

THE BOY WITH WINGS

Based on the book by Lenny Henry

Activity Bank



How to use this Activity Bank

Thank you for downloading our Activity Bank for **The Boy with Wings**.

This resource is full of activities designed to support children's comprehension of- and critical response to -**The Boy with Wings**.

This pack has been designed to be used by classes who have seen the 2025 Polka and Birmingham Rep Production, and some details differ from the book by **Lenny Henry**. The activities are designed to support learning and reading comprehension in Years 2 to 8, and some of the activities are differentiated to support learning at different Key Stages.

If you have any questions about how to use Polka resources please don't hesitate to contact us on

creativelearning@polkatheatre.com

Contents

2 Recap

A still image activity designed to support children in recollecting and sequencing the story.

3 Reflect

Two activities to encourage forming and justifying opinions.

4 Make

A fun and simple puppetry craft.

6 Experience

Two drama-based activities designed to increase comprehension of the text and empathy with the characters.



Photo Plots

This starter activity is a great way to support your class in recollecting and sequencing the events of the story.

KS1 & LKS2

How to run the activity:

- Split your class into 5 groups. For this activity, each group will need a clear space to work in.
- Print or write each of the 5 scenes below on slips of paper. Give each group one of the scenes.
- Challenge your groups to create a still image (or photograph) of their scene.
- Ask the group with 'Juba and Aaven both land on earth' to show their still image to the rest of the class.
- Ask which group thinks they have the next scene in the story. Ask them to show their still image next.
- Continue until all 5 still images have been shown. Did the class get them in the right order?

UKS2 & KS3

How to run the activity:

- Split your class into groups of around 4 to 5. For this activity, each group will need a clear space to work in.
- Print or write on the board the 5 scenes below.
- Challenge your groups to create a still image (or freeze frame) for each of scenes. You may wish to scaffold this by allocating a few minutes per scene, or revealing the list of scenes to create one at a time, rather than all at once.
- Next, challenge your students to work out the correct chronological order of the scenes.
- Create an audience. Ask each group to show back their still images in the correct order. Did they get them all right?

Scenes

Tunde trips while doing parkour and sprouts wings.

Kylie and Dev explain what happened. Aaven teleports them onto Juba's ship.

Juba and Aaven both land on earth, each searching separately for Tunde.

Kylie convinces Aaven and Juba to end the war and begin peace talks.

Juba finds Tunde and convinces him to board her spaceship.

Character Walks

This simple activity encourages students to begin reflecting upon, and considering their opinion of, the performance they saw.

How to run the activity:

- Start with everyone standing in a circle.
- For younger years, you can scaffold this activity by first asking them to pose on the spot as the emotion they're feeling today, or as an activity they did at the weekend.
- Next, ask your pupils to decide who their favourite character in the show was.
- Now, ask everyone to pose on the spot as that character. How might that character stand? What expression might they show on their face?
- Next, ask your students to think about how that character might move across the room. Would they walk, swagger, slink or even fly?
- One or two at a time, ask your pupils to move across the circle as their favourite character. Can the rest of the class guess who they are?
- Once they've moved across the circle, ask each child to say why that character was their favourite.

Opinion Scales

This simple activity is a great way to encourage students to consider and give reasons for their opinions.

How to run the activity:

- Label one end of the room 'Loved It!', and the other end 'Hated It!'.
- Explain to your students that there is an invisible scale on the floor, running from 'Loved It!' to 'Hated It!', with 'It was alright' in the middle.
- Read out the following moments from the performance. Ask your students to stand in the spot on the scale that reflects how they felt about that moment.
- For each one, ask a few children to explain why they feel that way.

Dev's parkour run

Ruth makes Tunde eat sugary snacks and stay indoors

Tunde, Dev and Kylie play video games

Tunde grows wings

Kylie and Juba's rap battle

Aaven teleports everyone onto Juba's spaceship

Tunde stops the battle between Aviaan and Furleen

Finger Wings

Become an Aavian warrior with your very own finger wings! Follow the steps to create this simple puppetry craft.

How to make your wings:



Step One:

Colour in the template on page 5.



Step Two:

Cut out your wings and the finger strip.



Step Three:

Curl your finger strip into a loop. Measure it around your middle finger, then stick in place.

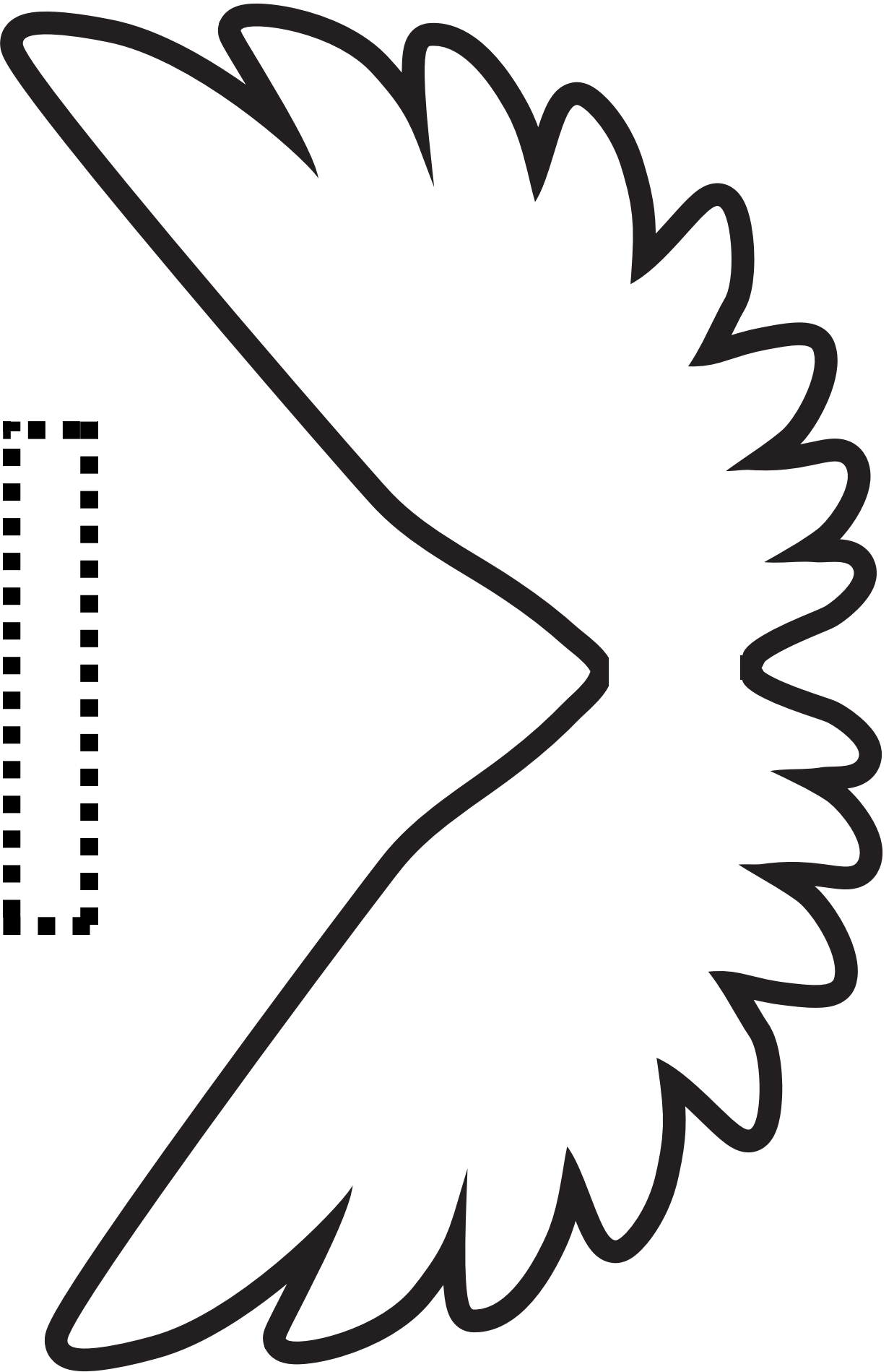


Step Four:

Attach your finger strip to the centre of your wings. Remember to attach it to the side you haven't coloured in!



Slot your wings onto your middle finger and have a go at making them fly!



Growing Wings

This prop-based exercise is a fantastic way to support children in visualising and understanding a key moment in the story. If followed by a written exercise, this activity can also support children in writing richer, more detailed description.

How to run the activity:

- Split your class into groups of 3 to 5.
- Give each group a different object to play with. Here are some suggestions:

A large piece of fabric
Several scarves or scraps of fabric
Several sheets of paper
Tissue or crepe paper

Pieces of string or rope
A couple of feather/fluffy dusters
Foil emergency blankets
A collection of old plastic bags

- Ask each group to choose one person to play Tunde.
- The rest of the group should now use their props to create a pair of 'wings' sprouting from Tunde's back.
- Count down from 3, and ask everyone to pose their wings at the same time.
- Now, challenge the groups to create a short movement sequence, showing the wings slowly growing from Tunde's back for the first time. Try playing some dramatic music while your pupils work to inspire them!
- Create an audience and, one at a time, ask each group to perform their movement piece to music.



Character Interviews

By taking on the role of a character in 'The Boy with Wings', children can develop empathy for the characters and increased comprehension of the story. This can also be a great starter to help students prepare for writing.

KS1 & LKS2

How to run the activity:

- With your class, read or recap the moment from the book or play where Tunde first grows his wings.
- Stand or sit in a circle. Ask your pupils to imagine they are passers-by in the park - for example maybe they're out walking their dog.
- Read or talk through the scene again. As the scene unfolds, ask your students to imagine they can see it in front of them. How would they react?
- Now explain that you, the teacher, will be playing a News Reporter who has arrived on the scene following reports of a flying boy.
- Imagine you are talking into a camera (you can also use a pen or block as a microphone). In the role of the News Reporter, introduce the events of the day, and say you are about to interview eye witnesses.
- Pick people in the class to 'interview'. Ask them to describe what they saw, how they felt and what they thought about it!

UKS2 & KS3

How to run the activity:

- With your class, read or recap the moment from the book or play where Tunde first grows his wings.
- Stand or sit in a circle. Ask your pupils to imagine they are passers-by in the park - for example maybe they're out walking their dog.
- Read or talk through the scene again. As the scene unfolds, ask your students to imagine they can see it in front of them. How would they react?
- Now split your class into pairs or small groups.
- In their pairs, ask pupils to create a 1-minute TV News Interview. One of them should play the News Reporter, and the other(s) should play an Eye Witness.
- To scaffold the activity, you could write suggested questions on the board.
- Ask a few groups to perform their interviews back!



Thank you!

We hope these activities have helped to bring a little bit of Polka Magic back to your classroom or home!

Share your experiences and photos by tagging us
@schoolspolka

We can also provide plenty of opportunities for follow-up activities. Polka's experienced team of actors, directors, storytellers and puppeteers are on hand to deliver a range of workshops in your school. We can create tailor-made workshops for you and your pupils based on any topic you like, including exploring the themes and production elements of **The Boy with Wings!**

For more information, please visit our website
polkatheatre.com/schools
or contact
schools@polkatheatre.com

We hope to see you at Polka Theatre soon!

Best wishes,
Polka Theatre's Creative Learning Team



Photos by Jake Bush