



SAM COPELAND

CHARLIE

CHANGES
INTO A



CHICKEN

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RESOURCE PACK FOR KS2

This resource pack uses the inspiring new book by Sam Copeland, Charlie Changes Into a Chicken, to spark ideas for PSHE discussions around mental health and wellbeing.

Its objective is for the children in your class to understand their own 'big feelings' as well as to learn strategies for managing them.

The lessons included here provide starting points for children to think about what causes them stress in their lives, and to develop a toolkit for talking about and dealing with their emotions.

We can't wait to hear about your experiences and outcomes using this wonderful new book in the classroom!

The Puffin Schools Team



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THE AIM

This resource pack can be used with children from KS2. Suggestions for differentiation are included throughout but ultimately left to the teacher's discretion. It is based on *Charlie Changes Into a Chicken*, a new chapter book by Sam Copeland that uses the funny story of a boy who turns into animals to communicate a message about stress and emotion management. The four lessons included have been designed as sequential activities and can be taught as whole Literacy or PSHE units, or as stand-alone activities. Their overall objective is to give children the opportunity to explore big emotions like stress and anger, to engage with different strategies that can be used to manage feelings, and to creatively present their discoveries.

ABOUT THE BOOK

Charlie McGuffin tries to be an optimist, but in reality he's a bit of a worrier.

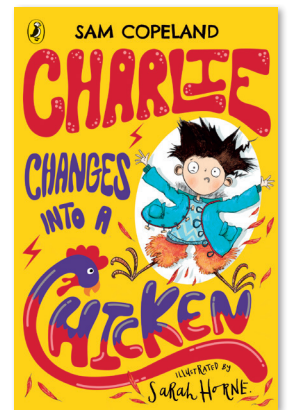
Some of the things Charlie is worried about:

- *His brother (who is in hospital)*
- *Their very panicked parents*
- *Unwanted attention from the school bully*
- *The fact that he's started turning into animals!*

Even though every kid wants a superhero power, Charlie isn't keen on the idea of turning into a pigeon in the middle of the school play.

But what happens if he does? Will he get sent away for Science to deal with? Will his parents crack under the extra stress?

With the help of his three best friends, Charlie needs to find a way of dealing with his crazy new power – and fast!



CHARLIE CHANGES INTO A CHICKEN

SAM COPELAND

RESOURCE PACK OBJECTIVES & OUTCOMES

This resource pack provides material for four hour-long lessons that can take place during classes, during circle time, P4C sessions, or as extra-curricular activities. The pack follows criteria for Literacy but focuses on PSHE objectives.

Lesson 1: Big Feelings

Objectives:

- To open a dialogue about emotions
- To understand some feelings are stronger than others
- To increase emotional vocabulary

Outcome: Emotions volcano created in groups

Lesson 2: Naming Feelings

Objectives:

- To understand why it's important to name emotions
- To identify similarities and differences between emotions
- To interpret physical and mental signs of feeling different emotions

Outcome: Labeled figure showing physical signs of a feeling

Lesson 3: Help from Friends

Objectives:

- To explore how you can share your feelings
- To understand how talking about feelings can help manage them
- To develop active listening abilities

Outcome: A drama piece in groups with team members playing roles of characters from the story

Lesson 4: Strategies

Objectives:

- To use visualization and breathing to manage stress
- To practice using humour to cheer up a friend
- To increase confidence in handling strong emotions

Outcome: A class play showing different stress management strategies

CHARLIE CHANGES INTO A CHICKEN

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LESSON ONE BIG FEELINGS

Lead-in questions:

- What are some 'big feelings' you can have?
- What are some feelings you've had today?

Task 1: Animal Groups

First things first: before we can get started you need to organize your class into FIVE animal groups. Give each group a name from the story. Charlie turns into a . . .

Team 1: SPIDER

Team 2: PIGEON

Team 3: FLEA

Team 4: CHIMPANZEE

Team 5: SNAKE

Team 6: RHINO



Lesson by lesson, you will gather the work that you have completed together in preparation for reflection activities at the end of the resource pack.

CHARLIE CHANGES INTO A CHICKEN

SAM COPELAND

Task 2: Points for Emotions!

Give everyone in your group a blank sheet of paper. At the start of a one-minute timer, begin listing all the emotions you can think of on your sheet of paper. When the time runs out, stop; then, take turns reading from your lists, one emotion at a time.

If the emotion you say is on someone else's list as well, neither of you get a point, but if you have an emotion that no one else has thought of, you get a point!

Task 3: Emotions Chart

Draw a volcano or triangle on another blank piece of paper. Get creative; add lava!

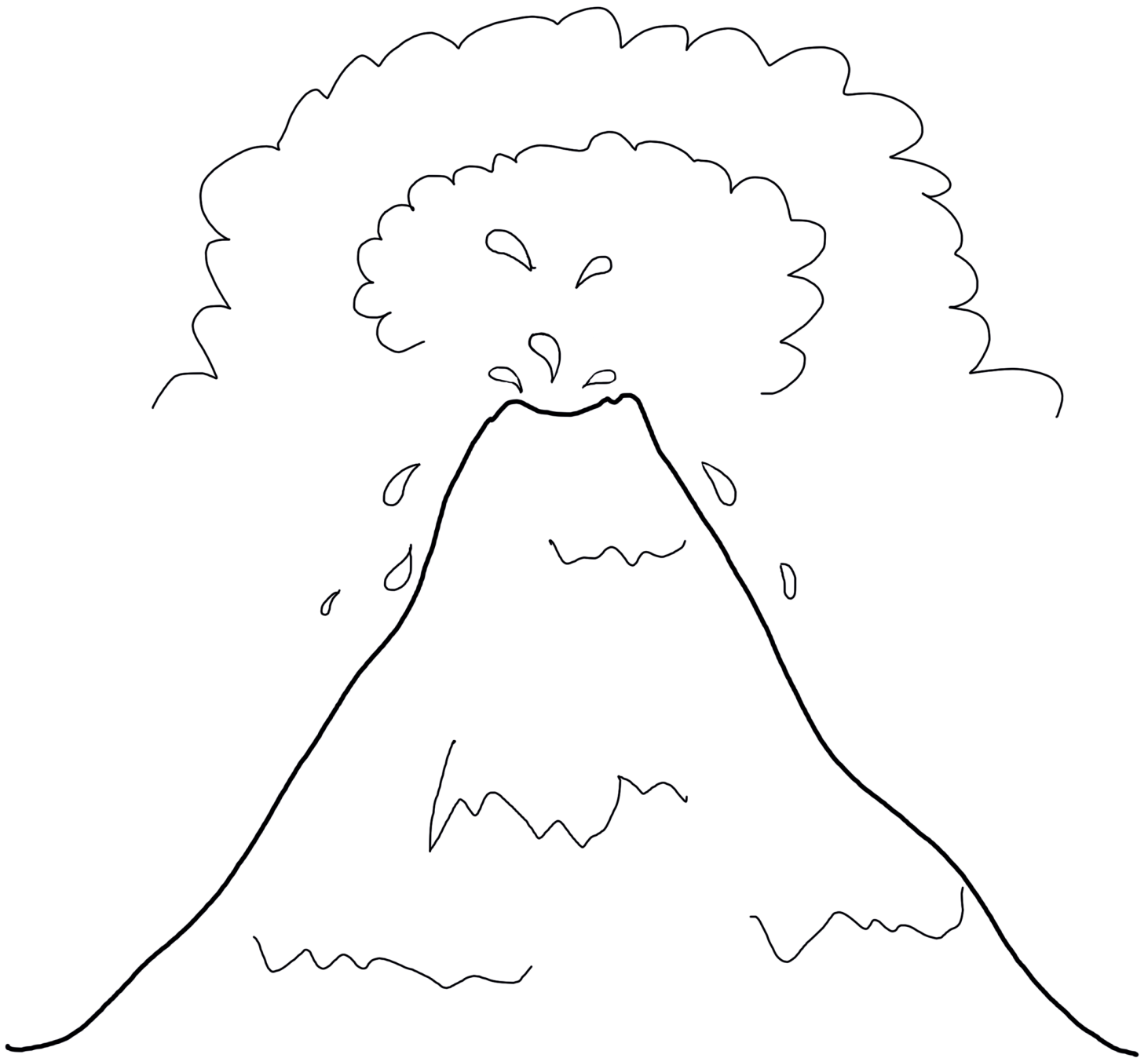
Then, using your group's emotion list from Task 2, discuss which emotions you think are 'biggest'. These are the emotions that affect you the most. Write the emotions on your volcano, with the 'biggest' ones at the top and the 'smallest' near the base. Make sure you talk with your team, and share why and where each emotion belongs.

Extension questions:

1. What are some of the 'biggest' feelings you can have?
2. Why do you think the big emotions have been placed at the top of the volcano?
3. Did you all agree where to place emotions on your chart? Why or why not?

CHARLIE CHANGES INTO A CHICKEN

SAM COPELAND



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LESSON TWO NAMING EMOTIONS

Lead-in questions:

- What's the difference between feeling 'nervous' and feeling 'excited'?
- Was there a time when you felt one or both of those emotions?

Task 1: Building Up

In the book, Charlie senses that his feelings start to make him change, and he begins to feel out of control.

TIP! When our feelings start to build up and we think we're losing control, pause, name your emotions, and address them before they get worse.

You will need space to move around the classroom in this game where you act out how your feelings can get bigger and bigger.

Choose a pupil to be the first leader. They will say an emotion out loud. Then, all the other students should move safely around the classroom, acting as if they are feeling just a little bit of that emotion. Then, when the leader says 'bigger!', you need to show more of the emotion (i.e. angrier, and angrier).

The leader should repeat 'bigger!' until the emotion is built all the way up. Then, the leader will say 'change!' and everyone freezes into the shape of an animal they have 'changed' into, just like Charlie. Choose another leader and another emotion, and play again.

CHARLIE CHANGES INTO A CHICKEN

SAM COPELAND

Task 2: Identifying Feelings

Charlie finds it hard to understand what is triggering his changes.

TIP! Noticing and naming feelings is the first step in dealing with them!

With your group members, name the feeling in each scenario.

TIP! There can be more than one right answer as each person reacts to situations differently.

1. There is a big test coming up soon. It's hard to focus, and the information seems to slide right out of your brain. You keep imagining staring at the exam paper and not being able to complete it.

You are feeling _____

2. Your two best friends are arguing. They speak loudly and say horrible things to each other. You are right in the middle and just want things to be okay. You try and think of what to say, but can't get anything out. Your heart is racing and your stomach feels tight.

You are feeling _____

3. Your little sister spilled juice all over your homework and the table. She ruined all your hard work! She runs away leaving you to clean it up. When your mum comes in, she thinks you made the mess and loudly tells you how you must be more responsible! You want to yell at her and your sister.

You are feeling _____

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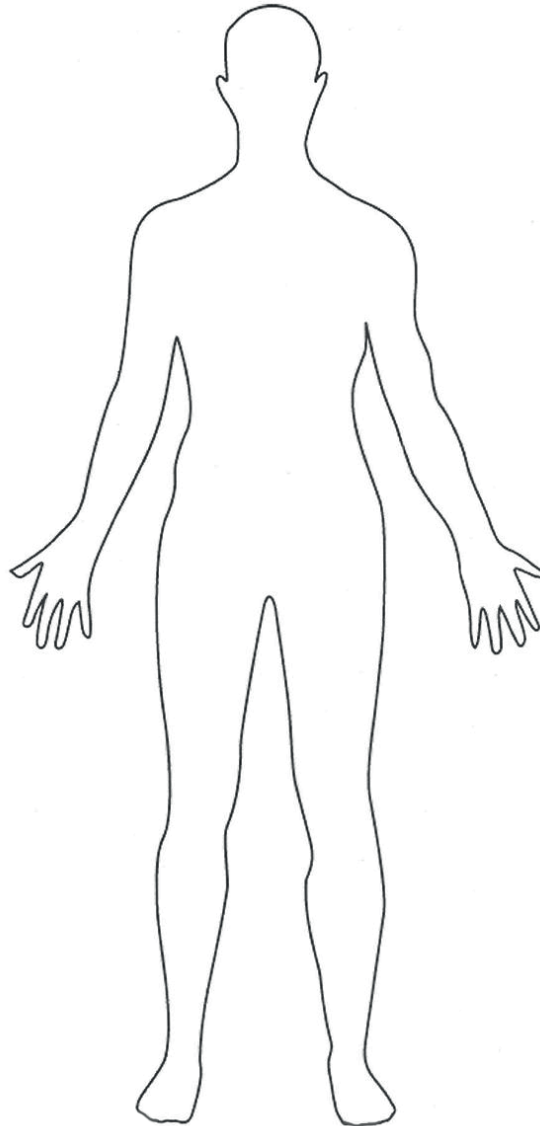
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Task 3: Body Language Posters

When Charlie starts to change he feels like he is exploding or 'on fire'.

TIP! Like Charlie, our bodies give us signals when we when we have big feelings.

Your teacher will assign each team an emotion: nervousness, anger, excitement, anxiety, hurt, or joy. Write the name of your emotion at the top of a blank piece paper and draw a stick figure below. Then with your team, label all the places you might feel the emotion in your body and what you would feel. What does your head feel like? Your hands? Your stomach? Any other physical signs of this feeling? Don't forget to draw a face for your figure that shows their feelings inside!



CHARLIE CHANGES INTO A CHICKEN

SAM COPELAND

Task 4: Share and Compare

Hang up all of the body language posters around the classroom. As a class, can you notice what emotions have similar physical signs? Do positive and negative feelings have different physical signs or do they share some?

Reflection questions:

1. How can we identify our emotions?
2. Why is it important to name our feelings?

CHARLIE CHANGES INTO A CHICKEN

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LESSON THREE A LITTLE HELP FROM MY FRIENDS

TIP! Sharing your feelings with a friend is one way to feel better when you're having big feelings, and listening to a friend when they share is one way to help them through a tough time.

Lead-in questions:

- Can you think of a person you could tell if you were feeling really angry? Or really excited?
- How can you help a friend who is sad? What about a friend who is angry?
- When was a time you shared your feelings with a friend? How did you feel afterwards?

Task 1: Listening to a Friend

Listen closely to what your friends say as you play this game. Sit in a circle, and choose one pupil to be the first leader. They should share a sentence about their feelings, using the sentence starter: "I felt _____ when _____."

This sentence should be whispered into the ear of the person next to them. Each pupil will repeat the sentence into the ear of the next person until it makes it around the room. If the sentence makes it back to the first person successfully, give yourselves a point!

Task 2: Charlie's Feelings

Look at the illustration below from Sam Copeland's book, *Charlie Changes Into a Chicken*:



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SAM COPELAND

With your group discuss what is happening here by answering the following questions:

1. How are the other characters treating Charlie? How can you tell?
2. How do you think they feel about Charlie?
3. How do you think this makes Charlie feel?

Task 3: Time for Some Drama!

In your group, spend five to ten minutes creating a drama showing when Charlie tells his friends about his changes. Imagine one of you is Charlie, and the rest of you are one of his friends: Mohsen, Wogan, or Flora. You could also be Charlie's mum or dad. Remember to consider the personalities of the characters in the book and how they would react.

Reflection questions:

1. How do you think Charlie felt about telling the people he is close to?
2. How do you think their reactions made him feel?
3. Do you think it was a good idea for Charlie to tell his friends about his changes?

Task 4: A Letter to Charlie

Write a letter to Charlie from the perspective of one of his friends. Can you share why he is important to you? How can you show him that you care? What advice would you give him? How would you make him feel better?

CHARLIE CHANGES INTO A CHICKEN

SAM COPELAND

LESSON FOUR STRATEGIES

Lead-in questions:

- What can happen if your feelings get out of control?
- Have you ever reacted to a situation in a way you regret?

Task 1: Made You Smile

In *Charlie Changes Into a Chicken*, Charlie's friends help him realize that happiness makes him feel better.

TIP! Next time you are feeling sad or stressed you can try smiling at someone else or saying something kind. Making others happy can make us happy too!

Sit in a circle in your group. Choose one player to be 'it'. This player will walk around the inside of the circle and choose someone else to try and make laugh. They can make funny faces or movements, but can't touch the other player. They have twenty seconds to make the other player smile; if they fail they must move onto the next person in the circle. Whoever they can get to smile then has to swap places and becomes the new 'it'!

Task 2: Think Happy Thoughts

TIP! Thinking about, or visualizing, a calm and peaceful place or time can also help us manage our big feelings before they get out of control.

Close your eyes and imagine you are in a happy, peaceful place where everything is just as you would like it. Take deep breaths and imagine you are having a nice time. Keep your eyes closed and keep breathing as you imagine exactly what it would look like, smell like, feel like, and sound like.

On a blank sheet of paper, draw the place or time you visualized in detail. Share it with your group along with why you chose it and how you feel when you think about it.

CHARLIE CHANGES INTO A CHICKEN

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LESSON FOUR STRATEGIES

Task 3: Breathe Deep

TIP! Pausing for some deep breaths, like Charlie does when he starts to feel a change, can also help when feeling anxious.

With your group, sit in a circle. One student will start by counting 'In, two, three, four. Out, two, three, four,' while everyone else in the group practices breathing in slowly for four, and out slowly for four. One by one, go around the circle, and take turns counting breaths for the group. Make sure to count slowly and calmly. How do you feel after this activity?

Class challenge:

Now it's time to put all your ideas together. In your group, choose one of the strategies for managing emotions that you have learned: stopping to name feelings, sharing with a friend or a loved one, spreading happiness, visualizing, or breathing deeply.

Think of a situation where you might need to use one of these skills, and write a short script about it, including what can cause the feelings, what they feel like, and at least one way to manage them. Perform it for the class and take pictures or film your scripts in action. Tweet them to us at @PuffinBooks!

CHARLIE CHANGES INTO A CHICKEN

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REFLECTION ACTIVITIES

Take a moment to think about the work that you have completed in these lessons.

In your groups, take turns to complete the following sentences:

- Some things that make me feel stressed are . . .
- One way I learned to manage my emotions was . . .
- I can use my new strategies when I'm feeling . . .
- I have enjoyed the book *Charlie Changes Into a Chicken* because . . .

CHARLIE CHANGES INTO A CHICKEN

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OPTIONAL EXTRACTS TO USE FROM CHARLIE CHANGES INTO A CHICKEN

Extract 1, page 8

‘As soon as Charlie and his mum and dad got home from visiting SmoothMove, Charlie ran straight upstairs to his bedroom. He dived into his bed, under his duvet, and tried not to think about the **‘big scan’** that his brother had just been telling him about. After a while, he wiped his eyes and propped the duvet up with a tennis racquet to turn his bed into a tent. Once the tent was steady and stopped collapsing, he switched on his torch and began reading his favourite book. Charlie’s favourite book was about volcanoes. It had pictures of massive explosions and orangey-red lava, and he liked to imagine he was escaping certain death by sliding down the volcano, surfing lava and dodging explosions.

The sound of his parents arguing downstairs rumbled through the house, low like thunder. Charlie closed his book. He couldn’t concentrate. Darkness had fallen outside, and the street light outside Charlie’s window was making uncanny shadows on his bedroom wall. The silhouettes of the tree branches looked a little too much like long, clutching witches’ fingers for Charlie’s liking, so, quick as a flash, he sprang out of bed and pulled his curtains together.

It was there and then that it first happened.’

CHARLIE CHANGES INTO A CHICKEN

SAM COPELAND

OPTIONAL EXTRACTS TO USE FROM CHARLIE CHANGES INTO A CHICKEN

Extract 2, page 73

‘ Half an hour later, Charlie was walking back into his class, Ms Fyre’s furious telling-off ringing in his ears, and a punishment letter in his pocket, which his parents had to sign. The thought of taking home the news of how much trouble he was in – even more since the pigeon incident – was making him feel sick. His mum and dad had enough problems without him adding to them. He’d let them down. He couldn’t help it – he could feel the tears coming again. It didn’t help that Dylan was staring at him with a look on his face that was a mixture of gloating and disbelief.

Wogan, Mohsen and Flora were looking at him too, clearly wondering what had happened. He’d tell them later. Charlie slumped to his desk, staring at the whiteboard, trying to hide his face as tears begin to trickle down his cheeks for the second time that day.’

CHARLIE CHANGES INTO A CHICKEN

SAM COPELAND

OPTIONAL EXTRACTS TO USE FROM CHARLIE CHANGES INTO A CHICKEN

Extract 3, pages 78-79

‘ He sat on an empty bench fuming silently. And as he sat there, watching a football game between some Year Twos, his anger slowly turned into something much, much worse.

Loneliness.

His stomach felt hollow and yet at the same time like it was full of squirming worms. His head was throbbing and his face was hot and his eyes were prickling with tears again. He wanted to get a hug from his mum or play *Pokémon* with Mohsen or football with Flora or wrestle with Wogan or see SmoothMove again or anything, anything to make this awful feeling disappear.

There really is nothing lonelier, Charlie thought glumly to himself, than sitting by yourself in a packed playground. He closed his eyes, if only to stop himself from crying for the third time that day.’