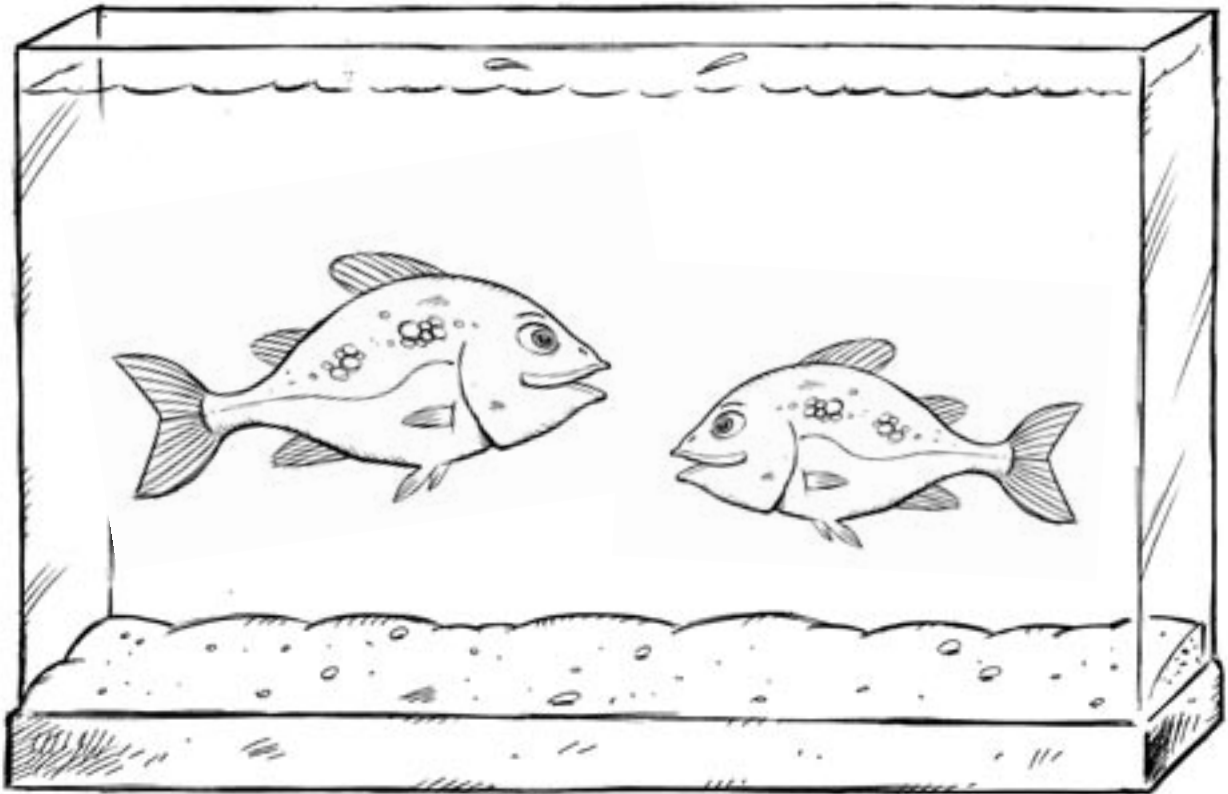


FRECKLES AND TURBO GO ON HOLIDAY



THE BACKGROUND

Freckles and Turbo live happily in their goldfish tank at 43, Salmon Walk. Recently their tank was moved to the living room and for the first time ever they could see the television. Their favourite programme is 'Holidays for Halibuts' presented by George Summers.

The problem is that the fish now want to go on holiday. Unaware they are fresh water fish, anywhere with water is of interest to them. Turbo, being hyper-active, is more interested in activity holidays while Freckles is quite content doing as little as possible.

THE TASK

Research and then design holiday destinations suitable for Freckles and Turbo and see which one they prefer. Complete work on long strips of paper and fit these behind a real fish's bowl or aquarium. Closely monitor fishy reactions - the more animated the fish become, the more they want to go.

Please note - this is for fun and is not regarded in any way as a scientific experiment . . .

THE PROCESS

ART & DESIGN

* find pictures in travel brochures and on the Internet of places where water can be found - seaside resorts, rivers, Arctic wastes, oases. Cut them out and stick them on plain paper. Ask children to extend the pictures adding as many details as possible. Label the extensions.

* the fish will make friends on their travels. Make 3D fish by cutting out two similar sized fish shapes from card or material then sewing or stapling round the outside. Leave a gap so the fish can be stuffed with cotton wool or tissue paper.

* think about the texture of different things found near water - gritty sand, rough deckchair material, jagged bull rushes, smooth palm leaves. Challenge children to use as many different textures to make a collage showing where the fish might like to go. Now can they think of things near water that have similar textures?

* Freckles and Turbo see everything through water. Using a clear glass filled with water make observational drawings recording how everything changes when light is refracted. Use ideas from these refracted drawings to create how Turbo and Freckles would see the classroom.

DESIGN & TECHNOLOGY

* make a model of the holiday venue Freckles and Turbo want to go to.

* create a form of transport for the two of them to use. It must have water and preferably a sight seeing platform.

* they are keen to experience the local cuisine and have seen enough food programmes on the television to give them lots of ideas - though fish dishes make them shudder. Design fish-friendly menus - chips (on their own), vegetable cakes, battered carrots, breaded eggs - offered by their chosen destination.

* before long, with their horizons expanded by the television, Freckles and Turbo are bored looking at the living room at 43, Salmon Walk. In their minds they redesign it, explaining and evaluating the changes made. Maybe design it for fish, rather than people (and pets) to live in.

ENGLISH/WRITING OPPORTUNITIES

* make a list of words Freckles and Turbo might find useful while on holiday. Put these in alphabetical order, learn to spell them, draw them in bubbles coming out of the fishes' mouths, challenge children to use them in their writing.

* write speech or thought bubbles recording the fishes' views and opinions about what they see from their tank. Create the family (don't forget the toddler who likes to hit them with her toys) and pets (Squish the cat is partial to fish) that live there, describe the wall paper and decorations - which could give clues to the time of year it is - and say which television programmes they watch.

Regarding the TV programmes, they could review what they have seen.

Use the speech and thought bubbles to sequence an outline of what happens during a typical day.

* draw then write a story based on 'one day in the life of a goldfish'.

* write a poem, limerick or haiku about the sadness that engulfs the fish as they long to spread their gills and see the world. If writing a rhyming poem, create a list of words that 'go' with key words.

* make advertising leaflets extolling the virtues of potential destinations. Use the Internet for research purposes.

* the press find out about the fish and write articles outlining their exploits. These could be factual or contain strong views about the correctness and advantages of fish going on holidays. Write the articles.

* Freckles and Turbo write postcards and e-mails to their friends at the pet shop where they lived before 43 Salmon Walk. These show their two different personalities. Turbo is aggressive and becomes angry at the slightest thing that is wrong. Freckles is more laid back about life. Imagine you're the fish, write their postcards and e-mails.

* write a persuasive letter to the owners of a Bed and Breakfast or Hotel asking them to accommodate fish. Write a formal address at the top of the letter. If possible, send these to a friendly person who actually replies. 'FINAL VISIT' on pages 31-48 is a story about a boy who took his goldfish on holiday with him much to the horror of the Bed and Breakfast landlady.

* verbally predict, then draw and annotate what the holiday destination could be like in ten years' time. Use verb tenses by describing the place in the past, present and future.

* write a set of rules for Freckles and Turbo to follow to keep themselves safe - 'don't swim too fast towards clear glass', 'no jumping out of the bowl', 'open mouth regularly'.

* write diary entries for the two fish showing what they did while away.

* having done the totally unscientific investigation as to which destination Turbo and Freckles choose, write questions to find out what they like most about their choice. Hot seat a child or adult (who becomes one of the fish) and answer these questions.

FRENCH

* Freckles and Turbo decide to go to France. Knowing a few words will be useful. On pages 20-21 are some pictures to be made into flashcards. Refer to pages 4 and 5 for generic ideas and suggestions on the use of flashcards.

*Vocabulary

Au bord de la mer - at the seaside

Le poisson - the fish
La mer - the sea
La plage - the beach
Le bateau - the boat
L'oiseau - the bird
Le coquillage - the seashell
L'étoile de mer - the starfish
L'île - the island
La vague - the wave
Le soleil - the sun
Le palmier - the palm tree
Le crabe - the crab

* on page 18 label the pictures, on page 19 there is a wordsearch, words to be unscrambled and letters to be filled in.

* think of other important words Freckles and Turbo might need to know and look them up in the dictionary.

GEOGRAPHY

* find out how many words children know where water is found naturally - beaches, estuaries, lakes, rivers, reservoirs, puddles, ponds. Find pictures by typing key words into 'images' sections of Internet search engines.

Print these, cut them out and stick them onto plain paper. Now extend them by drawing and labelling, as outlined in the first suggestion for ART AND DESIGN.

* plan and record the route Freckles and Turbo will take to reach their destination.

* learn technical 'water' words and ask children to create symbols for each one. To sequence the vocabulary, imagine a tiny boat is sailing down a river from its source to the sea. Use the created symbols for each technical word needed.

* Turbo suffers from travel sickness so our two heroes decide to remain in local waters. Take a walk to a local destination and describe what they would see. This could be a factual exploration, or could include evaluation and opinions as well.

* explore places beyond the UK where water is. Ask children to share interesting holiday photographs or use the Internet to resource this task.

* find out how the presence of water impacts on specific localities. Think of jobs the 'water' provides, how places have developed because of it and might/will continue to develop in the future. Laid back Freckles wants a tranquil place for his holiday. Turbo, who is hyper-active, wants the opposite. Decide which of the places found out about would suit which fish.

* look at the weather conditions (such as water cycle, temperatures) that make the place what it is.

* consider fresh water versus salt water environments. Turbo and Freckles, as

goldfish, can only go to fresh water places. Categorise fish in to fresh and salt water categories.

HISTORY

* visit a local natural water environment and use it as an opportunity to look at animals and plant life. This location also has a history. By using photographs and local memories, research what it was like in the past and how it has changed. This could provide an opportunity for a local visitor (such as a pupil's grandparent) to be included in the learning.

* wherever Turbo and Freckles go their father/grandfather comes to visit them. He holidayed at the destination years ago. Write a dialogue (in speech bubbles/air bubbles) between the different generations as Freckles and Turbo ask questions to find out what the place was like long ago and what has changed.

ICT

* use the Internet to find pictures and information about different places where water is found. Make a word bank of what there is. Divide these words in to sets. Compare, contrast and offer opinions to help the fish decide where to go.

* create landscape collages using object-based graphic packages. Freckles and Turbo will be wearing shades when the sun comes out so the colours could change to show their shaded perspective on the world around them.

* the family at 43, Salmon Walk reply to e-mails Turbo and Freckles send while they are away.

* create underwater music where mermaids sing, sea horses canter and shrimps snap their claws to the beat.

* use a spreadsheet to show the cost of their holiday. Remember to include costs of scuba diving, ice creams, turbo-charged quad bikes, umbrellas and entry to the Diving Diva's Disco held every Tuesday night. These costs could also be represented as a graph.

* to help Freckles and Turbo make their mind up, create a data base recording the attractions different resorts offer - swimming pool, beach, mountain stream, glaciers, oases, cats, vets, fish and chip shops (a negative), water parks, aquariums, retirement homes for school inspectors, spas etc.

MATHS

* create a scene using 2D shapes found near and on water. Use...

Triangles - boat sails, traditional deckchairs viewed from the side

Rectangles - boats bobbing on the water, fish tanks/aquariums, sea weed

Circles - fish, bubbles

Semi-circles - umbrellas, igloos, patterns on mermaids' tails, arches fish swim under in tanks

Squares - stepping stones, paddles on a paddle boat

Cones - ice creams, fishing nets on sticks

* wherever the fish go, they will see things that live/exist near and in water - shells, palm trees or bulrushes. Draw and count them.

* both take a suitcase with them (strapped to them by means of a harness). They are only strong enough to pull a specified weight. Estimate, weigh and pack the suitcases.

* put water in various containers for Freckles and Turbo to travel in. Clear ones are best. Measure how many mls of water is in each.

Also count how many cms up the side of the container the water reaches up to.

* decide the dates of departure and return for the holiday. Calculate these in terms of hours, days and months, bridge weeks, months and years, and work out rules to help calculations be accurate.

* make number stories based on Turbo and Freckles' travels. For example, he counts six lamp posts in one road and eight in the next. How many altogether?

* tell children that our fishy friends have a problem. The answer to their problem is nine. What is the problem? Ask children to work out the story that happened to produce this answer.

* while away, Freckles and Turbo meet up with other fish and enter an Aquarobic Movement competition. They ball room dance in pairs, perform line dances in rows of three, synchronise swim in fours and disco until their tails can take no more in fives. Do calculations with tables in them to find out how many fish were dancing at any one time.

* they also compete in a synchronised swimming competition and need to plan all their movements - which will include rotation and symmetry. Draw up their plans and plot their moves using co-ordinates.

* when the task is complete and the finished strip of paper placed around the back of the bowl, the fish will be expected to turn and face it for a 'guided tour'. Practice giving instructions using degrees, compass points and rotation directions to find specific things.

MUSIC

* on page 22 are the words and music to a nonsense song about a goldfish. This can also be sung as a round and have instrumental parts added before being performed. The music is suitable for playing on recorders.

* create sound walls of the noises Freckles and Turbo might hear at their chosen destination.

PE

* create a sequence of movements Freckles and Turbo do in their tank. Often they

mirror each other or one plays leader and the other mimics.

PSHE/CITIZENSHIP

* think about Turbo and Freckles' basic needs and how these could be met.

* explore what it would be like to be a goldfish and able to communicate only by limited body language. What can children say to each other using only body language (ban inappropriate actions before starting!).

* talk about things children have done on holiday and how they contributed to their family's enjoyment. Turbo and Freckles have to get on with each other. Write a set of rules to help them.

RE

* the 'Holidays for Halibuts' television programme which Freckles and Turbo watch runs a series about places suitable for pilgrimages. Can you find out about one or more of these places?

* the occupants of 43, Salmon Walk celebrate a religious festival. What do Turbo and Freckles observe?

SCIENCE

* label a diagram of a fish in its natural environment.

* list things Freckles and Turbo need to stay alive.

* visit a local natural water environment and use it as an opportunity to look at animals and plant life.

* find out which other plants and animals are likely to be in the chosen holiday destination.

* make a collage of different materials they might come across on this holiday. Being nosey, they need to know what they are before setting off.

* think about problems they could have if they chose the Arctic Circle or the desert. Explore how temperature affects the natural habitat.

* our heroes like rain. Draw a diagram to show the water cycle and where rain will most likely be found.