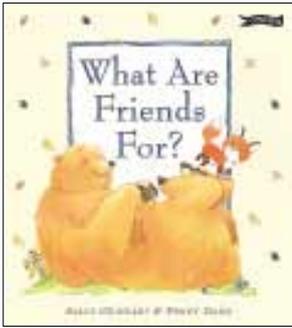


WHAT ARE FRIENDS FOR?



by Sally Grindley and Penny Dann

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Jefferson the big brown bear and Figgy Twosocks the little red fox are friends. They play together in the sunny green woods, they share the sky and the hills and the trees and they help each other. They know that that's what friends are for. But when Figgy plays a trick on Jefferson Bear he becomes upset and cross. Figgy didn't mean to upset her friend, she'd only been playing and now she worries that she may have lost her friend forever. But JB is also sad that he may have upset his friend. He misses her and begins to worry. Jefferson goes in search of Figgy and, when he finds her, shows her that forgiving is a very important part of friendship.

LANGUAGE – ENGLISH

- ◆ Vocabulary: e.g. bellowed, whimpered, yelled, yelled, squealing, trudged, sniffed, sobbed.
- ◆ Names: pet names. Using initials as an alternative to a name. Do you know any examples of this? (For example, well-known examples from the world of books – JK Rowling, PJ Lynch, AE Milne.) Do you have a pet name within your family? Do you keep it private or do you tell your friends what it is? Do your special friends ever call you a pet or special name? What do you feel about this name?
- ◆ Discussion: Jefferson Bear says that 'a friend is for sharing' and that 'best friends share their favourite things'. What do you think is the difference between best friends and other friends?
- ◆ Discussion: With difficulty, Figgy brought blackberries for JB because they were her favourite things. Was it good that Figgy had to try very hard to get those blackberries? Would it have made any difference if the blackberries had been very easy to get?
- ◆ Discussion: Listen a few times to the song 'My Favourite Things' from *The Sound of Music*. Make a list of the favourite things on the blackboard. What are the class's favourite things? Make another list.
- ◆ Discussion: playing tricks. JB got cross and grumpy when Figgy played a trick on him. He wanted to sleep, and wasn't in the humour for playing. Have you ever played a trick that backfired? Has anyone ever tried to play a trick on you when you weren't in the mood? Tell what happened.
- ◆ Circle Time: 'A friend is for ...' Around the circle, children tell what they think is most important in a friend.

MATHEMATICS

- ◆ Spatial awareness: exploring, developing and using the vocabulary of position: under, behind, over.
- ◆ Counting: use illustrations to count number of animals, of large trees, of rocks, to a maximum of ten.

SPHE

- ◆ Myself: safety and protection. Safety issues; safe play. Realising and understanding that rules are necessary in order to protect people and

keep them safe. Discuss the games played by Figgy and JB – were these always safe games?

- ◆ Myself and others: my friends and other people. Identifying, discussing and appreciating children's own friends; discussing and examining the different aspects of friendship. Figgy and JB trusted and helped one another, and they shared things.
- ◆ Myself and others: relating to others; resolving conflicts with others. Learning to listen to others, to apologise and to accept apologies, to compromise and to forgive: falling out of friendship and making up, saying sorry, upsetting one another.

SESE – SCIENCE

- ◆ Practical: Figgy brought JB some blackberries. Collect some fruits such as raspberries or blackberries and examine seed dispersal. Leave some soft fruits outside the classroom on a bird table; children note which birds come to eat. You could put some fruit pips in yoghurt pots with small holes in the bottom for drainage and a plastic bag tied over the top with an elastic band. When air is blown into the plastic bag through a straw, you have a mini greenhouse for the fruit to grow in.
- ◆ Practical: Fox tracks can sometimes be found near schools and other buildings where bits of food can be found. Look for animal tracks and droppings by muddy paths, puddles and sandy beaches. Outside the classroom, a large plastic washing-up bowl or other flat container can be filled with soft sand and a plate left in the centre with dog biscuits, cold porridge or bacon pieces. Next day, the children can look for tracks.

PE

- ◆ Movement: exploring movement of the woodland. How do minibeasts, such as ants, beetles and worms, move? How do larger creatures, such as birds, squirrels and rabbits, move? What about larger animals, such as the bear or fox? Figgy is seen throwing, swinging, trudging slowly, tugging, prancing, dancing and jumping

– can you do the same? Put together a short sequence of movement to music, such as 'The Teddy Bear's Picnic'.

- ◆ Throwing skills: Can you throw a bean bag through a hoop or into a bucket? Sit facing a partner and throw a bean bag to each other. Then extend skills by throwing bag to the right-hand side or the left-hand side.
- ◆ Game: Hide and Seek – searching, hiding in small places or behind things.
- ◆ Cool down: hibernation. Search for a secure and safe place, hidden from view. Make yourself comfortable, curl up and fall asleep.

VISUAL ARTS

- ◆ Foxy finger painting. Use thumb for fox's body, fingertips for head and legs. When dry(ish), add in white tips with paint and fingers, or with cotton wool.
- ◆ Sunset scene: Sponge paint on a large sheet of paper for a vivid sunset. In black paper, trace and cut out Figgy and Jefferson. Stick onto sunset.
- ◆ Baby's footprints: Each child makes hand into a fist shape and presses the side of the fist into paint and then onto a page. This makes the shape of a small human foot. Then, using fingertips dipped in the same colour paint, dot on the five toes.

