



# Somebody Swallowed Stanley

By Sarah Roberts,  
Illustrated by Hannah Peck

## LESSON PLAN 1

### OBJECTIVES

- To talk about the impact of plastic pollution on the environment
- To think about how to improve their local environment

### OUTCOMES

- Children will create a fact sheet about reducing plastic pollution
- Children will go on a litter pick around their local area

### RESOURCES

- *Somebody Swallowed Stanley* by Sarah Roberts
- Resource Sheet 1: 'Plastic bags don't belong in the sea!'
- Resource Sheet 2: Litter lottery
- Plastic gloves
- Grabbers
- Rubbish sacks



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## LEAD IN

After sharing the story, talk about what the children can do to help look after the environment. How can they stop plastic hurting wildlife and polluting the seas? Encourage them to share their ideas, however far-fetched and imaginative. Share Resource Sheet 1: *'Plastic bags don't belong in the sea!'* for more ideas. Help children to write and draw their own ideas to create the fact sheet and display enlarged copies of them around the school to spread the word about littering.

## TASK

Explain that you are going to organise a litter pick with the children. They will be provided with plastic gloves and some 'grabbers' to take turns in using as they pick up the litter. Choose different areas for small groups of children to target – the playground, grass, local park, street and so on. How many rubbish sacks can each group fill? Which group finds the most amount of litter? How many bottles, cans, crisp packets or pieces of plastic do the children find? What was the weirdest thing they found?

Use Resource Sheet 2: *Litter lottery* to encourage children to observe, sort and list what they pick up. Make sure all the children wash their hands thoroughly after the litter pick.

## EXTENSION

Encourage children to talk about this message at home. Extend the litter pick to include families and the local community. Ask children to help design a new litter bin for the playground and award prizes for the best ideas. Organise a litter-pick day for the whole school. Go to [www.keepbritaintidy.org](http://www.keepbritaintidy.org) or [www.litteraction.org.uk](http://www.litteraction.org.uk) and find out how to get involved with your school. If your school lives near the coast, check out beach cleans run by the National Trust at [www.nationaltrust.org.uk](http://www.nationaltrust.org.uk)



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## Lesson 1: Resource Sheet 1

### PLASTIC BAGS DON'T BELONG IN THE SEA

*Draw some pictures to help you remember*

1. **Never drop litter! Put it in the bin**
2. **Reuse plastic bags again and again**
3. **Reuse water bottles**
4. **Use reusable straws**
5. ....



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## Lesson 1: Resource Sheet 2

### LITTER LOTTERY

Sort and make lists of the types of litter you picked

#### Plastic Bottles

We found ..... bottles.

#### Cans

We found ..... cans.

#### Sweet Wrappers

We found ..... sweet wrappers.

#### Crisp Packets

We found ..... crisp packets.

#### Plastic Lids

We found ..... plastic lids.

#### Other

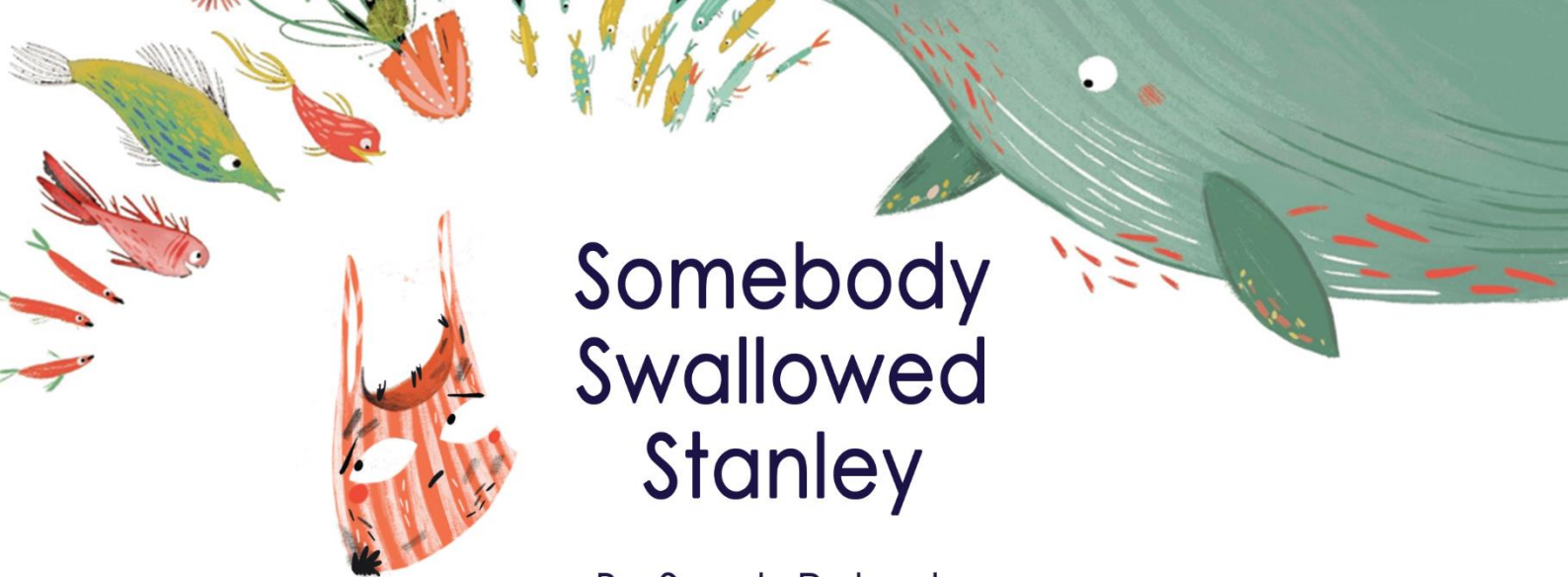
We also found some .....



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## LESSON PLAN 2

### OBJECTIVES

- To think of different ways to reuse plastic bags
- To make some items out of plastic bags

### OUTCOMES

- Children will create a poster showing ways to reuse plastic bags
- Children will make several items out of plastic bags

### RESOURCES

- *Somebody Swallowed Stanley* by Sarah Roberts
- Resource Sheet 1: *Use me again and again*
- Resource Sheet 2: *Go fly a kite*
- Scissors, sticks, string and sticky tape
- Paint and paper



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## LEAD IN

Look at the end of the story where a kind boy rescues Stanley, saves the turtle and then turns the plastic bag into a kite. Look at a plastic bag together. Talk about how important it is to prevent plastic bags ending up in the ocean. Go to <https://youtu.be/mjs66M41-04> to watch the author, Sarah Roberts, explain what happens when plastic ends up in the oceans. One of the best ways to stop this is to reuse plastic bags in a variety of ways. Brainstorm ideas with the children about different ways to reuse a plastic bag: reduce, reuse and recycle.

## TASK

Use Resource Sheet 1: *Use me again and again* to share and consolidate ideas for different ways to use plastic bags. Can the children add some of their own new ideas? Ask them to create a poster using ideas from the sheet and their discussion to display in your school.

Try out some of these creative ideas. Make a kite like the boy in the story. Children can follow the instructions on Resource Sheet 2: *Go fly a kite*. Wait for a windy day to go outside and fly the kite.

Alternatively, just tie a length of string to the handles of a plastic bag. Let children take turns to hold the string tightly as the wind fills the bag like a balloon and makes it fly into the air.

Make some 'plarn', or plastic bag yarn, by cutting strips of plastic bag, tying them together and wrapping them around a cardboard tube. Children can then use plarn to create coil mats, bracelets, braid into a skipping rope or even for a tug of war!

Try this simple art activity. Cut a 20cm square of plastic from a bag. Paint some bold stripes on it using coloured paint. Turn the plastic over and place paint side down onto a piece of paper. Press gently to create a print. Peel off the plastic and repeat.

## EXTENSION

Look at some different ways artists have used recycled materials to create art. Go to [www.weburbanist.com](http://www.weburbanist.com) – Recycled Treasures: Converting Trash into Inspired Art. Let the children have a go at using lots of different litter and plastic to create some recycled art collages.



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## Lesson 2: Resource Sheet 1

### USE ME AGAIN... AND AGAIN...

*Make a poster to help people reuse plastic bags.*

*Copy some of these ideas on to your poster.*

1. Use me as a bag, again... and again.
2. Make a kite
3. Wrap up something fragile
4. Make some 'plarn' (plastic yarn)
5. Use plarn to make a gift
6. Try some art activities
7. Use to protect plants from frost
8. A rubbish bin for the car
9. ....
10. ....



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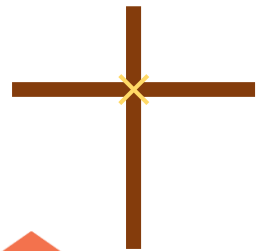


## Lesson 2: Resource Sheet 2

### GO FLY A KITE

To make this kite, you will need: 2 wooden kebab skewers or found sticks; string; scissors; plastic bag; sticky tape; more string; a windy day.

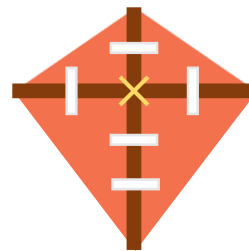
1. Join 2 sticks together into a cross shape using string



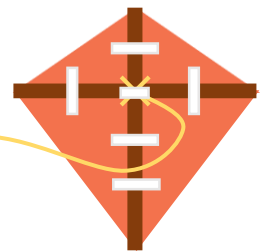
2. Cut a kite-shaped piece of plastic out of the bag to match the length of the sticks



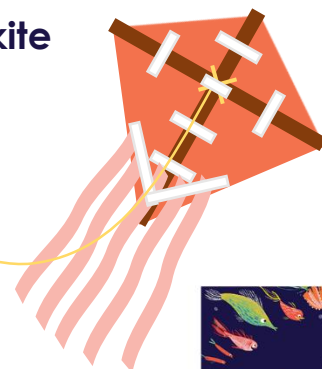
1. Tape the sticks onto the kite shape



2. Fasten a length of string onto the back of the kite



3. Cut strips of plastic to make a tail for the kite



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## Curriculum Links – EYFS

### **Early Years Communication and Language**

- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give attention to what others say and respond appropriately, while engaged in another activity.
- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their narratives and explanations by connecting ideas or events.

### **Early Years Physical Development**

- Children show good control and coordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.

### **Early Years Literacy**

- Children read and understand simple sentences
- Children use their phonic knowledge to write words in ways that match their spoken sounds
- They write simple sentences which can be read by themselves and others.

### **Early Years Mathematics**

- Children count reliably with numbers from one to twenty, place them in order and say which number is one more or one less than a given number.

### **Early Years Personal, Social and Emotional Development**

- Children are confident to try new activities and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

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### **Early Years Understanding the World**

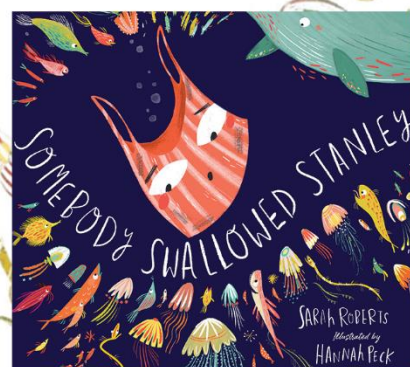
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

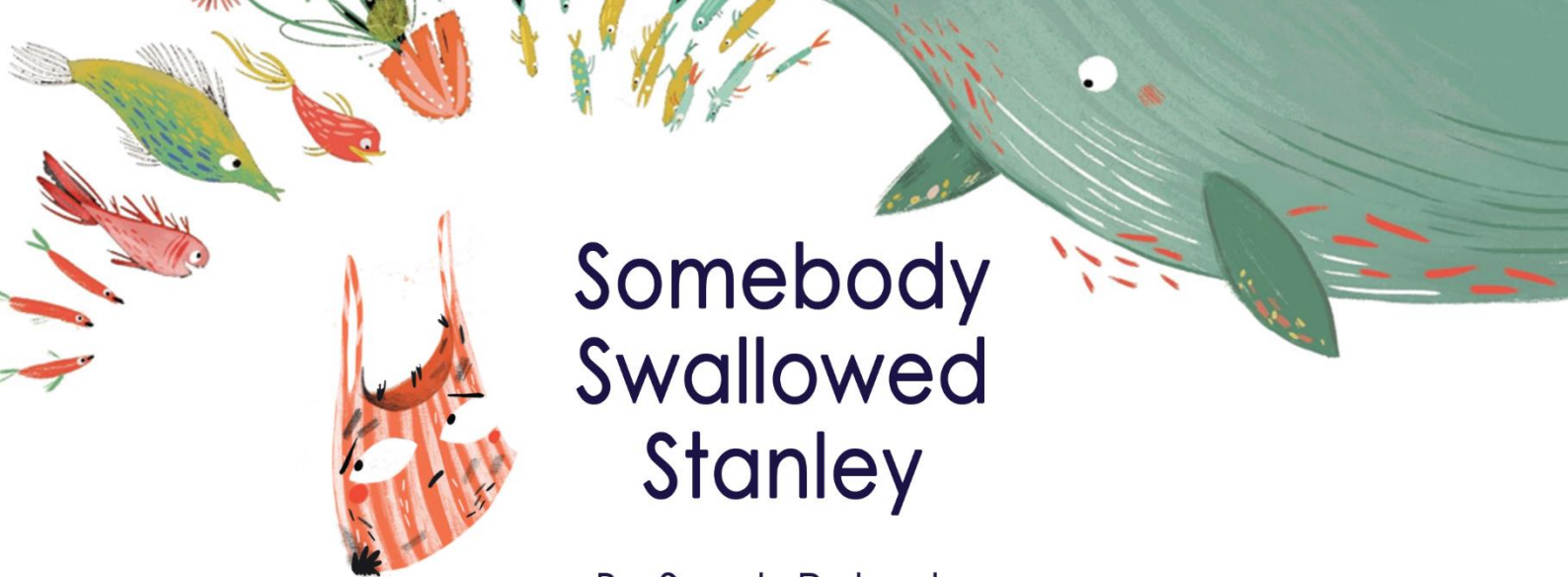
### **Early Years Expressive Arts and Design**

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



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## LESSON PLAN 3

### OBJECTIVES

- To understand the pros and cons of using plastic
- To design and create a poster including plastic facts

### OUTCOMES

- Children will understand the benefits and problems of using plastic
- Children will design and create a poster representing facts about plastic

### RESOURCES

- *Somebody Swallowed Stanley* by Sarah Roberts
- Resource Sheet 1: *What's it made from?*
- Resource Sheet 2: *Plastic facts – the pros and cons*
- A selection of items made from different materials



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## LEAD IN

Make a collection of things made from different materials (wood, plastic, metal, paper, brick, glass) for children to sort using Resource Sheet 1: *What's it made from?* Sort together all the plastic items to show the children such as toys, plastic bottles, lunch boxes, phones, bicycle helmets, plastic bags and so on. Talk about how useful plastic is in many ways in the home, cars, hospitals, etc. Go back to the story and talk about what happens when plastic is not disposed of carefully. Then go to <https://youtu.be/mjs66M41-04> to watch the author, Sarah Roberts, talk about some of the creatures that are affected by plastic pollution.

## TASK

Ask the children to create a poster to demonstrate the facts that they have found out about plastic. Children can use Resource Sheet: *Plastic facts – the pros and cons* to help them complete the task. Encourage them to choose some information from the sheet to include on their poster. Can they choose three or four interesting facts? Make sure they choose a selection of pros and cons. How will they make the poster visually striking in order to catch people's attention? Can they think of a catchy or memorable title for their poster?

Display the posters around your classroom or school and invite parents and other children to come and view them.

## EXTENSION

Show the children that they can make a difference. Look at the Bertie Bottle Campaign, started by a 9 year old girl, Jessica, who became concerned about plastic pollution. Go to <https://www.edenprojectcommunities.com/blog/the-bertie-bottle-campaign-one-girls-mission-to-end-plastic-pollution> or email Jessica at [bertiethebottle@gmail.com](mailto:bertiethebottle@gmail.com) to find out more.



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## Lesson 3: Resource Sheet 1

### WHAT'S IT MADE FROM?

Sort the items according to what they are made from

Materials	Names of Items
Wood	
Plastic	
Metal	
Paper	
Brick	
Glass	



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## Lesson 3: Resource Sheet 2

### PLASTIC FACTS – THE PROS AND CONS

Choose 3 or 4 facts from the following list to include on your Plastics poster

Animals eat plastic because when it gets wet, tiny creatures called bacteria live on it, and make it smell tasty to some animals and birds.

Plastic is very important in hospitals, cars, planes, in our homes, and in technology.

Until another invention comes along, we still need plastic.

Scientists believe that every turtle and seabird on the planet has some plastic in their tummies.

Most plastic comes from dead plants and animals that lived millions of years ago, even before the dinosaurs.

If we drop plastic on the floor, it can be eaten by different animals, including birds, sheep, rabbits and fish, and it makes them very poorly.

One piece of plastic can be eaten by many different creatures in the food chain, for example, a fish eats plastic, a seal eats the fish, and then a shark eats the seal.

We could use less plastic. (If everybody in the UK stopped using plastic bottles for one year, we would save enough bottles to stretch to the moon and back twice!)

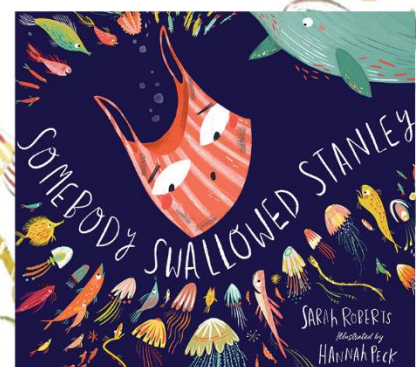
Baby turtles cannot tell the difference between plastic and food, so they eat it.

We don't know how long it will take for plastic to break down over time, or if it ever will.

**NB – Remember to put all plastic rubbish in the bin or recycle it wherever possible**

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## Curriculum Links – KS1

*KS1 English: pupils should be taught to*

### Work Reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

### Reading Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding
- understand both the books they can already read accurately and fluently and those they listen to
- participate in discussions, taking turns and listening to what other people have to say
- explain clearly their understanding of what is read to them.

### Writing Composition

- write sentences
- discuss what they have written with the teacher or other pupils
- read their writing aloud clearly enough to be heard by their peers and the teacher.

### Writing Transcription

- name the letters of the alphabet
- name the letters of the alphabet in order
- use letter names to distinguish between alternative spellings of the same sound.

### Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge.



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*KS1 Science: pupils should be taught to*

### **Working scientifically**

- use their observations and ideas to suggest answers to questions.

### **Everyday materials**

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

### **Living things and their habitats**

- describe the simple physical properties of a variety of everyday materials
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

*KS1 Art: pupils should be taught to*

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

### **PSHE**

- recognise how other people are feeling
- share their own feelings with others
- recognise that we can affect how others feel.



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