

Watershed Productions
in association with **Sheffield Theatres**
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present

Horrid Henry – Live and Horrid!

Based on the books by **Francesca Simon**
Adapted for the stage by **John Godber**
Illustrated by Tony Ross and published by Orion Children's Books

Teachers' Resource Pack

Compiled by **Jacki Rowley**

The pack is aimed primarily at children in Year 1 – Year 4 and includes:

- SECTION 1 – information about the author Francesca Simon and an interview with the playwright, John Godber.
- SECTION 2 – this section is for classroom use and focuses on CHARACTERS found in the play, as well as drawing on any others the children may already know from the books.
- SECTION 3 – includes further writing ideas for use in the classroom as well as a selection of other curriculum based activities, including Maths.

Many ideas are based on characters and events in the play and cover a variety of curriculum areas.

Literacy	Music	PE	Design and Technology
Drama	Dance	Maths	Art

- SECTION 4 - this section is for children to access themselves. Activities in this section can be printed out and used at home or in the classroom.
- LIST OF APPENDICES



For information on theatres we're visiting on tour, check out
www.watershedtheatre.com



About the Author - Francesca Simon

Francesca Simon was born in the United States and studied Medieval Studies, before becoming a journalist.

She began writing children's books in 1989 after her son Joshua was born. Although she has written over 20 books for the under 8s, the Horrid Henry series are by far the most popular, selling over 10 million copies, with the latest, *Horrid Henry and the Abominable Snowman* winning the Children's Book of the Year at the Children's Book Awards this year.

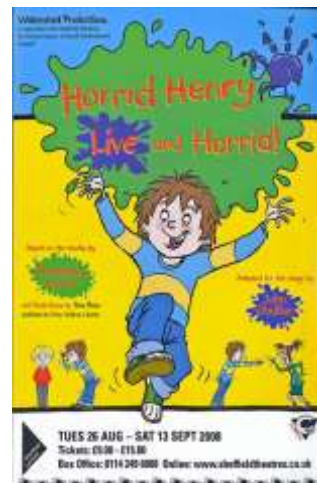
The idea for Horrid Henry came about when an illustrator friend asked her to write a book about a naughty child, as she was fed up of drawing angelic children! As the eldest of four children, Francesca also wanted to write about the relationships between brothers and sisters, and so she created Perfect Peter. Although she says she adores Peter, Francesca Simon admits that Henry is most people's favourite; he is the "imp inside everyone" and of course it's "sometimes great to let that imp out"!

Other characters in the series soon developed, including Moody Margaret, who is a mix of Francesca at that age and how she imagines Margaret Thatcher to have been as a child!

The Horrid Henry books have proved particularly successful at getting boys involved in reading. Francesca Simon supports the School Library Association Boys into Books! Scheme.



Francesca Simon, author of the Horrid Henry books
- photograph by Francesco Guidicini



"I often describe the Horrid Henry books as westerns for kids. Henry is an outlaw, who behaves dreadfully, yet often triumphs. Just as adults like reading about people who go against convention, so kids get a thrill from a child who always acts on impulse and never worries about the consequences. Henry is pure ego, while Perfect Peter is an exaggerated version of the impeccably behaved child parents think they want."

"We all want to kick against the traces, but Henry is naughty so you don't have to be."

Interview with the Writer - John Godber

Have you ever written a play for children before and what did you enjoy about writing this one?

I have adapted other books for example *Oliver Twist*, *A Christmas Carol* and *Moby Dick*. I have also written a number of musical plays for a younger audience.

What I wanted to do with *Horrid Henry Live and Horrid* was to create a piece of theatre that would entertain the parents just as much as the children. I also wanted to present a theatrical event that would excite the audience at many levels and not one that patronised any one of any age. I had seen a number of literal translations of books which left me a little cold, so I wanted Henry to be full of life as the books and cartoons are.

Who is your favourite character in the books and why?

I like Henry, I like the sense of humour in the books and the fact that Henry is a very primal force, in that he wants everything and he wants it now. I also don't really feel that he's so horrid. I think he's really human and that's why I think the books have been so successful.

When you were a boy, were you more of a Horrid Henry or a Perfect Peter!

It's almost so long ago that I can hardly remember but I've never been perfect at anything so I'd have to be a Horrid Henry. My middle name is Harry so you could say I'm a Horrid Harry!

If you could star in your own play, what would you make happen?

I've written over fifty five plays and I've been in them all in my head, I spend my life making stories up, and sometimes I can't tell which are real and which aren't.



Interview with John Godber writer of *Horrid Henry Live and Horrid* July 2008

Interview with the Designer - Pip Leckenby

Pip Leckenby talks about designing the costumes for the play. Read what she has to say about the process of selecting the right costume for the characters.

The director and I wanted the characters to look as much like the TV cartoon as possible. I then read the script, making notes as to which actor was playing which parts, and in which order they appear, how long they have to change into the next costume. This turns into a long list for shows like Horrid Henry. Then I found as much reference material as I could, watching lots of the cartoons, reading the books and I was also given lots of images from Novel Entertainment. From all of these pictures I then collect together the ones that are right for each scene and character. With some of the costumes, like dogs and frogs, I did drawings myself as to what they will should look like on an actor.

Then the work starts in finding the right clothes to fit in with the designs. Henry's clothes look simple, baseball boots, jeans and a jumper. But you can't just buy any jumper, he wouldn't look right in red, so one has to be made in the right colours. Wigs have to be shaped and coloured for characters like Miss Battle-Axe and Moody Margaret, a tutu made for Miss Tutu. Because the actors need to be able to put the costumes on quickly this has to be taken into consideration all the time when shopping and making them. Some of the costumes will have to be worn over the top of others because the actors have very little time to get changed.

Then when the actors rehearse on stage for the first time I make sure that they all look right together under the lights and in front of the set.



Interview with Pip Leckenby Designer of *Horrid Henry Live and Horrid* July 2008

Character Activities

Francesca Simon's characters are key to how the *Horrid Henry* stories work. The following activities are a selection of Literacy, Drama, Art and DT all based around the characters found in the play:

- Misfits (Art/Making A Game)
 - Dress Henry and Friends (Design Technology)
 - Roles on the Wall (Literacy/Art)
 - Hotseating (Drama)
 - Television Interview (Drama)
 - Acrostics (Poetry)
 - Consequences (Literacy)
 - Who am I? (Speaking and Listening/Literacy)
 - More Friends for Henry
 - Character Dance
 - Character Music
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Misfits

How did Peter feel in the play when he ended up dressed as a girl? Make and play this game to see how the characters in the play might look in each other's clothes!

Talk as a class about the characters in the Horrid Henry books. Which characters did the class see in the play (see **Appendix 1**).

Now choose about eight characters from the stories and decide what they might wear. Try to get a mix of formal/informal, trousers/skirts etc.

Look at the A4 guideline (**Appendix 2**). Each child now has a copy of this, if possible photocopied onto thin card, and chooses a character to draw. The head is drawn on the top section, followed by the body, then a leg in each of the bottom sections. Now laminate the cards and cut along the lines.

How to Play

- Play the game in groups of 3 – 5.
- The first player puts down a head – if they do not have one, play passes to the next person.
- The second player can now place a body (which does not have to match) or another head. Again, play passes to the next person if they do not have either.
- The game continues, with players placing pieces in order. They do not need to match until the second leg is placed. The player who places the matching leg wins the "person", and the player with the most people at the end is the winner.

Try photocopying some of the mismatched people. Ask children to put in speech bubbles – what would Perfect Peter be saying if he was wearing Henry's scruffy jumper? What would Henry say if he discovered he was wearing his Mum's best skirt!

Dress Henry and Friends

Use the outline in **Appendix 3**, drawing a face to make it into one of the characters. Design clothes, using tags to attach to the character outline.

Using the paper design, try using a material such as felt or calico. Make a back and front and stitch them together. Now use fabric paint or pieces of fabric, wool, buttons etc to make a jumper for Henry, Peter or one of the other characters.

Role on the Wall

- On a large sheet of paper, draw around one of the children in the class.
- Place a chair in front of the class and tell the children that this represents Henry. Children may now come out in role, for example as Peter, Mum, Rude Ralph, and say something about Henry. As they speak, an adult writes what they say inside the figure.
- Read through the comments and ask if there is anything else the class would like to add.
- The activity can be repeated for other characters such as Perfect Peter and used to write character profiles.

To extend the activity, cut out another figure. Use fine paintbrushes to write the words inside the characters so that they appear to have been coloured in. For example, if Henry is wearing a red jumper, paint the words close together in red on the upper part of his body. Buttons can be words written in marker pens in spirals, his hair can be made up of words written in squiggles etc.

Hotseating

Either an adult takes the role of a character or ask a child to volunteer. Henry is probably the best one to start with.

- Ask the children to work with a talk partner to think of some interesting questions they would like to ask Henry. These should be open questions whenever possible, rather than just requiring a yes / no answer. Younger children may need to talk about starting their questions with "how", "why" etc.
- Place a chair in front of the class and explain that a very special guest has come to visit.
- The adult or child in role comes to sit on the chair, keeping in role as Henry (wiping his nose, making faces etc).
- The class are now able to ask Henry questions.

Try hotseating other characters, asking them about the same events to see a different perspective. Draw or write the event at the centre of a large sheet of paper and add speech bubbles around it to show what different characters have to say about it.

Television Interview

As a class, pick some events from the play, such as the football match to win tickets to see Ashton Athletic Vs Manchester United. Split the class into pairs, one acting as the interviewer and the other as one of the characters involved in the event. For example, for the football match you may want to interview Henry, Miss Battleaxe and Moody Margaret. Give the pairs time to think about up to 5 really good questions and then to present the interview as if on television, staying in role and thinking about the format of an interview.

As for the hotseating, discuss how the play was seen from Henry's point of view and how this activity shows different sides to the event.

Acrostics (Poetry)

Write Henry's name, or chose another character, down the side of the page. Each line should begin with the letters of the name. For example:

Hi! I'm the baddest boy in town!
Everyone runs when they see me coming.
Nobody good wants to be my friend.
Rats and slugs are my favourite pets
You'd better get out of my way!



Consequences

As a class, look back on the character traits from the Role on the Wall activity. In pairs, the class chose one character and make up a sentence about them. The sentences should be written on a long strip of paper and follow the format:

1. a character
2. an adverb
3. an action
4. a place or an object
5. with who or where?

For example:

"Perfect Peter perfectly tidied his bedroom with Dad."

"Horrid Henry naughtily hid Peter's teddy in the pond."

(For younger children guide each stage by asking them to think of a character for the first box on their paper, explaining an adverb for the next etc.) As an alternative, cut up strips of paper in 5 different colours so that the children know they need to write a character on red paper, an adverb on blue etc.

The sentences are now cut up and re-assembled e.g. Horrid Henry naughtily tidied his bedroom in the pond. This could be achieved by placing all characters in one pile, all actions in another etc and groups take one at random from each pile. Again, it may help if they are colour coded. Illustrate the sentences and make a book.

Alternatively, make a book by placing several landscape sheets of paper together and joining them at the top. Cut the papers vertically from the bottom, making sure the cut stops well short of the join. Now write a sentence on each page, making sure the character is in the first section, the adverb next and so on. Open the pages at random to form mismatched sentences.

To extend the activity, collect as many characters from the play / books from the class and write on one colour paper, as many objects (eg super soaker) and write on another colour, an action on a third and a place on a fourth. These are mixed up and distributed to groups to create a situation which may be used as the basis for a story.

Who am I?

1. Place pictures of the characters face down on a table. (See **Appendix 4.**) Playing with a partner, the children take it in turns to pick up a picture without looking at it and place it to their foreheads. If there is time, make paper headbands and ask a classmate to stick the picture on with blu-tack. The child with the picture can now ask up to 6 questions to guess who they are. The answer can only be yes or no.
2. Lift the flap books.
Once the children have had plenty of practice asking questions, they can now chose one of the characters and draw them on a piece of paper. An A5 flap is stuck over the top on which they write clues, using the format "I have" / "I am" / "I like" etc. Can the other children guess who is behind the flap?

More Friends for Henry



- How many names of Horrid Henry's friends can the class think of? Which of them appeared in the play? What do the class notice about them? (They are all alliterative.)
- Standing in a circle, the class think up an alliterative word that they can add to their own name that says something about them. This could be an adjective such as "Naughty Nicolas" or could be a name of a sport, favourite TV programme etc, e.g. "Football Frankie". The children say their names in the circle, with other children helping with suggestions if needed. Now ask the children to think of complete sentences e.g. Football Frankie found four fat frogs. Each child writes their sentence onto a sheet of paper and illustrates it to make a class book.
- Make up some alliterative friends for Horrid Henry and put them into stories

Character Dance

Warm up:

Ask the class to choose three characters from the play, and an action for each one.

For example:

Henry – pretends to be a spider

Rebecca - points to bed

Peter– does a pirouette

Now the class decide who beats who and why, as if a game of “stone, scissors and paper”. For example, Henry beats Rebecca as he has a spider, Rebecca beats Peter as she sends him to bed, Peter beats Henry as he has to go to dance class with him.

Now the class form two teams and agree as a team secretly which character they will be. They need to remember their action, who they beat and who beats them. Standing in lines facing each other, the class stamp towards each other to the beat of a drum (stamp, stamp / stamp, stamp / stamp stamp). They now meet at a central line and show their action. If they are beaten, they must run back to their starting line and are chased by the other team. Any who are caught now join that team and the two teams reassemble to decide who they will be this time. Repeat the game.

Creating the dance:

1. Ask the class to find a space in the hall. As the teacher calls a characters' name, the class must decide on a way of walking for that character. For example, Peter might skip or be a raindrop, Henry kicks at things as he walks or walks like an elephant, Moody Margaret is scowling and with her head down. Watch some examples so that everyone has an idea for each character.

2. Now divide the hall into 3 or 4 sections, with each section representing a different character. As children move from section to section they change the way they walk and try to feel like the person they are representing.

3. In pairs, the class now chose a character and find an action for that character. They practice the walk and action so that the movements begin to develop into a dance.

4. Read Henry's words from the play to the class:

“If I had a play written about me it just wouldn't be a play; it would be like an event, and I'd be able to do just what I wanted. I'd be able to stop time, fast forward, rewind, make characters come and go.”

In the play, Henry controls the action as he writes his own story. In their pairs, one child has a remote control and the other performs the movement. The child with the remote speaks the command as they press the button, for example freeze, fast forward, rewind. The pairs work to make a short dance sequence.

(You could also use this activity as a warm up for the football dance (see later dance section) with the teacher having the remote control and speaking the directions.)



Character Music

Look at the pictures of the characters and ask the class to think of an adjective to describe each one. If they were to choose an instrument for each one, what would it be and why? Would some characters have higher or lower sounds, would they be loud or soft, slow or fast?

- Split the class into small groups, assigning each one a character by giving them a picture (Appendix 4) and asking them to choose one instrument for their character, but not telling the rest of the class which group has which character. The groups now think about a word or short phrase for their character and practice it on the instrument. For example, Henry might say *"I'm Horrid!"* Would it be loud or soft, fast or slow, angry or gentle? One child is chosen from each group to play the instrument while the rest develop an action, for example Moody Margaret might put her hands on her hips and nose in the air, Henry might stamp.
- The class are now asked to identify the character by the instrument alone first and then to see the action with it to confirm their thoughts or to change them.
- Ask two characters to "meet" each other – one instrument "speaks" and the other "replies". What do the class think they say to each other? Is one character angry, is one moody, is one "perfect"?
- Read one of the Horrid Henry stories. As each character is mentioned, a member of the group plays the instrumental piece for that character.



Other Curriculum Activities

- Writing Opportunities
 - Art
 - Imaginative Play
 - Music
 - Dance
 - Physical Education
 - Maths
 - Games to Make and Play
-

Writing Opportunities

Thank you letters

Throughout the play, Henry is constantly being told to go and write his thank you letters – the bane of his life! This activity allows children to look at the structure of letter writing in character.

Prepare a number of small parcels – these should be small boxes wrapped up. Inside each box place a picture of a present (or write the words), for example a pair of underpants, a hand knitted jumper, a DS, a supersoaker, a large plastic spider. Ask a class member to come out and to take a card to say who they are, for example Henry, Peter, Rabid Rebecca (the babysitter) and to open a present in character. They should show their reaction to the present. Ask the class to suggest what a thank you letter would say from that character about their present. When plenty of ideas have been collected, ask the class to choose one of the characters and one of the presents and to imagine who sent it. They will now write a thank you letter to that person in character. This can be on a photocopied sheet with address and date already written for younger children. Older children can look at the format of letter writing and set the letter out themselves.

Fantasy Land

In the play, Henry invents stories for himself such as ruining the dance show, playing with the Killer Boy Rats and scoring an amazing goal in a football match. Tell the class that they are going to invent their own perfect scenario. Where will it be set, who will be in it and what will happen? Ask the class to share their thoughts with a partner first and then discuss some as a class. Now either:

- Present this as a piece of writing
- or look at and discuss the script extract (**Appendix 5**) and ask the children to present their work as a script. The class might like to look at the structure of the script with its two Henrys and how this works and maybe write their own script with two versions of themselves.

The Mega Mean Time Machine

In the play, Henry tells Peter that the Mega Mean Time Machine has taken him to the future, where boys wear dresses, you need to drink a bibble babble drink to understand the language of Ugg, and there are space ships.

- Use large cardboard boxes for groups of children to make and play in their own Mega Mean Time Machine which can go either to the past or the present. Stick large sheets of paper onto the wall for children to write or draw what they saw and where they went.
- Use the activity as part of a history topic by placing the time machine in a structured play area which has been set up with objects and dressing up clothes, for example as a Victorian nursery to look at toys from the past.

- As a class, think about what it might be like if they travelled to the future. What would they wear and eat, how would they speak and what would school be like? Have a "future day" where the children come dressed up and are in role all day. They describe how they travelled to school, what their homes are like and what they had for breakfast before taking part in a typical school day of the future!

Diary Entries

After seeing the play, discuss the following incidents with the class before writing diary entries:

- Rabid Rebecca after babysitting Henry.
- Henry after his sleepover at New Nick's.
- Miss Tutu after the dance show.
- Peter after his trip in the Mega Mean Time Machine.
- Mum or Dad after a typical day with Henry!

School Reports

In role as Miss Battle Axe or another of the teachers, write school reports for Henry, Peter and any of the other characters. Write a report for Henry or Peter from Miss Tutu about their dance classes.

Horrid Henry's Rool Book

"And of course if I had my own show I'd be able to do just what I liked and nobody could send me to bed or tell me to write horrid thank you notes to my Aunty Ruby or to my stuck up cousin but there would have to be music and there would have to be my favourite band the Killer Boy Rats"

In the play, Henry is able to control all that happens. If Henry wrote a rulebook, what would his "Top 10 Rools" be? What about Peter's or Henry's Mum and Dad? What would your top 10 rules be? Produce booklets of your own rules and for different characters in the play.

Comic Strips

Most adults will remember their childhood equivalent of Horrid Henry, Dennis the Menace, the "world's wildest boy". His adventures were found in The Beano, but social workers were apparently concerned when he first appeared, thinking he would lead children astray.

- If possible, find some old comic strips and compare them with the Horrid Henry stories. There are also plenty of images of Dennis which can be found by Googling "Dennis the Menace and Beano".
- Ask the class to bring in examples of comics and look at how stories are set out in them.
- Discuss the structure of the Horrid Henry stories. Now come up with a class or group idea for your own story and present it as a comic strip.



Art

After you have seen the play, look carefully at the poster (**Appendix 6**).

- Would it encourage somebody to go and see the play and why?
- What do the class like about it?
- Is it eye-catching? If so, why?
- Who is the poster aimed at?
- What do the class remember about the play that could be included in the poster?
- Who should be in the poster?
- What colours and lettering should they use?

Now ask the children to work in pairs or small groups to design a poster for the play. Discuss which ones work best and why.



Imaginative Play

Laminate and cut out the figures (**Appendix 7**) or ask the children to draw their favourite character and laminate these. Take individual photos of the children and laminate these too. Stick the figures onto lollypop sticks.

Now work with the children to turn a large box into a puppet theatre, with windows and doors cut out and a space in the front as a stage, as in the play. Paint it black.

The children can now make up their own stories, adding themselves and their classmates, or re-enact their favourite stories from the books or the play.

Music

Compose a song for the Killer Boy Rats

Children work in groups and select a song they already know and like and one that they think the Killer Boy Rats might sing. They write down the lyrics for a verse and the chorus if they know them, or Google them if they don't. Now the group work to change the lyrics so that they make a song about Henry – one that they might perform in his play. With younger children, this would be a class effort led by the teacher or small groups each led by an adult.



Dance

As we know from the play and from Horrid Henry's Dance Class, Henry is not the biggest fan of dancing. In the play, the football match is played almost as a dance. So if Henry had to dance at all, maybe he would take part in a dance about football.

- Start by asking the class to move around the hall as if they were dribbling a football. On a signal, they should look up and pass the ball to another child, receive another and carry on dribbling.
- In pairs, ask the class to think of as many actions to do with football as they can, for example saving a goal, celebrating after a goal, tackling, heading the ball. Look at these and try them all as a class.
- Chose four of the actions and suggest a signal for each one – this could be a word or an instrument that the teacher plays to change the action.
- As an alternative, use the actions to play a game. The class can come up with their own examples but could include:

- One side of the hall is the "home" goal and the opposite the "away" goal. If you call home or away the children should move to that side of the hall.

- Calling "goal!" the children freeze in celebration.

- "Tackle", the children find a partner and show a tackle.

- "Player down" they lie on the floor.

- In groups, the children devise a short dance using some of the actions and movement in-between such as running with the ball etc. Try using music such as one of the world cup songs or the anthem that the local team come out to.

Physical Education

Invent a ball game for Henry and his friends.

This may be one long session or can be broken down for up to 3 shorter PE lessons.

In the play, Henry plays football in order to win tickets to see Ashton Athletic Vs. Manchester United. Tell the class that they are going to invent a different ball game for Henry and his friends to play. Talk about the different ball skills the class have used – will the game involve kicking, throwing, pushing or striking the ball, or a mixture of the skills?

Divide the class into groups of 4 or 5 (you could name each group after a character from the play). There should be an even number of groups.

Explain that after the football fiasco, they are going to invent their own ball games. Each team can choose as many balls as they want of whatever size and can also use up to 2 other items of equipment, for example cones and a bench; hockey sticks and a goal. The rules should be simple enough to be explained to another group. The class also need to think about the space available; if the session is in the hall, the games will be more limited in space than if they are working outside.

When the group have decided how their game should be played, they test it out and make any necessary alterations.

Now each group is paired with another group and explains the rules for them to try the game. If more than one PE session is used, each group could try each game.

Feedback – the groups explain their games to the class and the group who trialled it give feedback; what did they like about it and what might they have changed? Which game do the class think Henry would have liked best? How about Peter?

Try writing up the games on an instructions sheet (Name of the game: You will need: How to play:).



Maths Activities

See **Appendix 8** for some Horrid Henry counters – just laminate them and cut them out to play the game and to help with these sums!

Counter Game (Place value)

- Before the game begins, the children decide which characters they want to use and how much each is worth. For example, Rebecca is worth 1, Peter is worth 10, Henry is worth 100. Add 1000 for older or more able children. Younger children just work with tens and units.
- Playing with a partner or in a small group, mix up the counters and place them in a pile.
- The first player takes 9 counters and works out their number. For example, if Henry is worth 100 and the player has 3, Peter is worth 10 and the player has 4 and Ralph is worth 1 and the player has 2, then their number is 342.
- Each player has 5 goes, recording their number each time. Who has the smallest number? Who had the largest? Who had the most when they were all added together? (You may need to use a calculator!)

Help Henry with his Maths

Horrid Henry is in trouble. He spent all of the maths lesson messing around and now Miss Battleaxe is on the warpath. Can you help him finish his work on time? Use a timer to see how long the work takes you.

(**Appendix 9** - there are 2 worksheets – one suitable for younger children and one for older. Or use the blank document to write suitable sums for your class.)

Correct Henry's Homework

Oh dear! Henry has not tried very hard with his homework and lots of his sums are wrong. Can you mark his work with a tick or a cross to see how many he has got right? (**Appendix 10** homeworksheets). Or use the blank Homework Sheet to create right and wrong sums appropriate for your class.

Recipe card for Henry (Appendix 11)

It's time for the school summer fayre and Henry and Peter have entered a competition for the most inventive cake recipe. What do you think their recipes would be? What horrible things might Henry include in his cake? Don't forget to put in how many grams are needed. If you're not sure, try lifting some weights such as 10g, 100g, 500g to see how heavy they are. You could also look at some cake recipes to find out what they have in them and how much

As an extension ask the children to mark off their measurements on scales with divisions.

If Peter wanted to make half the amount, what would the recipe say? If Henry wanted to make double what would the recipe say?

Worm Measuring Sheet

Henry has collected some fabulous worms! He is looking after them well, I'm pleased to say. Can you measure the children's worms for their competition? Which worm is the longest? Which is the shortest? If you add all the lengths together and divide by the number of worms, you will find the average length. What is it? (**Appendix 12**) Worm worksheet.

“Battleships”

Talk about the set of the play and how characters appeared from different doors and windows. The children work in pairs with squared paper marked off with co-ordinates, younger children having only 9 squares (pre-marked) and older ones having significantly more squares which they mark off themselves.

The players now agree on a number of characters or objects and how many points they are worth. (Eg Henry, a football, a goo shooter, Miss Battle-Axe.) These are placed at random in squares, with something appearing in roughly a quarter of the squares. The other player should not see where they are.

Players now take it in turns to say a co-ordinate. If something is in that square they win those points and have another go. If not, play passes to the other player. Decide how many tries each person is to have, then add the points after this.

Giving Directions

The children use the same idea, thinking back to the set and people and objects appearing. This time, both the children have the same board, either drawing in the squares or making a more sophisticated version using 2 pieces of paper where squares open to reveal pictures underneath, like an advent calendar.

They now take it in turns to direct each other to a square. For example, player 1 decides to direct their partner to the football but does not reveal this. They give instructions such as: start on B3, move 2 to the right, up 4, 3 to the left. What have you got? If the directions have been given and followed correctly, both players should land on the same person or object.



Games to Make and Play

Snap

Use the character pictures snapcards in **Appendix 13** (photocopy 2 sets of these) or ask the class to draw characters and objects onto card and photocopy them to get an exact match. Laminate them to play snap.

Pairs

Print 2 copies of **Appendix 13**. According to age/ability select how many pairs you want to use. Shuffle the cards and place them in rows. Children take turns to turn over 2 cards at a time. If they match, they keep them. If not, they are turned back over and players need to remember where they are.

Younger children can start with 10 – 12 cards and increase the amount used with older children.

Happy families!

Ask the children to decide on five families and to come up with siblings for characters such as Moody Margaret. Henry's family can be as they are. The children design cards showing the families, each family consisting of two adults and two children (or a child and a pet). Playing with 4 – 5 players, the cards are dealt, the first child asks the player to their left, "Do you have (for example) anyone in Rude Ralph's family?" If they do, they must pass it on. The winner is the first to collect a full family. Older children may play the game being more specific – "Do you have New Nick's sister Lipping Lily", "Do you have Rude Ralph's Dad?"

Snakes and Ladders

Working in pairs or small groups, give the children an A3 100 square (or less for younger children). They now need to design a game, substituting snakes and ladders for something Henry likes (e.g. worms) and dislikes (e.g. a toothbrush!). Older children can also write in each square containing a snake or ladder. For example, for a snake "Down you go! You are sent to watch a dance class" or for a ladder "Up you go! You tricked mum into giving you more pocket money".



Puzzles

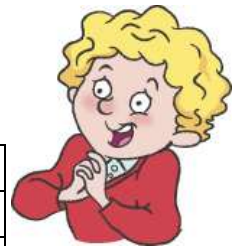
These activities are suitable to print off for home or school.

Word Search 1



Can you find the following words
hidden in the word search?
They can go across or down.

Henry
Peter
spider
television
Ralph
battleaxe
homework
babysitter



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



Word Search 2



Horrid Henry
Killer Boy Rats
spider
Goo shooter
dance class
football
sleep over
supersoaker
Mutant Max
Perfect Peter



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



Puzzle Grids

There are 4 puzzle grids for you to solve. Each one should have all four names or objects in each block of 4 squares and in each line going across and down. Solve the puzzle by drawing the people or objects and writing the word in each square.

Puzzle Grid 1

Family grid: Henry, Peter, Mum and Dad.

Peter			Henry
	Henry		Mum
Henry	Dad		Peter

Puzzle Grid 2

Friends grid: Henry, Ralph, Margaret, Nick

Henry	Ralph		Nick
			Ralph
	Henry		
Nick		Ralph	



Puzzle Grid 3

Likes grid: Football, TV, sweets, Killer Boy Rats

	TV		
Sweets		Football	
	Football		Sweets
Killer Boy Rats			Football

Puzzle Grid 4

Dislikes grid: dancing, babysitters, thank you letters, homework

Babysitters			Dancing
	Homework		Thank you letters
	Babysitters		
Homework		Thank you letters	



Secret Codes

Crack the code to reveal a message from Henry.



Henry has devised a secret code for you to solve.

Can you find out what he has written and then devise your own code to write back to him?

Code 1

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
	Y		W							P								H					C		

What is the message?

S	V	O	O	L		R		S	L	K	V		B	L	F										

V	M	Q	L	B	V	W		N	B		H	S	L	D	!										



Try this new code for the next message!

Code 2

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
			G	H						N						T	U					Z			

What is the message?

V	H	H		B	R	X		C	J	C	L	Q		V	R	R	Q	!							

Now make your own code and message for Henry!

Your code

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

Your message



Appendices

The following appendices which accompany this Teachers' Pack are available to download from the Education page at www.watershedtheatre.com

Appendix 1	Characters Found In The Play
Appendix 2	Misfits Guideline
Appendix 3	Dress Henry And Friends Outline
Appendix 4	Who Am I Characters
Appendix 5	Script Extract
Appendix 6	Show Poster
Appendix 7	Puppet Characters
Appendix 8	Counter Game
Appendix 9	Help Henry With His Maths
Appendix 10	Homework Sheets
Appendix 11	Recipe Card
Appendix 12	Worm Work Sheet
Appendix 13	Snap Cards

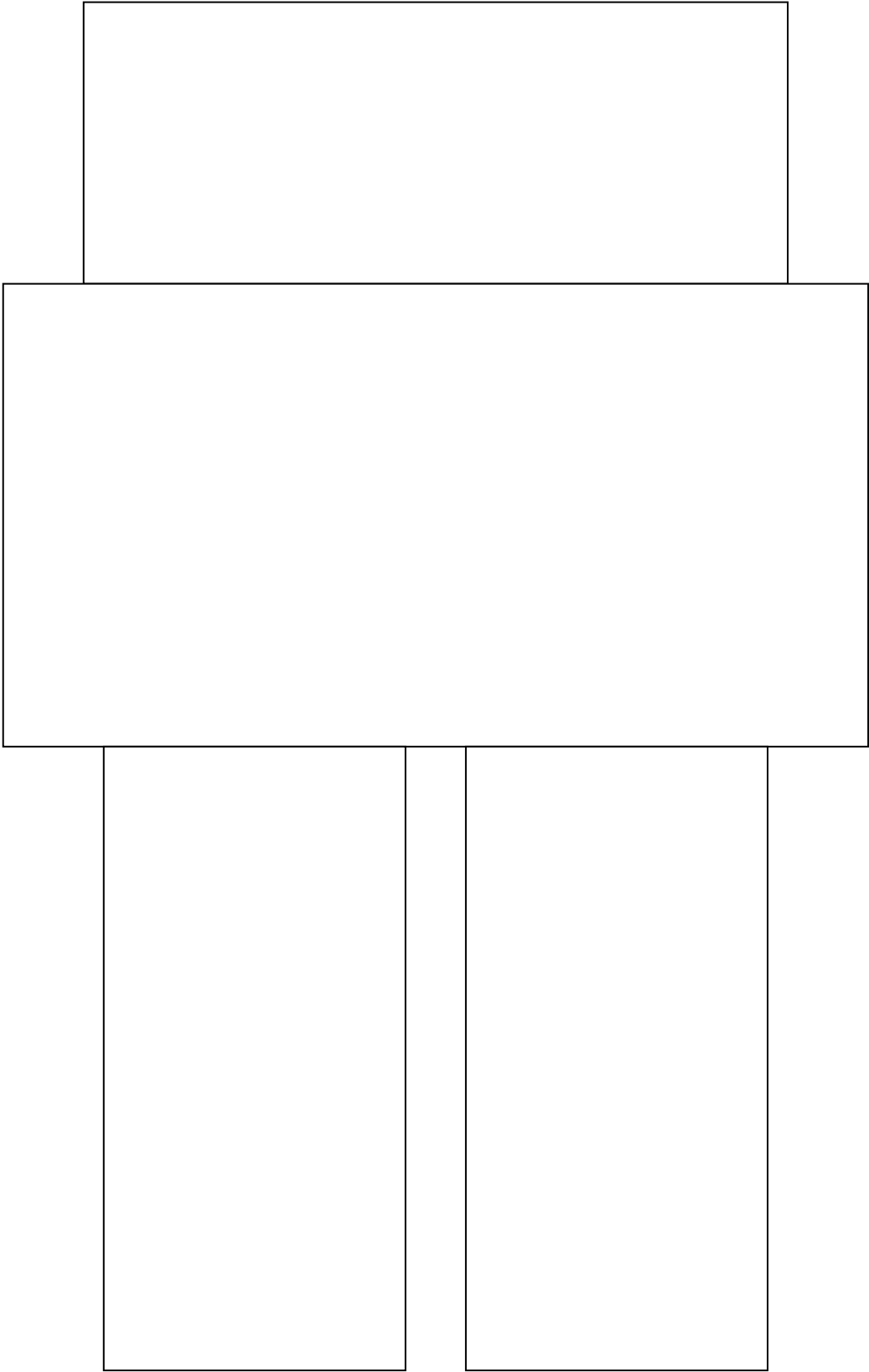
For all the latest news about Horrid Henry - Live And Horrid, check out www.watershedtheatre.com

Appendix 1

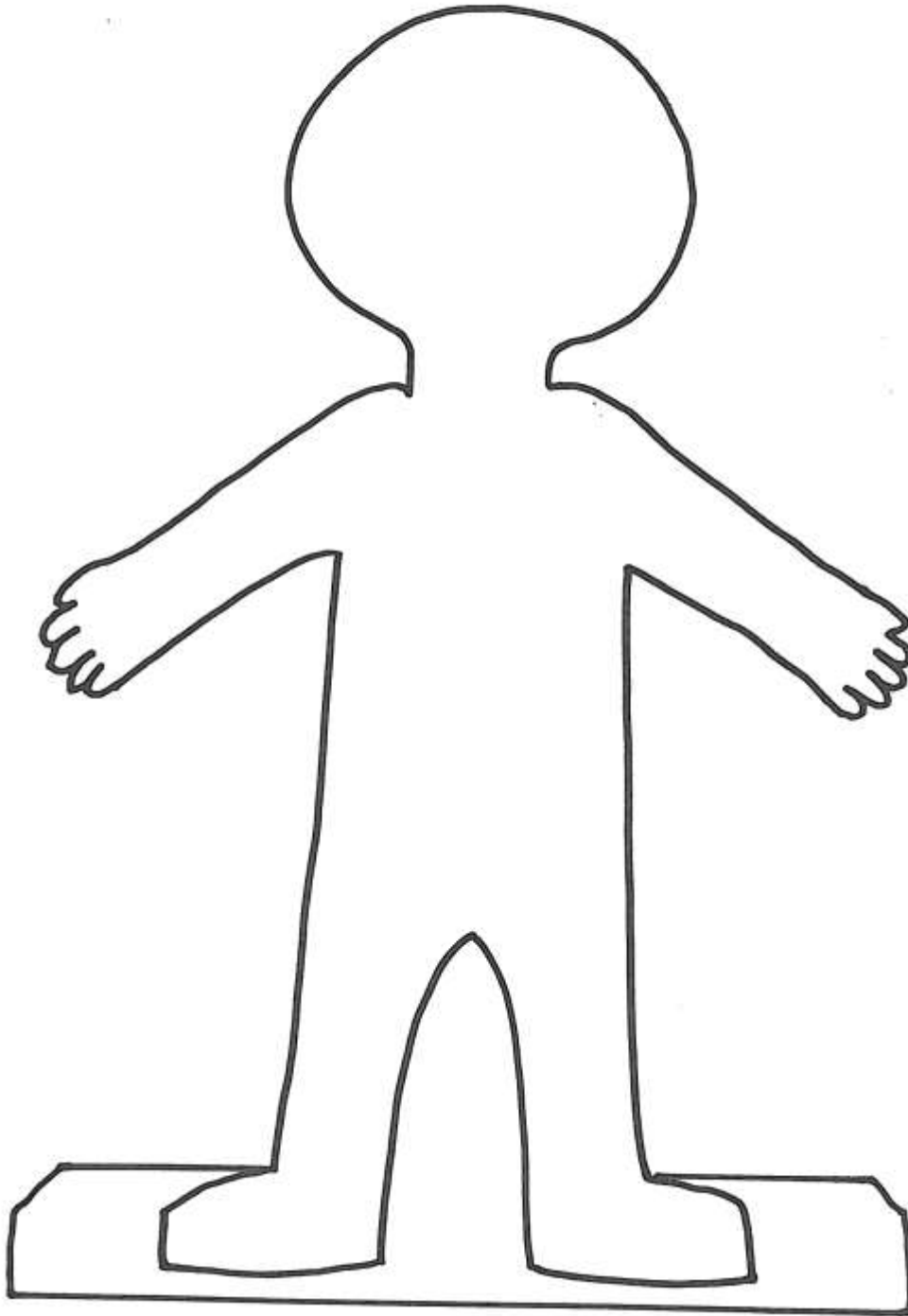
List of characters found in the play.

ASM
Beefy Burt
Brainy Brian
Cow Girl
Crow
Dad
Dancers
Demented Parent
Dogs
Frog
Henry (x2!)
Lisping Lily
Miss Battle-Axe
Miss Thumper
Miss Tutu
Moody Margaret
Mum
New Nick
New Nick Dad
New Nick's Mum
Perfect Peter
Rabid Rebecca
Rude Ralph
Tough Toby
Stuck up Steve and Sour Susan
Weepy William

Appendix 2



Appendix Three



Appendix Four



Appendix 5

Script Extract from ***Horrid Henry Live and Horrid*** by John Godber

Henry's double enters.

Horrid Henry II: So what other stories would you put in your show?

Horrid Henry: Oh all sorts of stories!

Horrid Henry II: Like?

Horrid Henry: Like Horrid Henry and the football fiend!

Horrid Henry II: Oh yes!

Horrid Henry: I love this story...

Horrid Henry II: So do I...

Horrid Henry: Go on then....

A huge roaring crowd can be heard from back stage, as Henry's double mimes kicking an imaginary ball and commenting as he does so. Henry immediately becomes excited at this particular story. (Lights.)

Horrid Henry II: ...and with fifteen seconds to go its Hot-Foot Henry racing across the pitch!

Horrid Henry: Oh yes, look at me...

Horrid Henry II: And there he is...

Horrid Henry: I'm brilliant...

Horrid Henry II: Rooney tries a slide tackle..

Horrid Henry: No chance!

Horrid Henry II: Gigg's tries to stop him...

Horrid Henry: I am fantastic...

Horrid Henry II: ...But Henry's too quick...

Horrid Henry: I'd have this in my show.

Horrid Henry II: He is just amazing...

Horrid Henry: I love this story...

Horrid Henry II: It's one of my favourites.

Horrid Henry: It's one of my favourites...

Horrid Henry II: So fast...

Horrid Henry: No it is honest...

Horrid Henry II: So brilliant, and not even a teenager yet!

Henry's double does some fancy foot work.

Horrid Henry: Just look at that step over!

Horrid Henry II: On no he can't score from that distance.

Horrid Henry: It's crazy...

Horrid Henry II: It's impossible.

Horrid Henry: Oh my goodness he's cornered the ball.

Henry's double makes to kick.

Horrid Henry II: It's IN!!

Horrid Henry: It's IN!!

Horrid Henry II: Another spectacular goal!

Horrid Henry: Another spectacular win!!

Horrid Henry II: And it's all thanks to Hot-Foot Henry!

Horrid Henry: The greatest footballer who's ever lived!

Both Henry's begin to run around the stage in a fit of elation.

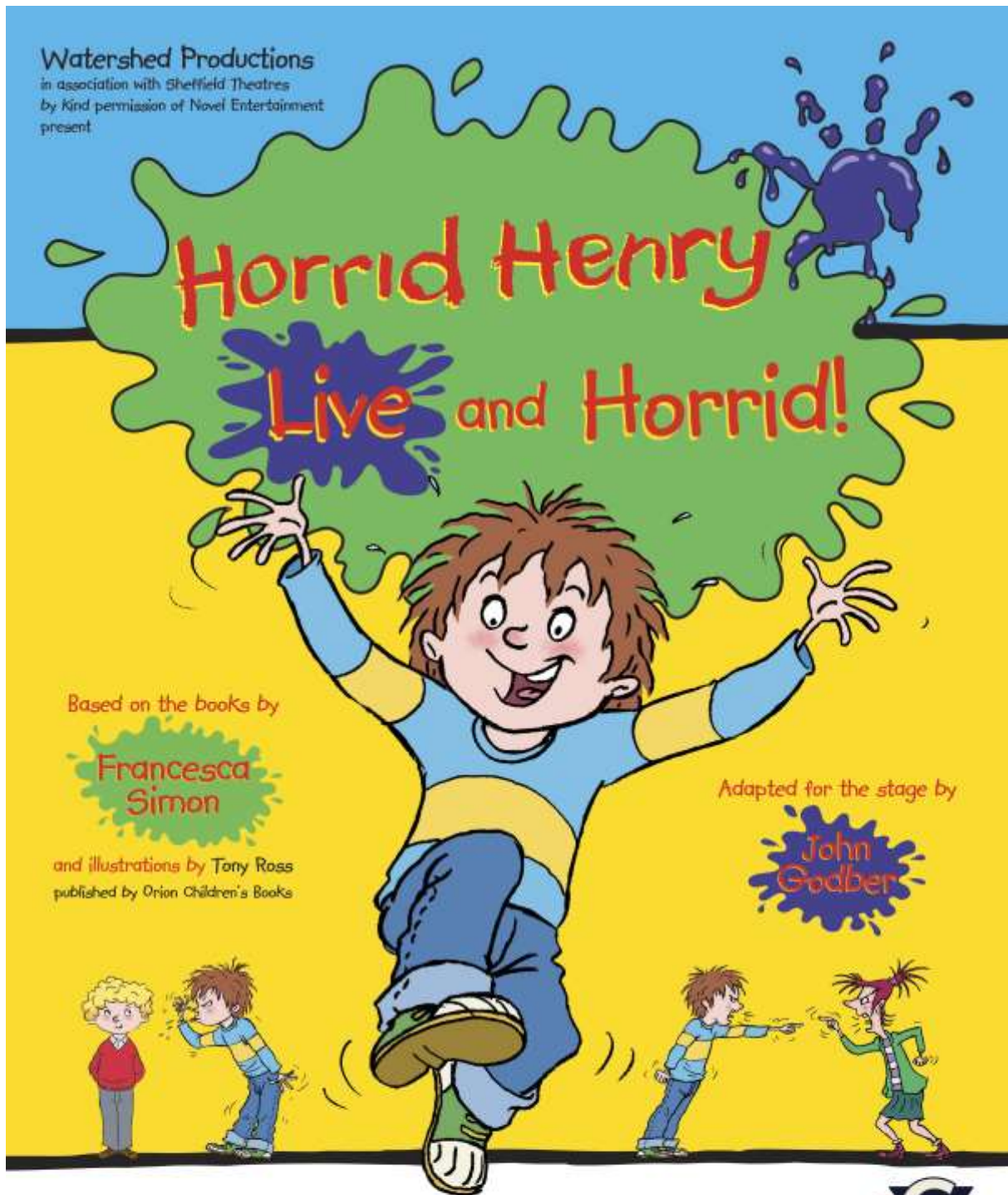
Horrid Henry II/

Horrid Henry: Goal. Goal. Gooaaaaa!

The entire ensemble appear on stage and at various portals all with football scarves and wearing bobble hats chanting maniacally.

All: Hen-ry. Hen-ry! Hen-ry! Hen-ry! Hen-ry! Hen-ry!

Appendix 6



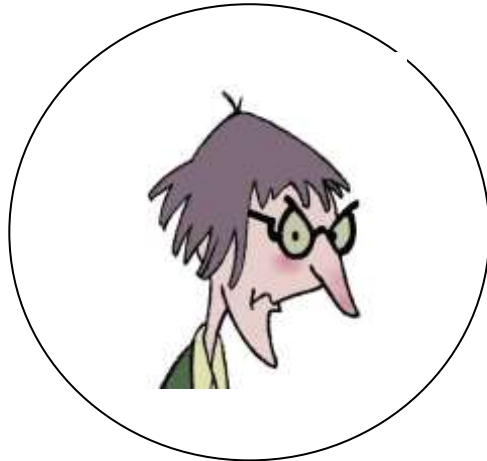
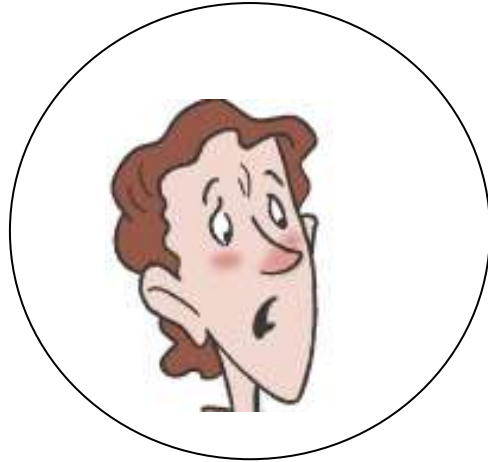
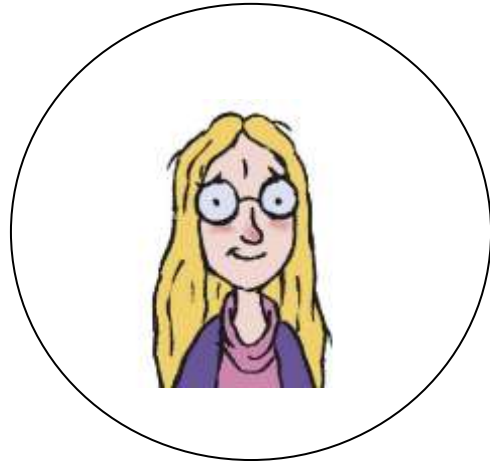
Appendix 7

Puppet Characters



Appendix 8

Counter Game





Name: **Horrid Henry**
Class: **Miss Battle-Axe**

1. A football match lasts 90 minutes. If a match starts at 7 o' clock, what time does it finish?

What time is half time?

2. The Killer Boy Rats are touring the USA. They can take 100kg of luggage between them. The guitarist's suitcase weighs 25kg and the singer's weighs 30kg. There are 2 more band members. What could each of their suitcases weigh?

3. The supersoaker holds 2 litres of water. If it is three quarters empty, how many millilitres are left?

4. If spiders have 8 legs and ants have 6 legs, how many ants and how many spiders might there be if there are 64 legs altogether?

5. At the healthy food tuck shop, apples are 12p, bananas are 10p and tomatoes are 7p. What could you buy for:

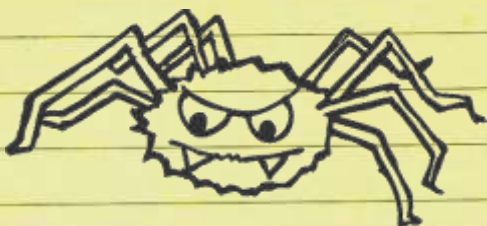
50p?

£1.00?

£1.50?



How much change would you have?





Name: Horrid Henry
Class: Miss Battle-Axe

1. $3 + 5 =$

2. $4 + 7 =$

3. $6 + 8 =$

4. $9 - 2 =$

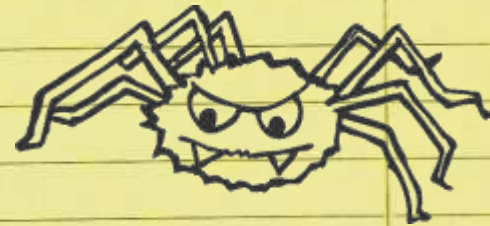
5. $12 - 5 =$

6. $8 - 0 =$

7. $2 \times 3 =$

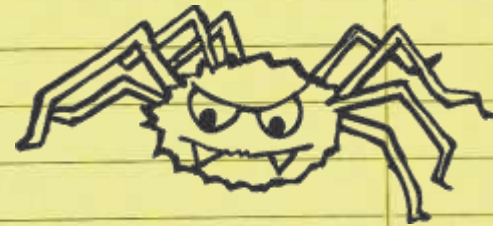
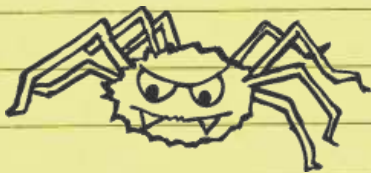
8. $4 \times 2 =$

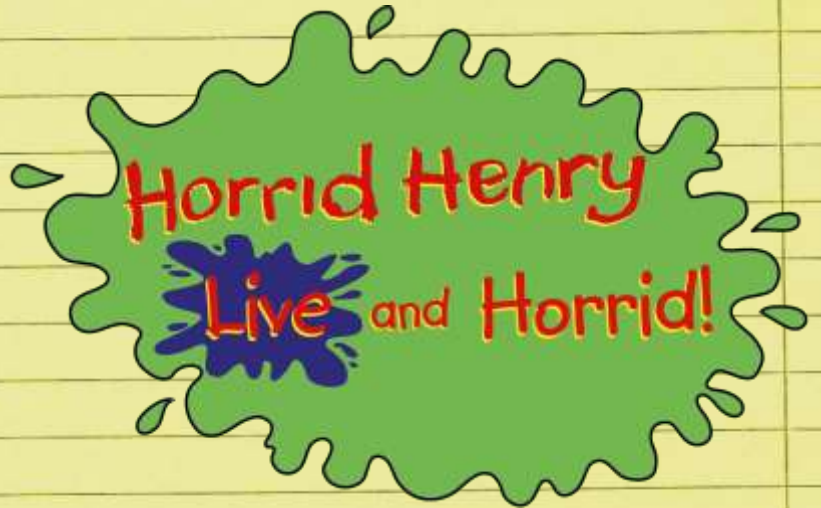
9. What are 3 lots of 3?





Name: Horrid Henry
Class: Miss Battle-Axe





Homework Sheet

Name: Horrid Henry

Class: Miss Battle-Axe

$$3 + 2 = 7$$

$$9 - 6 = 4$$

$$7 + 7 = 14$$

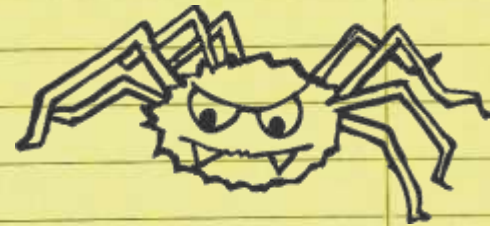
$$4 - 1 + 6 = 15$$

$$6 \times 2 = 12$$

$$9 + 9 - 9 = 0$$

$$5 \times 5 = 20$$

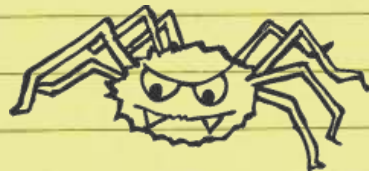
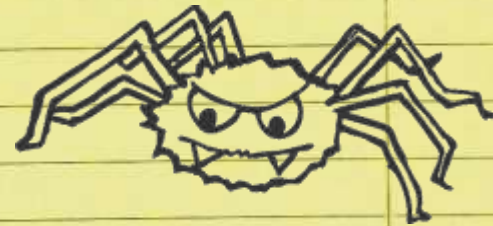
$$7 + 10 + 10 = 27$$





Homework Sheet

Name: Horrid Henry
Class: Miss Battle- Axe



Recipe Card

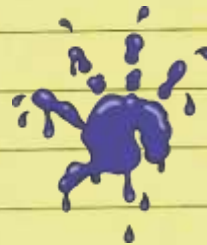


Recipe For:

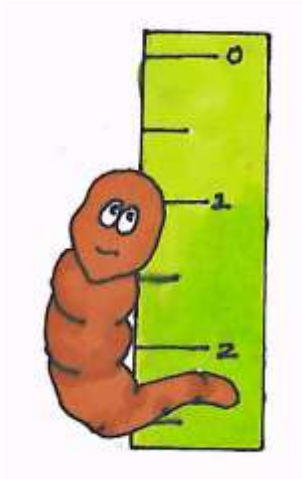
Ingredients:



How to Make:



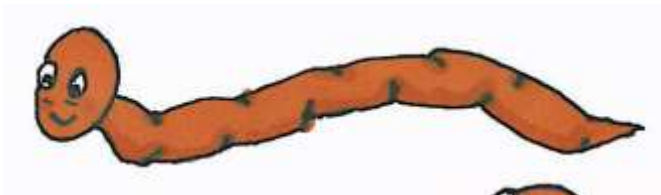
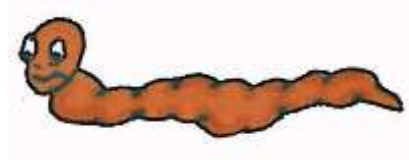
Appendix 12 - Worm Work Sheet



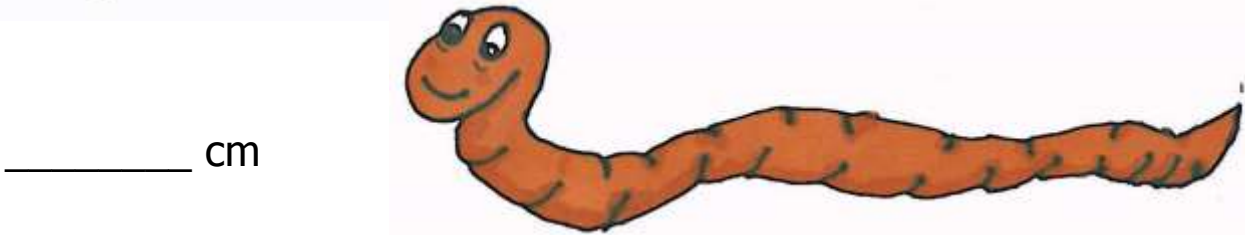
_____ cm



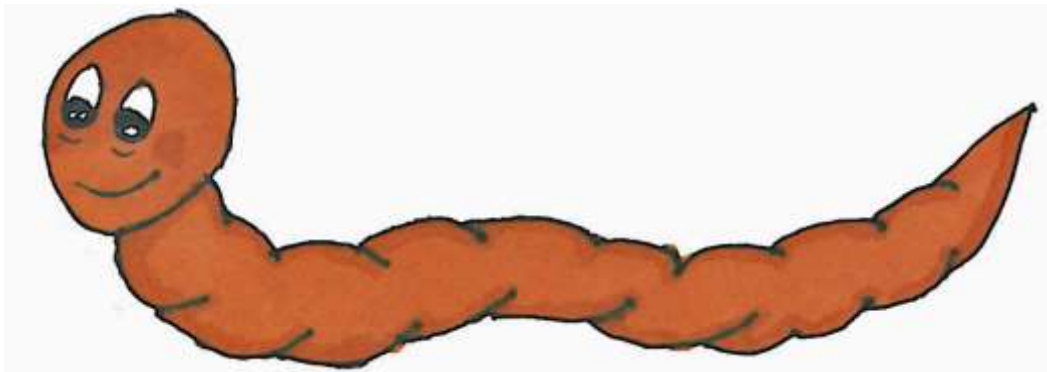
_____ cm



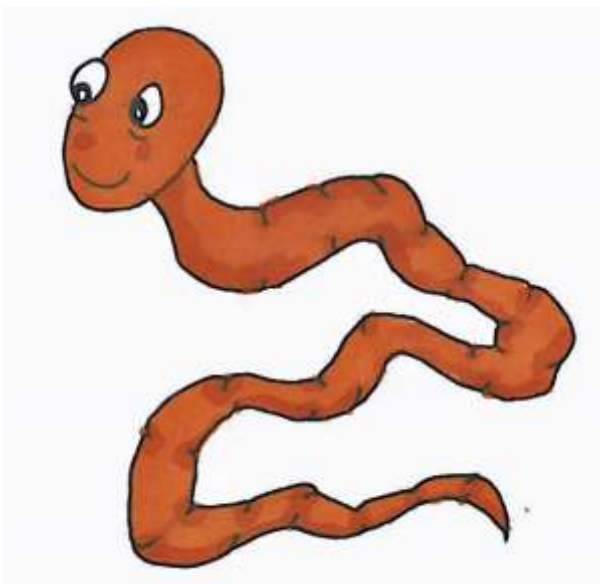
_____ cm



_____ cm



_____ cm



"How long do you think this wiggly worm is? Use string to measure it."

_____ cm

Appendix 13 - Snap Cards

