



CFE Level 2 (Age 9-11)

## *The Bolds* Learning Resources

Creative activities  
for Julian Clary and  
David Roberts' novel

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## Note to teachers using this resource

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This resource is full of cross-curricular activity suggestions to help you explore *The Bolds* with your students in library and classroom activities. Adapt and use as you see fit! The resource has been produced to help you get the most out of our online Authors Live event with Julian Clary and David Roberts, but you can use it at any point to engage students with the book.

You can watch the event in our Watch on Demand section:  
[scottishbooktrust.com/watch-on-demand](http://scottishbooktrust.com/watch-on-demand)

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## About Julian Clary and David Roberts

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### Julian Clary

Julian Clary is a comedian, entertainer and novelist, who has toured across the world with his one-man shows. He became a household name in the late 1980s, and remains one of the country's most popular entertainers. This is Julian's debut children's novel, although he plans on writing many more.

### David Roberts

David Roberts is an award-winning illustrator who has earned great acclaim for his distinctive style. He was born in Liverpool and studied fashion design at university in Manchester. David's first book was published in 1998, and since then he has collaborated with some of Britain's finest children's authors, including Julia Donaldson, Sally Gardner, Philip Ardagh and Jacqueline Wilson. His book *Little Red* was shortlisted for the 2005 Kate Greenaway Medal. In 2006 he won the Nestlé Children's Book Prize Gold Award for his line drawings in *Mouse Noses on Toast*.

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## The Bolds

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Mr and Mrs Bold are just like any other neighbour... or are they? They live in a nice house in Teddington, they have jobs and they love to have a bit of a giggle. There's just one slight difference: they're hyenas! They're covered in fur, have tails tucked into their trousers, and they really, really like to laugh. So far, the Bolds have managed to keep things under wraps, even when their children Bobby and Betty were born. But a nosy neighbour next door is suspicious. Will Teddington's best-kept secret be shared and identities revealed?

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## Activities for The Bolds

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### **Animal Adaptation**

SCN 2-01a

The Bold family move to Teddington because they have assimilated human behaviour and can enjoy a better life there. Some animals adapt to survive because their environment is endangered and there is the threat of extinction. Have your pupils explore the concept of adaptation – the process whereby a species evolves characteristics that enable it to survive in a particular habitat.

Here are some websites that can help with this research:

- [education.nationalgeographic.co.uk/encyclopedia/adaptation/](http://education.nationalgeographic.co.uk/encyclopedia/adaptation/)
- [sciencelearn.org.nz/Contexts/Icy-Ecosystems/Teaching-and-Learning-Approaches/Animal-and-plant-adaptations](http://sciencelearn.org.nz/Contexts/Icy-Ecosystems/Teaching-and-Learning-Approaches/Animal-and-plant-adaptations)
- [bbc.co.uk/nature/adaptations](http://bbc.co.uk/nature/adaptations)

### **Design a New Species**

SCN 2-01a, SOC 2-12a

Ask your pupils to form into groups and allocate each group a habitat - desert, polar or rainforest.

Your groups of pupils must then imagine a new species based on their allocated habitat. They must think of a name and ask them to think about what the species will eat, how it will move, its appearance and the skills which equip it to survive in the chosen environment. Students can then present their new species to the rest of the class for discussion.

For more books on animals, endangered species and wildlife, checkout this [booklist: scottishbooktrust.com/reading/book-lists/9-books-about-conservation-8-11](http://scottishbooktrust.com/reading/book-lists/9-books-about-conservation-8-11)

### **A New Start in a New Country**

Soc 2-15a, Lit 2-14a

The Bold family move from their habitat and start a new life in Teddington. Although it was their choice to move, many modern families around the world are displaced from their home because of war, famine or political persecution.

Have your pupils research the term refugee and then research a refugee crisis. A good starting point is to look at the refugee crisis that arose from the Syrian war. Here are some topics to explore and some links that may help:

- What causes people to leave their country?
- What is life like refugees finding new life in Britain
- What is life like in a refugees life in camps
- How far do they travel and what adversity do they face?

- How does the world react?
- How do the media react?
- Are their advantages and disadvantages when leaving a worn torn country?
- Does it strengthen family solidarity and world-wide compassion?

- [bbc.co.uk/newsround/16979186](http://bbc.co.uk/newsround/16979186)
- [bbc.co.uk/newsround/30007546](http://bbc.co.uk/newsround/30007546)
- [www.redcross.org.uk/What-we-do/Refugee-support/Learning-about-refugees-in-the-classroom](http://www.redcross.org.uk/What-we-do/Refugee-support/Learning-about-refugees-in-the-classroom)
- [www.unhcr.org/pages/4ab356d36.html](http://www.unhcr.org/pages/4ab356d36.html)
- Learn about refugee week: [www.refugeeweek.org.uk/About-us](http://www.refugeeweek.org.uk/About-us)
- [www.simpleacts.org.uk](http://www.simpleacts.org.uk)

## **The Art of Refugeeism**

EXA 2-07a

Many find it difficult to express a refugee crisis with words. Images create an immediate emotional response and can harness immediate attention - they are striking and emotive. Many artists express the refugee crisis through visual art, film and photography. The artist, George Butler spent several days with refugees in Lebanon in early 2015. His paintings depict the people, their possessions and family life there. You can see some of his paintings here: [www.georgebutler.org/explore/bekaa-valley-lebanon](http://www.georgebutler.org/explore/bekaa-valley-lebanon)

## **Paint your own depiction**

Exa 2-05

Ask your pupils to sit and reflect on some of the themes that they have studied around the topic of refugees. Ask them to write down a fact that they remember from these studies; what interested them most? It could be a story about family solidarity, possessions, travel, a refugee camp; the food the family ate there, national aid, a news report or a story from a refugee child settled in a new country.

Ask them to paint their own interpretation of this. You can display it in your school and invite relatives to come into your school or library for an afternoon to view this. The children can explain to their parents or guardian why they chose to paint this image and the background research that they did in order to portray it.

For more examples on how art has been used to depict refugees and the Syrian conflict, you can also visit Refugee Art project:

[therefugeeartproject.com/home/memories-of-home/](http://therefugeeartproject.com/home/memories-of-home/)

For more books on the topic of war [scottishbooktrust.com/reading/book-lists/war-stories-8-11](http://scottishbooktrust.com/reading/book-lists/war-stories-8-11)

For more books about survival stories, visit here:

[scottishbooktrust.com/reading/book-lists/9-books-about-survival-8-11](http://scottishbooktrust.com/reading/book-lists/9-books-about-survival-8-11)

## Put a Face on it

Lit 2-14a,

The Bolds' best way of fitting in to life in Teddington is to adopt disguises. They mask their hyena behaviours, their tails, and their hyena cackles. This concept of masking identities has been explored in psychology and culture for many years. Masks are often worn for protection and disguise and they have been used since antiquity for both ceremonial and practical purposes.

Have your pupils research different concepts of masks and how they are used to change or conceal identities or how they are used in entertainment and celebration. A good starting point is with the employment of masks in antiquity and Greek theatre:

- [greektheatre.wordpress.com/home/](http://greektheatre.wordpress.com/home/)
- [bbc.co.uk/schools/primaryhistory/ancient\\_greeks/arts\\_and\\_theatre/](http://bbc.co.uk/schools/primaryhistory/ancient_greeks/arts_and_theatre/)

Another concept that they may wish to research is the idea of ceremonial or ritual masks such as African, Egyptian or Venetian carnival masks. They may wish to research a ceremonial mask that they are familiar with such as the origin of Halloween masks. Here are some links that you can use to get them started:

- [australianmuseum.net.au/masks-from-other-cultures](http://australianmuseum.net.au/masks-from-other-cultures)
- [www.historyofmasks.net/mask-history/history-of-african-masks/](http://www.historyofmasks.net/mask-history/history-of-african-masks/)
- [www.history.com/topics/halloween/history-of-trick-or-treating](http://www.history.com/topics/halloween/history-of-trick-or-treating)

## Make your own mask

Exa 2-02a, Exa 2-03a

When your students have finished researching their chosen topic, ask them to make their own mask to represent their findings. They can display these in class and share some of their findings with the rest of the class.

Here are some tools that they can use to help with this:

- Create your own Greek mask: [www.activityvillage.co.uk/make-a-greek-mask](http://www.activityvillage.co.uk/make-a-greek-mask)
- Create your own African ritual mask: [www.traceycampbellpearson.com/pdf/AfricanMask.pdf](http://www.traceycampbellpearson.com/pdf/AfricanMask.pdf)
- How to make a Paper-Mache mask: [www.youtube.com/watch?v=FCiYNE\\_hmNg](http://www.youtube.com/watch?v=FCiYNE_hmNg)

## Further reading

Lit 2-11a

If you enjoyed the hilarity of *The Bolds* you may enjoy these eight side-splitting reads for 8yrs and up:

[scottishbooktrust.com/reading/book-lists/8-hilarious-reads-8-11](http://scottishbooktrust.com/reading/book-lists/8-hilarious-reads-8-11)

Or, Check out this blog, 'Our Top 5 Funny Bits from Children's Books'  
[scottishbooktrust.com/blog/teachers-librarians/2015/06/our-top-5-funny-bits-from-childrens-books](http://scottishbooktrust.com/blog/teachers-librarians/2015/06/our-top-5-funny-bits-from-childrens-books)