

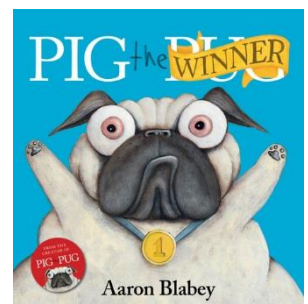


Pig the Winner

Written and illustrated by
Aaron Blabey

1 – Introducing the book

- Encourage children to think back to a time when they were a winner. How did it feel? Ask one or two of them to share their experiences and explore through discussion whether winning was dependent on them being really good at something – for example coming first in a colouring competition or a running race – which would lead to them feeling proud of their achievement, or whether their win was down to chance, for example unwrapping the final layer in a game of pass the parcel, or having the winning raffle ticket. In those instances they would feel good simply because they had secured a prize. Explain that winning doesn't always mean you are the best at something, and sometimes you can feel good just by knowing that you have tried hard and challenged yourself.
- Look at the picture of the dogs on the podium on the first pages of the story. Do you think they all look like they are proud of their achievements? How do you think the dogs on podiums 2 and 3 are feeling? Do they look happy and pleased? Why do you think that might be?



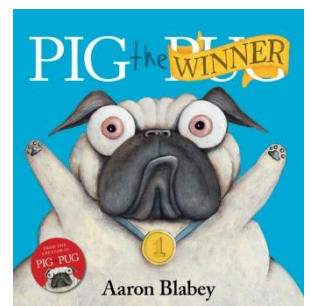


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1 – Introducing the book

- As you read the story, explore the impact of Pig's behaviour on others. What do you think of the way he acts? What could he do instead of screaming and crying? Is it kind of him to keep rubbing it in that he is the winner, especially when he has only won through cheating? Do you think you would like to be friends with Pig?
- Introduce the concept of sportsmanship as being about playing fairly and respecting others. Agree that no-one will enjoy playing with you if they think you are a sore loser or a cheat. Pig likes the feeling of being the best, but the good feelings he gets from winning don't last very long. He would actually be better off if he acted like a good friend and could enjoy the process of taking part rather than having to win all the time. Do you think Pig has learned his lesson by the end of the story?



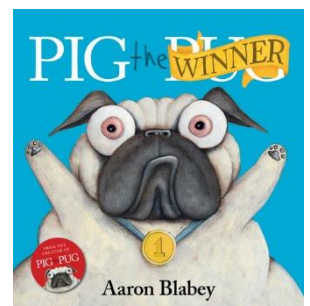


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- Aaron Blabey, the author, uses a whole range of different words to describe the way Pig eats: wolf, gobble, chomp, gnash, munch, stuff etc. Ask children to listen out for them as you read. Explain that they are all words which suggest he is eating in a certain way – can children mime what this might look like? Provide other starter words and see if children can think of more interesting synonyms that an author could use instead. If necessary, provide some different examples and encourage children to mime each one so that they can explore the differences in meaning. For example: ‘walk’ - stumble, totter, limp, creep, stamp, stride; ‘draw’ - scribble, sketch, colour, mark; ‘laugh’ - giggle, guffaw, chuckle, wheeze.
- Can children predict what will happen to Pig when he turns eating into a competition that he must win at all costs?



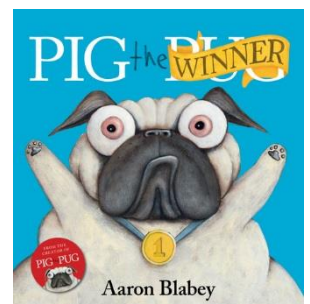


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2 – Celebrating strengths

- Invite children to think about something they are really good at. Draw round their hands on gold or silver paper and write their chosen skill on the palm. These paper hands can then be cut out and arranged to form a ‘winner’s cup’ classroom display. Emphasise to children that we are all winners at something, and that everyone’s skills should be valued.
- Talk to children about what it takes to become a world-class athlete. Help them to understand that people who are really successful put in a lot of time practising in order to get better. Make a point of noticing children who are really working hard to improve their skills in a particular area, and choose ‘winners of the day’ to celebrate this – you could even set up a winner’s podium in the classroom! Over time, children could be encouraged to notice when their classmates are demonstrating winning attitudes, and to nominate each other.
- Set up activities for children to try that require them to take their time and concentrate – for example balancing a bean bag on their head while walking along a line taped on the floor, or tracing along a zig-zag or spiral pattern while ensuring their pen stays on the line. Pig ends up eating his dog bowl because he was so busy rushing. Sometimes it’s good to take your time!



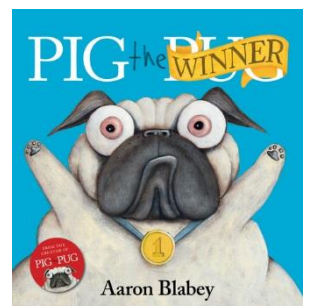


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3 – Just for fun

- Pig says 'It ain't fun till I've WON'. Actively encourage children to play games that depend on luck to win, helping them to just to enjoy the process of playing the game without knowing what is going to happen next. Suitable games might include snakes and ladders, rock paper scissors, or balloon tennis (using fly swats as the tennis racquets).
- Discuss how in these sorts of games, you can't get any better at them by practising, but you do need to follow the rules and play properly or the game won't be fun for anyone.





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4 – Let's collaborate

- Give children opportunities to explore activities where success is dependent on working together as a team, which can be a lot of fun. Examples could include working in small groups to build a den or a fort out of boxes, or constructing the tallest tower they can by balancing plastic cups on top of each other.
- Alternatively, children could work together on a treasure hunt - solving a series of clues or puzzles to secure a prize. Each clue could focus on a particular area of learning, such as sounding out a simple sentence, or completing a sum, and once the problem is solved correctly, the whereabouts of the next clue can be revealed.

