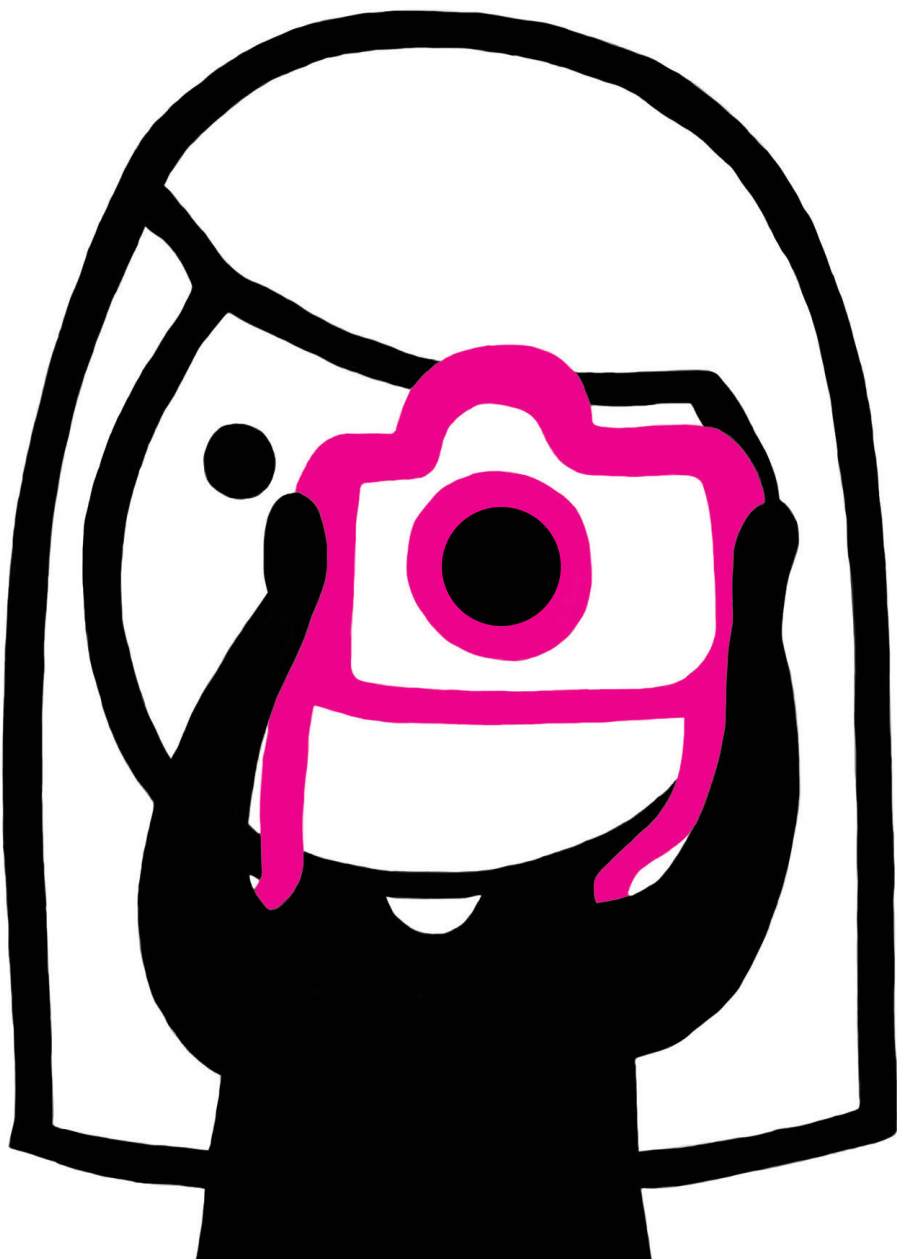


# ELLA

on the **OUTSIDE**

CATH HOWE



**Lesson  
Ideas  
for KS2**

# Ella on the Outside

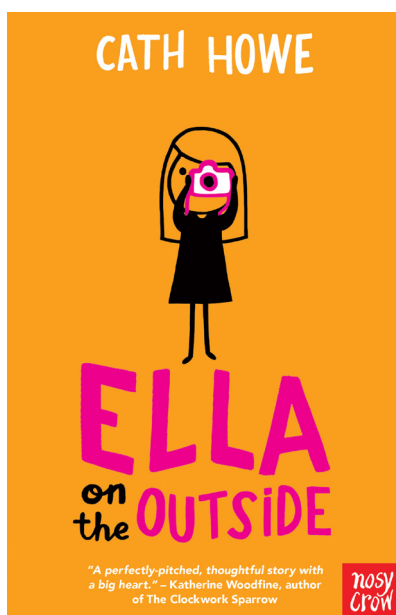
## Lesson Ideas for KS2

“Excellent for starting discussions.”

*North Somerset Teachers' Book Award*

“A superbly honest debut with authentic characters and important themes of friendship, loyalty, self-acceptance and parental responsibility.”

*Books For Topics*



“A hugely relatable tale that will strike a chord with anyone who has felt the pressure to please a new friend or has struggled to fit in.”

*Booktrust*

“A sensitive and accessible book, which will get young readers thinking.”

*ReadingZone*



### About this pack

*Ella on the Outside* is the first children's book by KS2 teacher, Cath Howe. These lesson ideas have been created to encourage discussion around the book's themes in the classroom. They cover important PSHE, literacy and poetry objectives, focusing in particular on the different ways that we present ourselves, and the way we feel inside when confronted with new or difficult situations.

### About the book

Ella is the new girl at school. She doesn't know anyone and she doesn't have any friends. And she has a terrible secret. Ella can't believe her luck when Lydia, the most popular girl in school, decides to be her new best friend – but what does Lydia really want? And what does it all have to do with Molly, the quiet, shy girl who won't talk to anyone? A gripping story of lies, friendship, and blackmail...

Paperback • 240pp • £6.99 • 9781788000338 • Published by Nosy Crow

### About the author

Cath Howe is an author and teacher working in South West London writing for, and working with, Key Stage 2 primary age children. Cath runs workshops in schools on everything to do with writing and performing. *Ella on the Outside* is her first novel for children. Follow Cath on Twitter: [@cath\\_howe](https://twitter.com/cath_howe)



# ELLA on the OUTSIDE

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# Objectives and Outcomes



The four lessons included here focus on Literacy, Poetry, and Drama and Speaking & Listening objectives.

## *Lesson Idea 1: Inside and Outside*

Objectives:

- To explore the idea of having an ‘inside’ and an ‘outside’ personality through drama.
- To write a poem on the subject of inside and outside.

Outcomes: A tableaux created in groups to show a scene from the story; a poem on the subject of inside and outside.

## *Lesson Idea 2: New Poems*

Objectives:

- To understand the challenges of approaching new situations.
- To explore feelings in new situations through drama and poetry.

Outcomes: Freeze-frames in groups to convey different situations; a poem on the subject of ‘being new’.

## *Lesson Idea 3: Pizza Jellybeans*

Objectives:

- To explore the things that are important in life and consider why they should be celebrated.
- To identify personal things that are important and to convey their importance through drawing.

Outcomes: A drawing of a pizza including images of things that are important in life; a classroom display.

## *Lesson Idea 4: Exploring Feelings*

Objectives:

- To analyse an extract from the story in order to understand characters’ different emotions.
- To empathise with characters in the story by writing in role.

Outcomes: An ‘Ideas Map’ of the different feelings presented in a scene from the story; a piece of writing in role as a character.



# Lesson One: Inside and Outside

## Lead-in questions:

- What do we mean when we say that someone has an 'inside' and 'outside'?
- In what situations do you feel most comfortable showing your 'inside'?
- In what situations might you only show your 'outside'?

## Task 1:

We all have an inside and an outside. In pairs, consider the following scenarios. When might you show your inside, and when might you show your outside? Why?

- Sitting and talking with your best friends
- Walking into a new school for the first time as a new pupil

## Task 2:

In groups, create tableaux for each of the following scenes in the book, *Ella on the Outside*:

- New pupil in the playground (pages 5–7)
- New pupil in class (pages 4–5)
- At the sleepover (pages 45–60)

Focus on the idea of how we feel inside and how the world might see us. Use body language, ways of looking/sitting and facial expressions to show how different people feel in the different scenes. For example, how do shyer people sit? How do they walk? How does a popular person stand?

## Task 3:

Create a figure outline by drawing around one of your classmates.

Around the outside of the figure, write post-it notes of how a pupil may come across to the world: e.g. how they look, what they are wearing or carrying, facial expressions, and things they are doing.

In the inside of the figure, write post-it notes of the things a pupil might actually feel inside: e.g. no one is interested in me etc.

## Task 4:

Using your ideas from this lesson, create your own poems on the subject of inside and outside. Use the following sentence starters to begin each verse:

“On the outside...

But, in my head...”

Extension tasks:

- Discuss images and ideas from your drama work.
- Illustrate your poems.



# Lesson Two: New Poems

## Lead-in questions:

- What does the word 'new' mean?
- Can you use the word 'new' in a sentence?

## Task 1:

It's time for a drama starter! In groups, create a freeze-frame that shows the scene in the places listed below. Make sure one person in your group does not take part in the freeze-frame; they will join in later!

- Playground
- Canteen
- Library
- Classroom

## Task 2:

It's time for the extra person in each group to join the scene. When you walk into the freeze-frame, consider the following questions:

1. What are your feelings being 'new' to the situation?
2. How does the 'new' person change the dynamic of the freeze-frame?
3. What different feelings do the different characters have when the new person joins the group? (e.g. excited, anxious, confident, powerful, weak).

Write a sentence or word to show how you feel at the beginning, middle and end stages of the freeze-frame. You could even ask your teacher to take photographs of each stage!

## Task 3:

Now reconsider your freeze-frame. For example, how might you change it to show that some children are friendly to the new person? How might you show that some new people are cocky or over-confident? Use body language to convey the different confidence levels of each character in the scene. Show your freeze-frames to the rest of the group.

Questions to discuss: What are the different characters in the scene feeling? How can we tell when someone is nervous or shy? How can a person cover it up?



# Lesson Two: **New Poems** (Continued)



## **Task 4:**

Think of all the ways we use the word 'new'. Share your ideas together in groups. As a starting point, you might consider the following: new clothes, new car, new day, new idea, new place, new pet, new shirt, new beginning, new chick, new ice cream flavour, new chance, new problem.

## **Task 5:**

Now replace 'new' with a different word or phrase in every case until you have lots of alternative ideas for what 'new' is.

For example, 'new' can be: never used, shiny, bright, never seen before, young, crisp, just bought, innocent, foolish, puzzled etc.

Create a big list of everyone's ideas and suggestions – the oddest ones will come in handy for the next task!

## **Task 6:**

Now write a poem called "I'm new" using your thoughts from the previous task.

You may want to start with a pattern of verses – "I am like..." and "I feel like..."

Or "New is..."

Or choose a scene from the drama activity in Task 1:

I see...

I look around...

I am...



# Lesson Three: Pizza Jellybeana



## Lead-in questions:

- What is your favourite pizza?
- How can food be a happy or celebratory thing?

## Task 1:

Read pages 209–213 of *Ella on the Outside*, in which Ella and Molly make the pizza.

Discuss the characters of Ella and Molly and their decision to make the pizza. Why is this scene significant?

## Task 2:

What would you put on your Pizza Jellybeana? Why? Share your ideas with the person sitting next to you.

## Task 3:

Create a big pizza template and decorate it with things that celebrate life. What other good things could go on the pizza? What about birthdays, for example? Important moments? Sporting successes? Add any sketches of little things that matter to you and put them on the pizza too.

## Task 4:

When you have finished decorating your pizza, cut it out for display. Ask your teacher to take photographs of your Pizza Jellybeana display and send it to us on Twitter at @NosyCrowBooks and @Cath\_Howe!

Extension task:

- Write a poem about your pizza and how it celebrates life.



# Lesson Four: Exploring Feelings

## Lead-in questions:

- What different feelings are explored in *Ella on the Outside*?
- Do you empathise with any characters in the story? When? Why?

## Task 1:

Create an 'Ideas Map' of the different feelings in the story, focusing on the scenes and characters below. You might want to split into groups and concentrate on specific passages from the book, suggested below:

### Suggested scenes:

- Playground (pages 5–7)
- The sleepover (pages 45–60)
- The strange house (pages 14–22)
- Molly's bag split scene (pages 81–92)
- Art Club (pages 33–38, 113–115, 12–128)
- Spying (pages 102–110, 115–123, 140–44)
- Ella's visit to the hospital café (pages 187–191)
- The hospital scene, meeting Molly's mum (pages 197–198)
- Pizza Jellybeana (pages 201–213)
- The final clearout (pages 216–224)

### Suggested characters:

- Letters to Dad (choose two or three to focus on)
- Mrs Reynolds (pages 76–78 for main introduction to her)
- Jack (pages 153–159, 197–198)
- Mum (pages 23–25, 39–40, 156–157, 185–191)
- Miss Denby (pages 33–38, 113–115, 123–128)
- Lydia (pages 6, 45–60, 33–38, 113–115, 123–128, 131–137, 227–229)
- Molly (pages 8–9, 14–22, 81–92, 99, 123–128, 153–159, 188–191, 197–198)





# Lesson Four: Exploring Feelings (Continued)



## Task 2:

Create the scenes we don't see. For example, when Ella shows Mum Dad's letters (page 216), what conversation do you think the two characters have? Begin from the line when Ella says: 'I sat in Mum's bed and showed her the letters Dad he sent me.' Write the conversation between Ella and her mum as a dialogue/playscript. What does Ella tell Mum?

## Task 3:

We hear a lot about Dad's letters in the story, but we only see the final one. Write one of the letters that we don't see. What do you think he said? What sort of style and tone would he write in?

**We hope you enjoyed these resources!**

**Share your thoughts:  
#EllaOnTheOutside @nosycrowbooks**

This pack was created by Cath Howe in  
collaboration with Shapes for Schools



**ELLA on the OUTSIDE**

[www.nosycrow.com](http://www.nosycrow.com)