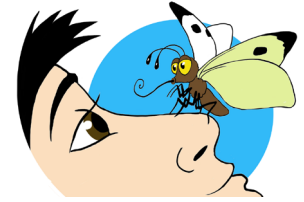




Children learn about
caring for animals in
nature

Animals and Me 2



Keywords storytelling • sound and movement • outing • creativity

- 1 This activity is based on the story *Fiks fl-Inkwiet / Fiks in Trouble* in the **Resource File**. Before reading the story, familiarise the children with the animals (mouse, butterfly, spider, lizard, robin) that feature in the story. Show the *Five Animals* clips (Downloadable Material) and after each one, ask the children to pretend to be the animal: do characteristic physical movements and make sounds. Question individuals why they are choosing particular movements and positions, which will show you how much they followed the animal's behaviour. For every animal ask, "Is a _____ like you?" Question their answers and try to find links that make us similar, e.g. we eat, run, see, shelter from the rain, enjoy the sun, etc., every time making links to what the children bring up.
- 2 The best way to introduce woodland would be to take your class to Buskett. Then you could let the children explore and find webs and flowers (you'll also hear robins if you go in October–March, maybe spot one). You can then read them the story in a real woodland setting.
- 3 Read the story *Fiks fl-Inkwiet / Fiks in Trouble* (**Resource File**) about a butterfly who ventures into a forest and runs into all sorts of problems. You may use the character pictures in the **Resource File** to illustrate the story as you read. To do this, print and cut out the pictures, stick them to stiff backing and use kebab sticks to hold them up. After reading, you can use these resources to make a story map and practise re-telling skills.
- 4 While reading, let the children dramatise the action. Why not create a movement for each character? Allow the concepts to grow in the children's mind and go along with links, other activities and discussions that emerge, making sure the values about caring for living things come across. After the reading, create a forest frieze or a line-up of 3D characters with children's drawings and/or creations from any material you wish them to be creative with.
- 5 For the woodland itself, introduce pot plants and have them in a forest-like arrangement, with help and suggestions from the children. Once the forest and story characters are set up, the children can re-tell the story, with variations they invent. Lead with questions and guide them to include caring for nature as well as caring for the pot plants.

Use the Dinja Waħda Notice Board and tell the school about what you're doing.

Send photos of children

- | | |
|--|--|
| ☐ watching clips and imitating forest animals | ☐ making frieze and forest corner |
| ☐ actively listening to story | |

