

TIDY © Emily Gravett 2016 - Two Hoots, Macmillan Children's Books

# TIDY

*Emily Gravett*

## Teacher Resource Pack



Dear Teacher/Parent/Carer,

We are so pleased that you came to visit us at Polka Theatre for Tidy. We hope you enjoyed seeing the production and visiting our venue.

Here are a few activities to do with your children and young people after you have seen the performance. These creative activities are designed to support curriculum learning at Early Years Foundation Stage and Key Stage 1.

The drama focus is good for developing speaking and listening skills, as well as expanding concentration and imagination, all while growing an understanding of- and appreciation for- the natural world.

Where possible, the activities in this pack would work particularly well when supported by a trip to a local green space.

We look forward to seeing you again soon,  
**Polka Theatre's Creative Learning Team**

## Key Curriculum Links

### EYFS

- The Natural World
- People, Culture and Communities
- Expressive Arts and Design
- Communication & Language

### KS1

- Living Things and their Habitats
- Animals, including Humans
- Spoken Language
- Reading and Writing





Pete the Badger likes everything to be neat and tidy: the flowers, the leaves, even the other animals. But, when autumn comes, he gets a little bit carried away with cleaning up the forest and accidentally destroys his own home!

**Characters**



**Pete the Badger**

Played by Robert Penny  
Pete loves cosyng up in his sett and making sure the whole forest is nice and tidy.



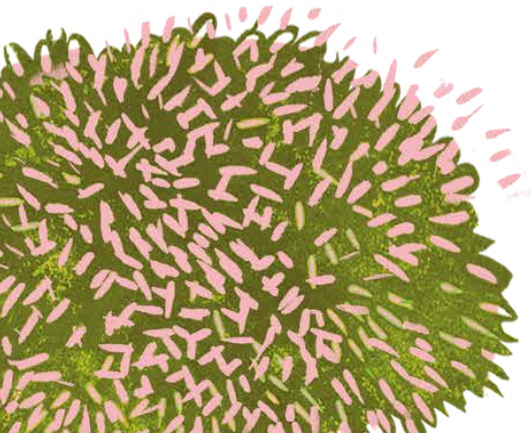
**Rabbit**

Played by Clare Pointing  
Rabbit loves rolling in grass and making blossom angels.



**Fox**

Played by Jack Benjamin  
Fox loves scratching his back and swishing his tail through the twigs and burrs.



## Lesson Overview

### All About Badgers

#### You Will Need...

A large, clear space

Paper and pencils

Print-outs of the resources on pages 4 and 8 of this pack

#### EYFS Links

- Communication and Language
  - Listen, understand and respond
  - Express ideas and offer explanations
- Literacy
  - Comprehension
- Understanding the World
  - Explore the natural world
- Expressive Arts and Design
  - Creating with materials
  - Invent, adapt and recount narratives.

#### KS1 Curriculum Links

- English
  - Reading comprehension
  - Spoken language
- Science
  - Animals, including humans
  - Living things and their habitats
- Geography
  - Human and physical geography
- Art and Design
  - Use a range of materials to develop and share their ideas

#### Lesson Objectives

- To review key plot points from Tidy and sequence them.
- To learn about the habitat, diet and lifestyle of badgers.
- To grow an understanding of badgers' adaptations to their environment.
- To use creative mediums to express their learning.
- To create a performance, considering audience, style and tone.

## Badger Facts

Badgers are mammals, and are most closely related to otters, ferrets and weasels. They have lived in the UK since the ice age, and are our biggest land predators! Read on to learn more about these amazing creatures.

### A Badger's Stripes

No one really knows why badgers have stripes! Some think it could be to mimic dappled light and shadow at night, while others think it acts as a warning to potential predators.

**Why do you think badgers have stripes?**

### Sett Sweet Sett

Badgers live in underground tunnels called 'Setts'. These can be up to 100 metres long, and are passed down through families - some setts are over 100 years old. Badgers live together in 'Clans', and nap together in beds lined with leaves, grass and bracken - they even change their bedding every couple of months.

### Small Eyes

Badgers don't have very good eyesight

### Thick Fur

Badgers' dark fur keeps them warm, and helps them to hide at night

### Powerful Nose

A badger's sense of smell is 800 times better than yours!

### Worms!

Badgers are 'Opportunistic Omnivores', meaning they eat pretty much anything, including bugs, slugs and berries. Around 60% of their diet is made up of worms, which they slurp out of the ground like spaghetti. They can munch up to 200 in one night!

### Long Claws

Badger claws are up to 3cm long, perfect for combing their fur and digging up worms

### Fun Fact

Badgers spend up to 40 minutes each night grooming their fur.

### Have you ever seen a badger?

There are estimated to be more badgers than foxes in the UK! Despite that, lots of people never see them. Badgers are 'nocturnal', meaning they only come out at night. They are also very shy and live underground.





## Bumbling Badgers

This activity is great for increasing energy and focus at the beginning of a lesson. It's also a useful way to help children remember and recap some of the events of the play and begin thinking about badgers in more detail.

### How to lead the activity:

- For this activity you'll need a large, clear space. Start with everyone spread out.
- Explain that when you call out an action everyone has to do it as quickly as possible.
- Introduce each action one by one, giving time to practice and recap before moving on to another.

#### **Actions**

##### **Tidy Up**

Move around the play space pretending to tidy up (e.g. vacuuming, dusting).

##### **Mud**

Go to the edge of the room or play space and pretend to be stuck.

##### **Flood**

Everyone spreads out as much as possible and mimes swimming.

##### **Picnic Time**

Get into threes and mime slurping up worms.

##### **Comb the Fur**

Get into pairs and mime combing one another's fur.

##### **Sett Sweet Sett**

Everyone gathers together in the centre of the room.

- Once you've had a few practice runs, you can begin eliminating players who are too slow or do the wrong action.

### Extension:

- At the end of the game, see if the class can work together to put the actions in the order in which they appeared in the play.

EYFS

KS1

## A Day in the Life of Pete

In this activity, children will use their bodies and imaginations to learn all about badger habits, diet and adaptations to their environment.

### How to lead the activity:

- For this activity you'll need a large, clear space. Start with everyone curled up asleep on the floor.
- Explain that the children will be living a day in the life of a badger. You will read out the below account of their day and they should act it out.

### A Day in the Life of a Badger

You are a badger, curled up asleep in your underground sett. Instead of hands, you have large paws with long, long claws. Instead of arms and legs, you have four short, stubby legs. Imagine your body covered in long, soft fur.

Around you, the rest of your family are sleeping, all snuggled up together.

Underneath you, you can feel a soft bed of leaves and dry grass. You roll over, and feel them crunch gently beneath you.

But it's getting late. The sun has set, which means it's time for you to get up!

You give a stretch and a yawn, and start your journey out of the sett. You waddle along on your short, stubby legs. It's a long walk for you to reach the surface. Your sett is 100 metres long, and has been in your family for over 100 years!

You plod your way through the dark, earthy tunnels before, eventually, you catch a whiff of fresh grass.

You poke your nose out of your badger hole and give a good sniff. You can't see very well in the darkness, but your little black nose is 800 times more powerful than a human's. You can smell dead leaves, pine needles and tree sap, but there's no sign of anyone about. Good! You're very shy. So, you venture out of your sett.

Surrounded by a forest of tall trees lit by moonlight, it's time to clean yourself up.

Using your 3-centimetre-long claws, you begin combing your fur. You comb your face; you comb behind your ears; you comb your belly; you comb your legs. Then, you find another member of your family, and you comb each other's backs!

It takes you a whole half hour to clean all your fur, and by the end you are starving. It's time to find some dinner.

You waddle about the forest, keeping your nose close to the ground. You sniff carefully as you walk and – there! You smell a worm! Using those long claws, you dig up the earth and there it is. Quickly, before it wriggles away, you get the worm between your lips and sluuurrrrrrrp! You suck it up, just like a piece of spaghetti! That was one tasty worm... but you need to eat 199 more. See how many worms you can slurp up!

With your belly full, and the sun beginning to rise, it's time to head home. You amble your way back inside your sett, and snuggle down to sleep, surrounded by your badger family.

EYFS

KS1

## Badger Quiz

Try this fun quiz to see how much your children have learned about badgers.

### 1: When are badgers up and about?

- a) In the morning
- b) In the afternoon
- c) At night

### 2: How long are badger claws?

- a) 3 metres
- b) 3 centimetres
- c) 3 millimetres

### 3: What is a badger's favourite food?

- a) leaves
- b) grass
- c) worms

### 4: What is a badger's home called?

- a) a sett
- b) a burrow
- c) a nest

### 5: How powerful is a badger's nose?

- a) about the same as a human's
- b) 800 times more powerful than a human's
- c) 200 times less powerful than a human's

### 6: How long does it take for a badger to clean themselves every day?

- a) 30 to 60 minutes
- b) 10 to 20 minutes
- c) Over an hour

Answers: 1:c, 2:b, 3:c, 4:a, 5:b, 6:a



EYFS

KS1

## Design Your Own Set

Badgers live in setts with their families. Pete's sett had an awards cabinet, a chair and a pillow. What would be in your sett, if you were a badger?



## Badger Adverts

This activity is a fantastic way to consolidate learning whilst also developing key speaking and listening skills.

### How to lead the activity:

- Put your class into groups of 3 or 4.
- Give each group a copy of the Badger Fact Sheet on page 4 of this Resource Pack.
- Ask each group to create a 2-minute infomercial on badgers. Ask them to think about the adverts they see on TV, online, or at the cinema for inspiration.
- They may wish to use a narrator, act out scenes, or show 'badgers in the wild'. However they choose to present it, their infomercial should include lots of facts.
- Once everyone has created their infomercials, take it in turns to perform them to the rest of the class. Remember to applaud at the end of each one!

### What's an Infomercial?

An infomercial is like an advert you might see on TV or YouTube. However, instead of trying to convince you to buy a product or service, it's just trying to teach you something - a little like a very short lesson.

### Extension:

- For an extra challenge, children could consider the aim of their infomercial: What do they want from the audience? For example, they may want the audience to donate money, sign up to a badger magazine, or join a badger-watching club!



## Lesson Overview

### Tidy Forest

#### You Will Need...

A large, clear space  
Print-outs of the resource on page 12

#### EYFS Links

- Communication and Language
  - Listening, attention and understanding
  - Speaking
- Personal, Social and Emotional Development
  - Work cooperatively
  - Show sensitivity to their own and others' needs
- Literacy
  - Word reading
- Understanding the World
  - Explore the natural world
- Expressive Arts and Design
  - Invent, adapt and recount narratives
  - Perform with others

#### KS1 Curriculum Links

- English
  - Word reading
  - Spoken language
  - Participation in discussion
- Science
  - Plants
  - Animals, including humans
  - Living things and their habitats
- Geography
  - Human and physical geography

#### Lesson Objectives

- To identify and name key features of forest habitats, including the living things that inhabit them.
- To consider the role that different things, living and dead, play within forest ecology.
- To identify signs of human impact on the natural world, and consider the pros and cons of human intervention.
- To participate in small group and whole class discussion.
- To create their own narratives and perform them, considering use of emotion, facial expression and body language.



## What's in the Forest?

This activity is great for increasing energy and focus at the beginning of a lesson. It's also a useful way to help children to begin thinking about forest habitats and the living things that inhabit them.

### How to lead the activity:

- For this activity you'll need a large, clear space. Start with everyone spread out.
- To begin, ask everyone to waddle around like a badger.
- When you call out a letter of the alphabet, children must turn their body into something beginning with that letter that could be found in the forest.

### For Example

You call out the letter 'B'.

Children could pose as:

Badger: On all fours, slurping a worm.

Bird: ruffling their feathers or spreading their wings.

Berries: curled up tight in a ball

Bunny: kneeling, paws held up in front of them

- As you play, write some of the best suggestions up on the board.
- After a few rounds, you should have a good selection of forest words written up. Ask your class to spread out, become their favourite thing in the forest, then freeze.
- Ask the class to think about a sound their forest thing might make. If they're a bird, they might tweet; if they're a tree, the wind might whistle through their leaves.
- One by one, go round the class and tap them on the shoulder. When you tap them, they can come to life, making their sound.
- Once everyone has been tapped, you'll have a forest soundscape!

### Note

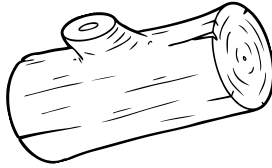

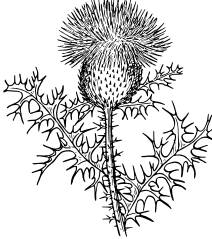

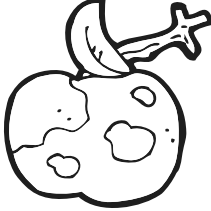
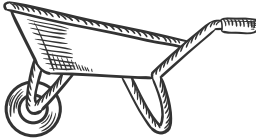
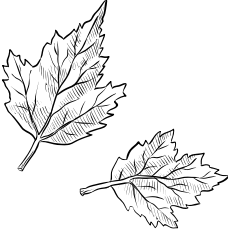
Before beginning your soundscape, you may wish to create a 'volume dial': when you hold your hand high in the air, the class are allowed to make lots of sound, but when your hand is near the floor, they have to be completely quiet. Try practicing with humming a few times.

## Tidy Up Time!

In this activity, children will begin learning about the basics of forest ecology and how it can be supported by humans. In addition, the use of discussion is great for developing oracy skills.

### How to lead the activity:

- Divide your class into groups of 3 or 4.
- Print and cut out the below pictures, and give each group a full set.
- In their groups, tell children it is their job to clean up the forest! Ask them to choose which items they will remove from the forest, and which they will keep.

		
Dead Tree Log	Tin Can	Weeds
		
Umbrella	Guitar	Old Sticks
		
Rotten Apple	Wheelbarrow	Dead Leaves

- Now, come back together, and go through each item as a class, asking groups to share whether they decided to keep them. For each item, ask a group to explain why they made their decision - if groups disagree, they can share their arguments for and against.
- Remember, items such as old logs, leaves and rotting fruit provide food and shelter for a variety of minibeasts!

## Forest Freeze Frames

This activity encourages children to consider the importance of forest habitats. In addition, the role play elements work towards developing empathy and emotional literacy.

### How to lead the activity:

- Divide your class into groups of 3 or 4.
- Ask each group to pick a creature that lives in the forest. This could be a badger, fox or rabbit, like in the play, or any other creatures you've been learning about in class.
- Ask your class to use their bodies to create their creature's home. They could make a sett for a badger, a dead log for a beetle, or a nest for a bird.
- Next, ask them to imagine that Pete has concreted over their home. Create a still image of the animals discovering that their home has vanished. They should think about how their creatures might stand or sit, what emotions they may be feeling, and how they can show this on their faces.
- Lastly, ask each group to try and think of what their creatures would do next. Would they try and dig their home out? Would they have an argument with Pete? Or would they try to find a new home? Make a new still image showing this.
- To finish up, ask the class to make an audience, and get each group to show their still images one by one. Remember to give each group a big round of applause!

### Extension:

- Turn your freeze frames into short plays, by getting groups to add movement and dialogue.





## Extra Activities

Try adding a few of these additional activities into your classes. From art to literacy, there are plenty of opportunities for cross-curricular learning related to Tidy.

### Tidy Posters

EYFS

KS1

- On large pieces of paper, ask students to create posters to hang in your local park, reminding their community how to look after their natural spaces.
- Here are some suggestions for poster topics:

Take Your Litter Home

Don't Disturb Badger Setts

Dead Logs are Important Habitats

Piles of Sticks and Leaves May Be a Hedgehog's Home

Human Food Can Make Animals Sick

Don't Let Your Dog Disturb the Wild Animals

Why Minibeasts Are Important

### Rabbit's Diary

KS1

- Try writing a diary entry as Rabbit on the day that Badger concreted the forest. Think about why Rabbit helped Badger, and how the mud and the flood made her feel.

### Nature Art

EYFS

KS1

- Take a trip to your local green space to create some art.
- Collect natural treasures that have fallen on the ground, such as petals, leaves, twigs and acorns - no picking or cutting allowed!
- Next, lay your treasures on the ground, creating a picture or pattern - a bit like a collage.
- You can take a photo of your art - but remember to leave it behind.

### Pete's Apology

KS1

- By the end of the play, Pete knows that, while his wish to keep things tidy wasn't so bad, he's gone about things the wrong way and upset his friends. Try writing a letter from Pete to Rabbit and Fox apologising for making such a mess of the forest.

## Thank You!

We hope these activities have helped to bring a little bit of Polka Magic back to your classroom or home!

We can also provide plenty of opportunities for follow-up activities.

Polka's experienced team of actors, directors, storytellers and puppeteers are on hand to deliver a range of workshops in your school. We can create tailor-made workshops for you and your pupils based on any topic you like, including exploring the themes and production elements of the performance you have just seen!

For more information, please visit our website:

[polkatheatre.com/schools](http://polkatheatre.com/schools)

Or contact Lizzie, Polka's Schools Relationship Officer:

[lizzie@polkatheatre.com](mailto:lizzie@polkatheatre.com)

We look forward to seeing you at Polka Theatre again soon!

Best Wishes,  
Polka Theatre's Creative Learning Team

