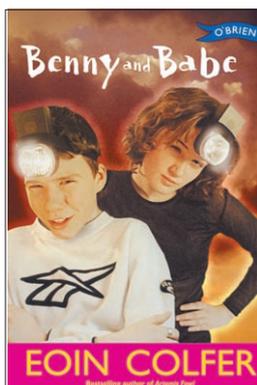


## BENNY AND BABE

by Eoin Colfer

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On home territory a game of hurling would cause no problems for Benny Shaw, but in the country the rules are different, and Benny must learn to play the culchie way before being accepted by the locals. When Babe Meara agrees to take him on as partner in the serious business of bait collecting, Benny begins to believe that the holiday won't be so bad after all. Earning his own money, he plans his purchases and looks forward to his first disco, where he is shocked to discover that Babe has transformed herself into a 'real' girl. But Babe isn't the only one who has changed and Benny learns to his cost that his one-time friend, Furty Howlin, has not changed for the better. Anxious to avoid confrontation with Furty, Benny makes a rash decision, the consequences of which he will live with for some time to come.

### LANGUAGE – ENGLISH

- ◆ Vocabulary extension: Pantheon, churl, contrite, plagiarising, striation, mollified, derisively, lacerated.
- ◆ Discussion: Examining the text for examples of humorous writing (see pp.126–137, 167–183), analysing the contribution of humour to development of character.
- ◆ Discussion: Analysing the positive and negative effects of slang used in the text. Are words such as culchie, wooller and yeehaw always insulting/offensive, or can these words be used with affection in some circumstances? Children list other examples of slang terms of abuse and discuss.
- ◆ Discussion: Focusing on pp.91–94, 191–194 in particular, children retell the story of the stolen baits from Furty's point of view.
- ◆ Creative: Children write a short imaginative passage entitled 'Trapped in Black Chan', describing feelings and emotions as horror of the situation gradually becomes apparent.
- ◆ Creative: 'For services to mankind' (p.67). Children describe the achievement/service for which they are to receive a medal at a special presentation.
- ◆ Creative: 'A Dub's View of the Disco.' Children describe the scene at the local disco from the viewpoint of a teenager on holiday in the area.
- ◆ Rhyme: Having examined Georgie's 'poetic sentences' (pp.9, 60, 64), children attempt to hold a conversation in rhyming couplets.

### SESE – GEOGRAPHY

- ◆ Human environments: People and communities. Learning about and appreciating the peoples and communities who live and work in coastal villages and in contrasting parts of Ireland: Respecting and valuing diversity in the community (see pp.20, 38, 40–42, 84, 122, 126, 165, 197).
- ◆ Human environments: Natural

environmental features and people. Becoming aware of natural features in coastal villages in Ireland and their interrelationship with the lives of people living there. Blow-hole (p.153), promontory (p.99), whirlpool (p.55), crevice (pp.43, 72), erosion (p.111) – examining impact of these natural features on lives of the villagers. Changes to natural environments and their causes: Examining environmental pollution (pp.106, 152) and its effects on the community.

- ◆ Human environments: People at work. Exploring and investigating the important economic activities of people in coastal villages. Fishing: Types of fish caught (pp.28, 44, 106–109, 112), development of fishing industry (p.150), fishing and the environment (p.152).
- ◆ Fieldwork: Visit Hook Head, Duncannon, Fethard-on-Sea, Ballyhack/Passage East, all in Co Wexford, or any other local fishing port.

### SESE – HISTORY

- ◆ Story: Listening to local people telling stories about their past and about events in the community's past, retelling the legend of Babby's Pool (p.45) and the Chicken in Black Chan (p.57) through oral and written forms, art-work, music, drama and mime.
  - ◆ Life, society, work and culture in the past: Life in Norman Ireland. Becoming familiar with aspects of the lives of these people: Settlement patterns, technologies developed, culture, art and music, long-term contribution of people and events at this time to the development of modern Ireland.
  - ◆ Fieldwork: Visit the Norman remains at Baginbun, the Fort at Duncannon, Tintern Abbey, Dunbrody Abbey, all in Co Wexford, or any other local remains. Contact Dúchas, [www.heritageireland.ie](http://www.heritageireland.ie)
- ### SPHE
- ◆ Myself: Self-identity. Recognising and appreciating that each person is a unique individual and that this is expressed in many ways. Discuss Benny's developing relationship

with Georgie, their different personalities and Benny's gradual realisation that his brother had some positive qualities.

- ◆ Myself: Taking care of my body. Exploring some of the reasons why people smoke, abuse alcohol: Discuss the influence of peer pressure and the desire to impress on Furty's decision to smoke and suggest possible reasons why Furty's dad abused alcohol. Discuss effects on their home life.
- ◆ Myself: Food and nutrition. Exploring the factors that influence food choices, becoming aware of the importance of hygiene in the preparation and use of food. Discuss Jessica's opinion of Badger's Burgers (p.120) and the reasons why Benny chose to eat such badly prepared food (p.123).
- ◆ Myself: Growing and changing. Identifying and discussing the changes that are experienced in growing from child to adult: Changing interests and leisure activities (pp.28, 41, 126–137), coping with transfer from primary to post-primary school (p.23).
- ◆ Myself: Safety and protection. Identifying limits and boundaries that change as children grow and show more responsibility (pp.116–118), discussing a variety of risky situations and evaluating implications and consequences of taking risks (pp.119–121, 141–145, 200–231).
- ◆ Myself and others: Myself and my family. Discussing families and homes and how they can vary in many ways, exploring what belonging to a family means, examining some factors that can affect family life, such as addiction, poverty, bereavement and violence (pp.191–194).
- ◆ Myself and others: My friends and other people. Recognising, discussing and understanding bullying and its effects. Did the treatment Furty received at home affect his treatment of others?