

What?Where?When?Why?

Autumn 2008

Unit Three

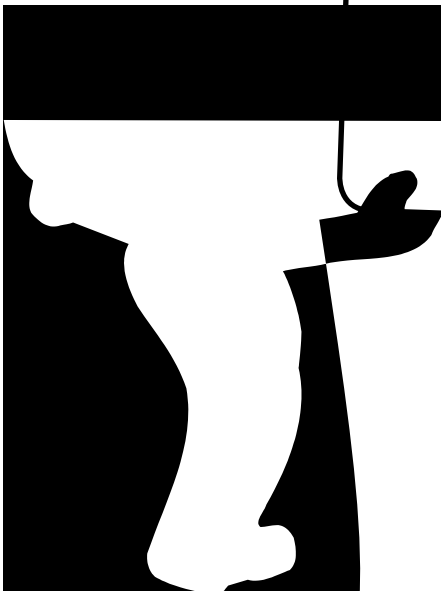
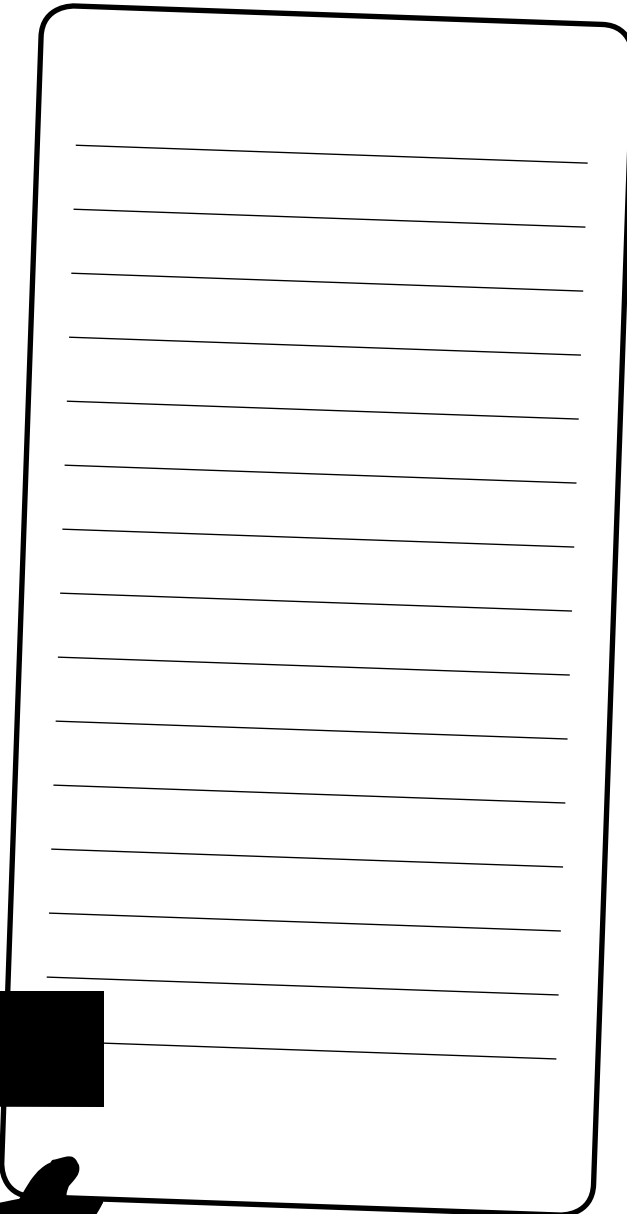
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Name _____

What makes a good friend?

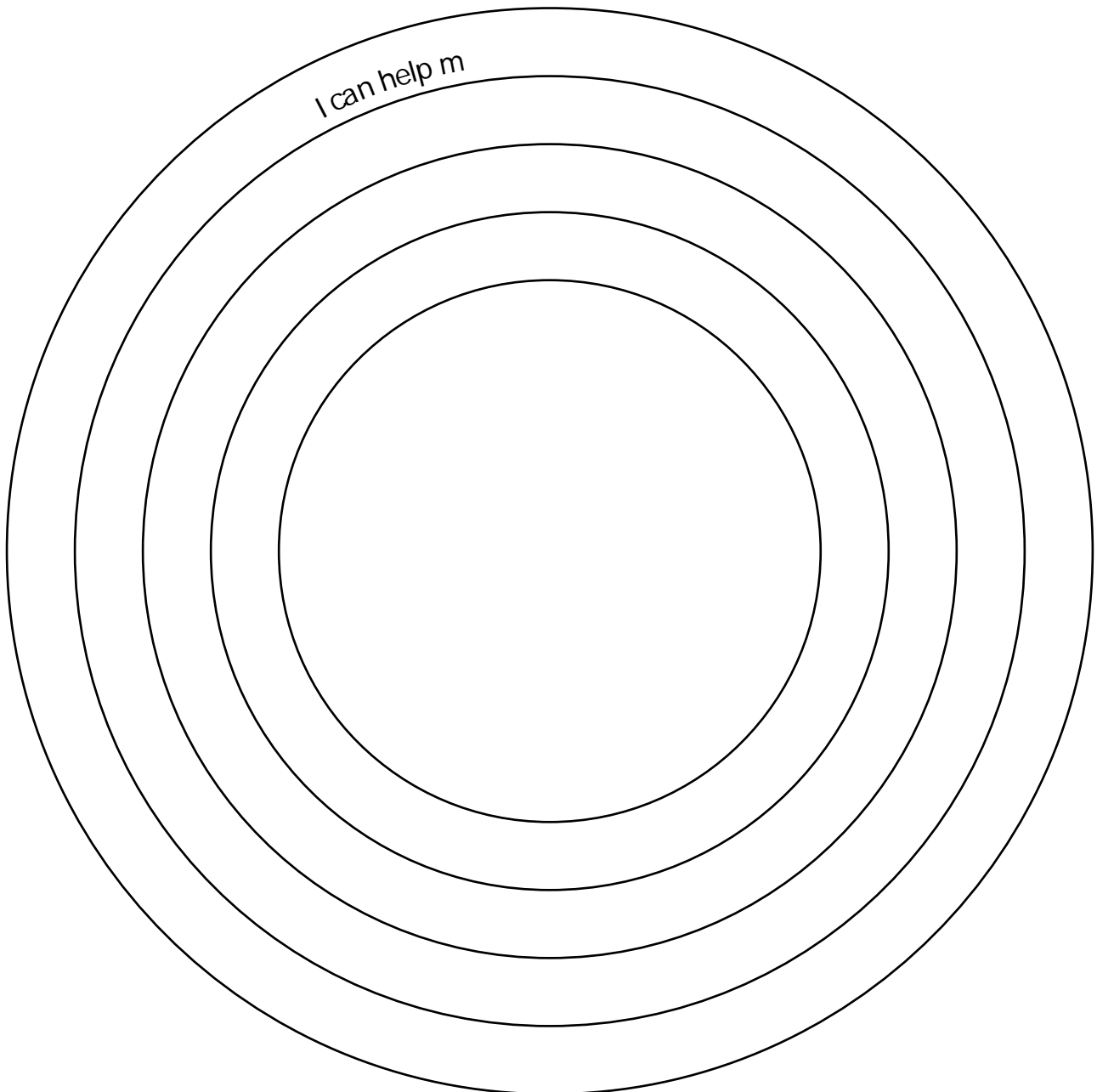


Name _____

Helping others

Today, we were talking about friends and how we can help them. Talk to your child about all the different ways we can help the people around us, then help them to fill in the 'helping rings'.

You could use the words and phrases in the middle to help you.



Egd\gMb b Z11 d

After the programme

K \U made Mr P tired and afraid and what advice would you give him?

K \Y was he when he felt afraid?

K \B would be a good time to offer your help?

K \m are some people afraid of the dark?

Continue the dialogue by discussing the physical symptoms of fear, and talking about real and imaginary fears. It may be useful to talk about differences of perception, such as the different ways in which Mr P and Nicky perceived the tree. Ask the children to give examples, if they can.

Activities

Drama

- 1 Ask children to mime their night-time fear, and ask other members of the group to say what it is.
- 2 Children can work in pairs, with one making scary movements and the other mirroring them. They should take turns to initiate the movements.

Art

- 3 Using a variety of media, children can make pictures with titles like 'My Monster', and 'I am afraid of...'

Music

- 4 Learn the songs from the programme.

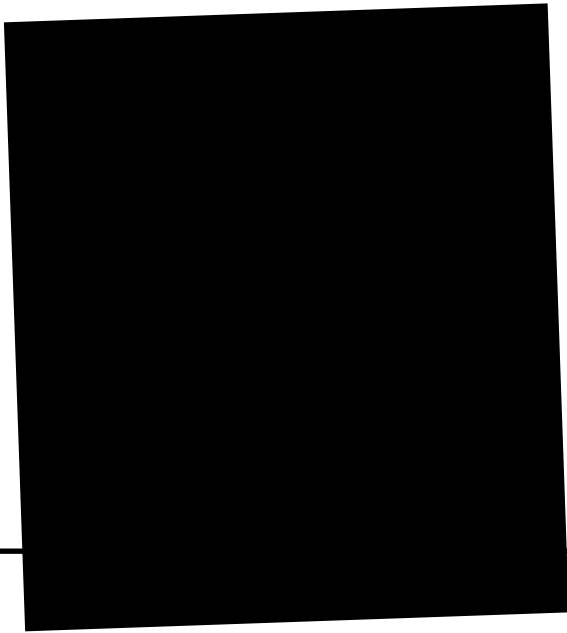
Language

- 5 Read the story *H \Y < i / YWJ 'cZK cff]Yg* by Virginia Ironside and Mark MacKenzie-Smith (published by the RSSPCC).
- 6 Read the story of *H \Y Ck `K \c k Uq5ZUXcZ\ Y8 U_* by Jill Tomlinson (Penguin). Take each chapter heading ('Dark is Fun', 'Kind', 'Exciting' and so on) as a starting point and discuss how Plop's fears become resolved.

Parent/Carer's letter

Send home a copy of the letter; and encourage parents or carers to have a dialogue with the children.

Name



A large rectangular box containing ten horizontal lines, intended for writing a response or answer.