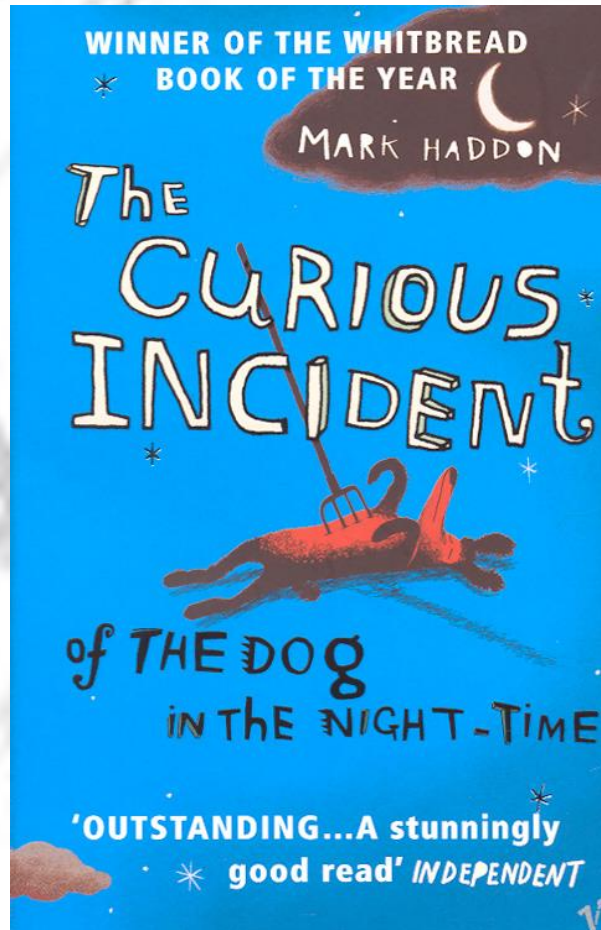


THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME

By Mark Haddon



TEACHER'S PACK

BI-LINGUAL EDUCATION YEAR 2/3

HAVO/VWO 3 REGULAR PROGRAMMES

VMBO 3 or 4



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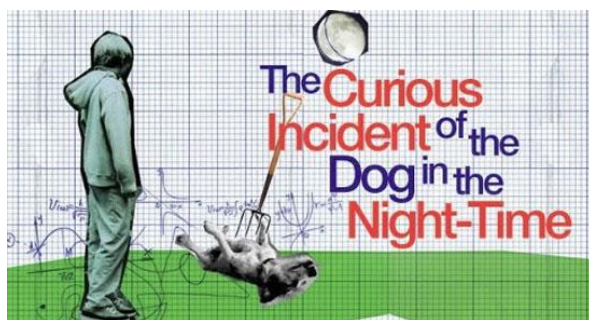
Introduction

The Curious Incident of the Dog in the Night-Time is a funny, curious and original novel that adapts well to English language or Drama lessons. For the purposes of this teaching pack, we will focus on activities directed purely for English language lessons. For Drama classes we can recommend the National Theatre Production teaching pack¹.

We have chosen the materials carefully, to reflect both the needs of the student and of the busy teacher. The materials address classical and progressive teaching styles, and this pack applies equally to computer work and more direct methods of teaching. It should be pointed out, however, that although the pack has been prepared for a lesson series based on 6 full lessons, there is a great amount of flexibility possible in how you offer it to your students, and for you to decide whether you wish to use more readings in class. There are flexible modules as well as thematic units that can stand alone or be included as part of a series of lessons.

The detective game has been developed to appeal to adolescents by homing in on activities that are absorbing, screen-interfaced and interactive. By focusing on the blended learning environment model of visual and stimulating materials, we aim to bring literature into the student framework.

The activities that follow are based on the Vintage paperback version of The Curious Incident of the Dog in the Night-Time, ISBN: 0099450259. Page numbers refer to this edition.



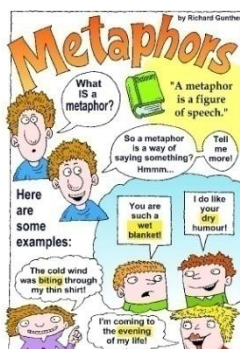
¹ Royal National Theatre Board Reg. No. 1247285



General Learning Outcomes

The package of materials has been created with the following cognitive goals in mind.

- To help students visualise the scenes, and therefore to stimulate their creative response to the book
 - Solving various mysteries
 - Interaction with the text and selected readings
- To introduce reading strategies
 - Structure
 - Global and selective reading
- For students to understand communication and language techniques
 - Metaphors and similes
 - Jokes
 - Instructions
 - Interviews
 - Lists
 - Emblems and Gestures
 - Pictograms



- To encourage self-discovery and inductive learning through computer-aided activities and home-based reading activities.
- To build up vocabulary through the thematic aspects of the book



How to use the teaching pack



For teachers wishing to use these materials without the aid of the additional detective game online, this pack can be printed and used as a stand-alone set of activities. All the activities and instructions are ready for use and need no additional resources other than a copy of the book for each student, unless specified so in a particular exercise. Each unit is roughly based on 1 lesson hour.

For teachers who would like to incorporate the detective game into the student learning experience, and to make use of structured online materials, an appendix is attached at the end of the pack, which gives the game instructions and specific details about which learning objectives are covered in each stage of the game. Activities should be offered as homework assignments each week. They request more in-depth reading from the student in order to solve the puzzle.



As you will also have noticed, the materials are aimed at 4 types of students: TTO 2-3, HAVO and VWO 3. The materials might also be used for VMBO 3-4. We appreciate that students in VMBO are more hands-on, and the students of year 4 are working towards their final exams, so you might wish to pick out one topic or a limited group of activities. So that you know which activities are relevant to your group of students, each exercise has been labelled with the following codes:

T = TTO / bilingual

H-V = HAVO and VWO

V = VMBO

Please note that the computer game requires students to read the book in full.



Lesson 1 – Fuelling enthusiasm

The goal of this lesson is to introduce the book in a non-threatening way, to build up enthusiasm for reading activities and to relate the book to student pre-knowledge.



The Great Mouse Detective - The Trap | HD

Video url:

<https://www.youtube.com/watch?v=taMg5VN83tM>

Length of video fragment:

3.54 minutes

T/H-V/V

Pre-reading activity 1

Watch the film clip to set the scene.

T/H-V/V

Pre-reading activity 2

Ask the students what words they know about Sherlock Holmes to build up a vocabulary of pre-knowledge. Use Appendix A vocabulary handout. The types of words you can introduce are Detective, murder, to solve, puzzle, clues, weapon, 'who did it?' and so on.

T/H-V/V

Pre-reading activity 3

Ask students to write a sentence in English describing each word on the white board.

T/H-V/V

Pre-reading activity 4

Then show the book to the students and ask them why the film and the book might be connected.

T/H-V/V

Pre-reading activity 5

Introduce the book and explain what they will be doing over the next few weeks: reading and writing activities OR reading, writing and computer activities. If you are using the computer methodology, print out instructions



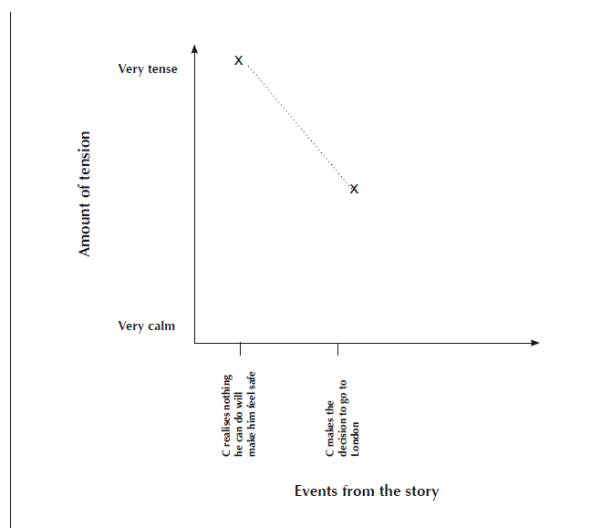
for the game and go through them.

T/H-V

Pre- and While-reading activity 6

Goal of this exercise: to get students to think about feelings and reactions, and to relate to the text in a practical way.

Hand out the “Moments of tension” graph, and explain to the students what they should do while they are reading at home. See appendix A.



Instructions for students:

When reading, you should think about how you feel at that moment. How do you react to things that happen? For example, the following could be considered quite shocking or upsetting.

The teacher should begin reading from page 1

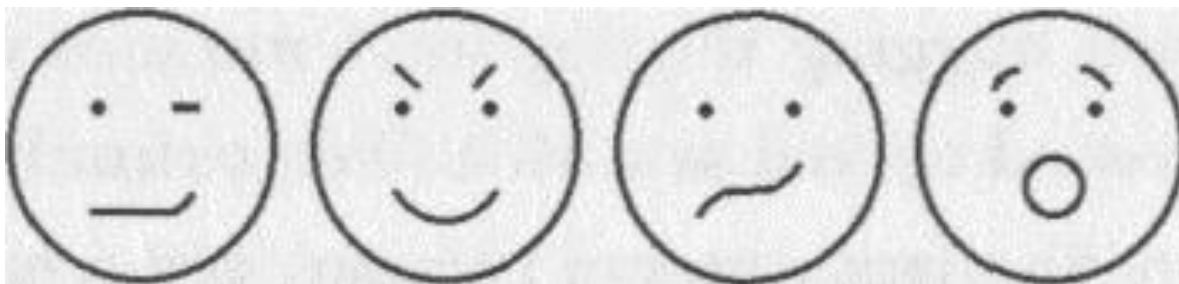
“It was 7 minutes after midnight. The dog was lying on the grass in the middle of the lawn in front of Mrs Shears’ house. Its eyes were closed. It looked as if it was running on its side, the way dogs run when they think they are chasing a cat in a dream. There was a garden fork sticking out of the dog. The dog was dead.”

Choose up to 8 events (from the whole book) and mark with an ‘x’ on the graph whether you feel tense or calm at that moment. (Eg murder of dog).

The teacher should draw an example on the board and show how he/she would fill in the event of the murder of the dog according to his/her feelings.



Lesson 2 – Communication



Page 2 chapter 3 Christopher doesn't understand these

The goal of this lesson is to show students that much of our communication is non-verbal. Then we will show that much of what we say or write can be cryptic, especially when we consider metaphorical structures. However, these structures, and those such as similes, can be extremely useful for painting descriptive pictures. To build up descriptive writing skills, the lesson will explain metaphors, similes and other comparisons.

T/H-V/V

Pre-reading activity

Get the students to look at their last *Whats app* message on their mobile phones. How many students have a message with a smiley?



Now see whether you can explain the following facial expressions.



The teacher should put these on a slide and show them on a smart board or print out and give them to the students.

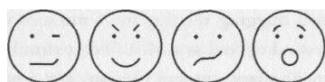


T/H-V/V

Reading activity

Silent reading of pages 2 and 3.

During reading, think about the smileys



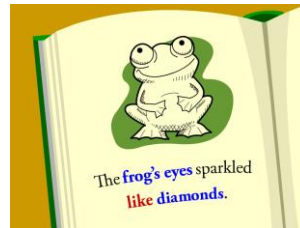
Do you know what they mean?

T/H-V/V

Post-reading activity

Q: Why do you think Christopher finds these difficult to understand?
Discussion.





Explain what metaphors and similes are.

Using pages 19 and 20, chapter 29

Ask the students to read the chapter silently and to think why Christopher finds it so difficult to understand this kind of language.

Then write on the board the following sentences:

- I laughed my socks off
- He was the apple of her eye
- They had a skeleton in the cupboard
- We had a real pig of a day
- The dog was stone dead

What do these actually mean? Discuss them together.

Why do you think these are difficult for Christopher to understand (answer: because he takes everything so literally).

Hand out Appendix C and ask the students to fill in the meanings



Lesson 3: Communication 2

The goal of this lesson is to show just how clear you need to be when writing. What this lesson will show is that signposts, instructions, and what people actually say are not necessarily clear or particularly constructive. We gauge so much from context rather than from what is said. For someone like Christopher, this causes frustration and insecurity. The aim, therefore, with this lesson is to get students to use the English language more effectively, and to use more precise language that cannot be misconstrued. This is a skill which can be transferred to letter writing, emails, text messages, advertisements, and so on. It is also an exercise about building up use of adjectives and thematic vocabulary.

- Clear instruction
 - Descriptive writing and observations

T/H-V/V

Pre-Reading activity about communication.

Make a maze out of any materials to hand. This can be outside (with permission) in the school grounds, or like the following, drawn on paper or made out of cardboard.



Hand-drawn 3D Maze



The idea is to work in pairs. One must tell the other half of the pair (Christopher) how to navigate the maze, using detailed instructions like turn left at the yellow bedroom, or where the trees thin out, or through the oval doorway. If the student imagines Christopher as a computer, he/she will need to give the number of paces, which way to turn, how far to turn (Eg. 45 degrees) exactly when to move, and so on.

T/H-V/V

Reading activity about clarity of instruction

Using pages 38, 39, 40 and 41 – chapter 59

“Keep off the grass”. Precision is the key to getting Christopher’s understanding.

Also pages 170, 171, 172 and 173 – chapter 179 – from the paragraph starting: *And then she said, “Where do you want to get to?”*

T/H-V/V

Post-Reading activity about clarity of instruction



The teacher shows the signpost: **“No parking”.**

The goal of this exercise is to get students to understand about writing clearly, giving clear instructions, and how to build text.

Instructions for students

What do you think this Signpost means?

How do you think you would need to explain this to Christopher? Write a short paragraph giving your precise instructions (ie. No parking on this road, between this and that house, on the side of the road, which has 4 lamp-posts, between the hours of and including the weekend, etc).

T/H-V/V

Reading activity about descriptive writing

Using the following 3 sentences underline words which you feel add to the picture you learn about his neighbours. (eg. Army / 5 / silver-coloured / jangling).



Read the extracts below in which Christopher gives us descriptions of people on his street.

1. She was wearing boots which looked like army boots and there were 5 bracelets made out of a silver-coloured metal on her wrist and they made a jangling noise.
2. He smelt of body odour and old biscuits and off-popcorn which is what you smell of if you haven't washed for a very long time.
3. Mrs Alexander was wearing jeans and training shoes which old people don't normally wear. And there was mud on the jeans. And the trainers were New Balance trainers. And the laces were red.

T/H-V/V

Reading activity about descriptive writing

Now read the next extract which is taken from the Sherlock Holmes story *The Red-Headed League*. Holmes is explaining here how he managed to guess that the person had been to China just by looking at them.

"The fish that you have tattooed above your right wrist could only have been done in China. I have made a small study of tattoo marks, and have even contributed to the literature on the subject. That trick of staining the fishes' scales a delicate pink is quite peculiar to China. When, in addition, I see a Chinese coin hanging from your watch chain, the matter becomes even more simple."

The Red-Headed League

How are Sherlock Holmes and Christopher similar in their manner of observation? Discuss in class.



Read the extract below in which Christopher describes the noises in his garden.

Then I listened to the sounds in the garden and I could hear a bird singing and I could hear traffic noise which was like the surf on a beach and I could hear someone playing music somewhere and children shouting. And in between these noises, if I listened very carefully and stood completely still, I could hear a tiny whining noise inside my ears and the air going in and out of my nose.

Now describe your own garden or house. Write a paragraph of similar length, using similes, metaphors and rich descriptions.

Flexible module: depending on how many lessons you wish to include in your curriculum regarding communication, the following module can also be added:

Lesson: Communication – Jokes

Place the following joke on the board. Ask the students whether they understand it or not, and whether they actually find it funny.



*Doctor, doctor, I've got carrots growing out of my ears.
How did that happen?
I don't know, I planted onions.*

Christopher finds it difficult to understand jokes. He explains one that he doesn't find funny but can understand on page 10 (chapter 15). You might think that if you can explain a joke, you would find it funny.

Jokes can be related to how difficult it is to understand jokes in a second language. What do you need to know to understand jokes?

- double meanings



Lesson 4: Behaviour

Goal of this lesson is explore behaviour, not only that of Christopher, but of cultures around the world. By comparing Christopher's superstitions to bizarre superstitions from other cultures (Appendix D), it shows that Christopher is more similar than dissimilar. It is also an opportunity to discuss the language associated with superstitions, such as:






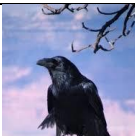

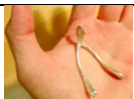









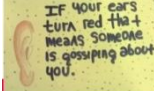
Manifestation – superstition – unlucky – beliefs – good fortune – black magic.
Read out some of the eccentric beliefs from the appendix “25 of the most bizarre superstitions”

T/H-V/V

Pre-reading Quiz

Handout can be found as appendix C.

Go through the following table together in class. Ask the class who knows what they mean. Then ask the students to mark the pictures if they are superstitious of them.

How superstitious are you?

If you answered between

0-3 You are not very superstitious and can't really understand why others get so worried about things that are supposed to bring bad luck. There are houses with the number 13 especially for you!! You probably even go out of your way to fly on Friday, 13th.



- 4- 8 You probably wouldn't say you're superstitious but you are a little. "Just in case" is your attitude. You are more likely to walk round things out of habit, than out of actual fear.
- 9-18 You're really superstitious and you don't care who knows it. It's surprising that you even get out of bed, except that most accidents normally occur in the home! You'd rather be late for an important date than walk under a ladder.

Alternatively, find a teenage magazine quiz offering a similar topic. This is a really fun activity. Get students to offer their own additional superstitions (if they dare!)

T/H-V/V

Reading activity

Students should read pages 31 and 32 (chapter 47) and page 35 (chapter 53).

During reading, students should consider whether they consider Christopher's behaviour logical or not.

T/H-V/V

Post-reading activity 1

Using this text, the class should explore together Christopher's logical and emotional responses to seeing different coloured cars. Can you identify with this type of behaviour?

3 red cars: Quite Good Day

4 red cars: Good Day

5 red cars: Super Good Day

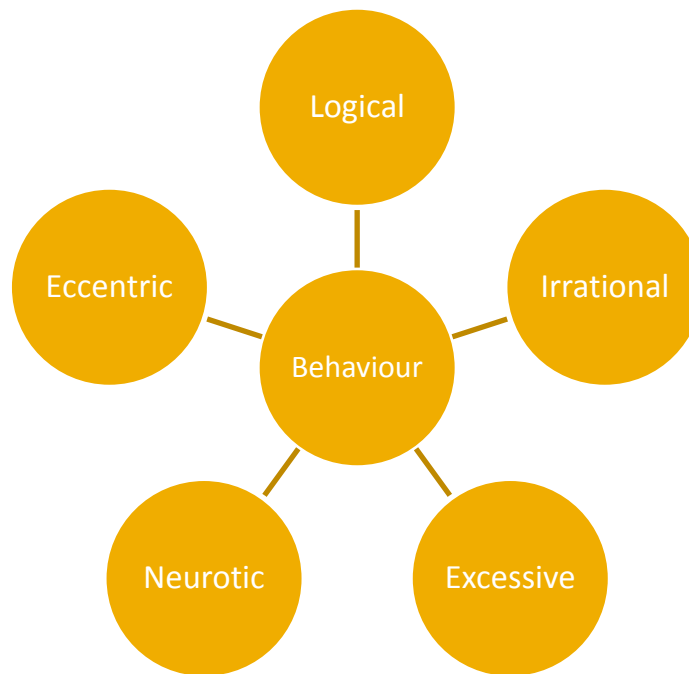
9 red cars (on the Get well card): Super Super Good Day

4 yellow cars: Black Day

Flexible module: This post-reading activity (2) can equally be a warming-up exercise regarding the use of adjectives and superlatives.



Using a word map, increase student vocabulary of behavioural words such as:



Lesson 5: Behaviour 2

The goal of this lesson is to learn about Christopher's REACTIONS and to see how they compare to student reactions. Christopher's trip to London shows his struggles and coping mechanisms. Using prescribed passages, we will explore the book in more detail, encouraging greater understanding of the written text whilst also developing selective reading skill strategies.

The handout can be found as Appendix E.

What Christopher does	I think he does this because	A stranger might think	Christopher's explanation
Covers his ears			
Makes groaning noises			
Makes his hand into a tube and looks through it			
Laughs at the escalator			
Goes into a photobooth (but doesn't have a photo taken)			
Stands opposite the ticket machines			

T/H-V/V

Selective Reading activity 1

Place the students into small groups of 2 or 3. Each group should be given one of the actions that Christopher does during his trip to London.

1. They should then read Chapter 211 and write down why they think Christopher behaves this way.
2. Additionally, they should also write how they might react to that situation
3. Then write down what Christopher actually says.
4. Students should be ready to discuss their answers with the rest of the class.



Reactions

- to the news that Christopher's Mother is dead.
"What kind of heart attack?" because I was surprised.I said it was probably an aneurism." Page 36
- to the knowledge that his Father has lied to him about his Mother.
 Pages 141 – 155 (fear)
- to the news that he won't be able to do his Maths exam, from page 254 (panic)

Read the prescribed pages and then write 3 lines about each of his reactions and whether you feel this is usual or not and why. Continue as homework if necessary.

$$\begin{aligned}
 \left(\frac{\partial}{\partial t} + \frac{1}{m} \mathbf{p} \cdot \nabla_{\mathbf{r}} \right) W(\mathbf{x}, \mathbf{p}, \alpha, \beta) &= \frac{2q}{\hbar} V(\mathbf{x}) \sin\left(\frac{\hbar}{2} \vec{\nabla}_{\mathbf{r}} \cdot \vec{\nabla}_{\mathbf{p}}\right) W(\mathbf{x}, \mathbf{p}, \alpha, \beta) \\
 &+ \frac{q}{m} \left[\mathbf{A}(\mathbf{x}) \cdot \vec{\nabla}_{\mathbf{x}} \cos\left(\frac{\hbar}{2} \vec{\nabla}_{\mathbf{x}} \cdot \vec{\nabla}_{\mathbf{p}}\right) - \frac{2}{\hbar} \mathbf{p} \cdot \mathbf{A}(\mathbf{x}) \sin\left(\frac{\hbar}{2} \vec{\nabla}_{\mathbf{x}} \cdot \vec{\nabla}_{\mathbf{p}}\right) \right. \\
 &\left. + \frac{q}{\hbar} A^2(\mathbf{x}) \sin\left(\frac{\hbar}{2} \vec{\nabla}_{\mathbf{x}} \cdot \vec{\nabla}_{\mathbf{p}}\right) \right] W(\mathbf{x}, \mathbf{p}, \alpha, \beta) \\
 &+ \frac{i\mu}{\hbar} \sum_{\gamma=1}^2 \mathbf{B}(\mathbf{x}) \cdot \left[\sigma(\alpha, \gamma) \exp\left(\frac{i\hbar}{2} \vec{\nabla}_{\mathbf{x}} \cdot \vec{\nabla}_{\mathbf{p}}\right) W(\mathbf{x}, \mathbf{p}, \gamma, \beta) \right. \\
 &\left. - \sigma^*(\beta, \gamma) \exp\left(-\frac{i\hbar}{2} \vec{\nabla}_{\mathbf{x}} \cdot \vec{\nabla}_{\mathbf{p}}\right) W(\mathbf{x}, \mathbf{p}, \alpha, \gamma) \right],
 \end{aligned}$$



Lesson 6: Are the Puzzles Solved?

The goal of this lesson is to consider what we have learnt about Christopher from reading the book and to find conclusions to the various personal mysteries that make up Christopher's life:



1. Murder of the dog
2. The whereabouts of his Mother
3. How to get to London (and survive)
4. Why might Sherlock Holmes films be his favourite?
5. Why is logic so important in his life?

T/H-V

Post-Reading activity 1

Students should complete the Summary box which can be found in the Appendices (appendix G).

Are there any clues in the novel that could have helped you earlier to guess who killed Wellington? You will need to look back through the novel, and 'skim' or 'scan' the text for information. This is a strategy for finding selective information and will help students to improve their reading and comprehension skills.

"Crime"	What did we find out?
1. What did we learn about Christopher's Mother in various parts of the book?	
2. What were his Mother's crimes?	
3. What were his Father's three crimes?	
4. Who has killed Wellington and why?	
5. What does Christopher find in London	



6. Why do you think that Christopher likes: a. Puzzles b. Sherlock Holmes c. Maths d. Logic e. Rats f. maps	
7. Why do you think that Christopher doesn't like: a. People b. Uncertainty c. Unknown places d. Communication	

Discuss your answers together in class.

If you would like your vmbo students to do this activity, it is suggested that you make a selection of readings so that they can read the extracts in class and answer the questions. For all other students, it is assumed that they have now read the full book.

T/H-V

Post-Reading activity 2

Ensure that all students bring their “Moments of Tension” grid back to class. Now is the time to find out what moments were important for the students, and how their reactions contrast with those of Christopher.

T/H-V/V

Post-Reading activity 3

What are the students' conclusions about

- a. The book
- b. Christopher
- c. His future



Appendix A Vocabulary Introductory lesson

Name.....

Class.....

Match the words with the pictures below:

Victim - Puzzle - Evidence - Jail - Weapons - Detective

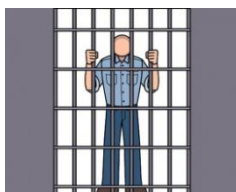
Crime - Perpetrator - Crime scene























Appendix C Before-reading activity for Communication

Guess what the following metaphors mean: the first one is done for you.



Literal meaning: Puppet on a string

Meaning: *you are controlled by someone else or by another company*



Literal meaning: _____

Meaning: _____



Literal meaning: _____

Meaning: _____



Literal meaning: _____

Meaning: _____



Literal meaning: _____

Meaning: _____



Literal meaning: _____

Meaning: _____






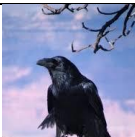

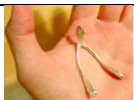

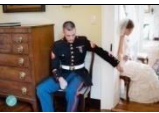





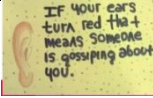


Appendix D Pre-reading quiz

Name.....

Class.....

Place a tick next to the pictures if you are superstitious of them. How many are you superstitious of?


How superstitious are you?

If you answered between

- 0-3 You are not very superstitious and can't really understand why others get so worried about things that are supposed to bring bad luck. There are houses with the number 13 especially for you!! You probably even go out of your way to fly on Friday, 13th.
- 4- 8 You probably wouldn't say you're superstitious but you are a little. "Just in case" is your attitude. You are more likely to walk round things out of habit, than out of actual fear.
- 9-18 You're really superstitious and you don't care who knows it. It's surprising that you even get out of bed, except that most accidents normally occur in the home! You'd rather be late for an important date than walk under a ladder.










Appendix E: 25 Of The Most Bizarre Superstitions From Around The World

In Argentina...		Bad luck takes a physical manifestation, specifically that of former Argentinian president Carlos Menem. To speak his name aloud is to essentially bring a curse upon yourself, so all within earshot will do the equivalent of knocking on wood (in this case, by touching their left breast or testicle).
In Brazil...		It's bad luck to let your wallet or purse hit the floor, as it means you will lose money.
In China...		The number 4 and all iterations thereof (14, 24, etc.) are incredibly unlucky, as the Chinese pronunciation of the number is nearly identical to that of the Chinese pronunciation of the word "death." Coupled with the Western beliefs about 13 and 23, it makes navigating high-rises in China a uniquely confusing experience.
In Denmark...		Broken dishes are collected and saved year-round, to be thrown at the houses of friends and family on New Year's Eve. The bigger the pile of porcelain, the more good fortune the recipients will have in the New Year.
In Egypt...		It's viewed as frightfully bad luck to open and close scissors without cutting anything, and even worse to leave them open. However, the Egyptians also believe that scissors under a pillow can cure a person of their nightmares.
In France...		It is good luck to step in dog poop with your left foot, but bad luck to step in it with your right foot (and while no one seems to know the origin of this belief, it may explain the abundance of canine land mines scattered throughout the country).
In Greece...		They have their own version of "jinx." When two people say the same thing at the same time, they must instead utter "Piase Kokkino" (touch red) and touch the color red to avoid the otherwise inevitable fight. Bonus: If you happen to find yourself in a piase kokkino situation on Easter, you're in luck--since you'll find an abundance of red eggs throughout the country (that are used for a traditional Easter game).






In Haiti...		Life's treacherous for a mom. For example, if you walk with only one shoe on, sweep the floor at night, move around on your knees, or eat the tops of watermelons and/or grapefruits... then you may have already brought about the untimely death of your mother.
In India...		They have very specific rules about grooming. You must not trim your nails on Tuesday and Saturday (or at night), nor can you cut or wash your hair on Thursday and Saturday. There's some controversy over the origin of this practice, but it is generally believed that trimming nails at night leads to sweeping, which could then lead to the loss of small valuables. Thursday may have historically been a day off for barbers, and Saturday is the day of Saturn (Planet Shani), a revered celestial body to the ancient Hindus.
In Japan...		Children are warned to hide their stomachs during thunderstorms, especially before sleeping. It is believed that if you are not careful, Raijin (the god of thunder) will steal and eat your belly button during a storm.
In Korea...		Especially in South Korea, it is believed that running a fan in a closed room while sleeping will kill you. "Fan Death" is such a prevalent belief that many electric fans in Korea come with auto-shutoff timers.
In Lithuania...		Whistling indoors is forbidden, since it is believed that doing so will summon wee devils that will terrorize you.
In Malaysia...		Sitting on a pillow will cause your butt and backside to be covered in boils, blisters, and sores. In reality, this probably stems from the fact that no one likes to sleep on a butt-pillow.
In Nigeria...		If a man is hit with a broom, he will become impotent and/or his genitals will disappear. Some believe this can be countered by hitting the offender back with a broom no fewer than 7 times.
In Oman...		The best practice for cleansing a new car is blasting the Q'uran on audiobook through the sound system for a week or two. This is said to also protect the car and owner from the Evil Eye of envy (but if you're driving around in a new Maserati, you're probably out of luck).



In the Philippines...		Sun-showers, or rain with clear skies, are believed to signify the wedding between tikbalang (demon horses).
In Qatar...		They have all but done away with superstitions, instead teaching students that such beliefs are forbidden. However, it was once believed that spiders had the power to control and extinguish house fires, so they should not be killed.
In Rwanda...		Women are taught from an early age to avoid the meat of goats, as eating it will cause them to grow beards.
In Sweden...		You might see pedestrians swerving and taking unusual, circuitous routes while walking to work or around town. That's because the manhole covers around the country are marked with a "K" (for the Swedish word for fresh water, and coincidentally, love) or an "A" (for the Swedish word for sewage, and broken love). Some locals believe that their romantic fortune and fate can be determined by the amount of K and A covers they pass over, and plan their paths accordingly. If the wrong kind of manhole cover is passed over, the bad luck can be countered by three unsolicited pats on the back.
In Turkey...		It's bad form to chew gum at night, as the Turkish believe that after dark, the gum essentially becomes the flesh of dead people.
In the United States...		Particularly around the state of Vermont, many 19th century farmhouses were built with slanted "witch windows," due to the commonly-held belief that witches could not fly their brooms into a tilted opening.
In Vietnam...		Many foods are avoided by students hoping to do well in school or on exams. Bananas, for example, are avoided by students because they are slippery, and the Vietnamese word for "slip" sounds exactly the same as the Vietnamese word



		for "fail."
In Wales...		Making a hat out of hazel sticks and leaves and wearing it can grant you one wish.
In Yemen...		A pregnant woman can determine the gender of her unborn baby by throwing a dead snake up in the air. If the snake lands on its back, the baby will be a girl. If it lands upright, the baby will be a boy.
In Zimbabwe...		Belief in black magic runs rampant. For example, a husband might have a spell cast on his wife to prevent her from adultery. Should extramarital hanky panky take place, the couple will be bound and incapable of separation. This is known colloquially as "durawalling" (after a brand-name concrete wall product), and is believed so prevalently that it actually acts as a strong deterrent against such affairs.

<https://www.distractify.com/very-superstitious-1197796927.html>



Appendix F: Behaviour lesson 2

What Christopher does	I think he does this because	A stranger might think	Christopher's explanation
Covers his ears			
Makes groaning noises			
Makes his hand into a tube and looks through it			
Laughs at the escalator			
Goes into a photobooth (but doesn't have a photo taken)			
Stands opposite the ticket machine			



Appendix G: Lesson 6 Summary Box

What have we learnt about the following topics? Look back through the novel for clues.

"Crime"	What did we find out?
1. What did we learn about Christopher's Mother in various parts of the book?	
2. What were his Mother's crimes?	
3. What were his Father's three crimes?	
4. Who has killed Wellington and why?	
5. What does Christopher find in London?	
6. Why do you think that Christopher likes: g. Puzzles h. Sherlock Holmes i. Maths j. Logic k. Rats l. maps	
7. Why do you think that Christopher doesn't like: e. People f. Uncertainty g. Unknown places h. Communication	



“Crime” ANSWER KEY	What did we find out?
1. What did we learn about Christopher’s Mother in various parts of the book?	Initially we hear that she is dead. Then we learn that she has written letters and that she left his Father. She is in London living with another man. She found it difficult with Christopher
2. What were his Mother’s crimes?	Leaving Christopher Leaving Christopher’s Father
3. What were his Father’s three crimes?	Lying to Christopher Hiding the letters Killing Wellington
4. Who has killed Wellington and why?	The Father. He is jealous.
5. What does Christopher find in London?	His Mother. Strength
6. Why do you think that Christopher likes: a. Puzzles b. Sherlock Holmes c. Maths d. Logic e. Rats f. maps	a. Puzzles offer a logical solution b. Sherlock is logical and notices everything just like he does. c. Logical answer every time (discuss chapter numbers, maths sum in the appendix) d. Logic doesn’t need excess words. It speaks for itself e. They are ‘secretive’ animals and can travel with him? f. They give details which comfort him.
7. Why do you think that Christopher doesn’t like: a. People b. Uncertainty c. Unknown places d. Communication	a. They don’t say or do what they should. They lie. They are confusing. b. It is the opposite of logic in many ways c. They frighten him because he hasn’t found a logical order to



	<p>them yet. Think of the layout of his house.</p> <p>d. Communication uses so many techniques and rules that don't make logical sense.</p>
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The Curious Incident of the Dog in the Night-time

Detective Game



For Mac / PC / Tablet / iPhone

Make sure your internet browser is compatible. Use Internet Explorer version 10 or higher. Firefox, Chrome and Safari version 7 or higher.

Url Link:

<http://mariarutgers.wix.com/the-curious-incident>

Instructions for the teacher

- There is no need to download any difficult applications or programmes.
- There are no difficult passwords or access issues.
- Students can access this directly via the url given above. Walk through the website with them to ensure that all students know where they should access the materials.
- You will need to provide your students with an email address, to which they can send in their 'police reports'.
- Instruct them in the first lesson to download - and save - the Police report card where they can access it from home. This will be their working document, to be submitted to you.
- The idea is for students to use this game as their homework, whilst the teacher/student packs are for use in the classroom.

Appendix H:

GOALS of the detective game:

- *To motivate your students to read the complete text
- *To train your students in selective reading
- *To develop reading and writing skills
- *To enhance individual self-discovery and active learning

It complements the lesson activities.

