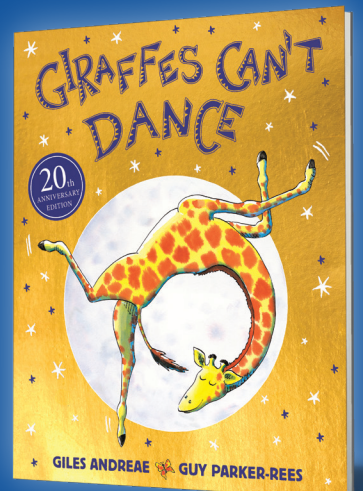


GIRAFFES CAN'T DANCE



GILES ANDREAE 🦋 **GUY PARKER-REES**

RESOURCE PACK



GIRAFFES CAN'T DANCE

GIRAFFES CAN'T DANCE

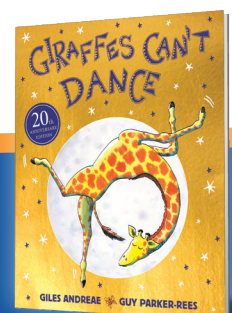
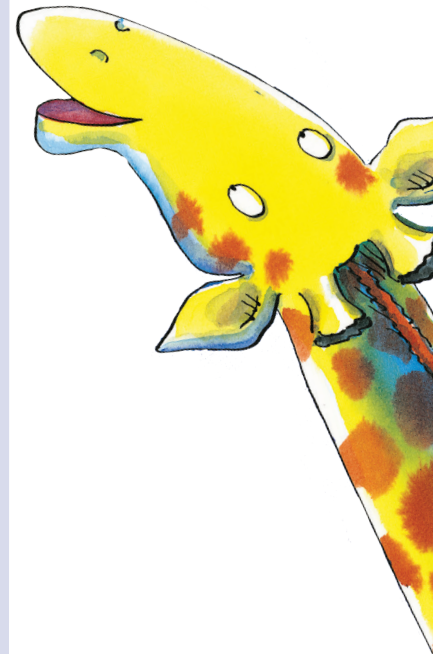
GILES ANDREA E | GUY PARKER-REES

RESOURCE PACK FOR
KS1 TEACHERS AND LIBRARIANS

THE AIM:

This Resource Pack can be used with children from EYFS through to KS1. Suggestions for differentiation are included throughout but ultimately left to the teacher's discretion. It is based on *Giraffes Can't Dance*, the bestselling picture book that celebrates the need to be different and to accept your own uniqueness.

The three lessons included have been designed as sequential activities and can be taught as whole Literacy or Citizenship/PSHE units, or as stand-alone activities. Their overall objective is to give children the opportunity to explore what we mean by 'difference' – to understand that everyone is different, that we all experience life in unique ways, and that this is something to be celebrated.



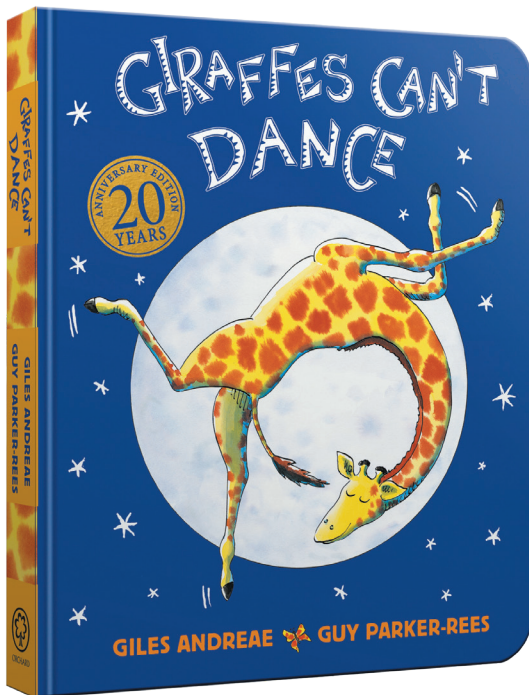
Lesson resources based on *Giraffes Can't Dance*
by Giles Andreae and Guy Parker-Rees

GIRAFFES CAN'T DANCE

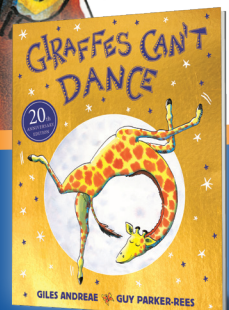
ABOUT THE BOOK

Gerald would love to join in with the other animals at the Jungle Dance, but everyone knows that giraffes can't dance . . . or can they?

This funny, touching and triumphant story has been a much-loved family favourite for over 20 years!



*Gerald was a tall giraffe
Whose neck was long and slim,
But his knees were awfully bandy
And his legs were rather thin.*



Lesson resources based on **Giraffes Can't Dance**
by **Giles Andreae and Guy Parker-Rees**

GIRAFFES CAN'T DANCE

RESOURCE PACK OBJECTIVES & OUTCOMES

Lesson 1: The Jungle Dance: Team Profiles!

Objectives:

- To learn what we mean by the words 'different' and 'difference'
- To identify what is unique about ourselves as individuals
- To understand that everyone is different and that we are all special in unique ways

Outcome: Jungle Dance Team Profiles created in groups

Lesson 2: Giraffes Can't Dance!

Objectives:

- To explore how people might deal with difference
- To understand that difference is part of living in a diverse world
- To speculate about a world in which there are no differences

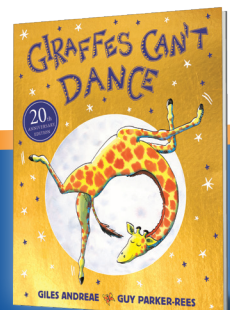
Outcome: A drama piece in groups, with team members in-role as characters from the story

Lesson 3: Celebrating difference

Objectives:

- To learn to value others' differences
- To explore how difference is essential to the world
- To understand the importance of celebrating difference and valuing individuality

Outcome: A class reading of a section of the story



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LESSON ONE THE JUNGLE DANCE: TEAM PROFILES!

Lead-in questions:

- Where have you heard the word 'different'?
- Can you put the word 'different' into a sentence and share it with the class?



Task 1: First things first: before we can get started you need to organise your class into SIX DIFFERENT groups. Name each group using a *different* animal in the story, or better still, ask them to come up with their own!

Team 1:
THE GIRAFFES

Team 2:
THE LIONS

Team 3:
THE ZEBRAS

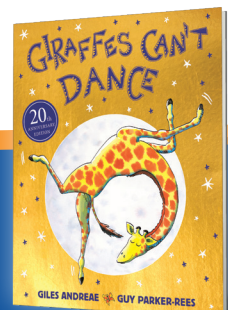
Team 4:
THE WARTHOGS

Team 5:
THE RHINOS

Team 6:
THE CHIMPS



Lesson by lesson, you will gather the work that you have completed together, in preparation for Reflection Activities at the end of the Resource Pack.



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GIRAFFES CAN'T DANCE

Task 2: In the book *Giraffes Can't Dance*, Gerald the giraffe is different to all of the other animals because he is the only one who feels like he can't dance at the Jungle Dance.

With the people sitting next to you, discuss how you are different to each other. You can use the following sentence starters to help you:



I am different because of the way I look (e.g. I have brown eyes etc.)

.....

I am different because my favourite things are

.....

I am different because my least favourite things are

.....

I am different because my talents are

.....

My favourite way to dance is

.....

because.....

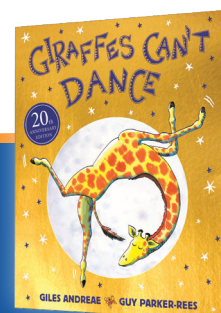


Extension questions:

- What is unique about each person in your group?
- How might your differences be a challenge for your group?
- How might they help your group to be successful?



Task 3: Now that you've found out about your other teammates, you need to work together to create a Team Profile showing your team's differences. Use the template on the next page to help you. Once you've completed it, show the class all of your different dance styles!

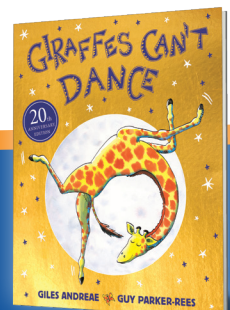
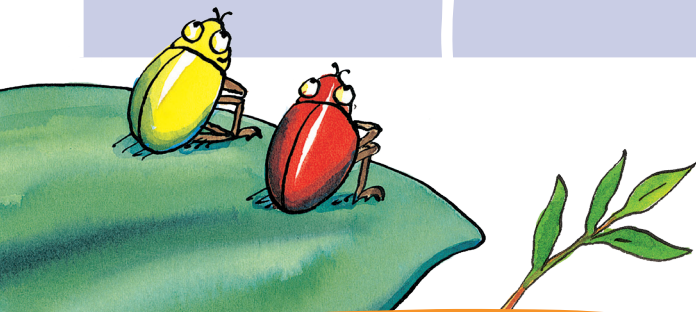


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Name	Unique because...	Dance style
1.		
2.		
3.		
4.		
5.		
6.		



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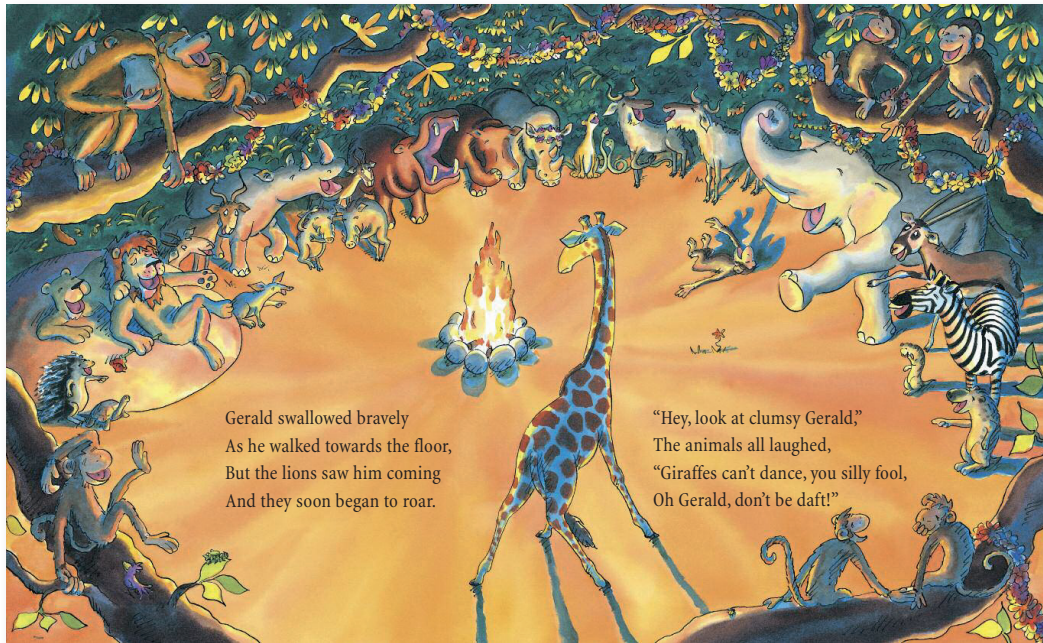
GIRAFFES CAN'T DANCE

LESSON TWO GIRAFFES CAN'T DANCE!

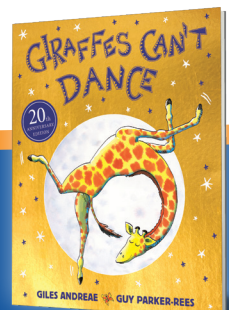
Lead-in questions:

- Can you think of a situation in school where people don't like each other because of their differences?
- Can you think of a situation in the world where people don't like each other because of their differences?

Task 1: Look at the illustration below from *Giraffes Can't Dance*:



What is happening here? How do the other animals feel about Gerald not being able to dance?



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GIRAFFES CAN'T DANCE

Group challenge:

In your group, spend five to ten minutes creating a drama of what happens to Gerald here. Imagine one of you is Gerald, one of you is his friend, the cricket, and the rest of you are the laughing animals.

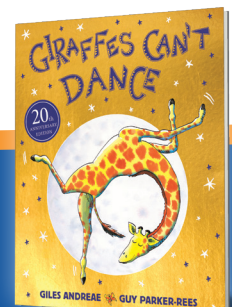
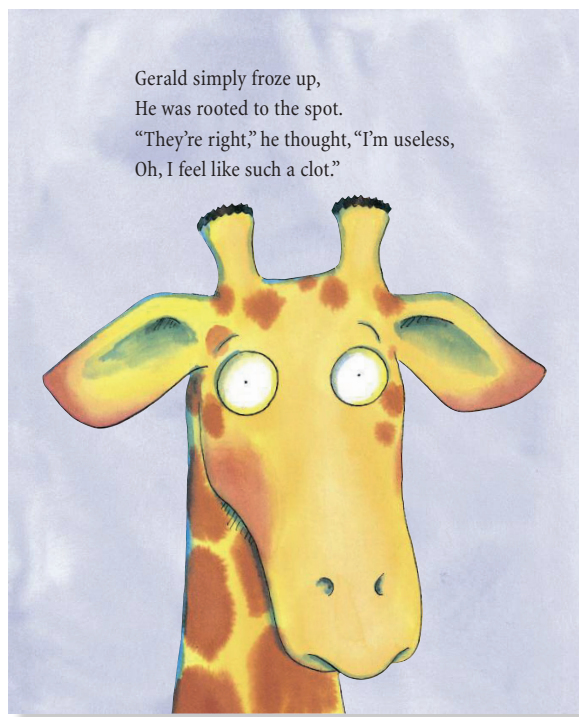
Reflection questions:

1. How did you feel during the group challenge?
2. Did anything make you feel uncomfortable or upset?
3. Do you think that Gerald needs to 'dance' like the other animals, in order to 'fit in'? Or do you think he can be himself and show them who he is in a different way?

Task 3: Look at another illustration; this time *after* Gerald has met with the laughing animals.

How have the other animals made Gerald feel?

Make a list of five words to describe his emotions in the illustration:



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GIRAFFES CAN'T DANCE

Make your list of emotions in the boxes below



E.G. Sad

1.

2.

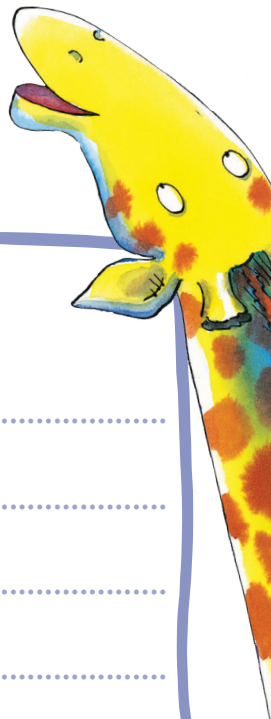
3.

4.

5.



Task 4: Imagine that you are Gerald's friend, the cricket.
What would your advice to Gerald be?
How would you make him feel better?



Start with the words:

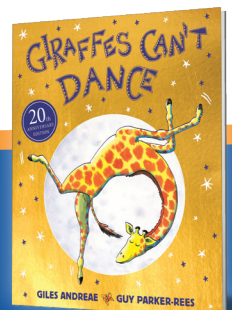
Giraffes CAN dance

.....

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.....

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GIRAFFES CAN'T DANCE

LESSON THREE CELEBRATING DIFFERENCE



Lead-in questions:

- What would school be like if every lesson was exactly the same?
- What would the world be like if everyone was good at the same thing?

Task 1: Draw a picture that shows you doing something for the very first time, e.g. meeting someone new, trying a new food or going to a new place. Write a sentence to say how you felt.



Task 2: In your groups, make a note of some simple activities to help you try something different or to behave in a different way this week, such as:

- Stand next to someone you don't know very well in the lunch queue
- Share a story book with someone else in the class
- Help to make a packed lunch or a meal at home
- Try a new skill at playtime, such as skipping or throwing and catching a tennis ball



Consider why it might be a good thing to try these new activities. Present your ideas back to the class!

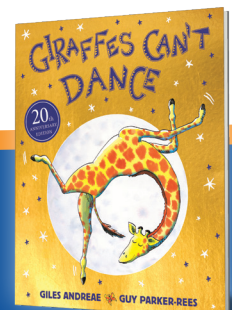


Extension task:

As a class, create a Class Achievement Chart so that you can track your progress with trying new things.



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GIRAFFES CAN'T DANCE

Task 3: In *Giraffes Can't Dance*, with the help of his friend the cricket, Gerald does something different: he dances in a way that comes naturally to him. Read the following section from the book as a class:

**“Excuse me!” coughed a cricket
Who’d seen Gerald earlier on,
“But sometimes when you’re different
You just need a different song.**

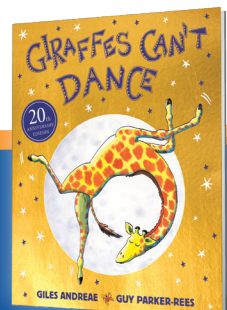
**Listen to the swaying grass
And listen to the trees,
To me the sweetest music
Is those branches in the breeze.**

**So imagine that that lovely moon
Is playing just for you,
Everything makes music
If you really want it to.”**

**With that, the cricket smiled
And picked up his violin.
Then Gerald felt his body
Do the most amazing thing.**

**His hooves had started shuffling
Making circles on the ground,
His neck was gently swaying
And his tail was swishing round.**

**He threw his arms out sideways
And he swung them everywhere,
Then he did a backwards somersault
And leapt up in the air.**



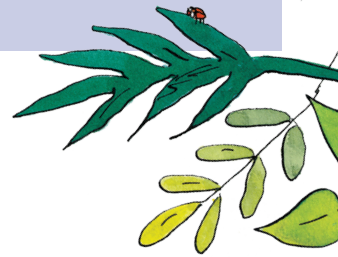
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In your groups, your teacher will give you one part of this section to look at.

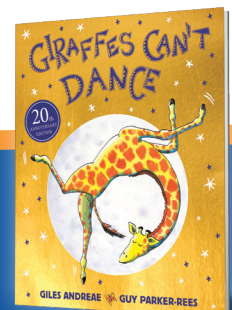
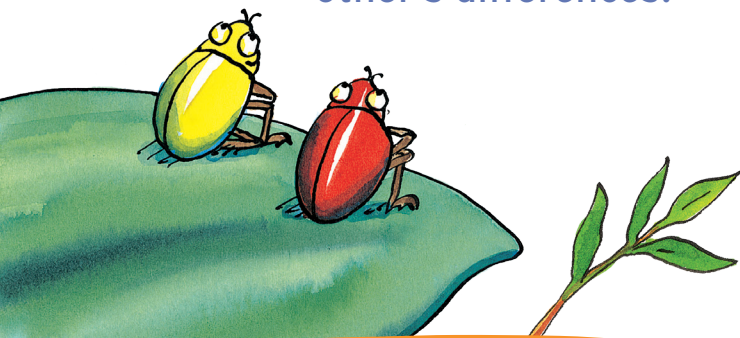
- First of all, read out your section as a group.
- Secondly, draw the section that you have been given. What does it make you think about?
- Thirdly, act out your section as a group. Perhaps one of you can read, while the rest of you do actions with your bodies and hands to show what is happening in your section of the poem.



Class challenge:

Now it's time to read the poem as a whole class. Remember, you are responsible for your own group's section, so say your lines clearly and show the class the actions that you have created with your bodies and hands. Ask your teacher to film you reciting this section of the story and to share it with us on Twitter at @HachetteSchools!

Task 4: Finally, write your own sentence or short poem, or draw a picture to show why we should celebrate people being different. As a class, bring all of your creations together to build a *Giraffes Can't Dance* classroom display – so you will always be reminded of the importance of accepting each other's differences!



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GIRAFFES CAN'T DANCE

REFLECTION ACTIVITIES

Take a moment to think about the work that you have completed in these lessons.

In your groups, take turns to complete the following sentences:

- My favourite piece of work was...
- One thing I learned about myself was...
- One thing I learned about another person was...
- I enjoyed working in a group because...
- I have enjoyed the book Giraffes Can't Dance because...



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