

Talk about it

SECTION

5

Attitudes to the jungle

Objective: To use the techniques of dialogic talk to explore ideas, topics or issues.

What you need: Copies of *Journey to the River Sea* and copies of photocopiable page 24.

Cross-curricular link: Geography.

What to do

- Ask the children what they think of when they hear the word *jungle* and to explain their responses. If, for example, someone says *exciting*, follow up what it is about this environment we think would induce that response. Encourage the children to think of different characters in *Journey to the River Sea* and the ways they react to the prospect of being in the jungle.
- Hand out copies of photocopiable page 24. Working in groups of four, ask the children to read through it. Tell them not to fill in the sheet until the end – the main focus is discussion.

- As they consider the responses, encourage the children to find not just each character's attitude, but something of what they say that explains why they feel the way they do.
- Invite the children to share their views within their groups, and then to complete the photocopiable sheet.
- Finish by asking the children to respond as a group to the characters' attitudes, trying as far as they can to see where they can empathise and understand and also where they differ from the thinking of these characters.

Differentiation

For older/more confident learners: Challenge the children to look elsewhere in the book, such as Chapters 20 and 23, exploring further developments in characters' attitudes towards the jungle.

For younger/less confident learners: Children could consider one or two sections on the sheet.

Families

Objective: To use the techniques of dialogic talk to explore ideas, topics or issues.

What you need: Copies of *Journey to the River Sea*, slips of paper and writing materials.

Cross-curricular link: PSHE.

What to do

- When the children have finished the story, read 'About the author' on page 3 of this book, asking the children to listen out for ways in which Eva Ibbotson's experience may be seen in the way she writes about Maia. Note what she says about childhood and insecurity. Ask: *How is this reflected in the character of Maia?*
- Discuss with the children their own families, friends and neighbours. Ask: *What support do these people give? Can families sometimes be difficult?*
- On slips of paper, write the names of the children in *Journey to the River Sea*. Ask the class to select one of these characters and to share with

a partner their thoughts on the sort of family support that the character has. You may want to prompt them to consider the role the Professor plays in Finn's life, the way the twins relate to their father, the way Maia doesn't make it to the bosom of her new family and the way Clovis is treated by the Goodleys.

- Then discuss as a class the sorts of families the children in *Journey to the River Sea* have around them and the way they relate to them. Ask: *Do these relationships have things in common? What are the biggest differences?*

Differentiation

For older/more confident learners: Children can create a chart in which they can make notes about the way the children relate to their families, drawing links between any similarities and noting differences.

For younger/less confident learners: Direct the children towards Clovis and the issues in his relationships, particularly with the Goodleys.