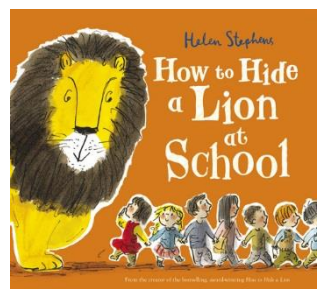




***How to Hide a Lion at School* written and illustrated by Helen Stephens**

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?

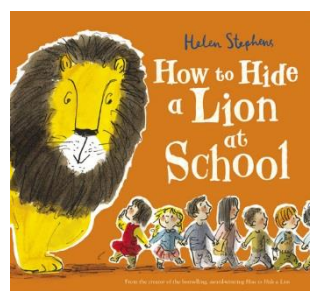




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2 - He's behind you!

- 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.

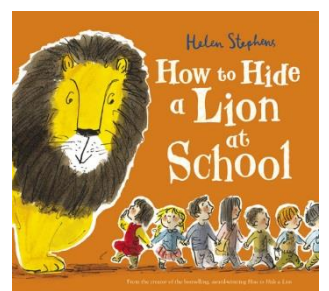




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3 - Naughty or nice?

- 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.

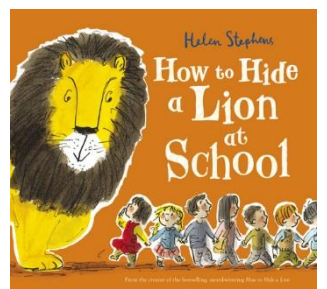




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4 - Be a lion

- 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, attention and understanding (Communication and language)

Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. They make comments about what they have heard and ask questions to clarify their understanding.

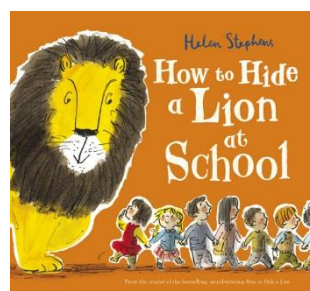
Speaking (Communication and language)

Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories. They express their ideas and feelings using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Managing self (Personal, social and emotional development)

Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge. They explain the reasons for rules, know right from wrong and try to behave accordingly.

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EYFS Early Learning Goals

Self-regulation (Personal, social and emotional development)

Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They give focused attention to what the teacher says, responding appropriately even when engaged in activity. Children show an ability to follow instructions involving several ideas or actions.

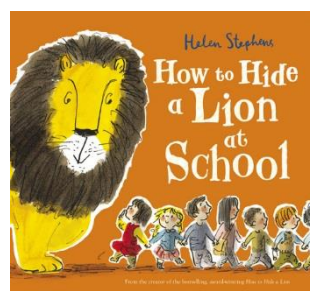
Building relationships (Personal, social and emotional development)

Children work and play cooperatively and take turns with others. They show sensitivity to their own and to others' needs and form positive attachments to adults and friendships with peers.

Comprehension (Literacy)

Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They anticipate – where appropriate – key events in stories. They use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

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EYFS Early Learning Goals

Creating with materials (Expressive arts and design)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They make use of props and materials when role playing characters in narratives and stories.

Being imaginative and expressive (Expressive arts and design)

Children invent, adapt and recount narratives and stories with peers and their teacher.

