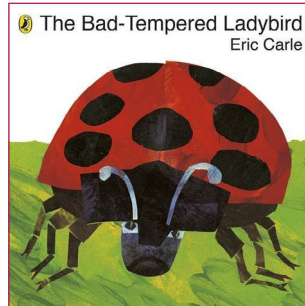


## 1 Living side by side

### Introduction

This activity uses the picture book *The Bad-Tempered Ladybird* by Eric Carle as a stimulus for thinking about why we share and the different attitudes people have to living side by side.

The story describes a ladybird who does not want to share his aphids. The story is beautifully illustrated by the distinctive images that Eric Carle is known for.



Key Stage: 1

Time: 60 mins

Learning Style: teacher-led  
(+ individual)

### Why should we think about this ?

The book offers a relatively simple way to consider deeper ideas such as conflict, the sharing of resources such as food and water, and getting on with our neighbours.

These bigger issues around global learning and community cohesion can be complex, but the starting point of 'sharing' can be used with even very young learners. They can then move on to think about ideas like *'the whole is greater than the sum of its parts'*.

This activity deals with the ways in which working and living together are positive processes that are beneficial to individuals and communities.

### When should we think about this ?

As this activity explores sensitive issues it might be best introduced using circle time, before breaking out to complete the drawing element (see below under Learning Activities) and then bringing learners back together.

To allow discussions to develop, we suggest leaving a little more than an hour for this activity, for example between the beginning of the day and morning break.

## 2 Living side by side

# Learning Activities



## What do I think about... HAVING NEIGHBOURS ?

Starting with this question means that learners will be able to relate the story straight away to themselves and their community, instead of just the two characters. A useful way to help them explain their ideas might be to use prompts such as:

- What are neighbours?
- Do we always like our neighbours?
- Can we choose our neighbours?
- Should we 'get on' with our neighbours? Why?



## How can I develop my thinking ?

Read the story together, allowing learners to ask questions, and develop any discussions that naturally occur. When reading the story try to avoid using value judgements based on the characters (e.g. *'isn't he naughty'*, *'I like the friendly ladybird best, don't you?'*). These comments may come naturally from your learners, but allowing them to think for themselves as they listen to the story can help them to avoid simply saying 'yes' to please the teacher.

Try some of the following activity ideas to help your learners develop their thinking further:

1. Use hot seating to help learners explore the story and their responses. This is where one learner takes on the role of a character and sits in the 'hot seat' whilst others ask questions of that character about their behaviour, thoughts and feelings.

An example could be *"Why didn't you want to share the aphids?"* and the learner chosen needs to think about what the response might be. This method enables learners to explore the story and the key idea - living side by side - in relation to the characters. For example you could ask *"Why did you still share the aphids with the other ladybird?"* ..to a learner playing the friendly ladybird.

As teachers we need to learn how to be the facilitator, devil's advocate and challenger to learning rather than the instructor. For advice on developing these skills see the **Time 2 Think** CPD materials **Facilitator Skills** and **Critical Thinking** as support to this activity.

Exploring issues through role play should be handled sensitively to avoid upsetting learners. We recommend that you look at the **Time 2 Think** CPD materials on **Creating a Safe Space** and **Controversial Classrooms** before using this activity.

## 3 Living side by side

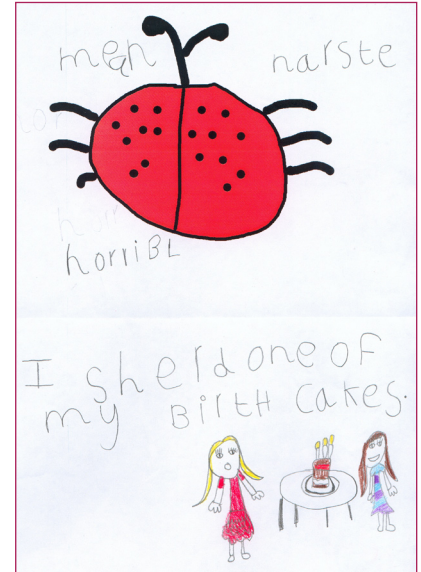
# Time 2 Think

Lifeworlds Learning

2. Provide each learner with a sheet of paper and support them to draw a bad-tempered ladybird. This could be done as an ICT input if you and your learners are confident in using computers for drawing.

Once they have drawn their ladybird ask them to write words around the edge to describe its personality and actions.

Finally, help learners to write a sentence saying how they think the ladybird should behave towards other ladybirds, or if they prefer, how people should behave towards each other.



## What do I think now ?

Bring your learners back together and use these prompt questions to help them explore their thoughts and feelings at the end of the activities.

- *Why do we help each other?*
- *Why do we share?* (this is especially good to explore beyond answers such as 'because it's kind' towards a range that includes 'some things belong to everyone' and 'if we share then people will share with us' as well)
- *Is it always easy to avoid fighting or getting annoyed?*
- *Is there definitely a right answer and a wrong answer to how the ladybird / people should behave?*

Revisit as a class the things that were discussed at the beginning of the activity to do with neighbours. Give your learners a moment to reflect and think about whether they still think the same things or whether their ideas have changed. You could perhaps ask them to discuss their responses with each other before inviting them to tell the wider group.

## Why do I think this ?

This is the most important question in the Time 2 Think process and deepens the critical literacy skills of learners. Where learners are able to trace the origins of their thoughts and feelings (family, experience, peers, media etc) they can become confident to challenge their own thoughts and engage with the ideas and opinions of others.

This is also the most challenging part of the process and teachers/facilitators will need to decide whether to include this stage when

## 4 Living side by side

working with younger or less able learners.

We feel it remains vital for teachers/facilitators to be aware of and reflect on this stage for themselves as it may help to deal with responses and reactions from learners, and identify future learning needs.

If you feel confident to explore your learners' thoughts and feelings in greater depth you could gently encourage learners to think about the following questions/issues in relation to this activity:

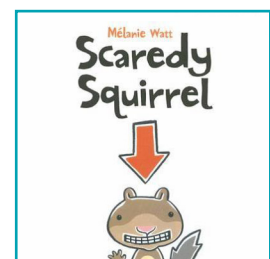
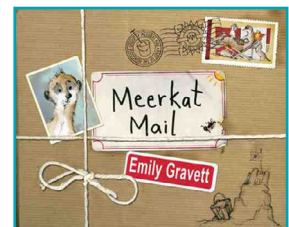
- *How does the way we are treated by others affect how we treat people ourselves?*
- *Would we feel differently about our neighbours if we had had a bad/good (vary as needed) experience?*
- *What might cause us to change our views about living side by side with others?*

## Extension ideas

### ➔ Where can we take this thinking ?

A great, thought-provoking story to follow on from this would be *Meerkat Mail* by Emily Gravett. It tells the story of a group of meerkats who all live together - sometimes a bit too much together for the main character, Sunny.

In response, Sunny decides to leave home but quickly realises that without his family and neighbours around he feels lonely, isolated, and unsafe. This allows learners to think about the security and safety of home, but also why travel and new experiences might be good. The story *Scaredy Squirrel* by Melanie Watt deals with similar ideas.



If you have used this activity in your classroom and have any examples you would like to share or would like to provide any comments or feedback as a teacher then we'd love to hear from you.

We want **Time 2 Think** to evolve into a community of practice to further develop ideas and organise events and opportunities, but for this we need the involvement of users such as yourself.

Send any contributions, or contact us to find out more, at [ask@lifeworldslearning.co.uk](mailto:ask@lifeworldslearning.co.uk)