GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

LESSON PLAN: YEAR FOUR

Outcomes

Children will:
- Become familiar with the text *Get Me Out of Here!*
- Retrieve information about characters from a text
- Use inference to determine a character's personality
- Justify their ideas with evidence from the text
- Create their own character who would fit in the story

Curriculum Links

English
Spoken language:
Pupils should be taught to:
- articulate and justify answers, arguments and opinions
- participate in discussions, presentations, performances, role play/improvisations and debates

Reading: Comprehension

Pupils should be taught to:
- develop positive attitudes to reading, and an understanding of what they read, by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
- 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
- understand what they read, in books they can read independently, by:
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Writing: Composition

Pupils should be taught to:
- plan their writing by:
  - discussing and recording ideas
- draft and write by:
  - in narratives, creating characters.

### Resources

Get Me Out of Here!
Resource Sheet 1: Meet the Characters
Resource Sheet 2: Danny
Resource Sheet 3: Dylan
Resource Sheet 2: Giraffles
Resource Sheet 2: Get Me Out of Here, Too!

GO APE

SCHOLASTIC

ANDY McNAB
GET ME OUT OF HERE!
PHIL EARLE
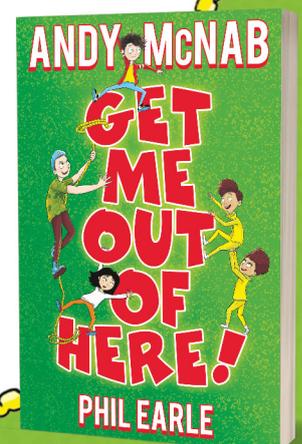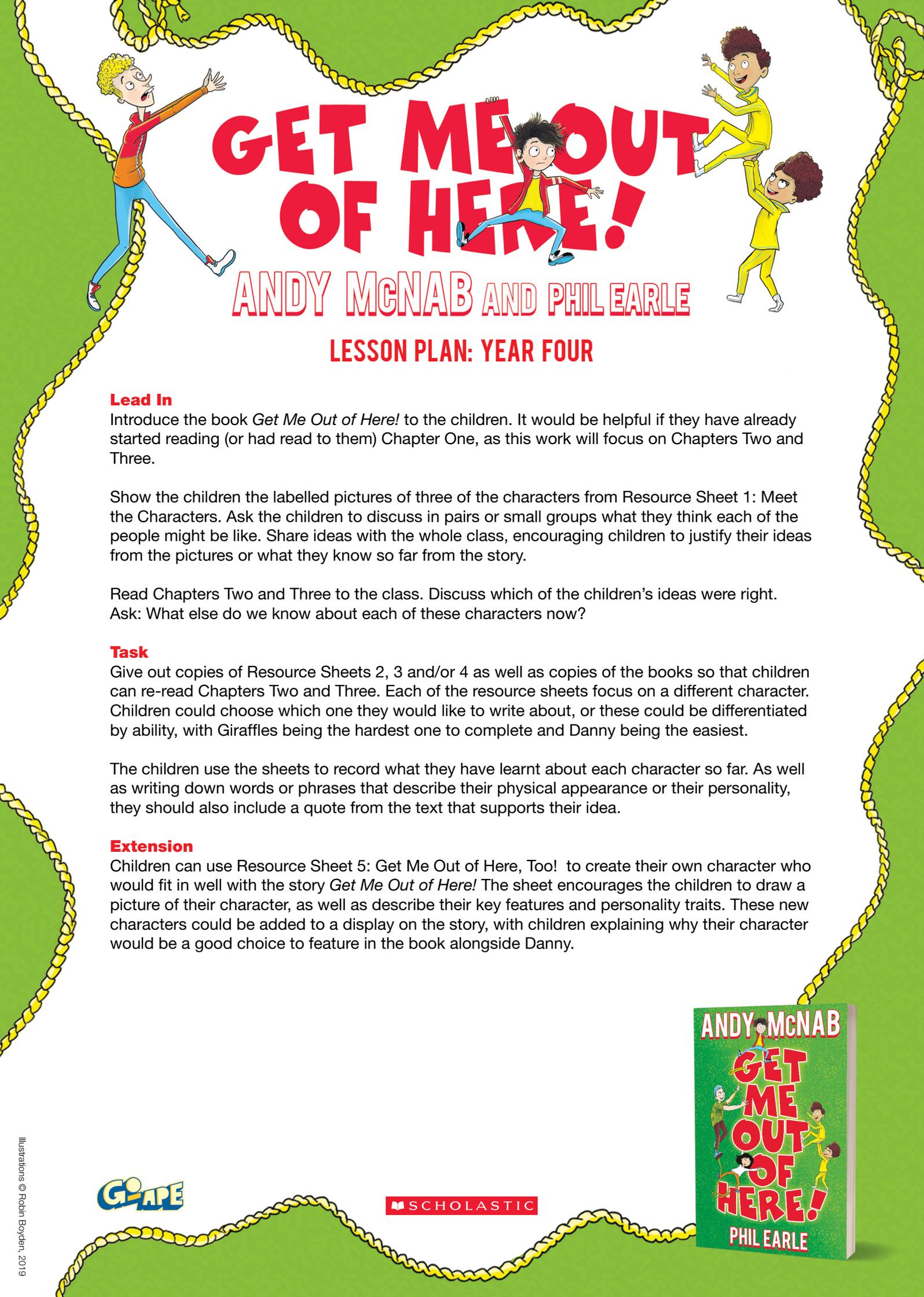
GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

LESSON PLAN: YEAR FOUR

Lead In

Introduce the book *Get Me Out of Here!* to the children. It would be helpful if they have already started reading (or had read to them) Chapter One, as this work will focus on Chapters Two and Three.

Show the children the labelled pictures of three of the characters from Resource Sheet 1: Meet the Characters. Ask the children to discuss in pairs or small groups what they think each of the people might be like. Share ideas with the whole class, encouraging children to justify their ideas from the pictures or what they know so far from the story.

Read Chapters Two and Three to the class. Discuss which of the children's ideas were right. Ask: What else do we know about each of these characters now?

Task

Give out copies of Resource Sheets 2, 3 and/or 4 as well as copies of the books so that children can re-read Chapters Two and Three. Each of the resource sheets focus on a different character. Children could choose which one they would like to write about, or these could be differentiated by ability, with Giraffles being the hardest one to complete and Danny being the easiest.

The children use the sheets to record what they have learnt about each character so far. As well as writing down words or phrases that describe their physical appearance or their personality, they should also include a quote from the text that supports their idea.

Extension

Children can use Resource Sheet 5: Get Me Out of Here, Too! to create their own character who would fit in well with the story *Get Me Out of Here!* The sheet encourages the children to draw a picture of their character, as well as describe their key features and personality traits. These new characters could be added to a display on the story, with children explaining why their character would be a good choice to feature in the book alongside Danny.
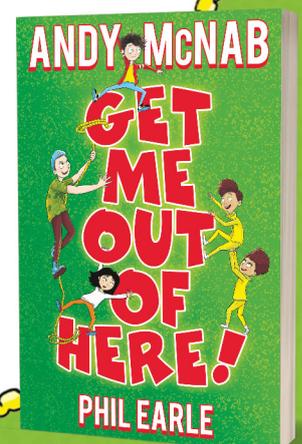
GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

RESOURCE SHEET 1
MEET THE CHARACTERS

Use Chapter Two and Three to help you write down words or phrases to describe this character. Then, copy the parts of the text that gave you that idea.

Giraffles

Dylan

Danny

GO APE

SCHOLASTIC
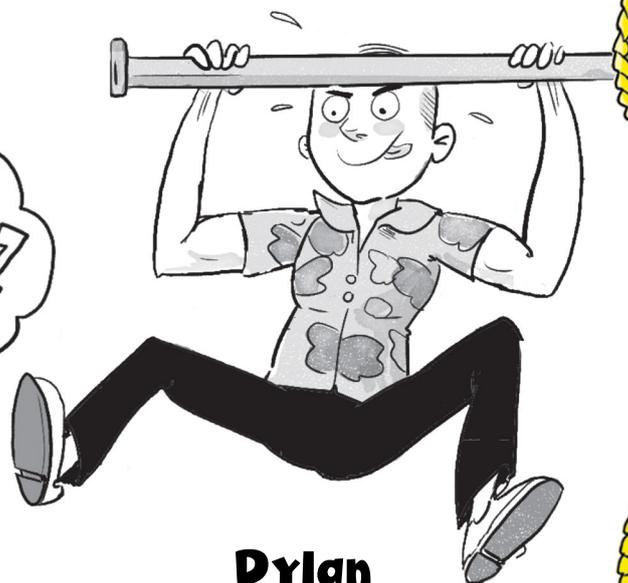
GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

RESOURCE SHEET 2
DANNY

Use Chapter Two and Three to help you write down words or phrases to describe this character. Then, copy the parts of the text that gave you that idea.

Appearance _____

Appearance _____

Appearance _____

Personality _____

Personality _____

Personality _____

_____

_____

_____

_____

GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

RESOURCE SHEET 3
DYLAN

Use Chapter Two and Three to help you write down words or phrases to describe this character. Then, copy the parts of the text that gave you that idea.

Appearance _____

Appearance _____

Appearance _____

Personality _____

Personality _____

Personality _____

_____
_____
_____
_____
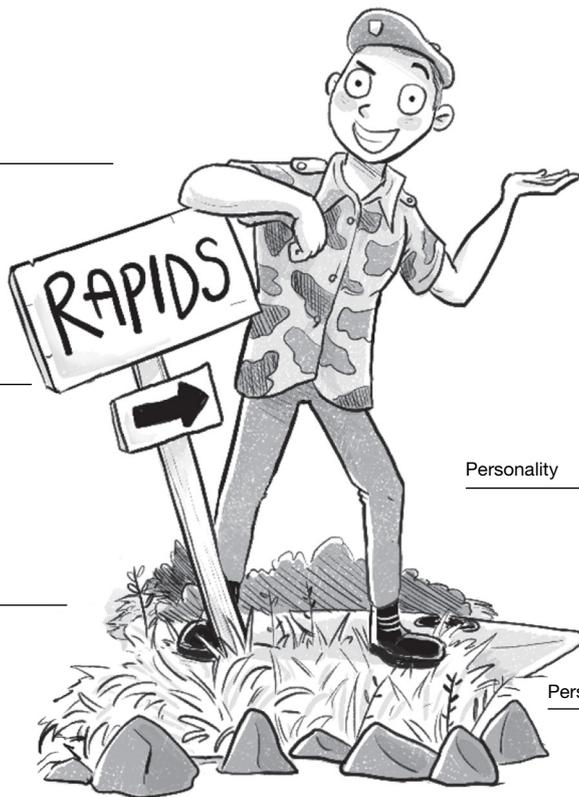
GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

RESOURCE SHEET 4
GIRAFFLES

Use Chapter Two and Three to help you write down words or phrases to describe this character. Then, copy the parts of the text that gave you that idea.

Appearance _____

Appearance _____

Appearance _____

Personality _____

Personality _____

Personality _____

_____

_____

_____

_____

GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

RESOURCE SHEET 5

GET ME OUT OF HERE, TOO!

Create your own character to join Danny and his mates in *Get Me Out of Here!*

Name

_____

Age

_____

Appearance

_____

_____

_____

_____

Personality

_____

_____

_____

_____
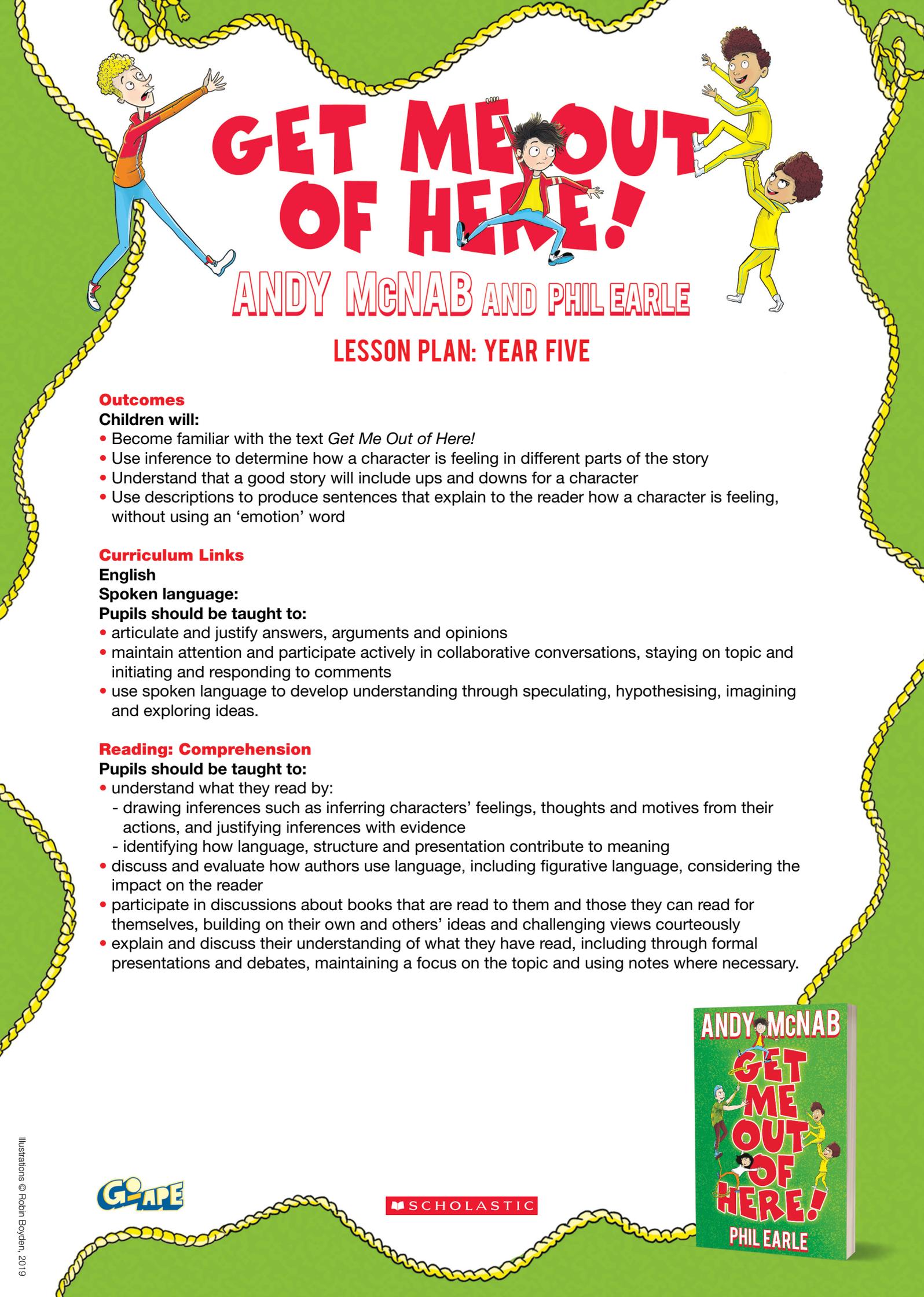
GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

LESSON PLAN: YEAR FIVE

Outcomes

Children will:
- Become familiar with the text *Get Me Out of Here!*
- Use inference to determine how a character is feeling in different parts of the story
- Understand that a good story will include ups and downs for a character
- Use descriptions to produce sentences that explain to the reader how a character is feeling, without using an 'emotion' word

Curriculum Links

English
Spoken language:
Pupils should be taught to:
- articulate and justify answers, arguments and opinions
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Reading: Comprehension

Pupils should be taught to:
- understand what they read by:
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- participate 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
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

GO APE

SCHOLASTIC

ANDY McNAB

GET ME OUT OF HERE!
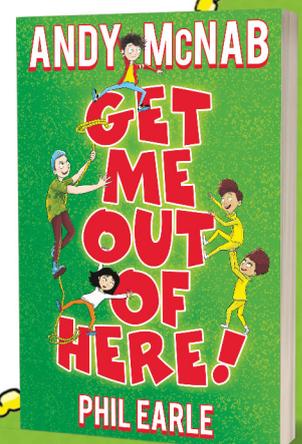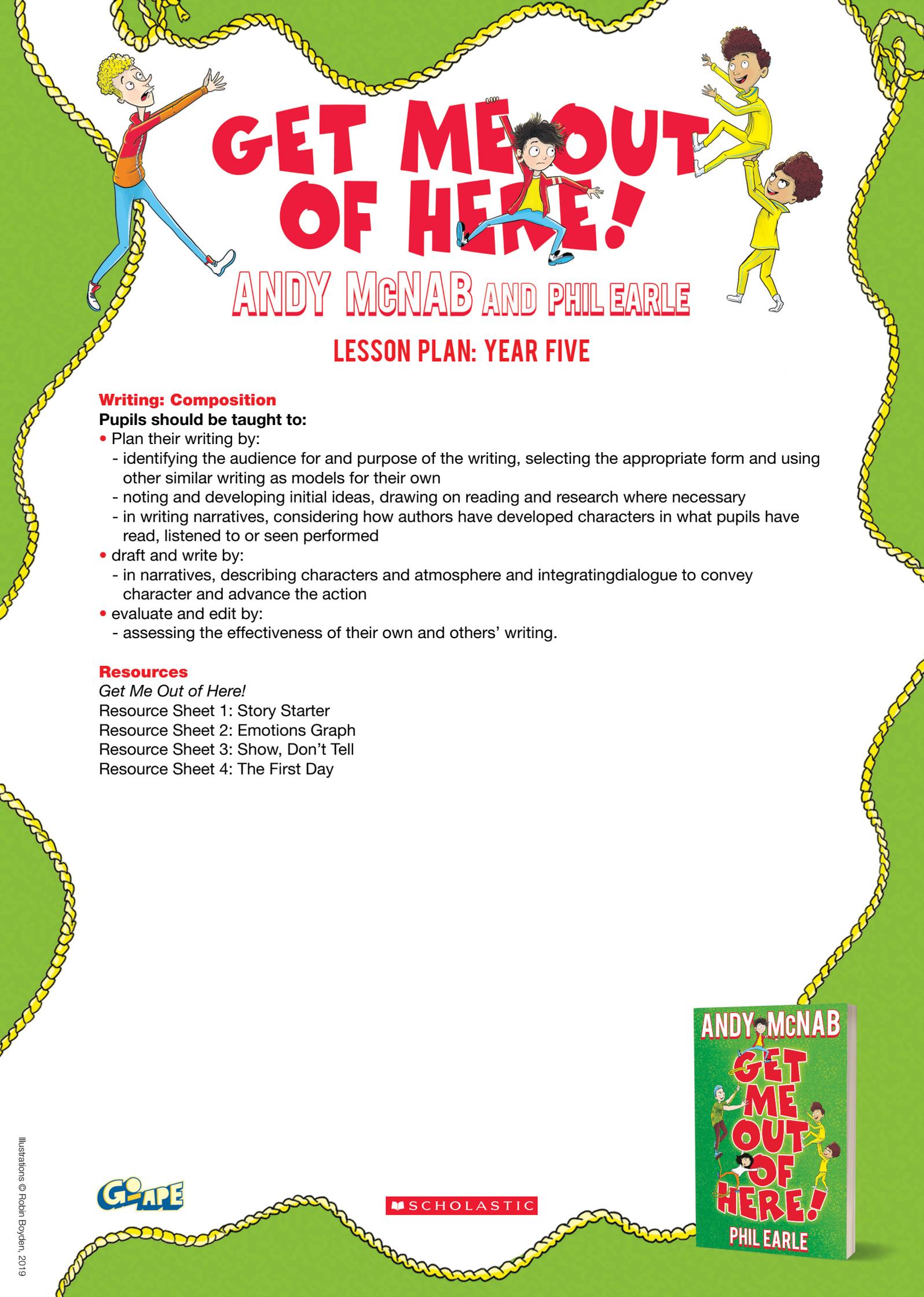
PHIL EARLE

GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

LESSON PLAN: YEAR FIVE

Writing: Composition

Pupils should be taught to:

- Plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters in what pupils have read, listened to or seen performed
- draft and write by:
  - in narratives, describing characters and atmosphere and integratingdialogue to convey character and advance the action
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing.

Resources

Get Me Out of Here!
Resource Sheet 1: Story Starter
Resource Sheet 2: Emotions Graph
Resource Sheet 3: Show, Don't Tell
Resource Sheet 4: The First Day
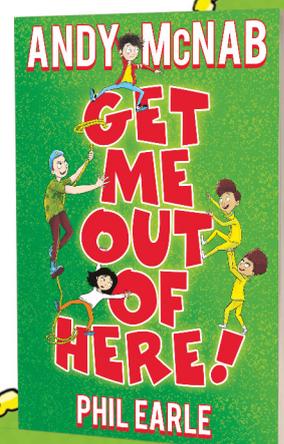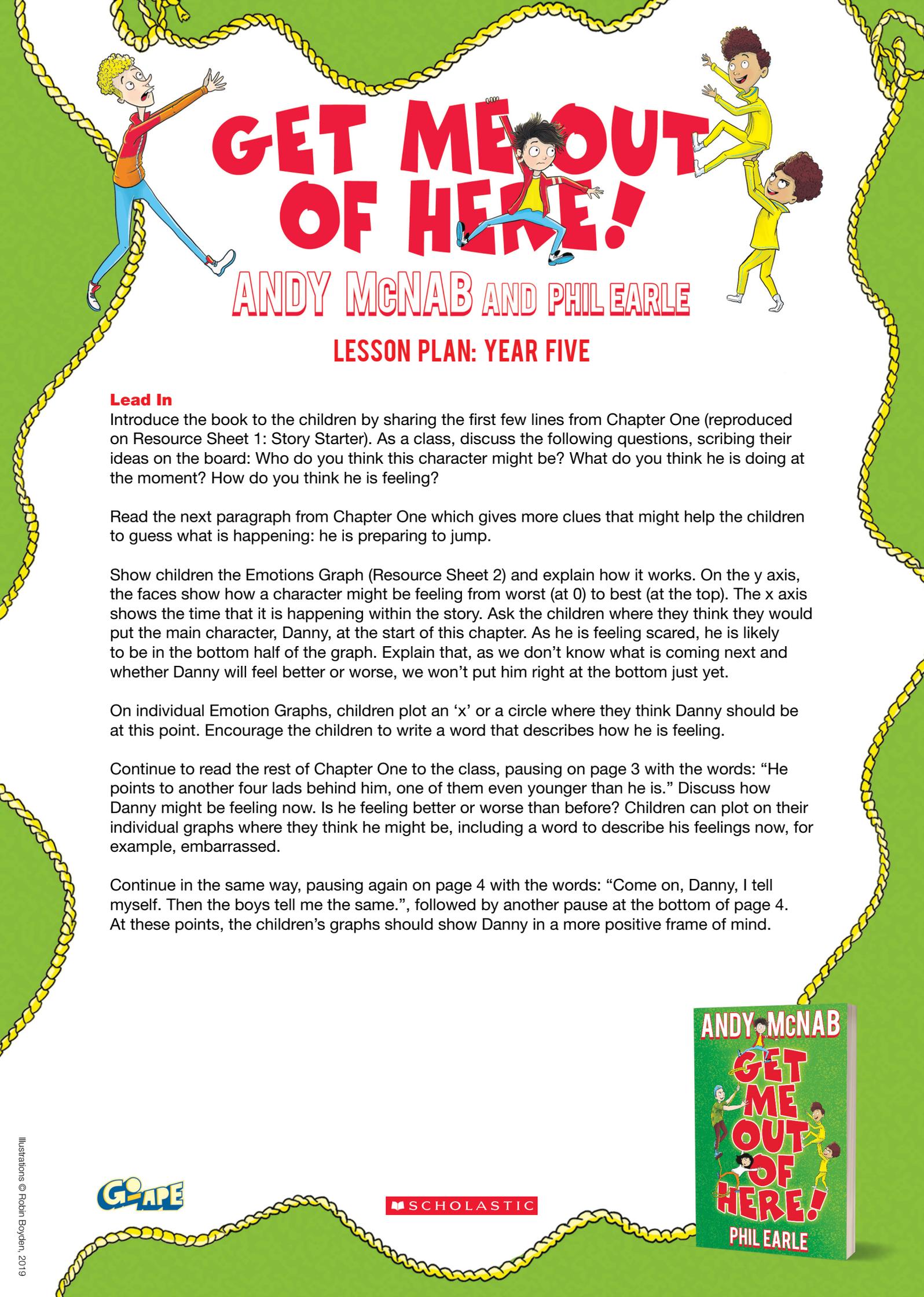
GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

LESSON PLAN: YEAR FIVE

Lead In

Introduce the book to the children by sharing the first few lines from Chapter One (reproduced on Resource Sheet 1: Story Starter). As a class, discuss the following questions, scribing their ideas on the board: Who do you think this character might be? What do you think he is doing at the moment? How do you think he is feeling?

Read the next paragraph from Chapter One which gives more clues that might help the children to guess what is happening: he is preparing to jump.

Show children the Emotions Graph (Resource Sheet 2) and explain how it works. On the y axis, the faces show how a character might be feeling from worst (at 0) to best (at the top). The x axis shows the time that it is happening within the story. Ask the children where they think they would put the main character, Danny, at the start of this chapter. As he is feeling scared, he is likely to be in the bottom half of the graph. Explain that, as we don't know what is coming next and whether Danny will feel better or worse, we won't put him right at the bottom just yet.

On individual Emotion Graphs, children plot an 'x' or a circle where they think Danny should be at this point. Encourage the children to write a word that describes how he is feeling.

Continue to read the rest of Chapter One to the class, pausing on page 3 with the words: "He points to another four lads behind him, one of them even younger than he is." Discuss how Danny might be feeling now. Is he feeling better or worse than before? Children can plot on their individual graphs where they think he might be, including a word to describe his feelings now, for example, embarrassed.

Continue in the same way, pausing again on page 4 with the words: "Come on, Danny, I tell myself. Then the boys tell me the same.", followed by another pause at the bottom of page 4. At these points, the children's graphs should show Danny in a more positive frame of mind.

G•APE

SCHOLASTIC

ANDY McNAB
GET ME OUT OF HERE!
PHIL EARLE
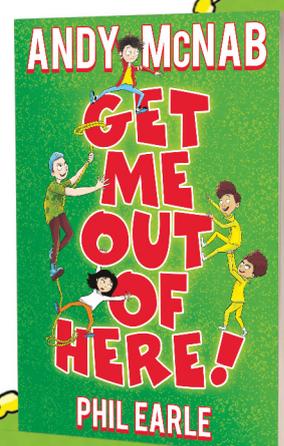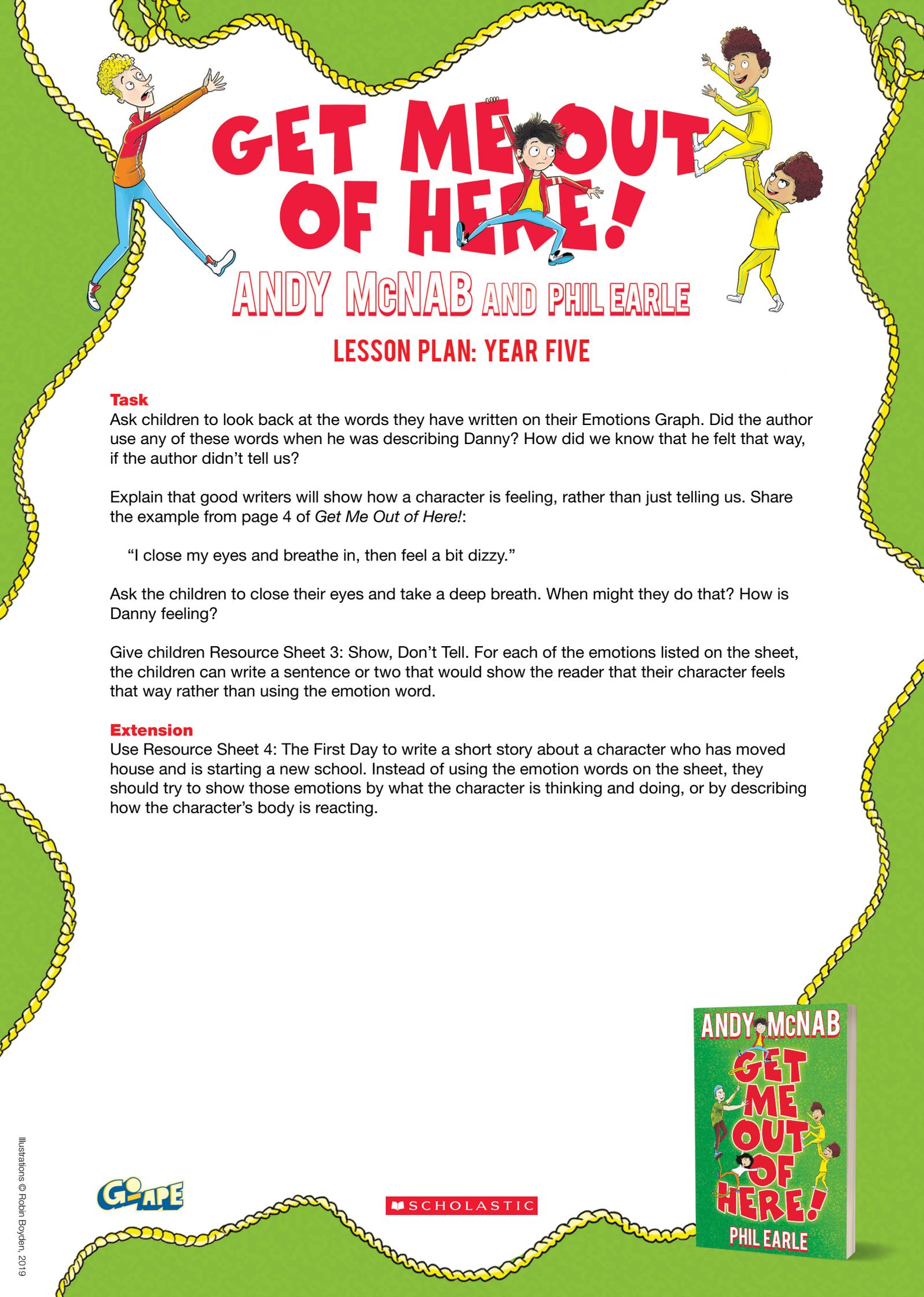
GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

LESSON PLAN: YEAR FIVE

Task

Ask children to look back at the words they have written on their Emotions Graph. Did the author use any of these words when he was describing Danny? How did we know that he felt that way, if the author didn't tell us?

Explain that good writers will show how a character is feeling, rather than just telling us. Share the example from page 4 of *Get Me Out of Here!*:

"I close my eyes and breathe in, then feel a bit dizzy."

Ask the children to close their eyes and take a deep breath. When might they do that? How is Danny feeling?

Give children Resource Sheet 3: Show, Don't Tell. For each of the emotions listed on the sheet, the children can write a sentence or two that would show the reader that their character feels that way rather than using the emotion word.

Extension

Use Resource Sheet 4: The First Day to write a short story about a character who has moved house and is starting a new school. Instead of using the emotion words on the sheet, they should try to show those emotions by what the character is thinking and doing, or by describing how the character's body is reacting.
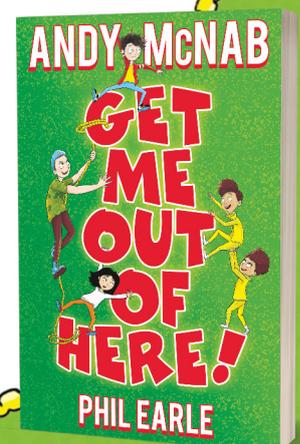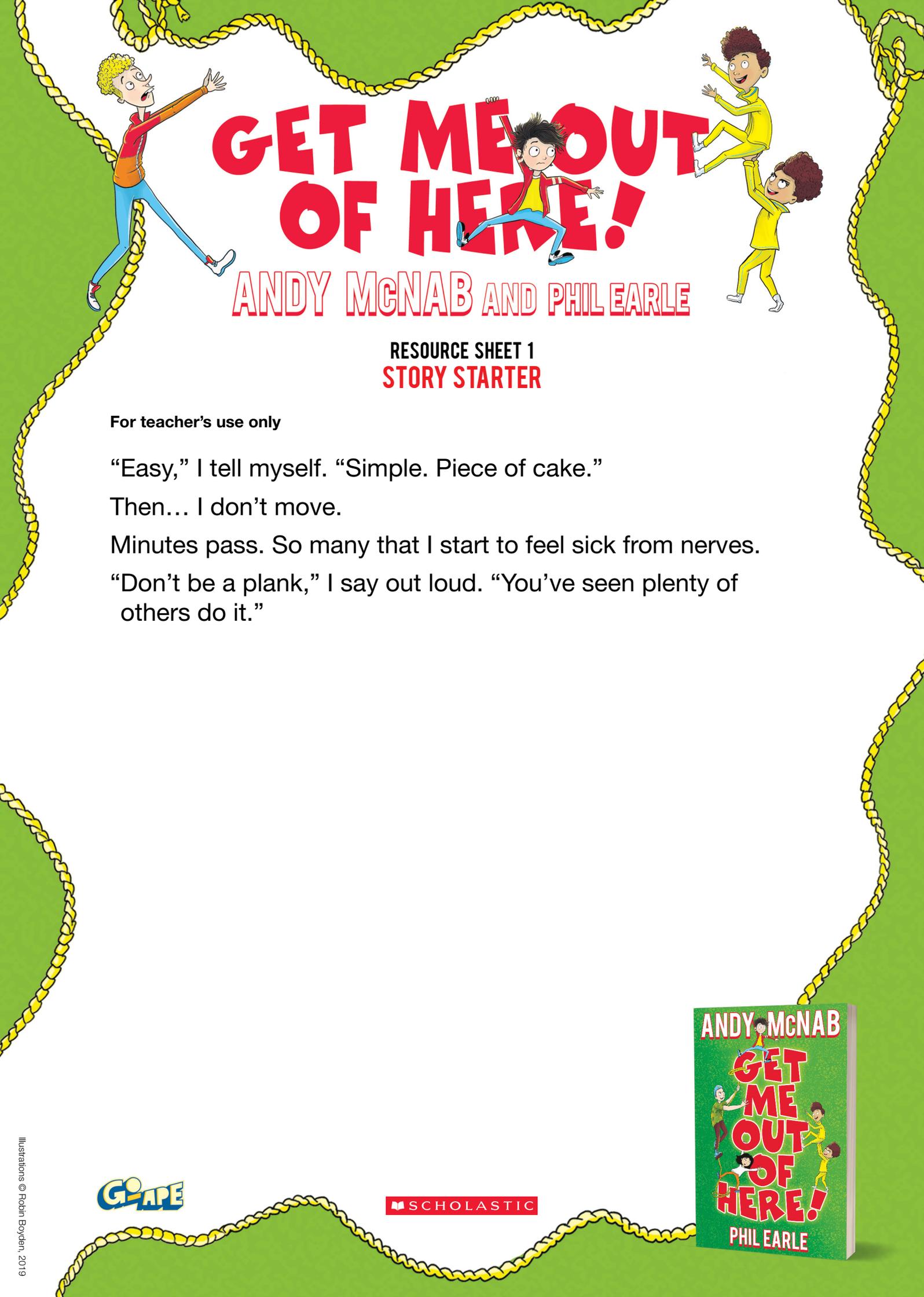
GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

RESOURCE SHEET 1
STORY STARTER

For teacher's use only

"Easy," I tell myself. "Simple. Piece of cake."

Then… I don't move.

Minutes pass. So many that I start to feel sick from nerves.

"Don't be a plank," I say out loud. "You've seen plenty of others do it."

GET ME OUT OF HERE!
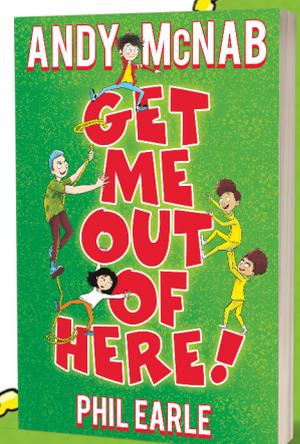
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RESOURCE SHEET 2
EMOTIONS GRAPH

Plot how Danny is feeling at the different points in Chapter One.
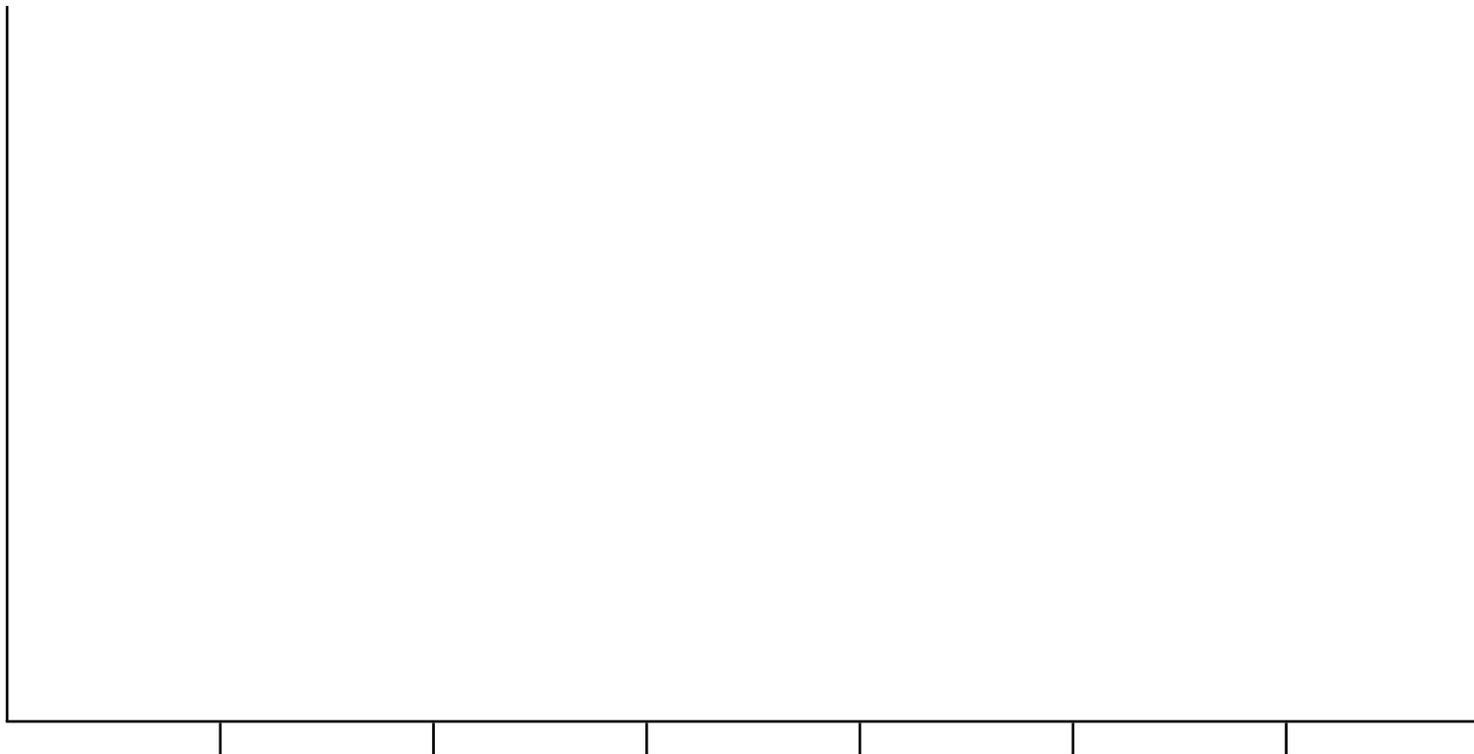
GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

RESOURCE SHEET 3
SHOW, DON'T TELL

Write a sentence that shows your character is feeling each emotion.

SCARED	HAPPY
Example: His heart was pounding inside his chest.	

WORRIED	EMBARRASSED

SAD	EXCITED

GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

RESOURCE SHEET 4
THE FIRST DAY

Write your own story about Charlie starting a new school. Why not use some of the words on the right to get you started?

NERVOUS

SCARED

RELIEVED

HAPPY

EXCITED

GO APE

SCHOLASTIC
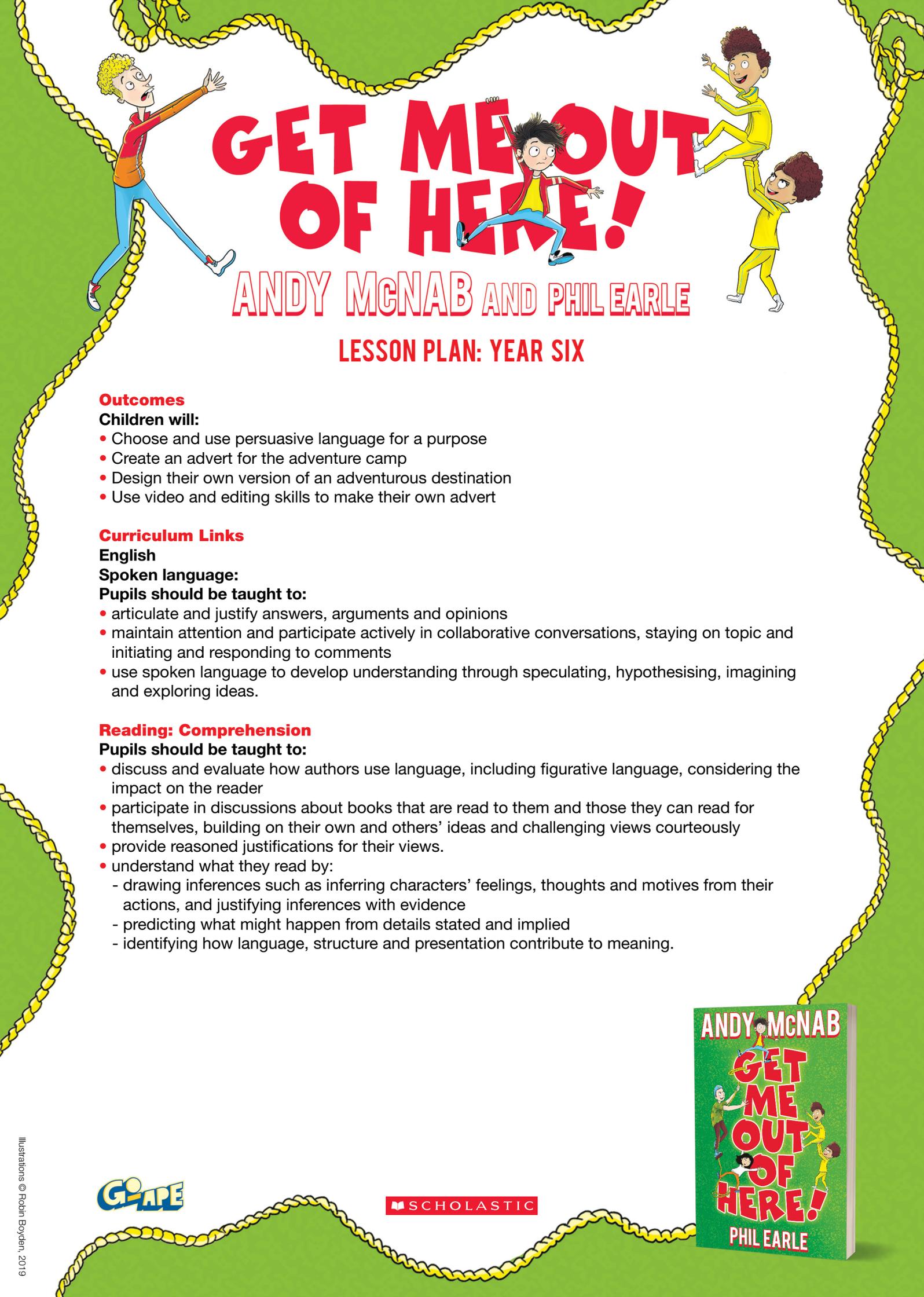
GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

LESSON PLAN: YEAR SIX

Outcomes

Children will:

- Choose and use persuasive language for a purpose
- Create an advert for the adventure camp
- Design their own version of an adventurous destination
- Use video and editing skills to make their own advert

### Curriculum Links

English
Spoken language:
Pupils should be taught to:

- articulate and justify answers, arguments and opinions
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Reading: Comprehension

Pupils should be taught to:

- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- participate 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
- provide reasoned justifications for their views.
- understand what they read by:
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying how language, structure and presentation contribute to meaning.
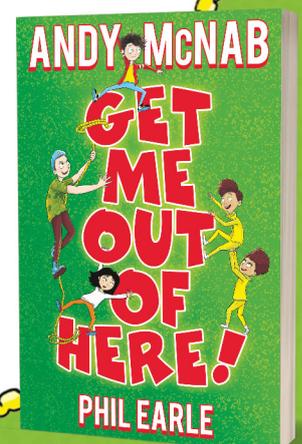
GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

LESSON PLAN: YEAR SIX

Writing: Composition

Pupils should be taught to:

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- draft and write by:
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Computing:

Pupils should be taught to:

- select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Resources

Get Me Out of Here!
Resource Sheet 1: Wild Out Words
Resource Sheet 2: Planning Your Page
Resource Sheet 3: Vote for the Very Best
Resource Sheet 4: Map out the Adventure Camp
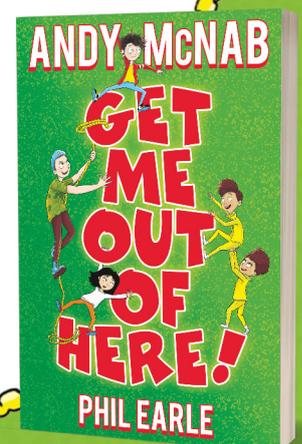
GET ME OUT OF HERE!
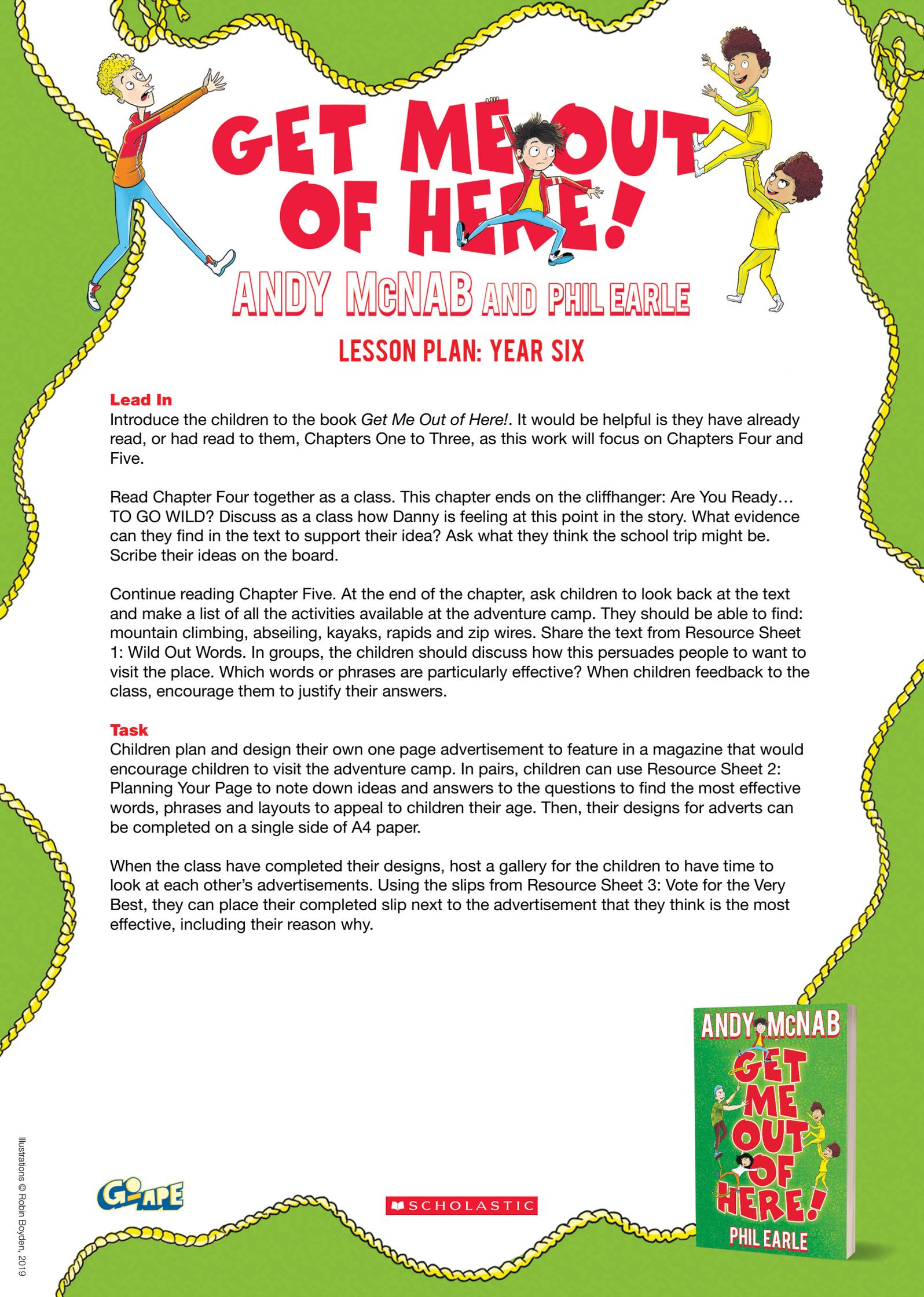
ANDY McNAB AND PHIL EARLE

LESSON PLAN: YEAR SIX

Lead In

Introduce the children to the book *Get Me Out of Here!*. It would be helpful is they have already read, or had read to them, Chapters One to Three, as this work will focus on Chapters Four and Five.

Read Chapter Four together as a class. This chapter ends on the cliffhanger: Are You Ready… TO GO WILD? Discuss as a class how Danny is feeling at this point in the story. What evidence can they find in the text to support their idea? Ask what they think the school trip might be. Scribe their ideas on the board.

Continue reading Chapter Five. At the end of the chapter, ask children to look back at the text and make a list of all the activities available at the adventure camp. They should be able to find: mountain climbing, abseiling, kayaks, rapids and zip wires. Share the text from Resource Sheet 1: Wild Out Words. In groups, the children should discuss how this persuades people to want to visit the place. Which words or phrases are particularly effective? When children feedback to the class, encourage them to justify their answers.

Task

Children plan and design their own one page advertisement to feature in a magazine that would encourage children to visit the adventure camp. In pairs, children can use Resource Sheet 2: Planning Your Page to note down ideas and answers to the questions to find the most effective words, phrases and layouts to appeal to children their age. Then, their designs for adverts can be completed on a single side of A4 paper.

When the class have completed their designs, host a gallery for the children to have time to look at each other's advertisements. Using the slips from Resource Sheet 3: Vote for the Very Best, they can place their completed slip next to the advertisement that they think is the most effective, including their reason why.
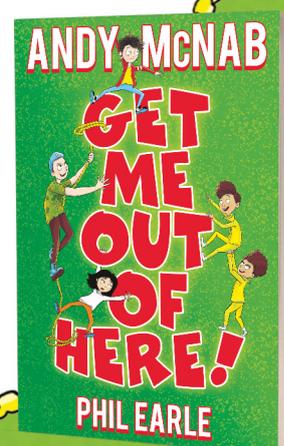
GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

LESSON PLAN: YEAR SIX

Extension

If there is time, children could create their own Adventurous Activity destination. There is a map of the adventure in the front of *Get Me Out of Here* that they could use as inspiration to make their own design on the blank map available on Resource Sheet 4: Map out the Adventure Camp. When they have chosen the features and created their map, they could take the activity further by producing a video advertisement to encourage visitors. Using a program such as Windows Movie Maker allows the children to put together photographs or video, as well as record their own voice-over using the types of persuasive language necessary for convincing people to visit.
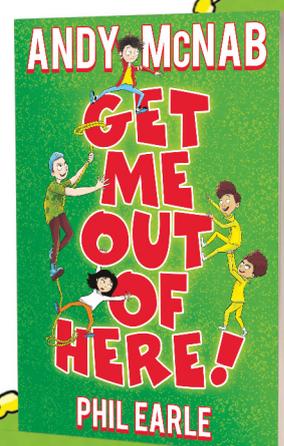
GET ME OUT OF HERE!
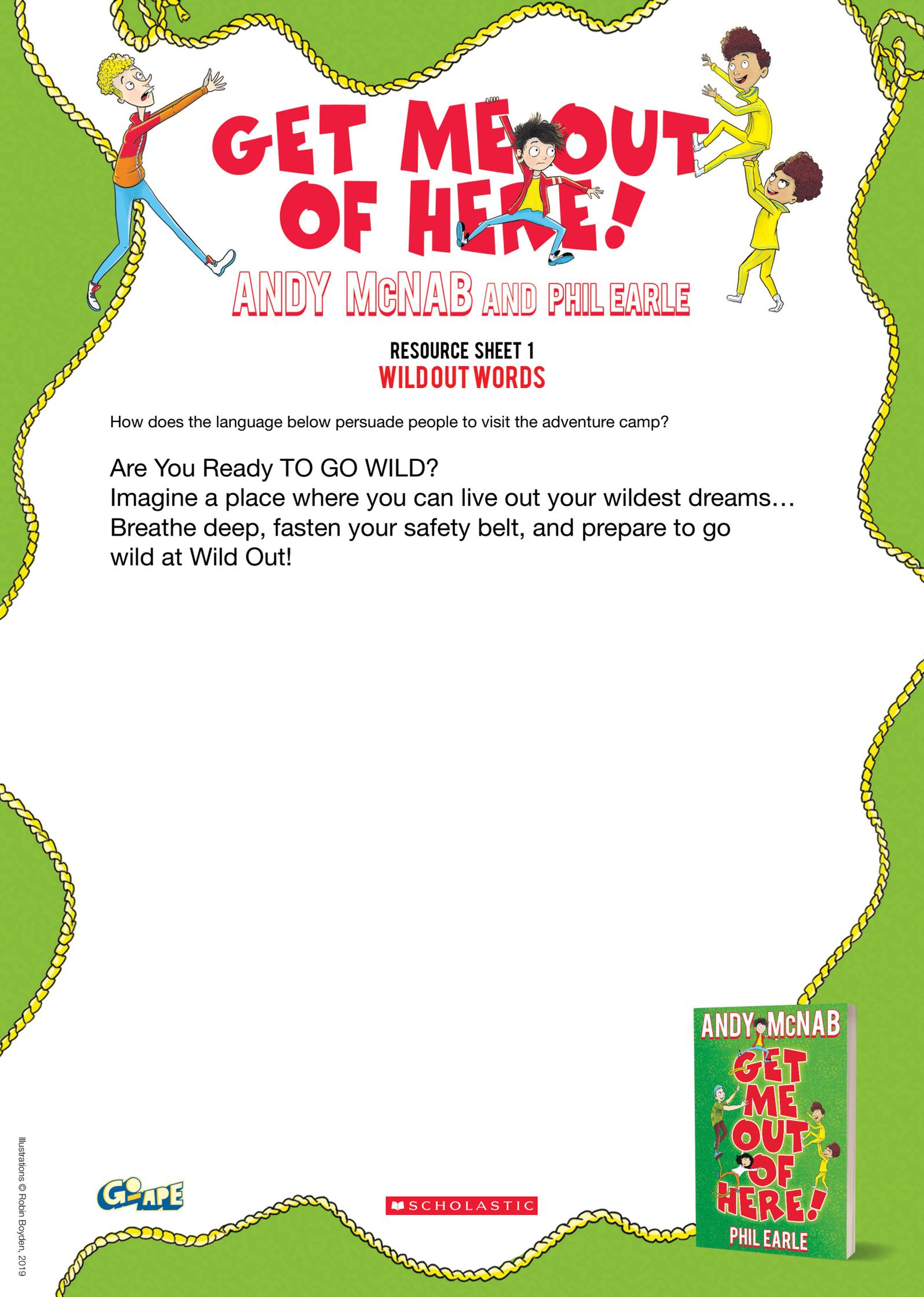
ANDY McNAB AND PHIL EARLE

RESOURCE SHEET 1
WILD OUT WORDS

How does the language below persuade people to visit the adventure camp?

Are You Ready TO GO WILD?
Imagine a place where you can live out your wildest dreams…
Breathe deep, fasten your safety belt, and prepare to go
wild at Wild Out!
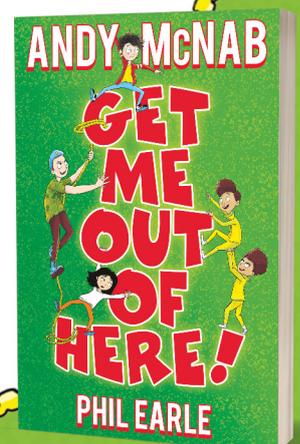
GO APE

SCHOLASTIC

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PHIL EARLE
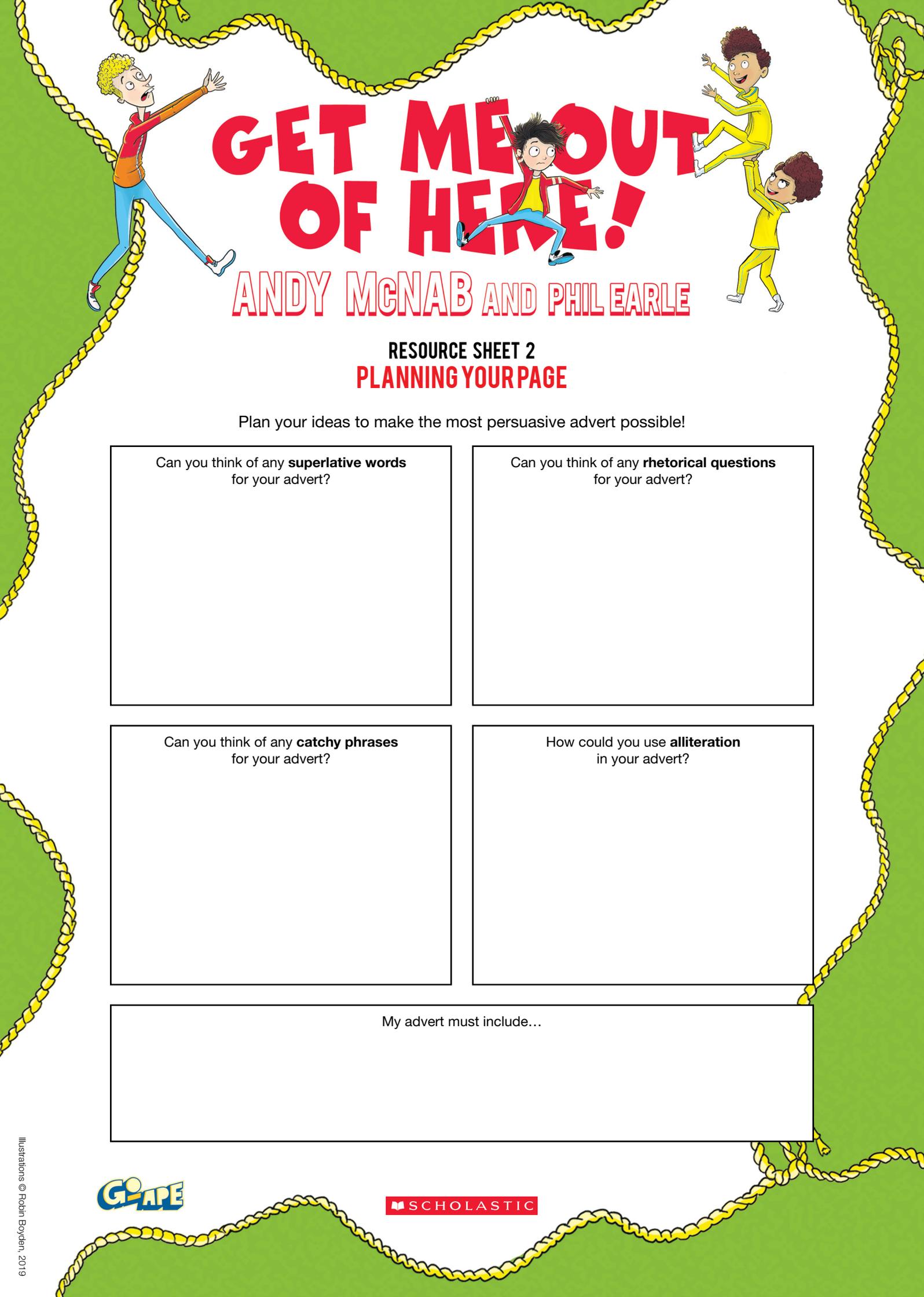
GET ME OUT OF HERE!

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RESOURCE SHEET 2
PLANNING YOUR PAGE

Plan your ideas to make the most persuasive advert possible!

Can you think of any **superlative words** for your advert?

Can you think of any **rhetorical questions** for your advert?

Can you think of any **catchy phrases** for your advert?

How could you use **alliteration** in your advert?

My advert must include…

GO APE

SCHOLASTIC

GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

RESOURCE SHEET 3
VOTE FOR THE VERY BEST

My vote goes to…
_____

This persuaded me because…
_____
_____
_____

My vote goes to…
_____

This persuaded me because…
_____
_____
_____

My vote goes to…
_____

This persuaded me because…
_____
_____
_____

My vote goes to…
_____

This persuaded me because…
_____
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My vote goes to…
_____

This persuaded me because…
_____
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_____

My vote goes to…
_____

This persuaded me because…
_____
_____
_____

GO APE

SCHOLASTIC

GET ME OUT OF HERE!

ANDY McNAB AND PHIL EARLE

RESOURCE SHEET 4
MAP OUT THE ADVENTURE CAMP

Draw your own map of an Activity Camp of your choice!