

## Inquiry Curriculum context planning

### **Title: Giants - The Selfish Giant**

A team of experienced park designers are commissioned by two elderly (and very tall) ladies to build a park in memory of their brother. The sisters would like the park to be open to the public and to be of particular interest to young children who their brother enjoyed playing with in his own garden. The park is to be built on the site of their brothers' old house, a large and interesting ancient castle.

### **Context:**

This unit begins with the children taking on the responsibility of designing a park in memory of the giant from the story 'The Selfish Giant' by Oscar Wilde. Commissioned by the giant's sisters, the park is to be built on the site of the giant's castle and original garden. The sisters would like a park designed in the spirit of their brother's friendship of children and love of flowers, trees and birds. They also would like the park to tell visitors about the giant's life and the story of how he changed from being a selfish person, who didn't want to share his garden with local children, into a kind and generous person, who knocked down the wall he built to keep the children out and then welcomed them in.

In working on the commission the students will study subjects across the curriculum, in particular science, geography, English and art and design. Furthermore, after designing and making the park the designers might extend their remit and find further commissions with other giants, possibly attempting to 'rehabilitate' the ones with poor reputations.

Children's literature has many stories about misunderstood giants or giants that change, the obvious ones being, Roald Dahl's 'Big Friendly Giant' and Raymond Briggs' 'Jim and the Beanstalk'. Both of these books would make very good contexts from follow up clients and commissions.

### **Inquiry Questions:**

**Social:** "What responsibility do we have to each other's well-being and happiness?"

**Cultural:** "What can stories about giants tell us about culture and the past?" "What part do parks and gardens play in our cultural lives?"

**Political:** "Should everyone have equal and unrestricted access to parks and public spaces?"

**Historical:** "What do stories about giants tell us about changing social attitudes towards difference?"

**Environmental:** "What role can parks and gardens play in improving people's lives and the environments they live in?"

**Critical:** "Should gardens and parks ever be closed to the public?"

**Ethical:** "Do some people deserve to be remembered more than others?"

**Spiritual:** "Do memorials help people to remember the lives of others?" "Does the story of the selfish giant tell us something about christian forgiveness?"

## **Main Curriculum areas:**

### **Science**

#### **SC1: Scientific Enquiry**

Ideas and evidence in science

- Investigative skills
  - Planning
  - Obtaining and presenting evidence
  - Considering evidence and evaluating

#### **Sc2 Life processes and living things**

##### **Green plants**

Pupils should be taught:

- to recognise that plants need light and water to grow
- to recognise and name the leaf, flower, stem and root of flowering plants
- that seeds grow into flowering plants.

##### **Living things in their environment**

Pupils should be taught:

- find out about the different kinds of plants and animals in the local environment
- identify similarities and differences between local environments and ways in which these affect animals and plants that are found there
- care for the environment.

### **English: Reading**

#### **Knowledge, skills and understanding**

##### **Contextual understanding**

- focus on meaning derived from the text as a whole
- use their knowledge of book conventions, structure, sequence and presentational devices
- draw on their background knowledge and understanding of the content.

##### **Literature**

- To develop their understanding of fiction, poetry and drama, pupils should be taught to:
  - identify and describe characters, events and settings in fiction
  - use their knowledge of sequence and story language when they are retelling stories and predicting events

- express preferences, giving reasons
- learn, recite and act out stories and poems
- identify patterns of rhythm, rhyme and sounds in poems and their effects
- respond imaginatively in different ways to what they read

#### **The range should include:**

- stories and poems with familiar settings and those based on imaginary or fantasy worlds
- stories, plays and poems by significant children's authors
- retellings of traditional folk and fairy stories
- stories and poems from a range of cultures
- stories, plays and poems with patterned and predictable language
- stories and poems that are challenging in terms of length or vocabulary
- texts where the use of language benefits from being read aloud and reread.

### **Art & Design**

#### **Exploring and developing ideas**

#### **Investigating and making art, craft and design**

#### **Evaluating and developing work**

#### **Knowledge and understanding**

##### **Breadth of study:**

- exploring a range of starting points for practical work
- working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
- using a range of materials and processes
- investigating different kinds of art, craft and design

### **Geography**

#### **Geographical enquiry and skills**

- ask geographical questions
- communicate in different ways
- use geographical vocabulary
- make maps and plans

#### **Knowledge and understanding of places**

- identify and describe what places are like
- recognise how places have become the way they are and how they are changing

## **Overview:**

**Author: Tim Taylor**

**Theme: Giants - The Selfish Giant**

**Age Range: KS1 - Early Years**

**Main Curriculum Focus: Science, Reading, Art & Design, Geography**

**Inquiry Question:**

**Expert Team: Garden designers**

**Client(s): The Giant's Sisters**

**Commission: Design a garden in memory of the giant and his friendship with the children**

## Steps in: Resources

- A copy of “The Selfish Giant” by Oscar Wilde - the version illustrated by [Michael Foreman and Fraire Wright](#) is very good
- A stack of A5 paper and pencils
- A collection of resources to make the park - i.e. ropes, hoops, lego, large sheets of paper, art straws etc.
- The list of places in the park (see resources list at the end of this planning unit) laminated, printed and cut out.

### Step 1: Reading the story

In this step you will read the story to the children and then spend time discussing some of the story’s events, themes and ideas. You will recognise the structure of this first session if you are familiar with the P4C ‘philosophy for children’ method developed by [Matthew Lipman](#) in America and the Society for Advancing Philosophical Enquiry and Reflection in Education ([SAPERE](#)) in the UK.

- I. Bring the class together on the carpet.
- II. Show the cover of the book to the students, read the title. Read the back and then ask the class to take a look at the picture of the giant on the front cover. They might not spot the children in the tree straight away, but give them time. And then ask them to see if they can read the giant thoughts. Tell them there are clues in the giant’s eyes and his mouth and the way the children and the birds in the tree are sitting. Don’t worry about the student’s answers, some might think giants are only dangerous and so the giant must be thinking terrible thoughts, others might be able to read the signs more clearly. Take a neutral stance yourself and ask follow up questions to extend the student’s thinking. *“Ah. I see, so he’s thinking: ‘I’m going to eat these children.’ But why are the children not running away? Oh, because he’s tricked them! Ah, then he might be a clever, devious, giant...”*
- III. *“Lets find out...”* And start reading the book. Say to them: *“At the end of the story, we’re going to think of as many questions as we can about what happens in this book. So as I’m reading please be asking questions in your head.”* As always give the children time to look at the illustrations and ask questions as you read.
- IV. *“I don’t know if you have any questions. But if you do, could you please turn and tell the person next to you. If you don’t, find someone who does.”*
- V.

**Note:** Depending on the age and experience of the children in your class they might find this activity very difficult or very easy to do. When children first come to school most know how to ask questions, but many don’t know that questioning is what they are doing. So, if you ask children at this stage in their development to ask questions about the story many are likely to make statements. For example, *“The giant was angry.”* If you find this happening with your own class then we recommend having a list of question starters (How, Why, When, Where, Were, What, Who, Could, Did or I wonder) on the board/wall which you can use with the children to make a statement into a question. For example: *“Yes, I see. The giant was angry. (You write: ‘The giant was angry’ on the board) Ok, lets see if we can turn that statement into a question. We could look down the list... How about: ‘Why was the giant angry?’ (You write that on the board) Or: ‘What made the giant angry?’ (Again write it on the board). After a while the students might start helping you out.*

- V. *“Once you have a question in your head, could you please grab a piece of paper (from the stack of A5) and a pencil and write your question down. You might want to use the question starters on the board. Don’t worry to much about the spelling, someone might be able to help you with the tricky words.”*  
Activity: The students write their questions on the A5 paper, encourage them to write as many as they can. Go round helping as much as they need and read some of them out as you go.
- VI. Gather the class back together. Ask them to read their questions and choose the one they think is the most interesting.

**Note:** If this is the first time the students have done an activity like this then many of their questions are likely to be simple, fact finding questions, for example: *“Did the giant have a beard?”* However, you can help extend even the most straight-forward question by asking a carefully phrased follow up. *“I wonder if the giant let the children play in his beard? They must have really trusted him... I’m not sure I’d want to get that close to his mouth, however friendly he was being.”* I wonder questions are often the most open-ended, and automatically invite speculation. You can encourage the students to start using ‘I wonder’ questions themselves. An ‘I wonder wall’ makes a good display.

- VII. Ask the students to read out their most interesting question and write them up on the board, using the question-starters list to rephrase the questions if need be. Always ask the student who devised the original question if they are happy with the changes.

**Note:** As you write the student questions on the board start to develop in your own mind a list of themes that seem to be emerging. Teachers new to P4C sometimes find this kind of analysis difficult to develop in their own practice. It often helps to make a theme list of your own before reading the story to the class. If you have the time try making a list for the ‘Selfish Giant’, it might help to have it close by as you work in the classroom. We’ve made a **themes list** of our own which you’ll find in the resources section at the end of this unit.

- VIII. Once all the questions are on the board then you’ll need to choose, with the students, one as a starter. In the SAPERE approach to P4C they recommend a vote among the students. They argue this is a good opportunity for students to practice their skills in democracy. However, it can be quite a time consuming activity and we recommend you decide whether to have a vote depending on how the session is developing and if it is in the student’s interests.

**Note:** If you decide not to run a vote, then you’ll need to be a little subtle in how you choose the question to start with. Often the best method is just to discuss your thinking with the class. *“I’ve noticed there is quite a lot of interest in why the giant knocked down the wall... What about if we look at that picture again and read what it says in the book... (Look at the picture again together and read the text) Is there someone who might like to start... Liam you wanted to know why the giant knocked down the wall... Would you mind saying a little bit more?”*

- IX. As the children talk encourage them to join up their thinking, and build on the ideas of other. You might find yourself saying something like the following:
- *"That's interesting... Could you say a bit more..."*
  - *"That sounds a bit like something Jess said... Would you agree?"*
  - *"I think I understand... Could you just tell me if I've got it right?"*
  - *"Oh, so you disagree with Jim. What do other people think?"*
  - *"Blimey. I hadn't thought of it like that. Do you think the giant would have carried on just the same if...?"*
  - *"But what about when...?"*
  - *"I see what you're saying... Devon what's your view?"*
- X. If you can, try and write down some of the things the student's say and bring in their other questions. At the end of the conversation you might spend a bit of time reflecting with the students.
- *"I don't know about you, but I think differently about the giant now than I did. It was quite a sad story don't you think? But sad in a way that makes you feel better, not worse..."*
  - *I was thinking, you know at the end, when the giant dies, do you think, if we were the people in the village, the children's mums and dads, do you think we could bury the giant?*
  - *I mean it would make quite a big hill, and some of the children might like to climb to the top and look around... And roll down, like a game. What do you think?*
  - *Well, if you do think its a good idea could you grab a spade, I've got one here... (reach behind and model picking up a spade. Stand up and wait for those who want to join in)*
  - *I'm glad you've come to help. As you can see we've got quite a big job. As you know our friend, the children's giant, has died in his garden and we're here to bury him under his own hill. Its probably going to take us all day. I hope you don't mind a bit of digging... (Start modelling digging)*
  - (Stop after a bit) *"I've brought some sandwiches along... Shall we stop and have a break? We've been digging all morning? (Model handing out the sandwiches, some of the children might want to help)*
  - (As you sit eating...) *"You know I remember the giant when I was a child, he wasn't always nice. Do you remember the time when he came back from his friend's - the Cornish ogre - and was really angry? I thought he was going to eat us! (Wait a bit, see if any of the students offer a memory) "He was certainly scary back then... What do you remember most?" (This is an offer, you might not get much back or the children might start inventing things, not to worry. Suggest a few more memories of your own then...)*
  - *"Right then, this hills not going to dig itself, back to work!"*
  - (At the end of the dig...) *"That's it. All done. Do you think this hill should have a name? (Listen to suggestions) And perhaps we should say a few words. Um. Let me think. What would be the right thing to say? Something I suppose about how we miss our friend, or how kind he was, or something we remember about him... How about: 'Today we say goodbye for the last time to our friend, the giant, I remember he would lift me into the branches of a tree when I came to play... (See if the students join in).*

## **Step 2: Introducing the Giant's Sisters**

In this step the children will be introduced to the giant's sisters, who will become their clients and commission them - as park designers - to design, build and run a memorial park in memory of their brother.

**Note:** You have a choice in how you organise this step. One of the sisters will have to be represented by an adult, either a second adult (AIR) (classroom assistant, parent, student etc.) or yourself as teacher in role (TIR). But the other sister or sisters could be represented by one or more of the children. There are obvious advantages in involving the children in the role representation - it shares more of the decision making, gives them the chance to experience and practice being in role etc. - but it also makes running the session much more complicated. The more variables you have to work with, the more chances there are for surprises. The most straight-forward approach is to have one sister represented by an AIR. You can then concentrate on facilitating the dialogue between the children and the role, stopping and starting her as often as need be. TIR is more difficult because you need to move in and out of role between teacher-in-role and teacher-facilitator, shifting your language and power as appropriate. Many teachers find this shifting in and out difficult to manage if they are new to working with drama. The third choice, involving the children in role-representation is the most complex and difficult of the three because of the number of unpredictable variables. You don't always know what the children are going to say and inadvertently the scenario can be sent way off course. This doesn't matter so much when the context (client, commission, expert team) is well established, but can be a disaster if the scenario is still in the introductory stages. However, there are ways to 'minimise' the risks. And in the explanation of the step below we will work as if some of the children would like to represent the sisters and then describe how the session can be set up to keep the scenario on path.

**Note:** We suggest that you don't run step 2 in this sequence immediately after step 1. But rather spend some time with the class on other activities exploring some of the events, themes and characters of the story. For example,

- Drawing/building/photographing the giant's hill/tomb
- Building/drawing the giant's castle
- Painting the portraits of the giant that hang in the village hall or in the castle
- Measuring the giant's shoes and clothes on the playground using a measuring wheel and chalk
- Watching the film version - [The Selfish Giant](#) - you can find a version on YouTube
- Drawing/making the giant's personal things, his bed, his books, his favourite chair, his slippers, his cat... Anything that brings the giant 'closer'
- The wall, as it was before the giant smashed it down

Anything that creates opportunities for the children to explore the story and the character of the giant, but not the garden - that will come in the following steps. However, don't spend too much time doing these other activities or the context will be in danger of turning into a topic. One or two days should be enough.

- I. Bring the class together. Either have the pictures of the giant's hill, if the children have drawn them, or draw one yourself and stick it on the board. *"I'm just putting this (these) picture(s) of the giant's hill on the board to remind me of what we did yesterday. You remember? When we built the hill over the giant's body. Well, in our story, the giant's sisters have heard about our hill and they want to come and talk to us. Did you know the giant had sisters? Um, well he does and I spoke to them on the phone this morning and they want to come over and see us and talk to us about our hill."*
- II. *"Before they come over would you like to see them? We could see them at home if you like, like we were looking at pictures, illustrations, in a book. I'll show you. Mrs Green, would you mind coming over and sitting on this chair and showing us one of the giant's sisters? Thank you. What we would like to see is the sister sitting in her kitchen thinking about the hill we built over her brother's body."*
- III. *"So, here's Mrs Green and she's sitting down now and you'll see when she starts showing us the giant's sister. There, can you see? (Mrs Green sits and puts hand on her chin, she has a small smile on her face as she looks sideways, her head slightly tilted) Look, what can you see? Yes, it is a smile, she's smiling a little bit with her mouth, but more with her eyes. Shall we ask her why she's smiling? Excuse me, (AIR turns) would you mind if we asked why you are smiling?"*
- IV. *"I'm looking at the hill the people of the village built and remembering my brother, I can see it out of my kitchen window."* (AIR goes back to looking and smiling).
- V. *"Oh, she can see the hill. And she's smiling... that's good I think. (Pause for a moment... thinking, see if the children suggest anything. If not carry on.) To the AIR: "Do you like the hill?" - "Oh, yes. Very much." She replies.*
- VI. *"That is good. What else... should we ask her... (again pause, as if thinking to yourself. Don't push the children, just give them opportunities to join in. At the moment they might be just listening and following and might not want to contribute. If they do then relay the first of their questions and then ask them if they would like to ask the sister directly).*
- VII. (Once they have finished asking her questions, then put her back in the picture) *"I'm just going to ask Mrs Green if she could show us the giant's sister as she was at the beginning."* (AIR returns to the original convention, looking out of her window, with a small smile).
- VIII. *"So, that all sounds good. It sounds like she's very happy. I wonder if the other sisters are happy too? Well I guess we should get ready for them. They told me they are going to come over and see us. Do you think they would like a cup of tea? What about a cake? Would you like to move things around in the room to make it more comfortable? A bit more like an office? Would some people like to be the giant's sisters like Mrs Green? If you would like to be a giant's sister then go and talk to Mrs Green, if you would like to help move the furniture around ready for the sister's visit then come and talk to me."*

### Step 3: Setting up the visit

**Note:** At this point the class are split into two groups, one group representing the giant's sisters, the other representing the villagers/garden team. Don't worry how many children go in each group, let them choose where they want to go. They will soon be back together.

In this step you will work with one group setting up the room ready for the meeting and 'edging in' to the expert frame. While the other group work with Mrs Green preparing to represent the giant's sisters. Let each group work separately for about 5 to 10 minutes.

#### Group 1: The team

Assemble together the students who have chosen to work with you. Their task is to move the classroom furniture around and to decide how to welcome the sisters. Your task, as well as organising this, is to gently introduce the idea of them being a team of expert gardeners.

- I. (Gather your group together). *"Ok, so they're going to be here soon. Do you think we should get a row of chairs together for them to sit on? And do we want to be sitting on chairs too? OK... I'm imagining this is like our office, where we work. What do you think? And I suppose, as well as mums and dads, we must be gardeners or something, because we knew how to build that great big hill. It makes sense. Perhaps we wanted to be gardeners like the giant... What do you think? Do you think we should have a sign outside our office so the sister's know where we are? I'll grab a **big piece of paper** (A3) Help me out here, what shall we call ourselves? (Give the children the chance to make suggestions, they may come up with some strange ones, try and guide them towards something with gardening in the name. Write the words down, ask the group to help you with the spelling. Then draw a small circle, with a line across the middle in each corner to represent a screw). "OK, that's good. Could you help me screw it onto the wall? Have you all got screw drivers? Mine is just an ordinary one, but you might have an electric one."* (Blu-tak the sign to a door or wall and then with the students tighten the screws).
- II. *"Right. Now lets move the furniture..."* (Children often like moving the furniture around in their class and it can help make the space more 'theatrical' and special for them. Let them take the lead and be there to help them. They might want to use other resources to make the space more office like.)

#### Group 2: The sisters

Mrs Green gathers together the children who want to represent the giant's sisters. Her job is to brief the group on the commission for the memorial garden - the purpose of the sister's visit to the gardening team. The elements of the commission will constitute the 'givens' that keep the students on track, while, at the same time, allowing them some freedom to improvise. The givens are:

1. The sisters are very happy with the hill.
2. They would like a statue of their brother on top of the hill.
3. They would like the team to design and build a memorial park.



- I. *“Ok, so were going to be the giant’s sisters for this part of the story. How many of us are there? 12! Goodness, he has a big family. Are we all giants? I see. Well we’ll need to get everything together for our visit to the gardeners. I’ve made a list over here so we don’t forget what to ask for.”* (Mrs Green leads the group over to a table where she has laid out the **list of things for the garden** see below).
- II. *“Now lets see. Well the first thing to remember is the statute on top of the hill. That’s really important.* (She picks up the word statue from the table) *Who would like to ask the gardeners to build a statue in memory of the giant?* (Mrs Green gives the word card to one of the students) *The other words are for the garden, can anyone see the word flowers? I’m sure its here somewhere.*
- III. Mrs Green goes through each card on the list until they are all gone, either the children have them or she has them herself.
- IV. She now takes them over to the office sign put up by group 1. Who are now hopefully ready for the sister’s visit. She reads the sign with her group and then they decide together how they are going to go into the office, will they knock or just walk straight in?

#### **Step 4: The statue commission**

In this step the sisters come into the team’s office and discuss with them their ideas about the memorial garden.

**Note:** Once the group representing the sisters come into the office then everyone is in **convention 1** - “The role actually present, naturalistic, yet significantly behaving, giving and accepting responses.” This is like a piece of improvised theatre happening in real time, with everyone playing their parts as they appear to them. It can sometimes be a very disempowering experience for adults, which is why it needs to be carefully set up in the first place, but very exciting for children.

Don’t feel totally powerless. Watch how things develop and if you need to try to shape the drama from inside the fiction. The important events are:

- The sisters sitting in the office with the team
- The conversation between the gardeners and the sisters
- The statue commission
- The team demonstrating possible poses for the statue

Try to be one of the team, not their boss. You might find yourself saying things like,

- *“Hello, welcome to our office. Would you like to take a seat?”*
- *“We have tea or coffee, if you would like a drink.”*
- *“Well I understand you would like to talk to use about the hill we built over your brother’s body. Do you like what we’ve done?”*

Plan for Mrs Green to help out with her group as things on. She might need to speak on their behalf if they are very quiet.

- *“Thank you. Coffee please, milk, but no sugar.”*
- *“Yes, we love the hill. It is just the sort of thing our brother loved. We were wondering if the team who built the hill could also build a statue on the top. A statue of our brother so people could see it for miles around.”*

At this prompt you step in. Talk to your group directly.

- *"Is that something we could do, do you think? A statue? Do you think it should be life size and made of stone? What a sight that would be? People would be able to see it from miles around."*
- *"What sort of pose do you think would be good? (Try modelling a pose - perhaps standing with your arms crossed looking up into the sky) What about this? I'm imagining the giant looking up into the sky. Perhaps the statue could have smaller statues of children sitting on his shoulders."*
- *"Shall we try a few different ones? Just for a minute or two and show the sisters, while they're here. I don't know if you want to work in groups or on your own. Everyone will need to stand, do you need some more space? Etc."*

Give the students a few minutes to work, look for one that would be good as a model for the others. You might need to work with them to shape it a bit more. Mrs Green can talk to her group as the team work. *"They seem very friendly. My coffee was lovely, what about yours? I think they like the idea of the statue, I wonder what they'll come up with. What would you like the pose to be?"* etc.

Start once you have a group ready: *"We have a pose here we'd like to show you..."*

The following is real example from a Year 1 class: The children representing the statue move into place. Three children standing close together their arms lifted as if holding a heavy axe. You talk to the children in the group: *"Does this statue have a name?"* "No." *"Are each of you the giant?"* "Yes." *"Are you all swinging an axe?"* "Yes." *"Could you please tell which part of the story the statue is telling us?"* "When the giant knocks down the wall."

You turn to the group representing the sisters: *"What do you make of this idea? Is this the kind of statue you were hoping for? Good. Well we have other ideas. Would you like to see another?"*

### **Step 5: The garden commission**

In this step the sisters will introduce the commission for the memorial garden and share the features they would like the gardening team to include.

Mrs Green (AIR): *"Thank you for showing us your ideas for the statue, one day we would very much like to see one on the top of our brother's hill. There is one other thing we would like as well. We don't know if you would be interested, but we would very much like you to design and make a park to go around the hill. A sort of special park in memory of our brother. So that people who visit the park, adults and children, learn about our brother and remember how he shared his garden with the children of the village. We don't know if that is something you could do. We've brought along some ideas, would you mind having a look?"*

**Activity:** The children representing the giant's sisters share their garden/park cards with the children representing the expert team. This is a reading task, allow time for the children to mingle and share with each other.

Once they've had the chance to read most of the card bring the class back together.  
*"Team, can I ask everyone to join us back in the meeting room. Thank you."*

*"What do think? Do you think we could have a go? You're right... We might not be able to do everything... Perhaps we could build a model of the park, to get an idea of the final design. (Turning to the sisters) Would you like to see a model of the park?"*

Mrs Green (AIR): *"Very much. Perhaps we could come back when its finished. Could you give us a call when you're ready?"*

*"Sure, who could call the giant's sisters when the model is built? Great, quite a number."*

Mrs Green (AIR): *"Well thank you. We'll look forward to that. Good bye, and thank you for the coffee."* (Mrs Green and the other giant sisters stand and leave the team's office).

This might be a good time for a break.

### **Step 6: Building the model of the park**

In this step the team will build a model of the park using resources you can collect from your class. We will need to move the tables and chairs back to create a large enough space to work in. You might find some of the items from the following list in your collection:

#### **Resources**

- A large sheet about the size of double bed sheet, it will depend on the size of your classroom and the number of students, green would be great.
- A collection of other material, which could be dressing up clothes, student's coats, jumpers etc. Anything that can go under the sheets to give shape and definition.
- A ball of blue string or wool
- Other balls of string or wool
- A stack of A5 paper, coloured pens and scissors
- Two copies of the park **features list** (see resources below), one laminated and cut out. The other on A3, pinned up in a prominent place
- Some **photos/pictures** of parks and the things you find in a park, laminated and available to the children.

Bring all the children together. Have the resources ready and close to hand.

*"So, time to start work on the model of the park. I'd like to say thank you to Mrs Green and all those people who worked with Mrs Green. Are you OK to be part of the park team now?"*

**Note:** You shouldn't have any trouble asking the children to switch roles, but if you do then acknowledge that they would still like to represent the sisters as well and reassure them that they will get the chance again later. Something like: *"Yes, of course, you can be the sisters as well. They'll be back later. But they're not in this bit of the story. Are you OK helping out with the model until they come back?" Etc.*

*“We’ve got together these resources and materials for making the model and here’s the list of things the sisters wanted in the park. There’s enough space to work in the whole room, so I guess we ought to get started... I found this big sheet which I thought we could use to make the hill... And these balls of string might come in handy...”*

**Note:** You know your class. If you think they can handle working on this part of the activity without support then let them go. However, they might need a little bit more structure. Dorothy Heathcote calls the level at which a class can work independently, and interdependently, their ‘social health’. A class with poor social health will need a great deal of support and structuring, a class with good social health, less, and a class with excellent social health, none at all. Interestingly, in our experience the level of social health of a class is not always directly related to their age. Some young children can work very cooperatively, while some older children find it almost impossible. Whatever level of support you decide your students need, the principle is always to guide them toward less and give them opportunities to work independently and interdependently.

As they work encourage the children to use the words from the list as labels for the park. Talk to them about the parts of the park they are inventing, extending their thinking by asking questions, offering suggestions and discussing implications. Try and talk ‘inside’ the fiction as if they were real park designers. Something like: *“That’s interesting, is this track going round the whole park? Can anybody go on the train, children and adults? Is it a steam train? Does it have a whistle to let people know when its coming? Great. How many people can it carry at a time? Are you going to be one of the drivers? Do you think you’ll have a guide on the train, someone who can tell the passengers about the park as they travel round?”* etc.

#### **Step 7: Showing the model to giant’s sister(s)**

After the model is finished bring back Mrs Green (AIR) and any of the children who would like to represent the sisters. You might find they are all happy to stay now as park designers.

Use convention 1 (as in step 4) and let the team show her round. She might like to travel on the train, or visit the statue on the hill, she might like to read the park signs or take a tour of the sheds and out buildings. Mrs Green should have a real camera so she can take pictures of the park.

#### **Step 8: Moving on**

The next day the team receive a **letter** from the giant’s sisters (see below), thanking the team for building the model and for spending the time explaining it. The purpose of the letter is to bridge between the activities the team have done so far in setting up the context into the wider curriculum opportunities created by working on the specific tasks needed to design, build and run the park.

**Some Themes in The Selfish Giant**

<b>Seasons - winter, spring, summer, autumn</b>	<b>Change &amp; Growth</b>	<b>Magic - miracles, legends</b>
<b>Religion - Christian story, Christ child, life after death</b>	<b>Forgiveness - redemption, love, trust</b>	<b>Kindness - friendship, sharing</b>
<b>Loneliness - selfishness, ownership, mean spirited</b>	<b>Misunderstanding - fear, hatred, anger</b>	<b>Growing old - dependency</b>
<b>Death</b>	<b>Memory - memorials</b>	

## **Resources & Links:**

['The Selfish Giant' - Oscar Wilde Illustrated by Michael Forman](#)

['The Book of Giant Stories' - David Harrison](#)

['Jack The Giant Killer' \(Everyman's Library children's classics\) - Richard Doyle](#)

['Giants The Secret Histories' - Ari Berk](#)

[Giants \(Mythology\) Wikipedia](#)

['A Book of Giants' - Ruth Manning-Sanders \(second hand\)](#)

['Big Friendly Giant' - Roald Dahl](#)

['Jim and the Beanstalk' - Raymond Briggs](#)

['The Ugly Monster and Little Stone Rabbit' - Christopher Wormell](#)

<b>statue</b>	<b>boats</b>	<b>hill</b>
<b>river</b>	<b>train</b>	<b>Car park</b>
<b>playground</b>	<b>sandpit</b>	<b>flowers</b>
<b>football pitch</b>	<b>bowling green</b>	<b>trees</b>
<b>grass areas</b>	<b>cycle track</b>	<b>paths</b>
<b>swings</b>	<b>Zip wire</b>	<b>lake</b>
<b>tennis courts</b>	<b>Skate-boarding park</b>	<b>pond</b>
<b>hedges</b>	<b>fountains</b>	<b>shelters</b>
<b>band stand</b>	<b>train station</b>	<b>cafe</b>
<b>ice-cream van</b>	<b>horse riding</b>	<b>changing rooms</b>
<b>park keeper's lodge</b>	<b>sun dial</b>	<b>rockery</b>

Letter to the park designers - edit as necessary

Dear Park Designers

I am writing to say a really big thank you for showing me (us) round the amazing model you built of the memorial park. I showed the photographs I took to my sisters who were also delighted.

We particularly liked all the different parts of the park, places for children to play, places for people to walk and cycle, places for people to play tennis and football, and places for people to sit and think quietly.

We loved the railway track and the guided tours, and the lakes and trees and flowers. As you know our brother loved nature and would have been so happy to see what you are planning to do.

Can we please ask you to carry on working and sending us all your ideas, we would be especially interested in seeing any drawings you do of the different parts of the park, any writing you do about our brother and his life, and photographs of any further models you make or things you grow.

Once again, thank you all so much, you have made us all very happy despite our sadness

Best wishes to you all

The Giant's Sisters





