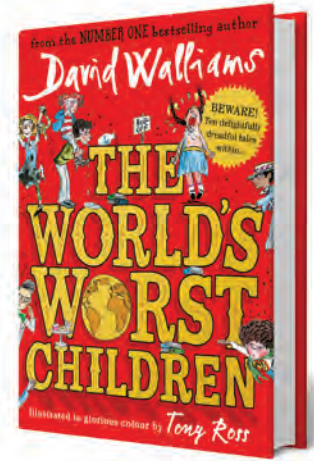


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GUIDANCE FOR TEACHERS

Welcome to the 11th World's Worst Child Story Competition!

This competition is being launched to celebrate the release of David's new book 'The World's Worst Children'. David is very passionate about encouraging children to read for pleasure. And an enjoyment of reading and writing can go hand in hand.

The hope is to inspire future generations of children by encouraging a love of words – be it reading or writing them themselves!

How to enter the competition:

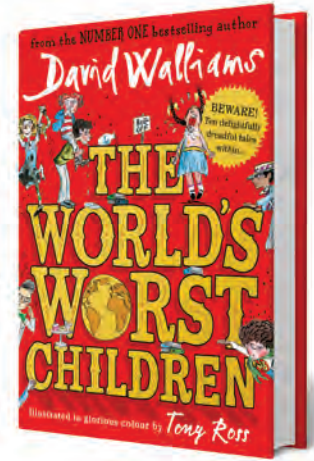
- This competition is open to all KS2 children
- We would like children to write a story about the 11th World's Worst Child, using the book 'The World's Worst Children' for inspiration.
- Children in Year 3 or 4 should write a maximum of 250 words; children in Year 5 or 6 should write a maximum of 500 words. There is no specified minimum word count.

We have provided a pack of fun classroom resources based on the stories in **The World's Worst Children** to help children explore the characters and themes. We have also provided a lesson plan with suggestions of how you can support your students to plan and develop their own World's Worst Child character in preparation for writing their story.

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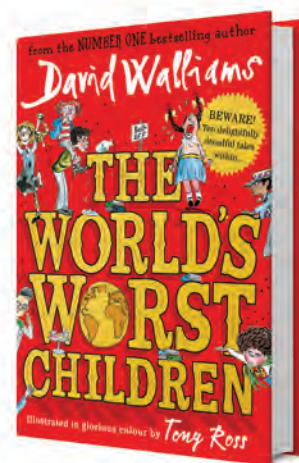
EARNEST ERNEST'S INSTRUCTION LEAFLET (b)

Write your instruction leaflet here.

INSTRUCTION LEAFLET

A large, blank, three-panel instruction leaflet template. The left panel is labeled 'INSTRUCTION LEAFLET' at the top left. The three panels are separated by vertical lines, and the entire template is shown in a perspective view, suggesting it is a sheet of paper to be folded.

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Word Search



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



Can you help find these words? The words can go up, down, left, right or diagonal.



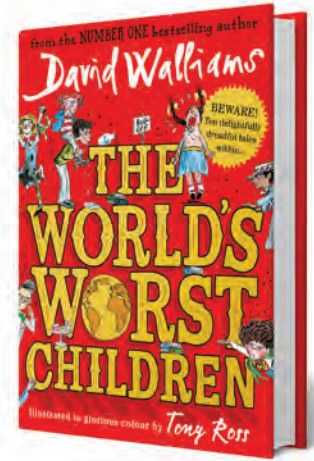
TUBA	GRUBBY
WALLYBOTTOM	ERNEST
DRIBBLING	SOFA
BLUBBERER	NITS



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COMPETITION LESSON PLAN (a)

KS2 Curriculum Links:

Pupils should be taught to:

- *Plan their writing by discussing and recording ideas.*
- *Plan their writing by considering how authors have developed characters in what pupils have read or listened to.*
- *Draft and write by creating characters.*
- *Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.*
- *Read aloud their own writing.*

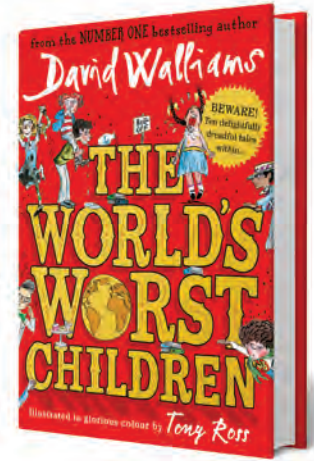
Getting Started:

- Engage children's interest by reading the **World's Worst Children** stories and talking about the different characters and their stories.
- Discuss with the children that descriptions of characters play an important role in how a reader responds to a story – authors influence readers to like or dislike characters. Which of the **World's Worst Children** do the children in your class like the most? Why? Dislike? Why? Do they see any similarities to themselves e.g. are they messy at home like Gertrude?
- Discuss the types of description used in the stories. Establish that the character's appearance and personality may be described, as well as details about their life such as where they live and who their families. The focus in these stories is on the character's personalities and terrible behaviour.
- Extend the conversations about good descriptions by using thesauruses to find synonyms and alternative words, discuss adjectives and vocabulary choices. You could create group or class posters for display – this will support children when creating their own descriptions.

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COMPETITION LESSON PLAN (b)

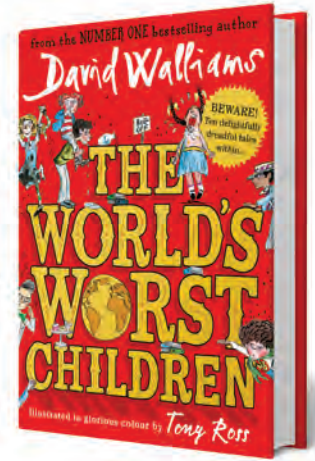
Creating the character and story for the 11th World's Worst Child:

- Tell children that they will be writing their own World's Worst Child story by designing the character and story for the 11th World's Worst Child using some of the ideas and techniques they have explored earlier.
- You could use drawing, collage, hot-seating or role play to help children 'step into the shoes' of their character – enabling them to visualise and imagine the appearance and behaviour of their character. Encourage them to think about characters they have read about previously to give them further ideas.
- Use the activity sheets to help children plan their descriptions. Remind them to use dictionaries and thesauruses to support them in finding the best vocabulary.
- You could ask the children to present their designs, plans or draft descriptions to groups or the class and provide peer feedback to help them refine their work.

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11TH WORLD'S WORST CHILD COMPETITION (a)

MY 11TH WORLD'S WORST CHILD STORY PLANNER

Task: Use this planning sheet to help you think about what mischief your World's Worst Child will get up to!

What will my character be doing at the beginning of the day/event?

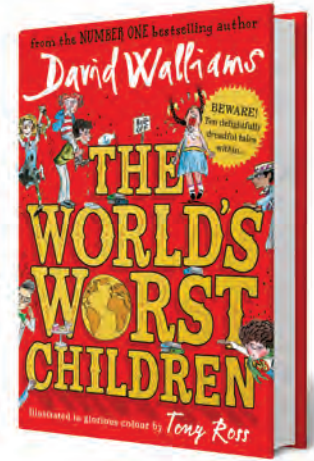
How will their terrible habit or behaviour cause a problem or get them into trouble?

What will happen as a consequence? Will the problem be resolved?

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11TH WORLD'S WORST CHILD COMPETITION (b)

MY 11TH WORLD'S WORST CHILD CHARACTER

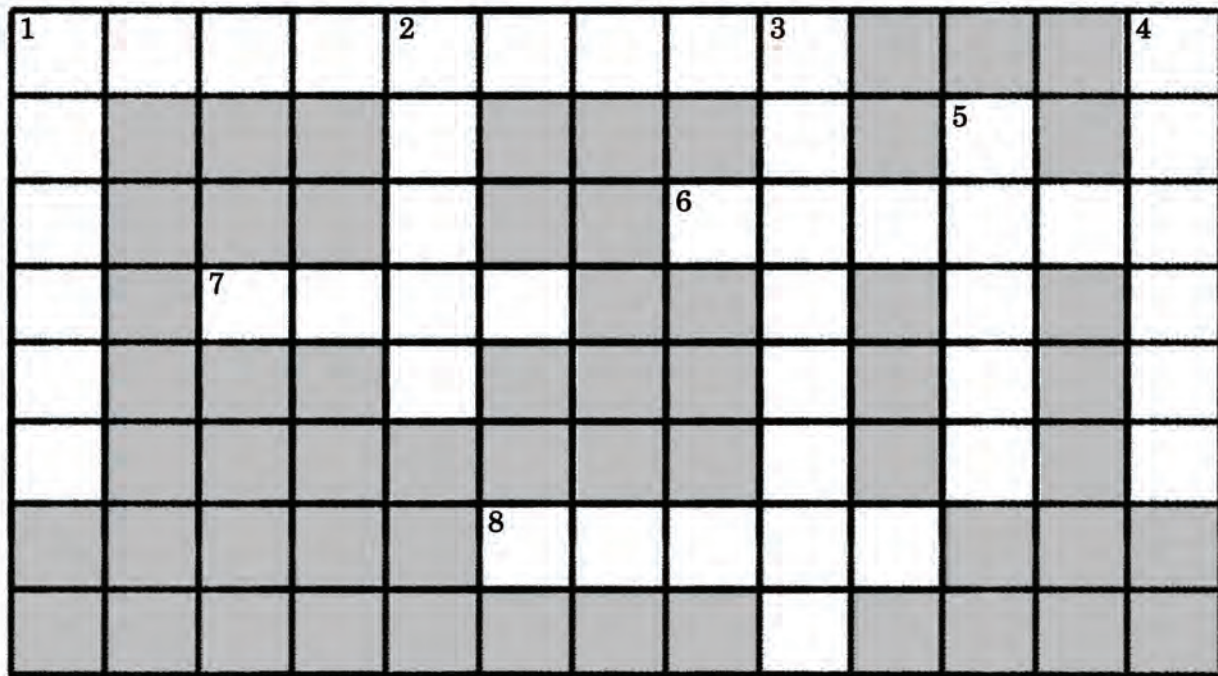
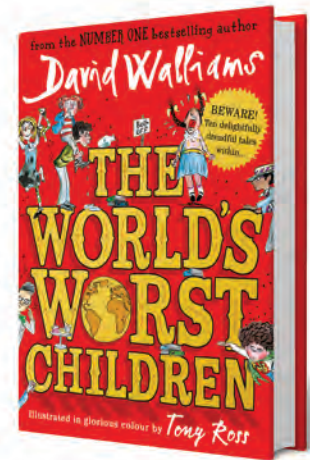
How my character looks:	Draw your character here:	My character's friends and family are:
How my character moves:		Where my character lives:
My character's personality:		My character's hobbies:
Things my character likes:		Things my character doesn't like:

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Crossword



Clues

Across

1. He's never, ever wrong! (5, 4)
6. He only laughs at others' misfortune! (6)
7. His dribbling causes big problems! (4)
8. She's terribly windy! (5)

Down

1. A blubbing girl who tries to get her brother in trouble! (6)
2. His superpower is his head full of nits! (5)
3. Watch out for her grubby bedroom! (8)
4. This girl just cannot stay still! (6)
5. He loves to pick bogeys! (5)

Challenge question: Which one of the World's Worst Children is missing from the crossword?



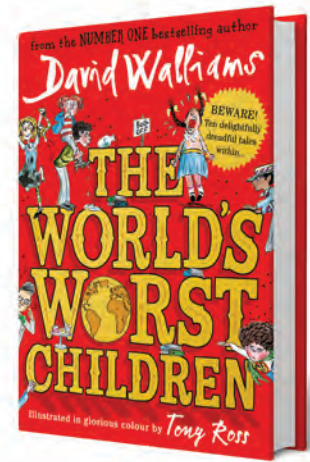
Answers

Across: 1. BRIAN WONG 6. ERNEST 7. DREW 8. MINDY
Down: 1. BERTHA 2. NIGEL 3. GERTRUDE 4. PETULA 5. PETER
Challenge Question: SOFIA SOFA

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Draw your own portrait



**The World's
Best Child:** _____

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SPECIAL CERTIFICATE

IS ONE OF

~~THE
WORLD'S
WORST
CHILDREN~~



BEST

I CAN'T
BELIEVE YOU
READ THIS
AWFUL BOOK!

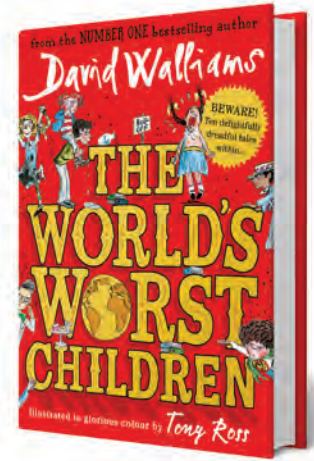


This certificate is very, very, very,
very, very, **VERY** official!

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EARNEST ERNEST'S INSTRUCTION LEAFLET (a)

'Meanwhile the robot's movements were becoming increasingly jerky and unpredictable. It was making even more beeping and buzzing noises.

Soon sparks were flying out of its eyes; smoke was billowing from its head. The robot's tickling tentacles were now moving so fast they were becoming a blur.

"NO! HA HA! NO!" cried Professor Drolling as tentacles tickled every conceivable part of his body.

"I THINK I AM GOING TO WET MYSELF!"

READ THE STORY OF EARNEST ERNEST ON PAGES 209 - 240

Task: Use the information about the Tickle Monster 3000 in the story and your imagination to make an instruction leaflet for 'How to use the Tickle Monster 3000'.

Ideas to include:

- Draw a picture with labels to show what the Tickle Monster 3000 and its controls look like
- Explain what the Tickle Monster 3000 can do
- Explain how the Tickle Monster 3000 should be used
- Explain how it should be looked after
- Include any danger warnings that the user might need
- Use bullet points or numbered steps to make your instructions clear

Write your instruction leaflet on the next page.

CURRICULUM LINKS: (KS2)

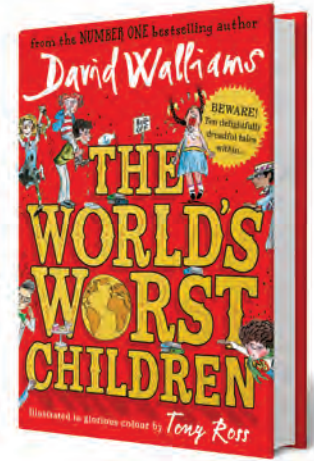
Understand what they read, in books they can read independently, by:

- *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.*
- *Identifying main ideas drawn from more than one paragraph and summarising these.*

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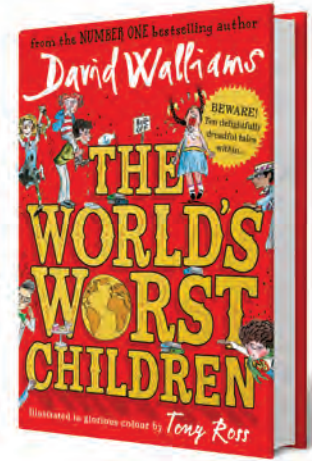


EARNEST ERNEST'S INSTRUCTION LEAFLET (b)

Write your instruction leaflet here.

INSTRUCTION LEAFLET

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DRIBBLING DREW'S LETTER (a)

'In the morning, Winston, the burly security guard, arrived bright and early to unlock the doors and open the museum as he did every day.
HOWEVER, this was no ordinary day.

The first thing Winston noticed was a transparent fluid oozing underneath the doors.
"That's very strange," he thought out loud.
"Maybe one of the daft old professors has left a tap running."

Next, the security guard dipped the toe of his boot into the liquid,
and realised it couldn't be water from a leaky pipe.'

READ PAGES 16 - 32 DRIBBLING DREW

Task: Pretend you are Dribbling Drew. Your mum has told you to write a letter to the museum apologising for wrecking the museum with your dribble! However you don't think you should apologise as you don't think it was your fault. Reluctantly you write a letter to the museum but rather than apologise you explain what happened and suggest they needed some new exhibits anyway.

Ideas to include:

- Introduce who you are and why you are writing
- Explain what happened when you fell asleep at the museum
- Describe how you managed to take notes of the exhibitions as they floated out of the museum
- Say how you feel about coming top of the class for the first time ever
- Tell the museum what happened as a consequence of destroying everything!
- Tell the museum that the exhibits were rather old, dusty and boring so you have probably helped them in having a clear out so they can get some new things in.

Write your letter on the following page

CURRICULUM LINKS: (KS2)

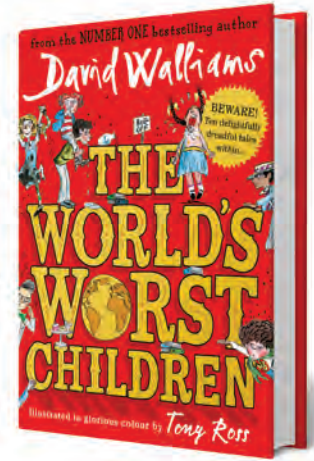
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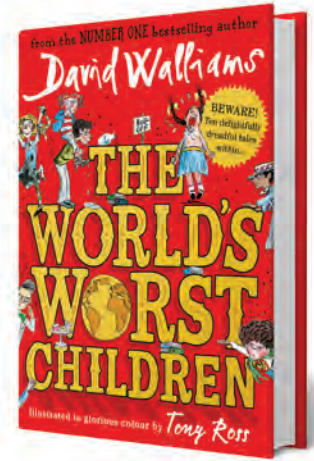
DRIBBLING DREW'S LETTER (b)

WRITE YOUR LETTER HERE

The Museum
Museum street
Museum Town
MM1, 1MM

Dear Museum,

Yours truly,
Drew



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BRIAN WONG'S NEWSPAPER ARTICLE (a)

'Finally, one night Brian Wong was lying on his deathbed. He was now 111 years old, and life was slipping away from him. Yet he was still counting, counting, counting, hoping that somehow the next number might just be INFINITY, though it never, ever was.'

READ THE STORY OF BRIAN WONG WHO WAS NEVER, EVER WRONG ON PAGES 159 - 178

Task: Write a newspaper article to tell the astonishing story of Brian Wong's attempt to count to infinity.

Ideas to include:

- A catchy article heading
- Who was Brian Wong?
- What did he do that was interesting?
- Why did he decide to do that?
- Where was he when it all started?
- When did it happen?
- Quotes from witnesses
- Picture with a caption

Make notes on the lines below and then use the newspaper template on the next page to write your story.

CURRICULUM OBJECTIVES: (KS2)

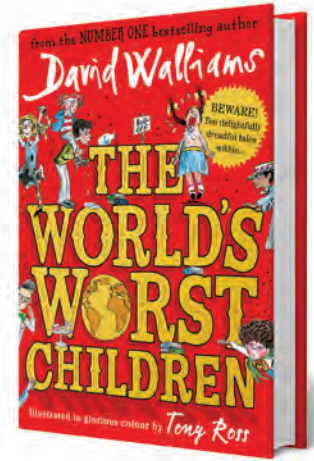
Understand what they read by:

- *Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context*
- *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- *Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas*

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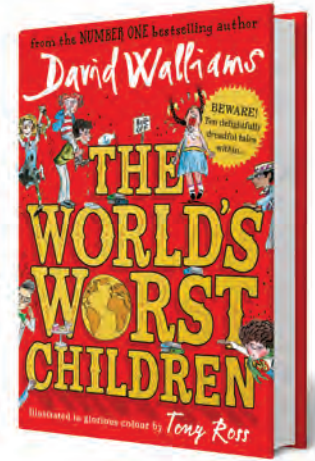
BRIAN WONG'S NEWSPAPER ARTICLE (b)

THE DAILY NEWS

Blank newspaper article template with two columns of horizontal lines for text and a large rectangular box at the bottom right for an image.

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QUIZ - QUESTIONS

Use the book to help you find the answers to these quiz questions!

Teachers: You could ask the children to answer the questions in teams and see who scores the most points or which team completes the quiz in the quickest time.

1) Which exhibit, that Drew yawned at, took pride of place in the great hall at the Natural History Museum?

2) What does Bertha's brother William use to plug his ears?

3) What name did Nigel give to his first nit?

4) What type of museum did Petula's class visit?

5) How did Peter get the neighbour's cat, Ginger, out of the snot ball?

6) What were Grubby Gertrude's Rubbish Monster's eyes made from?

7) What was the number that Brian Wong wrote down on a piece of paper before he went to bed?

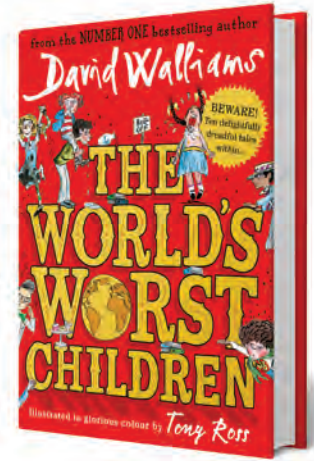
8) What happened to Mr Tinkle when he rushed onto the stage at the Royal Albert Hall to make Mindy stop playing?

9) What was Earnest Ernest's mother like?

10) What was the only thing Sofia Sofa cared about doing?

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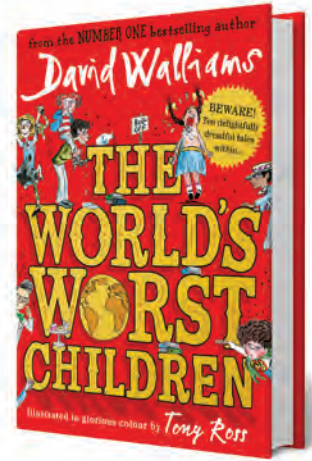
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QUIZ - ANSWERS

- 1) THE HUGE SKELETON OF A DIPLODOCUS
- 2) MARSHMALLOWS
- 3) MR HENDERSON
- 4) A PORCELAIN MUSUEM
- 5) HE HAD TO SHAVE THE CAT'S HAIR OFF TO REMOVE ITTHE BOGEY WAS SO STICKY, HE HAD TO SHAVE THE CAT'S HAIR OFF TO FREE HIM.
- 6) ITS EYES WERE A COUPLE OF SLICES OF PEPPERONI FROM AN OLD, FURRY PIZZA
- 7) 48,392
- 8) THE SMELL FLOORED HIM IN AN INSTANT, AND HE FELL OFF THE STAGE AND PLUNGED INTO A PIANO IN THE ORCHESTRA PIT
- 9) SHE WAS A JOLLY SOUL. A LARGE LIVELY LADY WHO WORE BRIGHTLY COLOURED CLOTHES WITH LOUD FLOWERY PATTERNS.
- 10) ANSWER: WATCHING TELEVISION

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NIGEL NIT-BOY'S COMIC STRIP (a)

'Nigel had his superpower. He had his name. His costume was on. He was NIT-BOY!
At once he began his SUPERVILLAINY.

The next morning he strode into school, his cape flapping in the wind.

First, Nigel vowed to get revenge on his geography teacher, Mr Drumhum.

Nigel found geography boring and spent most of his lessons reading comic books.

Mr Drumhum had given the boy detention after detention.

Now NIT-BOY stood at the door to the classroom. Initially there were hoots of laughter from the other children. What with his costume and shrubland of hair, the would-be SUPERVILLAIN did look quite a sight. "HA HA HA!"

However, the laughter turned to silent awe as NIT-BOY called out his first command.

"NITS! SWARM!" The billions of nits that were whirling round his head formed a black mass next to him.'

READ PAGES 54 - 80 NIGEL NIT-BOY

Task: Create a comic strip to tell one of the tales of NIT-BOY's revenge. You could use one of the events already in the story or you could use your imagination to make up your own.

Ideas to include:

- You could retell the nit attack on Mr Drumhum; Mrs Droop or Mr Sourchops.
- Think about three parts to your story - the beginning, the middle and the end.
- Use pictures, action words and speech bubbles to show action.

Design your comic strip on the following page

CURRICULUM LINKS: (KS2)

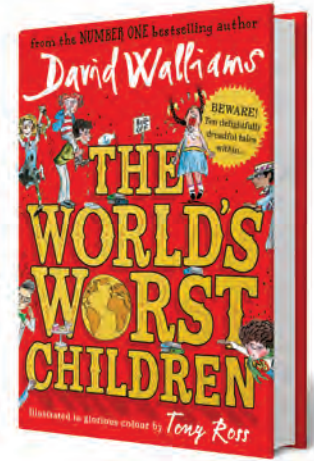
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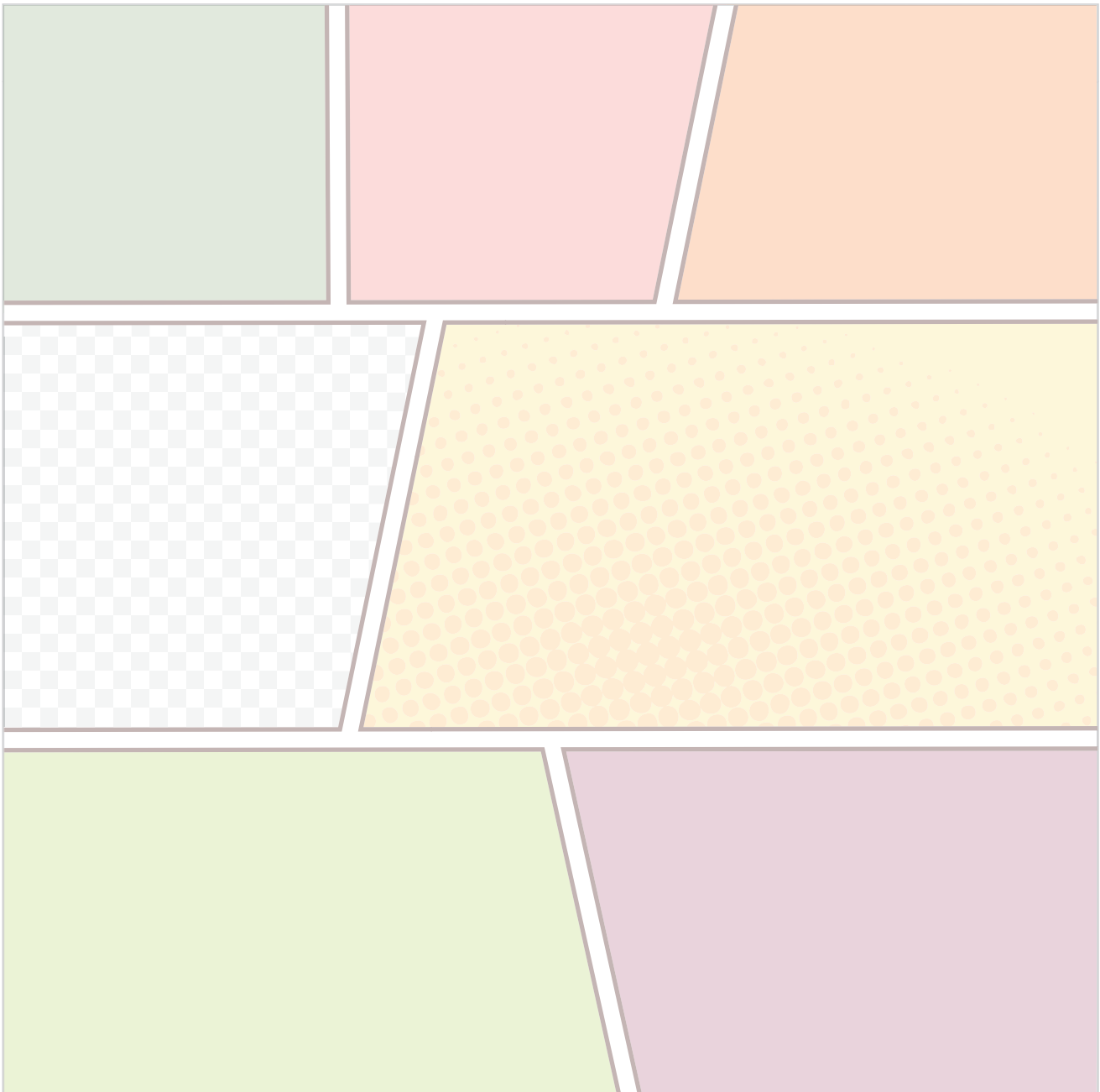
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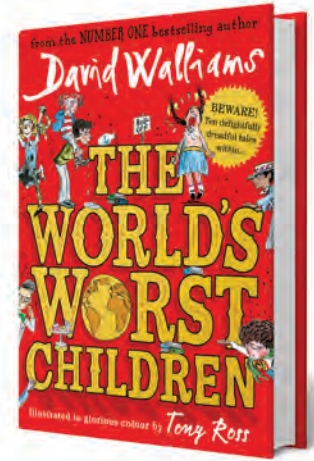
NIGEL NIT BOY'S COMIC STRIP (b)

DESIGN YOUR COMIC STRIP HERE



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WINDY MINDY'S CONCERT POSTER (a)

'At first the music teacher was horrified at what he saw. One of his beloved instruments being powered by a windy child's bottom. He was about to shout at Mindy to stop, but the sheer beauty of the music made him pause. As the music soared, so did his heart.

This young girl was a musical prodigy. She could become one of the all-time greats, playing huge sell-out concerts all over the world! As for Mr Tinkle, he would be remembered as the humble teacher who discovered a musical superstar.'

READ THE STORY OF WINDY MINDY ON PAGES 179 - 208

Task: Create a poster to advertise Mindy's concert at the Royal Albert Hall. Use information from the story as well as your own imagination.

Ideas to include:

- When will the concert be?
- Where will it be?
- What can attendees expect to see and hear?
- Why should people attend the concert?
- How much do tickets cost and how do people buy them?
- Include persuasive language to attract people.
- Include a picture of Mindy playing her tuba.

Design your poster here

CURRICULUM LINKS: (KS2)

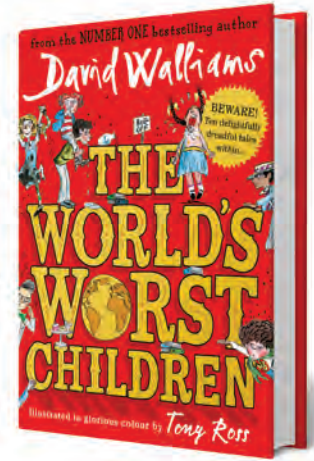
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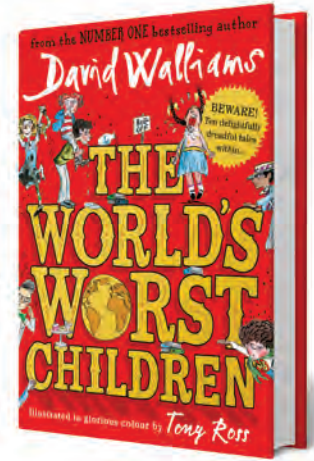
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WINDY MINDY'S CONCERT POSTER (b)

Draw your concert poster here:

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GRUBBY GERTRUDE'S MONSTER (a)

'Lying in her filthy bed that night, between sheets that were slimy with grime, Gertrude noticed something moving around in the mucky darkness. Surely the girl's mind was playing tricks on her. Was she dreaming? "BOG OFF!" she called out, just in case there really was something hiding down there.

Whatever it was moved again. The smaller bits of rubbish on the grot-surface rustled as something swam underneath. This was no dream. Or even nightmare. This was really happening. There was something living under the rubbish in Grubby Gertrude's bedroom.'

READ THE STORY OF GRUBBY GERTRUDE ON PAGES 136 - 158

Task: Draw your own rubbish monster inspired by the one in Grubby Gertrude's bedroom and label it. Then write your own short story about how it was created and what it does next.

Ideas to include:

- What is the monster made from?
- What does it like to eat?
- What does it like to do?
- Can it talk?
- What happens when the monster breaks out of your bedroom?

Design your monster and write your story on the next pages.

CURRICULUM LINKS: (KS2)

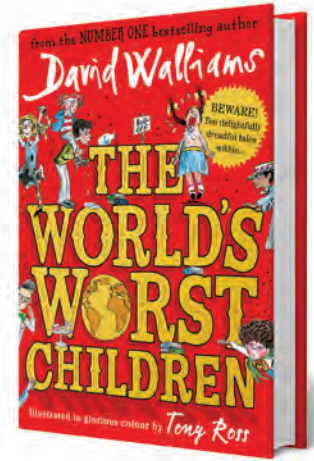
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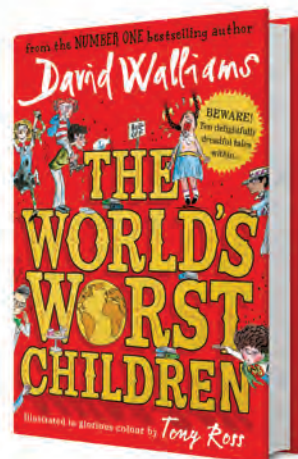
GRUBBY GERTRUDE'S MONSTER (b)

Draw your monster here:

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GRUBBY GERTRUDE'S MONSTER (c)

Write your monster story here:
