

Let's Make a Story

Summer 2008



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A series provided by the BBC at the request of the Educational Broadcasting Council for the United Kingdom

Age: 5-7

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These programmes are available as audio on demand from the School Radio website. To see when each one is available refer to:

www.bbc.co.uk/schoolradio/drama/letsmakeastory.shtml

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Introduction

Let's Make a Story is an inter-active drama resource that can provide an exciting and stimulating resource for study in a broad range of curriculum areas.

Aims of the series:

- to provide opportunities for careful, focused listening using a range of voices and a variety of styles
- to build pupils' confidence in drama, gradually introducing more complex tasks
- to engage pupils in drama activities involving:
 - discussion and sharing of ideas and co-operation
 - planning and enacting responses
 - presenting ideas to other members of the class
- to provide opportunities for 'teacher in role' to extend pupils' vocabulary, speaking skills and imaginations
- to offer a flexible cross-curricular resource, meeting drama and other subject goals. Most units have a clear link with at least one other subject and can often be used to initiate activities in PSHE, art, music and so on.

Radio series for drama in the primary school:

There are three radio series that develop drama skills for different primary age-groups. All three can make a significant contribution to skills in speaking and listening.

Let's Make a Story, for infants, uses simple movement and drama to stimulate creative involvement in a story, usually told by a single voice.

First Steps in Drama, for lower primary, offers creative drama opportunities based on stories that usually relate to other curriculum areas.

Drama Workshop, for upper primary and lower secondary, relates to other curriculum areas and extends skills of imagination and group co-operation.

Why use radio drama?

Radio drama provides carefully structured language and drama activities that encourage imaginative, co-operative work. It provides a rich stimulus to fully support teachers who are less confident in using drama and can be adapted and developed by those with more drama experience.

It targets key areas of the National Curriculum that can be explored and supported by the programmes.

Radio drama contributes to the requirements for English and drama in the National Curriculum and 5-14 Guidelines. Pupils are '*...given opportunities to participate in a wide range of drama activities, including improvisation, role-play...*' building on their use from the earliest years of '*...imaginative play to explore, order and make sense of themselves and the world around them.*'

It contributes to the '*...spiritual, moral, social and cultural development...*' of pupils.

Using the series:

- use tapes weekly – programmes usually develop in complexity over a term.
- use tapes selectively to match curriculum needs.
- use key scenes with other drama and English activities.
- tape record the programmes or purchase the tapes
- listen to the tape and read through these notes in advance – assess suitability and note areas for development or extra support.
- use the best equipment available – it makes a real difference to the children's concentration and work.
- you will need a fairly large, cleared space.
- allow at least 40 minutes to complete the work for each programme. Especially large groups may need longer. The amount of time allowed for groups to show each other their work is a key factor in determining how long the material will take to complete.
- pupils should dress to allow easy movement. They do not need PE kit.
- no warm-up is necessary but settle the pupils in the correct groupings quietly to listen at the start.

Refer to the programme notes. They provide:

- a brief synopsis of the story
- the programme structure – the activities that will take place during the programme
- teacher guidance – ideas for teacher involvement intended to get the most out of the programmes

In most programmes you will hear:

- short, dramatised scenes with a narrator – these set the scene and give instructions
- sections of background sound effects – these provide a stimulus for pupil activities
- instructions from the narrator – these tell pupils what to do and the groupings to work in
- the stop signal – usually music – to indicate:

either that it's time to bring an activity to a close (stop the tape and focus the children to hear the next part of the programme)

or that the tape should be stopped so pupils can perform an activity, often discussion or enactment, following the narrator's instructions

- short pauses in the narration – so that pupils can get organised (switch off and start the tape as necessary)

Opportunities for assessment:

During the programme there are opportunities to observe and to assess pupil progress.

For Speaking and Listening skills:

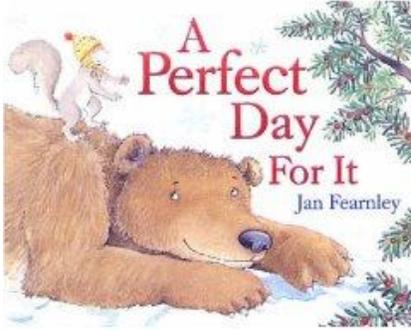
- how well do pupils listen to the ideas of others and contribute their own?
- do some pupils find it hard to talk about a situation or solution if asked?
- are they using new vocabulary introduced during the unit?

For drama skills, are pupils:

- using their imaginations as they become part of the situation and act out aspects of the story?
- showing empathy with the characters and their situation?
- joining in with acting activities? All or some?
- able to translate the ideas that arise from discussion into drama?
- using the information they have gained from the programmes to appropriately inform their work - e.g. with regard to language?

Programme 1 – A Perfect Day for it

Read by Robin Welch. Adapted for Radio by Gordon Lamont

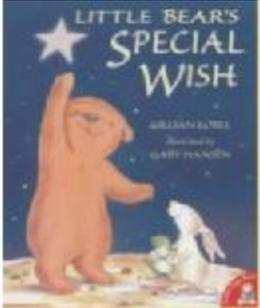
<p>Synopsis A snowy, crisp winter's day and a large Brown bear decides "It's a perfect day for? walking up a mountain. He's followed on his journey by a series of animal friends, who all go for a different reason.</p> <p>The story is told by the Bear.</p> <p>Educational objectives:</p> <ul style="list-style-type: none"> • <i>Listening</i> - To identify and respond to sound patterns in language. To develop listening skills. • <i>Drama</i> - To create and sustain roles within a drama. • Comment constructively on drama they have watched or in which they have taken part. 	<p>Book <i>A Perfect Day for it</i> by Jan Fearnley Egmont, 2001 ISBN 0 434 80786 9</p> 
<p>DRAMA ACTIVITIES</p>	<p>TEACHER GUIDANCE</p>
<p>1 Individual movement In role as the bear moving to a soundtrack of snowy footsteps and the words: "<i>Tramp tramp tramp</i>".</p> <p>When the bear stops, the children stop and listen to the next part of the story.</p>	<p>Encourage the children to think about the large size of the bear, which makes his movement plodding through the deep snow. Their steps should be rhythmic and slow in time to the soundtrack.</p>
<p>2 Individual movement In role as Badger hurrying behind bear, trying to catch him. Moving to the soundtrack and words with "<i>Scritchity scratchity</i>" steps.</p>	<p>Remind the children that badger is much smaller and so they will have to move more quickly to catch bear. Their steps should be tiny and jerky.</p> <p>Remind them that they have to listen carefully and stop when the steps stop.</p>
<p>3 Individual movement In role as fox, taking "<i>paddy paw</i>" steps.</p>	<p>Encourage careful listening so that the movement for this sequence is distinct from that of the badger. Encourage full use of the space available.</p>

ACTIVITIES	TEACHER GUIDANCE
<p>4 Individual movement In role as squirrel moving up the mountain on "tippytoes".</p>	<p>The children will need to use more control to move on tiptoes emulating the rhythm of the sound effects and words. How can they show that squirrel is different to badger and fox?</p>
<p>5 Individual movement In role as Mole moving with <i>slippy slidey bump</i> steps.</p>	<p>Encourage the children to show Mole's fun and reckless personality as he skates over the ice and snow, slipping and sliding. The children should develop a distinct sequence of three different movements: a slip, a slide and a bump. It may help to suggest they pretend to skate or ski.</p>
<p>6 Full sequence of all animals Taking on each role one after another, as the story repeats. Bear tramping, badger "<i>scritchity scratchity</i>", fox "<i>paddypaw</i>", squirrel "<i>tippytoes</i>" and Mole "<i>Slippy slidey bump</i>."</p>	<p>Encourage the children to perform here. You could repeat the sequence selecting specific children to show their movements to the rest of the group. Can the viewers guess which animal they are being?</p>
<p>SIGNAL 7 Photographs in groups of 3 or 4 The children decide which character to be. In role as the group of animals sliding down the mountain on Bear's back.</p>	<p>The children make 3 different pictures freezing on cue to the magical camera effect. They should be making action photographs. Encourage them to change their photographs. Can they show from their shape which character they are being? Split the class in half and repeat the pictures, get the rest of the group to say what they think is happening in each picture and who the different characters are.</p>
<p>8 Final Photograph in groups of 3 or 4 All of the animals land topsy turvy in a snowdrift.</p>	<p>This picture should look very different to the action photographs above. Remind the children to stay in role.</p>

ACTIVITIES	TEACHER GUIDANCE
<p>9 Whole class discussion What is it like outside on a snowy day.</p>	<p>What experiences do the children remember of the snow? As they talk about their ideas, encourage them to use descriptive language like the story. What cold snowy words can they think of? Have they ever been out when the snow was really deep?</p>
<p>Follow up literacy activities: Read the story with the class. Get the children to join in with all the movement words.</p> <p>Compose a snowy class poem.</p> <p>Find some other poems using language and wordplay that describe the snow.</p> <p>Other books by Jan Fearnley published by Egmont.</p>	<p>Are the characters in the book and the pictures as they imagined? What's different, what's the same?</p> <p>Use alliteration as in the story. Each child could suggest ideas. What inventive words, can the children think of? <i>"Freezy, frosty, sunny, snowy, cold, crisp".</i></p> <p><i>Outdoor Song</i> By A.A. Milne <i>Footprints/Cold</i> by Shirley Hughes</p> <p><i>Just Like you</i> ISBN 1 4052 1887 8 <i>Mr. Wolf and the Enormous Turnip</i> ISBN 1 4052 1580 1</p>

Programme 2 – Little Bear's Special Wish

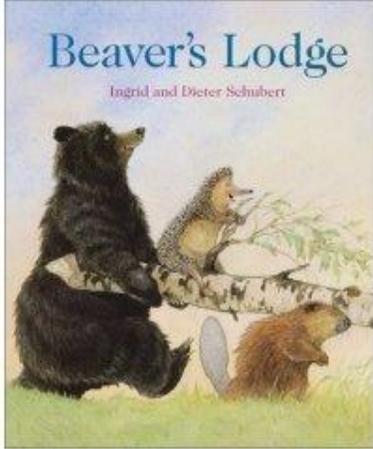
Read by Saskia Wickham. Adapted for Radio by Gordon Lamont

<p>Synopsis A little bear searches for a special present for her Mummy. She sees a star in the sky and tries to catch it with the help of her friend Lippity Rabbit.</p> <p>The story is told by Little Bear.</p> <p>Educational objectives:</p> <ul style="list-style-type: none"> • <i>Drama:</i> Working in role • Presenting drama and stories to others • Further develop <i>listening skills</i> • Develop <i>speaking skills</i> by describing events and experiences. 	<p>Book <i>Little Bear's Special Wish</i> by Gillian Lobel Little Tiger Press, 2003 ISBN 1 85430 896 3</p> 
DRAMA ACTIVITIES	TEACHER GUIDANCE
<p>1 Individual Movement Jumping on cue to a sound effect to reach the star.</p>	<p>Encourage the children to really stretch up high as they jump.</p>
<p>2 Individual Movement In role as little bear walking up the hill and balancing.</p>	<p>Remind the children of the bear's size and therefore of her small footsteps. Encourage the children to listen carefully to the soundtrack.</p>
<p>3 Individual Mime Collecting stones and piling them up.</p>	<p>Encourage quality of movement, reminding the children how heavy the big stones would be to a small bear.</p>
<p>4 Individual Mime In role as little bear, climbing the stone staircase</p>	<p>They should be acting in role showing facial expression of the danger of the climb. Encourage them to balance as they follow the narrator's voice.</p>
<p>5 Still photographs in groups of 3 Make a still picture of the moment frog, Little Bear and Lippity Rabbit all land on the ground.</p> <p>SIGNAL</p>	<p>Encourage the children to use their balance, but at the same time to remain still for the photograph. Can they show clearly which animal they are? Choose some pictures to show the rest of the group and ask the children to comment on what they see.</p>

ACTIVITIES	TEACHER GUIDANCE
<p>6 Individual in role as Little Bear speaking thoughts The teacher touches different children on the shoulder and they speak their thoughts as Little Bear out loud.</p> <p>SIGNAL</p>	<p>Is Little Bear sad because the wish didn't come true? Is she cross because the plan didn't work?</p> <p>The teacher could also be in role as Lippity Rabbit asking little bear how he/she feels.</p>
<p>7 Individual Mime In role as Little Bear searching for the shell</p>	<p>Encourage quiet movement, so that the children continue to listen carefully to the story, as they search.</p>
<p>8 Whole class Speaking and Listening The children are asked to retell the story in sequence.</p>	<p>Encourage the children to be descriptive in their use of language. You could ask them to describe the pictures they saw in their heads as they took part in the story.</p> <p>What was their favourite part? Why?</p>
<p>Follow up literacy activities: Read <i>Little Bear's Special Wish</i> as a class.</p> <p>Make a list of rhyming words linked to the story.</p> <p>Make a class wish list.</p> <p>Do the children know any other stories about wishes?</p>	<p>Do they notice any different in the book from the drama?</p> <p>Wish: fish, dish, splish Star: car, far, jar</p> <p><i>Laura's Star</i> by Klaus Baumgart Little Tiger Press ISBN 1 85430 696-0 <i>The Wish Cat</i> by Ragnild Scaqmell Little Tiger Press ISBN 1 85430 755X</p>

Programme 3 – Beaver's Lodge

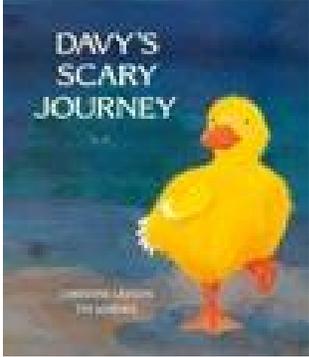
Read by Jane Horrocks. Adapted for radio by Gordon Lamont

<p>Synopsis Beaver is very pleased with himself because he has been busy building his new house. He climbs up to mend a hole in the roof and ends up falling off and then his Lodge is ruined. He is rescued by his friends; Hedgehog and Bear, who decide to surprise him by building a new home.</p> <p>The story is narrated by hedgehog.</p> <p>Educational objectives</p> <ul style="list-style-type: none"> • <i>Group Discussion and interaction</i> - to join in as members of a group taking turns in speaking. • To relate their contributions to what has gone on before. • <i>Drama</i> – to use actions to explore and convey situations, characters and emotions. 	<p>Book <i>Beaver's Lodge</i> by Ingrid and Dieter Schubert Translated by Janice Thomson Anderson Press, 2001 ISBN: 1 886910 68 5</p> 
<p>DRAMA ACTIVITIES</p>	<p>TEACHER GUIDANCE</p>
<p>1 Individual Movement In role as Hedgehog, sniffing around looking for something to eat.</p>	<p>Encourage the children to work on different levels – e.g. getting down low on their tummies to squeeze under the log slowly.</p>
<p>2 Whole class speaking and listening In role as Hedgehog persuading Bear to help.</p>	<p>Explain the activity again to the children before going into role so they are clear what they have to do.</p> <p>The teacher is in role as Bear. Encourage the children to ask you questions by prompting them. "What's the matter Hedgehog? What's happened tell me? Why do you want me to help you?"</p>

ACTIVITIES	TEACHER GUIDANCE
<p>3 Individual Movement In role as Hedgehog first running across grassy ground, and then crossing river on narrow branch.</p>	<p>There should be two distinctly different sections to this journey. Emphasise the Hedgehog's movement by joining in with the running - taking tiny, fast steps to contrast with tiny, hesitant steps wobbling across the branch.</p> <p>If time permits, repeat this activity with the children working in pairs, one following the other.</p>
<p>4 Miming in pairs collecting building materials Working together the children collect stones, small sticks and mud.</p>	<p>Encourage the children to carry things together and to show how heavy they feel. You may like to repeat this sequence getting the pairs to make greater use of the space around them, travelling further to find different objects.</p>
<p>5 In Pairs building the house Laying the stones, weaving the sticks together, covering the new building in mud.</p>	<p>The children will need to listen very carefully to the soundtrack throughout so that they know which part of the house they are building. Choose some strong performances to show to the rest of the group.</p>
<p>6 Whole class discussion How could Beaver decorate the outside of his house?</p>	<p>You could encourage the children to make their suggestions while remaining in role as Hedgehog. If they need ideas, ask them to think about the kind of objects they could find in the woods and by the river.</p>
<p>Follow up literacy activities:</p> <p>Read the story together using the picture book.</p> <p>Compare the drama to the picture book.</p> <p>Read some other books in this series based on these characters. All are published by Anderson Press.</p>	<p>Does the picture of Beaver's Lodge look as the children imagined? What is different? What is similar?</p> <p>Has any part of the story been left out? Who is the leading character in the book and how do they appear in the drama version?</p> <p><i>Bear's eggs</i> ISBN 1842700820 <i>There's a hole in my bucket</i> ISBN 0862649579</p>

Programme 4 – Davy's Scary Journey

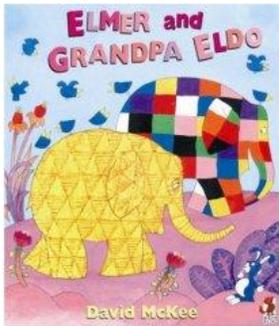
Read by Tony Marshall. Adapted for radio by Alan Lambert

<p>Synopsis Davy Duck lives on a farm but yearns to fly off to far off lands like the swallows. So one day, tired of being teased by them, he takes off on an adventure. It's a journey which leads him through water, mountains and plains, until finally he has a very scary experience.</p> <p>The story is told by Davy Duck.</p> <p>Educational objectives:</p> <ul style="list-style-type: none"> • <i>Drama</i> – working in role • Presenting drama and stories to others through tableaux. • Create and sustain roles individually and when working with others. • <i>Listening</i> to radio recordings 	<p>Book <i>Davy's Scarey Journey</i> by Christine Leeson Magi press, 1997 ISBN 1-888444-10-X</p> 
<p>DRAMA ACTIVITIES</p>	<p>TEACHER GUIDANCE</p>
<p>1 Individual Movement In role as Davy Duck, paddling down the stream.</p>	<p>You may find it useful to join in this activity in role as the duck to assist the children with the movement.</p>
<p>2 Individual Movement Wading through the deep water.</p>	<p>Encourage the children to keep in rhythm with the soundtrack. This movement should be much slower and demonstrate a pushing, dragging action.</p>
<p>3 Individual Movement Climbing up the rocky path.</p>	<p>If necessary, remind the children to remain in role as the duck. Encourage them to go in different directions, creating different pathways as they climb.</p>

ACTIVITIES	TEACHER GUIDANCE
<p>SIGNAL 4 In pairs Mirroring In role: one as the duck and the other as the lion.</p>	<p>Once the children have chosen a partner, encourage them to think about the contrasting ways ducks and lions move. Make sure they are in role as their animal character before starting. The movements should be almost as if in slow motion. You may want to practice some copying movements before trying it with the tape. If time permits choose some pairs to perform for the rest of the class.</p>
<p>5 Whole Class Acting out a favourite scene or making a still picture.</p>	<p>This activity may work best as pairs. You may choose for the children to act out their scene silently, or they may wish to make up some dialogue. It could be Davy and a friend taking a scary journey together.</p>
<p>Follow up literacy activities Read the book together as a class.</p>	<p>What is different about Davy's journey in the drama? Looking at the picture book, how far do the children think Davy may actually have travelled? Where did he end up?</p>
<p>Read some duck poems together as a class.</p> <p>Read some other books by Christine Leeson published by Little Tiger Press.</p>	<p><i>Ducks Ditty</i> by Kenneth Grahame <i>Duck Weather</i> by Shirley Hughes [Both in Hutchinson <i>Treasury of Children's Poetry</i>] <i>The Duck</i> by Ogden Nash [The Macmillian <i>Treasury of Children's Poetry</i>]</p> <p><i>Too busy for Benjie</i> ISBN 1 84506 095 4 <i>Just for you</i> ISBN 1 84506 024 5 <i>The Gift of Christmas</i> ISBN 1 85430 680 4 <i>Molly and the Storm</i> ISBN 1 85430 853X</p>

Programme 5 – Elmer And Grandpa Eldo

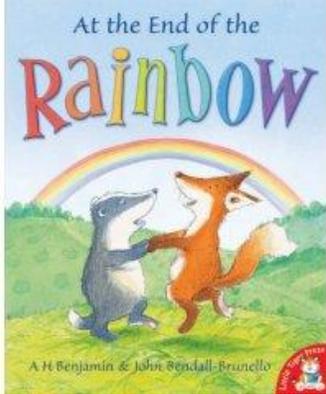
Read by Anthony Ofeogbu. Adapted for Radio by Gordon Lamont

<p>Synopsis In this story about the well known patchwork elephant Elmer goes to visit his Grandpa Eldo. Elmer reminds Eldo of all the different things they used to do together...and in the end discovers that Eldo is not as forgetful as he seems!</p> <p>Educational objectives:</p> <ul style="list-style-type: none"> • <i>Drama</i> – working in role • <i>Speaking and Listening</i> – to identify and respond to sound patterns in language. • <i>Speaking</i> – telling stories, real and imagined. 	<p>Book <i>Elmer and Grandpa Eldo</i> by David McKee, Anderson Press, 2001 ISBN 1-84270-014-6</p> 
<p>DRAMA ACTIVITIES</p>	<p>TEACHER GUIDANCE</p>
<p>1 Individual Mime In role as Elmer, walking through the jungle picking fruit and balancing it on top of their heads.</p>	<p>Encourage the children to make the two actions distinct and to listen carefully to the soundtrack. The children should move with the music and stop to pick fruit when they hear the rustling sound.</p>
<p>2 Individual Mime In role as Elmer, dodging in and out between the rocks.</p>	<p>The children should move when they hear the music, stopping when the music does. Remind them they are still in role as elephants. Encourage a sense of play and fun in this activity. Can the children show a fun expression on their faces? They should freeze when they hear "Elmer where are you?"</p>
<p>3 Individual Movement Jumping onto 3 different stepping stones and balancing.</p>	<p>The children should jump with the music and then wobble and balance with the stone effect.</p> <p>There are 3 different jumps and balances in this section. You may need to pause after this activity to regain the children's concentration and listening focus for the next part.</p>

ACTIVITIES	TEACHER GUIDANCE
<p>4 Individual Mime – Still Photographs Jumping onto stepping stone, balancing, then freezing with a giant splash.</p>	<p>Encourage the children to hold a balance for the photograph.</p> <p>If time allows, split the class in two and repeat the photographs so that the rest of the group can watch and comment on what they see.</p>
<p>5 Speaking whole class Joining in with the chorus of Elmer's song.</p>	<p>The words are:</p> <p><i>When we're marching on our way,</i> <i>bumpity bump, bumpity bump,</i> <i>We like to laugh and play</i> <i>bumpity bump, bumpity bump.</i> <i>And when we can't think what to do</i> <i>We simply hide and then shout</i> BOOOOH! <i>When we're marching on our way,</i> <i>bumpity bump, bumpity bump.</i></p>
<p>6 Movement Whole Class In role marching all around the jungle to Elmer's song.</p>	<p>Encourage the children to make heavy plodding steps and to keep in rhythm with the music and the rhyme.</p>
<p>7 Whole Class discussion Which part of the story was their favourite?</p>	<p>Get the children to retell the story in sequence.</p>
<p>Follow up literacy activities Read the original picture book story of Elmer and Grandpa Eldo</p>	<p>How does the book compare to the programme? What is similar, what is different? Is Grandpa Eldo as the children imagined?</p>
<p>Compare this story to some other David McKee Elmer books published by Anderson Press.</p>	<p><i>Elmer</i> ISBN 0-86264-208-6 <i>Elmer and Wilbur</i> ISBN 0-86264-506-9 <i>Elmer and the Stranger</i> 0-86264-947-1</p>

Programme 6 – At the end of the rainbow

Read by Dawn Steele. Adapted for Radio by June Mitchell

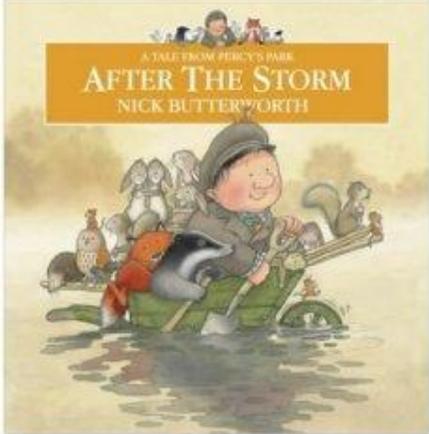
<p>Synopsis This is the story of two young friends: Badger and Fox. One day they decide to try to find the treasure at the end of a rainbow. But they soon learn on their travels that treasure can be found in lots of different ways. Eventually they discover that the best treasure they can ever find is their own friendship.</p> <p>Educational objectives:</p> <ul style="list-style-type: none"> • <i>Listening</i> –to sustain concentration and remember specific points • <i>Discussion</i> – to take turns in speaking, take account of different views. • <i>Drama</i> – to create and sustain roles individually and when working with others. 	<p>Book <i>At the end of the Rainbow</i> by A.H. Benjamin Little Tiger Press, 2004 ISBN 1 84506 003 2</p> 
<p>DRAMA ACTIVITIES</p>	<p>TEACHER GUIDANCE</p>
<p>1 Speaking and listening – whole class How many different sounds can the children hear?</p> <p>SIGNAL</p>	<p>Countryside effects: birdsong pigeons, birds sheep, cows.</p> <p>You may wish to repeat the sound effect sequence, encouraging the children to close their eyes and really listen hard.</p> <p>Once they have identified the sound effects, ask the children to describe the pictures they imagined.</p>
<p>2 Individual Movement Taking small scampering steps, then freezing on cue to the rainbow sound.</p>	<p>Encourage the children to be in role as either badger or fox. Their steps should be small and scampering. They must freeze when they hear the rainbow and look up at the sky.</p> <p>Encourage the children to move in rhythm with light footsteps listening carefully to the soundtrack.</p> <p>If time permits – repeat the sequence.</p>

ACTIVITIES	TEACHER GUIDANCE
<p>3 Whole Class discussion What kind of treasure were badger and fox looking for?</p> <p>SIGNAL</p>	<p>Have a class discussion about treasure. What do the children understand treasure to be? What do they think badger and fox might find?</p>
<p>4 Movement in pairs In role as badger or fox, the animals climb up the windy path.</p>	<p>Pause the programme to allow the children more time to choose which animal they are going to be. Foxes lead. Encourage careful listening to the soundtrack throughout and remind the children they can jump over holes. If time allows, repeat the sequence and swap roles so that badger has a chance to lead up the path.</p>
<p>5 Whole class discussion Talk as a class about the treasures that squirrel, mother duck and old hare have described.</p> <p>SIGNAL</p>	<p>Can the children remember the different treasures? - squirrel's pile of acorns. - mother duck's baby duckling. - old hare's memories.</p> <p>Discuss memories. What kind of memories might old hare have? What kind of things would he have done as a baby or a young hare?</p>
<p>6 Movement in pairs In role as badger and fox, the children perform a friendship dance.</p>	<p>Pause the programme to allow the children to find their partner from earlier. Remind the children to stay in role as badger or fox. The children should show how they feel by their expression.</p> <p>The children can skip round in a circle holding hands. Encourage them to skip around using all the space as a follow-my-leader dance.</p> <p>Choose some of the best dances to show to the rest of the group.</p>

ACTIVITIES	TEACHER GUIDANCE
<p>7 Whole class discussion</p>	<p>What happy memories do the children have? What fun times have they had with a friend? Why are friends important?</p>
<p>Follow up literacy activities: Read the picture book together as a class.</p> <p>Compare this friendship story to some others about animals.</p> <p>What similarities/differences are there in the characters and the theme of friendship?</p> <p>Read some other stories by A.H. Benjamin published by Little Tiger Press.</p>	<p>Are the pictures in the book different to those in the children's imagination?</p> <p>For example, <i>Little Beaver and the Echo</i> by Amy MacDonald. Walker 1993 ISBN 0-7445-2315-X <i>Mouse and Mole Have a Party</i> by Joyce Dunbar. Picture Corgi ISBN 0-552-52705 -X</p> <p><i>Baa! Moo! What will we do?</i> ISBN 1 85430 894 7 <i>Mouse Mole and the Falling Star</i> ISBN 1 85430 782 7</p>

Programme 7 – After the storm

Read by Jeff Bennett. Adapted for Radio by Gordon Lamont

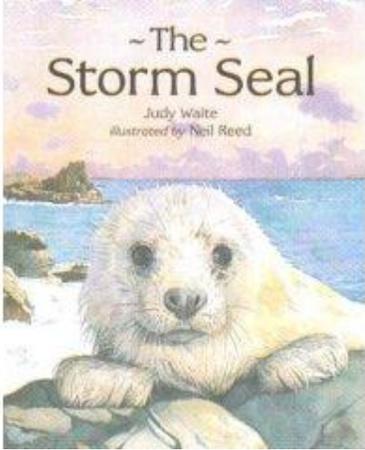
<p>Synopsis A story featuring the well-loved character of Percy the Park keeper. The park has suffered damage following a storm and Percy has to go round the park with his wheelbarrow to tidy it up. He finds the old oak tree has toppled down and all his animal friends have lost their homes. He sets out to build them a new one.</p> <p>Percy narrates the story.</p> <p>Educational objectives:</p> <ul style="list-style-type: none"> • <i>Listening</i> – to listen with sustained concentration. To identify and respond to sound patterns in language. • <i>Speaking</i> - To choose words with precision • <i>Drama</i> – to present drama and stories to others. • To use actions to explore and convey situations, characters and emotions. 	<p>Book <i>After the storm</i> by Nick Butterworth Harper Collins, 2003 ISBN 0-00-715515-8</p> 
<p>DRAMA ACTIVITIES</p>	<p>TEACHER GUIDANCE</p>
<p>1 Whole class Speaking and Listening Listening to the sounds of the storm, then choosing onomatopoeic words to describe it.</p> <p>SIGNAL</p>	<p>Ask the children to concentrate on the different elements that make up a storm, then to think of different verbs and adjectives that describe the sounds. The wind – swirled and twirled, swoosh, woosh, trees creaked and swayed. The rain – poured, soaked, splitter splatter. The thunder – crashed, roared. The lightening – flashed, sparked, zig-zagged.</p>
<p>2 Individual Mime Loading the wheelbarrow with equipment.</p>	<p>The children need to listen very carefully to the soundtrack and follow the instructions.</p>

ACTIVITIES	TEACHER GUIDANCE
<p>3 Individual Movement Pushing the wheelbarrow round the park, and searching for damage.</p>	<p>Encourage the children to listen carefully throughout to the soundtrack and to move all around the park.</p> <p>If time allows, you could repeat this sequence.</p>
<p>4 Whole class discussion What damage did they spot as they travelled round the park?</p> <p>SIGNAL</p>	<p>Encourage the children to use their imagination to come up with ideas.</p> <p>Litter bins turned over, broken fences, trees toppled, litter strewn across the grass, broken signs.</p>
<p>5 Individual in role speaking thoughts The children choose to be one of the animals from the park: a badger, a fox, a rabbit, a hedgehog, a squirrel or a mouse.</p> <p>SIGNAL</p>	<p>Pause the tape to arrange the class into a huge circle around the fallen oak tree. Encourage the children to imagine what it was like for the animals who had lost their home.</p> <p>Move round the circle touching each child on the shoulder allowing them time to speak their thoughts. The teacher could be in role as Percy to do this.</p>
<p>6 Miming in pairs Sitting side by side in the wheelbarrow they paddle along the stream to the soundtrack. Then wading through the water and tying wheelbarrow up to the tree.</p>	<p>Pause the tape to allow the children to find a partner. The children will need to listen carefully and move in rhythm to the soundtrack throughout this sequence.</p>
<p>7 Building the tree house in pairs</p>	<p>The children should work to the soundtrack, performing different building actions: tapping in nails and wheeling the barrow.</p> <p>If time permits choose some of the strongest performances to show to the rest of the group.</p>

ACTIVITIES	TEACHER GUIDANCE
<p>8 Whole Class discussion What will Percy do with the acorn?</p>	<p>If there are any oak trees near the school, bring in an acorn or a picture of one to show the children.</p> <p>Get the class to describe what their imaginary tree house looks like.</p>
<p>Follow up literacy activities Read the picture book as a class.</p> <p>Look at the large picture of the tree house at the back.</p> <p>Nick Butterworth is not only a significant children's author but he also illustrates all his own books. Investigate some of his other titles and make comparisons. There are many different stories featuring Percy.</p>	<p>Look carefully at the picture book. Which animals performed certain tasks to help Percy? Who tied the wheelbarrow boat up? Who sawed the wood? Who knocked in the nails?</p> <p>How does it compare to the one that they imagined?</p> <p><i>The Rescue Party</i> 0-00-715516-6 <i>One Snowy Night</i> 0-00-664318 <i>The Secret Path</i> 0-00-715518-X <i>The Treasure Hunt</i> 0-00-716975 - 2 <i>Percy's Bumpy ride</i> 0-00-715514-X All published by Harper Collins.</p>

Programme 8– The Storm Seal

Read by Don McCorkindale. Adapted for Radio by Alan Lambert

<p>Synopsis Following a storm, an old fisherman called Peter finds a small seal stranded on the beach and rescues it. The seal soon becomes the talk of the village and the children help to look after it. Eventually the day comes when it's time to return the seal to the sea again.</p> <p>Peter narrates the story.</p> <p>Educational objectives:</p> <ul style="list-style-type: none"> • <i>Speaking</i> – to tell stories real and imagined. • <i>Drama</i> - to create and sustain roles individually and when working with others. • To convey situations, and emotions • <i>Discussion</i> – to extend their ideas in light of discussion. • To give reasons for opinions and actions. 	<p>Book <i>The Storm Seal</i> by Judy Waite Magi Publications, 1988 ISBN 1 85430-464-X</p> 
<p>DRAMA ACTIVITIES</p>	<p>TEACHER GUIDANCE</p>
<p>1 Individual Mime The children search along the shore beachcombing.</p>	<p>Encourage careful listening to the soundtrack.</p>
<p>2 Class Discussion The children talk about what they found on the beach.</p> <p>SIGNAL</p>	<p>You may like to replay the soundtrack for beachcombing asking the class to close their eyes to imagine a picture in their heads. Have the children ever been to the beach? What do they remember from their visit?</p>
<p>3 Individual Mime Finding the seal on the beach; picking him up carefully and carrying him to the house. Feeding the seal.</p>	<p>The children need to imagine they are finding the seal pup for the first time. They need to listen very carefully in this sequence. Can the children really show an accurate mime of feeding the seal?</p>

ACTIVITIES	TEACHER GUIDANCE
<p>4 Class Discussion How should you care for an animal like a seal?</p>	<p>You may find it helpful to have a copy of the book to show the children a picture of a baby seal. If the children are short of ideas, ask them how they would care for a baby? What would be different about caring for a seal?</p>
<p>5 Class Discussion What was it that the children did that was wrong?</p>	<p>How should you treat an animal? Why was Peter so angry about the way the seal was treated by the children? Why was it wrong that the children dressed the seal up?</p>
<p>6 In Pairs sitting in the boat – acting out the scene Whispering words of encouragement to the seal.</p>	<p>Pause the programme, to allow the children time to find a partner. You may like to replay this sequence and try it again encouraging the children to really use their imaginations to think of gentle words to say to the seal.</p>
<p>7 Movement in pairs In role, swimming as two seals in the water.</p>	<p>Repeat this sequence splitting the class in half - so that one group performs their seal dance to the rest - and then change over. Encourage the children to mirror each other in their movements and to use all the available space.</p>
<p>8 Speaking and Listening What might have happened to the storm seal after it was set free?</p>	<p>Ask the children to be "in role" as the seal telling of his deep sea adventures.</p>

ACTIVITIES	TEACHER GUIDANCE
<p>Follow up literacy activities Read the story of the storm seal together as a class.</p> <p>Explore some sea creature poems – read them out loud as a class. Use these as a stimulus for creating a class collage sea poem together. The words could be displayed in the shape of a seal.</p> <p>Read some other stories by Judy Waite published by Little Tiger Press.</p>	<p>Is the illustration of Peter in the book as the children imagined him? Do the children notice any part of the story in the book that was not included in the drama?</p> <p>For example: <i>Seal Song</i> by Robin Mellor <i>Where have all the seals gone?</i> by Brian Fitzgerald <i>No Answer</i> by John Agard <i>Whalesong</i> by Judith Nicholls <i>The song of the whale</i> by Kit Wright <i>Fish</i> by Mary Ann Hoberman All published in Earthways Earthwise OUP1995</p> <p><i>Fishes Evening Song</i> by Dahlov Ipcar [The mighty Ark OUP 2000] <i>Nannuark – a bear in the wilderness</i> ISBN 1 85430 905 6 <i>The Stray Kitten</i> ISBN 1 85430 639 1 <i>Mouse Look out</i> ISBN 1 85430 467 4</p>