

This resource is a means of allowing children to respond to the current pandemic and the restrictions imposed on their lives as a direct result. It is effectively a story told from four perspectives which takes place during a quarantine. It is aimed roughly at ages 7 – 10 but its applicability is entirely up to the teacher. Suggested activities are included but the resource can be read as a short classroom novel.

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## Curriculum Links

### Learning Outcomes for Oral Language - Communicating

#### *Engagement, listening and attention*

##### Junior and senior infants – First and second class

Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose.

##### Third and fourth class

Recognise themselves as listeners and speakers, engaging purposefully and empathetically with others.

#### *Social conventions and awareness of others*

##### First and Second Class

Use language appropriately in order to initiate, sustain and engage in conversations on personal and curriculum-based and use a language style and tone suited to the audience.

##### Third and Fourth

Use language flexibly and with empathy while initiating, sustaining and engaging in conversations on personal and curriculum-based topics.

### Learning Outcomes for Oral Language – Understanding

#### *Demonstrating and understanding*

##### Third and Fourth

Demonstrate understanding by listening actively to, understanding, analysing and responding appropriately to conversations and texts in a range of genres and across other languages where appropriate.

### Learning Outcomes for Oral Language – Exploring and using

## ***Requests, questions and interactions***

### Junior and senior infants – First and second class

Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking.

### Third and fourth class

Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating.

## **SPHE:**

### ***Myself***

***Self-identity:*** Developing self-confidence

### Junior and senior infants

- begin to learn how to cope with various changes as they occur

### First and second class

- explore different ways of coping with change

### Third and fourth class

- become more confident in coping with change and with situations that are unfamiliar

***Self-Identity:*** Growing and changing – Feelings and emotions

### Junior and senior infants

- name a variety of feelings and talk about situations where these may be experienced

### First and second class

- name and identify a wide range of feelings and talk about and explore feelings in different situations

### Third and fourth class

- talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how they may be expressed

***Self-identity:*** Growing and changing - As I grow I change

### First and second class

- realise that growing up brings increased responsibility for himself/herself and others

### **Myself and others**

#### ***Myself and my family***

##### Junior and senior infants

- realise that he/she belongs to a family and that each person has a place and role within a family

##### First and second class

- appreciate his/her own family and identify ways in which members of families can help, support and care for each other.

##### Third and fourth

- recognise that each member has a place and role in the family and contributes to the effective functioning of the family unit

### **Myself and the wider world**

#### ***Developing citizenship: Living in the local community***

##### Junior and senior infants

- recognise and become familiar with the rules within a group or wider community, those who safeguard these rules and the importance of obeying the rules in order to keep people safe

##### First and second class

- begin to appreciate how people depend on each other in many aspects of life

#### ***Developing citizenship: Local and wider communities***

##### Third and fourth class

- recognise how each person has both an individual and a communal responsibility to the community

## **Suggested activities**

### ***Part One***

#### ***Read section 1: Aoife***

Processing end of Aoife's story: ***The inclusion of the death of the grandmother in the story is to acknowledge the danger of Covid-19. However, it is of course entirely up to the discretion of the teacher to explore or reference this part of the story as it may increase the anxiety children are currently experiencing in relation to the vulnerability of grandparents.***

- What do you think happens at the end of the story? Why are Aoife and her Daddy 'deep sad'?

General questions - select from below:

- What name does Aoife have for the virus? Why does she call the virus this?
- What kind of things does she like to do?
- What are her favourite animals / food?
- Why do the walls cry at Christmas?
- Where does the bear come from, according to her granny?
- What story does Papa tell about the kookaburra?
- What kind of animal is Richard Daw?
- What ideas does Aoife have about how Richard Daw escaped?

Higher order:

- Does Aoife like the lockdown?
- How does she feel when her granny moves into the nursing home?
- What words would you use to describe Aoife's granny?
- How does Aoife feel at the end when her Daddy gives her the bear?

### ***Read section 2: Hannah***

General questions – select from below:

- Where does Hannah live?
- What kind of things does she like to do?
- What are her favourite animals / fruit?
- Is Richard Daw good at talking?
- What is Richard Daw's favourite thing to say?
- Why does Hannah go into living room and pretend to be a ghost?

Higher order:

- Does Hannah like the lockdown?
- Does Hannah like Richard Daw? What do you think?
- What do you think of her idea about scaring the virus away?

### ***Read section 3: Tommy***

General questions – select from below:

- What do Tommy and Hannah and their Mam love to watch on TV?
- What does his Mam especially love to watch?
- What kind of things does Tommy love to do?
- Who gets the virus but gets better afterwards?
- What happens when his Mam says it's time to get their hair cut?
- What can Tommy hear at night sometimes?

Higher order:

- Does Tommy like the lockdown?
- Does Tommy like Richard Daw? What do you think?
- Do you think the flat is really haunted?
- What do you think about Tommy's idea that the score of a match can float in the window and land in your lap?
- Do you think you should get the 'cleanest hands in the world' award?

### ***Read section 4: Richard Daw***

General questions – select from below:

- How did Richard Daw get his name?
- What did he do every day?
- Why did this have to stop?
- What would he like to have in his cage?
- What kind of things does he put in his notepad?
- Why was he so surprised late one night?
- What is Richard Daw's favourite thing to talk about?

Higher order:

- Why does Richard Daw think Hannah and Tommy and their Mam are in their own cage now?
- Does Richard Daw like Hannah and Tommy and their Mam?
- What words would you use to describe Richard Daw?
- What do we find out about the squeaking at night?
- Would you like to have a bird like Richard Daw?

## **Part Two**

General Questions – select from the below:

- Does Richard Daw make it to Australia? Why not?
- What does Tommy want to order if he's put in jail for putting his foot or his big toe over the 5 km or county border?
- How does Harlequin Armitage know about Richard Daw's book?
- Why does Hannah like turnips?
- Why does Hannah think Richard Daw is like Lassie?
- Why is Aoife worried about Tintin going into the 'weird space'?
- Why does Richard Daw decide not to go back to Australia?
- How do Hannah and Tommy describe Richard Daw in the end?
- What kind of business do Richard Daw and Harlequin Armitage want to go into together?

Higher Order

- Do you think you can figure out what people are thinking even if they're wearing a mask?
- Do you think it would be a good idea to have an alarm go off if someone went further than their 5 km limit?
- What words or phrases would you use to describe 'socially distant'?
- Why do you think Aoife's Daddy and Papa decide to get a dog?
- How would you describe being really, really bored?

## **Overall Discussion**

- Do you like this story? Why / why not?
- Who is your favourite character?
- What is your favourite part?
- What do you think about lockdowns?

## **Hot seating**

Pupils volunteer to be Richard Daw and are interviewed in any of the following ways:

- From the perspective of the class as themselves
- From the perspective of Aoife, Hannah, Tommy or Hannah and Tommy's Mam (whole class)

- From the perspective of Aoife, Hannah, Tommy or Hannah and Tommy's Mam (class divided in four)

### ***Walking Debate / Conscience Alley***

- Richard Daw should have stayed
- Richard Daw shouldn't have come back
- Richard Daw shouldn't go into business with Harlequin Armitage
- Birds shouldn't be kept in cages
- Yellow and black germs is a good name for the virus
- During a lockdown, is it better to be at school or stay at home?

### ***Writing***

- If people were like kookaburras and named after the sound they make, Aoife thinks she would be named 'absolutely-definitely-positively' and her Papa thinks he would be named 'for sure- for sure', what name do you think you would have and why?

### ***Visual Arts***

- In groups, pupils design a poster 'Missing bird', asking if people have seen Richard Daw.
- In groups, pupils design an advertisement for the business Richard Daw and Harlequin Armitage plan to set up – upgrading nests.