



## THE TWO GORILLAS

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Central to this story is a theme close to children's hearts – TOYS! The main character, Becky, experiments with all sorts of changes to her favourite toy gorillas and the hilarious outcomes provide opportunity for discussion and sharing about children's own experiences with their toys. Activities include lots of ideas for discussion, drawing, role-play and imaginative writing.

The questions set out below are prompted by events unfolding in the story and offer plenty of scope for fun and creativity. Drawing activities would be particularly enjoyable as young children can share funny situations via artwork and discussion. The questions are ideal stimulus for speaking and listening activities, and written response tasks – for small groups, individual or whole class book making.

All about your favourite toy

- Tell us about one of your favourite toys.

What kind of toy is it? Where did you get it? Why is it special?

What name did you give this toy – why?

Looking after our toys

- Can you wash yours? If so, how? If not, why?
- What special treatment does your toy get?
- Do you think your toy would like the way you care for it?
- Where our toys live
- Where do you keep your toys?
- Do you have a particular place for your special toy?
- Does your favourite toy go places with you? Does it only stay at home?
- Where do you keep it? Does it have a special place or certain things around it?

Talking toys!

Here's a good activity for introducing speech balloons or developing simple techniques for cartoon representation.

- Becky's Gorillas say GRRRRR. If your toy could talk, what do you think it would say to you?
- Does your toy make any SOUND?
- If it doesn't, can you imagine/describe one that you think would suit your toy?



## Changing toys

Becky makes a lot of changes to her Gorillas including ones using glue, textas and glitter!

- Would you make any change to your favourite toy? What would you do?
- Would it be okay to make changes to your toy?
- Perhaps you'd love it to stay just the way it is – can you explain what is just right about your toy?

## Challenges of toy ownership!

- Becky gives one of her Gorillas a funeral (she does bury him, digging him up again and resuscitating him later!) and this may or may not be something you would wish to explore in a simple way with young children. It is one way of sharing ideas about old toys or damaged and broken toys and what happens to them.
- Giving up or passing on favourite toys and toys that can't be repaired – these are also themes that could be sensitively explored as a result of what happens to Becky's toys.

## Sharing toys

- Are there some toys you share in your family and some that are just special to one person?
- How do you feel when brothers or sisters play with your toys?
- What are some good ideas for playing together with friends or family if a special toy is involved?

## Imaginative drama, movement and dance ideas...

- Be your toy! How would your toy walk or dance? Does your toy stand, sit, lie down or move?
- Does it have arms and legs that bend or are they stiff and stuck only one way!?
- When two toys meet! With a partner role-play what would happen if your two toys met – maybe your favourite Teddy meets your friend's favourite plastic astronaut! Imagine what they would say to each other and act out your ideas.
- Toy Shelf Talks! Make a class 'Toy shelf' but out of humans! Half the class (or a smaller group) line up at the front of the room and one by one introduce themselves as their favourite toy. Tell us your name and anything interesting you'd like us to know – your age, where you came from, what you like best about your owner. The audience can ask questions before swapping over to have their turn at being toys!
- Tidy those toys! Using the same idea of the children as their own toys, develop a class game where some fun physical movement is encouraged. A pretend adult (not always Mum!) calls out 'Tidy those toys!' (or something similar). Play some music (crazy for wild scenes or soothing for more gentle motion!) while 'toys' run around, dance or move as they would. When a certain signal is given, children must freeze, or sit in a designated spot, or line up on the shelf from smallest to biggest – any one of these.
- You could develop other tasks for the toys to 'get tidied' – alphabetically ordered, lined up at the door ready for play or whatever needs to be achieved!