

FRIEND OR FOE BY MICHAEL MORPURGO



RESOURCE PACK FOR KS2



Friend or Foe by Michael Morpurgo

Resource Pack by Christine Jenkins

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This Resource Pack is written by Christine Jenkins. Christine is a teacher and former deputy head, specialising in primary literacy, maths and assessment. As an author she has written many teaching resources to support guided reading and writing, as well as contributing to several large scale schemes and online resources.



Introduction

Background and synopsis

Friend or Foe was written in 1977 by Michael Morpurgo. It tells the story of two friends, David and Tucky, who are evacuated from their home in London during World War Two to a village in Devon. While they are there, a German bomber crashes near the farm where they are staying. When one of the airmen inside saves David's life, the boys are challenged to change their views towards the airmen.

The historical setting of *Friend or Foe* makes it ideal for comparison with other books set in World War Two. The story lends itself to comparing how different characters can have differing views of events and to discussing viewpoints. The themes of trust, truth, friendship and loyalty can also be explored through the book.

Suggested way of working

The audio recording is broken into 8 episodes, each approximately 15 minutes in length. For each one, these teaching notes give:

Summary: a brief summary of the key events in the episode

Before: suggestions for things to think about or discuss before listening

During: things to listen out for during the episode to give the listener an active focus

After: follow up activities to do after the episode, including some key questions and at least two written activities (some with accompanying resource sheets). The written activities are a mixture of longer creative tasks and shorter tasks, based around words or sentences linked to the book. The Resource Sheets can be used on their own or as a planning sheet before the children write at greater length in their books.

To answer the key questions, it may be helpful to go back to specific parts of the audio recording to listen again and give greater depth to the answers. The answers to these questions can be discussed, or can be written down and answered in a more formal way. The key questions for the whole book - in a printable format - are given at the end, on **Resource Sheet 12**. These could be printed and used for children to work from by writing the answers in their books, or can be printed out onto cards for each episode and discussed in groups.

This Resource Pack is designed to be used flexibly and can be used by a whole class in a teacher-led English session, or as a group in a guided reading session. Alternatively they can be used by children independently, or working at home with parents or carers. Where the guidance suggests things to discuss, this can be done as a whole class, in pairs, as a guided reading group or with a parent/carer if working at home.

Michael Morpurgo

Michael Morpurgo was born in 1943. He went to school in London, Sussex and Kent and later to the University of London, where he studied English and French. He became a primary school teacher and it was during his time as a teacher that he realised he wanted to be a writer. Michael has described how his class were bored with the story he was sharing and decided to create something of his own.

Michael has gone on to become one of Britain's best-loved children's authors. He was Children's Laureate from 2003-2005 and became an OBE in 2006. He has written over 100 books and he has won numerous awards, including 'The Blue Peter Award' for *Private Peaceful*.

Michael was born during World War Two and often writes of the divisions, conflicts and injustices of warfare. His own family was deeply affected by war through the loss of his uncle and the break up of his parents. The theme of war is explored in Michael's books *Private Peaceful*, *War Horse* and *Adolphus Tips*.

Additional Resources



WW2 Clips Collection

Recordings of some of the most evocative sounds of the War including speeches, songs and news reports, with an emphasis on evacuation, rationing and the lives of children.



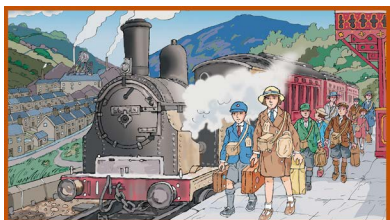
War Horse

Michael Morpurgo's classic WW1 story about a horse called Joey is abridged in 10 episodes. Joey is sold to the army as a war horse and his young owner, Albert, follows him to the Western Front. [Go to the Teacher's Notes.](#)



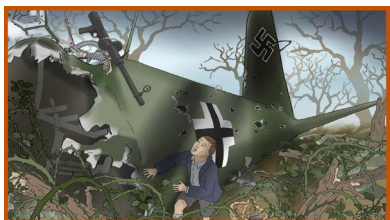
Private Peaceful

Another classic Michael Morpurgo abridgement. Thomas Peaceful tells his story of fighting in the trenches...and the terrible event that the clock is counting down to at dawn. [Go to the Teacher's Notes.](#)



Carrie's War

Nina Bawden's novel telling the story of Carrie's evacuation to Wales in WW2 is abridged in 10 episodes. Carrie and her brother Nick go to live with the mean Mr Evans and his kindly sister, 'Auntie' Lou. [Go to the Teacher's Notes.](#)



The Machine Gunners

Robert Westall's WW2 novel set on the home front in the North East is abridged in 10 episodes. Chas McGill stumbles across a downed German bomber - complete with a working machine gun... [Go to the Teacher's Notes.](#)

1: Leaving London

Listening time: 14:21

NB. Each of the episodes is divided into shorter sections. The sections appear on the media player once you commence the audio playback.

Useful vocabulary:

placard - a sign with writing or information on, often held up or worn

Summary:

The episode begins with David waking up on the morning that he is due to be evacuated to Devon, during World War Two. He says goodbye to his mother at Islington Station, where he meets up with his friends and teachers. Wearing cardboard placards with their names and addresses on, they head to Paddington Station to begin a long train journey down to Devon.

Before:

Friend or Foe is set during World War Two. Before listening to the beginning of the story, ask children to jot down some of the things they know already about this War.

- When did it take place? (1939 - 1945)
- What do they know about children being evacuated from big towns and cities to the countryside?
- How might it feel to be evacuated?
- Have pupils read any other books about children evacuated during World War Two (for example *Carrie's War* or *Goodnight, Mr Tom*)?
- Look at a map to show where the children in the story are travelling to and from.



At the start of the story, David expresses his reluctance to leave his home in London and particularly his mother. Discuss with pupils how this might feel and what kinds of things he might worry about. How do they predict the adults in the story, such as the parents and teachers, may feel and act as the children are evacuated?

During:

As the episode plays, ask the children to:

- Listen for David's comments about how he is feeling about being evacuated and jot down any evidence of his thoughts and feelings.
- Listen for any clues about how his mother responds to David and the ways she encourages him. Do you think she feels as positive as she says she is?
- Listen for the ways in which the children are prepared for the journey.

After:

Key questions

- How did David feel about being evacuated? Do you think his feelings change over the course of the episode?
- How do you think David's mother feels about him leaving? How do you know this? What does she do to try and encourage David?
- What do they see on the way to the station that reminds them of the danger that is close by?
- How does David react when he sees some of his friends crying?
- Why do the children have to wear placards?
- What do you find out about the three teachers in this episode? How are they different from each other?
- What do we learn about David's friend Tucky in this episode? Do you think the teacher is fair to him?

Written activities:

David's Diary

Talk with pupils about how the opening events of the story are based around the experiences of David and his mother. Ask the children to try to put themselves in David's shoes - how did he feel? What do we know about his thoughts and feelings as he was prepared to be evacuated?

Ask the children to write a diary entry as if they are David sitting on the train during the journey to Devon, reflecting on what has happened so far that day. Include his thoughts and feelings and the things he wonders about. They might like to listen again to the opening of the episode to ensure they have the details about the start of the day correct.

Mother's reassurance - speech bubbles

Discuss with pupils how David's mother responds to him going. How does she reassure him? Use the speech bubbles on **Resource Sheet 1** to write down some of the reassuring things David's mother might say to help him feel a bit better about being evacuated. Discuss whether she believes them all. You could ask the children to role play this in pairs first, if possible.

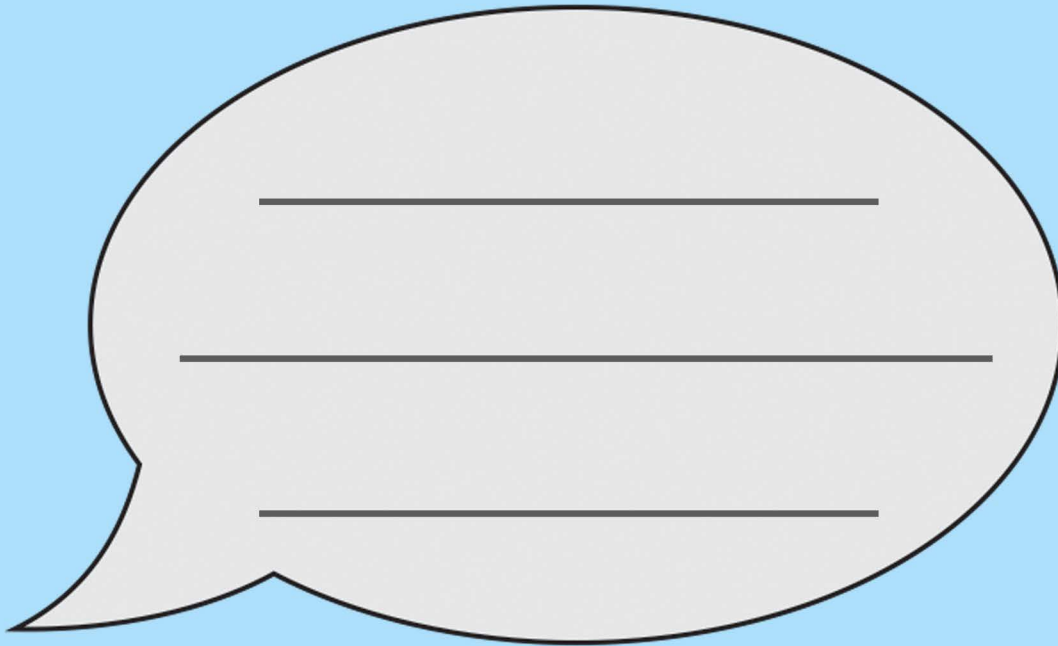
Packing list

In this episode David's mother mentions packing things that David wanted at the bottom of the suitcase and one change of clothes. Discuss what kinds of things David might pack. Use any research pupils may have done about life during World War Two to help them select suitable items.

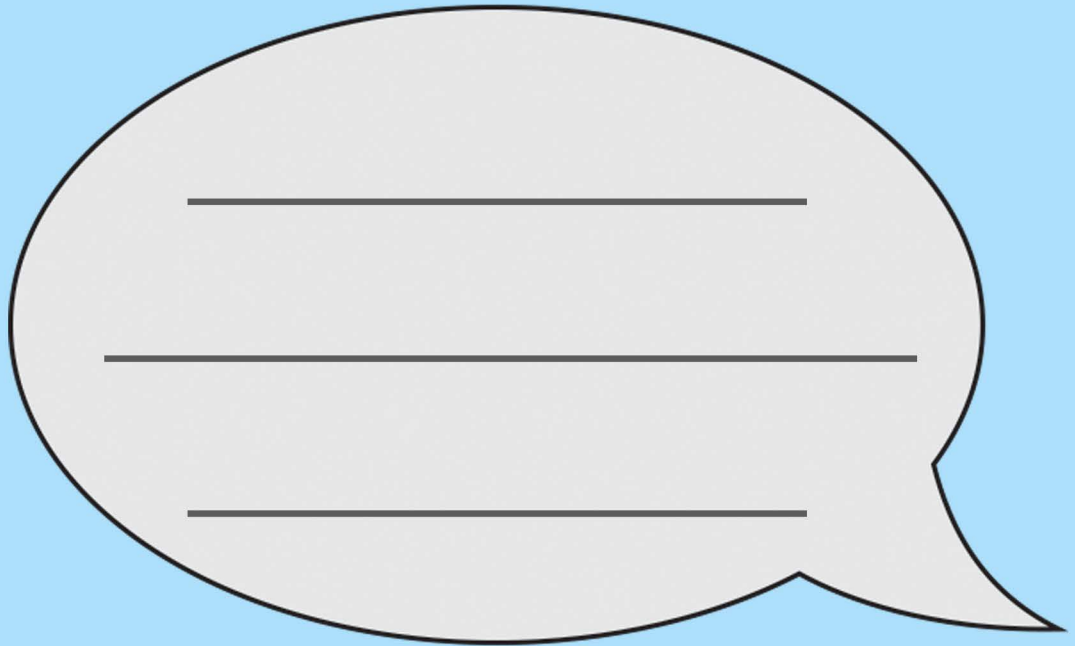
A safe image search on 'WW2 evacuee's suitcase' can give some helpful results and ideas. Then talk about how this might be different to what children nowadays would pack. Write two lists of items, one for David and one for things the pupils might pack now on **Resource Sheet 2**.

Resource Sheet 1: Mother's reassurance

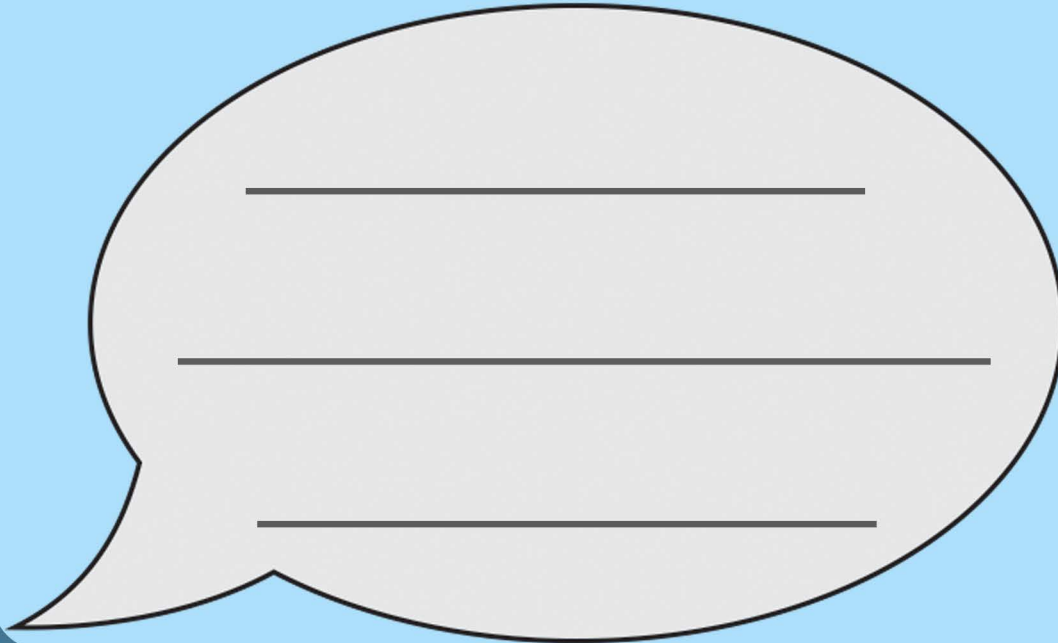
How does David's mother respond to him going? How does she reassure him that everything will be ok? Use the speech bubbles to write down some of the things she might say.



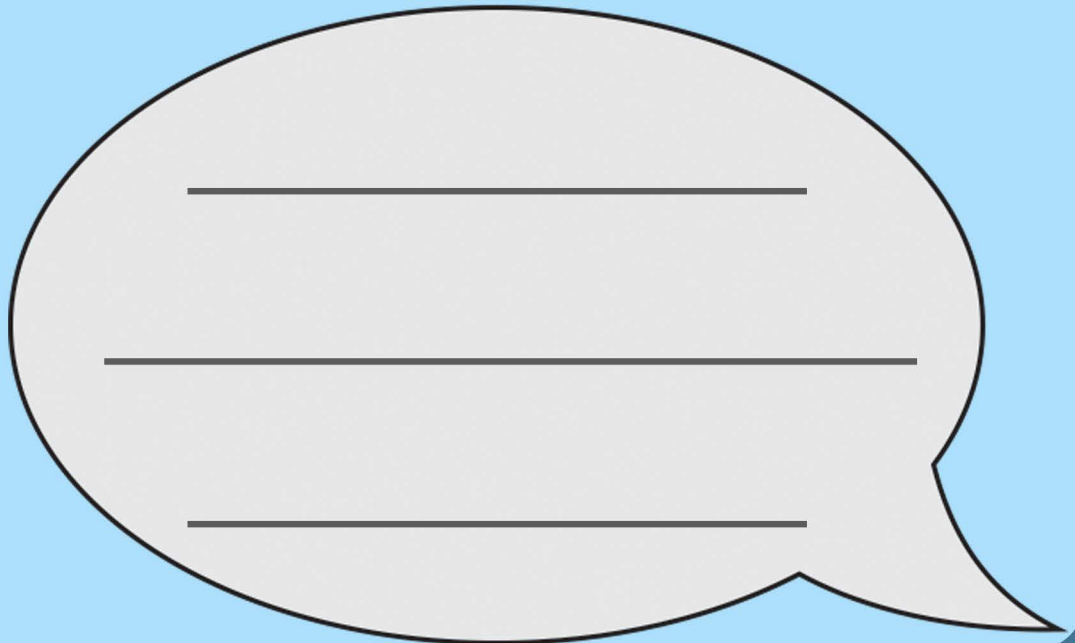
A large, light grey speech bubble with a black outline and a tail pointing towards the bottom left. It contains three horizontal lines for writing.



A large, light grey speech bubble with a black outline and a tail pointing towards the bottom right. It contains three horizontal lines for writing.



A large, light grey speech bubble with a black outline and a tail pointing towards the bottom left. It contains three horizontal lines for writing.



A large, light grey speech bubble with a black outline and a tail pointing towards the bottom right. It contains three horizontal lines for writing.

Resource Sheet 2: Packing list

What do you think David would have packed to take with him when he was evacuated?
Research this using books or online sources. Do a safe image search for 'WW2 evacuee's suitcase'.
Then use the columns below to write: items David might have packed and things you might pack today.

David's evacuation packing list:

Things a child might pack today:





2: A long journey

Listening time: 14:46

Useful vocabulary:

blackout - during WW2 houses were not allowed to have any signs of light shining through the windows and vehicles had to use very low lights at night to hide them during German bombing raids

filly - a young female horse

colt - a young male horse

Summary:

The episode begins with the long train journey during which the boys chat about how long the war might last. When they arrive at Exeter they board a coach and are driven in the dark to the village where they will be staying as evacuees. They are given a welcoming meal of soup and sandwiches in the village hall. However, soon afterwards they face the process of being chosen by the host families. One host, a farmer called Mr Reynolds, has not turned up and this leaves David and Tucky with nowhere to go to. Just as the teachers are making plans for them to stay in the hall overnight, Mr Reynolds appears and agrees to take them both.

Before:

Recap what happened in the last episode and discuss how the evacuated children and their teachers may be feeling during the long train ride to Devon. Remind pupils that the journey would have taken longer then.

During:

As the episode plays, ask pupils to:

- Listen for how the children and teachers pass the time on the journey.

- Listen for any clues about how David is feeling, especially when he mentions his father.
- Listen for the first impression we get of Mr Reynolds.

After:

Key questions

- How do the children and the teachers pass the time on the journey?
- Where do they stop?
- How long do the children expect to be away from home for? How do their expectations vary?
- What are their first impressions of Devon?
- Do you think they feel welcome when they get to the village hall?
- How do you think David and Tucky feel when they are not chosen?
- What first impression do we get of Mr Reynolds? What evidence do you have for this?
- How do you think David and Tucky feel at the end of this episode?

Written activities:

Emotion tracking

Ask pupils to think about how David's feelings change during the first two episodes. Choose three words to sum up his main emotions. Compare them with someone else's words if possible. Describe how he feels at each point in the story so far - and add the evidence from the text - using **Resource Sheet 3**.

Active / passive tense

When they arrive at the station we are told 'placards were put on' and 'cases were checked'. These are examples of the *passive tense*. Use **Resource Sheet 4** to rewrite the sentences using the *active tense*, by changing them to have the subject of the sentence (the children) doing the verb. See the example on the Resource Sheet to help you.

Resource Sheet 3: Emotion tracking

Look through your notes about how David's feelings change during the first two episodes. Complete the table below to fill in how you think David feels at each point. Some parts may need more than one word.

What happens	How did David feel? How do you know?
Wakes up and remembers it is evacuation day	
Walks to Islington station	
Says goodbye to his mother	
Sets off on the train for Exeter	
During the journey	
Arrives in the village hall	
Waiting to be picked	
Mr Reynolds picks him and Tucky	

These words might be useful: **sad, terrified, scared, worried, nervous, tense, relieved, happy, delighted, interested, curious, mystified, excited, dejected, exhausted**

Resource Sheet 4: Active and passive tenses

In an active sentence, the subject of the sentence does the verb to the object - e.g.

Tucky (subject) ate (verb) the soup (object).

In a passive sentence, what *was* the object is moved to the front of the sentence and has the verb done to it - e.g.

The soup was eaten by Tucky.

This can give a more objective view of events or put the emphasis on the object rather than who does it. For example, in the sentence 'Placards were put on' it helps us to focus on the idea of wearing placards.

Turn these sentences from the passive tense to the active tense. Begin by underlining the verb or verb phrase in each sentence. If the sentence says 'by someone' this should become the subject of your active sentence. For some you may need to make up the subject of the sentence - so think about who is doing the action.

Example:

Passive: *Placards were put on.*

Active: *The children put on their placards.*

1. Cases were checked.

2. Their names were recorded on the register by the teachers.

3. Soup was hungrily eaten.

4. The children were chosen by the villagers.

5. David and Tucky were taken to the farm.

3: The townies in the countryside

Listening time: 14:43

Useful vocabulary:

lavatory - another word for toilet

Summary:

David and Tucky settle into their new home at Mr Reynolds' farm and meet his wife, Ann. They enjoy lots of new experiences on the farm, including seeing some animals for the first time. Farmer Reynolds encourages them to help out with chores where they can. They attend the local school and meet the rather elderly teacher, Mr Cooper. Just as they are beginning to forget about the reality of the war an event happens when the boys are home alone that abruptly reminds them again.

Before:

Recap what happened in the last episode and discuss what aspects of life in their new home might feel strange for the boys. How might they feel when they awake on the first morning? Talk about the fact that the boys have not been to the countryside or a farm before.

During:

As the episode plays ask the pupils to:

- Listen for the differences between London and their new home in Devon.
- Listen for the way Ann, Mr Reynolds' wife, is introduced.
- Listen for how the two boys differ in character.

After:

Key questions

- How do you think David and Tucky feel on their first night at the farm?
- What impression do you get of Ann? Where is she when the boys first arrive? What explanation does Mr Reynolds give for this?
- What is it that awakens the boys on the first morning?
- What kinds of jobs do the boys help with on the farm?
- Why are the boys surprised when they first go to the village school?
- How does the school differ from their school in London?
- How do the other children treat the two boys in their first few days?
- What are the signs that there was still a war on?

Written activities:

Comparing setting

Talk with pupils about how the setting of David and Tucky's new home on the farm contrasts with the homes they have come from. Discuss the kinds of things that the boys may not have seen before. If possible, look at some photos of farmland in Devon to help children identify different features. Listen again to the first two parts of the episode and write a short paragraph describing the key features of the setting.

Letter home

Talk about the new experiences the boys have in Devon on their first few days. Ask pupils to write a letter home, imagining they are either one of the boys, describing their experiences and commenting on the things they have enjoyed, or found worrying / surprising. Use **Resource Sheet 5**.

Prediction

Ask pupils to predict of what happens next in the story. Ask them to continue writing the next section of the story based on their predictions.

Resource Sheet 5: Letter home

Write a letter home as if you were David or Tucky, after the first couple of days of being evacuated. Think about what details you might choose to write about. Mention your feelings as well as what has happened. Consider how you will describe the new things you have experienced on the farm, such as the animals you have have seen.

1. Start by asking how they are and telling them how you are.

2. Describe the journey.

3. Describe the process of being chosen and who you are living with.

4. Describe where you have been evacuated to and what the farm is like.

5. Finish by asking them to reply and sending your love.

[Address:]

[Date:]

Dearest...



4: Home alone

Listening time: 14:49

Useful vocabulary:

searchlight - a powerful light used to spot enemy planes in the sky

Summary:

David and Tucky are convinced they have seen a German plane crash on the moor behind the farm. Mr Reynolds seems surprised as the searchlight had not picked this up, but when the boys recall their experience of the bombing of London he takes them seriously. However when the army and police form a search party they fail to find any evidence of the crashed plane. David and Tucky are teased and treated as if they have made it all up to get a day off school. They decide to carry out their own search of the moor but finding nothing, they start to return home. On the way, David falls into a river and is in danger of being swept away by the current when he is rescued by an mysterious person, who saves this life.

Before:

Recap what happened in the last episode and discuss what they think the boys might have heard. Discuss how the sound of explosions might remind them of being back in London. How might this make them feel?

During:

As the episode plays ask the pupils to:

- Listen for the way everyone treats the information the boys give about the plane. Do they all believe the boys? What opinions do they have of them?
- Listen for what happens to David at the end of the episode.

After:

Key questions

- Why did the searchlight not spot the plane coming down?
- What convinces Mr Reynolds to believe the boys about the plane coming down?
- What do the boys find out about Ann in this episode? What do her and David have in common? How might this affect how she treats him?
- Why does the army officer want to speak to the boys in the morning?
- Do other people believe the boys about the plane? Why is this? What does this tell you about people's views of the boys?
- What impression do you get of Mr Reynolds' opinion of the boys?
- What happens to David at the end of the episode?

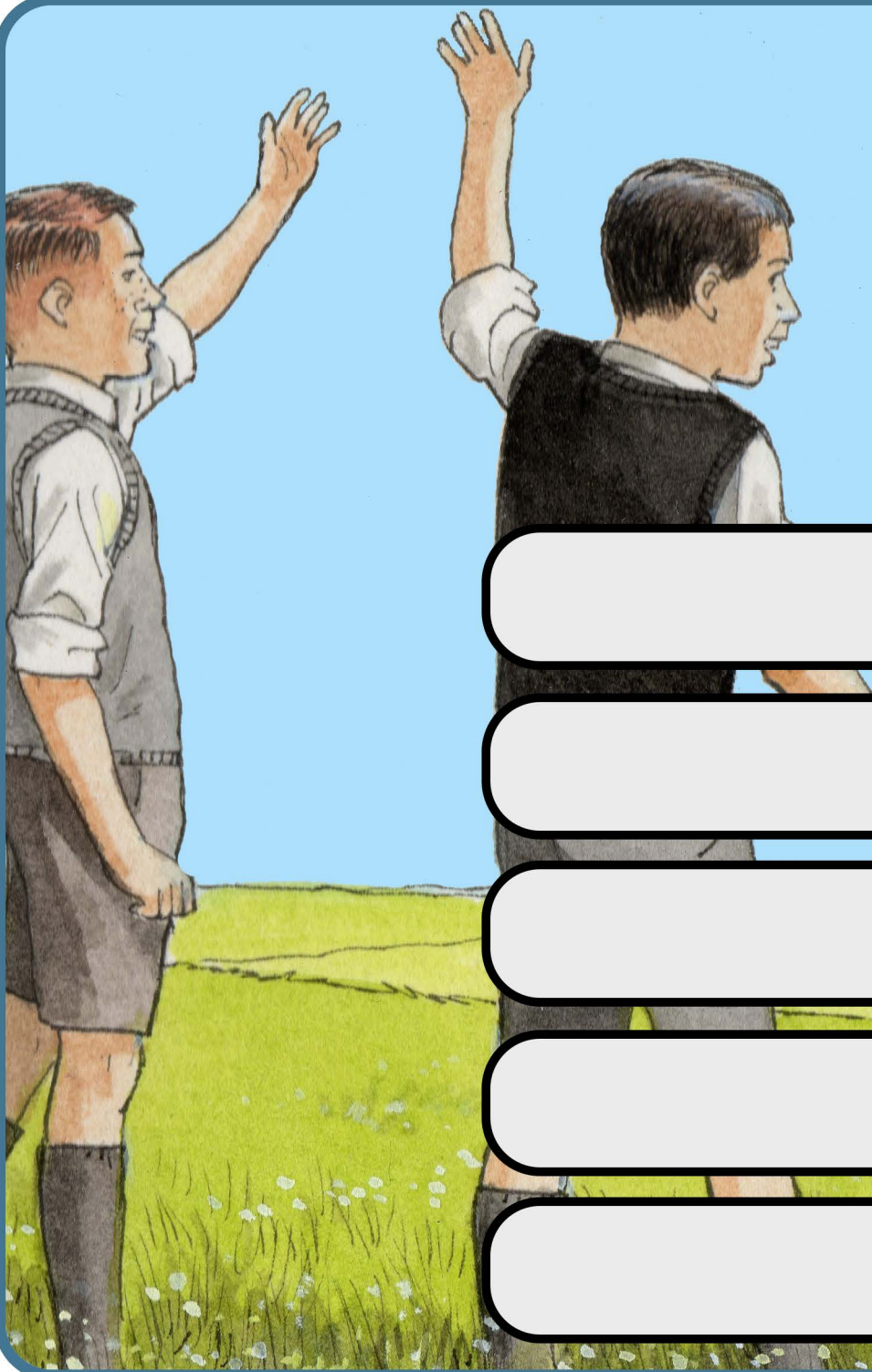
Written activities:

Questioning the boys

Discuss the different questions the boys would have been asked in this episode to try and find out more about the plane. Who asked the boys questions? What might they ask? Role play the boys being asked questions by Mr Reynolds, the army officer and others - such as the children at school. Ask pupils to write their questions down. Use **Resource Sheet 6** and remind pupils to punctuate questions correctly and use a range of question words (*what, where, when, why, who, how*). After they have finished ask pupils to reflect on which questions would elicit the most information. How many of them are *open questions* and how many are *closed*? Which might be most effective?

Prediction

Ask pupils to predict of what happens next in the story. What happens to David? Ask them to continue writing the next section of the story based on their predictions.



Resource Sheet 6: Questioning the boys

Who asked the boys questions in this episode?

What might they ask?

Think about Mr Reynolds, the army officer and others - such as the children at school.

Write your questions in the boxes below, making sure you use question marks at the end of each one.

Remember to use question words such as **what**, **where**, **when**, **why**, **who** and **how** to help you.

5: One good turn deserves another

Listening time: 14:52

Useful vocabulary:

greatcoat - a large overcoat made of wool, often worn by soldiers

Summary:

David and Tucky discover two German pilots, one of whom is the mysterious figure who had rescued David from the river. The boys feel a conflict of feelings towards the men, unsure whether they should feel angry about the bombings or grateful to the airman for saving David's life. They face a dilemma about whether or not they should help the men or turn them in.

Before:

Recap what happened in the last episode and talk about how David was on the point of drowning when a mystery person saved his life. Who do the children think may have saved his life?

During:

As the episode plays ask the pupils to:

- Listen for how the boys' feelings about the men change at different points during the episode. What dilemma do they face?
- Listen for details about the men's appearance and characters

After:

Key questions

- What is the boys' first impression of the airmen?

- What do the airmen ask the boys for?
- How do the boys' feelings change towards the men over the episode? Why is this?
- What details do we know about the airmen's appearance and character?
- What is the main dilemma the boys face in this episode?
- When Tucky tells Ann about what has happened, it is described as a 'performance'? Why is this?
- Do the boys agree about how much to tell the Reynolds? Why are David's feelings towards the Germans different to Tucky's?
- Why does going to school make it harder for the boys to keep the truth about the airmen hidden?

Written activities:

Moral dilemma

Have a discussion about the boys' dilemma in this episode. David and Tucky disagree initially about whether to turn in the airmen or to help them. Who do you agree with? Would you turn the men in or take them supplies? Use **Resource Sheet 7** and ask pupils to write a list of pros and cons of revealing the truth.

Describing characters: the boys

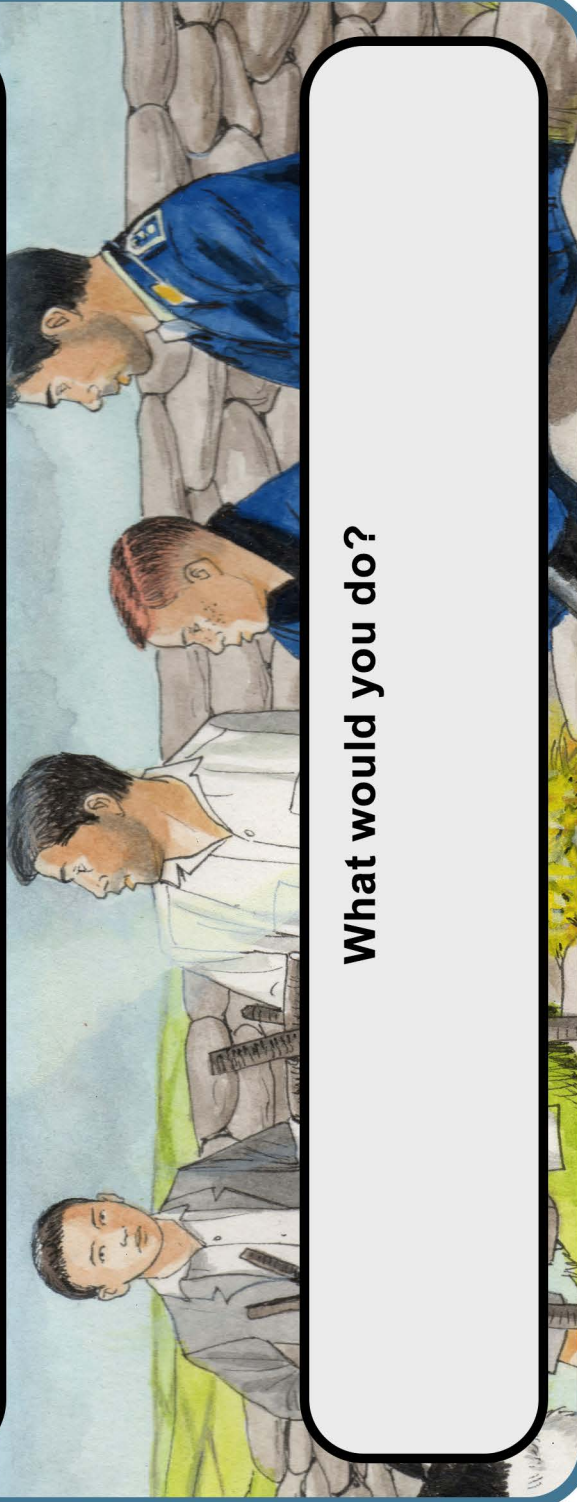
Ask the children to think about the two boys as characters. What do we learn about each of them so far? How are they different? Choose one of the boys and write a character description of them. Try to use effective adjectives to describe them and find evidence from the text to support your description. For example, Tucky is a kind and caring character, because he wants to help the German airmen. Ask pupils to include what they like or dislike about the character.

Resource Sheet 7: Moral dilemma - pros and cons

Should the boys help the two German airmen?

Discuss the pros and cons of helping them. Write your ideas below.

Pros of helping the airmen	Cons of helping the airmen



What would you do?



6: A narrow escape

Listening time: 13:42

Summary:

David and Tucky wave at an RAF spotter plane out on the moor while they are delivering supplies to the German airmen. The airmen are worried that their whereabouts will be revealed and are unsure whether the boys can be trusted or not. Eventually they are persuaded that the boys are only trying to help them. They ask the boys to bring them more supplies and reveal their intention to try to escape by sea. Getting these supplies involves the boys secretly taking things from the farm without the Reynolds noticing, including some alcohol. This, along with Mr Reynolds talking about searching the moor, makes the boys uneasy.

Before:

Discuss the dilemma the boys faced in the last episode. What might happen next? Do you think the boys will visit the airmen again? Do you think both boys will agree about what to do?

During:

As the episode plays ask the pupils to:

- listen for the conversations the boys have with a) the German airmen b) the Reynolds.
- Listen for how the boys have different thoughts and feelings about what they should do.

After:

Key questions

- What are the boys doing when the spotter plane goes over?
- Why do the boys wave when they see the plane?
- Why do the airmen choose to speak in German?
- What do the airmen plan to do next?
- How do the boys feel about the airmen's request?
- How do the boys feel when Mr Reynolds talks of searching the moor?
- Do the boys always agree about what they should do, in this episode?
- What do the boys take from the Reynolds to give to the airmen? How do they do this without the Reynolds noticing?

Written activities:

Writing speech

Discuss the conversations the boys have in this episode (listen again if necessary). Who do they talk to? What does their dialogue show about how they are feeling at each point in this episode and about their different characters? Ask pupils to choose one part of this episode and imagine a fuller conversation that might have taken place. Recap the rules of setting out speech (e.g. using a new line for a new speaker and sentence punctuation inside the speech punctuation) and also discuss ways of introducing dialogue (e.g. use of adverbs and synonyms for 'said' to convey how the words are spoken and the feelings behind them). If possible, pupils could role play a conversation first before writing it out.

Mr Reynolds and the boys: a report

Ask pupils to think about the Mr Reynolds as a character. What do we learn about him? What is his opinion of the boys? How do we know this? Imagine you are Mr Reynolds and write a report about how the boys have settled so far, to be sent to their teacher in London and to their parents. What would you write? Use **Resource Sheet 8** as a template.

Resource Sheet 8: Mr Reynolds' report on the boys

Fill in the form below as if you were Mr Reynolds reporting on one of the boys.

Your name	
Evacuee's name	
How well has your evacuee settled in?	
What are the things they have done well since arriving?	
What do they seem to enjoy about being in Devon?	
How would you describe their behaviour so far?	
What do you think might help them to settle more?	
Do you have any concerns about them?	





7: Local heroes

Listening time: 14:56

Summary:

David and Tucky take more food and some whisky to the German airmen. However, when they find the men this time they discover that the injured airman is too weak to cross the moor. His comrade asks the boys to take him back to the farm as their prisoner in order to help him survive. The boys have mixed feelings about this as it will involve them revealing more about the airmen, but agree to help. Mr Reynolds is surprised to see not only the German airman but also that he has some of his belongings.

Before:

Discuss the children's predictions for this episode. Do they think the airmen will still be there? What might happen next? Talk about how the boys may be feeling about returning to the airmen.

During:

As the episode plays ask the pupils to:

- Listen for what David says and does in this episode. What does this show us about his thoughts and feelings?
- Think about *trust* and *truth* in this episode. Why is trust needed by some of the characters? Do all characters tell the truth?
- Listen for the impression we get of the moor in this episode.

After:

Key questions

- What is it like on moor?

- Where do the boys find the airmen?
- How does David react to the airmen? How is this different to Tucky?
- How do the German airmen eat / drink what the boys bring them? What does this show?
- Why does one airman want the boys to take the other back with them? How do the boys feel about this request?
- What does one of the airmen give the boys?
- Which characters need to trust other characters? Do the airmen trust the boys? Do the boys trust the airmen? What about Mr Reynolds?
- What explanation do the boys and airmen give when Mr Reynolds spots they have his blankets?
- Do all the characters tell the truth in this episode? Why is this? Do you think they did the right thing?

Written activities:

Describing setting

Listen to the opening of episode again and make notes about the setting of the moor. What is it like? What impression do we get of it? How does this add to the tension of this episode? Draw a sketch of the moor based on this description and add labels.

Friend or Foe vocabulary work

Use **Resource Sheet 9** and **Resource Sheet 9a** to explore the word 'foe'. Do pupils think *Friend or Foe* is a good title? Why? In this episode the airman says they are not enemies anymore. Do pupils agree with this? Based on what they have read and heard, how far do pupils think the boys and Mr and Mrs Reynolds agree with this? Ask pupils to complete their responses on the sheet.

Resource Sheet 9: *Friend* or *Foe* vocabulary work

'Foe' is a synonym for enemy. Use a thesaurus to find some other synonyms for 'enemy'.

Choose three of your synonyms and put each one in a sentence.

Resource Sheet 9a: Additional vocabulary work

Questions to discuss and respond to. Write your answers below.
Try to give evidence to support your ideas from the text.

Do you think *Friend or Foe* is a good title for the book? Why?

The German airman says they are not enemies any more. How much do you agree with this?

Based on what you have read and heard, how far do you think the boys and Mr and Mrs Reynolds agree with this? Give your reasons.

David:

Tucky:

Mr Reynolds:

Mrs Reynolds:

Character contrasts

Talk about how David and Tucky react slightly differently to the airmen and have different feelings about helping them. Why is this? Ask the children to draw two columns and write the two boys' names at the top. Listen again to the episode and ask them to make notes about each character's response, under the two headings. When they have finished listening, ask them to write a couple of sentences that sum up what this shows us about each boy.



Children evacuated from Waterloo Station in 1939

8: The secret's out

Listening time: 10:02

Summary:

Everyone congratulates David and Tucky for bringing in the German prisoner. The local paper interview the boys and the story appears on the front page. However, another story appears in the paper which threatens to reveal their secret. Mr Reynolds works out the truth but when the boys explain why they helped the airmen Mr Reynolds chooses to keep their secret. The story ends by describing how the boys and the Reynolds stayed in touch after the war.

Before:

Discuss the version of story that the airman and the boys told Mr Reynolds about how they ended up in this situation in the last episode. What might happen next? How do you think everyone else in the village will react?

During:

As the episode plays ask the pupils to:

- Listen for the different ways other people respond to David and Tucky's news when they find out about the 'capture' of the airman.
- Listen for Mr Reynolds' reaction as the truth becomes clear.

After:

Key questions

- Why was the officer embarrassed when he comes to collect the German airman?

- How do the children at school react to the story about the airman?
- Why is David uneasy after the initial excitement of everyone congratulating them?
- How does Mr Reynolds work out the truth about the airmen? How does he react?
- Why did David's mouth go dry when he reads the story?
- What do we learn about the relationship between Mr Reynolds and the boys in this episode? What does it show about their characters?

Written activities:

Newspaper story

The story of how the boys 'captured' the airman appears in the local newspaper, along with another story about the German pilot being discovered by the milkman. Talk about the features of a news report and the information that should be included in one.

Then write the news report for either the story about the boys and the airman, or the milkman discovering the German pilot. Use **Resource Sheet 10** as a template. The Resource Sheet has spaces for:

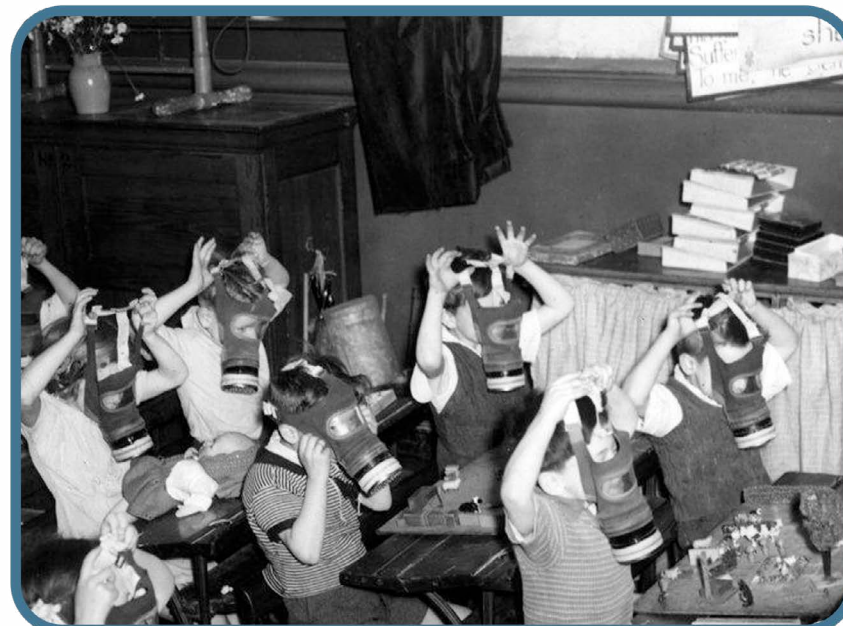
- a headline
- a byline (the name of the writer of the report)
- a first column to introduce the story
- additional column space to write the events of the story in more detail in chronological order (including some quotes from eye-witnesses)
- a space for a picture to go with the story
- a space under the picture for a caption describing the picture

Plot summary

Use the slideshow of images that follows the episodes to help recall the story. For each image try to summarise the plot in three to four sentences. Children could work in pairs to do this or different pairs could each take an image and then put them all together to create a plot summary. In a class of about 30 children this would mean that two versions of the story summary could be written and then compared. Which details did each one include? Was there anything important that was missed out?


Book review

Discuss what pupils like or dislike about the story. Do they still have any questions about it? What was their favourite part? Who would they recommend it to? Write a book review using **Resource Sheet 11**.



Children wearing gasmasks in their classroom during WW2

THE DEVON DAILY NEWS

[illegible]This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Resource Sheet 11: Book review

Write a book review of 'Friend or Foe' below.

Title of book

Author

Star rating

Describe the plot in 2 - 3 sentences (don't give away too much!)

Did you enjoy this book? Explain your reasoning.

Who was your favourite character? Why?

What was your favourite part of the book? Why?

Was there anything you didn't like about the book?

Who would you recommend this book to?

Resource Sheet 12: Key questions for each episode

Answer each set of questions after listening to the episode. Refer as closely as you can to details in the text.

1: Leaving London

- How did David feel about being evacuated? Do you think his feelings change over the course of the episode?
- How do you think David's mother feels about him leaving? How do you know this? What does she do to try and encourage David?
- What do they see on the way to the station that reminds them of the danger that is close by?
- How does David react when he sees some of his friends crying?
- Why do the children have to wear placards?
- What do you find out about the three teachers in this episode? How are they different from each other?
- What do we learn about David's friend Tucky in this episode? Do you think the teacher is fair to him?

2: A long journey

- How do the children and the teachers pass the time on the journey?
- Where do they stop?
- How long do the children expect to be away from home for? How do their expectations vary?
- What are their first impressions of Devon?
- Do you think they feel welcome when they get to the village hall?
- How do you think David and Tucky feel when they are not chosen?
- What first impression do we get of Mr Reynolds? What evidence do you have for this?
- How do you think David and Tucky feel at the end of this episode?

3: The townies in the countryside

- How do you think David and Tucky feel on their first night at the farm?
- What impression do you get of Ann? Where is she when the boys first arrive? What explanation does Mr Reynolds give for this?
- What is it that awakens the boys on the first morning?
- What kinds of jobs do the boys help with on the farm?
- Why are the boys surprised when they first go to the village school?
- How does the school differ from their school in London?
- How do the other children treat the two boys in their first few days?
- What are the signs that there was still a war on?

4: Home alone

- Why did the searchlight not spot the plane coming down?
- What convinces Mr Reynolds to believe the boys about the plane coming down?
- What do the boys find out about Ann in this episode? What do her and David have in common? How might this affect how she treats him?
- Why does the army officer want to speak to the boys in the morning?
- Do other people believe the boys about the plane? Why is this? What does this tell you about people's views of the boys?
- What impression do you get of Mr Reynolds' opinion of the boys?
- What happens to David at the end of the episode?

5: One good turn deserves another

- What is the boys' first impression of the airmen?
- What do the airmen ask the boys for?
- How do the boys' feelings change towards the men over the episode? Why is this?
- What details do we know about the airmen's appearance and character?
- What is the main dilemma the boys face in this episode?
- When Tucky tells Ann about what has happened, it is described as a 'performance'? Why is this?
- Do the boys agree about how much to tell the Reynolds? Why are David's feelings towards the Germans different to Tucky's?
- Why does going to school make it harder for the boys to keep the truth about the airmen hidden?

6: A narrow escape

- What are the boys doing when the spotter plane goes over?
- Why do the boys wave when they see the plane?
- Why do the airmen choose to speak in German?
- What do the airmen plan to do next?
- How do the boys feel about the airmen's request?
- How do the boys feel when Mr Reynolds talks of searching the moor?
- Do the boys always agree about what they should do, in this episode?
- What do the boys take from the Reynolds to give to the airmen? How do they do this without the Reynolds noticing?

7: Local heroes

- What is it like on moor?
- Where do the boys find the airmen?
- How does David react to the airmen? How is this different to Tucky?
- How do the German airmen eat / drink what the boys bring them? What does this show?
- Why does one airman want the boys to take the other back with them? How do the boys feel about this request?
- What does one of the airmen give the boys?
- Which characters need to trust other characters? Do the airmen trust the boys? Do the boys trust the airmen? What about Mr Reynolds?
- What explanation do the boys and airmen give when Mr Reynolds spots they have his blankets?
- Do all the characters tell the truth in this episode? Why is this? Do you think they did the right thing?

8: The secret's out

- Why was the officer embarrassed when he comes to collect the German airman?
- How do the children at school react to the story about the airman?
- Why is David uneasy after the initial excitement of everyone congratulating them?
- How does Mr Reynolds work out the truth about the airmen? How does he react?
- Why did David's mouth go dry when he reads the story?
- What do we learn about the relationship between Mr Reynolds and the boys in this episode? What does it show about their characters?

