to also reflect on why these examples show kindness and how this made them feel.

LEARNING OUTCOME:

Helps build children's self-esteem.

ACTIVITY: FREEZE FRAMING

DESCRIPTION:

Split children into groups and choose a scene from the book. Assign each child a character from the book.

Each child needs to create a “freeze frame” of the character that they are portraying in that scene, showing the action they are doing and a facial expression to show how they might be feeling at that point. The teacher can then go around and “thought tap” characters at random by patting them on the shoulder. The child then needs to say what they are thinking in the ‘voice’ of that character.

LEARNING OUTCOME:

This builds children’s engagement with the book.

Also improves children’s public speaking and drama skills if performed in front of the class/wider group.

ACTIVITY: DEBATE OR “CONSCIOUS ALLEY”

DESCRIPTION:

Pick a big decision from the book, e.g. Lenny trying to decide whether or not to ask Layla if he can play football with her.

Split the class into two groups, for and against. Each group must come up with as many reasons as possible for why Lenny should or should not do something.

Then ask the children to stand in parallel lines facing each other, with a for and against side. Pick one child to be Lenny, who then must walk down the “alley” asking each child on either side what they think Lenny should do.

At the end, the child needs to decide what Lenny would do. Discuss the possible decisions Lenny could make as a class.

An extension of this activity would be to turn the children’s responses into an advice column writing exercise.

LEARNING OUTCOME:

Critical thinking and problem-solving skills.

ACTIVITY: AFFIRMATION CARDS

DESCRIPTION:

Based on nice things that are said or happen in the book, encourage the children to create “positive affirmation card”.

These are statements that can be said individually or as a class, or even written down in a journal. Each statement is a positive message, e.g., “I am confident and brave.” Or “I can be a positive leader to others.”

Once the class has created a set of affirmation cards, you could discuss these as a class and how they relate to events in the book and in real life.

LEARNING OUTCOME:

Helps build a positive mindset.

Develops self-esteem and confidence.

THE AUTHOR

DAN FREEDMAN is best known for his hugely popular series of Jamie Johnson football novels (Scholastic UK), which have sold more than 800,000 copies, and been adapted for TV by the BBC and broadcast around the world. Before becoming an author, Dan was managing editor for the FA. He interviewed the likes of Messi and Ronaldo, and has been to two World Cups as part of the official England Team group. He was also part of the official delegations to meet the Queen, the Prime Minister and Nelson Mandela. When not writing, Dan gives talks at schools and sports clubs, encouraging young people to go for their goals, and has made more than 2,000 school visits during the last decade.

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