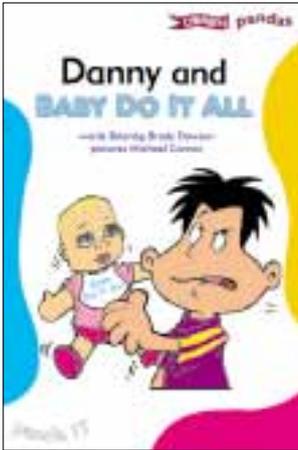


DANNY AND BABY DO IT ALL – PANDA 17



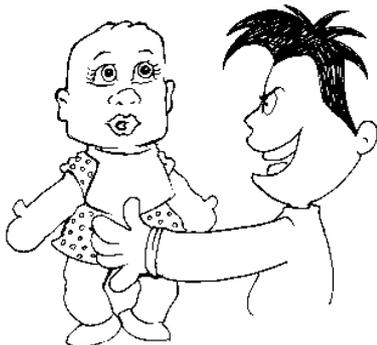
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Danny isn't happy. It's Susie's first birthday and she's getting presents. He watches as she unwraps Granny's present, a special doll that laughs, cries and even wets. Danny thinks the doll is silly and goes off to get his toy gun. Guns are much better than dolls – the caps make a real bang and you can even smell smoke. But when he leaves the spare caps on the table, Baby Do It All ruins them by wetting them. The caps are destroyed, Danny is furious and swears he'll be revenged. Later, when he hears Susie's snores, he creeps into her room but Dad spots him. When he eventually gets his hands on Baby Do It All, he rushes upstairs and tries to yank its head off but is again disturbed. He throws the doll and his plastic toolbox into his bag and rushes to school. When Conor Daly, the school bully, realises that Danny has a secret, he tells Miss Wise that Danny has something for the display table. The teacher puts her hand into the schoolbag and, to Danny's horror, takes out the doll. His embarrassment is complete when he discovers that the doll has wet his copybooks. Everyone in the class laughs, but not Danny.

LANGUAGE – ENGLISH

- ◆ Language of movement or action: muttered, hissed, bounced, squeezed, splashed, threw, twisted, turned, pulled, yelled, pulled, punched, whispered, hugged, smiled.
- ◆ Discussion: 'Guns are better than dolls' (p. 17). Do you know any family that doesn't allow toy guns in the family home? Suggest reasons why this might be so. Do boys and girls like guns?/like dolls?
- ◆ Discussion: Susie's new doll was special because it could cry and laugh and wet. Discuss what is involved in taking care of a real new baby: regular feeding, nappy changing, careful bathing, love, etc.
- ◆ Discussion: display table. What sort of things do you put on your display table at school? Do you have a special time every day/every week to talk about contributions to a display table? Look at the display table for a minute, close your eyes and see how many objects you can remember. Can you remember where each object is placed?
- ◆ Discussion: unbirthdays presents or unChristmas presents. Name other special occasions when you get presents. Who gives these presents? Why? What are your favourite unbirthdays presents?
- ◆ Discussion: the teacher asked Danny what his favourite toy was (p.49). Make lists of children's favourite toys.
- ◆ Discussion: Danny looked for the battery in the doll but he couldn't find it. How many of your toys are battery-operated? How many work using electricity/other? Do solar-powered toys work as well as battery-operated ones?



- ◆ Memory game. Without looking, can you remember exactly what is in your schoolbag today? Teacher writes up each thing child calls out. How many were accurate or nearly accurate? Or teacher shows common school objects, such as lunchbox, pencil, etc., and places in bag. A few minutes later, can class remember all the objects?
- ◆ Creative: tell the story from the doll's point of view. What does Baby Do It All think of Susie? Of Danny's behaviour? Of the situation at school?

MATHEMATICS

- ◆ Data: Representing and interpreting data. Sorting and classifying objects by two and three criteria, using real objects or photographs. Children bring in actual objects, or photographs or pictures from magazines of favourite toys, foods or presents. Constructing simple pictograms to represent the data: which toy was most popular in the class?

SPHE

- ◆ Circle Time: reasons why Danny doesn't like the doll. Is he jealous that it's his sister's birthday and that she is getting presents while he isn't? Do you get presents when it's your sibling's birthday?
- ◆ Myself: growing and changing. Feelings and emotions. Naming and identifying a wide range of feelings and talking about feelings in different situations. Did Danny feel excluded or hurt or jealous when his sister got a present? Why did Danny's face get all red in school? Why did he want to run away and hide? What was he feeling in this situation?
- ◆ Myself and others: myself and my family. Identifying and talking about those who live at home, recognising roles and places in the family unit and the contribution made by each member. Granny plays an important role in Danny's family, as does small sister Susie.
- ◆ Myself and others: my friends and other people. Recognising and exploring bullying behaviour, who is involved and the effects on different people; knowing that bullying is always wrong. Did Danny's behaviour

constitute bullying? Was he bullying Susie? How did he feel when he was bullied by Conor?

PE

- ◆ Game: Nighttime Creepers. Class divides in two, and one half lie down, with eyes closed. Place small sweet close to each 'sleeping' child. Other children creep slowly and carefully out of bed and try to get the sweet without waking the sleepers.
- ◆ Mime and Movement: expressing emotions in movement. How might you show anger, jealousy, embarrassment and other emotions in facial and other body gestures or movement? The children might also tell the main events of the story through mime or simple drama, perhaps using loud drums to indicate anger, tiny tinkling bells for creeping into the bedroom, jeering whistles for class laughter, etc.
- ◆ Mime and Movement: Birthday present game. Children sit in a circle and pass a brightly wrapped box around. Mime taking paper off, opening box, lifting present out. Other children guess what present is from movements – is the present heavy or light, soft and cuddly or hard, small or large, etc.?
- ◆ Dance: Clockwork/Rag doll/puppets. Choose suitable music (e.g. 'Syncopated Clock' for Clockwork Doll) and children explore movements as appropriate, e.g. loose, floppy puppet movements to song 'I've Got No Strings'.

VISUAL ARTS

- ◆ Colours of emotion: What are the colours associated with anger/with jealousy/with happiness etc.? What colours in the animal kingdom are associated with danger? Examine the colours of wasps, tigers, cheetahs, etc. Make a collage of different emotions using paint.
- ◆ Inventions: Invent your own toy, one that doesn't already exist. Think about what this toy might do and then try to draw it on paper.
- ◆ Paper dolls with joined hands: Fold over paper in concertina folds and cut out doll shapes, making sure not to cut the joining hands.