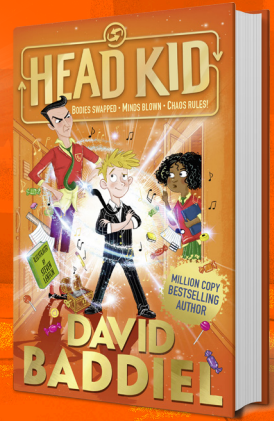




# HEAD KID

DAVID BADDIEL



## ACRONYMS

“YBBI,” said Libby, Malcolm’s teenage sister who had been dragged along by her mum, and was, as ever, bored. She spoke mainly in acronyms. This one meant *You’d better believe it*.

“Yes!” said Mr. Carter. “You HAD better believe it!”

Libby looked a bit shocked that he’d heard. And understood.

“Oh yes, Libby Bailey, I’ve checked all the files! I know you used to go here, where no doubt you learn to speak mainly in initials...because you didn’t learn enough English when you were here, is my opinion!”

“Hey!” said Libby. “TITLU!!” Which means *That is totally, like, unfair*.

(extract from 70 – 71)

## TASK

What do you think an acronym is? I think an acronym is...

.....

.....

Now check the definition in a dictionary. Were you right?

Acronyms are a common feature in the English language. Complete the chart on the next sheet by finding out what the letters stand for. Then make up your own fun phrases for each acronym.



NC Links: (KS2)

*Pupils should be taught to:*

*Develop positive attitudes to reading and understanding of what they read by:*

- *Discussing words and phrases that capture the reader’s interest and imagination*

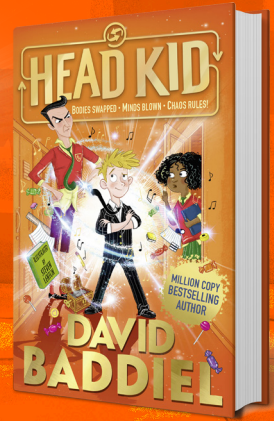
*Understand what they read, in books they can read independently, by:*

- *Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*



# HEAD KID

## DAVID BADDIEL



## ADVERT FOR A NEW HEAD TEACHER

*“Fawcett’s...Going...Home!”*

This last note – on the word home – went on for quite some time. And as soon as it was over he skipped – yes, skipped! – across to his desk and started packing everything on it into his brown-leather briefcase.

Ryan, who had lost some of his cool by now, and whose mouth had been hanging open in amazement, said: “But... who’s going to be in charge of the school?”

“Ha!” said Mr Fawcett, snapping the briefcase shut. “Maybe *you* should give it a go, Ryan!”

With that, he laughed madly, like villains do in pantomimes. And then the head teacher of Bracket Wood School – or possibly the *ex*-head teacher – was gone, slamming the door behind him.

(extract from 39 – 40)

## TASK

Imagine you are a school governor at Bracket Wood School, and you’ve just heard the news that Mr Fawcett has resigned with immediate effect. You need to write a job advert to fill the position of head teacher at Bracket Wood School urgently! Use the form on the next sheet to help you – and remember you need to *attract* potential candidates by being positive and telling them how great the job is.



NC Links: (KS2)

*Pupils should be taught to:*

*Develop positive attitudes to reading and understanding of what they read by:*

- *Identifying themes and conventions in a wide range of books*

*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*

**INTRODUCTION**

(What is the job being advertised?)

.....

.....

.....

.....

**JOB DESCRIPTION**

(What does the applicant need to do in their role as head teacher? e.g. taking assemblies)

.....

.....

.....

.....

**PERSON SPECIFICATION**

(What type of qualities should the Head Teacher have? e.g. patience to deal with difficult children)

.....

.....

.....

.....

**FURTHER DETAILS**

(How should they apply? Deadline for application? Pay rate?)

.....

.....

.....

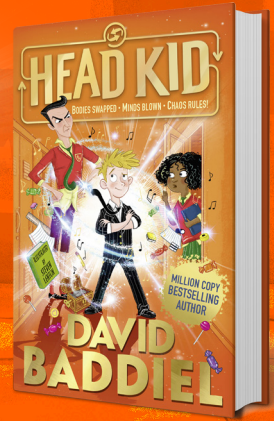
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# HEAD KID

## DAVID BADDIEL



## CHANGE THE GAME

“But hey!” said Mr Carter, “I’ve thought about that. I’ve come up with a way of making this game of British Bulldog a bit different! Which might help!”

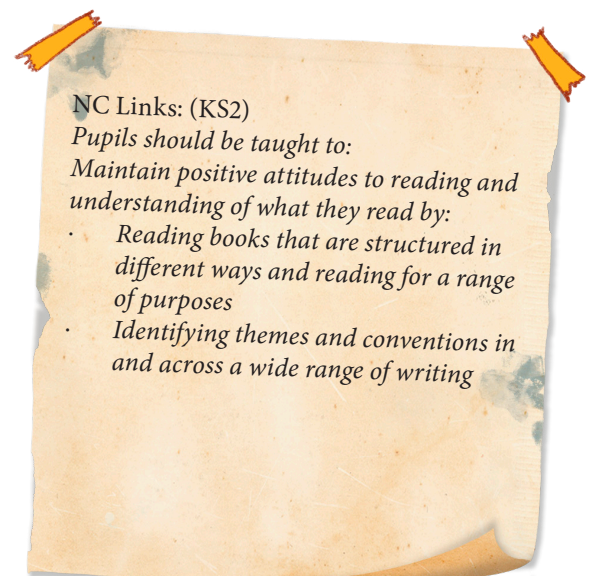
He put the silver whistle hanging round his neck in his mouth and blew loudly. At which point, Scarlet and Stirling suddenly appeared, one on each side of the playground. Stirling stood in front of the teachers holding a box. Scarlet stood in front of the children with a similar box.

“iBabies... I mean Scarlet! Stirling! Thank you for your help! Now, here’s how this works. When the boxes are open, something will come out of each one. That thing is your captain: your *leader*. No-one is allowed to go further ahead than that thing. All team members must stay behind the thing. OK?”

(extract from page 159)

## TASK

Mr Carter (AKA Ryan) changes the game of British Bulldog to try and even up the big adults versus the many children. What playground games do you know? What is your favourite game to play? Choose a playground game and change the rules like Mr Carter did. For example, if children run in your game, perhaps they have to skip or walk backwards in your new version. Plan ideas and then write the new rules for your game on the next sheet so that a new child would know what to do.

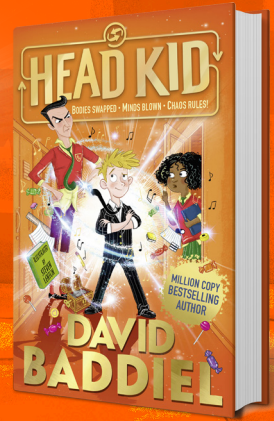






# HEAD KID

## DAVID BADDIEL



## CHARACTER PROFILE

'Mrs Valentine-Fine OBE was a frightening-looking woman. For a start, her hair, which she wore in a kind of stand-up wavy block, was bright orange, similar in tone to Donald Trump's skin. Although not physically that large, she seemed to take up an enormous amount of space in the room. She wore a bright red dress that clashed very badly with her hair. And on her bosom – can I say bosom? Oh well, I have – rested a pair of glasses on a chain.'

(extract from page 263 – 264)

## TASK

Often authors give a brief description of a character in their story, then they weave other information about them throughout the story. This enables the reader to learn more about the character's looks, personality and behaviour as the story progresses.

Choose a character from Head Kid and use the next sheet to create a character profile of them. Find information about them in the story and add your own ideas based on the impressions you have gained about them.

Ideas to think about:

- What does he/she look like?
- What does he/she do?
- What is his/her personality like?
- What are his/her favourite foods or hobbies?
- What are the things that he/she doesn't like?
- What family does he/she have?



NC Links: (KS2)

*Pupils should be taught to:*

*Maintain positive attitudes to reading and understanding of what they read by:*

- *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*

*Understand what they read by:*

- *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*

**PICTURE:**

**NAME:**

.....  
.....

**AGE:**

.....

**PHYSICAL DESCRIPTION:**

**PERSONALITY:**

.....  
.....  
.....  
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.....  
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**LIKES:**

**DISLIKES:**

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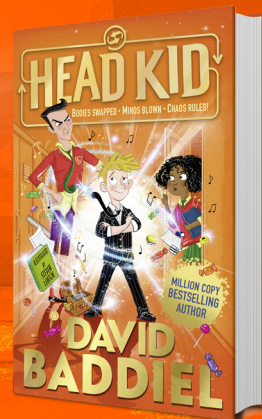
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# HEAD KID

## DAVID BADDIEL



## DEBATE

“Debate!” shouted a girl’s voice.

*Dionna’s* voice.

“Sorry?” said Ryan.

“We kind of are,” said Mr. Carter. “In a way. Aren’t we.” He pointed at Ryan. “Me and him. Debating.”

“No, you’re not,” she said. “That’s not debating. In a proper debate there are two teams, with, like, two people on them. They’re called Houses. And you have to have a motion, something serious and clever, like ‘This House Believes That The Best Things In Life Are Free’ or ‘This House Believes That Freedom of Speech Is The Basis of A Just Society.’ That’s called the motion. And then one House argues for the motion and one against it. And then some judges decide who wins.”

(extract from page 256 – 257)

## TASK

Hold a class debate to discuss a school related issue. You can use an idea from the story:

1. Our school is rubbish
2. Uniform should be abolished
3. Homework is not beneficial

Or think of your own class idea. Work in small groups and use the cards to develop your arguments for and against the two sides of the debate. Try to reach a class consensus.

- Complete the cards with arguments for/against/both
- Think about the arguments from different people’s perspectives
- Think about the consequences of for and against arguments
- Cut up the cards and distribute them amongst learners in the group
- Ask each learner to expand upon and justify their card
- Hold a hands up class vote to conclude on an outcome or final decision for your debate



NC Links: (KS2)

*Pupils should be taught to:*

*Maintain positive attitudes to reading and understanding of what they read by:*

- *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*

*Understand what they read by:*

- *Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence*

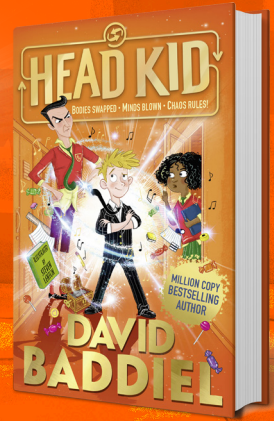


|                           |                           |                           |
|---------------------------|---------------------------|---------------------------|
| An argument for is...     | An argument for is...     | An argument for is...     |
| An argument for is...     | An argument for is...     | An argument for is...     |
| An argument for is...     | An argument for is...     | An argument for is...     |
| An argument against is... | An argument against is... | An argument against is... |
| An argument against is... | An argument against is... | An argument against is... |
| An argument against is... | An argument against is... | An argument against is... |



# HEAD KID

## DAVID BADDIEL



## IN THE NEWS

“OUTSTANDING?” she said.

“YES!” said Ryan.

“THAT’S AMAZING!” said Dionna.

“WOW!” said Ryan. “That really is amazing!”

“It is,” said Mr Carter. “I did make sure to provide OFFHEAD with a bit of extra information, of course. For example, that since your little stint in the job, the pupils at this school have become better, would you believe, at handing in homework and coming up with great ideas for class activities. They’re generally more disciplined too! It’s as if – as if you gave them a little holiday...from...well, from a rather stuffy idea of what school should be.”

(extract from page 375-376)

## TASK

Write a newspaper article to announce Bracket Wood School’s new OFFHEAD rating. Use the template on the next page to write your article.

You can use ideas from the story and your own imagination to write your newspaper article.

Ideas to include:

- A catchy article heading
- Who was involved?
- What happened that was interesting?
- Why did it happen?
- Where did it happen?
- When did it happen?
- Quotes from witnesses
- Picture with a caption



NC Links: (KS2)

*Understand what they read, in books they can read independently, by:*

- *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*
- *drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- *identifying main ideas drawn from more than one paragraph and summarizing these*

# THE DAILY NEWS

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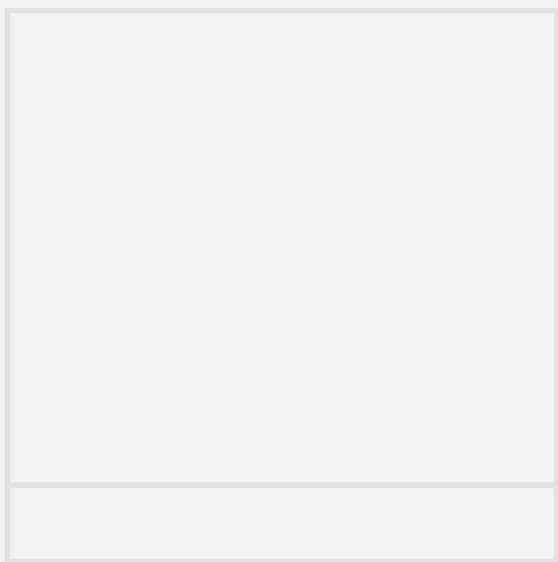
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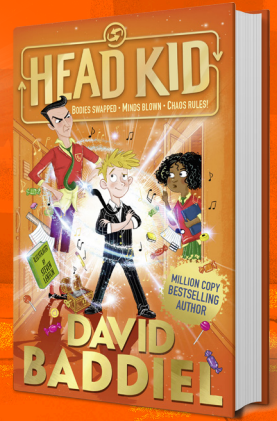
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# HEAD KID

## DAVID BADDIEL



### MIRROR WRITING

“When Mr B – as you say – falls asleep, he always pushes his glasses up on his forehead. I had to find a way round that. So... I wrote it on his hand and – well, let’s cut a long story short – me and a friend found a way of making him wake up and slap his forehead at the same time.”

Mr Fawcett nodded. “I see. So for that to work... you must have written it on his hand in mirror writing?”

Ryan smiled politely, like a politician who’s being praised but doesn’t want to look too pleased about it.

(extract from page 30)

### TASK

‘Mirror writing’ is writing that has been done in reverse, so that when it is viewed in a mirror, it appears the correct way around. Practice writing in reverse. Start by writing each letter of the alphabet, then try whole words and even sentences.

How many alphabet letters look exactly the same when they are written in reverse?

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A B C

NC Links: (KS2)  
Pupils should be taught to:  
Understand what they read, in books they can read independently, by:

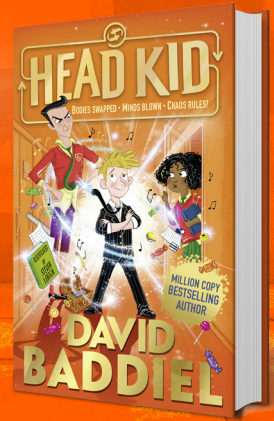
- Identifying how language, structure, and presentation contribute to meaning





# HEAD KID

DAVID BADDIEL



## MULTIPLE-CHOICE QUIZ

### TASK

Can you score top marks in this quiz about the book, Head Kid?

**1. WHEN DID BRACKET WOOD SCHOOL FIRST OPEN?**

- A. 1883
- B. 1983
- C. 1993
- D. 2003

**2. WHAT DOES THE ACRONYM OFFHEAD STAND FOR?**

- A. Office For Fine High Education And Dummy Proofing
- B. Office For Finding Head Educators And Dust Proofing
- C. Office For Finance High Enterprises And Donut Puddings
- D. Office For Firmly Hating Education And Doubting Progress

**3. WHAT WAS THE NAME OF THE HEAD TEACHER THAT RESIGNED AT THE BEGINNING OF THE STORY?**

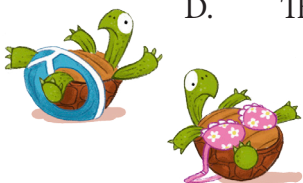
- A. Mr Carter
- B. Mr Barrington
- C. Mr Bummington
- D. Mr Fawcett

**4. WHAT WAS THE NAME OF RYAN'S BABY SISTER?**

- A. Dionna
- B. Holly
- C. Belinda
- D. Ellie

**5. WHY WERE STIRLING AND SCARLETT CALLED IBABIES?**

- A. They were babies and had mobile phones
- B. They were cute twins with blue eyes
- C. They were young and obsessed with technology
- D. They were teachers

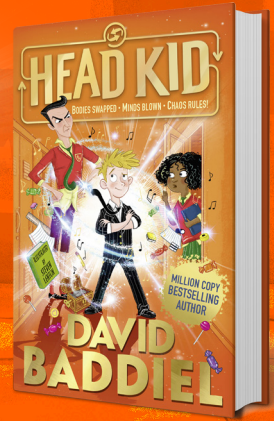






# HEAD KID

## DAVID BADDIEL



### 6. WHAT TYPE OF ANIMALS WERE THE SCHOOL PETS?

- A. Tortoises
- B. Chickens
- C. Hamsters
- D. Fish

### 7. WHAT MADE RYAN AND MR. CARTER SWITCH BODIES?

- A. A loud explosion
- B. A musical box
- C. A silver lamp
- D. A cupcake

### 8. WHAT IS THE ONLY VEGETABLE RYAN LIKES?

- A. Carrots
- B. Potatoes
- C. Beans
- D. Peas

### 9. WHAT IS MR BARRINGTON'S FULL NAME?

- A. Oliver Edward Barrington
- B. Otto Ernest Barrington
- C. Osmond Ellis Barrington
- D. Orion Eve Barrington

### 10. WHAT SONG DID CASPAR MAKE EVERYBODY SING?

- A. Wheels On The Bus
- B. Old MacDonald
- C. Heads, Shoulders, Knees and Toes
- D. If You're Happy And You Know It

### 11. WHAT WERE THE OFFHEAD INSPECTORS' NAMES?

- A. Miss Finch and Miss Gerard
- B. Mrs Wang and Mr Moore
- C. Benny and Bjornita
- D. Mr Mann and Miss Malik

### 12. HOW OLD WAS MR CARTER?

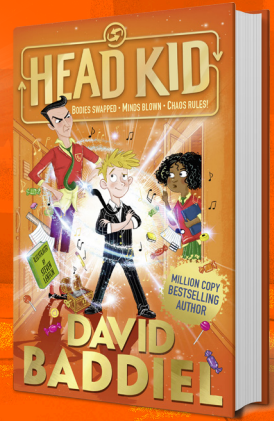
- A. 40
- B. 42
- C. 43
- D. 46





# HEAD KID

DAVID BADDIEL



**13. HOW MANY VARIETIES OF PIZZA DID RYAN ORDER WHEN HE WAS MR CARTER?**

- A. 14
- B. 15
- C. 16
- D. 17

**14. WHAT WAS THE PROBLEM WITH AUNT ANNIE?**

- A. She farts a lot
- B. She burps a lot
- C. She can't hear
- D. She can't see

**15. HOW DID RYAN KNOW THAT MR CARTER'S MUM WAS IN HOSPITAL?**

- A. He opened a letter.
- B. He listened to an answer machine message.
- C. He overheard a conversation.
- D. He saw Mr Carter's diary.

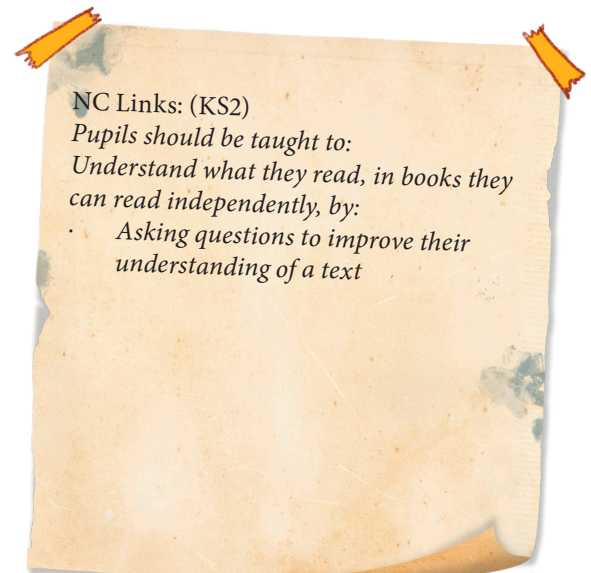
**16. WHAT WAS THE NAME OF THE POSH SCHOOL THAT BRACKET WOOD DEBATED AGAINST?**

- A. Oakridge
- B. Oakstop
- C. Oakmount
- D. Oakcroft

**17. WHAT WAS MRS VALENTINE-FINE'S FIRST NAME?**

- A. Sharon
- B. Denise
- C. Shirley
- D. Sarah

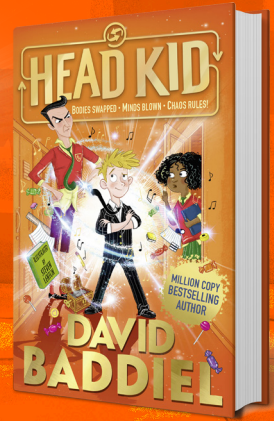
Answers: 1B, 2A, 3D, 4B, 5C, 6A, 7B, 8D, 9B, 10A, 11D, 12C, 13A, 14A, 15B, 16D, 17C





# HEAD KID

## DAVID BADDIEL



## SCHOOL PROSPECTUS

“Because, let’s be honest, everybody. School. It’s boring. It’s not meant to be fun. Bits of it can be, though. It can be because if it’s a place where you feel safe and there are no bullies, then in between the boring bits you can have fun.” And here she looked directly at Mr Carter, sitting there willing her to win and to carry on speaking so well. “Fun with your friends. I love this school and I think it is a good school because it’s friendly. I have made good, real, lovely friends here.”

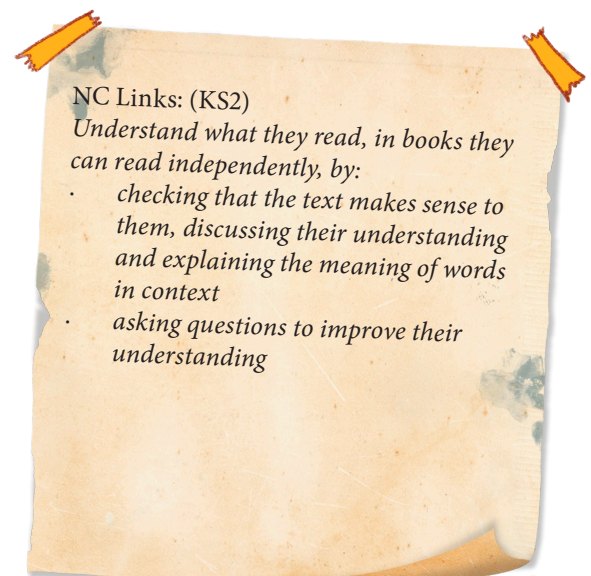
(extract from page 314)

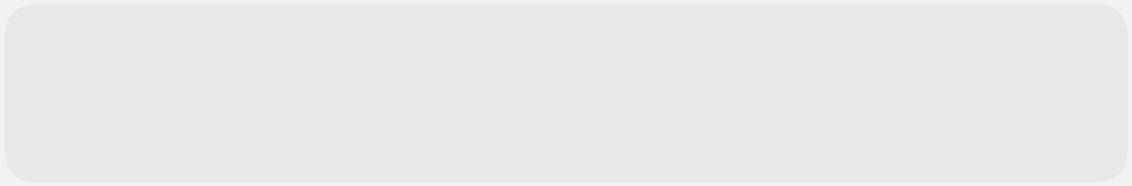
## TASK

Create a school prospectus leaflet to promote Bracket Wood School to families who are looking for a school to send their children to. Think about what might make the school attractive to adults and appealing for children. Use information from the story as well as your imagination. You may also like to research using your own school’s prospectus to get ideas. Use the template on the next sheet.

Ideas to include:

- A catchy title and headings
- Clear, easy to read information
- Images with captions
- Information about what children can learn at the school
- Information about what extra activities are available
- Description of how attractive the school is





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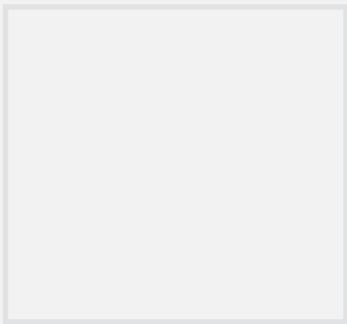
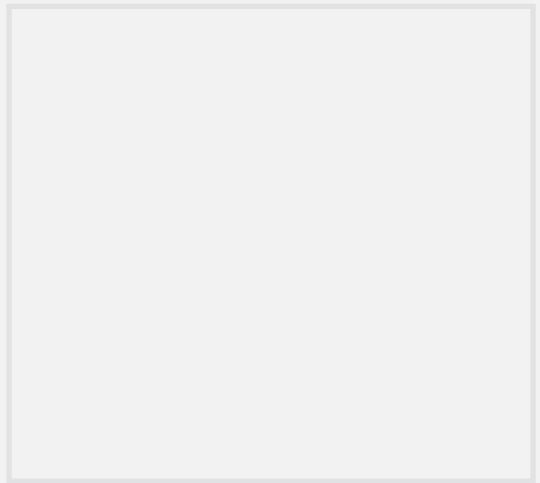
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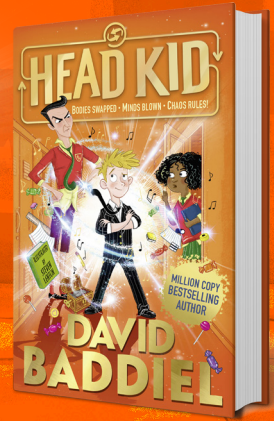
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# HEAD KID

## DAVID BADDIEL



## SWAPPING PLACES STORY

“AAAAARGGGGGH! That’s ME! What am I doing over there?”

In that moment, Ryan realised what had happened. He didn’t know how or why, but what was clear was...he and his head teacher had swapped bodies. He, Ryan, was in Mr. Carter’s body, and Mr Carter was in Ryan’s body. And, frightening and confusing though that was, Ryan also, in that moment, realised something else. He could make this work to his advantage.

(extract from page 110)

## TASK

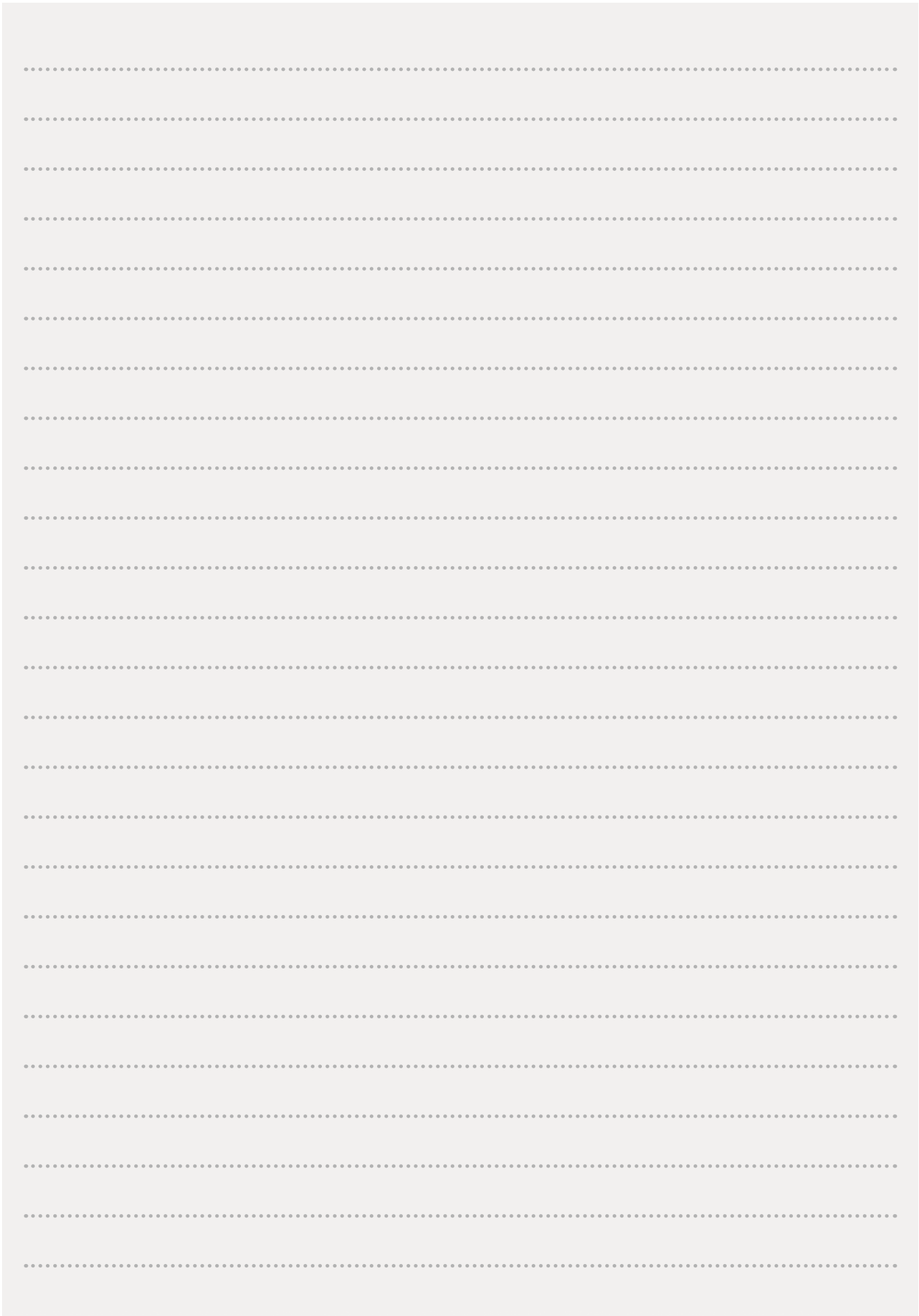
Imagine you swap bodies with your teacher for one day. Write your own short story starting from the moment you realise what has happened. Write about all the things you would do at school and later after school.



NC Links: (KS2)

*Pupils should be taught to:  
Understand what they read, in books they  
can read independently, by:*

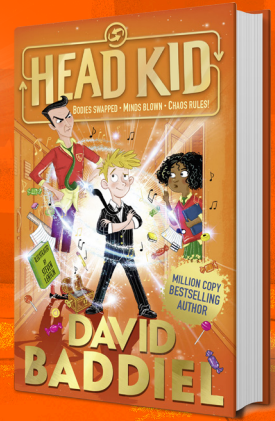
- *Identifying main ideas drawn from more than one paragraph and summarising these*
- *Identifying how language, structure and presentation contribute to meaning*





# HEAD KID

DAVID BADDIEL



## SYNONYMS

“It’s a new policy! I consider teacher-parent friendliness very important! So all staff will now make sure to address all parents as ‘mate’, ‘pal’, ‘me old mucker’ or indeed... ‘chum!’” said Mr. Carter hurriedly.

Ryan stared at him. Then very slowly shook his head.

“OK,” said Tina. She frowned, but laughed. And added: “Mate!”

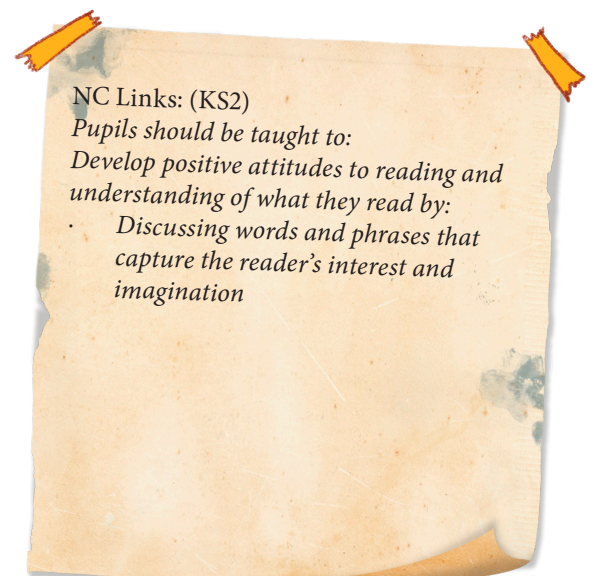
“Thanks, buddy!” said Mr. Carter. This made her laugh more.

“That’s all right, comrade!” said Tina through her laughter.

(extract from pages 211 – 212)

## TASK

In this extract there are many synonyms for the word friend. A synonym is a word that is similar or means the same as another word. Try to find three synonyms for each of the words in the table on the next sheet. At first, try to think of the words yourself, then use a thesaurus to help you.





| <b>WORD</b> | <b>SYNONYM</b> | <b>SYNONYM</b> | <b>SYNONYM</b> |
|-------------|----------------|----------------|----------------|
| Small       | e.g. little    | e.g. tiny      | e.g. minute    |
| Angry       |                |                |                |
| Sad         |                |                |                |
| Wet         |                |                |                |
| Heavy       |                |                |                |
| Dark        |                |                |                |
| Hot         |                |                |                |
| Run         |                |                |                |
| See         |                |                |                |
| Stop        |                |                |                |
| Start       |                |                |                |
| Think       |                |                |                |
| Dance       |                |                |                |
| Busy        |                |                |                |
| Smart       |                |                |                |
| Tall        |                |                |                |
| Alive       |                |                |                |
| Tasty       |                |                |                |
| Listen      |                |                |                |



# HEAD KID

DAVID BADDIEL



## YOUR RULES

Miss Finch looked down. She coughed. Then she began.

“Dress. All children will wear school uniform in neat and respectable condition. Ties must be properly tied.”

“OK. As I say, small amendment,” said Mr Carter. “All children will wear... *whatever they like!* In fact, children who wear the funniest outfit will get the largest amount of praise points! Particular kudos will be given to any child who comes to school wearing a funny hat!”

(extract from page 125)

## TASK

Imagine you are the new, fun head teacher of your school. Think about which rules you would change and which you might keep the same. Will you add any new rules? On the next sheet, write your own list of school rules.



NC Links: (KS2)

*Pupils should be taught to:  
Understand what they read, in books they  
can read independently, by:*

- *Identifying main ideas drawn from  
more than one paragraph and  
summarising these*

