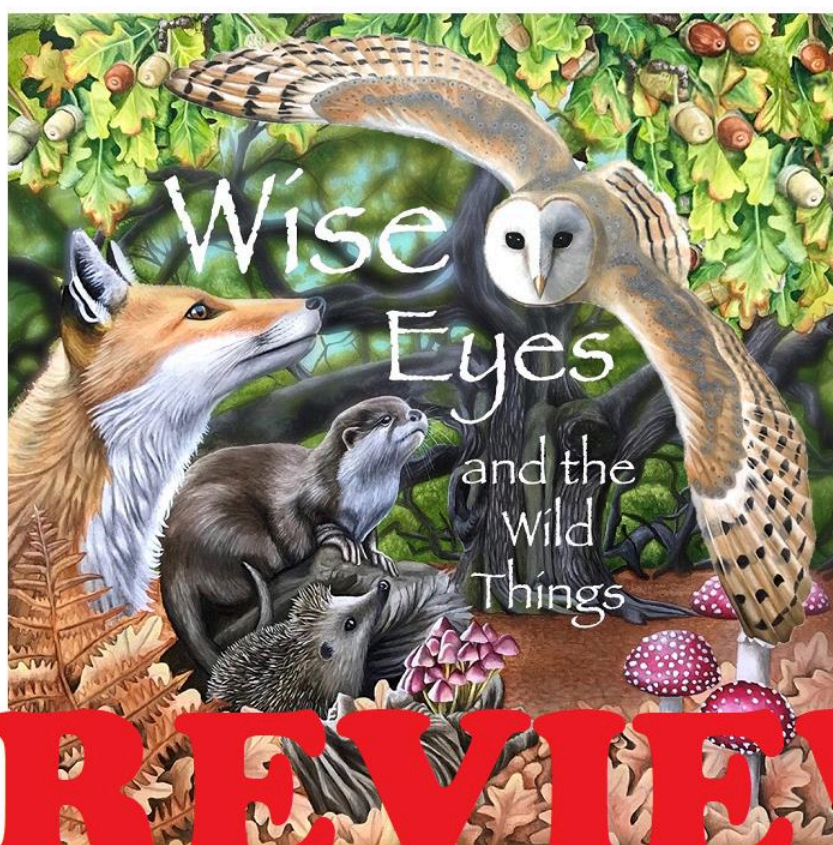


Wise Eyes and the Wild Things

Teachers' Resource



PREVIEW

**For a full copy of the free resource,
please visit www.mollypotter.com**

Lesson plans, activities and resources based
on the book *Wise Eyes and the Wild things*

Book written by Molly Potter
and

Illustrated by Jane Stuart

This resource written by Molly Potter

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Wise Eyes and the Wild Thing- Teachers' Resource Preview

Introduction

What is this resource?

This is a **preview** of a resource for teachers packed with ideas for use with children inspired by the book *Wise Eyes and the Wild Things* written by Molly Potter and illustrated by Jane Stuart. This resource includes writing, spoken language/drama, science, geography, PSHE, art and music lessons and activities.

How can the ideas in this resource be used?

- **Cursorily**

You could hand pick a small selection of activities to do with children or perhaps deliver an assembly prompted by ideas in the book.

- **In depth with one year group**

You could use the ideas in this resource with one year group, giving children and opportunity to explore the ideas covered in *Wise Eyes and the Wild Things* in depth. Years 4, 5 or 6 are best suited to this. Many of the activities in this resource lend themselves perfectly to a meaningful but fun, 'after SATs' project for Year 6.

- **Whole school involvement - breadth**

You could involve the whole school with activities relating to the book. The table below makes suggestion of activities that could most suit, or easily be adjusted for, different year groups. If the extension activity ideas are also completed, there is material for a greater number of lessons.

- **Homework**

The PSHE activities that are led by an activity sheet could be sent home as homework. The purpose of these activities is to prompt explorative conversations between children and the adult/s at home. Children could simply report back something that was considered in this shared conversation.

- **Assemblies**

The pages in *Wise Eyes and the Wild Things* lend themselves readily to creating class assemblies by:

- children turning the scene from a page into a live news report.
- children sharing their conclusions after exploring the question at the bottom of the page and/or completing PSHE activities relating to the page.
- children acting in role as the different characters and considering the difficulties or benefits of their different behaviours- one at a time.
- children sharing what they think each animal might need to learn.
- sharing any of the work they completed by doing the tasks in this resource.

For a free copy of the full resource please visit
www.mollypotter.com and complete the contact form.

Year Group	Suggested activities
R	<i>Let's look at the pictures –</i> Scavenger hunt Which illustration is your favourite?
1	<i>Let's look at the pictures –</i> Asking for opinions when comparing paintings Describe one of the pictures, how quickly can the others guess which one is being described? Peer influence – did you choose a picture because your friend did?
2	<i>Let's look at the pictures –</i> Questions for considering individual pages Finding one fact each picture gives you Considering different opinions about the pictures Finding adjectives to describe pictures
3	Introduction <i>Fox otter or hedgehog?</i> Art <i>Kangaroo</i> <i>Camouflage</i>

Year 4	Year 5	Year 6
Geography <i>Seas, oceans and lakes</i> <i>The owl's route</i> <i>Where am I found?</i> <i>Which place am I?</i> Writing <i>How did they say it?</i> <i>Have an adjective</i> <i>Rhyming couplets</i> Science <i>Carnivore, omnivore or herbivore?</i> <i>Food chains</i> Art <i>Imagine that creature!</i> Spoken word <i>Boasting</i>	Introduction <i>Owls – race for the fact</i> Writing <i>Help!</i> <i>News! News!</i> <i>Let's write a story</i> PSHE <i>Making assumptions</i> <i>Teams, with one other or on your own?</i> <i>Under stack</i> <i>Perr influence</i> Art <i>A study of a barn owl</i> Spoken word <i>Insults</i>	Introduction <i>What did the owl learn?</i> Writing <i>Let's write a play</i> <i>Can you make up a lesson for Wise Eyes?</i> Science <i>How I survive</i> <i>Different environments and adapting to them</i> <i>Keys for identification</i> PSHE/philosophy <i>Uncertainty</i> <i>When we choose</i> <i>Opinions</i> <i>What do we value?</i> <i>What is wisdom?</i> Spoken word <i>Tell a myth</i> Music <i>At the edge of the wood</i>

Contents of full resource

Activities using the whole book

Activity	Resources and/or related activity sheet
Overview activities – questions, puzzles and games	
Let's look at the pictures!	<i>The illustrations from Wise Eyes and the Wild Things</i>
Fox, otter or hedgehog	<i>Fox, otter or hedgehog</i>
What did the owl learn?	<i>What did the owl learn?</i>
Owls – Race for the fact	<i>Owls – Race for the fact</i>
Geography activities	
Seas and oceans	<i>Seas and oceans</i>
The owl's route	<i>The owl's route</i>
Where am I found?	<i>Where am I found?</i>
Which place am I?	<i>Which place am I?</i>
Word and writing activities	
How did they say it?	<i>How did they say it?</i>
Have an adjective	<i>Have an adjective</i>
Rhyming couplets	<i>Rhyming couplets</i>
Help!	<i>Help!</i>
News! News!	<i>News! News!</i>
Let's write a play!	<i>Let's write a play!</i>
Let's write a story	<i>Let's write a story</i> <i>Story planner</i>
Can you make up a lesson for Wise Eyes the owl?	<i>Can you make up a lesson for Wise Eyes the owl?</i> <i>Part 1</i> <i>Can you make up a lesson for Wise Eyes the owl?</i> <i>Part 2</i>
Science activities	
Carnivore, omnivore or herbivore?	<i>Carnivore, omnivore or herbivore?</i>
Food chains	<i>Food chains</i>
How I survive	<i>How I survive</i>
Different environments and adapting to them	<i>Different environments</i> <i>Adapting to different environments</i>
Keys for identification	<i>An identification key</i> <i>Create your own key</i>

PSHE	
Uncertainty	<i>Uncertainty</i>
Opinions	<i>Changing opinions</i>
When we choose	<i>When we choose</i>
Making assumptions	<i>Making assumptions</i>
Teams, with one other or on your own?	<i>Teams, with one other or on your own?</i>
What do we value	<i>Values Prince Anir</i>
Under attack	<i>None</i>
The effect of peers	<i>What if ...</i>
What is wisdom?	<i>What is wisdom?</i>
Art	
Camouflage	<i>Camouflage</i>
Kangaroo	<i>Kangaroo</i>
Imagine that creature	<i>Imagine that creature</i>
A study of a barn owl	<i>A study of a barn owl</i>
Spoken word	
Boasting	<i>Boasting</i>
Insults	<i>None</i>
A conversation between	<i>Different voices etc</i>
Tell a myth	<i>Tell a myth</i>
Music	
At the edge of the wood	<i>At the edge of the wood</i>

Sample introduction activity

Fox, otter or hedgehog

Objective: to consider historical facts, mythology and natural history about these three creatures.

Instructions:

- 1) Read page 4 of *Wise Eyes and the Wild Things* and show children the illustration and ask them which animals are in this picture.
- 2) Ask children what they can know about foxes, otters and hedgehogs from the information on this page:
 - These animals can be found in the British Isles
 - Otters catch fish (and presumably eat them)
 - Foxes hunt and scavenge
 - Hedgehogs can make noises!
 - Information about what they look like e.g. they all have fur
- 3) Next ask children if they know anything else about these creatures and ask them to share what they know.
- 4) Give children a copy of the sheet: *Fox, otter and hedgehog* and ask them to decide which statements are said by a fox, which by an otter and which by a hedgehog (as if they could speak!)
- 5) Once children have made their guesses, go through the answers.

My fur was a luxury item in history. People wore me!	fox and otter
I can roll up into a tight ball to protect myself from predators.	hedgehog
I am one of the few animals that play for enjoyment. You might see me sliding down slopes and wrestling!	otter
I can eat up to 100 insects in one night.	hedgehog
I can use rocks to crack open my food!	otter
I was once hunted because people thought I was magical or mischievous.	fox
I spread frothy saliva over my spines when I smell a new scent – although nobody knows exactly why I do this!	hedgehog
In some Native American stories, I'm a playful spirit that protects rivers.	otter
I'm an amazing jumper and can leap up to 3 feet to catch food.	fox
I can run very fast, sometimes up to 30 miles per hour.	fox
I'm known as a trickster in fables, often outsmarting others with my cunning (which means being sneaky and smart but in a way that's mostly helpful only to you).	fox
I use my sharp sense of smell to find food at night.	hedgehog
I sometimes build my den in hollow logs, under bushes, or even under your shed.	fox
I might carry a shellfish or snack on my belly while floating on my back.	otter
I feed on bugs and slugs which can be good for your garden!	hedgehog
I sometimes live in a den - called a holt - near rivers.	otter
I'm great at living in cities and sneaking through backyards to find food.	fox
In some cultures, people believed I could guide humans between this world and the spirit world.	fox

- 6) Ask children to list the fact about each animal that they can recall most easily.

Extension activity

- Children could write a 'recount' of what happened before the otter, fox and hedgehog approached the owl.
- Children can find out further facts and myths relating to the fox, otter and hedgehog.

Fox, otter or hedgehog?



My fur was a luxury item in history. People wore me!	
I can roll up into a tight ball to protect myself from predators.	
I am one of the few animals that play for enjoyment. You might see me sliding down slopes and wrestling!	
I can eat up to 100 insects in one night.	
I can use rocks to crack open my food!	
I was once hunted because people thought I was magical or mischievous.	
I spread frothy saliva over my spines when I smell a new scent – although nobody knows exactly why I do this!	
In some Native American stories, I’m a playful spirit that protects rivers.	
I’m an amazing jumper and can leap up to 3 feet to catch food.	
I can run very fast, sometimes up to 30 miles per hour.	
I’m known as a trickster in fables, often outsmarting others with my cunning (which means being sneaky and smart but in a way that’s mostly helpful only to you).	
I use my sharp sense of smell to find food at night.	
I sometimes build my den in hollow logs, under bushes, or even under your shed.	
I might carry a shellfish or snack on my belly while floating on my back.	
I feed on bugs and slugs which can be good for your garden!	
I sometimes live in a den called a ‘holt’ near rivers.	
I’m great at living in cities and sneaking through backyards to find food.	
In some cultures, people believed I could guide humans between this world and the spirit world.	

Sample geography activity

Seas, oceans and lakes

Objective: to use an atlas to find different places that the owl in *Wise Eyes and the Wild Things* flew to by observing a country's outline and finding out which of each country's borders are land and which are sea. To learn some global geography and some geographical terms.

Instructions:

- 1) Give children a copy of the sheet *Seas, oceans and lakes* and explain that the black silhouettes are the shape of different countries (and the British Isles - which is not strictly speaking a country) but that they are not to scale. i.e. they don't show the relative sizes of the countries, just their shape.
- 2) Ask children to complete the task on the sheet.
- 3) Ask children which country has a coastline with:

- | | | |
|----------------------|-------------------|---------------------|
| • The Bay of Bengal | • Lake Superior | • The Norwegian Sea |
| • The Baltic Sea | • Coral Sea | • Gulf of Mexico |
| • The East China Sea | • Arabian Sea | • Hudson Bay |
| • The North Sea | • Florida Strait | • Atlantic Ocean |
| • Taiwan Strait | • Qinghai Lake | • Southern Ocean |
| • Labrador Sea | • Great Salt Lake | • Pacific Ocean |
| • English Channel | • Lake Constance | • Arctic Ocean |

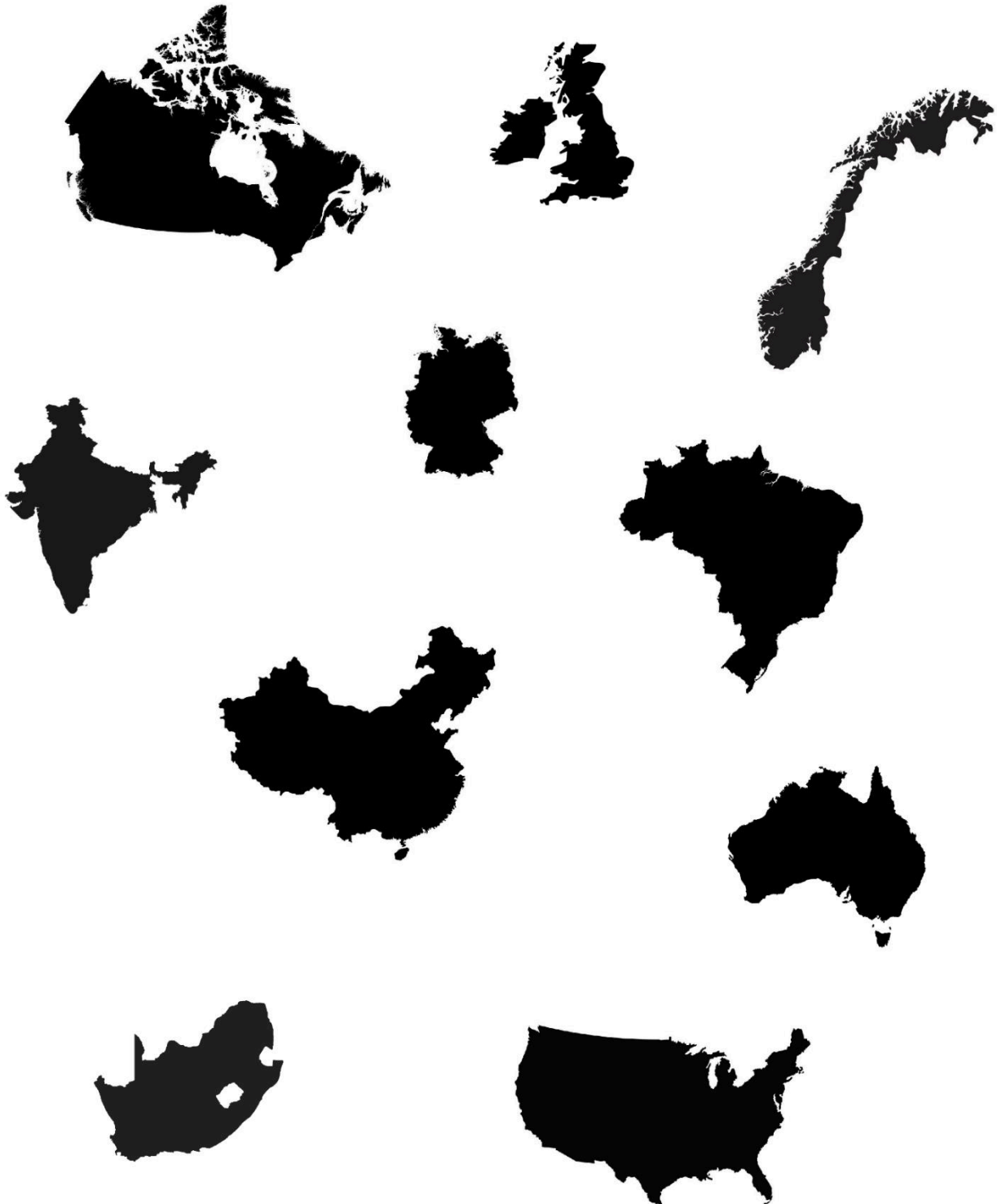
- 4) Ask children to look at the atlas again to help them work out what the definition of each of the following might be: ocean, sea, gulfs, bays, lake, straits, and channels.
- 5) Go through the answers together.

Extension activities

- You could ask children to list all the countries these countries share a border with.
- Children could find out the names of the capital cities of each country and where they are.

Seas and oceans

Use an atlas to help you match these places (mostly countries) to their map silhouette:
Germany, India, South Africa, USA, Australia, Canada, Brazil, China, British Isles, Norway.



Now draw a blue line along the edges that border with seas or oceans and a green line that shows a border with another country (land). Can you name the seas and oceans?

Sample writing activities

Rhyming couplets

Objective:

To create rhyming couplets using a page from *Wise Eyes and the Wild Things* as inspiration.

Instructions:

- 1) Display the rhyme finder at the top of the sheet *Rhyming couplets*.
- 2) Explain that it's a list of letters and sounds that can be used at the start of any end-of-word sound in order to find a word that rhymes with any given word.
- 3) Give the example of finding words that rhyme with 'then'. You take the end sound of the word: 'en' and add it to the end of each letter or letter pair to see how many rhyming words you can find. When you find one, you can write it down. E.g. den, fen, hen, men, pen.....when...again...etc.
- 4) Next read page 12 of *Wise Eyes and the Wild Things* to the children and show them the illustration.
- 5) Explain to the children that they are going to make up rhyming couplets based in this page. Explain a rhyming couplet simply two lines that rhyme and give this example:
*Each animal looks for the best spot to stay,
Finding comfort in their own special way*
- 6) Give children a copy of the sheet *Rhyming couplets* and ask them to work in pairs to complete the partially completed couplets on this sheet. Point out that all the couplets on the sheet are written in the first person as if the animals are speaking.
- 7) When children finish the couplets on the sheet, ask them to create more couplets about this page, as if one creature was commenting upon another creature – possibly with irritation to make it humorous!

Other pages that lend themselves easily to this activity include:

Page 6 - Germany,
Page 8 - South Africa,
Page 10 - India,
Page 16 - Great Barrier Reef,
Page 14 - Australia,
Page 18 - Brazil,
Page 20 - USA,
Page 24 - Norway

Extension activities

- Children can swap couplets they have created and try to make them even better!
- Children could make up a rhyming riddle that talks about the features of an animal so it can be guessed. For example:

I walk with strength, yet my heart is kind,
I never forget, with a sharp, clear mind.
My nose can lift, my ears can sway,
I trumpet loudly to greet the day.
In jungles and plains, I roam so free—
What giant creature could I be?

I wear a coat of black and white,
A striking pattern, bold and bright.
I graze on grass, roam wild and free,
On Africa's plains, you'll find me.
What am I?

Rhyming couplets

Rhyme finder:

b	c	d	f	g	h	j	k	l	m		
n	p	qu	r	s	t	v	w	y	z		
wh	th	ch	sh	sp	st	str	br	sl	ab	in	ag
bl	cr	sw	sn	cl	fr	fl	dr	gr	gl	pl	pr

See if you can find suitable words or whole lines to complete these couplets:

Panda

I am lazily slumped on this tree,
Feeling as relaxed as I possible could _____

The yellow-throated marten

I just can't find the perfect spot,
Here's too chilly, there's too _____

The snow leopard

I'm always happy resting right here,

The snub-nosed monkey

If a branch sways with the breeze

The red panda

I find this tree a great place to rest

The tree

Other words that are good for using at the end of rhyming couplets include:

that none stop said again grin bet do pick call took bold could own

Let's write a story!

Objective: To create a story based on the lessons some of the animals in *Wise Eyes and the Wild Things*, might need to learn.

Instructions:

- 1) Explain to children that lots of stories start with a problem to be solved and the rest of the story tells us how that problem was solved. The ending often then celebrates the changes that have happened because the problem was solved!
- 2) Give children a copy of the sheet: *Let's write a story* and explain that this lists some problems with the behaviour from animals in the book *Wise Eyes and the Wild Things*.
- 3) Read through the first three examples, including the outlines for a possible plot that have been given.
- 4) Ask pairs of pupils to consider the animals without a suggested plot and discuss how a story could describe how they learned what they needed to learn.
- 5) Ask individual children to choose their favourite story to plan and write.
- 6) Give children a copy of the *Story planner* and invite them to jot down their ideas.
- 7) Ask pairs of children to describe and share their ideas and give suggestions to make their stories even better.
- 8) Allow children time to write (and illustrate) their stories.

Extension activities

- Children could read Aesop's fables and discuss what the animals in each story learned (and what the reader learns).
- Children could create cartoon storyboard of their story.

Let's write a story!

Creature (Country)	What s/he/it might need to learn.	How could s/he/it do this?
The common shrew (Germany)	To be bold and brave so you don't miss opportunities and learn that you can nearly always cope in most situations.	The shrew is persuaded by the badger to ride on his back into the wood. When all the animals get into trouble or face a problem, the shrew works out how to help them. (e.g. they caught up in some vines, the shrew chews through them or shrew helps navigate by bravely climbing a tree to see where the bridge is to cross a river). The shrew becomes a hero as well as overcoming fear.
Yellow-throated marten (China)	To stop searching for perfection (as it doesn't exist) and make the best of less than perfect situations.	The other animals get tired of the marten's moaning and take time to show him how to be less fussy by demonstrating how they choose things. He starts to appreciate this means you can put less time and effort into finding what you want and to be more content, you just need to change how you think about things!
The white bellbird (Brazil)	That you don't always have to shout to be heard.	The white bellbird shouts so much, the other birds stop listening to her. When she tries to warn the other birds about a panther, they don't listen. Eventually she tries telling them quietly and they listen attentively because it's so unusual, they are shocked into taking notice. She stops shouting from then on – except when a panther comes!
The gopher (Canada)	To put more effort into finding out about something before making a judgement.	
The European hares	That it's not always a good idea to do something just because others are doing it.	
The eagle (USA)	That you can't help unless you get involved in something.	
The shark	That some things are best done with others.	
The kangaroo (Australia)	That judging another by what it looks like is never helpful.	

Sample science activities

Different environments and adapting to them

Objective: to consider how different environments have different challenges for the creatures that live in them.

Instructions

- 1) Show children the pictures on pages 15 (Australia – desert), 19 (Brazil- rainforest) and 25 (Norway – taiga – a word to describe the environment found just below the Arctic Circle) and ask children what they think they would notice about each environment if they visited each place (you could add - if the animals were not there).
- 2) Give children a copy of the sheet: *Different environments* and ask pairs of children to sort the describing words into the column of the environment each word could describe.
- 3) Next ask pairs of children to complete the task at the bottom of the sheet to highlight the challenges found in each of these different environments.
- 4) Next let children see the information on the sheet: *Adapting to environments* and ask them to attribute each adaptation feature to either
 - the wolf for surviving in taiga,
 - the hummingbird for surviving in the rainforest or
 - the thorny devil for surviving in the desert.
- 5) Ask children to choose one of these creatures to draw and create a poster highlighting further adaptations they think the animal might have to help them also find food or reduce their risk from predators by looking at their physical appearance and speculating. For example:

The thorny devil: camouflaged to blend into the desert, spines on its back to deter predators, presents a 'false head' as predators approach – which the predator will attack while its real head remains intact, has a long and sticky tongue for catching ants, they stand tall as predators approach to look bigger than they are.

The hummingbird: fast and agile to avoid predators, active in the day when flowers are open (for nectar), camouflaged in dense vegetation or among flowers, their feathers can also reflect light to confuse predators, they are tiny so less likely to be noticed by predators, they feed while hovering making them less at risk from predators, they have excellent memories for locating flowers they have already visited – which makes finding food easier.

The wolf: they are fast and agile, camouflaged to creep up on prey, have a strong sense of smell and good hearing, eyes both face forward so distances can be judged to jump on prey, they have sharp teeth, live in packs for safety in numbers, they work in teams with strategies to catch prey, they scent mark their territory to warn intruders, they will scavenge, they have ways of overpowering and weakening large prey, they can store food as fat under their skin, they have great stamina and can hunt for long periods of time which means they can hunt in large areas and sometimes exhaust their prey which makes success more likely.

- 6) Ask children who chose the same animal to compare their posters and see if the person they paired up with thought of something they didn't.

Extension activities

- Children could find several pictures of carnivores/predators and several pictures of herbivores/prey from different environments and look for common features: e.g. eye position, camouflage, teeth, sense of sight/smell, movement, 'weapons', armour, where they sleep etc.
- Children could choose one of the environments used in this activity and use their imagination to design a primary producer, a primary consumer and a predator for that environment. Invite them to use their imagination and label the features that help their designed creatures survive!

Different environments

<div style="text-align: center;">Australia</div>  <div style="text-align: center;">desert</div>	<div style="text-align: center;">Brazil</div>  <div style="text-align: center;">rainforest</div>	<div style="text-align: center;">Norway</div>  <div style="text-align: center;">taiga</div>

Place each of the describing words in the column of the environment you think it best describes. Some words might go in more than one column.

- | | | | |
|---------|------------|------------|-----------|
| • dry | • freezing | • extreme | • shady |
| • humid | • green | • tropical | • diverse |
| • hot | • dense | • dark | • sparse |
| • arid | • snowy | • dusty | |

Which of the following difficulties would be true for creatures in which of these three environments?

Hot temperatures mean there's a need to find ways to stay cool.	Very little rainfall makes finding water difficult.	Cold temperatures mean there's a need to find ways of staying warm.
High rainfall creates a need to be able to cope with wet conditions.	A need to cope with extreme differences in temperature between day and night.	Dense growth makes movement difficult.
So many different kinds of creatures and plants, means lots of competition for food.	A short growing season means there's not much food for a lot of the year.	Not much light makes it hard to see.

Adapting to different environments



Animals, insects (and invertebrates), amphibians, birds, mammals, fish and reptiles have adapted so that they can survive in different environments. Decide which of these three creatures each of the following adaptations belongs to.

This creature can manoeuvre quickly and precisely through the dense vegetation with ease, avoiding obstacles.	This animal can store fat in its body to help it survive times when food is scarce.
This creature has an unusual ability to collect water from rainfall or night dew. It has grooves in its skin, particularly on its belly, that channel water towards its mouth.	This creature's feathers are coated in oil to prevent it from becoming soaked in heavy rainfall.
This creature has a long beak for getting nectar from flowers which grow in abundance in its environment.	This creature eats ants because they are a reliable food source in their environment and provide the creature with liquid.
This creature has a double layer of fur that insulates it and prevents heat from escaping. It also grows thicker fur in winter than it has in summer. It also rests curled in a tight ball to keep heat from escaping.	This creature relies on the sun to warm its body so is often found sunbathing. When it gets really hot, it moves to the shade in the hottest parts of the day.
This animal has large, wide paws with thick fur to prevent it sinking too much in snow so they use up less energy when moving.	This creature moves very slowly so that it does not use up much energy (that it gets from food) or water.
This creature is active in the day when flowers are open.	This creature has eyesight that can detect different colours in low light.

Sample PSHE/philosophy activity

Uncertainty

Objective: to consider how best to cope with uncertainty.

Instructions:

- 1) Read page 6 of *Wise Eyes and the Wild things* (Germany) including the question at the bottom.
- 2) Explore the metaphor by asking the following questions:
 - From what the animals are saying, do you think they know what's inside the wood?
 - What do you think the wood could represent? (The unknown or uncertainty!)
 - The five creatures all react to the idea of going into the wood (into the unknown) in quite different ways.
 - Which of these lists of words most describes each creature's approach:
 - impatient, confident, bold, fearless, impulsive
 - Bossy, controlling, in charge
 - Scared, nervous, resistant, cowardly
 - Careful, thoughtful, cautious
 - Follower, passive, compliant, does not make own mind up
- 3) When something is unknown, we can be uncertain. Ask children what we mean by uncertain/uncertainty and take some of their answers. Also ask for examples of situations where a person might feel uncertain.
- 4) Ask children in what ways uncertainty (or not knowing something) is difficult.
(You could also explain that we are designed to feel anxious when faced with uncertainty because when we were hunter-gatherers and had to move on to find new food sources and settle in a new place, we needed to be on high alert for possible dangers until we felt we had checked out the new area and until we felt reasonably sure there were no obvious or immediate dangers. Unfortunately, we still have this 'survival design' despite rarely encountering dangers that could harm us. Our brains can't tell the difference between true dangers and things that just scare us. Plus, fear and anxiety are 'better safe than sorry' emotions and therefore can be triggered more easily than is helpful!)
- 5) Give pairs of children a copy of the sheet *Uncertainty* and ask them to discuss the possible pros and cons of each approach e.g. you might miss out, you might take a leap of faith and realise you're out of your depth, you might have made a decision based on too little information, you might upset other people, doing something just because others are doing it doesn't mean it necessarily the best choice for you etc.
- 6) Next ask pairs of children to explore the approach they think they would take in the different situations at the bottom of the sheet.
- 7) Explore different approaches to uncertainty further using an agreement spectrum. Create an agreement spectrum by placing the words 'agree' at one end of a space and 'disagree' at the other (written on paper and stuck on a wall/window) so children can stand on an imaginary line between the two signs to indicate how they feel about each of the statements (below).
- 8) Read each of the statement out, one at a time, and invite children to stand in the position that represents how much they agree or disagree with it. Once everyone has settled in a place, invite children to share something about why they stood where they did. Invite further comments to open up discussion about each statement.
 - I'd describe uncertainty as not knowing how something is going to turn out.
 - It's impossible to be certain about anything.
 - Uncertainty is uncomfortable.
 - Uncertainty can make people worry and feel anxious.

- Finding out more information can help us feel more comfortable in uncertain situations.
- Uncertainty can make you feel out of control.
- How much we worry depends on how much the thing we are uncertain about could affect us.
- Sometimes the fear caused by uncertainty can stop us doing things that might be enjoyable or good for us.
- It's helpful to be able to tolerate uncertainty.
- Being able to cope with uncertainty can help you be brave.
- Often when you look back at something you were once feeling anxious about, you realise there was actually nothing to really worry about.

9) Ask groups of three children to write a list of their top tips for dealing with uncertainty and ask groups to share their favourite piece of advice.

Extension activities:

- Children could list as many feeling words (nouns or adjectives) as they can think of, or find, that could be triggered by uncertainty. (e.g. anxious, fearful, doubtful, reluctant, vague, hesitant, dread, insecurity, confusion, overwhelm, anticipation, tentative, indecisiveness, stress, sadness, excitement, helplessness, unease, restlessness etc.)
- Children could consider what each of the animals might need to learn to make their approach to uncertainty more effective.
- Children could imagine the worst thing and the best thing that the animals could encounter in the wood and consider which approach would have been most beneficial for the best thing and which for the worst thing. Then discuss that in most situations the worst and the best aren't usually the most likely thing to happen and most things turn out OK (as long as we don't take big risks deliberately)!
- Children could collect wise sayings that have relevance to 'uncertainty' and consider what lesson they are teaching us.

Uncertainty

When we face something we're not sure about, we might respond in a number of different ways. Complete this table for these different approaches.

Approach	Good things about this approach	Possible problems with this approach
Refusing to do anything because of fear (common shrew)		
Trying to control things as much as you can (and maybe try to control others) (badger)		
Waiting to see what everyone else does (grey partridge)		
Diving straight in (red deer)		
Taking time to think and learn as much about the situation as you can before deciding to do anything. (snail)		

Which approach do you think you would take if you were:

- asked to join a club where you didn't know anyone?
- asked to give a talk in assembly?
- asked if you want to do a bungee jump?
- catching a train for the first time?
- learning to play a musical instrument?
- trying a new, slightly odd looking, food?
- making a decision between which of two fun things to do?
- going back to school after the summer holiday?
- going to try and make up with a friend you have fallen out with?
- staying away from home overnight

Sample art/creative thinking activity

Imagine that creature!

Objective: to use imagination to create a nonsense creature.

Instructions:

- 1) Read page 22 of *Wise Eyes and the Wild Things*.
- 2) Give children access to the information and pictures on the sheet: *What could this be?* and read through it together.
- 3) Ask children to choose one of the objects on the sheet to create what they might think it could look like from sound alone, and choose the same object, or another, to draw what they think it might look like based just on its 'top'.

Extension activities:

- Children could guess which object inspired each of the other children's creatures!
- Children could invent other details about their creatures e.g. name, what it eats, where it lives, any features that help it survive etc.
- Children could distort the shape of an owl to create a mythical creature based loosely on an owl's shape. They could add legs, antlers, horns, eyes, a tail, a crest of feathers on the head, and/or wings. They could change the colouring and/or move the position and shape of the beak/eyes. They could change the colours and patterns on the feathers. Their creature could also breathe fire etc.
- Children could choose two of their favourite animals from *Wise Eyes and the Wild Things* to mix and match to create a mythical creature.

What could this be?

If....

- the gopher forms her opinions just from the noises things make,
- the porcupine forms his opinions just from seeing the top part of something,
- and they both believe everything they encounter that makes a noise, is a creature of some kind...

...use your imagination to draw what you think the gopher and the porcupine might think one of the following could be!



bagpipes being
played



a ringing
alarm clock



a wind chime



a volcano

Use your imagination to make your answers as silly as you like!

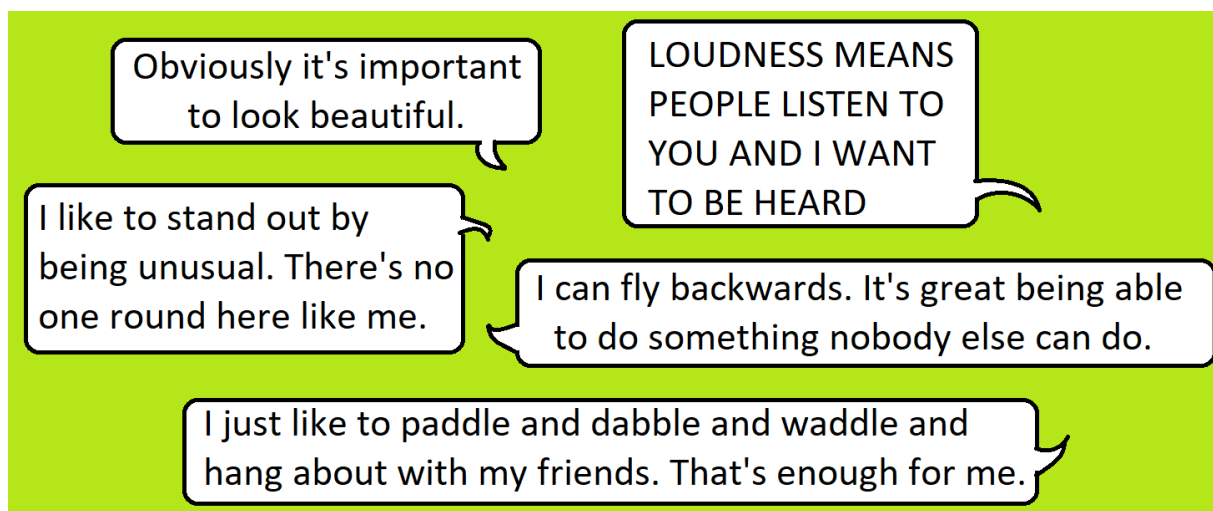
Sample spoken word activity

Boasting!

Objective: to create a performance based on boasting!

Instructions:

- 1) Let children see the illustration on page 19 of *Wise Eyes and the Wild Things*.
- 2) Ask them to look closely and decide which bird they think is saying each of the following things:



- 3) Read page 18 from *Wise Eyes and the Wild Things* and compare what each bird said, with the children's guesses.
- 4) Explain that some of these birds are boasting about what makes them special. You could ask which bird seems to be boasting the most!
- 5) Explain to children that they are going to work in pairs to create an entertaining 'scene' based on boasting to each other and that each boast will be 'bigger and better' than the one before.
- 6) Give children access to the information on the sheet *Boasting* and discuss the ideas on there. Explain that the thing in brackets gives an idea for how the boasting can become 'bigger' but also suggest children might like to come up with their own starting points.
- 7) Explain to children that they need to try and make their performance as entertaining as possible and ask them to think about which of the following two 'increases in boasting' is more entertaining:
 - a) I can throw a ball a ball right the way across the playground.
I can throw a ball further than the edge of the playground.
I can throw a ball into the road outside the school. OR
 - b) I can throw a ball a ball right the way across the playground.
Well, that's nothing. I can throw my school bag into the next street.
Pah! That's pathetic. I can throw that chair so it lands in the town centre.
- 8) Explain that bringing in more different objects usually makes it more entertaining.
- 9) Give pairs of children time to create their scene. Invite them to write it down if they wish to and to aim for a minimum of six boasts.
- 10) Ask children to practice their performance so that every time they perform it, it's more or less the same.
- 11) Watch everyone's performance and invite children to add a boast – either as a final boast or a funny one that could fit in the middle of each scene.

Extension activity:

- You could ask children how they feel when they hear another child boasting, explore why they think people boast and whether it is always a good thing to do.

Boasting

Choose one of these boasts to start your boasting performance or make up one of your own!

<p>I can throw a ball right the way across the playground.</p> <p>(throwing heavier things, further and further)</p>	<p>I can eat five fish fingers in one go</p> <p>(eating more and more, quicker and quicker)</p>
<p>I can do a hand stand for ten minutes.</p> <p>(getting more and more acrobatic)</p>	<p>I can lift a chair up with both my arms.</p> <p>(getting stronger and stronger)</p>
<p>I know all my times tables.</p> <p>(being able to remember more and more)</p>	<p>I once walked all the way to _____</p> <p>(showing more and more stamina/determinations/effort)</p>
<p>I can run as fast as someone riding their bike.</p> <p>(getting faster and faster)</p>	<p>I once jumped over my garden gate.</p> <p>(jumping higher and higher)</p>
<p>I can balance three dominoes on top of each other.</p> <p>(more and more spectacular balancing tasks)</p>	<p>I can shout so someone can hear me across the other side of the playground</p> <p>(getting louder and louder)</p>
<p>I once fell into a bucket of water.</p> <p>(getting more and more disastrous)</p>	<p>I once arrived at school with odd socks on.</p> <p>(getting more and more ridiculous)</p>

Sample music activity

At the edge of the wood

Objective: to follow a plan/score/notation for a given composition and then create one.

Instructions:

- 1) Have a selection of percussion instruments available for children (and others if possible).
- 2) Read page 6 of *Wise Eyes and the Wild Things* and show the illustration that goes with the page, to children.
- 3) Give groups of five children copies of the sheet: *At the edge of the wood*.
- 4) Explain that it is a musical representation of the conversation on page 6 and each of the different sounds represent a different part of the conversation – in other words, the sounds are different animals' contribution to the conversation.
- 5) Show children how page 6 is linked to the notation table by pointing to each column and linking it to the part of the conversation.
- 6) Explain the 'beats' at the top of the table, show how long each sound goes on for and could either be counted or banged on a drum.
- 7) Ask children to consider how they are going to make a noise that represents each of the animals' voices. Encourage them to be imaginative and explain there's no wrong answer just the idea that it would be good to create a variety of sounds for the performance.
- 8) Make it clear that in the 10 beat, fourth column, two sounds are happening at the same time, so the shrew's sound continues and joins the badger's sound as if they are both making a noise at the same time. The shrew's shaking continues throughout the rest of the piece.
- 9) Give children the helpful hint that this is much easier to perform if the person counting the timing beats nods like a conductor when it's time to move onto the next sound.
- 10) Ask the groups to invent their sounds and practise performing.
- 11) Let children share their performances to the whole group.
- 12) After the performances have been shown, children could choose another page from the book *Wise Eyes and the Wild Things* to create a similar composition for, and then perform their creation.

Extension activities:

- Children could listen to some different pieces of music and decide which animal different parts of any piece of music sounds most like. They could hold up signs of different animals' names to show which one they think each part of the music is most like! Good pieces of music to listen to for this activity include:
 - Ride of the Valkyries Wagner
 - Dance of the Knights Prokofiev
 - In the hall of the mountain king by Grieg
 - Symphony No. 7, Movement 2 by Beethoven
 - Boléro by Ravel
 - Sabre Dance by Khachaturian
- Linked to this activity, children could create movements that represents the actions and speech of the different animals and use this as a warm up in a PE lesson! E.g. Walk round the room as if you're shrew!

At the edge of the wood

This represents the conversation the animals had at the edge of the wood. Decide how to create the different sounds and practice following this notation of a series of sounds until you can perform it really well.

Beats	5	5	10	5	5	10
Sound	starts quietly, builds up noise as the animals arrive at the edge of the wood	a shaking sound	a bold sound and a shaking sound	a single continuous noise, then silence and a shaking sound	a quickly repeated drumming sound and a shaking sound	a quiet continuous noise and a shaking sound
Represents	The creatures walking towards the wood and arriving there chatting	the nervous voice of the shrew	the badger being bossy and the nervous shaking of the shrew	the voice of the grey partridge, then the sound of it waiting! the nervous shaking of the shrew	the deer leaping into the wood the nervous shaking of the shrew	the snail moving slowly towards the wood the nervous shaking of the shrew
Your notes						

Create your own musical composition and notation for one of the following conversations:

- The animals at the waterhole (South Africa)
- The animals searching for a resting spot (China)
- The kangaroo laughing at the different animals (Australia)
- The animals swimming above the coral (The Great Barrier Reef)
- The animals in the rainforest (Brazil)
- The animals responding to the raccoon's threat of attack (USA)