



**Making Friends at my New School
with BABY born Bear**



Activity Booklet!

in association with **iChild**





Welcome to your BABY born resource activity booklet!



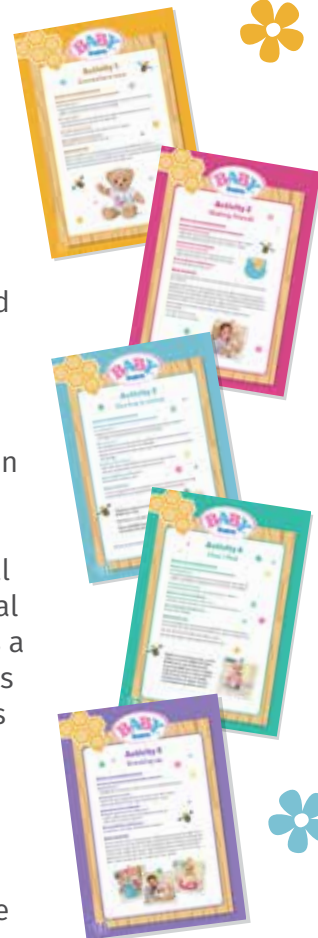
We're delighted to bring you this activity booklet, helping your children as they take the next big step in their lives - starting school.

BABY born Doll's new best friend, BABY born Bear, is ready to be at their side on this great adventure.

Children will love this super soft and cuddly new friend, who is set to teach the art of friendship in a new, creative way. With a host of adorable clothing and accessories which are interchangeable with the BABY born Doll, there are unlimited dual play possibilities. **Welcome, BABY born Bear – your new friend is here!**

This booklet features five activities, supporting children in progressive stages to help them settle into the life-changing journey of starting school. Each activity supports children's early learning areas of the National Curriculum, in particular Personal, Social and Emotional Development. The booklet empathises with the nerves a child might feel as they enter this new world, as well as the excitement of exploring friendship and encourages children to view school as a positive place.

Each activity begins by setting out practical guidance, and you can use this booklet with the children to help set the scene. The activities include supporting resources which you could photocopy or print from the BABY born section on the iChild website at iChild.co.uk.

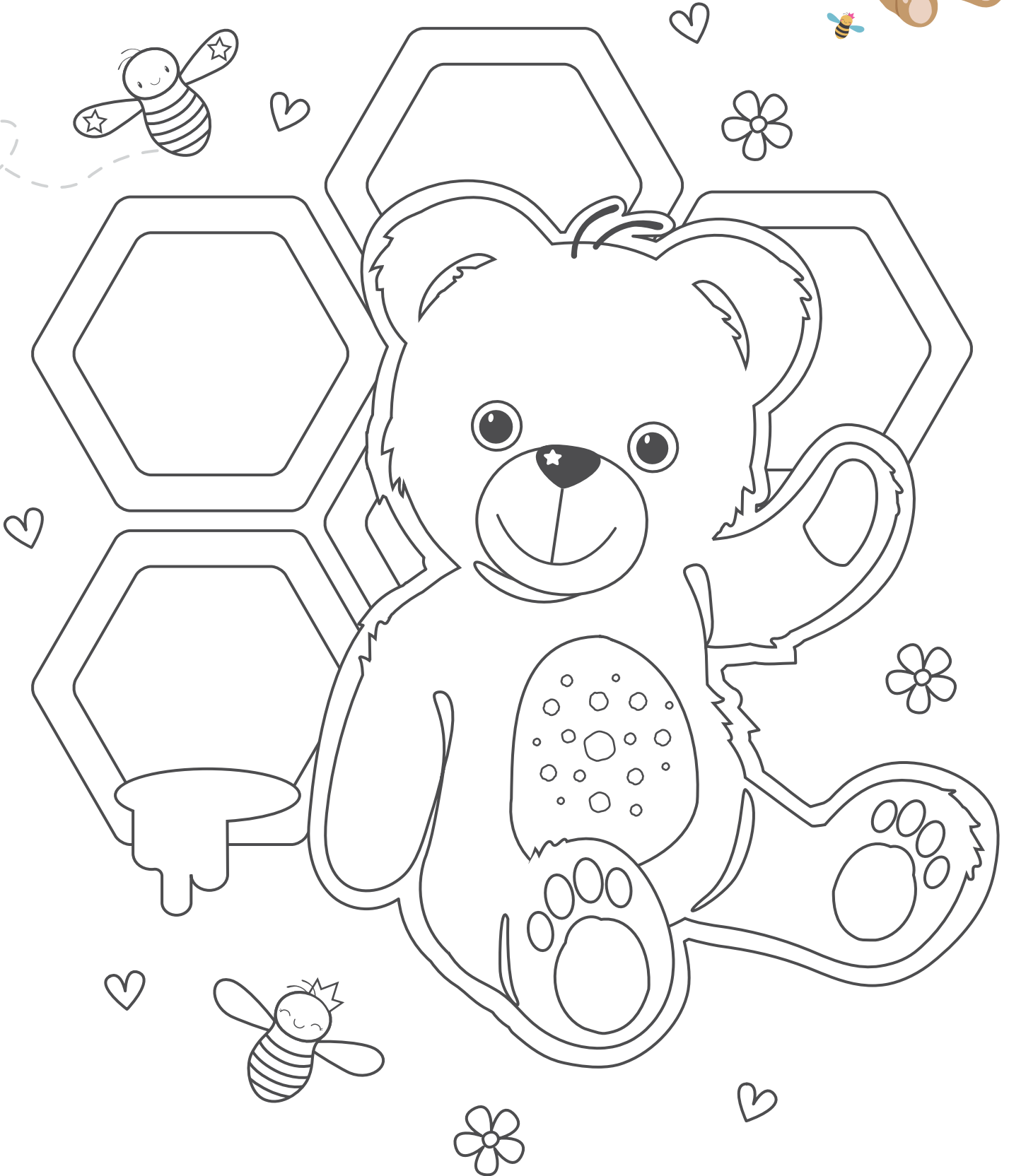


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BABY born Bear





Activity 1

Somewhere new



Early Learning Goal Links

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Building Relationships

- Show sensitivity to their own and to others' needs

Key vocabulary and phrases:

Reception, school, excited, nervous

Main Activity

Sit the children in a small group, and explain that BABY born Bear is about to start school. You can also use this booklet to help set the scene. Discuss with the children how BABY born Bear is feeling, and develop this to ask how they themselves felt on starting school.





BABY born Bear is going to school for the very first time.

BABY born Bear is feeling excited. It is a big, new adventure. Going to school feels so grown up!

BABY born Bear is feeling nervous. School is new. There are new people. It is a new place to get to know.



Ask the children how they felt when they started school for the first time?

Do the children think that everyone who started school for the first time felt the same?

We can all feel excited and nervous at the same time!

Ask the children how they could make BABY born Bear feel better?

Ask the children to smile and say hello to BABY born Bear.

Tell the children that BABY born Bear is feeling happier and is saying hello back!

Do the children now have the confidence to speak to some of the other children in their class?

Extension Ideas

Ask the children to introduce BABY born Bear to the other children and/or to other toys in the class.

Explain to the children that BABY born Bear is excited to be starting school and making new friends, and that BABY born Bear is not feeling nervous anymore.

Adult Observation

Do the children show an understanding of their own feelings?

Can the children name their own feelings about starting school?

If they need some support, can they make a choice from the feelings and emotions flashcards, which are on page 14 of this booklet?

Can they name feelings that BABY Bear might have?

Do the children show interest in how BABY born Bear feels?

Do the children make relevant suggestions about how to make someone feel welcome at school?





Activity 2

Making friends

Early Learning Goal Links

Personal, Social and Emotional Development

Building Relationships

- Work and play cooperatively and take turns with others
- Show sensitivity to their own and to others' needs

Expressive Art and Design

Creating with materials

- Make use of props and materials when role playing characters in narratives and stories

Key vocabulary and phrases:

Friend, friendship, kind, play



Main Activity

Set the scene with the children that BABY born Bear is now friends with the children.

During carpet time, let the children play with BABY born Bear. Guide the children to role play that BABY born Bear is talking and listening to them. Then use this to develop a discussion about friendship with the children, asking them questions about how we treat each other as friends. Ensure that the children can develop their thoughts and ideas.

Discuss with the children what they think makes a good friend, for example:

- Friends are kind to us.
- We play with our friends.



Discuss with the children that sometimes friends may do something we don't like.

What happens if one of BABY born Bear's friends (perhaps one of the children in the class, one of the toys or a BABY born Doll, should you already have one) wants to play with bricks, but BABY born Bear wants to colour in?



BABY born Bear is always kind, and agrees to play with the bricks. But ...

BABY born Bear does ask if the friends could colour in afterwards!



Discuss with the children: if our friends want to do something we don't want to do, what will we do?

Can they take turns to try each activity?

Extension Ideas

"I am a good friend because ..."

Discuss with the children how they can be a good friend: being kind to each other, playing with their friends and sharing their toys together. Listening to each other's stories and ideas.

Show the children the picture of BABY born Bear on the next page. Children can trace or colour in the word 'Friend'.

Children can then use the picture frame to draw themselves and their friends playing their favourite game.

The feelings and emotions flashcards on page 14 can be used to extend the discussion about feelings.

Adult Observation

Adults to observe the following:

Can the children play with each other?

Can they take turns playing?

Can they take turns participating in a game?

Do the children show an understanding that someone might want to do something different to them? How do they respond to this if it is not what they want to do?





BABY born Bear

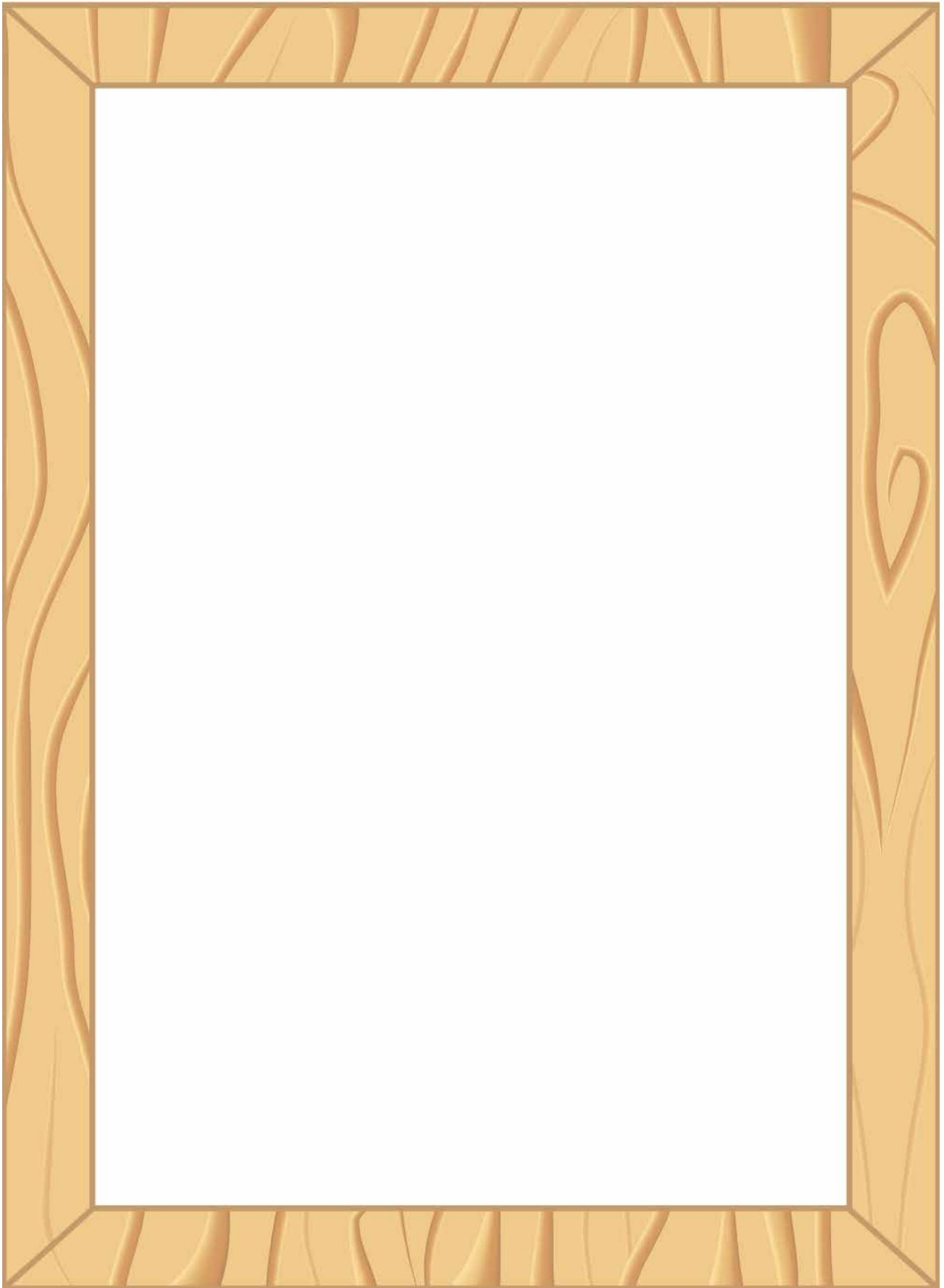


Friend





Draw a picture of yourself and your friends playing your favourite game.





Activity 3

Sharing is caring

Early Learning Goal Links

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly

Building Relationships

- Work and play cooperatively and take turns with others
- How do you/we/they interact with each other?

Key vocabulary and phrases:

Taking turns, sharing, rules

Main Activity

It will be helpful to have a selection of toys or games to use as props to help reinforce the importance of taking turns and sharing.



BABY born Bear loves riding the BABY born trike.

But there is only one trike!

What will BABY born Bear do if somebody else wants to ride it?



Ask the children what they think BABY born Bear should do.



BABY born Bear and BABY born Bear's friends take turns at riding the trike. They ride the trike one at a time!

First a friend has a go, then it is BABY born Bear's turn. Is it good to have this as a rule?



In small groups, let the children play with BABY born Bear. Ask them how they will make sure this is fair and that everybody has a go at playing with them. Elicit from the children that they will take turns.

Extension Ideas

Can the children think of other times when it's fair to take turns?

Being in a queue for lunch or getting ready to go outside. Each person takes turns.

If we didn't queue and take our turn, then what might happen? There could be a big squash!

Can the children think of other times when it's good to have rules? Discuss why rules can help us learn right from wrong and how to behave appropriately.

Adult Observation

Can the children take it in turns to play with BABY born Bear?

Do they take it in turns in the game?

Do any children ensure that others have a turn?

Teachers might decide to model talking about taking turns in the game or using a sand timer to take turns.





Activity 4

How I feel

Early Learning Goal Links

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Building Relationships

- Show sensitivity to their own and to others' needs

Expressive Arts and Design

Being imaginative and expressive

- Perform songs, rhymes, poems and stories with others

Key vocabulary and phrases:

Happy, sad, feelings

Main Activity

You could begin this activity by placing BABY born Bear all alone in the room, to help reinforce that BABY born Bear is feeling lonely.

Tell the children that BABY born Bear is sad.

Why do the children think BABY born Bear is sad?



BABY born is feeling lonely. Let the children comfort BABY born Bear. BABY born is not feeling lonely anymore! BABY born Bear is happy to be with friends at school. Being with friends makes us all happy. Singing makes us happy. So, let's sing a happy song about school!



Ask the children to hold hands and to hold hands with BABY born Bear. They can sing a song, like this one, to the tune of “If You’re Happy and You Know It”:



School is fun because we play with all our friends.

School is fine because the teachers are so kind.



Our best friend BABY Bear helps us care and learn and share.



School is fun because we play with all our friends.

Extension Ideas

Children can sit in small groups and talk about something that makes us happy, something that makes us sad, and how to cheer ourselves up if we are sad.

Each child can hold BABY born Bear when it's their turn and then pass it on to the next child.

Children can draw a happy face of themselves. Or a happy face of BABY born Bear.

You can use the feelings and emotions flashcards on the next page to support discussion about feelings, and the badge-making craft is a fun way to end this activity.

Adult Observation

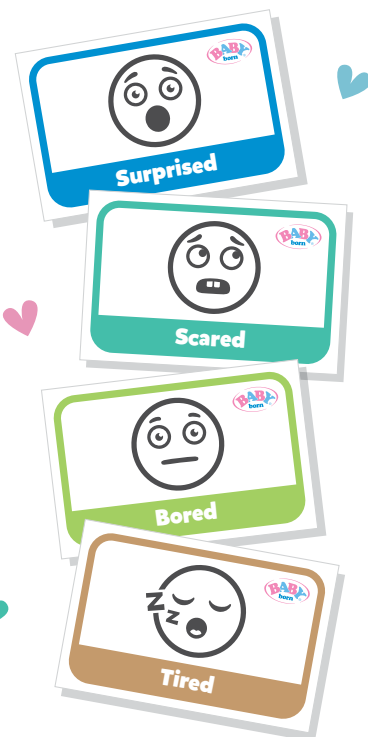
Can the children show an understanding of Baby born Bear's feelings?

Do they name the feelings and give reasons for them? If they need some scaffold, can they make a choice from your two suggestions?

Can children explain why feelings might change?

Do children join in with the song? If you sing the words for them to repeat, does this help them?

Do they attempt to move to the music?



Feelings and Emotions Flashcards



Happy



Sad



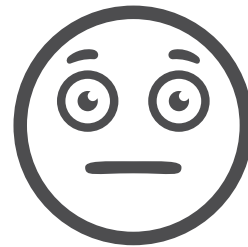
Scared



Cross



Surprised



Bored



Shy



Tired



BABY born Bear Badges

Read these with the children.

Then cut them out, stick double-sided tape to the back and make a badge!





Activity 5

Dressing up

Early Learning Goal Links

Personal, Social and Emotional Development

Managing self

- Manage their own basic needs, including dressing themselves.

Building Relationships

- Work and play cooperatively and take turns with others
- Show sensitivity to their own and to others' needs

Expressive Arts and Design

Being imaginative and expressive

- Invent, adapt and recount narratives and stories with peers and their teacher

Key vocabulary and phrases:

Imagination, role play, dressing up, occasion

Main Activity

Set the scene in your class that the children are going to help BABY born Bear dress up. You can use the host of BABY born's adorable clothing and accessories range which are interchangeable with the bear (including the Dress Outfit, Outfit with Pants, Bear Sleeping Cave and BABY born Bear Backpack in a honeybee print - which also converts as a carrier for the Bear). Alternatively, you can create your own outfits!





BABY born Bear thinks dressing up is fun! Ask the children - who also enjoys dressing up? When you dress up, you can pretend to be all sorts of different people! BABY born Bear thinks the children's school clothes are very smart (especially if they are wearing school uniform!).



Look at your school's BABY born Bear. What colour is BABY born Bear's outfit? Ask the children what their favourite colours are. How many of the children's favourite colour is the same as BABY born Bear's?

Ask the children what they like doing. Do they wear different clothes for different occasions?

The teacher can elicit discussion about the sort of things BABY born Bear likes doing. Perhaps wearing a coat if it's cold or raining, or going on an adventure with friends in a backpack!

If you have some dressing up outfits, the children can select one for themselves. You can use this as an opportunity to encourage and praise children's ability to dress themselves.



Extension Ideas

Put the children in pairs and ask them to find out some of each other's favourite things: favourite colour, favourite outfit, favourite activity.

Ask the children to invent a little story to tie in with BABY born Bear's outfit. The teacher could even scribe it on our BABY born writing template, and hand it to the children to take home.

Adult Observation

Can the children play with each other?

Do the children listen to and answer each other's questions?

How confident are the children in inventing their own stories?





Reward Chart

For being kind and happy at school



	Monday	Tuesday	Wednesday	Thursday	Friday
I have...					
I have...					
I have...					
I have...					
I have...					

My reward is

iChild





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