



# Sticky Fingers



Self Management: to make choices by myself





# Generic Task

## Dirty Boy Bertie!



### Learning objective

**Self Management:** to make choices by myself

#### Introducing the task 10 minutes

Read the story **Dirty Bertie** (details below). Briefly talk about the children's thoughts about Bertie.

Explain that they're going to play a pairing game that needs them to make choices for themselves. They should think about the question 'What might happen if I...' when they are thinking about Bertie's choices. Try this question out with some of Bertie's scenarios, e.g. 'What might happen if I picked a sweet up off the floor and ate it?', 'What might happen if I played with slugs and worms from the garden?'

Explain that the choices we make can be good and some that could be not so good.

#### Running the task 15 minutes

You need: Bertie's Choice cards, decision cards

1. Organise the children into pairs or threes.
2. Explain that they are going to play a card game (see panel)

that will challenge them to think about choices that Bertie or they may face in everyday life. They will need to talk as a group about 'What might happen if...'

3. Review the task by asking questions, such as:
  - What could help Bertie when he has to make a choice? (encourage the children to think about 'What might happen if...' and to that its important for us to make decisions based what we might think would happen.)
  - What choices are we faced with every day?
  - How does it make us feel when we have a difficult choice to make?
  - Who can help us if we're not sure about what to do?

Encourage the children to remember the question 'What might happen if...' when faced with a choice.

#### Extension

Ask the children to design their own choice cards and include them in the game.

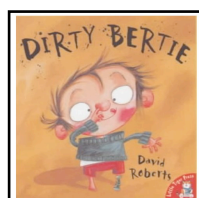
#### Bertie's Card Game Rules

- Place the cards face down on the table.
- One player starts the game by picking up a card and showing it to the group.
- Next, the player tries to find its pair by chooses another card from the table.
- If the card matches, the player keeps them both and has another go.
- If the cards don't match, the player returns both cards to their original positions.
- Each player takes turns until all the cards have been paired up. (If a winner is desired, the player with most pairs wins.)

Note: A pair is made up of a picture of Bertie making a good choice, e.g. weeing in the toilet, along with its opposite bad choice, e.g. weeing in the flowerbed.

#### Resources

**Dirty Bertie** by David Roberts  
ISBN: 978-1-85430-820-7  
Published by Little Tiger Press, 2002





# Science Embedded Task Sticky Fingers



## Learning objective

**Self Management:** to make choices by myself (links to Essential Skills for Learning & Life)

**Science Investigative Skills:** to collect evidence by making observations & measurements when trying to answer a question; to ask questions, e.g. What will/could happen if...?; to think about what might happen before deciding what to do.

**National Curriculum:** Sc1 1: 1, 2a, 2c

**New Scientific & Technological Understanding:** engage safely in practical investigations and experiments to explore ideas, solve problems and gather and record evidence by observation and measurement.

## Success criteria

To be successful the children will:

- make choices and explore the consequences.
- ask questions, including 'What will happen if...?'
- make observations, describing what they see using scientific language.

## Equipment

- Variety of equipment & containers, e.g. hammers, fizzy water, normal water, rolling pins etc.
- Variety of sweets

## Introducing the task 5 minutes

Discuss with the children what can help when faced with a choice or decision (relate this back to the generic task). Reinforce that it's useful to think about the

consequences of taking a particular action. In particular, bring out the useful question of 'What could happen if...?'

## Main task 45 minutes

1. Organise the children into pairs or threes.
2. Read aloud the 'Sticky Fingers'. Help the children organise the time available by setting appropriate goals.
3. Collate the observations/ outcomes from the children's investigations in a table on a whiteboard or other.

Note: If desired, teachers could present the Sticky Fingers task to reinforce methods of fair testing, however it has not been written with this purpose in mind, and with a key focus of encouraging children to play and explore.

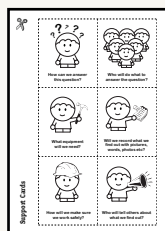
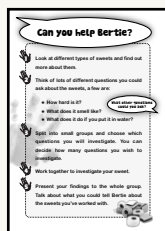
## Reviewing the task 10 minutes

Ask the children to identify the sweet they think would have been Bertie's favourite. Prompt them to give reasons for their choice.

Involve the children in reviewing their work and making an overall judgement about how well they went about the task. Use the assessment for learning Smart Grid.

Note: It is the responsibility of teachers to ensure health and safety issues are addressed in this activity, and that children are aware of how to handle the sweets.

## Resources



# Sticky Fingers Briefing Sheet

If Bertie saw a sweet on the floor, he would pick it up and eat it. But Bertie's mum would shout...

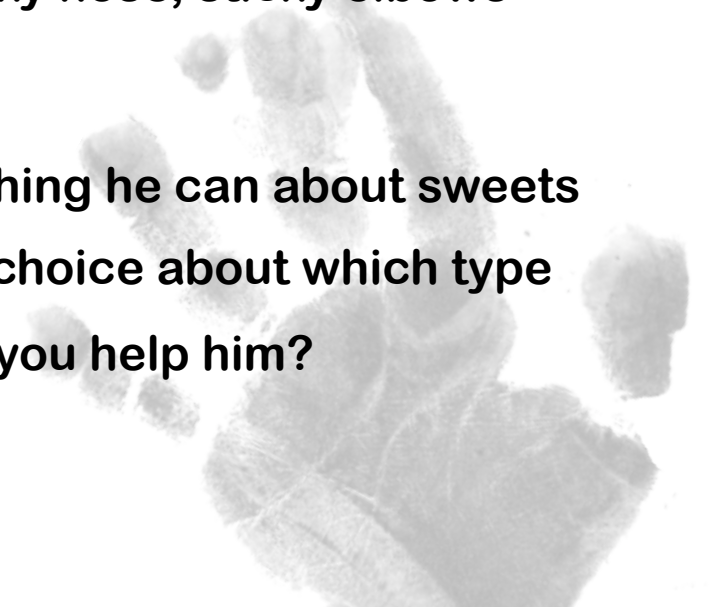


**NO, BERTIE! That's Dirty, Bertie!**

Sweets were one thing that Bertie loved. He just couldn't resist getting stuck into a great big bag of Liquorice Allsorts, or a giant tube of Smarties, or a bumper pack of cream eggs.

The only problem was he always ended up with sticky fingers, sticky cheeks, a sticky nose, sticky elbows and even sticky knees!

Bertie wants to know everything he can about sweets so that he can make a good choice about which type he chooses next time... Can you help him?



# Can you help Bertie?

Look at different types of sweets and find out more about them.



Think of lots of different questions you could ask about the sweets, a few are:

- ★ How hard is it?
- ★ What does it smell like?
- ★ What does it do if you put it in water?

**What other questions could you ask?**



In small groups choose which questions you will investigate. Decide how many questions you wish to ask.



Work together to investigate your sweet.



Present your findings to the whole group. Talk about what you could tell Bertie about the sweets you've investigated.





Riding his bike without a helmet



Picking bogies from his nose



Going in mummy's car without wearing a seatbelt



Chasing his sister with a spider



Poking a dog with a stick



Having a wee in the garden



Riding his bike while wearing his helmet



Blowing his nose with a tissue



Wearing a seatbelt in mummy's car



Carefully holding a butterfly



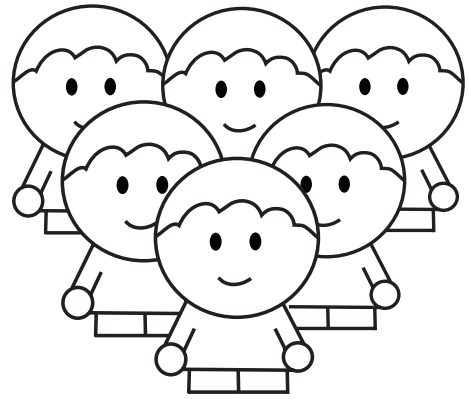
Stroking a dog



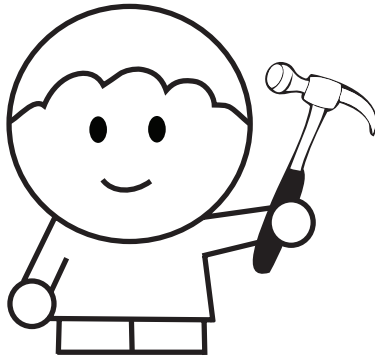
Having a wee in the toilet



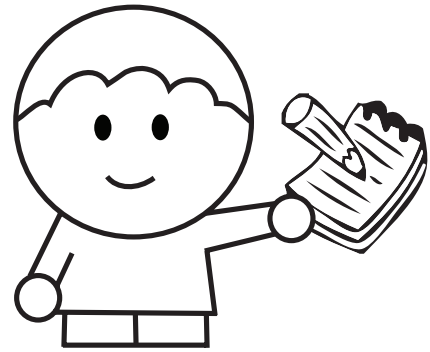
How can we answer this question?



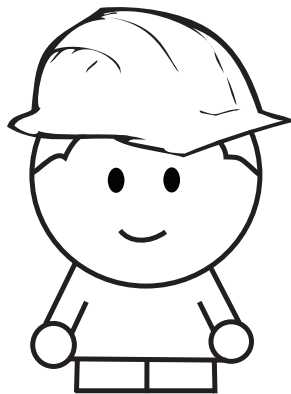
Who will do what to answer the question?



What equipment will we need?



Will we record what we find out with pictures, words, photos etc?



How will we make sure we work safely?



Who will tell others about what we find out?



 We were **great** at the task because...

 We were **good** at the task because...

 We were **okay** at the task because...

We made decisions by exploring different choices e.g.

---

We asked questions, including 'What will happen if...?', e.g.

---

We made observations, describing what we saw using scientific language, for example we noticed that...

---

We...

Next time we will ...

