



HOW DID THEY DO IT?

DISCOVER HOW THE PIGEONS' SKILLS, DECISIONS AND ACTIONS HELP THEM SOLVE A MYSTERY.



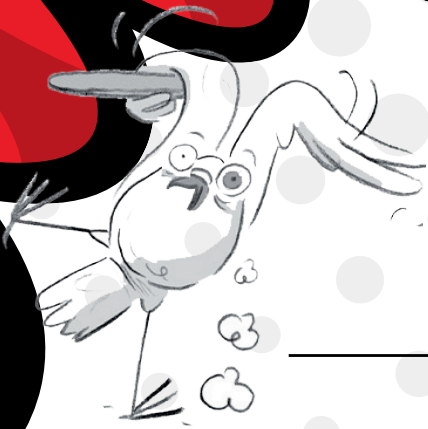
Which story are you investigating? Where it says 'mission', write the title. How did the pigeons solve the mystery in this story? Look at the text and pictures to find evidence. Record what you discover on this sheet.

Make sure you put your evidence in the correct box - and don't forget to sign your name!

Mission Evidence collected by

What did the pigeons notice?	What questions did they ask?
What did they realise or learn?	What did they collect?





THIS IS TO CERTIFY THAT

HAS UNDERGONE TRAINING TO BECOME A
SUPER-SKILLED INVESTIGATOR AND SOLVER OF MYSTERIES
AND IS THEREBY ADMITTED AS A FULL MEMBER OF THE
SQUAD

Date:

Signed by:



REAL PIGEONS

FIGHT CRIME

LKS2 LESSON PACK

CAN YOUR CLASS TAKE ON
THESE CHALLENGES AND
BECOME PART OF A SECRET
BAND OF SUPERHEROES?



WHAT THEY'LL LEARN

By taking part in the creative cross-curricular activities in this pack, children will:

- Deepen their experience of an illustrated text by interrogating words and pictures to extend their understanding, infer meanings and summarise what they've learned
- Explore the mystery story genre through discussion, drama and creative writing
- Acquire and use new vocabulary in a creative context
- Develop observation, teamwork and memory skills
- Reflect on their individual skills and abilities, and what they bring to a team

GETTING STARTED

The activities in this pack focus on teamwork and mystery-solving.

Like Rock, your class has been invited to join a secret band of superheroes dedicated to investigating mysteries and making the world a better place, one skill at a time.



Your challenge – should you choose to accept it – is to set up your own squad and become apprentice crime-fighters by taking part in training exercises to develop your abilities and skills.

Fully-fledged squad members will receive certificates.



There are six sections in this pack, each addressing one aspect of Squad Training:

1. Learning from the experts
2. Me and my team
3. Becoming more observant
4. Asking and connecting
5. Boosting your word power
6. Looking the part

Activities draw on material from the whole book, so have lots of fun reading and talking about *Real Pigeons Fight Crime* before you start.

It's useful to have some additional copies to hand, but this is not essential.

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PART 1 - SECRET SUPERHEROES

Refresh your memories by talking about the book. Which episode did you enjoy the most? Which pigeon is your favourite character? What made this book funny? Does it remind you of anything else you've read or seen?

Pool what you know about superheroes and mystery stories. Explain that your class has been invited to join a secret band of superheroes – a squad dedicated to investigating mysteries and making the world a better place, one skill at a time.

To be admitted to this secret group, children must prove their commitment and develop their skills by becoming apprentices. As teacher, you will be their Squad Leader, and are responsible for training them and deciding who will become a fully-fledged Squad Member.

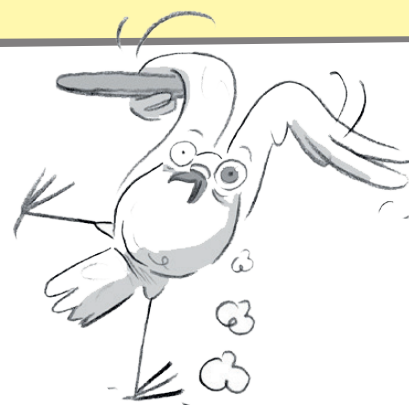


Before you start your training, take a few minutes to set the scene and plan your moves.

- What will you call your squad? Collect ideas, then take a vote.
- Choose crime-fighting nicknames to disguise your true identities.
- Establish a squad base: a book-box full of mystery stories; a display wall... or maybe you could set up a roleplay HQ? See *Extending the fun and learning* at the end of this pack for details.

APPRENTICE LEVEL 1: LEARNING FROM THE EXPERTS

“We are EVERYWHERE. We are FAST. And we can ATTACK.” p. 14-15



If your apprentices want to solve mysteries and fight crimes, they'll need to study existing cases and learn from the experts.

What skills and powers do Rock, Homey, Tumbler and Frillback have? How do these skills and powers help them to succeed?

Start by investigating one of the Real Pigeons' missions.

Choose a story and re-read it, pausing frequently to look at the pictures and consider what the pigeons are noticing, thinking and doing.

How do the pigeons' thoughts and actions help them solve the mystery?

ACTIVITY 1 - FIGHTING CRIME

HOW DID THEY DO IT? DISCOVER HOW THE PIGEONS' SKILLS, DECISIONS AND ACTIONS HELP THEM SOLVE A MYSTERY.

Which story are you investigating? Where it says 'write the title. How did the pigeons solve the mystery in this story?' look at the text and pictures to find evidence. Record what you discover on this sheet.

Make sure you put your evidence in the correct box - and don't forget to sign your name!

Evidence collected by _____	
What did the pigeons notice?	What questions did they ask?
What did they realise or learn?	What did they collect?

Look for evidence in the text and pictures.

Use **Downloadable Sheet 1** to record what you discover, and talk about it.

What happens as a result of the pigeons' decisions or actions? How does this help the pigeons solve the mystery and fight crime?



If you're teaching older children and have access to additional copies, children could work in three groups, with each group investigating a different episode.

APPRENTICE LEVEL 2: DEVELOPING YOUR SKILLS

Use this series of challenges to build your investigative, mystery-solving superskills.

CHALLENGE #1 - ME AND MY TEAM

How many times does Rock hear the words "real pigeons don't..." ? Find examples in the text. Who says these things, and why?

Like Rock, your apprentices may hear people telling them you can't do that – and sometimes those people are right: not every ambition may be entirely safe or appropriate. But if something isn't dangerous, why not give it a go? If Rock had listened to the animals and stopped wearing his costumes, he would never have become a crime-fighting super-pigeon. But he had confidence in himself and his abilities, and didn't let the others get him down.



What skills and abilities do your apprentices have? Ask them to work in pairs to list their real-world skills. Maybe they're a fast runner, good at listening, or particularly kind? Apprentices will need to think hard, be honest, and value all their skills. Partners can help each other by listening, asking questions and suggesting things that may have been overlooked.

If your apprentices could add an imaginary super-power to their skills, what would they choose, and why?

As a class, share your lists and talk about them. How could these skills help your apprentices solve mysteries and fight crime?

Ask each apprentice to write a letter of application to join your Squad, outlining their skills and explaining how they would be useful.



THE REAL PIGEONS CRIME-FIGHTING SQUAD RELIES ON INDIVIDUAL BRAVERY AND SKILL, BUT IT ALSO RELIES ON TEAMWORK.

When Rock, Homey, Frillback and Tumbler work as a team, they are stronger than a single pigeon could ever be. This works for the bad guys, too – look how scary the crows are when they come together to make the Monster Crow!

Ask your apprentices to take another look at their lists. Could these skills be useful to a team? How? Ask apprentices to think about how they could support each other to get the best possible outcome, as well as how they could use their skills to be the star.

Here's a fun teamwork activity to train your apprentices, inspired by the way the pigeons work together to animate the scarecrow at the Food Truck Fair:

PREPARATION

Assemble bags of 'odd objects', one bag per team. Objects could include household items like colanders, wooden spoons or coathangers; lengths of ribbon or wool; single gloves or earrings; offcuts of fabric; a trowel; a hat – anything safe enough for your apprentices to handle, and move around with ease. Work in a large, clear space like your school hall.

DELIVERY

Put your apprentices into small teams. Distribute bags, one per team, and challenge each team to create a puppet character using nothing more than a selection of objects from their bag. Can teams animate their puppet characters by holding their chosen objects and moving them around the room? Every apprentice must be involved in holding an item, or part of an item, and the items must not be attached in any way.

VIDEO EACH TEAM'S PERFORMANCE, SO APPRENTICES CAN SEE THEIR PUPPET CHARACTERS IN MOTION. DISCUSS THE ACTIVITY, HIGHLIGHTING WAYS IN WHICH TEAMWORK WAS IMPORTANT. WHAT MADE THE TASK EASIER? WHAT MADE IT MORE DIFFICULT?

CHALLENGE #2 - BECOMING MORE OBSERVANT

Effective crime-fighting starts with great observation skills. The Real Pigeons notice things that are interesting, unusual or out of place: things that other people might not even question. They use all their senses, they are good at picking up details and they are very good at remembering.

Issue your apprentices with Squad Notebooks and take them to a safe outdoor space for an observation trail. As you make your way along the route, ask apprentices to remember five things about the sights, sounds, smells or textures they encounter. Once you've reached your destination, ask apprentices to note what they remember in words and pictures, then share their memories.



ASK APPRENTICES TO CHOOSE AN OBJECT THEY CAN SEE NEARBY - LARGE OR SMALL, NATURAL OR MAN-MADE - AND COLLECT INFORMATION ABOUT IT BY DRAWING, MEASURING AND MAKING NOTES. THIS INFORMATION WILL BE USED BY YOUR APPRENTICES AS EVIDENCE.

HELP THEM GATHER AS MUCH EVIDENCE AS POSSIBLE BY CONSIDERING THE FOLLOWING:

What do you know about your object?

- List the facts: where did you find it, how big is it...?

What can you guess?

- Make a deduction based on the facts. Or use your skills to infer things that seem likely, but you can't be sure about. "I found this coin on the ground, which makes me think that somebody dropped it by mistake. But it could have been left there on purpose."

What don't you know?

- Use your imagination to help you extend your ideas, think of possibilities and fill in gaps. Did somebody come looking for this coin? Could it have been stolen? Why might it have been left here for me to find?

CHALLENGE #3: ASKING AND CONNECTING

TO BE A TRULY GREAT MYSTERY-SOLVER, IT ISN'T ENOUGH TO OBSERVE AND COLLECT EVIDENCE. YOU HAVE TO BE ABLE TO ASK QUESTIONS, MAKE CONNECTIONS AND USE YOUR IMAGINATIVE POWERS TO HELP YOU SPOT THE THINGS THAT OTHER PEOPLE JUST DON'T SEE.

Re-read the events starting on p.36, when Rock is in the bakery. Ask your apprentices what Rock can see and hear. How does he connect this information to what he already knows, or thinks he knows? How does this help him solve the Great Breadcrumb Mystery?

For example: the shop assistant says "*birds fly in here sometimes... probably to escape the park across the road. People say it's haunted.*" Rock connects this to his own observation that there are no people in the park, and his deduction that the lack of breadcrumbs is caused by the lack of people. All this helps him to recognise the problem when he sees it – a Monster Crow is scaring everyone away!

According to the first Super Coo Club video on the Real Pigeons website (realpigeons.com/the-super-coo-club), author Andrew McDonald was inspired to write *Real Pigeons Fight Crime* when he looked at an ordinary pigeon and asked himself a question: "*What if there was something I didn't know about this pigeon?*"

Share this story with your apprentices and explain their next challenge. They are going to interrogate the object they chose in Be More Observant by imagining it can think and talk, and asking as many questions as they can.



What do your apprentices NOT KNOW about their object? What could they be MISSING by not considering something?



Give each apprentice a large sheet of paper and ask them to write or draw their object in the centre, and create a spider diagram around it by asking this object as many questions as they can: *Where did you come from? How old are you? What have you seen? What are you frightened of? What would you like to tell me that I haven't asked?*

ONCE THEY HAVE FINISHED THEIR DIAGRAMS, ASK YOUR APPRENTICES TO ANSWER EVERY QUESTION AS IF THEY WERE THEIR OBJECT, BEING AS INVENTIVE AND IMAGINATIVE AS THEY CAN.

As a class, share questions and answers. Which are the most surprising? Which are the most interesting? Could they inspire a story? How?

Ask apprentices to choose one of the facts or ideas they've collected about their object, and use it to invent a story with a mystery at its heart. Try writing a story that explains the answer to a question, or a story in which your object plays an important role.



CHALLENGE #4 - BOOSTING YOUR WORD POWER

TO BE SOLVERS OF MYSTERIES AND FIGHTERS OF CRIME, YOUR APPRENTICES NEED TO SOUND THE PART.

Make a set of word cards featuring your choice of professional vocabulary - see below for ideas to get you started. Write each of the category headings shown below on six large sheets of paper, to create six 'homes' for your cards.

Working in a large, clear space, put the labelled sheets on the floor and sit your apprentices in a circle around them. Place the word cards face down in a pile in the middle of the circle.

Introduce the category headings on each sheet of paper, and remind your apprentices about the investigation they did on [Downloadable Sheet 1](#).



Invite one apprentice at a time to take a word card from the pile and show it to everyone. As a class, decide to which category the card belongs, and on which sheet of paper it should be placed. Review the word cards, talking about meanings and inventing sentences that use these words.

When you've finished, ask each apprentice to (secretly) choose their favourite word and remember it. Back in class, make a list of everybody's favourites. How many different words have your apprentices chosen? Which is the most popular?



CATEGORY HEADINGS AND WORD CARDS

1. Who is involved?

- *investigator, detective, agent, sleuth*
- *villain, criminal, rogue*
- *hero, antihero*

2. What's going on?

- *mystery, enigma*
- *crime, offence*
- *case*
- *whodunnit*

3. What did the pigeons notice?

- *observe, observation*
- *witness*

4. What did the pigeons find or collect?

- *clues*
- *evidence*

5. What questions did the pigeons ask?

- *interrogate, interrogation*
- *interview*

- *statement*
- *testimony*

6. What did the pigeons guess or realise?

- *deduce, deduction*
- *infer, inference*
- *assume, assumption*
- *decipher*
- *hypothesise, hypothesis*
- *prove, proof*
- *conclude, conclusion*
- *following a 'lead'*

Rock is good at expressing his observations clearly, and in a way that grabs our interest. He is curious about everything, and finds ways to make what he thinks and sees 'come to life' by choosing interesting words that create pictures in our minds.

For example, on **p.47** Rock says that "pigeons... look like doves made out of cobwebs," and on **p.44** he describes the Monster Crow as "a giant feathery terror."

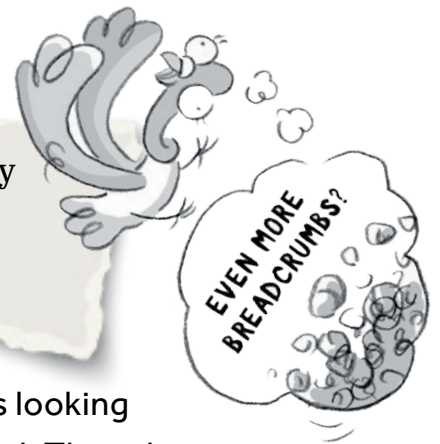


Ask your apprentices to observe birds from your classroom window, in your local park or on a video. Can they choose a bird and describe it, making their description really vivid and specific?

CHALLENGE #5: LOOKING THE PART

“Rock has decided he doesn’t want to be a cactus any more. Or a pigeon.

He wants to be a... BAT!” - p.100 – 101



When Grandpouter Pigeon arrives at Rock’s farm, he is looking for a Master of Disguise to join his crime-fighting squad. The other animals told Rock that “real pigeons don’t wear costumes,” but as it turns out, costumes are exactly what crime-fighters need!

Working together, list all the disguises that Rock wears in this book. Why does he dress up in these costumes? What happens as a result?

Challenge your apprentices with a fun ‘disguise-themed’ teamwork activity.

Put apprentices in small groups. Give each group newspaper and/or paper offcuts, together with sticky tape, string or wool, staplers and scissors.

Ask each group to work together to create a wearable disguise for one member of that group. Disguised apprentices must be able to walk up and down a ‘catwalk’ to model their creation. Apprentices may cut, tear, tape, staple or tie their paper into place, and points may be awarded for innovation, ingenuity and technical build. You can give bonus points for presentation!



ACTIVITY 2 - JUST REWARDS

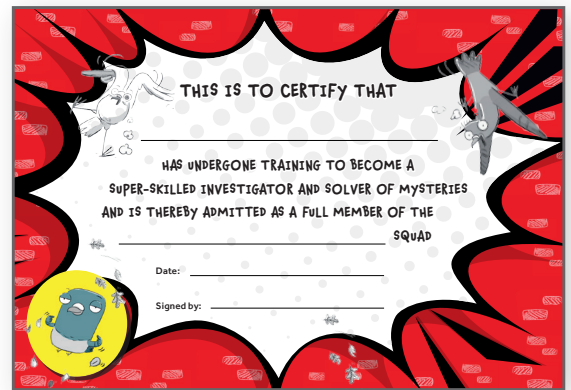
ONCE YOUR APPRENTICES HAVE COMPLETED ALL THE CHALLENGES, REWARD THEM WITH A CERTIFICATE (DOWNLOADABLE SHEET 2) AND ADMIT THEM AS FULLY-FLEDGED SQUAD MEMBERS.



Extending the fun

Set a treasure trail with clues, and ask your apprentices to solve the mystery. Or challenge them to create treasure trails of their own!

Host a graduation ceremony to award certificates to your recently fledged crime fighters. See [Downloadable Sheet 2](#).



Create a Squad HQ in a corner of your classroom. Here are some things you could include:

- A desk and writing materials - for planning expeditions and recording ideas
- A book box containing mystery stories and real-life accounts - to inform and inspire your apprentices
- A noticeboard with a large-scale local map - to ensure apprentices know their territory
- A well-stocked dressing up box – for creating disguises
- A telephone, magnifying glass and other props - to inspire roleplay and creative writing