



Being a good friend

Nikki tells us that Eddie's friends are amazing and they help him a lot. She also says that she would like *Ready Eddie Go! Painting* to help us to be kind and look after each other.

Ask the children 'What does being a good friend look like?' They could discuss this in their talking partners, then share with the whole group. Or they could write a list or draw their ideas. Did they come up with the same things? Did they suggest qualities – like kind, funny, gentle. Or did they give examples of what a good friend might do? Is it easy to be a good friend or is it sometimes a bit tricky? How are Nina and Akil good friends to Eddie in the book?

Making lists

In *Ready Eddie Go! Painting* there are lots of places to make lists – a check list of things to get ready for painting, a check list of things for tidying up, spaces to write your ideas and what you like. Discuss how lists can help us – stay organised, remember things, be ready for what's next...

They can also be really fun to make! Provide little bits of paper – lined, coloured, different shapes and sizes – and pens and pencils. Some children might like to staple them together to make a list book. You could have mini challenges each day: write, or draw, a list of your favourite animals; different kinds of fruit; 3 things you learned today; places you would like to go; your favourite TV shows... the children could suggest categories.

Mistakes are opportunities

In the book, Eddie tells us that mistakes can just be opportunities. Clarify vocabulary with the children – what does 'mistake' and 'opportunity' mean? Ask the children if they can give an example of a 'mistake'. Model something from your own experience. Can they think of ways they could find the opportunities? How does the word 'mistake' make them feel?

Talk about other ways that we can turn mistakes into things that help us: mistakes can help us learn, they can help us to keep trying, they can help us to help each other, they can help us to be curious... make a list with the children using words and pictures, to display in the classroom. Refer to it often, enabling children to see mistakes as things that help us to grow and learn.

Activities for *Ready Eddie GO! Painting*

By **Nikki Saunders**

Listen to 'Silent Night, Gentle Light'

Nikki talks about a special song, 'Silent Night, Gentle Light'. Put the lyrics on the big screen and listen to the song together. You may have autistic children in your class - you might have children who would like it very quiet, or some who would just like to look at the lyrics.

Knowing your children, talk about some of the things in the song. 'Ear defenders make it okay', 'Itchy jumpers are not for me'... Use this as an opportunity to talk about Autism. Perhaps autistic children in your class would like to share their experiences. Talk about our similarities and differences and how we are all unique. Nikki says *the world needs different people, if we were all the same how boring would it be!*

What would you change the orange blob into?

In *Ready Eddie Go! Painting*, Eddie accidentally drops a blob of orange paint onto his painting. How does he feel about that? He and his friends think of different things to turn it into – a satsuma, a goldfish, Saturn. Provide paper, paint, and pens/pastels. Ask the children to paint an orange blob. What could they turn it into? Invite them to try out and share their ideas.

In their talking partners, or with an adult, invite a child to draw a line or a shape – it could be wiggly, round, straight. Now they give it to their partner to turn it into something – a straight line could become the side of a tower, a wiggly shape could become a snake... then swap over.