

Talk about it

SECTION

5

Persuasive talk

Objective: To prepare and present a convincing argument.

What you need: Copies of *The Hedgehog*, writing and drawing materials.

Cross-curricular links: Science, QCA Unit 2B, Plants and animals in the local environment; Citizenship, QCA Unit 03, Animals and us.

What to do

- Invite the children to consider the well-being of hedgehogs. You might want to look at the British Hedgehog Preservation Society's website or similar hedgehog information sites and natural history books.
- Discuss how realistic the story's scenario is. Explain that some towns do provide safe crossings for creatures such as toads, ducks and hedgehogs, especially during the mating season, where a busy road separates animals from their natural breeding habitat (water, for example).

- Recap together the events that led up to Max and his family gaining human help. Ask the children to imagine that they were in the story – perhaps living in a house where the garden was a home to the hedgehogs, and, like the human at Uncle B's, putting out dog food each night.
- Ask the children, in groups, to plan a campaign talk to alert attention to the hedgehogs' plight.
- In a separate session, ask each group to present their talk to the 'Mayor' (represented by the teacher and the rest of the class) to convince the council to provide a safe crossing to the park.
- Identify and compare the main points and presentation techniques.

Differentiation

For older/more confident children: Ask the children to produce a handout for the presentation.

For younger/less confident children: Let the children design a poster with a catchy slogan.

Behaviour and feelings

Objective: To discuss the feelings of characters.

What you need: Copies of *The Hedgehog*, pens or pencils, photocopiable page 22, per pair of children.

Cross-curricular links: Citizenship.

What to do

- Elicit a list of adjectives to attribute to parts of the story, for example: sad, funny, exciting, dangerous, satisfying, amusing, touching. Ask the children whether this is how the reader felt, or the characters.
- Taking the hero, Max, ask the children how he felt:
 - when he overheard the conversation at the beginning of the book (curious, concerned)
 - when he first set off (nervous, baffled, inquisitive)
 - when he got knocked over (shocked, terrified, confused).
- Encourage the children to explain *why* each

adjective describes Max's feelings and *what* made him feel the way he did.

- Give out the photocopiable sheet, one per pair. Ask each child to discuss how Pa's feelings change at different times. They should choose an adjective to reflect his feelings, explaining their choice and the events leading to Pa's change of mood.
- Ask them to take it in turns to write their findings on the sheet.
- Bring the class together to share their opinions, encouraging the children to listen to others, offer added comments of agreement or further evidence in support, or disagreement, explaining their reasons with reference to the text.

Differentiation

For older/more confident children: Ask the children to examine the feelings of another chosen character.

For younger/less confident children: Use Post-it Notes to mark pages describing significant events (such as Pa 'nicking' his neighbour's 'Munchimeat')

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