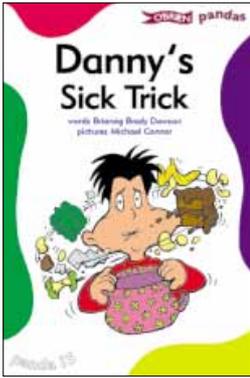


**DANNY'S SICK TRICK – PANDA 15**

by Brianóg Brady Dawson, illustrated by Michael Connor

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Danny's family has been invited to visit Auntie Bessie in her new house. But Danny doesn't want to go and makes several attempts to delay their departure. He hides his runners under the bed, but Mum tells him to wear his nice shiny, black shoes. He hides Susie's teddy in the wardrobe and Dad has to search until it is found. While Mum and Dad lock the house, he finds the piece of paper with directions to Auntie Bessie's, tears it in tiny pieces and hides them down the back of the car-seat. He really can't bear the thought of Auntie Bessie's cooking – she likes to cook pigs' feet and cabbage – he can nearly smell that cabbage! So he tries to make himself sick by stuffing his mouth with stale crisps, an old apple core, broken biscuits – everything he can find down the back of the seat. But the rubbish tastes awful and soon Danny feels really sick. His plan seems to have worked when Mum tells him he's too sick to eat Auntie Bessie's dinner. But Danny's plans often seem to misfire and this one certainly does.

**LANGUAGE – ENGLISH**

- ◆ Language of movement: kicking, diving, fishing, wiping, grabbing, tearing, hiding.
- ◆ Language of foods: make a class list of favourite foods and another of food that children dislike.
- ◆ Discussion: What happens when you don't finish your dinner or main meal? Do you have to eat any particular foods before you are allowed to eat dessert? What do your parents/guardians say if you leave lots of food untouched? What happens to any leftovers?
- ◆ Discussion: visiting relations. Do you enjoy visiting? Are there any particular times when you visit relations, e.g. Sundays to visit grandparents? What happens when you visit? Where do your relations live? How do you get there – car/bus/on foot?
- ◆ Discussion: Danny used Susie's potty in case he got sick. Where else might you find sick bags? What does your parent/guardian give you when you feel ill? Do you ever get travel-sick?
- ◆ Word-bank: List other things you might find down the back of the car-seat or sofa **and/or** list your favourite/special treats and discuss when treats are given, by whom and why.
- ◆ Writing: Design a dinner invitation and send it to a friend **and/or** write a menu for your dinner party. Draw the foods on your menu around the edges.

**LANGUAGE – GAELIGE**

- ◆ Ag dul ar cuairt: aintín/uncaile; ar an bhfeirm/sa chathair; ag dul sa charr/ag dul ar an traein; béile breá; bronntanais; ag fágáil slán; ag dul abhaile.

**SESE – SCIENCE**

- ◆ Materials: properties and characteristics of materials. Identifying and investigating food and its ingredients. List all the foods mentioned in the book and name as many ingredients as you can, e.g. stale crisps (p.36) – potato; chocolate cake (p.52) – sugar, butter, etc.
- ◆ Materials: materials and change. Exploring ways in which liquids and solids may be kept hot or cold: effect of wrapping or covering using different materials, such as paper, fabric, foil, use of vacuum flasks. Why did Auntie Bessie cover the plate in tinfoil?

- ◆ Materials: mixing and other changes.

Investigating how materials may be changed by mixing: mixing water and sugar or salt, ingredients mixed in baking a cake. See *Katie's Caterpillars* Activity Sheet No. 6 on [www.obrien.ie/schools](http://www.obrien.ie/schools) for Caterpillar Cake recipe.

**SESE – GEOGRAPHY**

- ◆ Maps, globes and graphical skills: recording areas in the immediate environment and places in stories using simple picture maps and models. Discuss, give and follow simple directions to Auntie Bessie's house using simple language, e.g. near, in front of, at the corner, right, left, straight.

**SPHE**

- ◆ Myself: self-identity. Recognising and recording personal preferences: foods I like/foods I dislike. Becoming aware of the immediate world through the senses: smells. Listing favourite smells, smells that remind you of special times or particular instances; recognising and discussing smells with eyes closed.
- ◆ Myself: developing self-confidence. Becoming more self-reliant and independent: accepting that making mistakes and trying again is part of the learning process.
- ◆ Myself: taking care of my body. Food and nutrition: exploring food preferences and their role in a balanced diet; discussing and exploring some qualities and categories of food; realising the importance of good hygiene when preparing food to eat.
- ◆ Myself and others: myself and my family. Identifying and naming the people who constitute a family; appreciating the things that families do together; realising that each person has a place and role within a family.

**SESE – MATHEMATICS**

- ◆ Spatial awareness: giving and following simple directions within the classroom and school settings, including turning directions using half and quarter turns. Pupils give instructions to other pupils: how to get from their own classroom to the principal's office/another school building/another building in the locality.

**ART**

- ◆ Collage: foods I like/foods I dislike. Using pictures from magazines, labels from tins, sweet wrappers, etc. make a collage of favourite and least-liked foods **or** on a painted backdrop use old labels, sweet wrappers, bits of paper and other rubbish, to make a collage showing effects of litter on countryside/streetscape.
- ◆ Construction: things we eat. See *Starting Art*, Book 1, pp. 8–9.

