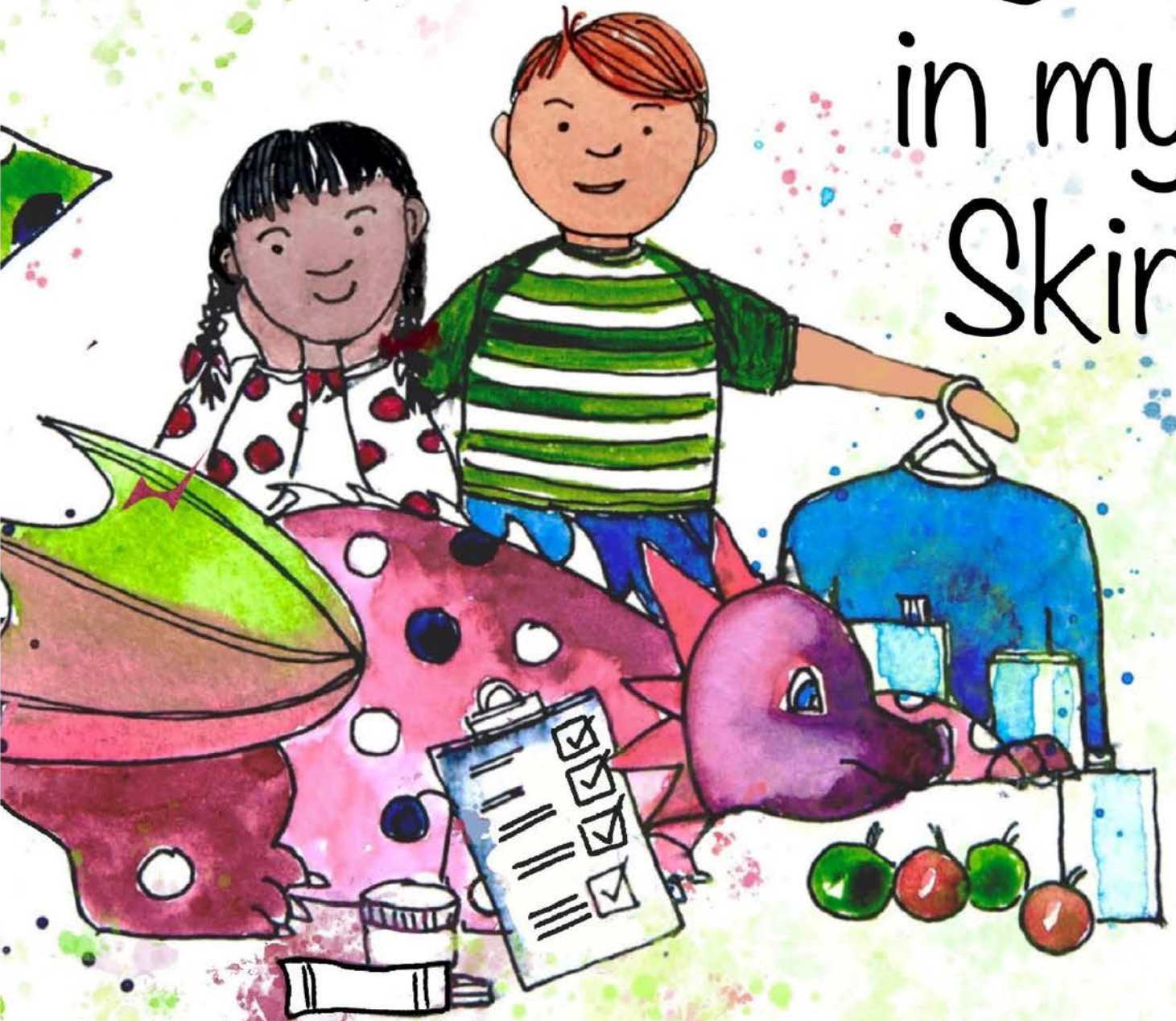


# The Dragon in my Skin



## KS1 RESOURCES

Featuring a range of creative activities produced especially  
for the project

## IMPROVING CARE OF CHILDHOOD ECZEMA

**Eczema effects around 1:5 children in the United Kingdom. It can have a huge impact on wellbeing and quality of life for children and their families alike.**

Children may experience sore, itchy skin which disturbs sleep and disrupts concentration, and other children may be unkind to them. Children and their grown-ups need to be able to care for their skin as effectively as possible. To do this they need to have the right knowledge and understanding. There is a vast amount of evidence and information, some good and some not, about eczema treatment. The purpose of this study was to work with practitioners, children with eczema and their parents to co-create a set of simple, consistent messages about effective care of childhood eczema. The study is underpinned by two key concepts:

- **Knowledge mobilisation** is about sharing *knowledge* between different *communities* to catalyse *change*. To create impact, all three are needed: diverse *knowledge*, different *communities* and the intention to catalyse *change*. This blending of knowledge from different communities that is acted on can lead to new ideas, innovations, and ways of working. Sharing knowledge alone is dissemination. Knowledge mobilisation generates impact<sup>1</sup>.
- **Mindlines** are the combination of knowledge from multiple different sources which are refined and modified through social processes. Knowledge needs to be transformed into usable practical information before we can use it. Mindlines guide the actions we take<sup>2 3</sup>.

The five key messages about eczema care are

1. Eczema is more than just dry skin
2. Eczema does not just go away
3. Moisturisers are for every day
4. Steroid creams are okay when you need them
5. You know your child's eczema best

The co-creation group agreed that it was important to share these messages as widely as possible to children with eczema and their parents, and importantly also to others who may influence their experience of living with the condition. We aimed to amend mindlines by offering simple, consistent evidence based information and dispelling some common myths about eczema care. For this reason we decided to creatively share the messages with Key Stage 1 teachers and pupils, and 'The Dragon in My Skin' was born...

---

1 - The Knowledge Mobilisation Alliance

2 - Beckett K. (2020) Title: Staging evidence: the implications of clinical mindlines for knowledge mobilisation. [www.arc-swp.nihr.ac.uk/uploads/attachments/Kate%20Beckett%20Pen%20CLAHRC%20talk%2026032018%20final.pdf](http://www.arc-swp.nihr.ac.uk/uploads/attachments/Kate%20Beckett%20Pen%20CLAHRC%20talk%2026032018%20final.pdf)

3 - Gabbay J, Le May A. (2010) Practice-based evidence for healthcare: clinical mindlines. London: Routledge.

## WELCOME

**My name is Hazel Gould, and I wrote the story *The Dragon in My Skin*, and worked with a larger group of people to create the songs and narration for the short film.**

Writing this book, and being a part of making this film, has been an amazing challenge and a true honour. A challenge because I wanted to write a story which was engaging and fun, but which also communicated some important messages about what it is like to live with eczema. An honour because in making our film, I got to work with some wonderful children and families who trusted us with their stories, experiences and ideas.

In 'The Dragon in my Skin', we imagine that eczema is a dragon: a creature who is always with us, who can be quiet and peaceful, but who can also create a lot of hurt and anger at times. Whether we have eczema or not, I think all of us can identify with that idea: that there are parts of who we are that cause us frustration. The message in this book, is that however much we want to fight our dragons, and make them disappear, it's actually often much better to take some time to listen to what our dragons might need. For some people, that means creams and medicines, for others it might be space to ourselves and quiet. **If we get to know our dragons, we can look after them, and ourselves, well.**

To get the most out of this workpack, we would love you to read the book and watch the film - <https://youtu.be/abXO-keex08> - and then get involved in the activities which follow!

There are lots of activities which the brilliant team at Birmingham City University have created to accompany the book and film. You can dive in and work through them all, but they have been designed to work as standalone activities, so you can pick and choose whatever suits you and your class.

You will find recordings of the individual songs from *The Dragon in My Skin* featuring Sinfonia Viva and Abimaro Gunnell here - <https://bit.ly/3n19Wt7> - so you can learn the songs with your class and sing them along with the film. You will find the lyrics at the back of the resource pack.

Please share the work you make with your children online using **#DragonInMySkin** – We can't wait to see what you make! We'd love to hear from you about your experiences of using these resources, this QR code will take you to a short survey to complete.



If you have any questions or need further information please do contact **Fiona.Cowdell@bcu.ac.uk** and we hope you love exploring 'The Dragon in My Skin'.

# CONTENTS

**Pages 5-6**

## **PSHE**

A set of activities to help students think and talk about their emotions

**Pages 7-8**

## **Art & Design - Textiles**

Print making onto fabric, using a stencil or block

**Pages 9-10**

## **Art & Design - Clay**

Create a clay tile, covered in dragon scales

**Pages 11-16**

## **Music**

Two sets of activities, covering songwriting, improvising and performing

**Pages 17-19**

## **Dance**

Linking different actions and movements to emotions

**Pages 20-22**

## **Science**

Experimenting with different materials and their properties

**Pages 23-26**

## **Maths**

A set of puzzles covering curriculum topics such as common multiples

**Pages 27-30**

## **English**

A storywriting activity about each child's dragon, their lair and character

**Pages 31-32**

## **Song Lyrics**

A complete set of song lyrics from 'The Dragon in my Skin'.

## **Activities developed by**

**Alison Pemberton**, Senior Lecturer in Primary Mathematics Education at Birmingham City University

**Liz Lawrence**, Senior Lecturer in Primary Creative Arts Education at Birmingham City University

**Jodie Campbell**, Primary PGCE trainee

**David Grist**, Lecturer in Education with Specialism in Primary Music at Birmingham City University

**Abimaro Gunnell**, Songwriter and Music Leader

**Angela Whitehouse**, Senior Lecturer in Primary Physical Education at Birmingham City University

**Paul Purser**, Senior Lecturer in Primary Science Education at Birmingham City University

**Stephanie Lax**, Research Assistant at Centre of Evidence Based Dermatology, University of Nottingham

**Gary Smith**, Visiting Senior Lecturer in Primary Physical Education, Primary Maths and Professional Studies at Birmingham City University

**Rachel Gillett**, Senior Lecturer in Primary Maths Education at Birmingham City University

**Heather Whitehead**, Senior Lecturer in Primary English Education at Birmingham City University

**Louise Wheatcroft**, Senior Lecturer in Primary English Education at Birmingham City University



This resource was developed by  
Alison Pemberton, Senior Lecturer in Mathematics Education at  
Birmingham City University

## HATCH

**Encourages pupils to begin to think about their own feelings**

Ask 'How do you feel today?'

Responses should not be shared with the class. Without telling anyone else, pupils should think quietly to themselves about how they feel.

Show the children a dragon from the story 'Dragon in my skin' with the word 'feelings' below. Explain that the dragon wants to learn all about feelings. Ask pupils to tell the dragon everything they know about feelings.

Tell pupils that the dragon wants to know the names of the feelings that we might have every day. From the pupils' responses, create a list of feelings.

If pupils find it difficult to understand what we mean by feeling words, discuss the difference between other types of words. Can you think of others? Try to create as varied a list as possible.

Explain that we all have different feelings — some we might feel every day, and others just sometimes. **Our feelings can come and go, and can change over time.**

## GROW

### Talk to the pupils about what each of those feelings looks like

Choose a few of the feeling words and as a whole class pull a face that represents that feeling: Can you show me your best happy face? What does an angry face look like? How do we look when we're confused?

Show pupils a range of faces which represent different expressions. Talk about which feeling words match these faces. Can the pupils try to pull the same faces as those shown. Ask pupils to stand up and show how feelings look with their whole bodies. When we're happy our whole body relaxes doesn't it? When we're angry we might clench our fists or stamp our feet.

Ask pupils to work in small groups and talk about different feelings words – what colour would best represent it and why? Children to colour feeling word in that colour to help remind them what that word feels like?

Ask pupils to challenge each other to make the face or body that shows how each word feels. Allow each pupil to have a turn at each word if they're happy to. Encourage pupils to feedback on each other's faces and body language and make suggestions for making themselves look even more like that feeling.

## FLY

### Share the picture of the dragon with the feelings words from the beginning of the lesson

Then read 'The Dragon in My Skin'. Ask pupils to identify any feelings from the story that are not already on the list. Add these new feelings to the list, in a different colour, whilst discussing what the feelings are.

Briefly discuss each feeling. Is it a big feeling or a little feeling? A good or not so good feeling? What makes people feel like that? If we felt like that would we want to feel different?

Explain to children that everyone has their own dragon and we all have to learn to cope with 'big' feelings but we do not have to do this on our own. Ask the children to think about some of the people who are special to them (parents, siblings, friends, teachers). **Who was the special person in the story?**

Discuss what makes these people special. Is it what they do or what they say? Explain to the pupils that some of their special people can help them when they have 'big' feelings. Next, ask the pupils to think about if they were the special person for the characters in 'Dragon in my skin' how could they help and support them?



This resource was developed by  
Liz Lawrence, Senior Lecturer in Primary Creative Arts Education at  
Birmingham City University, supported by  
Jodie Campbell, Primary PGCE trainee

## HATCH

### Explore the colour of shapes and feelings

Which colours do you think of when  
you read or hear these words?

- Angry
- Worried
- Scared
- Calm
- Furious
- Happy

Choose a feelings word and the  
colour to represent it.

If it was a line what would it look  
like? (e.g. angry may be a spiky line,  
worried may be a wobbly line)

In your sketchbook explore drawing  
your lines in your chosen colour (e.g.  
a red, spikey lines for angry).

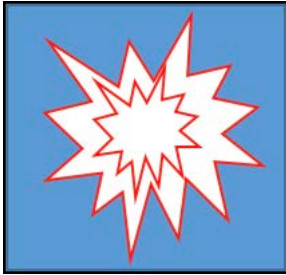
Explore your line using different  
drawing tools (e.g. crayons, felt pens,  
coloured pencils)

*TEACHER NOTE: If children do not  
have sketchbooks they can draw on  
separate sheets of paper. Model how  
to represent their feelings word using  
different lines.*

## GROW

### Create a pattern in print using colour and line.

Here's an example of creating a pattern for the word 'angry' - a red, spiky pattern.



Experiment in your sketchbook, creating a pattern for your feelings word. Choose your favourite design.

### Print

Draw your design onto a polystyrene tile. Practise printing your design onto paper first.

When you are happy with it, print your design onto fabric.

*TEACHER NOTE: Model printing a design before the children have a turn. Children could make a printing block instead. Provide squares of plain fabric for children to print on. When the print is complete, ask the children to evaluate their work.*

## FLY

### Adding detail and texture

*TEACHER NOTE: Have a range of materials with different textures available for children to explore first, before adding them to their printed panel (e.g. fabric offcuts, felt, wool, buttons, sequins).*

When you have chosen your materials think about where you want to stick them onto your printed design. When you have decided, stick them down onto your fabric.

**How does it look? Is there anything you need to change?**

*TEACHER NOTE: Each child's completed textile panel could be mounted onto card and displayed. Or you could make a cloak by sewing each of the panels together and lining the other side.*

**The cloak will represent our different dragons and that the feelings we have can look and feel different.**

The cloak may be displayed and / or worn by the children; for example during role play or PSHE activities..





# Art & Design

## Clay Tiles

This resource was developed by  
Liz Lawrence, Senior Lecturer in Primary Creative Arts Education at  
Birmingham City University, supported by  
Jodie Campbell, Primary PGCE trainee

### HATCH

What does your dragon's scales feel like? Exploring texture

*TEACHER NOTE: Provide different materials for children to explore (include natural and man made materials).*

Invite the children to describe the texture using a word bank to support them. Words may include:

- Smooth
- Rough
- Bumpy
- Slippery
- Soft

*TEACHER NOTE: A feely bag could be used for this activity or children could see the materials.*

Choose a texture word and draw marks / lines to represent it in your sketchbook.

*TEACHER NOTE: Model to the children how to represent texture words using marks and lines. Have a range of media available to choose from to mark make and draw with. If children do not have sketchbooks they can draw on separate sheets of paper.*

## GROW

**Draw a design based on the dragon's scales and use colour to show how it is feeling.**



*TEACHER NOTE: Show children examples of images of dragon's scales and discuss the shape and pattern they can see.*

- What would they feel like?
- Could they be smooth, rough, slippery, bumpy, soft etc.?
- If your dragon could change colour, what colour would their scales be if they were: angry, worried, scared, calm, furious, happy?

**Draw you dragon's scales in your sketchbook and add colour to show how your dragon is feeling.**

## FLY

**Create a clay tile with a dragon scale design on it.**

Roll out your clay until it is flat and an even height all over.

Take your square template and place it on the clay.

Cut around the template.

Draw your dragon scales onto the clay tile.

When you tile is dry paint it with the colour you have chosen to represent how your dragon is feeling.

**Challenge: Can you change the texture of your scales (they could be smooth, bumpy, soft, slippery, rough)?**

*TEACHER NOTE: Model how to roll the clay out flat and to use a template to create the shape of the tile. The scales can be drawn into the tile with a pencil or pointed clay tool.*

Clay tiles can be backed with card and displayed together.

Alternatives to clay: salt dough, modelling clay.



These resources were developed by  
David Grist, Lecturer in Education with Specialism in Primary Music at  
Birmingham City University &  
Abimaro Gunnell, Songwriter and Music Leader

## TEACHER NOTES

**In this set of activities, you will be exploring the inter-related dimensions of music**

- **Tempo (speed)**
- **Duration (rhythm)**
- **Pitch**
- **Dynamics (loud & soft)**
- **Timbre (the character of the instrument)**
- **Texture (layering of sounds)**

The children will need time to understand what emotions and moods the story evokes in them- this is a valuable exercise as it gives them a direction of travel for their composition.

Allow them the time to explore the instruments - this helps them to develop a vocabulary of sounds (Timbre)

Improvising or musical doodling (imagine a sketchbook) allows them to try out ideas; refine, discard, keep as they move towards their composition. These can be recorded if you have that facility

Composing comes out of these processes - it needs teacher questioning;

- **'Show me...'**
- **'Can you explain...?'**
- **'How will you go about...?'**
- **'Do you have a different idea?'**
- **'What would happen if...?'**

# Musical questions

## Knowledge and recall (remembering)

- 'Describe what you are doing'
- 'Show me what you are doing'
- 'Can you remember how to...?'

## Comprehension ( Understanding )

- 'What is your idea behind this?'
- 'In what ways have you made this different to?'
- 'What is going on at this point?'
- 'Can you demonstrate...?'
- 'Can you explain...?'

## Apply

- 'How will you go about...?'
- 'What will you do about...?'
- 'How might it have been different if...?'
- 'What happens to this part when you...?'

## Create

- 'Do you have a different idea?'
- 'What would that sound like?'
- 'How would you make that?'
- 'Can you...?'

## Synthesis

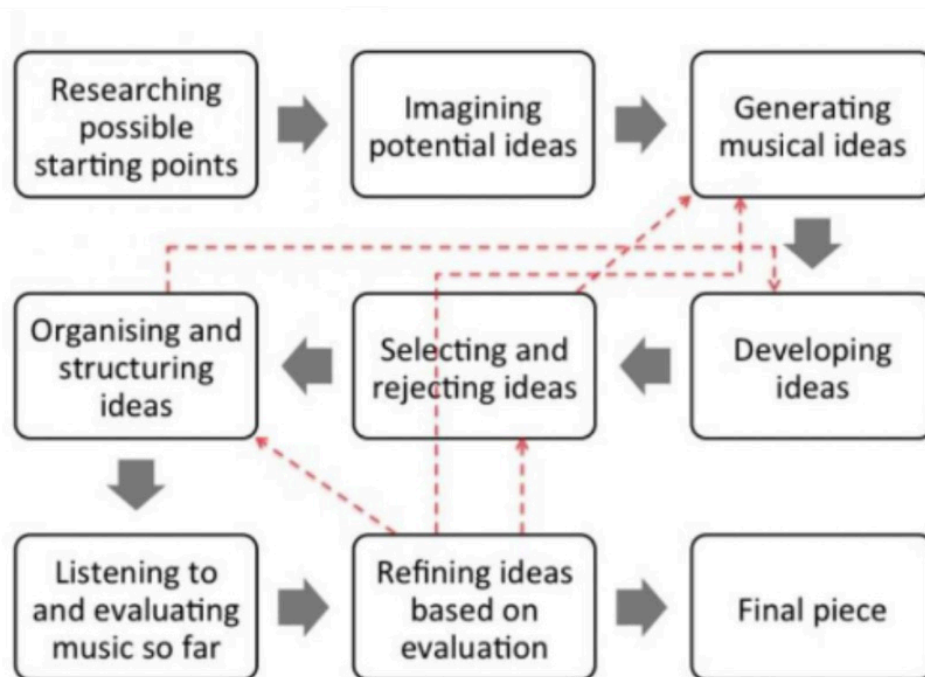
- 'What would happen if you put your ideas together with...?'
- 'What would happen if you changed this bit?'
- 'How could you do this differently?'

## Evaluate

- 'What was successful?'
- 'What changes might you make to...?'
- 'How do you feel about...?'
- 'Why do you think...?'

*Faultley & Savage (2014)*

# The Composing Process



“Listen, Imagine, Compose”

Nancy Evans

## HATCH

### Lyric-writing – Who is this dragon?

Using the 3 words 'Hatch', 'Grow', 'Fly', create 3 sentences about the journey of a baby dragon as it grows

#### Top tips!

- You can add as many words as you like!
- You can use these 3 words OR be inspired by them without using them.
- It doesn't have to rhyme

#### Example:

*"A little dragon knocks against its shell. Out it pops, growing big and strong! Fly, fly, fly away on your journey"*

These questions might give you some ideas for your 3 sentences:

- Where does your dragon live?
- How do you think the dragon flies? Fast or slow?
- What do you think the dragon looks like?

### Make a melody dice!

Using a piece of card or paper, in small groups give everyone a template for one dice. Each square measuring approx. 10cmx10cm.

There are 6 sides on a dice, and you are to label each side with a note in the scale of C Major, rather than a number on it. Decide if you want each side to have a different note (6 notes) or if you want 2 sides to mirror each other (3 notes). This activity is easier with less notes, so do whatever feels right for the age group you are working with.

After you have labelled the sides of the dice with the notes, cut out the template and construct the dice with glue or double sided tape.

**Now you are ready to roll!**

## GROW

### Create your tune!

#### Step 1

Roll the dice 4 times and play your 4 notes! These are the first four notes of your first and last lines.

#### Step 2

Again, roll the dice 4 times and play your 4 notes. These are the first 4 notes of your middle line.

#### Step 3

Now come up with a melody all of your own for the second half of all of your lines.

#### Top tips!

- Use a glockenspiel or another tuned instrument that you have from the school music room.
- Stay in big group or split into smaller groups with an adult per group if necessary.
- Make sure you write down each of your notes as you roll them, so not to forget!

## FLY

### Bring it all together & Share your song!

You're done! Now have a go at singing your melody with your words!

#### Extension:

Could you add a musical accompaniment to your melody? Perhaps some chords in the key of C Major? **Go for it!**

#### Example:

Here are my first 4 notes for my first and last lines: **C D D F**

Here are my second 4 notes for my middle line: **C F D D**

Here are the notes from the dice with the notes from my own melody choices with the words:

|          |            |            |          |            |          |          |
|----------|------------|------------|----------|------------|----------|----------|
| <b>C</b> | <b>D-D</b> | <b>F-G</b> | <b>A</b> | <b>A-G</b> | <b>F</b> | <b>D</b> |
| A        | little     | dragon     | knocks   | against    | its      | shell    |

|          |          |          |            |          |          |          |
|----------|----------|----------|------------|----------|----------|----------|
| <b>C</b> | <b>F</b> | <b>D</b> | <b>D-C</b> | <b>D</b> | <b>C</b> | <b>A</b> |
| Out      | it       | pops,    | growing    | big      | and      | strong!  |

|          |          |          |            |          |          |              |
|----------|----------|----------|------------|----------|----------|--------------|
| <b>C</b> | <b>D</b> | <b>D</b> | <b>F-G</b> | <b>G</b> | <b>F</b> | <b>A-G-F</b> |
| Fly,     | fly,     | fly      | away       | on       | your     | journey      |

## HATCH

### Introduce the idea that we all have different 'dragons'

Ask the children to think about what their dragon looks like, then describe it to a partner.

#### Ask "what does your dragon look like?"

Generate a word bank of suggestions that describe its features.

Ask the children to choose instruments and play them in different ways in response to the descriptive words. The children then play their sounds to a partner. Can the partner guess which descriptive word they are playing?

Ask the children to explore combining different sounds and rhythms together, and then practice these.

Allow the children to perform these musical 'doodles' and to explain how they arrived at them.

## GROW

### Listening Activity

Share some calm music and ask the children to listen to it. Ask them;

- **'What can you hear?'** (loud / soft; high / low; fast / slow)
- **'What do you see?'** (in your mind - visualise )
- **'How does it do that?'** (explore pulse, dynamics, rhythm, pitch).

Using the instruments and rhythm patterns from part one, ask the children to develop some ideas that describe the sleeping and waking of the dragon. **How will they play their instruments?** Refer back to their listening activity. Explore timbre with them.

Allow the children time to develop a short sequence of musical ideas that represent sleeping and gradual awakening.

### Improvising activity

Share some 'angry' music with the children. Ask the same questions, and allow them to **compare it to the calm music.**

Using the instruments or body percussion, ask the children to develop rhythms that describe an angry dragon. **How will they play their instruments?** Refer back to their listening activity. Explore timbre, tempo & dynamics with them

Allow the children time to develop a short sequence of musical ideas that represent the awakening anger of the dragon (and of themselves).

Allow the children to perform these improvisations and to explain how they arrived at them.

## Soundscape Activity

A soundscape is a musical composition that develops an idea - a journey, a feeling, a picture, a narrative.

Allow the children to decide what their soundscape will be (refer back to the previous ideas; words, listening activities, rhythms, timbres and musical doodles). Give the children a direction and allow them to travel down it.

As a teacher, stand back for a while, watch their engagement in the creative process and allow the children to explore their ideas; **it may take a while, but this activity is driven by musical development and not by the clock.**

There are a series of questions that you can ask in the 'Teacher Notes' if you need some inspiration. Allow the children to perform these improvisations and to explain how they arrived at them.

## Performance

Allow the groups to perform their musical compositions. Each will be unique and is something to be celebrated.

Assessment can then continue through **evaluation of the musical process** by asking questions like;

- 'What was successful?'
- 'What changes might you make?'
- 'How do you feel about [x] now?'







# Dance

This resource was developed by  
Angela Whitehouse, Senior Lecturer in Primary Physical Education at  
Birmingham City University

## HATCH

### Introduce the idea we have 'different dragons'

Ask the children to think about what their dragon looks like, then describe it to a partner.

#### Ask "how does your dragon move?"

Generate a word bank of suggestions. Ask the children to explore moving in different ways in response to the action words.

The children then show their actions and movements to a partner. Can the partner guess which action word they are showing?

Ask the children to explore linking different actions and movements together, then practise these.

**This is called a 'motif' and acts as a starting point for their dance.**

## Ask the children to explore 'waking'

Can they 'wake up' different parts of their body in isolation? For example; can they wake up their arms, or toes? Explore waking up their whole body by stretching and growing their body shapes.

Share some calming music and ask the children to listen and imagine their dragon moving calmly to the music.

## GROW

### Share some angry music with the children

Discuss how this is different to the previous lesson's calming music.

#### Ask "how might your dragon move when it is angry?"

Generate a word bank of angry movement words. Ask the children to explore 'angry' movements and actions. Develop this by asking them to add in 'angry' facial expressions.

Compare these movements and actions with their calming ones. **Discuss whether the calm and angry movements and actions feel different in their bodies.**

Link together some of their calming and angry actions and ask them to really show how different they are. Share this with a partner and ask the partner to say whether they could see the difference.

Share the two pieces of music again with the children and ask them to close their eyes and visualise their dragon movements so far.

Explore calm actions and movements as they move about like their dragon. Can they explore moving on different parts of their body and at different levels?

Link some of the calming movements and actions together. Develop these by introducing twists and turns as they move calmly about on the floor and on their feet.

Start linking their dragon movements and actions together into a dance.

- Wake up the different parts of their body, until their dragon stretches and is awake and ready to move.
- Move calmly and gently. Use different parts of their body on the floor and on their feet, exploring moving at different levels, adding in twisting and turning.
- Movements and actions slowly become more angry until their dragon is furious and wild!

Focus on the dynamics of their movements. **Ask the children to think about the speed and amount of energy they use for the different moods.** Create a word bank to support the ideas around this. Ask the children to add in facial expressions.

Allow time to rehearse and remember this. Ask them to share their performance so far with a partner. This could be captured on an iPad to remind them of their performance so far.

## FLY

### Give the children time to rehearse and remember their dragon dance so far.

They could look back on any recorded performances.

In pairs ask the children to think about movements or actions that would calm their dragon down. Introduce the children to 'action and reaction' movements.

- **Child 1 performs one of their 'angry' movements or actions.**
- **Child 2 then performs a 'calming' reaction movement.**
- **Both children then perform the calming movement or action.**

Allow time for the children to explore different ways to do this and refine their 'action and reaction' movements.

Ask the children to perform their individual dragon dances and then join up with their partners to perform their 'action and reaction' movements to finish off their dance.

Allow the children time to rehearse and develop their dragon dances. Remind them about the different calming and angry dynamics in their movements, and how they can use their facial expressions to help convey emotions to an audience.

**Perform their final dragon dances for an audience!**





This resource was developed by  
Paul Purser, Senior Lecturer in Primary Science Education at  
Birmingham City University &  
Stephanie Lax, Research Assistant at Centre of Evidence Based  
Dermatology, University of Nottingham

## HATCH

### Introduce the dragons from the story

Each child chooses a counter randomly from a tub to represent their dragon (Red, Yellow, Blue, Green). The counter represents a dragon from the story.

Ask children to discuss their dragon with a partner.

- How does their dragon behave?
- What makes their dragon angry?
- How can they calm their dragon?

Share the ideas

- What are the dragons like?
- How can you calm the different dragons dragons?



Introduce the idea that we are all different and have different characteristics

Ask the children to make a Human Bar Chart of the Dragons using the colours of the counters.

How many in each group? How might you calm that dragon? Which dragon is there less of? How could you calm them?

Collect data for Hair colour or Eye colour. Present this as a human bar chart or ask children to draw and eye on a post it note and display on the wall as a bar chart.

Discuss the differences in the class 'population' - most popular eye colour, hair colour etc.



## GROW

### Ask children to discuss the dragons from last time

What made them angry?  
How could they be calmed?

Give all children two coins or counters. Ask children to predict what would happen or what they would feel if they **rubbed the coin with their finger?** (Friction. Generates heat. Dragon flare).

Ask children to predict what would happen if they **put their coin into a tub of cold ice water?** (Feels cool / cold).

Ask children to do it now in groups/individually and discuss their feelings.

This links to the healthcare aspect of the book

- **Don't scratch it, it makes it worse**  
**Look after your skin and put your cooling cream on.**

## Remind children that we want to keep the dragon calm

One way to do that is to wear the correct clothes - **what types of materials are best to keep the dragon calm?**

### Classifying materials

Ask children to explore a large selection of materials and classify them using different criteria (hard / soft, rough / smooth etc).

Set up hoops and place objects . Discuss how they have been sorted.

Now use different fabrics – group them in different ways. **Move onto materials that would calm the dragon and those that would make it angry.**



## FLY

### “Maybe I should take care of it.”

Remind children of the dragons and what they have decided makes them angry and how they can calm them

**We have found that some materials are better than others for keeping the dragon calm - what are they?**

**We have found that putting special cream that is cool and smooth on also calms the dragon too.**

We are going to test different materials to find the one that has the least friction (smoothest), and would be best to make a shirt from.

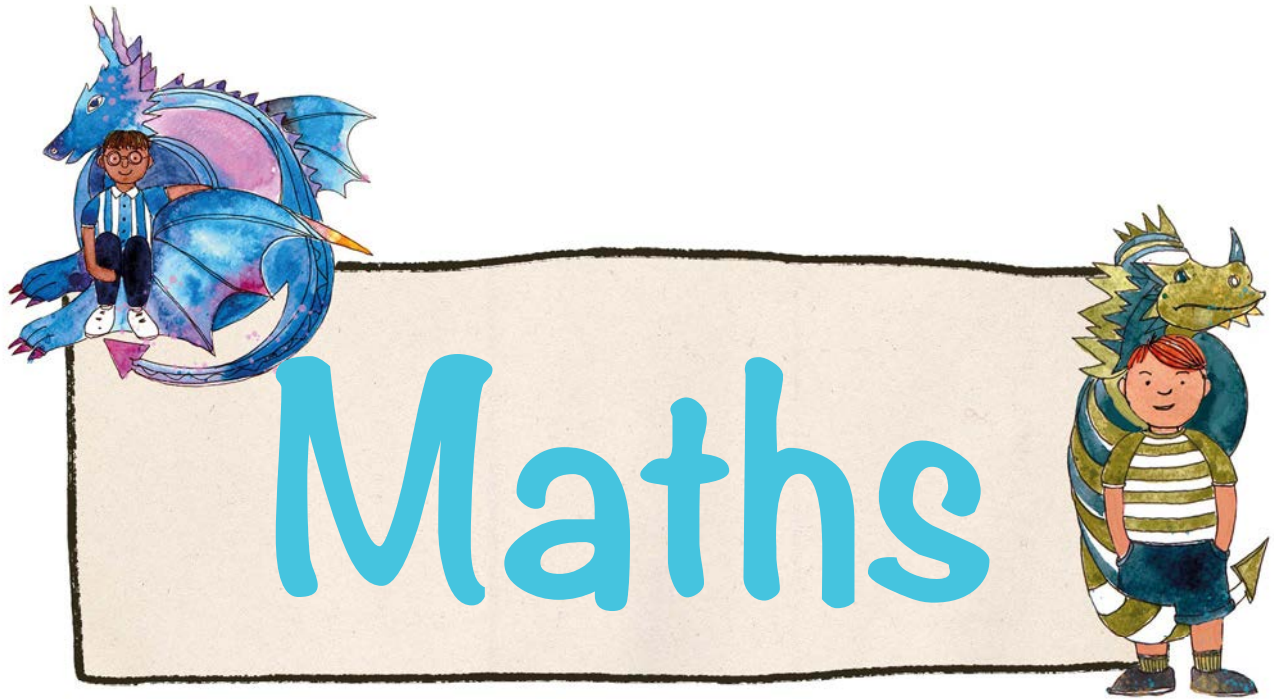
Carry out a fair test using cars and ramps with different fabrics.

- **What are you going to keep the same?** (Ramp height, Car)
- **What are you going to change?** (Fabric Surface)
- **What are you going to measure?** (Distance the car travels).

Predict which will be the fabric with least friction.

Present your findings - **“We are going to make a shirt from...”**

**We are ‘taking care’ of our dragon.**



This resource was developed by  
Gary Smith, Visiting Senior Lecturer in Primary Physical Education,  
Primary Maths and Professional Studies at Birmingham City University  
& Rachel Gillett, Senior Lecturer in Primary Maths Education at  
Birmingham City University

Jasper and Maisie both kept dragons. Jasper's dragons had 3 spots and Maisie's dragons had 4 spots. Altogether their dragons had 19 spots. How many of them were 3 spotted dragons?

## HATCH

'We are going to solve a problem with more than one answer. We need to find all of the answers.'

We need to think about how we are going to record our working, to know when we have found all of our answers.'

Ask the children to list the **first six multiples in the 5× table** on the left of their whiteboards. Ask them to circle the largest even number and the smallest even number.

Now ask the children to list the **first ten multiples in the 3× table** on the right of their whiteboards. Ask the children to circle all even multiples in both lists above 20 and share their responses with a partner.

Next ask the children to circle all the odd multiples in both lists below 20 and share their responses with a partner

## GROW

Set a context for the problem.

**‘Jasper and Maisie both kept dragons. Jasper’s dragons had 3 spots and Maisie’s dragons had 4 spots. Altogether their dragons had 19 spots. How many of them were 3 spotted dragons?’**

Can you describe the problem to a partner in your own words?  
What do you already know?

## FLY

**Ask the children to talk to their partner about how they might start to work out the problem.**

- **Where are you going to start?**
- **How many 3-spotted dragons could Jasper have?**
- **How far do we need to go?**

Establish that they don't need more than six 3-spotted dragons as this would produce 18 spots, and so one more 3-spotted dragon would be too many spots.

Ask the children to work in pairs to solve the problem.

Drawing together

- **How did you find the answer?**
- **Does your recording help you?**
- **How does it help?**
- **Could someone else understand the way you have worked it out?**

Discuss the different strategies and methods of recording. Remind the children that they will need to know when they have found all possible solutions.



Delores the dragon has up to 20 eggs. She counted her eggs in fours. She had 3 left over. She counted them in fives. She had 4 left over. How many eggs has Delores got?

## HATCH

Delores the Dragon has laid some eggs but she isn't very good at counting and isn't sure how many she has laid.

To try and find out how many eggs she has, she lays them out in different ways.

- Can you describe the problem to a partner in your own words?
- What do we know? What have we got to find out?
- What might the number of eggs be? (9–19)
- What might the smallest number of eggs be?
- What couldn't the number be? (less than 9, 20 or more)

Ask the children to share their responses to the above with a partner, explaining their reasoning - **why do you think that?**

## GROW

**At this point establish that we don't know whether there could be one or more answers.**

Remind children about the dragon spots problem and discuss what they did that helped them to know when they had found all of the possibilities.

- **How will the way you solved that problem help you approach this problem?**

Draw out the need for systematic recording to keep a check of their solutions and the use of listing to show that they could convince someone else that they had found all of the answers.

- **Which number will you start with, and why?**

Ask the children to work in pairs to solve the problem.

## FLY

After the children have been working on the task for about 5 minutes, discuss one pair's systematic working or demonstrate this yourself

- **Could the answer be 9? Why not?**

Try two groups of 5 and 4 more.

- **Can we arrange these into groups of 4 and 3 more?**
- **Could 14 be the answer?**

Ask the children to continue working.

Ask several pairs of children to show the others their recording, and establish that Delores laid 19 eggs.

- **What was important about your recording that helped you to be sure that you had solved the problem?**
- **When could you use this way of listing again?**
- **What if Delores laid some more eggs?** When she arranged them in 10s there were 2 groups of 10 and some left over. She arranged them in 3s and had 2 left over. She arranged them in 4s and still had 2 left over.
- **Could you think of a different problem similar to Delores the Dragon, where you might make lists.**





This resource was developed by  
Heather Whitehead, Senior Lecturer in Primary English Education at  
Birmingham City University &  
Louise Wheatcroft, Senior Lecturer in Primary English Education at  
Birmingham City University

Looking after such a unique creature is really exceptional and is not easy to care for so you will need some extra special skills! If you follow these instructions your dragon will not become a fiery nuisance!

## HATCH

Read the story, and search for the verbs

Act out the verbs - are they 'bossy' (imperative?)

Make and share the 'bossy' words in a bubble, or Dragon outline / wings.

Act out washing hands / getting ready for bed / school

Think and talk

- What do they need and what do they do?
- Does it need to be in order?
- Can they make the order clear?

Numbers / Adverbs

Use words such as 'First', 'then', 'next', 'after that', 'soon', 'finally', 'in the end'.

Add adverbs to a new bubble / dragon wing.

## GROW

Provide a set of (differentiated) instructions in the wrong order. **Children should order them correctly - against the clock for fun**

Create a text map to sequence and order instructions – together then independently

- **Can you describe the problem to a partner in your own words?**
- **What do you already know?**

## FLY

**How to look after your dragon!**

**What you need: e.g.**

- **Special cream**
- **Water**
- **Soft vest and socks**
- **Kindness and understanding.**

**What you do:**

- **'First...'**
- **'Next...'**
- **'Then...'**
- **'After that...'**
- **'Finally...'**

Dragons are special and can live for a long, long time!

As your dragon matures, it will be able to communicate with you intuitively.

You must always try to protect your dragon from any danger and of course, a trained dragon will allow its owner to ride on it as it flies.

Many owners treat their dragons by giving / allowing them to...



## HATCH

Think of as many words as you can that describe your dragon. How many can you think of?

Can you describe your dragon?

- What colour is it?
- How big is it?
- Does it have any special features?
- What does it like to do?

## GROW

Where does your dragon live?

Create a den for your dragon.

- What would be in your dragon's den?
- How does your dragon feel when they are in the den?
- What helps your dragon to relax? Eg. Music, soft blankets

Use a range of materials and objects to create / collage / draw your dragon's den.

Write a poem about your dragon. Use the questions above to help you to complete each line below

- My dragon is...
- My dragon is...
- My dragon has...
- My dragon likes to...

## FLY

Can you think of calming words and objects or actions that will quieten your dragon?

Think of things that your dragon would like to make it feel calm. Now let's make a spell to send your dragon to sleep.

Wizard's spell, mix it well

- 'One cup of...'
- 'Two sprinkles of...'
- 'Three pinches of...'
- 'Four dollops of...'
- 'Five gentle...'
- 'Six teaspoons of...'
- 'Seven jugs of...'
- 'Eight... of...'
- 'Nine... of...'
- 'Ten shhhhh'

## WRITE A STORY

Write a few sentences for each section - and then put them all together for one story! "Your dragon has a problem which is really making them fed up..."

### HATCH

#### What is the problem?

Have they lost a favourite toy or broken something that belongs to the teacher?

Have they had an argument with a friend or lost a game they wanted to win?

Decide what is troubling your dragon...

### GROW

#### How does the dragon feel?

Does this problem make them feel? **Angry? Sad? Lonely? Embarrassed? Something else?**

What happens to them when they show how they feel? Can you describe how they change?

It might be colour and size, it might be the way they roar!



### FLY

#### How does the dragon solve this problem?

What do they need to do to fix the problem?

Do they need to apologise to their friend or be honest with the teacher?

Do they need to ask all their friends to help them look for the favourite toy?

Can you describe how they mend their problem? **How do they feel once their problem is solved?**

# THE DRAGON IN MY SKIN

## Song Lyrics

### I HAVE A DRAGON (Short Version)

I have a dragon,  
who lives in my skin.  
Like a bee,  
ready to sting.  
Always buzzing,  
never stops.  
Some days a little,  
some days a lot.

I have a dragon,  
who lives in my skin.  
Sleeping deep, deep, down within,  
or like a star dancing high,  
popping and fizzing to the sky.

### HEART BEATING

Heart beating  
like a drum  
Skin feeling  
angry as the sun

You're back again  
Too soon  
You're back again  
Too soon

Can't keep still  
(won't keep still)  
Can't keep still  
(won't keep still)

Can't keep still,  
Cross and angry,  
Will you ever go away again?

### BURNS LIKE HOT FIRE

Burns like hot fire  
I scratch out the flames...  
Stings like sandpaper...

AHHHHH

Burns like hot fire  
I scratch out the flames...  
Stings like sandpaper...

AHHHHH  
AHHHHH

### COOL AND CALM

AHHHHH  
AHHHHH  
AHHHHH  
AHHHHH

But makes me feel soft  
Cold and smooth  
But makes me feel soft  
Cold and smooth

The itch is going.  
The dragon starts to float.  
The dragon starts to float.

We're sailing away,  
On a light sunny day

## GO AWAY!

Go away.  
Why are you here?  
I don't want you anywhere near!

Not today!  
Stop tormenting me  
I just want to set myself free!

You're mean,  
You're nasty  
You're a disgrace!  
I don't like your wings, your teeth  
Or your face

You're not my friend,  
You're my dreaded foe  
Just one thing, I want you to go...

Go- oh, go-oh, go-oh  
Go away-ay-ay X2

Scaly and rough, red and sore  
scratchy, dry and mean

I don't want you anymore.  
I don't want you anymore!

Go- oh, go-oh, go-oh  
Go away-ay-ay X4

The more I scratch  
The more it roars  
My angry dragon  
Leaves me hot and sore

I've got to find another way  
I've got to find a way to make this  
dragon....

Go- oh, go-oh, go-oh  
Go away-ay-ay X4

## I HAVE A DRAGON (Full Version)

I have a dragon,  
who lives in my skin.  
Like a bee,  
ready to sting.  
Always buzzing,  
never stops.  
Some days a little,  
some days a lot.

I have a dragon,  
who lives in my skin.  
Sleeping deep, deep, down within,  
or like a star dancing high,  
popping and fizzing to the sky.

Oh oh  
There's highs & lows  
Oh oh  
I'll learn and grow  
Oh oh  
Breathe in, breathe out

Take care each day,  
And we'll find our way.  
Take care each day,  
And we'll find our way.



## CREDITS

'The Dragon in my Skin' was commissioned by **Sinfonia Viva** and **Fiona Cowdell** in 2020 as part of a knowledge mobilisation project to improve consultation experiences and self-management of childhood eczema by sharing five key, consistent, evidence based messages:

1. Eczema is more than just dry skin
2. Eczema does not just go away
3. Moisturisers are for every day
4. Steroid creams are okay when you need them
5. You know your child's eczema best

The National Eczema Society are pleased to support this educational resource

**Fiona Cowdell** is funded by a National Institute for Health Research (NIHR) Knowledge Mobilisation Research Fellowship. This publication presents independent research funded by the NIHR. The views expressed are those of the author and not necessarily those of the NHS, the NIHR or the Department of Health and Social Care.

Illustrations by **Jay Nolan-Latchford**  
Story by **Hazel Gould**

Please share your work using **#DragonInMySkin**  
Please complete our survey to share your experiences of using the resources



For further information please contact [Fiona.Cowdell@bcu.ac.uk](mailto:Fiona.Cowdell@bcu.ac.uk) or see [www.bcu.ac.uk/the-dragon-in-my-skin](http://www.bcu.ac.uk/the-dragon-in-my-skin) and [www.sinfoniaviva.co.uk](http://www.sinfoniaviva.co.uk)

