This is a goat with a pan on it's head.
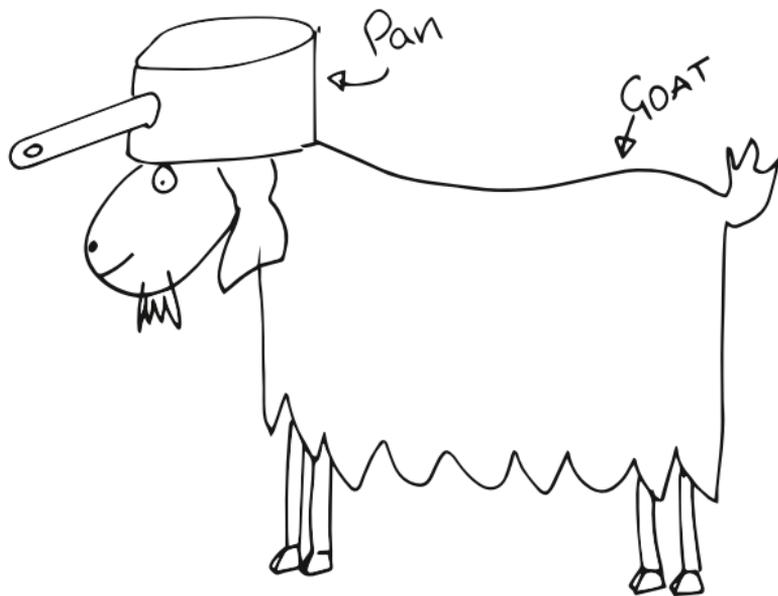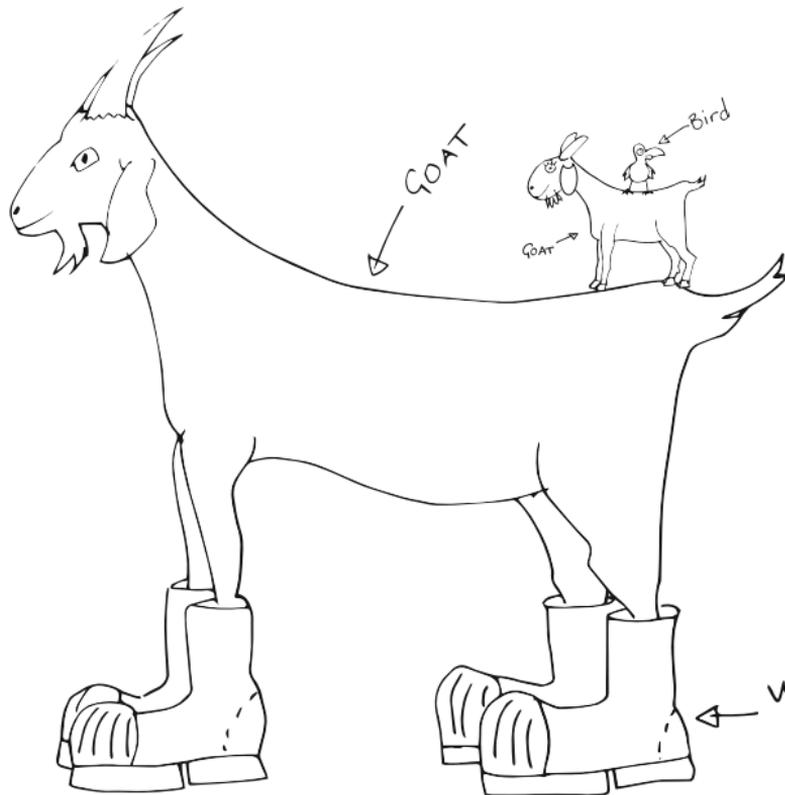

Who is this goat? Where did he come from? How did he get a pan on his head?

GOAT

Bird

Goat

WELLINGTON
BOOTS

What could you put
on a goat?

Draw it on a bit of paper.

Stick it on the goat.
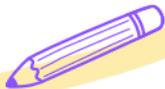
What is the goat's story?
Where did it come from?
Where is it going?
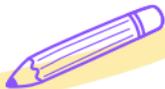Why is it going there?
What happens to it on the way?
Who does it meet on the way?

Can you
draw
the story?

Whole class adaptations

1 This is such a fun exercise but/and can be taken in many directions. Start with presenting the initial picture to the class and take as many theories as possible about why the pan is on the goat's head. Celebrate the unlikely and bizarre theories.

2 Pupils copy the goat onto paper and then add their own unlikely objects to the goat, with a brief explanation as to how each got there.

Whole class adaptations

3 Pupils choose their favourite version so far. Use the stimulus questions on the 2nd side of the postcard to provide a more detailed explanation of how the object got on the goat.

4 Give out A4 sheets pre-divided into 6 squares and ask the pupils to storyboard their story.

5 Write their story in full sentences and in six paragraphs, aligning with the 6 boxes of the storyboard.

a They are possibilities to extend this task into a Science lesson:

i How likely is it in reality that the pan would stay in place on the goat's head if it started to walk/run? How big is an average goat's head? How big a pan would be the best fit? The remnants of which foods previously cooked in the pan would be most helpful in keeping the pan in place on the goat's head? Which materials could the pan be made of that would...

a) help it stay on the goat's head, and

b) prove most comfortable for the goat?

ii Play the pupils various different animal noises. What do they look like? After they've drawn it, can they identify the animal? Does the sound 'suit' the animal? Why is it important for an animal to make noise?