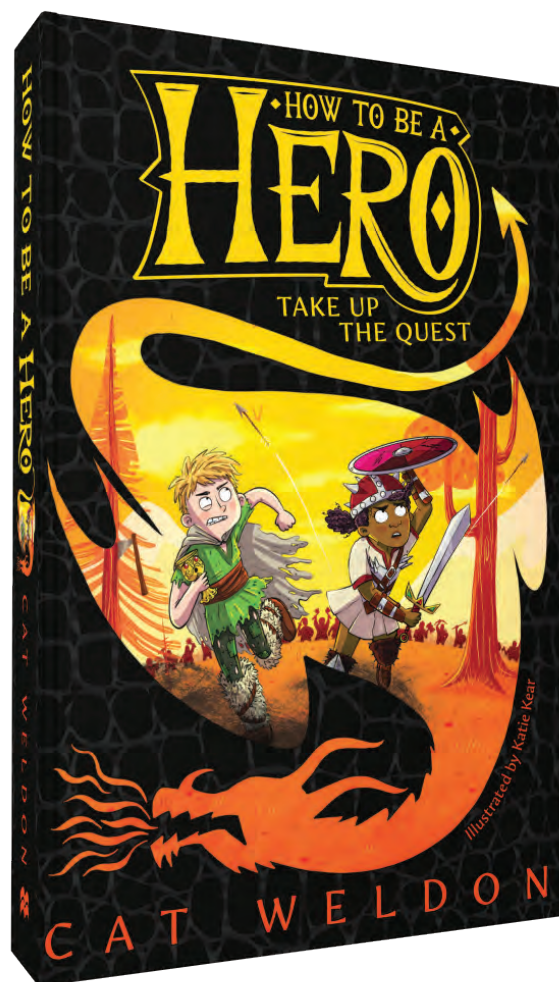


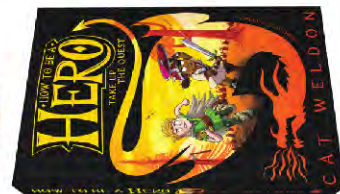
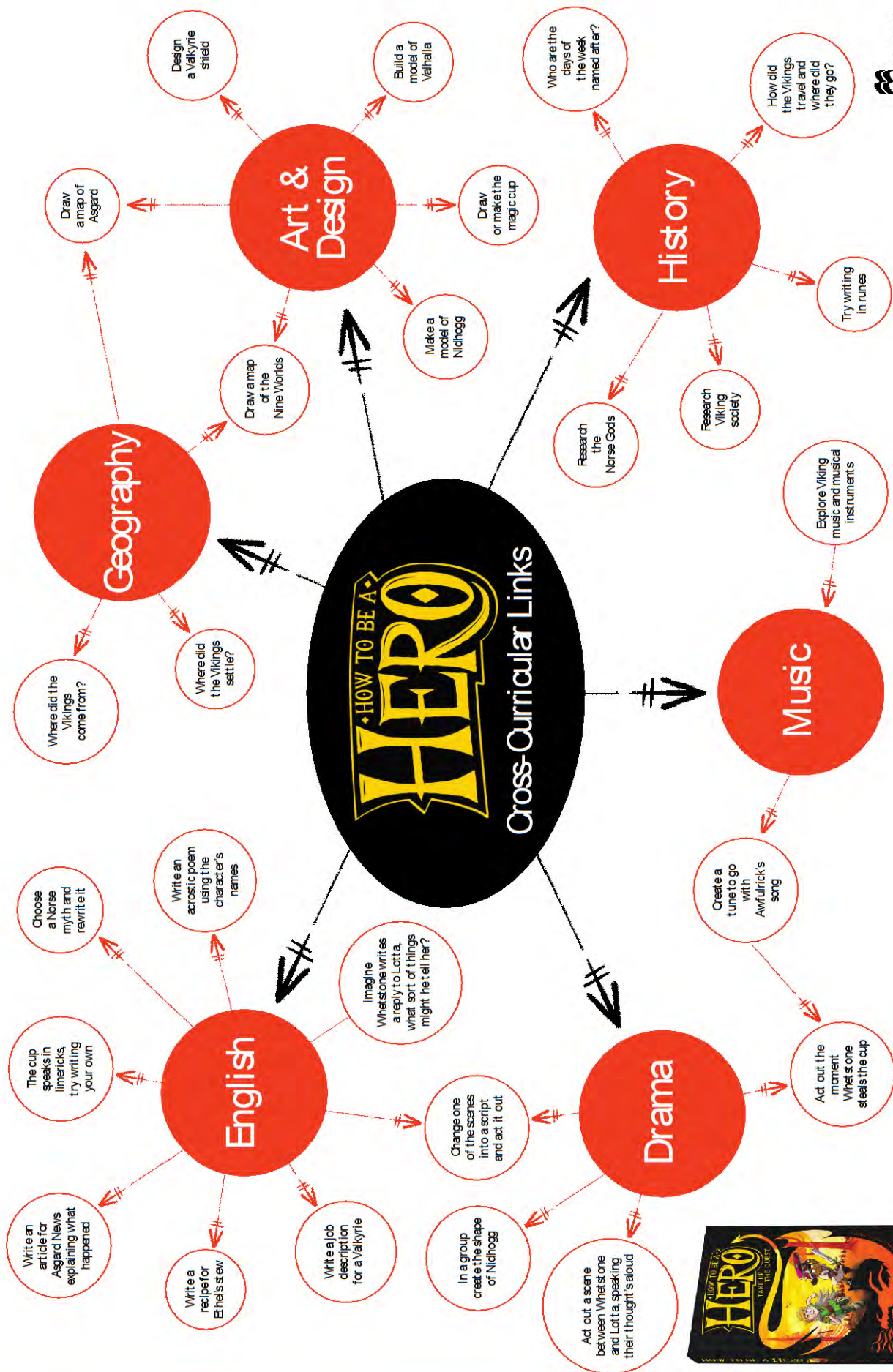
HOW TO BE A HERO

C A T W E L D O N



Key Stage 2 Lesson Plans and supporting materials

These lessons do not have to be taught in order, and most are designed to be suitable for either classroom or online learning.



HOW TO BE A HERO

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How to be a Hero Front Cover Lesson Plan

Subject: English	Key Stage 2	Inferring and making predictions.
Learning objective		Resources
To infer information about <i>How to be a Hero</i> from its front cover		Cover page of <i>How to be a Hero</i> Front cover worksheet
Starter		
<ul style="list-style-type: none"> • Display a copy of the front cover of <i>How to be a Hero</i>. • Students to identify key elements (title, author, illustrator), and give initial impressions. 		
Main activity		
<ul style="list-style-type: none"> • We can get a lot of information about a novel from its front cover. Looking at the front cover of <i>How to be a Hero</i>, answer the following questions. <ul style="list-style-type: none"> ○ What colours are used? ○ What do these colours make you think of? ○ How would you describe the style of the text? ○ Where and when do you think the novel is set? Remember to justify your answer. ○ What kind of characters do you imagine the boy and girl to be? Use evidence from their clothing, facial expressions, and background to justify your answers. ○ What other important elements or characters are on the cover, why do you think these have been included? 		
Plenary		
<ul style="list-style-type: none"> • Write a paragraph predicting what you think <i>How to be a Hero</i> might be about. 		
Curriculum links		
<p>KS2 English</p> <ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Identifying themes and conventions in a wide range of books. • Predicting what might happen from details stated and implied. 		

HOW TO BE A HERO

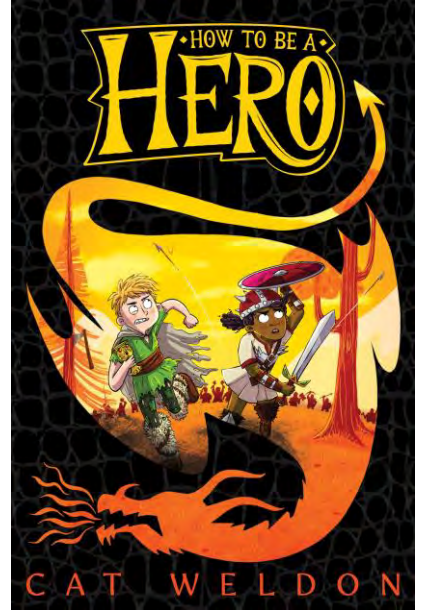
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We can get a lot of information about a novel from its front cover. Take a look at the front cover to *How to be a Hero* and answer the following questions.

What colours are used?

What do these colours make you think of?

How would you describe the style of the text?



Where and when do you think the novel is set? Remember to justify your answer.

What kind of characters do you imagine the boy and girl to be? Use evidence from their clothing, facial expressions, and background to justify your answers.

What other important elements or characters are on the cover, why do you think these have been included?

Write a paragraph predicting what you think *How to be a Hero* might be about.

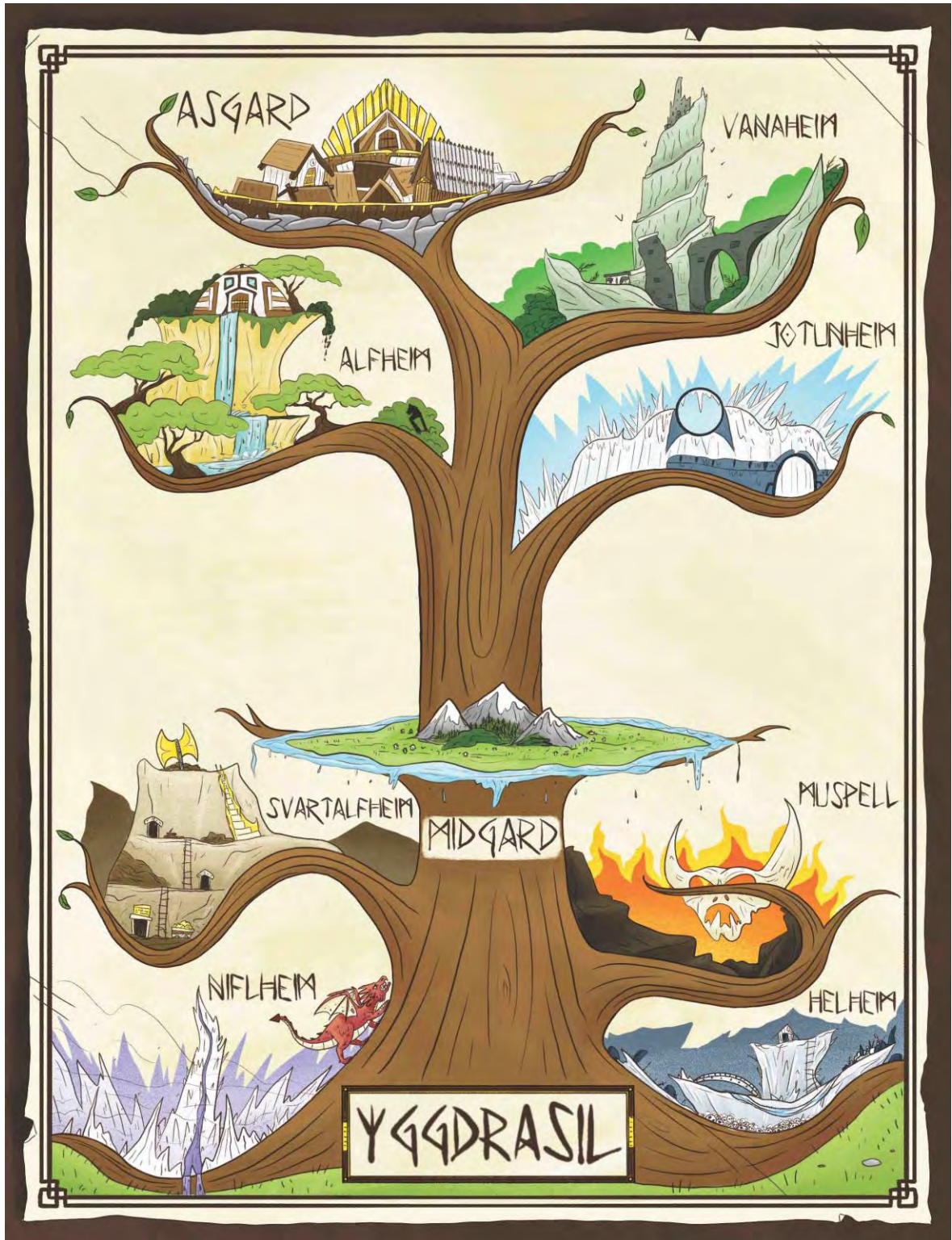
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How to be a Hero Maps Lesson Plan		
Subject: English and Art	Key Stage 2	Design, Creative Writing
Learning objective	Resources	
To design a map of an imaginary world. To be able to describe the world using interesting vocabulary.	Maps of Yggdrasil and Krud Pens and paper	
Starter		
<ul style="list-style-type: none">There are two important maps in <i>How to be a Hero</i>. The map of Yggdrasil (Eeg-dra-sill), the world tree, and the map of the Viking village in Krud.Class discussion on how maps can be helpful in novels. Can they think of any other examples?Looking at a map can help the character’s journeys come to life. In <i>How to be a Hero</i>, the characters travel not only around the Viking world, but also through the branches of Yggdrasil to visit other worlds.		
Main activity		
<ul style="list-style-type: none">Discussion or writing tasks:<ul style="list-style-type: none">Krud has places named Deadman’s Cove, Silent Shiver Forest, and Grotty Grassland. What does this make you think of?What do you think it would be like to live in Krud?Students to design and draw a map of an imaginary world, using the prompts below to help. <i>This task can be completed individually, in pairs or in a small group.</i><ul style="list-style-type: none">What is the ground made of?Who lives there?What do they live in?How do the people get around?What do they eat?Are there mountains, rivers, coast lines, villages, large cities?Add names to your map to help give it some character.Extension: write a paragraph to describe the new world.		
Plenary		
<ul style="list-style-type: none">Students to share their ideas with the class, and to constructively comment on each other’s work.		
Curriculum links		
KS2 English <ul style="list-style-type: none">Reading books that are structured in different ways and reading for a range of purposes.Increasing their familiarity with a wide range of books, including fairy stories, myths and legends.		

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There are two important maps in *How to be a Hero*. The map of Yggdrasil (Eeg-dra-sill), the world tree, and the map of the Viking village in Krud.

Looking at a map can help the character's journeys come to life. In *How to be a Hero*, the characters travel not only around the Viking world, but also through the branches of Yggdrasil to visit other worlds.

Krud has places named Deadman's Cove, Silent Shiver Forest, and Grotty Grassland. What does this make you think of?

What do you think it would be like to live in Krud?

If you were in charge of creating your own world, what would it be like? Be as imaginative as you can. Draw a map of your world, using the prompts below to help you.

- What is the ground made of?
- who lives there?
- What do they live in?
- How do the people get around?
- What do they eat?
- Are there mountains, rivers, coast lines, villages, large cities?
- Add names to your map to help give it some character.

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How to be a Hero Nine Worlds Lesson Plan		
Subject: English	Key Stage 2	Descriptive Writing
Learning Objective	Resources	
To creatively describe one of the Nine Worlds using example vocabulary.	Copies of text Creating a Setting worksheets Map of the Nine Worlds	
Warm up		
<ul style="list-style-type: none">• Display the Map of the Nine Worlds and ask for volunteers to read out of the names.• Remind/ inform students that in Norse Mythology there are Nine Worlds, each of which is unique and has different inhabitants.		
Main activity		
<ul style="list-style-type: none">• Read through an extract from the <i>Guidebook to the Nine Worlds</i>, describing one of the worlds. This can be a pair/share, individual or whole class exercise.• Students to complete worksheet, matching descriptions to the worlds• Teacher led sharing extract of descriptive writing on Asgard.• Students to identify examples of good descriptive writing.• Students to imagine they have arrived on one of the Nine Worlds and to complete the Creating a Setting worksheet.• Extension, illustrate the description		
Plenary		
<ul style="list-style-type: none">• If possible, students to create a map of Yggdrasil in the classroom, and to place their Descriptive writing in the correct location.• Students to identify which setting words as the most popular for each world.		
Curriculum links		
KS2 English <ul style="list-style-type: none">• Organising paragraphs around a theme• Creating settings, characters and plot• Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.		

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In Norse mythology there are Nine Worlds, all of which are held in the giant tree, Yggdrasil.

Each of the worlds has their own traits and inhabitants. Take a look at this extract from the Guide to the Nine Worlds:

Asgard: *Right at the top, because it's the best. Home of the Gods and ruled over by Odin. In Asgard you can find Valhalla, Odin's Great Hall, where the greatest warriors come after they've died. There they can fight, feast and drink until Ragnarok, the battle at the end of the world. At Ragnarok they will be called upon to fight the Frost Giants for Odin, but until then it's basically party time.*

Vanaheim: *Home to the Gods who aren't cool enough to be in Asgard. They're mostly interested in growing stuff; inhabitants of Asgard are more interested in fighting.*

Alfheim: *Home of the Elves. Yes, they have pointy ears. Yes, they giggle a lot. Mostly harmless, but keep them where you can see them.*

Jotunheim: *Home of the Giants, including our mortal enemies the Frost Giants. They keep trying to break into Asgard; we keep beating them in battle. Lots of mountains; good for skiing.*

Midgard: *This is where you can find living humans, living their ordinary lives, with ordinary horses, ordinary farms and ordinary families.*

Svartalfheim: *Home of the Dwarves. A maze of caves and mines. They love tinkering with gold and making magical gadgets.*

Muspell: *Land of Fire. Ruled over by Sutr, a Fire Giant. Nice saunas.*

Helheim: *Home of the Queen of the Dead, Hel. Yes, she named the place after herself. Tells you everything you need to know, really.*

Niflheim: *Land of the Unworthy Dead. The dragon Nidhogg lives here and chews on the roots of the world tree. He likes poetry, gold and trampling anyone unlucky enough to be sent there.*

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There are nine worlds in Yggdrasil. Match the worlds to their places in the tree.

Asgard		Giants! Lots of Giants, and mountains.	
Vanaheim		Pointy ears? Giggly? Must be Elves.	
Alfheim		Makers of magical treasures. It's the Dwarves.	
Jotunheim		Die a cowardly or embarrassing death? You end up here.	
Midgard		Home of the Gods.	
Svartalfheim		Home of the other Gods.	
Muspell		Ruled over by Hel, Queen of the Dead. Yes, she really does name everything after herself.	
Helheim		Fire Giants live here. Nice saunas. Lots of volcanos.	
Niflheim		You can find living humans here.	

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These extracts from *How to be a Hero* describe the world of Asgard.

The THIRD thing Whetstone noticed was the sky. It wasn't blue or grey like he was used to, but bronze.

The SECOND thing he noticed was the buildings. They were wooden with thatched roofs and decorative carvings, just like normal Viking homes, but these were HUGE. Easily four or five times as big as the biggest house he had ever seen. Each one looked like the hall of a Great Chief.

But the FIRST thing he noticed was the people. There were dozens of Vikings here – and they were all GLOWING!

Up ahead, he could see an open area, a bit like a market square. Colours flashed as people moved about filling the space with light. Drums and rattles boomed for a moment, fighting with the sound of chatter and merchants selling their wares. The scent of strange spices drifted in the air.

The houses were painted in bright colours, some green, others blue or purple. Each house had a huge set of doors with a symbol set into them in shining metal. They passed a sword, a bear, a boar, and on a particularly dramatic set of red doors, a large cat.

Whetstone tried not to stare – no one else appeared to find it unusual at all. 'Wow. If being a thief means I get to live like this, I would've done it sooner.'

He paused to look at a low, dark house. A pair of silver snakes glittered on the door, their eyes picked out in bright jewels. Whetstone took a step towards them; Broken Tooth growled and nudged him with his wet nose. 'All right – I'm just looking.'

Whetstone soon forgot all about the snakes when ahead of him he saw the largest and most amazing building yet. Easily the size of the whole of Krud, the walls were made of row upon row of painted shields, and when he tipped his head back, Whetstone could just make out that instead of straw or reeds, the roof was made of thousands of spears.

The delicious smell of roasting meat wafted out from the half open doors. Whetstone's tummy rumbled. The last food he'd eaten had been Ethel's horrible stew – and you could hardly call that food.

- Can you pick out any interesting words or phrases which describe this world?
- Which adjectives or adverbs have been used?
- Do you think this would be a good place to visit, why or why not?

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Imagine you have arrived on one of the Nine Worlds.

World Name: _____

Circle the words which best describe the world. Make use you include words from each column.

Sight	Sound	Smell/Taste	Touch	Emotions
Ancient	Banging	Bitter	Boiling	Afraid
Angular	Bird song	Clean	Cold	Amazed
Bright	Brash	Damp	Cool	Angry
Busy	Buzzing	Delightful	Damp	Anxious
Clean	Crashing	Disgusting	Dry	Dazzled
Dark	Crunching	Familiar	Freezing	Delighted
Dazzling	Discordant	Floral	Gritty	Excited
Dirty	Howling	Fruity	Hard	Frightened
Empty	Loud	Herby	Hot	Happy
Enormous	Melodic	Mouth-watering	Icy	Miserable
Flat	Muttering	Pleasant	Jagged	Nervous
Flowery	Muttering	Rancid	Pleasant	Overwhelmed
Gloomy	Whispering	Sharp	Rough	Proud
Grim	Noisy	Sickening	Smooth	Reluctant
Icy	Quiet	Smokey	Soft	Sad
Inviting	Ringing	Subtle	Uncomfortable	Scared
Misty	Screeching	Sweet	Warm	Unhappy
Mountainous	Silent	Tempting	Welcoming	Wary
New	Soft	Unusual	Wet	Worried
Rocky				
Snow-filled				

Use these words to help you write a paragraph about arriving in your world. Try to include as many of the circled words as possible.

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How to be a Hero Norse Gods Lesson Plan		
Subject English, History	Key Stage 2	Anglo-Saxon and Viking Culture
Learning objective	Resources	
To understand the origins of the names of the days of the week and their connection to Norse culture.	How to be a Hero, chapter one. Worksheets Research materials: books, internet access	
Starter		
<ul style="list-style-type: none">Write out the names of the days of the week and ask students to make suggestions as to where they got their names from. (Sun-day = the sun, Mon-day = the moon)All the other days of the week, except Saturday, are named after Norse Gods.		
Main activity		
<ul style="list-style-type: none">Recap Awfulrick’s song in Chapter one.Students to choose one (or more) of the Gods to research and fill out the worksheet. They can either do independent research or use the cut and paste activity sheets.Extension: research other Norse Gods and Giants such as Loki, Freyja, Freyr and Njord.		
Plenary		
<ul style="list-style-type: none">What does the naming of the days of the week after these Gods tell us about their importance?What other Norse Gods have the students heard of, why were they not included?		
Curriculum links		
KS2 English <ul style="list-style-type: none">Increasing their familiarity with a wide range of books, including fairy stories, myths and legends.Retrieve and record information from non-fiction. KS2 History <ul style="list-style-type: none">Anglo-Saxon and Viking invasions, settlements and kingdoms: place names and village life.How Britain has influenced and been influenced by the wider world.		

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Norse Gods: Days of the Week

As Awfulrick explains in his song, four of our current days of the week are named after Norse Gods and Goddesses.

*Oh, the second day is Tyr's day,
Lord of rules and law
He had his hand bitten clean off
Which must have made it sore!*

*Oh, the third day is Odin's day,
God of wisdom, song and war,
On this day we drink and feast
Until our tums get sore!*

*Oh, the fourth day is Thor's day,
God of storms and lightning,
We think he is a really great guy
Who gives the Giants a pounding!*

*Oh, the fifth day is Frigg's day,
Goddess of fam-i-lee!
She knows the fates of mortal men,
Just like you and meeeeee!*

Use this information and your own research to complete the God Fact Sheets.

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Norse Gods Fact Sheet

Name

God of . . . ?

Day of the week:

Draw and label the God or Goddess:

Skills or powers:

Important weapons or
other objects:

Appearance:

Fun facts:

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Cut and paste the answers on the appropriate God's Fact Sheet

Tyr	This God was quite simple and trusting. He liked nothing more than fighting giants, feasting and going fishing.
Knows the fortunes of all men and Gods but won't tell anyone!	God of Thunder. One of the most popular Gods.
Gave his name to Tuesday	Likes to travel in disguise through the Nine worlds, so make sure you're nice to one eyed strangers in case they're a God in disguise!
God of Wisdom and War	Often seen with a spinning wheel
Rides in a chariot pulled by goats.	Learned how to perform magic after hanging from Yggdrasil for nine days and nights.
Volunteered to put his hand in Fenrir's mouth to prove that the God's weren't playing a trick on the wolf. Of course, they were tricking Fenrir and this God lost his hand.	Goddess of Family and Motherhood
Odin	Spear-shaker, Allfather, One Eyed Chief of the Gods
Gave his name to Thursday	Has a magic hammer called Mjolnir

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Frigg	Gave his name to Wednesday
God of Justice, Law and Order	Rides an eight-legged horse named Sleipnir
Gave her name to Friday	Very strong. He has a magic hammer, belt and gloves which increase his strength.
Has two ravens who bring him knowledge.	This Goddess was so worried something would happen to her son, Baldr, that she travelled the Nine Worlds asking everything to promise not to hurt him. Every single thing agreed, except for mistletoe.
On Midgard he wears a blue cloak and wide brimmed hat.	Wild red hair and beard.
Thor	One eyed, swapped other one for wisdom.
Discovered the Runes.	Bravest of the Gods, this God only had one hand. The other was bitten off by a giant wolf named Fenrir.
He guaranteed contracts and bargains, and never broke his word.	

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Norse God Fact Sheet - Answers

Tyr

- God of Justice, Law and Order
- Gave his name to Tuesday
- He guaranteed contracts and bargains, and never broke his word.
- Bravest of the Gods, Tyr only had one hand. The other was bitten off by a giant wolf named Fenrir.
- Tyr volunteered to put his hand in Fenrir's mouth to prove that the Gods weren't playing a trick on the wolf. Of course, they were tricking Fenrir and Tyr lost his hand.

Odin

- Spear-shaker, Allfather, One Eyed Chief of the Gods
- God of Wisdom and War
- Gave his name to Wednesday
- One eyed, swapped other one for wisdom.
- Has two ravens who bring him knowledge.
- On Midgard he wears a blue cloak and wide brimmed hat.
- Learned how to perform magic after hanging from Yggdrasil for nine days and nights.
- Discovered the Runes.
- Rides an eight-legged horse named Sleipnir
- Odin likes to travel in disguise through the Nine worlds, so make sure you're nice to one eyed strangers in case they're a God in disguise!

Thor

- God of Thunder. One of the most popular Gods.
- Gave his name to Thursday
- Very strong. He has a magic hammer, belt and gloves which increase his strength.
- Has a magic hammer called Mjollnir.
- Rides in a chariot pulled by goats.
- Wild red hair and beard.
- Thor was quite simple and trusting. He liked nothing more than fighting giants, feasting and going fishing.

Frigg

- Goddess of Family and Motherhood
- Gave her name to Friday
- Knows the fortunes of all men and Gods, but won't tell anyone!
- Often seen with a spinning wheel
- Frigg was so worried something would happen to her son, Baldr, that she travelled the Nine Worlds asking everything to promise not to hurt him. Every single thing agreed, except for mistletoe.

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How to be a Hero Limericks Lesson Plan		
Subject: English	Key Stage 2	Poetry
Learning objective		Resources
To understand the form of a limerick. To write an original limerick in the style of the magic cup.		Example limericks from How to be a Hero Limerick worksheet
Starter		
<ul style="list-style-type: none"> Share examples of limericks. Students to pick out key features, number of lines, content, etc. Create a list of limerick writing rules: <i>Limericks are silly five-line poems which follow a particular pattern. The first, second and fifth lines must rhyme and typically have 8 or 9 syllables (or beats). The third and fourth lines must rhyme and are shorter with usually 5 or 6 beats.</i> 		
Main activity		
<ul style="list-style-type: none"> Class to thought shower words which rhyme with Lotta. Teacher led class limerick about Lotta using the first line: <i>There was once a Valkyrie named Lotta</i> Class to share ideas for other limerick topics based on How to be a Hero (other characters, locations, events) In pairs or individually, students to create lists of rhyming words which they could use in their limericks. Students to write an original limerick based on How to be a Hero. Students to check their limericks against the definition above. 		
Plenary		
<ul style="list-style-type: none"> Students to share their poems Extension: Illustrate your poem or mark one of the cup's limericks, identifying things it has done well and areas for improvement! 		
Curriculum links		
KS2 English <ul style="list-style-type: none"> Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Listening to and recognising different forms of poetry assessing the effectiveness of their own and others' writing and suggesting improvements 		

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Creative writing: Limericks

Awfulrick's Magic Cup loves to recite limericks.

Limericks are silly five-line poems which follow a particular pattern. The first, second and fifth lines must rhyme and typically have 8 or 9 syllables (or beats). The third and fourth lines must rhyme and are shorter with usually 5 or 6 beats.

The first line generally starts with: *There once was a ...*

Have a go at writing your own about one of the characters in *How to be a Hero*. I'll start you off. . .

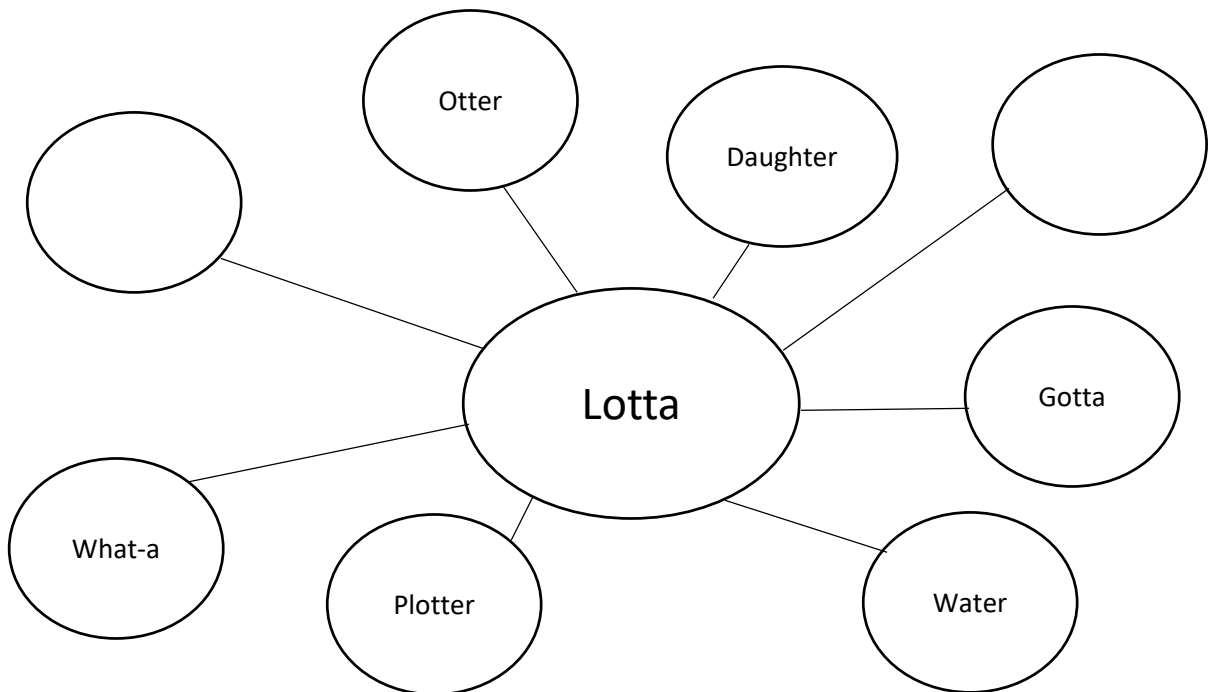
There once was a Valkyrie named Lotta,
Who _____

(second line must rhyme with Lotta)

(fourth line must rhyme with third line)

(fifth line must rhyme with Lotta)

Use the diagram to help you find rhyming words.



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The Cup's Limericks

These three limericks are all about Whetstone. What do they tell us about him, and the cup's attitude towards him?

*There once was a young man who came stealing,
But he had the most peculiar feeling,
What he was doing was wrong,
When he first heard this song,
If they catch him, he'll be nailed to the ceiling!*

*There once was a young lad from Drott,
Who everyone thought was a clot.
He got rid of a dragon,
Will he fall off the wagon,
And go back to thieving or not?*

*There once was a lad named Whetstone,
Who everyone thought was a moan.
He started off zero,
But turned out a Hero,
But I still wouldn't give him a loan!*

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How to be a Hero Runes Lesson Plan		
Subject: History	Key Stage 2	Anglo Saxon and Viking Culture
Learning objective	Resources	
To recognise and use Runic lettering.	Images of Runes and Runic carvings Rune worksheet	
Starter		
<ul style="list-style-type: none">Examine some images of runestones. What do the students notice about the letters? Have they seen letting like this before? Which letter shapes look familiar?		
Main activity		
<ul style="list-style-type: none">Teacher led explanation of the background to the Runes.<ul style="list-style-type: none">The Vikings wrote in an alphabet called Runes. Some of these Runes look similar to letters we use today, others are very different.Runes were used in writing from about 150AD to between 700AD in central Europe and 1100AD in northern Europe when the alphabet we use today became more popular.Vikings believed that Odin discovered the Runes during his quest for knowledge.They can be found carved in stone, wood, antler, jewellery or even bone.Students to practice writing in Runes.Then try to translate the Runic phrase provided. (answer: Broken Tooth has dog breath)Extension: to write and translate messages in pairs.		
Plenary		
<ul style="list-style-type: none">Why do you think Runes are only constructed of straight lines?How did the material they were written in affect this? (It's easier to carve in straight lines than in curves. In wood, lots of horizontal lines would make it split.)		
Curriculum links		
KS2 History <ul style="list-style-type: none">Anglo-Saxon art and cultureHow Britain has influenced and been influenced by the wider world		

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Rune Facts

The Vikings wrote in an alphabet called Runes. Some of these Runes look similar to letters we use today, others are very different.

Take a look at these examples of Rune stones. What do you notice about the markings?



Which letter shapes look familiar? Copy out a few.

Runes were used in writing from about 150AD to between 700AD in central Europe and 1100AD in northern Europe when the alphabet we use today became more popular.

Vikings believed that Odin discovered the Runes during his quest for knowledge. They can be found carved in stone, wood, antler, jewellery or even bone.



Some rune stones have been translated - this one reads:

Gunnarr and Bjôrn and Þorgrímr raised this stone in memory of Þorsteinn, their brother, who was dead in the east with Ingvarr, and made this bridge.

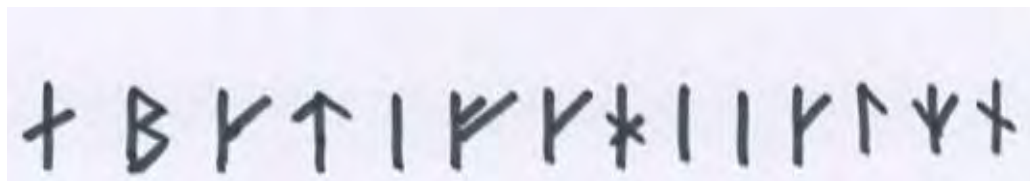
It is part of the Ingvar Runestones in Sweden. These stones commemorate those who died in an expedition with the spectacularly named Ingvar the Far Travelled in the 10th century.

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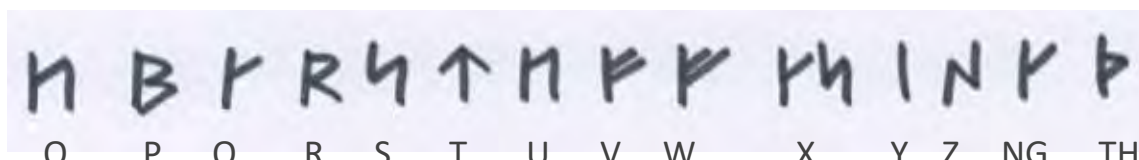
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Writing in Runes

Here is one version of the Runic alphabet.



A B C D E F G H I J K L M N



O P Q R S T U V W X Y Z NG TH

Practice writing out your name in Runes.

Then try to translate this phrase. As some of our modern letters use the same Runes, you might need to experiment to get an answer which makes sense!

BRNKT THNB *tH THK BRITB

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How to be a Hero Nidhogg Drama Lesson Plan		
Subject: Drama <i>(suggestions for online adaptations in italics)</i>	Key Stage 2	Still Image, Character
Learning Objective	Resources	
To use the character of Nidhogg to create drama using still image and narration.	Copies of text Paper and pens	
Warm up		
<ul style="list-style-type: none">Introduce topic and explain expectationsAs a class explore reading the description of Nidhogg in different ways; one word each, one sentence each, as a group to try and scare someone, as a group - pleading for help etc. <i>(If online learning, one person could read with suggestions from others)</i>		
Main activity		
<ul style="list-style-type: none">Teacher led discussion on what we know of Nidhogg so far – what does he look like? What does he sound like?Split the class into groups with paper and pen. Groups should write two sentences, one containing a simile, the other alliteration. The sentences must tell the audience what Nidhogg looks like. Share sentences with the class. <i>(This can be done individually for online learning)</i>Physical warm up. Groups to form shapes using own themselves. Identify examples of good group work, all members involved and focused etc. <i>(Students to either make shapes individually or to use other objects to help them)</i>Students physically represent Nidhogg as a still image with all of their bodies. They can then perform the two descriptive sentences as narration alongside the image. <i>(If online learning, students can use toys or other objects to create Nidhogg, and verbally justify how they have created his shape. Alternatively, they can do a solo portrayal of Nidhogg)</i>Extension – can they make Nidhogg move or speak? What would his voice sound like?		
Plenary		
<ul style="list-style-type: none">Teacher led informal performances and evaluation		
Curriculum links		
KS2 English		
<ul style="list-style-type: none">Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.		

HOW TO BE A HERO

CAT WELDON

How to be a Hero Creating a Character Lesson Plan		
Subject: English	Key Stage 2	Descriptive Writing
Learning Objective		Resources
To design an original character from the world of How to be a Hero		Copies of text Creating a Character worksheet Viking Name Generator
Warm up		
<ul style="list-style-type: none">Introduce topic and discuss what a character isClass to share their favourite characters from <i>How to be a Hero</i> and why they are their favourites. <i>Pair share or whole class activity.</i>		
Main activity		
<ul style="list-style-type: none">Read the start of Chapter 12, describing Ivor the Nose Grinder. Class to write down/ identify words and phrases which describe him.Share ideas of what we know about Ivor and how we know these things – what evidence is there in the text?Students to design their own character who lives in Krud. Students can use the name Generator or their own ideas.Students to fill in worksheet and draw a picture of their character. Teacher can share Ivor the Nose Grinder example template if desired.Class to identify personality traits for their character based on their worksheet before writing a paragraph to describing their new character.		
Plenary		
<ul style="list-style-type: none">Students to share their new characters in pairs or small groups.Recap the role of characters within fiction.		
Curriculum links		
KS2 English <ul style="list-style-type: none">Organising paragraphs around a themeCreating settings, characters and plotDrawing inferences such as inferring characters’ feelings, thoughts and motives from their actions. and justifying inferences with evidence.		

HOW TO BE A HERO

CAT WELDON

Viking or Valkyrie Name Generator

Give yourself a terrifying new Viking or Valkyrie name to strike fear into the hearts of your enemies. Whetstone believes you haven't really made it, until you're someone the something.

First Letter of your name:

Arne or Astrid	Nora or Njal
Bodil or Bjorn	Orm or Olga
Canute or Crag	Peg or Potar
Dagfin or Dagmar	Queil or Qual
Estrid or Erik	Ragnar or Revna
Frieda or Finn	Sven or Signe
Gunnar or Godrun	Tove or Torben
Harald or Hilda	Unn or Ulf
Ivar or Ingrid	Vidar or Vigdis
Jorunn or Jarl	Werda or Welch
Kari or Knud	Xannar or Xelhild
Liv or Leif	Yetta or Yorik
Marta or Magnus	Zara or Zeb

Month you were born:

Day you were born:

January	Ferret or Sword	1, 11, 21, 31	Biter or Hugger
February	Raven or Shield	2, 12, 21	Throttler or Tickler
March	Boar or Kneecap	3, 13, 23	Wrestler or Teaser
April	Horse or Finger	4, 14, 24	Squisher or Trainer
May	Wolf or Spear	5, 15, 25	Grabber or Snuggler
June	Snake or Axe	6, 16, 26	Flinger or Tamer
July	Fox or Big Toe	7, 17, 27	Eater or Dancer
August	Frog or Nose	8, 18, 28	Stamper or Carrier
September	Eagle or Skull	9, 19, 29	Mincer or Kisser
October	Bear or Tonsil	10, 20, 30	Stretchor or Cuddler
November	Flower or Knuckle		
December	Dragon or Arrow		

Put the bits together to make your new name!

HOW TO BE A HERO

CAT WELDON

Creating a Character

Ivor the Nose Grinder example

Character name: *Ivor the Nose Grinder*

Age: *Unknown, adult*

Job: *Cabbage Farmer*

Family: *No family mentioned. He lives alone with his cabbages.*

Where do they live? *On his farm on the outskirts of the Viking village of Krud.*

What is their personality like? *Angry. Doesn't like minstrels or people coming onto his land. Brave, he tries to chase off Nidhogg. Hates Minstrels.*

What are they interested in? *Cabbages and making sure no one comes onto his land.*

What are they afraid of? *Minstrels, he warns them that he will force feed them cabbage till they burst.*

Who are they friends (or enemies) with? *Works with Awfulrick and the other Vikings of Krud to try and get rid of Nidhogg.*

What are their special skills or talents? *Is good at grinding noses.*

Describe that they look like, do they have any distinctive features? *Ivor is short and round, like an angry beach ball. He is good at throwing spears. He wears walrus skin underpants.*

HOW TO BE A HERO

CAT WELDON

Creating a Character

Use the Viking Name Generator to help you create a new character to live in Krud.

Answer the following questions thinking about:

- Using interesting and varied vocabulary;
- How best to reflect their personality;
- How your character might react in different situations;
- Using well-chosen similes and adjectives.

Character name: _____

Age: _____

Job: _____

Family: _____

Where do they live? _____

What is their personality like? _____

What are they interested in? _____

What are they afraid of? _____

Who are they friends (or enemies) with? _____

What are their special skills or talents? _____

Describe that they look like, do they have any distinctive features?

Draw a picture of your character.

HOW TO BE A HERO

CAT WELDON

Creating a Character

Writing Character description

Circle the words which best describe your character.

Brave	Angry	Calm	Sad	Happy	Rebellious
Kind	Strong	Rude	Quiet	Helpful	Scary
Polite	Naughty	Clever	Caring	Bold	Cruel
Gentle	Weak	Friendly	Sly	Evil	Generous
Grumpy	Shy	Chatty	Noble	Wise	Scary
Smart	Cunning	Loud	Cross	Foolish	Unkind
Charming					

Use these words to help you write a paragraph about your character.

Character name:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

HOW TO BE A HERO

CAT WELDON

How to be a Hero Lotta’s Trial Lesson Plan		
Subject: Drama	Key Stage 2	Inferring information, character
Learning objective	Resources	
To devise and perform a monologue as a TV reporter from Lotta’s trial. (This could be filmed as part of online learning)	Copy of <i>How to be a Hero</i> Template script	
Starter		
<ul style="list-style-type: none">Recap the story of How to be a Hero up to chapter 14. What has Lotta done and why is she in trouble?Identify the key characters involved in her trial (Lotta, Whetstone, Glinting-Fire, Scold, Odin)		
Main activity		
<ul style="list-style-type: none">Students to devise and present a scene in role as a TV presenter, reporting on Lotta’s trial.Students to think about how TV presenters behave and speak to camera, how can this be replicated in their own performances?Props and costume can be used if desired.See the attached template script for key features to include. Teacher can model an example if desired.This piece can be presented as a monologue (a single person speaking) or students can be encouraged to get creative and include interviews with other people.		
Plenary		
<ul style="list-style-type: none">Present own pieces and offer constructive criticism on other’s work.		
Curriculum links		
KS2 English <ul style="list-style-type: none">Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		

HOW TO BE A HERO

CAT WELDON

Lotta's Trial

You are going to create the role of a TV presenter, reporting live on Lotta's trial at the Valkyrie Council.

Think about how TV presenters behave and speak to camera and how you can replicate this in your own performance. You may wish to use props or costume to help!

Key elements you will need to include:

- Your character name and location
- What has happened
- Who was involved
- What was the outcome
- Reactions or quotes from the characters involved
- Sign off at the end (back to you in the studio)

Use this script to help you start your performance.

This is _____ reporting live for Asgard TV.

Scenes of chaos here at the Valkyrie Council, after Lotta, a Class Three Valkyrie has been charged with breaking the Valkyrie code.

You can present this piece as a monologue (a single person speaking), or you can get creative and include interviews with other people.

HOW TO BE A HERO

CAT WELDON

How to be a Hero Job Description Lesson Plan		
Subject: English	Key Stage 2	Persuasive writing, inferring from a text
Learning objective	Resources	
To write a job advert for a Valkyrie or a Hero. To write a letter applying for the job.	Viking job advert and template Letter example and template	
Starter		
<ul style="list-style-type: none">Discuss and show examples of job adverts. Where can they be found and what are they for?Identify key features (job title, brief job description or key skills, salary, contact details)Teacher to share job description of a Viking, students to comment.		
Main activity		
<ul style="list-style-type: none">In pairs or individually, students to list key skills, qualifications, and personal attributes they think are necessary to be a Valkyrie or Hero.Students to write a job advert, ensuring it has the key features listed.Swap their job advert with a class member.Teacher to show application letter and remind students of key letter features. The purpose of the letter is to persuade the reader to hire them for the job, how can they be convincing?Students to write a letter applying for the job either in role as either Whetstone or Lotta, or as an original character.		
Plenary		
<ul style="list-style-type: none">Discussion on how closely Whetstone and Lotta match up to their respective job adverts. Do students think they would get the job as a Valkyrie or a Hero if they applied?		
Curriculum links		
KS2 English <ul style="list-style-type: none">Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.Organising paragraphs around a theme.Proof-read for spelling and punctuation errors		

HOW TO BE A HERO

CAT WELDON

Viking Job advert

Key information:

Job title	Viking crew
Duties of the job	Rowing and sailing longboats Carrying treasure Fighting
Desirable characteristics	Brave Strong
Experience or training	Sailing Fighting (have own weapons) Understanding other languages Reading Runes
Salary	All the treasure you can carry
Other information about the job	Beards are useful but not essential. No picky eaters
Contact details	Olaf the Hairy, Big Bottom Bay, Near Drott.

Advert:

BE A VIKING!

Do you like adventure? Sailing? Stealing treasures and going Argh? Then this could be the job for you!

We are looking for a brave, strong individual to join our Viking crew.

We will be sailing long distances over the ocean to find, and plunder, new lands.

Applicants must be able to row a longboat for five miles, carry two chests of treasure and have their own axe.

Beards are useful but not essential.

Food and drink will be provided on long voyages so no picky eaters please.

The ability to read Runes and speak other languages will be helpful.

Wages: All the treasure you can carry

For more information, please write to Olaf the Hairy, Big Bottom Bay, Near Drott.

HOW TO BE A HERO

CAT WELDON

Valkyrie or Hero Job Advert

Complete the form to help you identify the key information you need to include.

Job title	
Duties of the job	
Desirable characteristics	
Experience or training	
Salary	
Other information about the job	
Contact details	

Now write your job advert. Make it sound interesting and appealing!

HOW TO BE A HERO

CAT WELDON

Ivor the Nose Grinder's Farm
Krud
5th Grune, 975

Olaf the Hairy
Big Bottom Bay
Near Drott

Dear Olaf the Hairy,

I would like to apply to be a Viking. I like having adventures and love traveling.

I am a very good sailor; I have my grade seven longboat sailing certificate and have never been seasick. I will eat almost any food apart from cabbage, but I don't think that cabbage really counts as food.

I am very strong and can carry at least seven pigs at once, which must weigh more than two treasure chests. At least treasure chests aren't wiggling and going oink when you try to pick them up.

I have a big red beard and am able to bring my own axe.

I can read Runes and am willing to learn other languages. I am very good at shouting argh while waving my axe.

I am currently working on Ivor the Nose Grinder's farm harvesting cabbages and would like to change jobs as I can't stand the smell. The cabbages are pretty whiffy too.

Yours sincerely,

BHRT BRHT TRHHYR

Bjorn Brown Trousers

HOW TO BE A HERO

CAT WELDON

Valkyrie or Hero Job Letter

Write a letter, applying for the job or a Hero or Valkyrie. Use this template to help you plan your letter.

Name and address	
Dear	
Describe why you would like this job	
What experience do you have that could help you?	
How would your personality help you in this job?	
Would you need any training?	
Any other useful information about yourself	
Yours sincerely,	

HOW TO BE A HERO

CAT WELDON

How to . . . Make a Magic Cup

What you'll need:

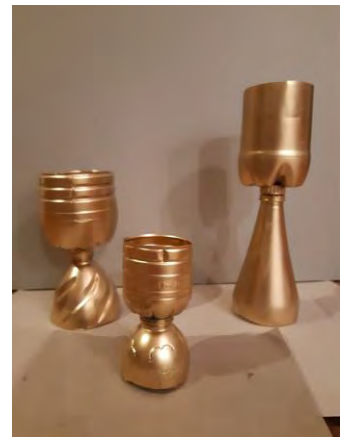
- Large plastic bottle
- Craft knife
- Gold paint
- Hot glue gun
- Optional decorations: plastic gems, metallic sharpies

Instructions:

1. Wash and dry the plastic bottle. Screw the lid on firmly.
2. Cut the top off the bottle at the shoulders (just past where the curved part meets the straight body of the bottle). This will form the base of the cup.
3. Cut the bottom off the bottle, leaving tall enough sides to form the bowl of the cup.
4. Using the glue gun, attach the lid to the bottom of the bowl.
5. Paint the cup gold, we used metallic gold spray paint.
6. Add decorations to give the cup some personality!

Disclaimer:

We cannot guarantee the cup will have actual magic powers!



HOW TO BE A HERO

CAT WELDON

How to . . . Make a Viking or Valkyrie Helmet

What you'll need:

- Corrugated cardboard
- Silver or grey duct tape
- Scissors
- Optional decorations

Instructions:

1. Cut a 5cm wide strip of cardboard long enough to fit around your head in a loop with a slight overlap. Stick the ends together with the duct tape to form a ring. (This is much easier to do if you make sure the corrugations are going across the narrowest part of the cardboard rather than along the length of it.)
2. Cut two more 5cm wide strips of cardboard. Attach them to the inside of the ring forming a cross over the top of your head. Trim three of the strips so they fit inside the head band.
3. Trim the fourth strip into a nose guard.
4. Cover the cardboard in the silver or grey duct tape, making sure everything is well stuck down.
5. Add cardboard horns, spikes or rivets for decoration!



HOW TO BE A HERO

CAT WELDON

How to . . . Make a Valkyrie Breastplate

What you'll need:

- 2 x corrugated cardboard rectangles to cover the front and back of the body. Ours are 30cm x 25cm but adapt to fit.
- 2 x corrugated cardboard rectangles with rounded edges to go over the shoulders. Ours are 35cm x 9.5cm. (Make sure the corrugation run across the narrowest part of the cardboard so that it bends easily.)
- 2 x corrugated cardboard rectangles side straps. Ours are 30cm x 9cm. (Make use the corrugation run across the narrowest part of the cardboard so that it bends easily.)
- 1 x cardboard strip sword holder. 20cm x 2.5cm
- Sliver or Grey duct tape
- Optional decorations

Instructions:

1. Attach the shoulder straps to the breastplate. Don't worry about the duct tape showing.
2. Holding the breast plate in position, mark where the shoulder straps meet the back plate.
3. Attach the shoulder straps to the backplate, making sure you can fit your head through! Trim if needed.
4. Attach the side straps to the inside of the breast plate.
5. Holding the armour in place, mark where the side straps meet the backplate. Trim if needed. Attach one side to the inside of the backplate – one side only otherwise you won't be able to get it off!
6. Cover the cardboard armour in duct tape.
7. Hold the sword in position against the backplate, mark the position of the sword holder.
8. Attach the sword holding strip using the duct tape. Check the sword fits.
9. Add spikes or other decorations if you like.
10. When you're ready to wear the armour, attach the final side strap.



HOW TO BE A HERO

CAT WELDON

How to . . . Make a Viking or Valkyrie Shield

What you'll need:

- Strong corrugated card
- Coloured paper or paint
- Small, flat circular tub
- Black marker pen
- Ruler
- Duct tape
- Glue

Instructions:

1. Cut two large circles out of the cardboard. Glue or tape them together making sure the corrugations are in opposite directions for strength. Duct tape around the edge.
2. Using a long ruler, split the shield into six segments. Paint or cover each segment in different colours. Draw along the edges of the segments to add definition.
3. Glue the circular tub to the centre of the shield. Paint this if necessary.
4. Cut two narrow strips of cardboard, long enough to fit your forearm through and attach them to the reverse of the shield to form a handle.

