

SUITABLE FOR:
AGES 9+

QUILL AND THE LAST GENERATION

Written by **C. M. Lewis** and
illustrated by **Marina Vida**
cover illustration by **Khadijah Khatib:**

EDUCATIONAL RESOURCE PACK -
4X LESSON PLANS AND IDEAS

EXPLORE THEMES OF:

✓ **An everlasting winter:** Imagine living in a land where winter never ends and the world is covered in snow and ice. Write a diary entry from the perspective of a character in the story, describing how the cold affects their daily life.

✓ **Different types of dragons:** Learn about the many kinds of dragons in the story and what makes each one powerful. Use your imagination to sketch a dragon from the book and design your own dragon that could be added.

✓ **Self-confidence and being yourself:** Follow Quill as he learns to understand who he really is and what he wants from life. Reflect on why being independent and true to yourself is important, even when others expect something different.

✓ **Welsh mythology:** Explore how the author has drawn inspiration from The Mabinogion, using characters from Welsh mythology as the foundation for the book. Find out about the importance of these stories and their cultural significance.

SUBJECTS: ENGLISH • HISTORY • ART AND DESIGN • PSHE



ABOUT THE BOOK

**No children have been born for twelve years.
No one knows why.**

Quill, a shy, ordinary twelve-year-old boy, knows nothing about being a hero until a mysterious young shapeshifter, in the form of a raven, opens his eyes to a world bursting with magic and danger. Quill must face **dragons** guarding the deepest secrets, a **monstrous hound** hunting lost souls and a **water horse** of deadly beauty.

Everyone believes he is the only hope. But to succeed, Quill must battle the King of Darkness and claim the Light of the World before time runs out. First, he needs to find the courage to fight.

***Quill and the Last Generation* is the first in a spectacular epic fantasy trilogy from award-winning author C. M. Lewis. Perfect for readers who love Skandar, Percy Jackson and Cressida Cowell.**

ABOUT THE AUTHOR

C. M. LEWIS is a multi-award-winning Welsh novelist, children's writer, playwright and screenwriter, who also writes as Caryl Lewis. Her breakthrough novel *Martha, Jac a Sianco*, widely regarded as a modern classic of Welsh literature, is on the Welsh curriculum, and the film adaptation – with a screenplay by Lewis herself – went on to win six Welsh BAFTAs. Lewis's other screenwriting work includes BBC/S4C thrillers *Hinterland* and *Hidden*. She has won Wales Book of the Year three times and is the only writer to have won in both languages. Caryl's work for children has twice scooped the Tir na n-Og Award, and has been shortlisted for both the Branford Boase and *The Week Junior Awards*. Lewis is a visiting lecturer in Creative Writing at Cardiff University, and lives with her family on a farm near Aberystwyth. *Quill and the Last Generation* is her debut fantasy novel drawing on Celtic myths and the Welsh language stories of her childhood.



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LESSON 4

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POST-READING: ADDITIONAL ACTIVITIES AND INNOVATIVE IDEAS

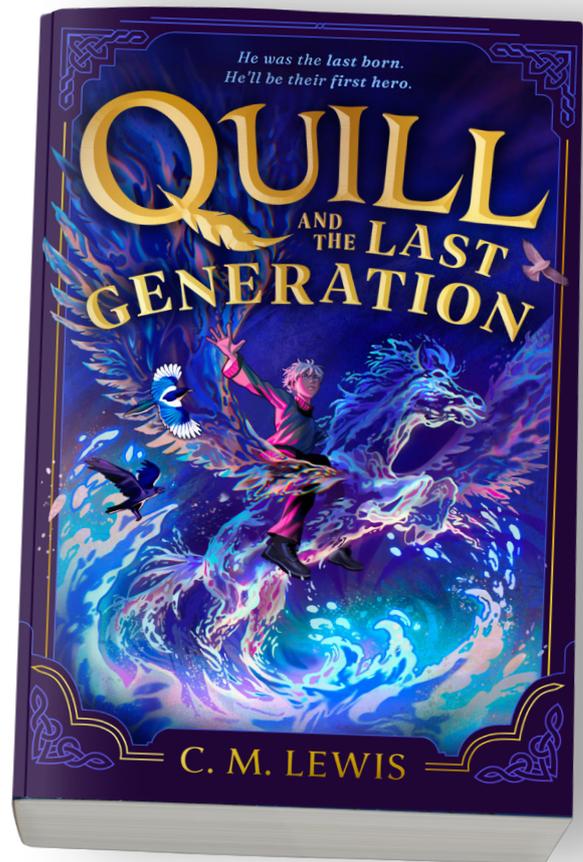
NATIONAL CURRICULUM OBJECTIVES (KEY STAGE 2/3)

PRE-READING:

FRONT COVER AND INTRODUCTORY QUESTIONS

DISCUSSION QUESTIONS:

1. Look closely at the cover. What do you see first and why do you think your eyes are drawn to it?
2. Does the cover make you want to read the book? Which parts of the title or illustration make it exciting or appealing?
3. The cover uses mostly shades of blue and purple. What feelings or ideas do these colours give you and how might they set the mood or atmosphere for the story?
4. The cover also shows a human, a winged horse and three birds, including a raven. What do you think their relationship might be? How could they be connected and how do you think they might help each other in the story?
5. The book is called Quill and the Last Generation. What is a generation? How many generations are in your family? Who belongs to each generation?
6. Based on the cover, what do you think might happen in the story? What kind of adventure or challenges might the characters face?
7. Who is the author of this book? (C. M. Lewis, also known as Caryl Lewis.) Have you read any of their other books, such as *Seed*, *The Magician's Daughter* or *The Boy and the Octopus*? If not, can you find out more about them?
8. Can you find the name of the illustrator on the front or back cover? What do you notice or like about their artwork?
9. Now read the blurb on the back of the book. What new information does it give you about the story?
10. After looking at the cover and reading the blurb, what questions do you have? Make a list and see if you can answer them as you read.



LESSON 1

EXTRACT 1: TWELVE YEARS OF WINTER

(from Chapter 1 –
THE OVERWORLD: pages 7–8)

“ Quill watched as the villagers threw more and more wood on the bonfire, stoking the flames so that they grew higher and higher. The pyre had been lit on the highest cliff above the village, and the winds that roared in from the sea agitated the blaze so that it threw sparks like fireworks up into the expanse of sky above them. He glanced down at the village in the harbour below. It was in near darkness as everyone who was able to had climbed the clifftop to come together to try and push away the dark. The only light came from the boathouse where his mother was in her bed. She'd never be able to walk this far.

‘Do you think it'll work?’ Quill heard a voice cut through the blustering wind beside him. It was Jona, his dark eyes dancing in the light of the flames.

Quill shrugged.

‘I don't know, but I suppose we have to try something.’

‘And it's a great excuse for a party,’ Jona grinned. Quill smiled at him and then shivered with the cold.

It was the first of May and summer should be on its way, but for twelve years there had been nothing but permanent winter. In desperation the villagers were lighting a fire to try and coax back the warmth. ”

DISCUSSION QUESTIONS:

1. What is Quill watching happen in this part of the story?
2. Imagine living somewhere with winter that never ends. How would it change your day-to-day life?
3. Quill's mother stays in bed and is not able to walk up to the highest cliff above the village. What does this tell us about her?
4. What date is mentioned in this extract? (*the first of May*) What is the weather usually like around this time of year where you live?
5. Find two words (one verb and one adjective) in the extract that tells you how cold or dark the village is.
6. How many years had the village been trapped in a state of endless winter?
7. What is a pyre? (*A pile of wood or other flammable material, often built for burning a body, usually as part of a funeral or ritual.*)
8. Why have the villagers gathered around the pyre? What are they trying to do?
9. Do you think the fire will succeed in bringing summer back to the village? Why or why not?
10. What do you think might happen next in the story after this scene?

ACTIVITY 1

STEP INTO QUILL'S SHOES

- Begin by reading the opening extract aloud, drawing students into the world of the story and showing what life is like during the twelve-year winter.
- Focus on the main character, Quill, and how he stands high on the cliff above the village, watching the events of the burning.
- Ask students to explain what the villagers are doing with the pyre, using clues from the text to support their ideas.
- Talk about how the village has been locked in an eternal winter for twelve years, then show an image of a snowy or frozen village to help students picture the setting.
- Create a class mind map on the board, collecting words and phrases students associate with winter and the twelve-year winter in the book to support descriptive writing. You may choose to organise this by word classes (nouns, verbs, adjectives, adverbs, etc.) or group by the senses.

For example:

WORD CLASSES

Nouns: snow, frost, icicles, wind, blizzard, winter, snowflake, ice, pyre

Adjectives: cold, icy, snowy, frozen, dark, gloomy, slippery, frosty, bitter, sparkling, quiet, crisp

Verbs: shiver, freeze, crunch, melt, drift, fall, glisten, howl, slide, wrap, blow, slip

Adverbs: slowly, silently, harshly, quietly, brightly, sharply, quickly, heavily

SENSES

Sight: white, sparkling, frosty, grey, shadowy, glittering, frozen, misty

Sound: crunch, howl, whistle, crackle, silence, rustle

Touch / Feel: cold, freezing, biting, slippery, wet, rough, icy, numb

Taste: bitter (cold air), icy, crisp (like snow in stories)

- Explain to students that to step into Quill's shoes, they will use the words and ideas they have explored to write a diary entry about what it might feel like to live in a place trapped in a twelve-year winter.
- Remind students what a diary entry should include, such as writing in the first person ("I"), using the past tense, and describing daily events and personal thoughts. Model how to construct an opening sentence, for example: "Dear Diary, Today was just like yesterday. I stepped outside and the snow stretched as far as I could see. The cold bit at my cheeks, and it felt like winter would never leave."
- Show students how to continue the entry with further emotions, observations and key details, and how to sign off as Quill at the end, with a sense of hope for the future.
- Allow students to write their diary entries, using the activity sheet if they wish. Once finished, ask a few volunteers to share their entries.



LESSON 2



EXTRACT 2: DRAGON DANGERS

(from Chapter 12: pages 108–109)

“ ‘So Screamers, er, scream?’ ‘Correct,’ said Finn, nodding.

‘But Death Mists scream in exactly the same way too?’



‘Not at first. Death Mists appear around you in groups. It gets cold before they turn up and they only scream like Screamers when they’re about to attack. That’s when you know you’re in trouble.’

‘And Poison Tails?’

‘They’re the ones that spike you, the spike comes off in your skin, and they can track you through it – if you manage to get away, that is.’

Quill was perplexed. He had been going through the different types of dragon for a while and he was still frowning.

‘The ones Arawn’s men ride are usually Fleet Wings. They’re the fastest, most agile ones. I mean, you wouldn’t want to ride a Fire Wing, would you? You’d set your trousers alight.’ ”

DISCUSSION QUESTIONS:

1. What is Quill learning about in this scene?
2. Name two types of dragons mentioned in the extract.
3. How does Finn show that he knows a lot about dragons?
4. In what ways are Death Mists different from Screamers?
5. What about Poison Tails? What can they do?
6. Can you find a word in this extract that shows someone is confused or unsure? (*perplexed*)
7. What does Quill’s reaction of frowning suggest about how he feels about dragons?
8. Which dragons do Arawn’s men ride?
9. Describe what you think these dragons might look like.
10. Out of all the dragons described in this extract, which one would you least like to face? Why?

ACTIVITY 2

DRAGONS IN DETAIL

- Write the word 'dragon' on the board. In pairs, ask students to brainstorm as many words as they can to describe dragons. Encourage them to think about what dragons look like, how they behave and what powers or abilities they might have.
- Next, show students a variety of dragon images, including famous examples like the dragon on the Welsh flag and traditional Chinese dragons, as well as dragons from books, films and other creative sources. You may be able to also source a range of dragon toys, models or sculptures from around the school that students can hold and examine.
- Define that a dragon is a mythical, legendary creature, often imagined with wings, sharp claws, scaly skin and sometimes has magical powers like breathing fire.
- To get students into the role of dragons, ask them to pretend to be dragons by flying, roaring and breathing fire.
- Then, return to the provided extract where Quill learns from Finn about the different types of dragons and the dangers they pose.
- Discuss the different types of dragons: Screamers, Death Mists, Poison Tails and Fleet Wings, highlighting how they differ in appearance, behaviour and abilities. You could also mention the Madvall, the dragons that Finn seems most afraid of, which he has already encountered in the prologue.
- While talking about each dragon, write a list of descriptive words beneath its name to describe it. This will help students with their drawing and description task.
- Explain that students will select one of the dragons described by Finn in the extract and create a sketch to show how they imagine it looks.
- If you feel confident drawing, model the activity by sketching a dragon on the board, using the descriptive vocabulary suggested by the students and adapting your drawing as new ideas are added.
- After this, hand out the provided activity sheet so students can record descriptive words for their chosen dragon and begin sketching it.
- Circulate around the room while students work, prompting them to add details like wings, claws, tails, scales or magical features.
- Once students have sketched a dragon from the text, invite them to draw their own dragon that could exist in the story on a separate sheet or using online tools. Ask them to think about its name, appearance, abilities or powers and personality.





Step 1:

Choose Your Dragon

SCREAMER

DEATH MIST

POISON TAIL

FIRE WING

MADVALL

Step 2

Describe Your Dragon

Write five adjectives to describe the dragon:

Step 3: Draw Your Dragon! Use the space below to sketch your chosen dragon.

LESSON 3

EXTRACT 3: OWN YOUR OWN LIFE

(from Chapter 18: pages 158–159)

“ ‘What happens?’ asked Macsen. ‘What happens in your mind, just before you fall?’

‘I told you, I start to feel like . . . like . . .’ He couldn’t find the words.

‘Like what?’

Quill closed his eyes a moment, tried to reach for the feeling.

‘Like I shouldn’t be doing this, that . . . that this isn’t my life.’

‘But it is,’ said Macsen simply. ‘So you set yourself apart from Solas? Perhaps that’s the problem?’

Macsen walked closer to him now. ‘You have been here long enough, you have to claim this life.’

‘But when I think about being king, about . . .’

‘That’s not what I mean,’ said Macsen gently. ‘Living within your own life, knowing who you are and being it, not trying to change yourself, is the most powerful thing in the world.’

Quill looked at him as if he didn’t believe him.

‘What do you think the qualities of a king are?’

Quill shrugged. ‘I don’t know. They’re brave? Strong? Valiant?’

Macsen smiled. ‘I think you got your idea of greatness from fairy stories? Think about the greatest people you know.’

Images of his father, of his mother and Jona filled his mind.

‘And what are their qualities?’

Quill thought. ‘Discipline, softness, humour?’ Macsen looked at him through the gloom and Quill exhaled sharply, a tension inside of him releasing that he had not known was there.

‘It is all right to be unsure, to question things. Loud, confident people are often celebrated, but sometimes they talk so much they forget to think . . . forget to observe. Being introverted and quiet are powerful qualities.’

Something softened inside Quill.

‘You do not have to pretend to be anyone, just be Quill. Own your own life.’ ”

DISCUSSION QUESTIONS:

1. Find a specific line or moment in the extract that shows when Quill doubts himself the most. Can you explain in your own words why you chose this example?
2. What reasons does Quill give for believing he cannot be a good king or leader? What qualities does he maybe think he is missing?
3. Who is Macsen and how does he support or challenge Quill in this moment?
4. What does this tell us about the kind of person Macsen is?
5. Quill seems to have a very specific idea of what a king should be like. According to Macsen, where have these ideas come from? Where do you get your ideas about who you should be or how you should act?
6. Macsen also says that being introverted and quiet are powerful qualities. Do you believe quiet or introverted people (those who tend to think deeply rather than speak often) can be strong leaders? Why or why not?
7. How do you think Quill’s attitude changes from the beginning of the extract to the end?
8. Can you think of a time when you, or someone you know, felt unsuited for a role because of their personality or abilities? What helped you, or them, to cope or grow in that situation?
9. Is it better to change yourself to take on a role or to stay true to who you are, even if your personality doesn’t seem a good fit for that role?
10. Quill is encouraged to ‘own his own life’. What do you think this means? How do you own your own life?

ACTIVITY 3

WHAT MAKES A GOOD LEADER

- Start the lesson by displaying images of a variety of monarchs, including British rulers such as Queen Elizabeth I, Henry VIII, Queen Victoria and Elizabeth II; leaders from throughout history and around the world, such as Cleopatra and Julius Caesar; and some fictional kings and queens from literature or film.
- Ask students: What do all these people have in common? What is a monarch? Do you think they were all good leaders? Why or why not? Record a range of answers on the board.
- Draw students' attention to the appearance of each monarch, noting that many are shown wearing a crown or other symbols of power. Discuss what the word 'power' means and how it might be shown or used by a ruler throughout history. Following this, talk as a class about the powers that rulers have traditionally held, such as making laws, collecting taxes, leading armies, controlling trade and deciding on justice or punishment.
- Then ask students to consider: are these powers the same for modern leaders today? Guide them to make connections with modern leadership today. Introduce major international roles such as the Prime Minister and the President of the United States, as well as local leaders such as their headteacher or MP. Point out how these roles involve different types of responsibility and decision-making.
- Next, relate leadership to students' own experiences and ask them to reflect on times they, or someone they know, have taken on a leadership role, such as being a house captain, a sports team captain, a project or group leader in class, or organising events or activities for friends at home or at school.
- Refer to Quill in the story and explain how Macsen helps him to think differently about the qualities of leadership. Highlight that Quill begins to realise that being a good leader is not just about being strong or brave, but also about believing in himself, having confidence in his own abilities and trusting that he can rise to challenges even when he feels unsure.
- In pairs or small groups, invite students to come up with one word that sums up the qualities of a good leader. They might suggest adjectives such as fair, brave, wise, honest, compassionate, responsible, respectful or decisive. Encourage them to explain why they chose it and then share their ideas with the class to show that different people value different qualities in a leader.
- Explain to the class that they will now take part in a game where they work in pairs to rank the qualities of leaders from most to least important. This game is called a 'Diamond Nine' ranking because the qualities are arranged in a diamond shape in the following structure: 1 most important quality at the top; 2 next most important; 3 of middle importance; 2 less important and 1 least important at the bottom.
- Provide students with the Diamond Nine template and cards, and explain that the nine qualities include some of their earlier suggestions and others you have selected. Ask them to discuss the meaning of each quality, cut each card out and arrange them into the Diamond Nine shape and justify their choices. To conclude, have students write a short reflection on the qualities they ranked as most and least important and explain their thinking.
- To extend the task, students could create one or two of their own qualities on new cards and add them to the set. This allows them to include qualities they think are important that aren't on the original cards and to see how their Diamond Nine rankings might change with their own ideas.



LESSON 3

ACTIVITY SHEET 3a

DIAMOND NINE RANKING TEMPLATE

**MOST
IMPORTANT**

**LEAST
IMPORTANT**

LESSON 3

ACTIVITY SHEET 3b

DIAMOND NINE RANKING CARDS

INDEPENDENCE

being able to think and act for yourself, taking charge of situations using your initiative and handle responsibilities without relying on others

BATTLE SKILLS

e.g. being able to fight, lead troops on the battlefield, ride on horseback

BEING LOUD

using a strong voice to get attention, make ideas heard and tell people their opinion

FAIRNESS

treating people equally, making decisions without favouritism and listening to everyone so they have a chance to be respected

RESILIENCE

staying strong, keeping going and bouncing back when faced with challenges or setbacks

CONFIDENCE

believing in yourself and your abilities, while trusting and encouraging others to achieve

PHYSICAL STRENGTH

having a strong, capable body to perform demanding tasks, endure challenges and act effectively when needed

BEING QUIET / OBSERVATION

staying calm and attentive, watching carefully and thinking before acting to make decisions

HONESTY

being truthful, admitting when something is wrong and doing what is right, even when it is difficult or unpopular

LESSON 4

Important Note for Teachers: This lesson and activities should be used after students have read the complete book, as they refer to key events and character outcomes. Teaching it beforehand may spoil the plot, so please ensure they have finished reading the whole story first.

EXTRACT 4a: HAFGAN AND ARAWN (from Chapter 6: pages 58–59)

“Quill, you know that there is supposed to be a light part of the year and a dark part?”

Quill tried to keep up with her as she walked.
‘Yes...’

‘Well, since the beginning of time, Hafgan, the king of the light part, fought Arawn, the king of the dark part. They had been destined to fight and win alternate battles so that the seasons could turn. The winner would take their place in the Castle of Siddi – the one you saw in the city – and rule over the underworld for six months. Things had been stable since the beginning of time.’

Quill thought about the cold.

‘It seemed like the perfect system: light respecting dark, cold respecting warmth. It was perfect because neither of them could actually kill each other... or so we thought...’

Quill felt prickles all over his skin. They had reached the edge of the trees. ‘But they did?’

Deryn nodded, ‘Twelve years ago, Hafgan was killed.’

‘And that explains the eternal winter?’

‘Exactly.’

The light was different under the trees, the forest floor dappled with moonlight.

‘Arawn rules over everything now; he’s getting stronger every day. He’s making everyone’s lives a misery – here and on Earth.’ ”

DISCUSSION QUESTIONS:

1. Who are Hafgan and Arawn and what roles do they play in the story?
2. Why do they fight for control of the underworld?
3. What happens each time one of the kings wins a battle?
4. After winning the battle, where does the victorious ruler go to rule the underworld?
5. For how long does the winning king rule the underworld before power changes hands again?
6. When was Hafgan killed?
7. What are the consequences of Hafgan’s death?
8. Who is Rhiannon?
9. How does she interact with the souls?
10. Do you know which Welsh book or collection of stories these characters come from?
(*The Mabinogion*)

EXTRACT 4B: RHIANNON (from Chapter 8: page 73)

“Your mother’s name is Rhiannon. She has power over the birds.’

The words fell into place around Quill. ‘That’s why...?’

Deryn said nothing.

‘Eos, Finn and I, we are her totem birds.’ Quill looked puzzled.

‘When she came of age, she created us. Three birds, the sacred number to keep her council and give her company through the ages.’

‘And the other birds here?’ Quill asked.

‘They’re just birds, but they turn the souls of the dead into songs and serve Rhiannon by taking them back to Earth.’ ”

ACTIVITY 4

STEP INTO QUILL'S SHOES

- Once students have finished reading the book, recap the concept of genre to set the stage for this lesson.
- Explain that genre is a way of categorising books according to their style, themes and content. Give examples of genres students may know, such as fantasy, adventure, mystery, fairy tale, historical fiction, science fiction and myth. Describe the way some stories blend elements from multiple genres. For example, this book combines fantasy and adventure while also placing a strong emphasis on myth.
- Talk about the differences between fantasy, adventure and myth. You might say things like:
 - Fantasy stories have magical worlds, impossible events or creatures that do not exist in real life.
 - Adventure stories have exciting journeys, challenges or quests that test the characters.
 - Myths include gods, heroes or magical creatures and often help explain the world.
- Do the students recognise any, or even all, of these elements in *Quill and the Last Generation*?
- Next, look more closely at the genre of myth. Read the provided extracts to revisit some of the characters and tell students that Hafgan, Arawn and Rhiannon, who are in this book are actually inspired by a famous Welsh collection of eleven stories called *The Mabinogion*, where they first appear. Say that *The Mabinogion* is one of the most important works of Welsh literature. The stories were originally told orally, long before being written down in Middle Welsh between the 12th and 14th centuries. They became better known in the mid-19th century when Lady Charlotte Guest published her bilingual translation in Welsh and English under the title *The Mabinogion*.
- To help students understand the stories more deeply, work as a class to choose one tale and retell it in a modern way, such as by creating a storyboard with the provided six-panel template.
- Find an abridged or child-friendly version of the chosen story in a book or online, or use the simplified step-by-step breakdown of the events of the story of *Pwyll, Prince of Dyfed* below:
 - While out hunting, Pwyll chases some magical hounds from a deer so his dogs can eat it instead, not knowing they belong to Arawn, the lord of the Otherworld, which makes him angry.
 - Arawn rules only half of the Otherworld (Annwn) and must defeat Hafgan, who controls the other half. Pwyll agrees to swap places for a year and a day to make up for the deer incident.
 - While ruling the Otherworld in Arawn's form, Pwyll faces Hafgan and defeats him with a single strike. This makes Arawn the ruler of all Annwn.
 - After a year and a day, Pwyll and Arawn meet again and return to their true forms. They become close friends and because of his good rule in Annwn, Pwyll earns the title 'Pwyll Pen Annwn', which means 'Pwyll, head of Annwn'.
 - Back in Dyfed, Pwyll spots a lady named Rhiannon riding a white horse. She is beautiful and chooses Pwyll as her true love, even though another man, Gwawl, is supposed to marry her. She asks Pwyll to come to her kingdom in a year, saying they will be married.
 - Pwyll and Rhiannon come up with a clever plan. A year later, at a feast, Pwyll tricks Gwawl into stepping into a magical bag that cannot be filled and traps him. Pwyll and Rhiannon marry and later have a son named Pryderi.
- Encourage students to draw and illustrate each panel, using comic-style features such as speech bubbles and captions to bring the story to life, and to write a short summary underneath explaining what is happening. After the students have finished, display these in the classroom to celebrate their work.

The image shows a storyboard template on a light brown background. It consists of six panels arranged in two rows and three columns. Each panel is a square with rounded corners, containing a smaller square frame for an image. Below each image frame is a horizontal line with a small circle at each end, intended for a caption. The panels are empty, ready for use.

POST-READING:

ADDITIONAL ACTIVITIES AND INNOVATIVE IDEAS

- **Author Study and Q&A Session:**
Arrange an in-person or virtual Q&A session with the author, C. M. Lewis (Caryl Lewis), if possible. Ask students to research her life and come up with lots of questions about her inspiration, writing process and the experience of creating a book. This opportunity allows them to learn directly from the author, offering a behind-the-scenes look at how stories are made.
- **Alternate Endings:**
Have students imagine a different ending for the book. They could write a short story showing what might happen if Quill made different choices or if a character acted differently. This develops imagination, plot awareness and narrative skills.
- **Redesign the Cover:**
Discuss the cover illustration and brainstorm your own design that represents your vision of the book's characters, settings and key moments. Create a new cover that captures the essence of the story and reflects your personal interpretation of its themes and imagery.
- **Board Game Based on the Book:** Students could design a quest-style board game based on Quill's journey in the book. Positive spaces could represent achievements like 'Defeat the Dragon' and negative spaces could represent setbacks like 'Trapped by the Hound'.
- **Letter to a Character:**
Write a letter to Quill, offering advice, encouragement or questions about his journey. They could consider what it would be like to support someone facing fear, danger and responsibility.
- **Welsh Dragon Research:**
Research the Welsh dragon (*Y Ddraig Goch*) and explore its symbolism in Welsh culture, history and mythology. They could create a fact sheet or poster comparing it to the dragons in Quill's story, discussing similarities and differences.
- **Myth Map:**
Make a detailed map of the United Kingdom highlighting important locations linked to myths and legends. These could include magical forests, mysterious lakes, mountains, castles and ancient sites. Students can add illustrations, symbols and short descriptions to show which myths belong to each place and why they are significant.
- **Hot-Seating:**
One student takes on the role of Quill, while others act as interviewers. The class prepares thoughtful questions to help uncover how Quill feels about discovering his new life in the Underworld and the responsibilities placed upon him. Questions could explore his fears, doubts, hopes and sense of identity, such as how it feels to leave his old life behind, what scares him most about his destiny and whether he believes he is truly ready for what lies ahead.
- **Freeze Frames:**
Work in groups to create freeze-frame scenes of key moments in the book. Other groups could guess which scene it represents, followed by discussions about character emotions and plot significance.
- **Soundtrack of the Story:**
Create a soundtrack to accompany key moments in the book. Students choose or compose pieces of music that reflect the mood, atmosphere and emotions of different scenes, such as moments of danger, discovery or triumph. They should explain why each piece of music fits its scene and how it helps the reader better understand the characters' feelings and the story's themes.

NATIONAL CURRICULUM OBJECTIVES

(KEY STAGE 2/3)

ENGLISH

READING – COMPREHENSION

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - recommending books that they have read to their peers, giving reasons for their choices
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- understand what they read, in books they can read independently, by:
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

WRITING: COMPOSITION

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- develop positive attitudes towards and stamina for writing by:

writing narratives about personal experiences and those of others (real and fictional)

SPOKEN LANGUAGE

Pupils should be taught to:

- develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play/improvisations and debates

HISTORY

Pupils should know:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

ART AND DESIGN

Pupils should be taught to:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

PSHE

(taken from Programme of Study for PSHE education: KS1-5)

Pupils learn:

- Self-concept
- H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing (KS3)