



## The King Who Banned the Dark

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### Resource Pack for Book Groups & Key Stage 2 Teachers

*The King Who Banned the Dark* is a thought-provoking and illuminating tale of power, rebellion, darkness and light. It tells the story of a little Prince who was afraid of the dark and decided that when he became King, he would ban it.

When the King bans the dark completely, installing an artificial sun, and enforcing "anti-dark" laws, it seems like a good idea. The citizens don't need to worry about any of the scary things that might live in the dark.

But what happens when nobody can sleep, and the citizens revolt? Will the King face his fears and turn the lights off?

### Discussion Points & Activities

- ❖ What does banned mean?  
Is it okay to ban something?  
What things do you know of that have been banned?  
Pick an object out of a box (e.g. phone, tablet, sweets, magazine, football) and come up with a reason why it should be banned.  
Use persuasive language and reasoned argument to encourage others that this object needs to be banned.
- ❖ What does the word 'phobia' mean?  
What are you scared of?  
PSHE: Discuss how it is important to respect other people's phobias.  
How do people manage phobias?  
Discuss whether it is better to avoid or confront a phobia.
- ❖ Play Chinese whispers. Discuss how news changes or gets distorted.  
Discuss page 6: How has the news changed? Why has the news changed?  
Which of the speech bubbles are factually accurate?



Replace the word 'dark' with another word (e.g. 'spiders', 'heights') What could the second and third speech bubble say now?

- ❖ *"Because everyone had got what they wanted they thought they were happy."*  
What is meant by this statement?  
Why did the people think they had got what they wanted?  
Does getting what you want always make you happy?
- ❖ List the responsibilities of a monarch.  
Who makes the rules in the UK? How are rules made? Why are rules made?  
Was it okay for the King to ban the dark?
- ❖ What does 'freedom of speech' mean?  
What is meant by 'a free country'?
- ❖ Read up to P16 *"Whisper by whisper they hatched their own plan."*  
In groups become the villagers and come up with a plan.  
What makes a good plan? What makes a plan work? Do you need a leader?  
Share plans with the rest of the class and vote on which one will be most effective.
- ❖ Should all groups, regardless of their opinion, have the right to be heard?  
Should everybody be able to share their opinions on social media?  
Discuss countries where not all groups have the right to an opinion and where protesters can be arrested. Talk about people through history who have been persecuted for protesting (e.g. Bobby Sands, Emmeline Pankhurst, Rosa Parks).  
Is it selfish to protest if you are putting other people in danger?  
Why do you think the protest in the story worked so well?
- ❖ Would it be better to be always in light or always in darkness?  
Debate this using a conscious alley. The class forms two lines facing each other. One person is chosen to walk between the lines as each member of the two lines gives their opinion and shares their argument, with one side arguing for light and the other for dark. When the end of the alley is reached the person makes their decision.