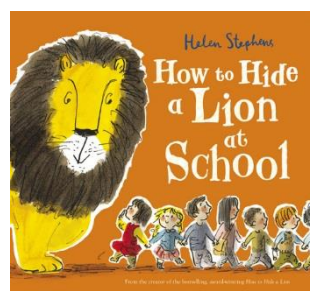




***How to Hide a Lion at School* written and illustrated by Helen Stephens**

1 - Introducing the book

- At the start of the story it says that Iris and her lion went everywhere together. Ask children if they have any favourite toys they like to keep close to them, or always play with. Share some examples. Read on, and ask children why they think lions aren't allowed at school. How does the lion feel about not being allowed to go to school? How do you know? How does the lion feel at the end of the story? What does Miss Holland think about the lion at the end? Why do you think she changes her mind?

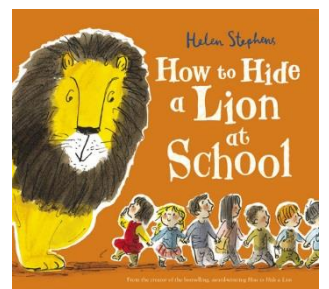




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**2 - He's behind you!**

- Use a soft toy lion. Take pictures of him hiding in different places around the classroom. Can children work out where he is in the photo? This is a good opportunity for familiarising them with different areas of the classroom/outside space and where objects in the classroom live. When children explain where the lion is hiding, encourage them to use positional language e.g. he is hiding *behind* the water bottles/*he's next to* the plant/*he's under* the whiteboard.
- Children could also take turns to hide the lion in the classroom, and then give other children clues about how to find him: you're getting warmer/colder etc.
- This activity could be extended to hide the lion(s) in different locations around the school. They could be given clues as to where he could be, which help to reinforce reminders about school routines. For example, 'You'll find him in the place where we take the register'. 'He's near where the wellies are kept.' 'He's in the place where you have your lunch.' Children could go with an adult in small groups to look for the lion, and take photos of his hiding place to show the rest of the class.

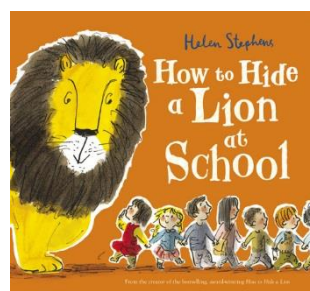




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3 - Naughty or nice?

- Revisit examples of the lion's behaviour in the book, and discuss with children whether he has been naughty or nice e.g. sneaking into school is naughty, but handing the old lady a tissue and taking the children back to school is kind. Can children suggest kind things they could do for others during the school day? E.g. help someone put their coat on, hold the door open etc.
- Using the toy lion as a prop, give examples of naughty things the lion has done. Can children suggest more appropriate behaviour? Use to reinforce expectations about how children should interact with each other.

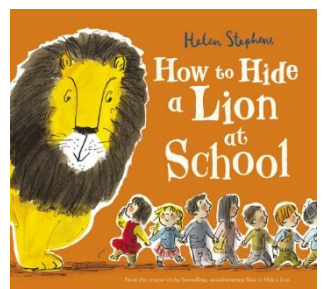




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4 - Be a lion

- Look at examples of the lion's expressions at different points in the story (e.g. sad when he can't go into school with Iris, trying not to be noticed like in the museum, surprised when the old lady starts screaming, happy when he takes the children back to school). How is he feeling? How do you know?
- Help children to make lion masks out of a paper plate – paint the plate yellow, sponging over white around the mouth area, then use brown wool or brown paper strips to make the mane. What expression will children choose to give their lion? (NB- Children will need help to cut out the eye holes). You could display some of the different examples in the classroom and use as a basis to start a conversation about how children are feeling at different points and why.





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EYFS Early Learning Goals

**Listening and attention (Communication and language)**

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

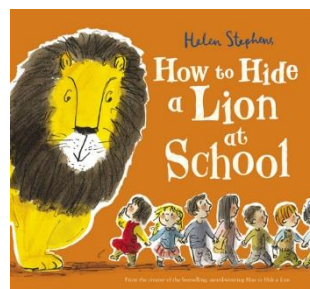
**Understanding (Communication and language)**

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking (Communication and language)**

Children express themselves effectively, showing awareness of listeners' needs, they use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

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EYFS Early Learning Goals

**Making relationships (Personal, social and emotional development)**

Children play co-operatively, taking turns with others....they show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

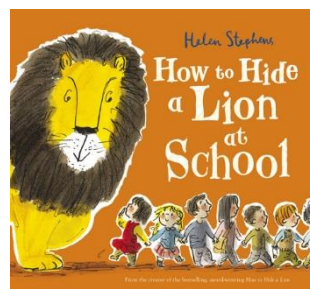
**Self-confidence and self-awareness (Personal, social and emotional development)**

Children... are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need any help.

**Managing feelings (Personal, social and emotional development)**

Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

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EYFS Early Learning Goals

**Shape, space and measures (Mathematics)**

Children use everyday language...to talk about position.

**Reading (Literacy)**

Children... demonstrate understanding when talking with others about what they have read.

**Exploring and using media and materials (Expressive arts and design)**

Children... use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative (Expressive arts and design)**

Children...represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

