



Words and pictures

Ramzee says his favourite page is the one about the food fight (p.50). He explains that the words and the pictures work together, with lots of bonus jokes in the illustrations. Invite the children to look at the words and the picture about the food fight – you could have this double page spread on the big screen. In their talking partners, can they find things in the picture that aren't in the main text? Using white boards, they could make a list using words, or pictures and doodles!

Kamal

Ramzee explains that in the story about Kamal and the Cheat Book, he has created *a journey of self-acceptance - it's better to be who you are than using a 'cheat book' to be something else*. With the children, read page 15 to page 23 of The Cheat Book. Knowing the children, take time to discuss these pages – what do the children think of all the 'don'ts' Kamal talks about? Do they have a list of 'don'ts', to help them not to be noticed? How do people talk about refugees on TV, in newspapers, in the queue at the supermarket – what has Kamal heard? What has it been like for Kamal moving all the time? Why are Wing and Jojo so important to Kamal? If you found The Cheat Book, what would you do?

Make your own comic

Ramzee is a comic book writer and artist. Collect some comics from around your classroom and from the library. The children may have comics they would like to bring in from home. Make time for the children to read comics and encourage them to talk about them. What do they think makes a good comic? What's different about reading a comic from reading a book? Invite the children to make their own comic book page – they could share their ideas in their talking partners. Provide paper and mark making materials. The children might like a template for their page to support them. Think about some key features of comics – will they use speech bubbles, different sized letters? Anything goes!

Activities for

The Cheat Book Vol 1

Written and Illustrated
by **Ramzee**

Telling stories

Ramzee says that *people think they can't write and tell stories, but everyone does it*. He says he listens to people talking and telling stories everywhere. Ask the children if they have told a story today? Have they told a friend or teacher about something that happened to them on the way to school? Or about something their pet did? Or what they watched last night? Maybe they have heard someone else tell a story? Encourage story telling in the classroom – provide picture prompts on paper or on screen. How might that story begin, what might happen next, how might it end? What might the voice telling that story sound like? Deep, echoing, high, squeaky, tired, happy?

