

THEATRE

ALIBI



I Believe in Unicorns

Teacher Resource Pack

	Learning Objective	Learning Outcome	Keywords	Cross-Curricular
PRE-WATCHING ACTIVITIES				
Lesson 1 (KS1) Set the Stage for Story	To begin to explore the power of stories To explore how to create mood and atmosphere for storytelling	A design and model for a storytelling chair	Setting, mood, atmosphere,	Literacy, Art & Design, PSICHE, Design & Technology
Lesson 1 (KS2) Set the Stage for Story			Setting, mood, atmosphere, metaphor, simile, identity	Literacy, Art & Design, PSICHE, Design & Technology
Lesson 2 (KS1) Characters and setting of <i>I Believe in Unicorns</i>	To explore the characters and sequence	A drawn interpretation of the opening	Character, setting, senses, mood	Literacy, Geography, Art
Lesson 2 (KS2) Characters and setting of <i>I Believe in Unicorns</i> ; to practise inference skills using quotations	To explore the characterisation and interpretation of a character	A Story Prescription atmosphere, mood, tone, senses	Character, setting, atmosphere, mood,	Literacy, Geography, Art, Drama
Lesson 3 (KS1) Mythical creatures and the imagination	To discover mythical creatures and explore the power of imagination and creativity	A drawing and description of my own mythical creature	Myth, mythical creatures, imagination, danger, luck, skill	Literacy, Art, Drama, History, Physical Education (Dance), Music
Lesson 3 (KS2) Mythical creatures and the imagination		My own version of the Unicorn Lady's Noah's Ark story using a new mythical creature	Myth, mythical creatures, imagination, creativity, danger, luck, skill, transformation	Literacy, Art, Drama, History, Physical Education (Dance), Music
POST-WATCHING ACTIVITIES				
Lesson 4 (KS1) First reactions to the play	To understand the structure of the play and the emotions within it	A soundscape evoking the mood, atmosphere and emotions of the narrative	Plot, structure, feelings, emotions	Literacy, Drama, Music, Art
Lesson 4 (KS2) First reactions to the play	To understand the structure of the play and explore why a play needs a range of emotions		Narrative, pathos, comedy, tragedy, drama, emotions	Literacy, Drama, Music, Art
Lesson 5 (KS1) Friendship and teamwork	To explore the theme of friendship and team work	A presentation on ways to work as a team	Sharing, teamwork, friendship, strength, identity	Literacy, Drama, PSICHE, Art
Lesson 5 (KS2) Friendship, community and wellbeing	To explore the theme of friendship and community; To understand the elements of the 5 Ways to Wellbeing	A personal response to the 5 Ways to Wellbeing	community, friendship, teamwork, support, wellbeing, understanding	Literacy, PSICHE, Drama
Lesson 6 (KS1) Empathy	To identify and develop empathetic skills	A personal response to a Hans Christian Andersen story	Empathy	Literacy, Drama, PSICHE, Art
Lesson 6 (KS2) Empathy	To develop skills in empathy and understand different perspectives for the story of <i>I Believe in Unicorns</i>	A story based on a reinterpretation of Michael Morpurgo's original inspiration	Empathy, perspective	Literacy, Drama, PSICHE, History, Philosophy for Children
Lesson 7 (KS1) The power of stories and the imagination	To distinguish between fact and fiction To celebrate and share our favourite stories To explore why we need stories and the imagination	A 'Save the Book' poster advertising which of your favourite stories you would save from a burning library or put on Noah's ark	Fact, fiction	Literacy, Art, PSICHE, History, Philosophy for Children
Lesson 7 (KS2) The power of stories and the imagination	To explore different types of stories To explore why we need stories and the imagination	A debate on the need for stories	Fact, fiction, reality, fantasy, memory, comedy, tragedy, drama, imagination	Literacy, Drama, PSICHE, Philosophy for Children

Introduction

I Believe in Unicorns, written by Michael Morpurgo in 2006, is about the power of books and the imagination. Set in Slovenia during a troubled period in its recent history, it shows the value of stories in children's lives as a way of understanding the world and developing empathy.

Synopsis

Tomas is a happy boy, living in a little village nestled in the mountains. His father is a farmer and especially likes keeping bees to make honey. Tomas loves playing in the mountains and feeling the sun on his face.

One day his mother takes him shopping, which he finds boring. So she says she will drop him off at the library instead, to listen to some stories – which he also finds boring! But as he dawdles behind the bookshelves, he sees a group of children all jostling each other to look at something, and becomes curious. He goes to see what is there, and to his astonishment finds a real live unicorn! He soon realises it's only a model – but that's not before the Unicorn Lady has invited him to come and listen to her stories. All the children are asking for the 'Unicorn Story' and Tomas is intrigued. The Unicorn Lady tells the story of Noah, but adds in an extra part: that unicorns were not allowed on the ark, and so became narwhales in order to survive.

The Unicorn Lady tells the story so inspiringly that Tomas loves the experience in spite of himself. He starts to spread the word amongst his friends, and soon they all come to the library after school each day, wanting stories. The Unicorn Lady encourages the children to sit on the unicorn and tell stories themselves.

One day she brings in a book of her own, a story by Hans Christian Andersen called *The Little Match Girl*. The children notice that the book is black and charred. In fact, the book itself has a story. The Unicorn Lady explains that when she was a child, she lived in a time when books were banned from her country. Soldiers came to set fire to books, but the Unicorn Lady's father held tight to his copy of *The Little Match Girl* because he loved it so much.

Tomas has a go at reading *The Little Match Girl*, and is struck by the sadness of the story. He goes home and reads it to his parents too.

Then a real tragedy hits the village. War has always been in the background, but now it has become reality. Planes fly overhead and soldiers are rife. Tomas and his family and friends hide in the forest. They soon realise that the library is burning, and rush to save the books. The community get together to bring the books out of the library as quickly as they can – and finally the unicorn. The Unicorn Lady says that the Unicorn brought good luck, just like all unicorns do, because all the books were saved. Members of the

community say they will store the books in their houses, as well as sheltering people who had lost their homes. In time, the library will be rebuilt, the books returned to safety, and the war will be over. Tomas realises that stories can help us get through difficult times, and that he absolutely believes in unicorns - which now represent the power of the imagination, and the need for stories in our lives.

Structure

I Believe in Unicorns has a rich structure, sequenced through a variety of stories that build in their power. The stories begin by being purely fictional, but gradually become closer to reality, moving through the Unicorn Lady's childhood memory and ending at last with the events in Tomas' childhood. It is through this that Tomas begins to realise why we need stories in all their forms in our lives, and why we all need to believe in unicorns.



Reading Year 1

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently (All Lessons)
- being encouraged to link what they read or hear to their own experiences (Lesson 2, Lesson 4, Lesson 6, Lesson 7)
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (Lesson 6, Lesson 7).
- discussing word meanings, linking new meanings to those already known (Lesson 2)
- drawing on what they already know or on background information and vocabulary provided by the teacher (Lesson 2)
- discussing the significance of the title and events (Lesson 4).
- making inferences on the basis of what is being said and done (Lesson 2, Lesson 3, Lesson 4)
- predicting what might happen on the basis of what has been read so far (Lesson 2)
- participating in discussion about what is read to them, taking turns and listening to what others say (Lesson 2)
- explaining clearly their understanding of what is read to them (Lesson 2)

Year 2 Reading

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently (All Lessons)
- discussing the sequence of events in books and how items of information are related (Lesson 4)
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (Lesson 6, Lesson 7)
- discussing their favourite words and phrases (Lesson 6)
- drawing on what they already know or on background information and vocabulary provided by the teacher (Lesson 2, Lesson 6)
- making inferences on the basis of what is being said and done (Lesson 2)
- answering and asking questions (Lesson 6)
- predicting what might happen on the basis of what has been read so far (Lesson 2)
- participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say (Lesson 6, Lesson 7)
- explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves (Lesson 1, Lesson 3, Lesson 4, Lesson 6, Lesson 7)

Year 2 Writing

- writing narratives about personal experiences and those of others (real and fictional) (Lesson 6, Lesson 7)
- writing for different purposes (Lesson 2, Lesson 7)
- writing down ideas and/or key words, including new vocabulary (Lesson 3)
- reading aloud what they have written with appropriate intonation to make the meaning clear (Lesson 7)

KSI Music

- playing tuned and un-tuned instruments musically (Lesson 3)
- experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music (Lesson 3, Lesson 4)

KSI Art and Design

- using a range of materials creatively to design and make products (Lesson 1)
- using drawing, painting and sculpture to develop and share their ideas, experiences and imagination (Lesson 2, Lesson 3, Lesson 7)
- exploring the work of a range of artists, craft makers and designers (Lesson 1, Lesson 3)

KSI Design and Technology

- designing purposeful, functional, appealing products for themselves and other users based on design criteria (Lesson 1)
- exploring and evaluating a range of existing products (Lesson 1)
- evaluating their ideas and products against design criteria (Lesson 1)

KSI Geography

- using basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Lesson 2)

KSI PE

- performing dances using simple movement patterns (Lesson 3)

KSI History

- exploring events beyond living memory that are significant nationally or globally (Lesson 4)

Key Stage 2

Years 3 and 4 Reading

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (All Lessons)
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (Lesson 3)
- identifying themes and conventions in a wide range of books (Lesson 6)
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (Lesson 5)
- discussing words and phrases that capture the reader's interest and imagination (Lesson 2, Lesson 3)
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Lesson 2, Lesson 4, Lesson 6)
- predicting what might happen from details stated and implied (Lesson 2)
- identifying main ideas drawn from more than 1 paragraph and summarising these (Lesson 6)
- identifying how language, structure, and presentation contribute to meaning (Lesson 4, Lesson 6)
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say (Lesson 1, Lesson 7)

Years 3 and 4 Writing

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing and recording ideas (Lesson 3)
- drafting and writing by:
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot (Lesson 3, Lesson 6)
- reading their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Lesson 6)

Year 5 and 6 Reading

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (All Lessons)
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions (Lesson 3)
- recommending books that they have read to their peers, giving reasons for their choices (Lesson 2, Lesson 7)

- identifying and discussing themes and conventions in and across a wide range of writing (Lesson 6, Lesson 7)
- making comparisons within and across books (Lesson 4, Lesson 6)
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Lesson 2, Lesson 4, Lesson 6)
- predicting what might happen from details stated and implied (Lesson 2)
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (Lesson 6)
- identifying how language, structure and presentation contribute to meaning (Lesson 4, Lesson 6)
- discussing and evaluating how authors use language, including figurative language, considering the impact on the reader (Lesson 1, Lesson 6)
- participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously (Lesson 1, Lesson 6, Lesson 7)
- explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary (Lesson 7)
- providing reasoned justifications for their views (Lesson 7)
- using a thesaurus (Lesson 2)

Year 5 and 6 Writing

- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed (Lesson 3, Lesson 6)
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (Lesson 6)
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (Lesson 3, Lesson 6)
- using a wide range of devices to build cohesion within and across paragraphs (Lesson 3)
- performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Lesson 3, Lesson 6)

KS2 Physical Education

- performing dances using a range of movement patterns (Lesson 3)

KS2 Music

- improvising and composing music for a range of purposes using the inter-related dimensions of music (Lesson 3, Lesson 4)

KS2 Art and Design

- improving their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (Lesson 1, Lesson 7)
- discovering about great artists, architects and designers in history (Lesson 1, Lesson 3)

KS2 Design and Technology

- using research and developing design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (Lesson 1)
- investigating and analysing a range of existing products (Lesson 1)
- evaluating their ideas and products against their own design criteria and considering the views of others to improve their work (Lesson 1)

KS2 Geography

- locating the world's countries, using maps to focus on Europe (including the location of Russia) (Lesson 2)
- understanding key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (Lesson 2)

KS2 History

- Discovering Ancient Greece – a study of Greek life and achievements and their influence on the western world (Lesson 3)

Lesson 1 (KSI): Set the Stage for Story

Learning Objective: To begin to explore the power of stories;
To explore how to create mood and atmosphere for storytelling.

Learning Outcome: A design and model for a storytelling space.

Keywords: Setting, mood, senses, identity.

Cross-curricular: Literacy, Art & Design, Technology, PSCH

Starter

Share the following in pairs and with the whole class:

- Your favourite place (real and/or imaginary)
 - Your favourite object – you could bring this in to show to the class
 - Your favourite story (e.g. a picture-book)
 - Your favourite food
 - Your favourite animal
 - Your favourite story
 - Your favourite kind of story (happy, sad, mysterious, adventurous, exciting?)
 - Where you like to be when you have a story (on a sofa, in bed, on grass outside? Etc.)
- Introduce the keyword identity. Explain that our likes, dislikes, memories and experiences all form a part of our identity.

Intro

Explain that you are going to design your own storytelling chair. This storytelling chair will reflect your favourite stories and story places.

- In pairs, look at some examples of story spaces (Resource 1a). Decide which ones you like best and why.
- Then, individually or in groups, think about your own storytelling space.
 - Where would it be?
 - What shape would the chair be? It could be an animal, a vehicle, a form in nature, the shape of a famous landmark...
 - What does it feel like to touch?
 - What can the chair do? Does it have any magic buttons or powers?

Development

- Use your ideas for your storytelling space to draw a design, using Resource 1b if necessary.
- Make a model of your storytelling chair using craft materials or recycling.

Plenary

- Share designs and/or models with the rest of the class.
- Explain to the students that stories are all part of your identity, whether they are stories you make up or real things that have happened to you. It is important that we share each other's stories in order to understand each other.

Extension

- Make a class display of the different designs and/or models for storytelling chairs. Reflect on the range of different preferences in the class.
- Create a special storytelling chair for your classroom, using found materials, natural materials, recycled materials, cloth, etc. Whenever anyone sits in this chair, they have the power to tell a story. This can be used as a device throughout the scheme of work.

Lesson 1 (KS2): Set the Stage for Story

Learning Objective: To begin to explore the power of stories; To explore how to create mood and atmosphere for storytelling.

Learning Outcome: A design and model for a storytelling space.

Keywords: Senses, mood, atmosphere, metaphor, simile

Cross-curricular: Literacy, Art and Design, Technology

Starter

- Discuss questions in pairs and then share with the class:
 - How important are stories in your life?
 - How often do you have a story?
 - What is your favourite kind of story? (human drama, action, adventure, comedy, tragedy, romance?)
 - Do you prefer to hear stories, watch stories, read stories, or tell stories (or all of these)?
- In pairs or as a class, play a metaphor game 'If my story were...' (see Resource 1c).

Intro

Explain that there are many types of stories in the world. Your preferences for particular types of story will reflect your identity.

- Discuss in pairs and share with the class:
 - Why do we need stories?
 - What would the world be like without stories?
- Each student should write answers on a piece of paper and display them or put them somewhere special for safe keeping. You will return to these answers in Lesson 8!

Development

Explain that we are going to design a special storytelling chair.

- In pairs, look at some examples of story spaces (Resource 1a). Rate them in groups and give comments as to:
 - The most unusual or original;
 - The most inspiring or imaginative;
 - The most exciting;
 - The most durable;
 - The most comfortable;
 - The most practical (e.g. you can have lots of people listening to a story for a long time there!)
- Independently, think about a design for your own storytelling space.
 - Where would it be?
 - What shape would the chair be? It could be an animal, a vehicle a form in nature, the shape of a famous landmark...?
 - What does it feel like to touch?
 - What can the chair do? Does it have any magic buttons or powers?
- Use your ideas for your storytelling space to draw a design, using Resource 1b if necessary.
- Make a model of your storytelling chair using craft materials or recycling.

Plenary

- Share designs with the rest of the class. Give peer feedback and change designs accordingly.
- Explain to the students that stories are all part of your identity, whether they are stories you make up or real things that have happened to you. It is important that we share each other's stories in order to understand each other.

Extension

- Make a class display of the different designs and/or models for storytelling chairs. Reflect on the range of different preferences in the class.
- Create a special storytelling chair for your classroom, using found materials, natural materials, recycled materials, cloth, etc. Whenever anyone sits in this chair, they have the power to tell a story. This can be used as a device throughout the scheme of work.

Lesson 2 (KSI): Characters and Setting

Learning Objective: To explore the characters and setting of *I Believe in Unicorns*

Learning Outcome: A drawn interpretation of the opening sequence

Keywords: Character, setting, senses, mood

Cross-curricular: Literacy, Geography, Art, Drama

Starter

We are going to travel to another place for a story about a child who is near your age. We need to imagine what it is like where he lives.

- Locate Slovenia on a map of Europe.
- Give out copies of the picture of Bled, in Slovenia (see Resource 2a). Imagine you are standing in the picture. Discuss in pairs and feedback:
 - What would you hear?
 - What would you smell?
 - What textures would you touch? (e.g. think about the weather on your face, the ground beneath your feet, the surfaces you might touch with your hand).
 - What would you see?
 - What sorts of activities might you do if you lived there?
- Annotate the image with words and pictures showing your thoughts on the senses.
- Share your pictures with your table or with the rest of the class.

Intro

- Give the students a blank piece of paper.
- Read aloud to the students the opening of the story in the extract from Chapter 1 (Resource 2b).
- As you read, the students draw what they hear described. Some students may need to use the Vocabulary Guide (see Resource 2c).
- Students share drawings.

Development

- A story has a place (setting), so now it needs people!
- Introduce Tomas and the other characters, each of whom have an object. (see Resource 2d).
- Discuss what the object could tell us about each character.
- Add characters to your drawing of the scene. What would each character be doing?
- Add speech bubbles to your characters, and write, draw or explain verbally what they may be saying or talking about. Who would be talking to whom?

Plenary

Discuss in pairs and feedback:

- Based on what you know of the characters and setting, what kind of mood do you think this story might have? (happy, sad, funny, peaceful, relaxing, magical)?

Lesson 2 (KS2):

Characterisation and setting

Learning Objective: To explore the characters and setting of I Believe in Unicorns; To practise inference skills using quotations.

Learning Outcome: A Story Prescription description based on interpretations of the characters

Keywords: Character, Setting, senses, mood, atmosphere

Cross-curricular: Literacy, Geography, Art

Starter

We are going to travel to another place for a story about a child who is near your age. We need to imagine what it is like where he lives.

- Locate Slovenia on a map of Europe.
- Give out copies of the picture of Bled, in Slovenia (see Resource 2a). Imagine you are standing in the scene. Discuss in pairs and feedback:
 - What would you hear?
 - What would you smell?
 - What textures would you touch? (e.g. the weather on your face, the ground beneath your feet, the surfaces you might touch with your hand).
 - What sorts of activities might you do if you lived there?
- Annotate the image with words and pictures showing your thoughts on the senses. Share your pictures with your table or with the rest of the class.

Intro

- Use Resource 2e. Look at the silhouettes of the characters and read their quotation. Discuss what kind of person they might be, based on the quotation, and write ideas in the empty box. Use vocabulary in Resource 2f if necessary. You could use Resource 2d to see the objects too.
- Divide into pairs/groups and choose a character from the list. Take a slip from Resource 2g and improvise a role play as the characters in the scene. How would each character react to the scene? Who would take the lead?

Development

- In groups/pairs, choose one of the characters and infer answers to these questions
 - The expression on their face
 - What they might be wearing
 - What they might be doing
 - Are they most likely to enjoy reading books, listening to stories, or telling stories themselves?
 - Where might the character want to be when they are having a story?
 - To whom would they tell stories themselves?

- 'Prescribe' a story to the character you have chosen. This could be a story you love and would recommend to a friend, or else you could make up the story yourself. Use the following prompts if necessary:
 - What type of story might they enjoy? (e.g. love story, action, adventure, mystery...)
 - Who would be the main character?
 - Where would it be set?
 - What would happen?
 - Would it have a happy, sad, funny or mysterious ending?
- Write and draw your Story Prescription, using Resource 2h.

Plenary

- Share your Story Prescriptions with the class.
- Discuss in pairs and feedback: Based on what you know of the characters and setting, what kind of mood or atmosphere do you think this story might have? (Happy, sad, funny, peaceful, relaxing, magical)?

Lesson 3 (KSI): Mythical creatures and the imagination

Learning Objective: To discover mythical creatures and the power of the imagination and creativity.

Learning Outcome: The creation of your own mythical creature.

Keywords: Myth, mythical creatures, imagination, danger, luck, skill

Cross-curricular: Literacy, Art, History, Physical Education (Dance), Music

Starter

- Discuss these questions in pairs and feedback:
 - What do you know about unicorns?
 - Share pictures of unicorns (see Resource 3a) and notice what the pictures tell you about unicorns:
 - Where do they live?
 - What do they look like?
 - What can they do?
 - What emotions do they feel?
 - How do they behave?
 - What happens to unicorns?
 - If there was a unicorn in your school, where might it be hidden? What door in your school might it be behind?

Intro

Unicorns are mythical creatures. Mythical creatures are creatures that appear in stories. Meet some more mythical creatures, such as dragons, griffins, mermaids!

- Divide into groups. Cut up Resource 3c, and give one slip to each group. Groups represent each mythical creature by:
 - Making the shape of the creature as a group
 - Creating a dance to show how the creature moves
 - Using drums, mouth music or other musical instruments to make the sound of the creature, or to create a sense of atmosphere that surrounds the creature (such as danger, or luck)
 - If necessary, you can refer to more background on each mythical creature in Resource 3d

Development

You are going to create your own mythical creature! Many mythical creatures are hybrid – made up of several creatures we already know.

- First, play consequences in groups to create a hybrid creature, using Resource 3e
- Then make your own mythical creature using guidelines in Resource 3f
- As you have discovered, mythical creatures often have a special skill. The unicorn's special skill is how its horn is lucky as it can make water become safe and pure when it dips its horn into it. Your creature is also lucky. What is its lucky special skill?
- Create a name for your type of creature. This needs to be done last, as the name is created using wordplay from all the bits of animal it has in it! – e.g. 'merlion' or 'eaglyphant.'

Plenary

Share your creatures and see how imaginative you have been! This is how imaginative your storytelling ancestors have been, over so many hundreds of years!

Extension

Make a mask of your mythical creature.

Lesson 3 (KS2): Mythical creatures and the imagination

Learning Objective: To discover mythical creatures and the power of imagination and creativity.

Learning Outcome: The creation of your story about a mythical creature

Keywords: Myth, mythical creatures, imagination, creativity, danger, luck, skill, transformation

Cross-curricular: Literacy, Art, History, Dance/Movement, Music

Starter

Discuss these questions in pairs and feedback:

- What do you know about unicorns?
- Share pictures of unicorns (see Resource 3a) and notice what the pictures tell you about unicorns:
 - Where do they live?
 - What do they look like?
 - What can they do?
 - What emotions do they feel?
 - How do they behave?
 - How can we describe their character traits?
- If there was a unicorn in your school, where might it be hidden? What door in your school might it be behind?
- For more information, read the Unicorn Fact Sheet (Resource 3b)

Intro

Unicorns are mythical creatures. Mythical creatures are creatures that appear in stories. Many hundreds of years ago, there were not many discoveries in Science – so instead, mythical creatures were used to explain the world, especially things that seemed wonderful and unexplainable. An example is China. Here, before people had studied the water cycle and realised how the rain was made, stories were told in China about a rain dragon who would rise up and breathe into the clouds to make rain in order to make the farmers' fields green. Through mythical creatures, you can see how creative and imaginative storytellers could be. We are now going to meet some more mythical creatures, such as dragons, griffins, mermaids!

- Divide into groups. Cut up Resource 3d and give one slip to each group. Groups represent each mythical creature by:
 - Making the shape of the creature as a group
 - Creating a dance to show how the creature moves
 - Using drums, mouth music or other musical instruments to make the sound of the creature, or to create a sense of atmosphere that surrounds the creature (such as danger, or luck)
 - Showing the story of the mythical creature by roleplaying the creature interacting with humans.

Development

- Tell the story that the Unicorn Lady tells Tomas and the other children (see Resource 3g). Students can draw along on a blank piece of paper.
- Select your favourite mythical creature from Resource 3d. Imagine mythical creatures once walked the earth and still do – in the form of some other creature we see every day. For example, as a unicorn became a narwhale, a hippocamp could become a

seahorse. Independently or in groups, come up with an idea for your own fable about how your mythical creature became a creature alive today, based on the structure of the Unicorn story. Use a template to plan the story structure. Use Resource 3h for a structure if necessary.

Plenary

Share your stories and see how you have been as imaginative as your ancestors!

Extension

- Work on developing your story orally, then as a piece of written work;
- Make a mask of your mythical creature.

Lesson 4 (KSI): First reactions to the play

Learning Objective: To understand the structure of the play and the emotions within it.

Learning Outcome: A soundscape evoking the mood, atmosphere and emotions of the play.

Keywords: Emotions, structure, mood, atmosphere

Cross-curricular: Literacy, Art, Music, Drama

Starter

Play a warm-up activity, 'What's the Story?' Each student picks up a book and carries it around the room. They have to change their expressions and movement depending on the story they are carrying. Give commands such as:

- You are carrying a sad story!
- Now you are carrying an adventure story!
- Repeat for: An action story, a funny story, a mysterious story, a scary story, a happy story set in summer!

Afterwards, students sit down and put the books away. Explain that each type of story had its own feeling, or mood, or atmosphere. So did the different stories shown throughout the performance of I Believe in Unicorns.

Intro

- Discuss in pairs and feed back into whole class discussion:
 - How did the play make you feel?
 - What were your favourite parts?
- Divide into 5 groups. In your groups, create a freeze-frame of your favourite part of the story. The rest of the class can guess what part you are representing.

Development

- The play is structured with lots of different stories. Give one story to each group, using the pictures in Resource 4a.
 1. Tomas' stories about his childhood – flying his toy helicopter into Mr Lieben's garden and tobogganing on the mountains with his dad;
 2. The Unicorn Story based on Noah's Ark;
 3. The story of the Little Match Girl;
 4. The Unicorn Lady's story of how her book came to be so burned;
 5. The war in Tomas' village, and the community saving the books;
 6. Dave and Tomas sharing stories.
- Make a soundscape to represent the mood of your group's section of the story, using mouth music, musical instruments, recycled materials, or environmental sounds.
- Groups perform their soundscapes in the order of the story narrative.

Plenary

- Recap how many different emotions occurred throughout the play.
- How does the mood of the play develop? How does Tomas change as a person?

Follow-up work

- Select a scene from the story. Draw a picture of it, and write your emotions, and the emotions of the characters, around the outside.
- Then, as class, display each scene chronologically, on a washing-line across the classroom.

Lesson 4 (KS2): First reactions to the play

Learning Objective: To understand the narrative sequence of the play, and explore why the play needs a range of emotions

Learning Outcome: A soundscape of the narrative, highlighting the different emotions and moments of drama within "*I Believe in Unicorns*"

Keywords: Emotions, structure, narrative sequence, pathos, comic relief.

Cross-curricular: Literacy, Music.

Starter

Discuss in pairs and feed back into whole class discussion:

- How did the play make you feel?
- What were your favourite parts?
- Divide into 6 groups. In groups, create a freeze-frame of your favourite part of the story. The rest of the class can guess what part you are representing.

Intro

- In pairs, arrange sort cards in order of what happened in the story, using Resource 4b.

- Independently, Stick each sort card into your book. Then, draw an emoji on each card according to the mood of the section of the narrative. Or show this through colouring in each card according to your choice of colour – for example, red for danger, yellow for happiness, grey for boredom, blue for sadness.
- For each card, discuss in pairs:
 - How you felt
 - How the real characters (Tomas/The Unicorn Lady, etc) felt;
 - How the story characters felt (the unicorns/The Little Match Girl)
- Recap the characters from Lesson 2 (Resource 2e). Did they seem to change over the course of the story?
- Divide the class into 6 groups. Cut up the characters from Resource 2e and give one to each group. Groups discuss what events their particular character went through, and how they would have felt.
- One student from each group can then sit on your class storytelling chair. The character is 'hotseated' – students can ask the character questions, such as:
 - Why did you....?
 - How did you feel when....?
 - What do you think about...?

Development

- Divide into 5 groups. Give each group a sort card from Resource 4a and make a soundscape to represent the narrative of the story, using mouth music, musical instruments, recycled materials, or environmental sounds.
- Groups perform their soundscapes in the order of the story narrative.

Plenary

- In pairs, recap how many different emotions occurred throughout the play.
- Discuss as a class: Why does the play have so many different emotions within it? How does the mood of the play develop? How does Tomas change as a person?
- Suggested lines of discussion to draw out:
 - you need different emotions to keep the audience entertained
 - you need sad or dramatic moments to keep the audience energised
 - you need calm and peaceful moments to make the audience feel relaxed
 - you need to make the audience laugh so that they enjoy themselves
 - you need a mixture of all these things, especially very sad or dramatic moments next to calm and happy moments, otherwise too much of just one will be too much to stand!
- Recap how many different emotions occurred throughout the play.

Extension

- Write a review of the play, using Matthew Reason's 'The Narrative Conversation' for a set of questions to structure the writing, from 'Talking about Theatre', <https://matthewreason.com/portfolio/talking-about-theatre/>

Lesson 5 (KSI): Friendship and Teamwork

Learning Objective: To explore the theme of friendship and teamwork.

Learning Outcome: A presentation (spoken or written) on ways to work as a team.

Keywords: Friendship, teamwork, strength, sharing, community

Cross-curricular: Literacy, Drama, PSCHE, Art

Starter

Play team work games (see Resource 5a).

1. Story Shapes
2. Save the books
3. Cheer Me Up!

Intro

Read this quote from the play to the students:

That evening, everyone with a roof still over their heads took an armful of books home to look after. And all those people who had lost their houses were found a home too. It turned out Pavo's house had been hit so that night, I shared my room with him and a pile of old books.

- Here, Tomas is showing how all of the people in his village are working as a team. What do they do? Discuss in pairs and feedback.
- Suggested responses:
 - They share what they have
 - They help each other
 - They protect the books because they know everyone will use them again
 - They find out who has strengths in the team, and the people with strengths can use these to help others.
- Development
- Divide into groups of 3 people and discuss:
 - What each person in your group is good at (their strength).
 - How you can help other people in your group using your strength.

- How other people can help you.
- Create a Community Cobweb using Resource 5b, using pictures or words to show how you can help each other.
- Develop into a collage using images cut from magazines, photos or web pages.

Plenary

- Present your ideas to other groups and/or the rest of the class.

Extension

- Extend the Community Cobweb into an intricate wall display – a 'Community Class Cobweb' – showing how every student in the class can be interlinked and help everyone else.

Lesson 5 (KS2): Friendship, Community and Wellbeing

Learning Objective: To explore the themes of friendship and community; To understand the elements of the 5 Ways to Wellbeing.

Learning Outcome: A personal response to the 5 Ways to Wellbeing

Keywords: community, friendship, teamwork, support, wellbeing, understanding

Cross-curricular: Literacy, Drama, PSCHE

Starter

Play teamwork games (see Resource 5a).

1. Story Shapes
2. Save the books
3. Cheer Me Up!

Intro

Read this quote from the play to the students:

That evening, everyone with a roof still over their heads took an armful of books home to look after. And all those people who had lost their houses were found a home too. It turned out Pavo's house had been hit so that night, I shared my room with him and a pile of old books.

- Hand out the dialogue extract from the play (Resource 5c). In pairs, practise reading and acting out the dialogue. Some volunteers can perform this to the rest of the class.

- In pairs, groups or as a class, look at the different things Tomas does to try to cheer Pavo up. What does he do? Suggested responses include:
 - Tomas listens to Pavo. He doesn't interrupt.
 - Tomas gives Pavo a present.
 - Tomas tells Pavo a story – which distracts Pavo, making him think about something else besides his sadness.
 - Tomas doesn't contradict Pavo; he doesn't say he is wrong.
 - Tomas doesn't get offended when Pavo calls him a 'dork.' He ignores it, because he knows Pavo doesn't mean it; he's just upset.

Development

- Introduce the 5 ways to wellbeing. When bad things happen to us, we can try the 5 ways to wellbeing to pull us through. Look at the presentation or use Resource 5d.
- Annotate Resource 5c. Underline where you can see Tomas encouraging Pavo to use one of the 5 ways to wellbeing.
- Fill in the chart (see Resource 5e), using examples from the play and from your own life to show how Tomas, and you, use the 5 ways to wellbeing.

Plenary

Share your answers from the chart with peers/the whole class.

Extension

- Write a poem or song which teaches people about how they can do the 5 ways to wellbeing
- In groups, roleplay an advertisement to encourage people to use the 5 ways to wellbeing.
- Write a journal for a week, making sure you practise the 5 ways to wellbeing every day for 7 days. Rewards if you manage it!
- Tomas 'prescribes' a story to Pavo. Return to your Story Prescription activity in Lesson 2. Create a new story prescription for one of the characters now that you know the story, using Resource 2g.
- Use Resource 2g to write a story prescription for someone else in your class, or someone you know at home or in your community.

Lesson 6 (KSI): Empathy

Learning Objective: To identify and develop empathetic skills.

Learning Outcome: A personal response to a Hans Christian Andersen story.

Keywords: Empathy

Cross-curricular: Literacy, History, Drama, PSICHE, Philosophy for Children

Starter

- Recall the part in the play at which Tomas reads the story of *The Little Match Girl*. If the students need prompting you could read the transcript (Resource 6a).
- At first Tomas was nervous and embarrassed to read the story, but then he became very sorry for the character and more interested in the story. He was feeling empathy with her situation. Empathy is when you can understand how someone might be feeling, almost as if you are in their shoes yourself. In the following quote Tomas is realising how bad the girl's situation is:

"It was dreadfully cold, snowing, and getting dark. In this cold and darkness walked a little girl. She was cold and her feet were bare. Her feet were bare? In the snow?"

Intro

Hans Christian Andersen wrote lots of stories about ordinary people, but also about mythical creatures. He lived in Copenhagen in Denmark which is by the sea, and he was fascinated by the monsters that live there. He grew up with lots of stories and made up some too. Many people found his stories very sad and didn't like to read them, but this was because Hans Christian Andersen was such a master of empathy.

- Read aloud the introductions to some of his stories (Resource 6b) and display the pictures, or cut them into sort cards.

Development

- Run a class investigation into which characters the class feels the most empathy with.
- Hold interviews in groups or pairs. Use Resource 6b. Write notes, draw emojis or write a rating from 1-10 as to how much empathy you feel for the characters in each story.
- Share answers with the rest of the class.
- When you have found out which is the most popular story, try to analyse the result a bit!
 - Does all the class agree?
 - Why did you vote for your particular story?
 - Why do you feel more empathy with some characters over others?
 - Is it easier to feel empathy for characters who are similar to us? For example, the same age or the same gender? Do you feel more empathy with humans over animals or mythical creatures? Or does it not matter? Why or why not?

Plenary

Recap the main points from the lesson.

Extension

- When the class has agreed on a story, find the story in full.
- In groups, retell the story, taking the parts of the different characters. Try to use words that will help us have empathy for the main character.

Lesson 6 (KS2): Empathy

Learning Objective: To develop skills in empathy and understand different perspectives.

Learning Outcome: A story based on a reinterpretation of Michael Morpurgo's original inspiration for the story of *I Believe in Unicorns*.

Keywords: Empathy, perspective

Cross-curricular: Literacy, Drama, PSCHE, Philosophy for Children

Starter

Look at this quote from Tomas' father:

"They keep to themselves, Tomas. Can't blame them really, can you? I mean, I'd keep away from humans if I was a wolf. Angry monkeys with red faces, we must look like. Always chopping and burning. Shouting. Firing guns. You know, it must be peaceful out there, away from us."

- Try this activity inspired by the quote. Working in pairs, one student is the animal and the other is a human doing something, such as 'chopping wood' or 'brushing teeth.' The animal must try to describe what the other is doing. If you can, use a simile to describe humans from the point of view of the animal. Share similes with the class.
- Michael Morpurgo uses the perspective of the animal to show how humans can appear to be silly. This is also shown in the 'Lion and the Unicorn' chapter from *Alice through the Looking Glass* (1871), where Alice tells him that the unicorn doesn't exist – and the unicorn says the same back to her about humans! (see Resource 6c).

Intro

Understanding different perspectives can help us be better people ourselves. In the story of *I Believe in Unicorns*, Tomas feels lots of empathy for the different characters in the featured stories. For example, when Tomas reads the story of *The Little Match Girl*, he becomes very sorry for the character and more interested in the story, forgetting about the real world. He was feeling empathy with her situation. Empathy is when you can understand how someone might be feeling, almost as if you are in their shoes yourself. In the following quote Tomas is realising how bad the girl's situation is: It was dreadfully cold, snowing, and getting dark. In this cold and darkness walked a little girl. She was cold and her feet were bare. Her feet were bare? In the snow?

- In pairs, read the transcript for *The Little Match Girl* section of the production of *I Believe in Unicorns* (Resource 6a). Underline words or phrases that make you feel empathy to the little girl. Share findings with the class.

Development

- Watch the film of Michael Morpurgo talking about his idea for *I Believe in Unicorns*, and/or read the transcript (Resource 6d). <https://vimeo.com/115991267>
- Look at the true story, and discuss ways in which you might tell the story in your own way, but making sure that empathy is at the heart of it. Use first person, as Michael Morpurgo does. You might not even be a human – you could personify one of the non-human elements of the story
 - From the point of view of one of the books, or even one of the characters in one of the rescued books
 - From the point of view of the fire
 - From the point of view of the librarian

Plenary

Start to plan and share ideas.

Extension

- Complete your story to retell to the class (spoken or written).
- Find another Hans Christian Andersen story, using Resource 6b for ideas. In groups, retell the story, taking the parts of the different characters. Try to use language that will help us have empathy for the main character.

Lesson 7 (KSI): The power of stories and the imagination

Learning Objectives: To distinguish between fantasy/fiction and reality/fact.

To explore why we need stories and the imagination. To celebrate and share stories

Learning Outcome: A 'Save the Book' poster advertising which of your favourite stories you would save from a burning library or put on Noah's ark

Keywords: Fact, fiction, reality, fantasy, memory, comedy, tragedy, drama, imagination

Cross-curricular: Literacy, PSCE, Art, Philosophy for Children

Starter

- What is fantasy/fiction? What is reality/fact? Write a mindmap on the board.
- Use Resource 7a and sort them into statements that happen in the fantasy of the story and statements that happen in the reality of the story.
- Share the differences.
- Lead discussion as to how the fiction of the stories helps Tomas deal with the bad things that happen to him in reality.

Development

- Independently, choose a story, book, picture book or character from a book that you would choose to save from a burning library OR that you would choose to put on Noah's ark. Consider:
 - What is the book?
 - Why will you save this book? – or other ways into the question:
 - What does it mean to you personally?
 - What could it mean to the world, generally?
 - Why does the world need this book?
- Create a 'Save this Book!' poster (use Resource 7b as a possible template).

Plenary

- Share your Save the Book posters.

Extension

- Make a class wall display of the 'Save the Book' posters.
- Discuss in pairs and feedback, some form of the following philosophical question:
 - If unicorns do not exist, can we still believe in them?
 - If believing in unicorns makes Tomas happy, does it matter whether or not they actually exist after all?

Lesson 7 (KS2): The power of stories and the imagination

Learning Objectives: To explore different types of stories. To discuss why we need stories and the imagination. To celebrate and share stories.

Learning Outcome: A debate on the need for stories

Keywords: Fact, fiction, reality, fantasy, memory, comedy, tragedy, drama, imagination

Cross-curricular: Literacy, Drama, PSCHE, Philosophy for Children

Starter

- What is fantasy/fiction? What is reality/fact? Write a mindmap on the board.

Intro

- Identify the different types of the stories in the play.
- Match up the types of story with the example from *I Believe in Unicorns*. (Resource 7c).
- Then, rank the different stories in order, from absolute fantasy to reality.

Explain that Tomas starts to understand that the more horrible things happen, the more we need stories and the imagination to keep us happy.

Development

- Hold a debate on the need for stories. There are some different ways to do this:
 - A balloon debate. Each group takes a different type of story from the list in Resource 7c and argues why their type of story deserves to survive a burning library. (e.g. A current news story must survive because we must all know what is happening in the world right now in case it affects us; a personal childhood memory needs to survive because other people can learn from it...etc). Afterwards, reflect on the discussion. Did you conclude that some types of story are more important than others? Or do you see opinions on all sides?
 - A straight-forward debate on the need for books and stories. One side does not think we need stories, and the other side does. Can they provide persuasive arguments for and against?
 - After the debate, return to the thoughts that you wrote down in Lesson 2 regarding the need for stories in the world. Have your thoughts changed? Do you have any more points to add?

Plenary

Discuss in pairs and feedback, some form of the following philosophical question:

- If unicorns do not exist, can we still believe in them?
- If believing in unicorns makes Tomas happy, does it matter whether or not they actually exist after all?

Resources



Resource 1a Story Spaces



Stories on a pirate ship



Storytelling on a sleigh!



Storytelling inside a wardrobe



A comfortable bed in the jungle!



A grand red and gold chair



A dragon chair

Resource 1a Story Spaces



A trumpeting throne!



Storytelling on the steps of a cave



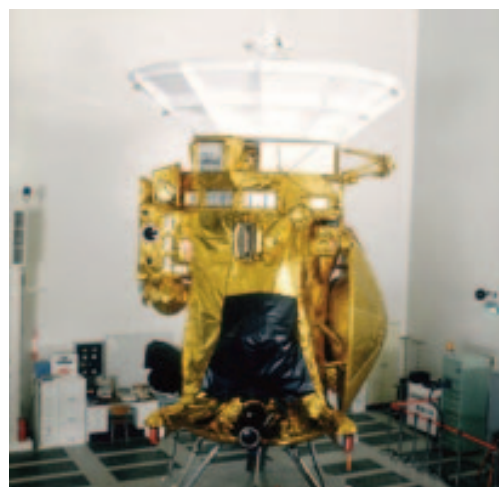
Stories on a rock!



Grand carved chair



Stories on the largest chair in the world!



Stories in a space craft, ready for lift-off!

All Photos John Cairns 2015 for The Story Museum, reproduced by permission

Resource 1b

A Design for My Storytelling Chair

Is it outside or inside?

Where is it?

**If it is outside,
what is the
weather
like?**

What shape is it?

**What types
of stories can
be told
there?**

**What materials
is it made of?**

**What
colours are
there?**

**What special
features does
it have?**

Resource 1c

If my story were...

To play the game...

Cut up the following into slips of paper, fold them and put them in a hat. Take out a slip of paper, and complete the sentence: "If my story were..., it would be..."

For example

"If my story were a type of food, it would be a bag of chips, because I just want more and more."

"If my story were a piece of material, it would be velcro, because it sticks the loose parts of me together."

a type of food

a piece of material

something in a carpark

a place

a piece of fruit

a season of the year

a day of the week

a piece of clothing

an ice cream flavour

a pizza topping

a celebrity

a toy

under the sea

an object in the kitchen

a type of weather

a pair of shoes

a piece of music

an animal

something in space

something in the

woods

a sport

an item in a pencil case

a musical instrument

an object in this room

a bird

a chair

an item in a cupboard

Resource 2a



Resource 2b

I grew up and live to this day in a mountain village that we like to think is just about big enough to call itself a small town. Hidden away in a remote valley it might seem to travellers passing through that it is far too sleepy for anything of any significance ever to have happened there. Not so, for something very significant did happen, something both dreadful and wonderful at the same time.

For me as a child this place was my whole world, a world full of familiar wonders. Being an only child I spent a lot of time wandering about on my own. I knew every cobbled alleyway, every lamppost. I knew all the houses, and I knew everyone who lived in them, too – and their dogs. And they knew me. From my bedroom window in the farmhouse where we lived on the edge of town, I could look out over the rooftops to the church tower. I loved to watch the swifts screaming around it in swooping squadrons on summer evenings. I loved the deep dong of the church bell that lingered long in the air. But as for going to church, that was a different matter. If ever I could get out of it, I most certainly would. I'd far rather go fishing with father. He didn't like church any more than I did. Mother and Grandma always went, religiously. But church or not, Sunday was always the best day of the week. In the cold of winter Father and I would go tobogganing on the hillside. In the heat of the summer we'd swim in the lakes and stand there under freezing waterfalls, laughing and squealing with joy. Sometimes we'd go off for long tramps up in the hills. We'd watch the eagles soaring out above the mountain tops. We'd wander the forests, always on the lookout for tell-tale signs of deer or wild boar, or even bears. Sometimes we might catch a brief glimpse of one through the trees. Best of all we'd stop from time to time, just to be still, to feel the peace and breathe in the beauty. We'd listen to the sounds of the forest, to the whisper of the wind, to the cry of wolves, distant wolves I longed to see but never did.

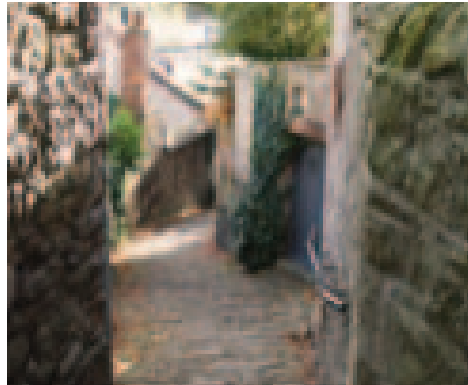
There'd be picnics, too, with all of us there. Grandma, Mother, Father and me, and while they slept afterwards, stretched out in the sun, I'd go rolling down the hills, over and over, and end up lying there breathless on my back, giddy with happiness, the clouds and mountains spinning all about me.

I Believe in Unicorns (Michael Morpurgo, 2006)

Resource 2c



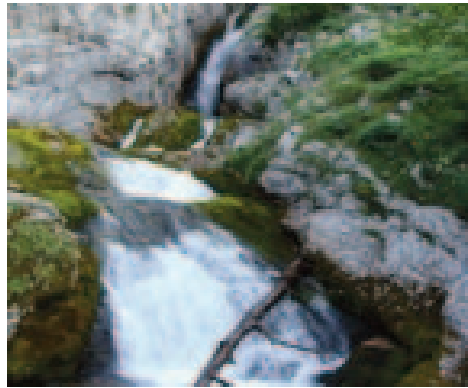
Valley



cobbled alleyway



swift



waterfall



eagle



deer



Wild boar



wolf

Resource 2d

Tomas



Character

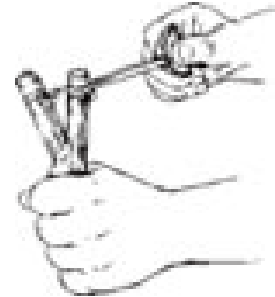


Favourite object

Pavo, Tomas' friend

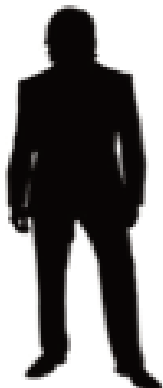


Character



Favourite object

Tomas' Father

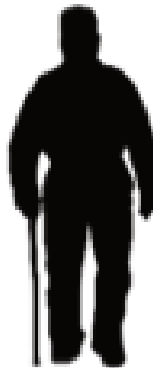


Character



Favourite object

Mr Lieben, Tomas' next door neighbour



Character



Favourite object

Tomas' Mother



Character



Favourite object

The Unicorn Lady

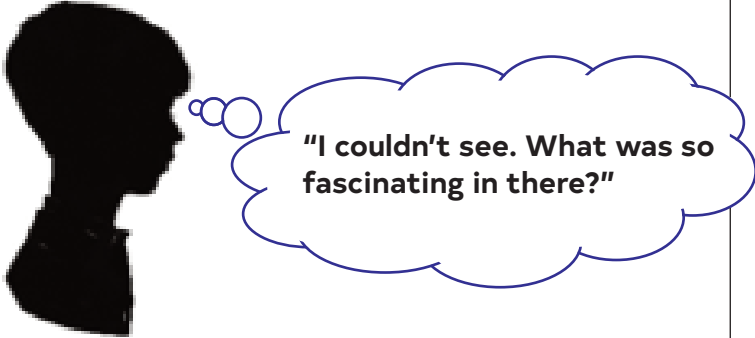
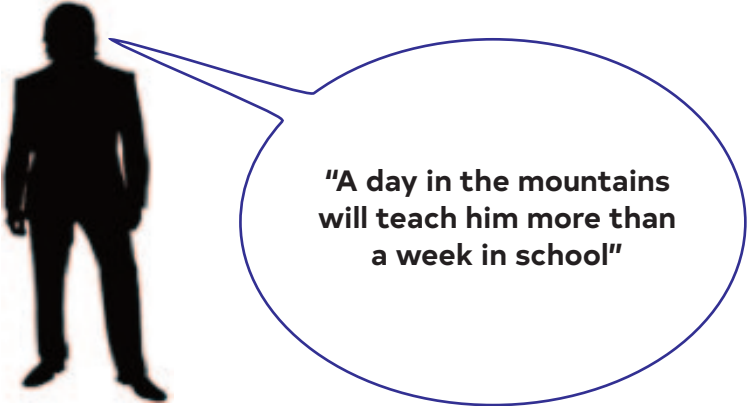
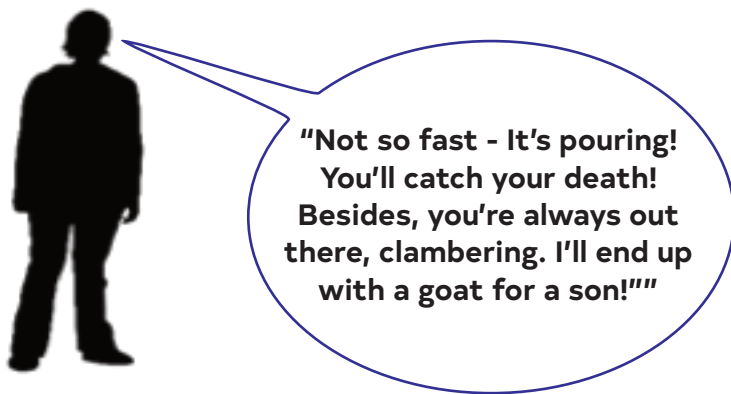


Character



Favourite object

Resource 2e

Tomas	What are they like?
 <p>"I couldn't see. What was so fascinating in there?"</p>	
Tomas's father	
 <p>"A day in the mountains will teach him more than a week in school"</p>	
Tomas's mother	
 <p>"Not so fast - It's pouring! You'll catch your death! Besides, you're always out there, clambering. I'll end up with a goat for a son!"</p>	

Pavo, Tomas' friend



**You are joking, right?!
Really cool stories?!
There's no such thing!"**

Mr Lieben, Tomas' next door neighbour



**"A flower is like a person.
It only has one life. One
life to live. You'd better
get on with it!"**

Frano, a boy in Tomas' class



"Oh, me, Miss! Oh, me!"

What are they like?

The Unicorn Lady



**"Buildings they can destroy.
Dreams they cannot."**

What are they like?

Resource 2f

Use these words or use a thesaurus to find others.

enthusiastic	careful
thoughtful	witty
silly	serious
inquisitive	firm
determined	mocking
fun	sensitive
hopeful	keen
fearless	interested
wary	caring
reflective	playful
unbelieving	excited
resolute	adventurous
bold	courageous
curious	confused
strong	intrigued
passionate	wise
inspired	inspiring

Resource 2g

**You are going to walk up to the mountains
and ski back down.**

**You are going to cook a delicious meal
for some friends.**

You are going to church.

**You have discovered a map and you are going
to look for treasure.**

**You are going to walk up the mountains
and try to spot an eagle.**

**You are going to stay in your garden
and make a bug hotel.**

You are going to have a race through the village.

**You are going to go to the woods at night
to try to spot a wolf.**

**You are going to make a monster
from some bits of tree trunk in the park.**

**You are going to the centre of town to protest
against a house being knocked down.**

**One of you has the idea to dig a hole in the road
and see who is the first to fall down it.**

Resource 2h

STORY PRESCRIPTION

PRESCRIBED TO: _____

Description of Story Prescription:

Instructions for taking Story Prescription

Once/ Twice/ 3 Times Daily/ Weekly/ Monthly

Possible side effects:

Signed: Dr _____

Qualified Book Doctor

Resource 3a



Coat of Arms of Britain



The Garden of Earthly Delights,'
Hieronymus Bosch, 1485

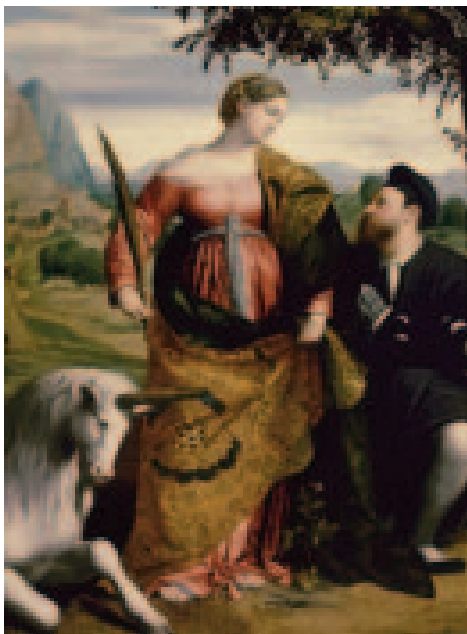
(can you spot the unicorn in the top right hand corner?)



'King Pursued by a Unicorn'
Jean Duvet (1485-1561)



'The Gentle Maiden has the Power to Tame
a Unicorn.' Domenichino (1504).



Moretto da Brescia, Saint Justina
with The Unicorn, c.1530



'The Unicorn Defends Itself' Tapestry, c. 1500

Resource 3b

Unicorn Facts

The first unicorns

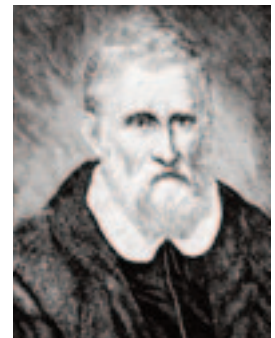
- The first unicorns were from Asia and the Middle East. According to legend, the Chinese philosopher Confucius (551-479 BCE) was the first person ever to see a unicorn.
- Chinese call the unicorn qilin
- They are like a horse, with a long horn from their head.
- They have shining scales like a dragon, multi-coloured in white, black, yellow, red and blue.
- They are powerful, wise, peaceful, and never fight. In fact, they walk so softly they will not even touch a blade of grass.
- They enjoy solitude



Unicorn from Apadana, Shush, Iran

The European Unicorns

- European unicorns have a white coat, the body of a horse, or a goat, the tail of a lion, and a long, white, spiralled horn.
- They live deep in the forest and are rarely seen by people.
- They are powerful and peaceful.
- They do not cause harm to humans, although many humans hunt unicorns.
- They are very shy and hard to catch, but sometimes unicorns will come to girls for a hug.
- Some ancient books say they battle lions and elephants.
- They bring good luck; their horns can detect poisons and make water clean. This was a claim made nearly 2,400 years ago in Ancient Greece, by Ctesias, who was a doctor for a King.¹⁰
- An ancient Roman writer called Pliny the Elder described a unicorn in his book Natural History as "furious" and "hideous!" He said "This wild beast cannot possibly be caught alive."¹¹
- A famous Italian explorer called Marco Polo claimed he saw unicorns when he travelled the world around the year 1300. He said: "They are very ugly brutes to look at!"¹²



Marco Polo



Confucius



Pliny the Elder

¹⁰ American Museum of Natural History, 2016, 76.

¹¹ <https://historymash.com/2018/10/10/pliny-the-elder-on-the-unicorn/> Accessed 7 March 2019

¹² American Museum of Natural History, 2016, 77.

Resource 3c

Griffin



Hippocamp



Mermaid



Barong Ket



Dragon



Loch Ness Monster



Kraken



Bunyip



Phoenix



Pegasus



Chupacabra



Sphinx



Chimera



Medusa

Resource 3d

Griffin

Griffins have the body of a lion and the head of an eagle. They live in nests in mountains. They appear in stories in North Africa, the Middle East, and Africa. They can represent greed, because in some stories they guard gold. In other stories they are noble and majestic.¹³



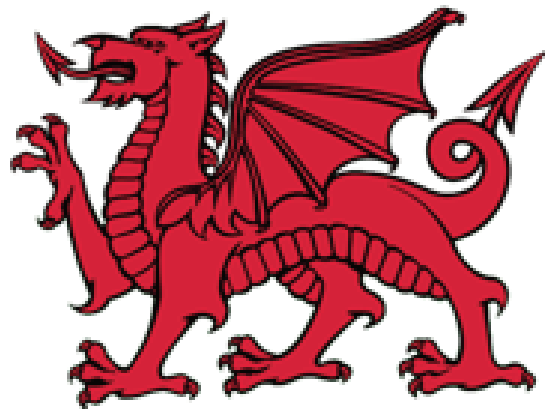
Hippocamp

A hippocamp has the body of a horse and the tail of a fish. Hippocamps appear in stories in Greek mythology. They draw the chariot of Poseidon, the God of the Sea, so are powerful and noble.



Dragon

Dragons are known for having scales, wings, and breathing fire. They are very powerful and brave, and some can use their power for good, and others for evil. They are protectors, whether it be of the land, of people, or of money. Dragons appear in stories in many cultures across the world, from the silly to the serious. In China, dragons are lucky because they bring rain for a healthy life. In Poland, the Wawel Dragon ate so many people that a wise tailor made the dragon explode by sewing up some sulphur into a dead sheep!



Kraken

The Kraken is the largest sea monster ever imagined! In some stories, it is 2.5 km thick, with arms as long and thick as the masts of ships! It stays in deep water where it eats fish. When a boat disturbs it, though, it can rise up with a great rage, flinging its tentacles. The Kraken comes from stories from Scandinavia, and lives between Norway and Iceland!¹⁴



¹³ American Museum of Natural History, 2016, 52.

¹⁴ American Museum of Natural History, 2016, 10.

Chimera

A chimera is a lion, with a goat's head arising from its back, and a serpent for a tail, ending with the snake's head. Chimeras can breathe fire, and are powerful and fearless. Seeing a chimera, especially if you are a sailor, is a sign of danger and bad luck. Chimeras appear in Greek writings, in which Greek heroes try to kill the Chimera.



Bunyip

A creature from Aboriginal Australian cultures, a Bunyip is a big, hairy, scary monster that lives in waterholes and shallow rivers, and eats small animals and maybe even unwary children. It has sharp tusks, shaggy fur and flippers for swimming. In recent stories they are rather fun, foolish and friendly, and don't eat anyone!¹⁶



Mermaid

Mermaids and mermen have the body of a human but the tail of a fish. They live in water and on the rocks. Mermaids appear in stories all around the world! They often carry combs and mirrors as a sign of vanity.

Seeing a mermaid can bring good or bad luck. Many sailors say seeing a mermaid will make their ship crash into the rocks.¹⁷



Barong Ket

Barong Ket is a creature from mythology of Bali. It looks like a lion, and protects people against the witch Rangda. Many dances and puppet shows in Bali are about Barong Ket.¹⁸



¹⁵ Marshall & Firebrace, 2008, 57.

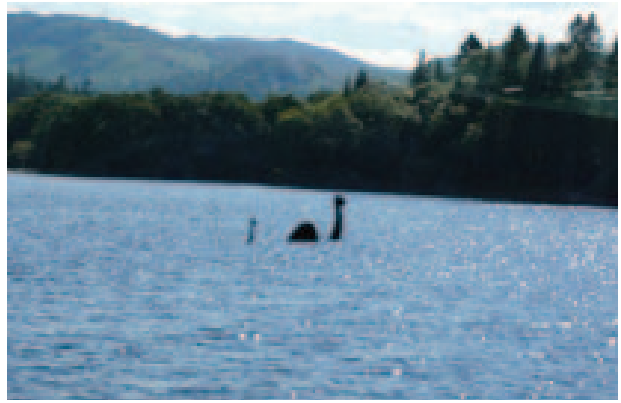
¹⁶ American Museum of Natural History, 2016, 24.

¹⁷ American Museum of Natural History, 2016, 38.

¹⁸ American Museum of Natural History, 2016, xii

Loch Ness Monster

The Loch Ness Monster is said to live in a lake in Scotland. He is a sea monster with a long neck and his long ripply eel-like tail looks like humps appearing out of the water. He is a quiet and shy being who lives mainly beneath the surface.



Pegasus

Pegasus is a white horse with wings. Pegasus appears in Greek myths. He is kind, brave and helpful, and only allows two humans to ride him: his masters, Perseus, and Bellerophon, who are heroes.¹⁹



Sphinx

Sphinxes have the head of a man or woman, and the body of a lion. They may also have the wings of an eagle. The Greek Sphinx was mean and aggressive. She would ask people to answer her riddles, and when they could not guess, she would kill them and eat them up! However, Sphinxes from Egypt are kind and protective. The Sphinx in Egypt guards the pyramids where the rulers were buried.²⁰



¹⁹ American Museum of Natural History, 2016, 94.

²⁰ American Museum of Natural History, 2016, 92.

Chupacabra

Chupacabras have red eyes and large fangs. They walk on two legs and hop like a kangaroo. Although they are scary, they are no bigger than an average-sized dog. Chupacabras appear in stories from South America. They kill animals by sucking their blood! Their name means "goat sucker" in Spanish!



Phoenix

A phoenix is a special bird that lives for one hundred years. When it dies, it is reborn from its ashes. The phoenix represents good luck, rebirth and hope. It is a symbol of the sun, so light and life and happiness. It also represents loyalty.



Medusa

Medusa is a character from Greek myths. She is a human lady with wings and with snakes for hair. She represents very bad luck, because anyone who looks at her will be turned into stone!



Resource 3e

Consequences

How to play:

- Cut out the template below.
- Draw the head of an animal of your choice in the top section.
- Then fold along the line, and pass it on.
- The next person, draw the body of an animal of your choice in the middle section. It could have wings, fur, scales...!
- Then fold along the line, and pass it on.
- The next person, draw the legs of a creature of your choice in the bottom section.
- Open it out and gaze upon your new mythical creature!

The template is a large rectangle divided into three horizontal sections by two dashed lines. The top section is for drawing the head, the middle section is for drawing the body, and the bottom section is for drawing the legs. The sections are intended to be folded together to create a mythical creature.

Resource 3f

My Mythical Creature

Hair of a...

Head of a...

Ears of a ...

Eyes of a...

Body of a ...

Wings of a ...

Legs of a....

Tail of a ...

Feet of a...

Special skill:

Creature's name:

Resource 3g

This is a story about what happened a long, long time ago when one day it started to rain, and never stopped. It just went on and on. It began because God was very angry at the world, because he saw the world was full of wicked people who didn't care about one another, nor for the beautiful world in which they lived. They had become cruel and selfish and greedy, and God wanted to teach them all a lesson they would never forget. He decided there was only one way to do this. He would destroy all those wicked people, but he needed to be sure that the few people that were good and kind would survive, and the animals, too – after all, the animals had never done anyone any harm, had they? This way he would be giving the world a second chance, a completely new start.

“So God chose the wisest and kindest man he could find. He was an old man called Noah. He told Noah he must build himself a great ship, a wooden ark, and he must begin it right away, and he had to make it big, the biggest ark ever built, because there had to be room not just for Noah and his family, but for two of every kind of animal on earth. So Noah and his family cut down the tallest trees. They sawed the wood into planks and began to build a huge ark, a gigantic ark, exactly as God had told him. Of course, all their neighbours thought they were barking mad to be building a ship in the middle of the countryside – off their heads, doolally. But that didn't bother Noah and his family, not one bit. They just ignored them and went right on building. It took them years and years to build such a huge ark, but finally when it was done they set about finding the animals. Two by two they brought them in, one male, one female of every kind of animal you can think of. There were lions and tigers, elephants and giraffes, cows, pigs, sheep, horses, deer, foxes, badgers, wolves and bears, wombats and wallabies – and bees and butterflies and grasshoppers too, insects of every sort. But, no matter how hard they searched they could not find unicorns anywhere, not even one.

Now Noah's grandchildren (and he had plenty of them) especially loved unicorns, as all children do. They spent weeks and months scouring the countryside all around just looking for unicorns. By now the rain was beginning to fall, a hard, heavy rain, a driving rain, a lashing rain, a constant rain, rain such as Noah and his family had never seen before. From the safety of the ark, filled now with two of every living creature on earth – except unicorns, that is – Noah and all his family looked out and saw the lakes and rivers filling, saw the land flooding about them and felt the ark beginning to float beneath them. Every valley was now a rushing, roaring torrent. All the towns and

villages were swept away and all the wicked people with them. Still it rained and still it rained, until all that was left of the land were a few distant mountain tops.

Inside the ark Noah and the family might have been safe, but they were not at all happy, his grandchildren in particular.

'What about the unicorns?' they cried, time and again. 'We haven't saved the unicorns.'

It wasn't Noah's fault, nor his children's, nor his grandchildren's.

They were all busy down below feeding the animals in the ark.

They didn't see, they didn't know that high on a nearby mountain top, watching the ark drift right past them, stood the last two unicorns left alive on this earth. How they neighed and whinnied! How they reared up and pawed the air with their hooves! They tossed their heads and shook their manes, but it

was no use. All too soon the ark had disappeared over the horizon. So the unicorns were left stranded on the mountain top in the wind and rain, with nothing at all around them but the heaving sea. Lightning forked and flashed through the clouds. Thunder rolled and rumbled round the world. Twisting tornadoes whipped the sea into a frenzy of fury. The great flood was spreading out over all the Earth and drowning it.

As for the poor, stranded unicorns, the waters rose and rose around them until first their hooves were covered, then their backs, so that in the end, like it or not, they simply had to swim.

They swam and they swam for hours, for days, for weeks. Then at last, at long last, the rain stopped, and the skies cleared

above them. But still there was no land in sight. The unicorns swam on and on, always hoping to find land. But they never did. Far away and quite unbeknown to the unicorns, Noah's ark had come to rest on the top of Mount Ararat. Noah let the animals go as God had told him he should, two by two, so that once again the Earth would be filled with creatures of all kinds, from grasshoppers to giraffes. From the wood of his ark, Noah built himself a house, while his family spread out all over the world.

The unicorns swam and swam so far, for so long, for so many years that in the end they didn't need their legs any more at all.

And slowly, slowly, very slowly they turned themselves into whales. This way they could swim more easily. This way they could dive down to the bottom of the sea to feed on whatever they wanted, and of course whenever they wished they could come up for air again. But in all this time they never lost their magical powers, and they never lost their horns, either. Which is why there really are to this very day whales in the sea with unicorns' horns. We call them narwhales.

Michael Morpurgo, *I Believe in Unicorns* (2006).

Resource 3h

Story Ark

Draw pictures or write notes in the Ark to plan your idea for the story.

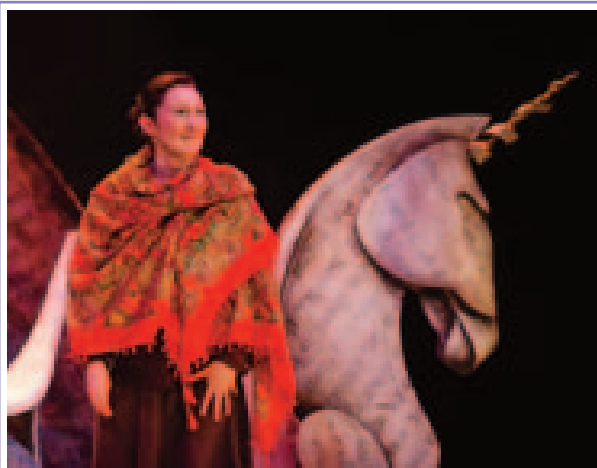
Setting The creature lived in days gone by; describe where the character lived	Character Describe what the your creature did; describe its skill	Problem There was a huge event (describe a flood, a fire, a tornado, a hurricane, a plague of carnivorous ants...)	Solution The mythological creature turned into another creature... How did the creature escape?	Resolution Describe what the creature does now

Resource 4a

Cards: Sections of the Narrative



Tomas' stories about his childhood



The Unicorn Story based on Noah's Ark



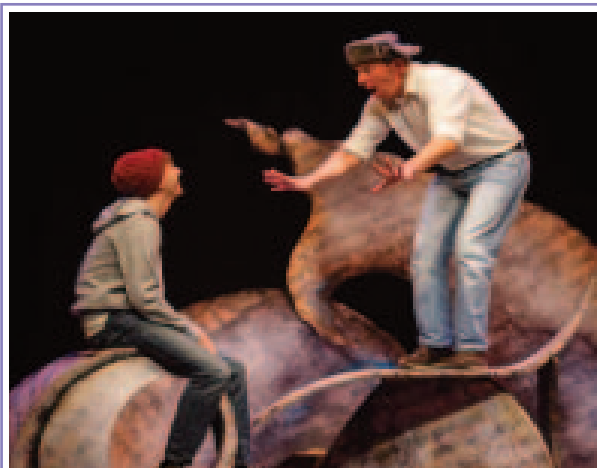
The story of the Little Match Girl



The Unicorn Lady's story of how her book came to be so burned;



The war in Tomas' village, and the community saving the books



Pavo and Tomas sharing stories

Resource 4b

Narrative Sort Cards

Cut these up and arrange them in your book in the correct order. Then, draw an emoji on each card according to the mood of the section of the narrative. Or show this through colouring in each card according to your choice of colour – for example, red for danger, yellow for happiness, grey for boredom, blue for sadness.



Pavo loses his home and comes to live with Tomas.

Tomas has a go at reading aloud the story of *The Little Match Girl*, a very sad story.

The last thing the community save is the Unicorn.

The Unicorn Lady tells the story of how the Unicorn became a narwhale.

Because of all the luck he has had, Tomas believes in unicorns absolutely. The End.

Another afternoon, The Unicorn Lady brings in a book of her own, *The Little Match Girl*.

Tomas loves the stories and tells all his friends about it.

Tomas meets the Unicorn Lady in the library and becomes interested in the stories.

Everyone looks after the books until the library can be rebuilt.

Everyone runs to hide in the woods.

The community rush to save the books from the library when they realise it is burning.

One day Tomas unwillingly goes to the library with his mother.

Tomas lives in the mountains with his parents. He loves tobogganing and hates stories.

The Unicorn Lady explains how her copy of *The Little Match Girl* became burned and charred.

Days later, warplanes come to the village.

- 1 Tomas lives in the mountains with his parents. He loves tobogganing and hates stories.
- 2 One day Tomas unwillingly goes to the library with his mother.
- 3 Tomas meets the Unicorn Lady in the library and becomes interested in the stories.
- 4 The Unicorn Lady tells the story of how the Unicorn became a narwhale.
- 5 Tomas loves the session and tells all his friends about it.
- 6 Another afternoon, The Unicorn Lady brings in a book of her own, *The Little Match Girl*.
- 7 The Unicorn Lady explains how her copy of *The Little Match Girl* became burned and charred
- 8 Tomas has a go at reading aloud the story of *The Little Match Girl*, a very sad story.
- 9 Days later, warplanes attack the village.
- 10 Everyone runs to hide in the woods.
- 11 The community rush to save the books from the library when they realise it is burning.
- 12 The last thing the community save is the unicorn.
- 13 Pavo loses his home and comes to live with Tomas.
- 14 Everyone looks after the books until the library can be rebuilt.
- 15 Because of all the luck he has had, Tomas believes in unicorns absolutely. The End.



1. Story Shapes

Divide the class into groups of 4 or 5 students. As a group, they must try to make the following shapes with their bodies:

- a) Woods
- b) A mountain
- c) A library
- d) A book
- e) A unicorn
- f) Noah's ark
- g) A matchstick with a flame

2. Save the Books

- You need a big space.
- Divide the class into groups of 4 or 5 students, sitting in their groups at one end of the room. This is the 'safe space.'
- At the other end of the room, arrange a pile of 20 books per team – this is the 'library.'
- Between the library and the safe land, you can only step on pieces of paper – just 3 pieces of paper per team!
- The teams need to work out how to get to the books in the most efficient way possible.
- The best solution is to lay down the 3 pieces of paper, have one person step on one, walk down, then another person step on another, and then pass the last piece of paper to the first person to lay down again. But there are other solutions too!

3. Cheer Me Up

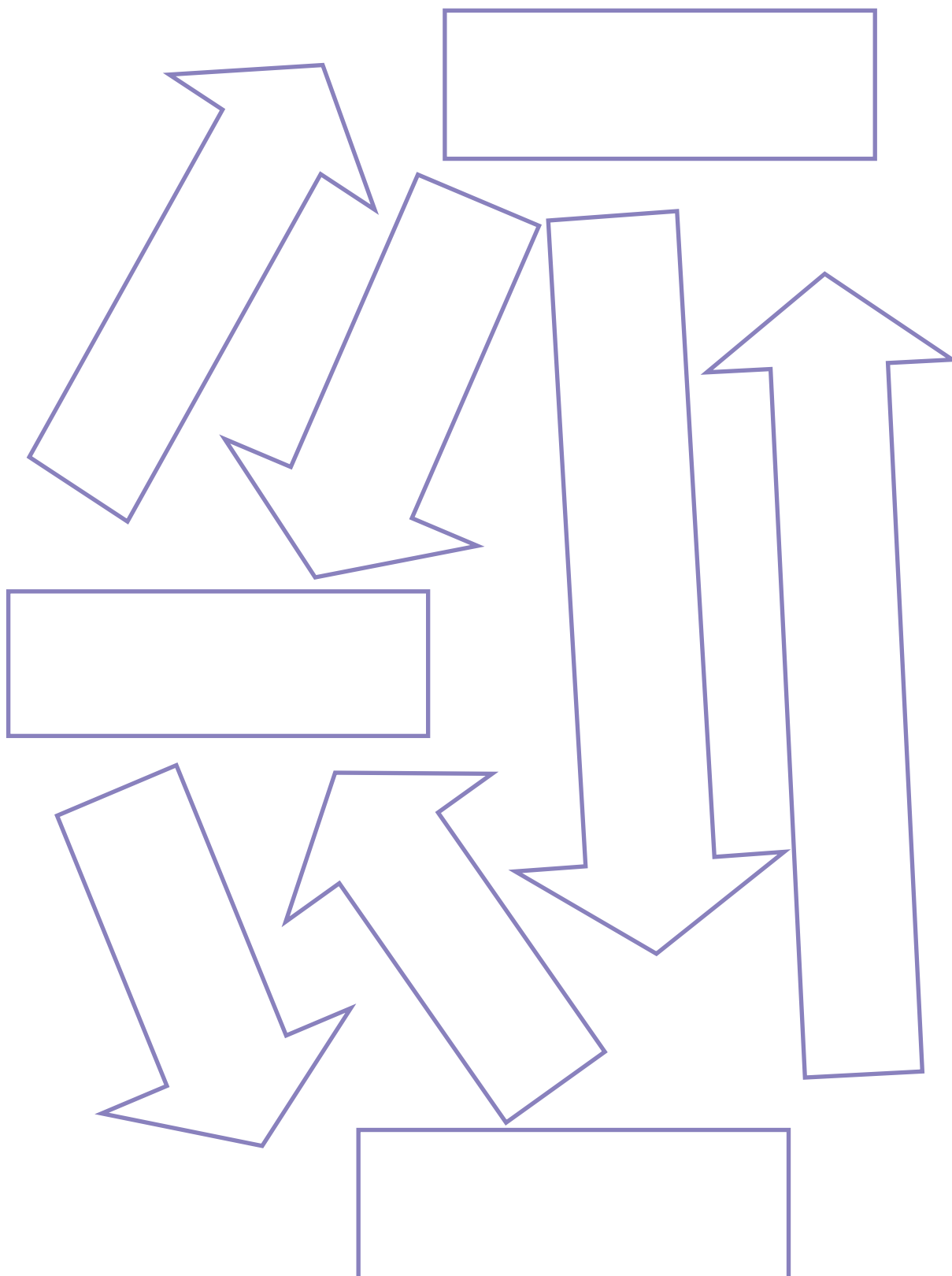
- Divide into pairs and label yourselves A and B.
- Try an improvisation. A is very upset and sad. B must try to cheer A up and make him smile or even better, laugh!
- Then tell the rest of the class what you did to make your partner smile.

Resource 5b

Community Cobweb

Write the name of each person in your group, one name per box.

In the arrows, draw, write or use collage to show how you can use strengths to help each other out.



Resource 5c

Read this dialogue in pairs. One of you is Pavo, one of you is Tomas.
What actions and movements would you make?
What expressions would you use?

Pavo: Night, Tomas.

Tomas: Good night, Pavo.

Pavo crying

Tomas: Are you alright?

Pavo: Course not, you dork!

Tomas: What's the matter?

Pavo: You'll just laugh.

Tomas: I – I – won't! Erm – I – I promise!

Pavo: I can't sleep without my toy cat.

Tomas: (getting a toy giraffe): He's not a cat! – He's a giraffe! – But he's got these droopy eyes...which are...kind of...cool.

Pavo: Thanks, Tomas.

Tomas: Didn't you save anything from your house?

Pavo: No. Tank went into it and everything caught fire. I looked in the kitchen window and the breakfast was on the table, all burnt up. Made me feel really weird inside.

Tomas: Weird.

Pavo: I hope my brother's alright; he's fighting down south.

Tomas: I know. Fingers crossed, eh?

Pavo: Fingers crossed.

Tomas: Do you want me to read you a story? There's the one about the girl who got stuck in the mud?

Pavo: Yes please.

Connect

Connect with the people around you. With family, friends, colleagues and neighbours. At home, work, school and in your local community.

Be active

Go for a walk or a run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good.

Take notice

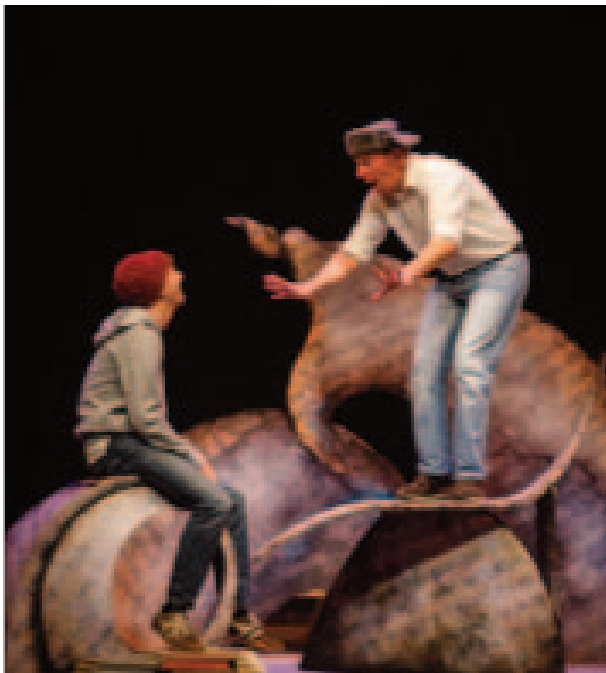
Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons.

Keep learning

Try something new. Fix a bike. Learn to play a musical instrument or how to cook your favourite food. Set a challenge. Learning new things will make you more confident as well as being fun.

Give

Do something nice for a friend. Thank someone. Smile. Volunteer your time. Look out, as well as in.



Resource 5e

Write or draw a picture in each of the boxes.

What does **Tomas** do? In my everyday life, what **do I** do? What **could** I do?

Connect

Be active

Take notice

Keep learning

Give

Resource 6a

Transcript from Theatre Alibi's *I Believe in Unicorns*

It was dreadfully cold, snowing and getting dark. In this cold and darkness walked a little girl. She was poor and her feet were bare.

Poor girl.

It was the old days, when some children had to work to help their families survive. This little girl had been sent out to sell matches, but nobody had bought any all day. She was too scared to go home, because she knew she'd be in big trouble.

It was New Year's Eve, and in all the rich houses, people were getting ready for parties, and lighting up their Christmas trees, and fetching roast turkeys out of the oven, and the smell drifted right out into the street, under the little girl's nose. She hadn't had anything to eat all day, and she was freezing. Imagine how cold her feet were, walking all day in the snow. They stung like needles were sticking in them. It was agony.

She huddled between two houses to get out of the wind, but sitting still made the cold creep right into her bones. Just one match, she thought. *I'll strike one match to warm myself a tiny bit. No one will know.*

And, oh! How warm it felt! And then, to her surprise, the match became....an iron stove! All fat with gleaming coals it was! And she stretched out her fingers to toast in the warm glow, when the match burnt out and the stove disappeared.

Imagine how disappointed she felt. So she dared strike another.

And this time, it became a roast turkey, steaming straight out of the oven. And the little girl's mouth began to water like a tap at the smell of it, and she reached out to grab a juicy leg, when the match burnt out, and the turkey disappeared.

So she lit another match.

And then up popped a Christmas tree! All bright with candle-flames it was, and dangling with painted bells and baubles. And she could smell the flames and the gingerbread hanging from the branches, and the lights twinkled in her eyes.

But then the match burnt out, and the tree disappeared.

She had to strike another.

And now – could it really be – her grandmother, who had loved her and cared for her the most in the world? But the match flickered, and her granny started to fade away, so quickly, she started to strike all the matches, one by one, to keep her there. And she felt safe in her arms, like nowhere else in the world. And her grandma carried her off to a new made bed, with crisp white sheets, and a goose-down quilt.

In the morning, they found the little girl, dead of cold. She had frozen to death right there between those two houses. All the burnt up matches lay around her.

"She's been trying to warm herself," the people said, shaking their heads, and then they turned their backs, so they wouldn't be upset by the sight of her anymore.

Resource 6b

Investigation Empathy!

The Emperor's New Clothes

A story about a very vain King who is tricked into thinking he has beautiful new clothes – which are invisible! He looks very silly but no one dares to laugh at him.



Empathy rating / Emoji

The Little Mermaid

A story about a Mermaid who wants to walk on land and live with a Handsome Prince, but in order to do so, she must bargain with a wicked sea-witch.



Empathy rating / Emoji

The Ugly Duckling

A story of a duckling who is born very ugly, so all his brothers and sisters and the big swans bully him. Little do they know how beautiful and famous he will grow up to be!



Empathy rating / Emoji

Thumbelina

A story of a tiny little person born in a walnut, who is carried off by a giant ugly toad.



Empathy rating / Emoji

The Tin Soldier

A story of a soldier who has only one leg because there was not enough metal to complete him. However he is brave and strong, has lots of adventures and even falls in love.



Empathy rating / Emoji

The Red Shoes

A story of a girl adopted by a rich old lady after her mother's death. She finds some red shoes, which make her dance and dance until she becomes so exhausted because they are out of control!



Empathy rating / Emoji

The Nightingale

A story about an Emperor who loves to hear nightingales sing, but prefers a toy nightingale to a real one. When the toy nightingale breaks and can't sing any more, he becomes broken-hearted and nearly dies.



Empathy rating / Emoji

Resource 6c

The Unicorn's eye happened to fall upon Alice: he turned round instantly, and stood for some time looking at her with an air of the deepest disgust.

"What - is - this?" he said at last.

"This is a child!" Haigha replied eagerly, coming in front of Alice to introduce her. "We only found it today. It's as large as life, and twice as natural!"

"I always thought they were fabulous monsters!" said the Unicorn. "Is it alive?"

"It can talk," said Haigha solemnly.

The Unicorn looked dreamily at Alice, and said, "Talk, child."

Alice could not help her lips curling up into a smile as she began: "Do you know, I always thought Unicorns were fabulous monsters, too? I never saw one alive before!"

"Well, now that we have seen each other," said the Unicorn, "if you'll believe in me, I'll believe in you. Is that a bargain?"

"Yes, if you like," said Alice.

"Come. Fetch out the plum-cake, old man!" the Unicorn went on, turning from her to the King. "None of your brown bread for me!"²³

Lewis Carroll, *Alice through the Looking-Glass*, 1871.



Illustration by John Tenniel, 1871

Resource 6d

Transcript – Michael Morpurgo interview

His library, which was 2000 miles away from here, caught fire, and was burning now, and this man paid no attention to the fire. He just walked into the building, and started carrying out the books. And everyone thought, "He's mad! He's mad! He's mad!" And then everyone thought, "No, he's not mad; he's really brave, and we'll do it too."

And so the people of this town went in there, and started rescuing these books and putting them in piles and it went on and on and on until finally the fire brigade said, "You can't go in anymore; it's too dangerous."

And they'd brought out these tens of thousands of books by this time. Exhausted, and blackened, and all the rest of it, and smoke-filled lungs.

He then turned to the people of the town and he said, "Well, our library's gone. But we have our books. That's the most important thing. So what we are going to do," he said, "is we rebuild the library and you will keep the books. Take them home and you keep them, and in a year or two years or three years or four years, when our new library is built, I will ask you to bring them all back."

*And that's what happened. And so, he saved the books and remade a new library and it seemed to me to be such an extraordinary story of the love of books and also the librarian's care for books and I thought, "I'm not sure that story's been told before, so tell it in your own way," and that's why *I Believe in Unicorns* began."*

Resource 7a

Fiction or fact?

Cut up the sort cards and divide into 2 categories.



Warplanes fly over Tomas' village.

Tomas finds going to school boring.

A boy gets stuck in mud right up to his neck!

There was once a duck who couldn't quack like other ducks.

The Unicorn Lady's father holds on tight to a book to stop the soldiers burning it.

The Unicorns turn into narwhales.

The Little Match Girl sees a delicious Christmas turkey.

Tomas and his friends rush to save the books from the library.

Tomas finds going to church boring.

The library is on fire.

The Unicorns sink into water.

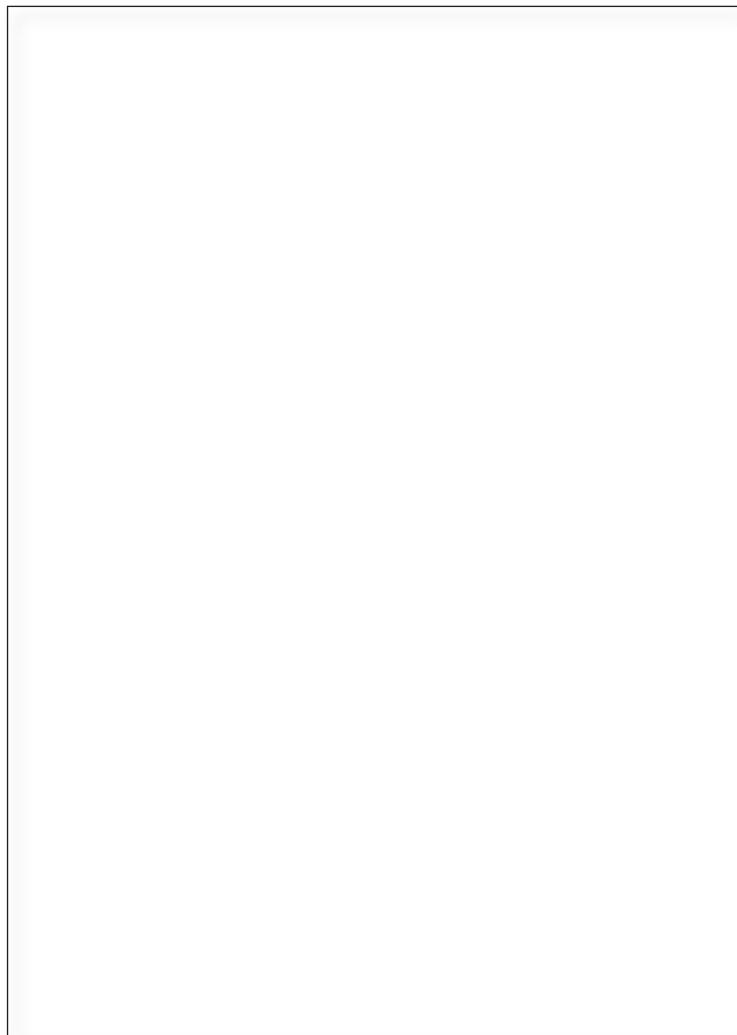
Tomas shares his room with Pavo and a pile of books.

Tomas and his family and friends hide in the woods.

Noah cannot find the unicorns to put on his Ark.

Help!

SAVE THIS BOOK!



We must rescue this book because

If found, there is a reward of

Please call

Resource 7c

Match up the type of story with examples from *I Believe in Unicorns*. Then, sort each card into fact and fiction (or fantasy and reality)

Type of story:



Story from childhood memory

Myths, legends and stories from holy books

Fictional story

Imaginative fairy story

Current news stories

Stories from history

Examples:

The story of Noah's ark

Frano's story about a duck who couldn't quack like other ducks

The story of the Little Match Girl

When Tomas' helicopter flies into Mr Lieben's garden

The story of how the Unicorn Lady's book came to be burned

The story of how the community rescued the books and unicorn from the burning library.

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Resource 2a

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Resource 2c

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Resource 2d

https://commons.wikimedia.org/w/index.php?search=silhouette+old+man&title=Special%3ASearch&go=Go#/media/File:Silhouette_of_man_with_cane.svg

<http://cliparting.com/free-man-clipart-21538/>

[https://commons.wikimedia.org/w/index.php?title=Special:Search&limit=20&offset=0&profile=default&search=boy+silhouette&advancedSearch-current={%22namespaces%22:\[6,12,14,100,106,0\]}&ns0=1&ns6=1&ns12=1&ns14=1&ns100=1&ns106=1#/media/File:Silhouette_hg.jpg](https://commons.wikimedia.org/w/index.php?title=Special:Search&limit=20&offset=0&profile=default&search=boy+silhouette&advancedSearch-current={%22namespaces%22:[6,12,14,100,106,0]}&ns0=1&ns6=1&ns12=1&ns14=1&ns100=1&ns106=1#/media/File:Silhouette_hg.jpg)

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Resource 2e

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https://commons.wikimedia.org/w/index.php?search=silhouette+old+man&title=Special%3ASearch&go=Go#/media/File:Silhouette_of_man_with_cane.svg

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Resource 3a

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Resource 3b

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Resource 3c and 3d

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Resource 4a

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Resource 6b

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Resource 6c

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