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## *Possible Follow-Up Activities for Primary School Educational Concerts*



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*Monsters and monster stories are perennial favourites with children. Use one or more of these activities to add interest to classroom learning and to enrich the experience of hearing the Abbey-Yo-Yo story.*

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### **Language Arts:**

1. Retell the story of Abbey-Yo-Yo. Change the ending.
2. Dramatize the story. Give everyone a chance to be one of the main characters.
3. Rewrite the story with you as one of the main characters. (Younger students could dictate their stories to be written for them.)
4. Illustrate your story with crayons or paints.
5. Make a monster book.
  - Have each student write a monster story and illustrate it.
  - Put the stories together in books and present the books to the school library.
6. Using Abbey-Yo-Yo or one of the class's original stories, divide the story into short scenes.
  - Have different students or groups of students illustrate each scene and fasten the illustrations together to form a continuous "movie".
  - Tape a narrative of the story with sound effects and a way to present it to another class.
7. Make monster puppets
  - Paper bag puppets are fast and easy.
  - Have plenty of cloth, paper and yarn scraps for embellishment.

- Using your puppets, produce a puppet show. Present to the whole class or another class.
- 8. Have students trace or draw monster footprints on tagboard, approx. 15 cm x 20 cm.
  - On each footprint write a provocative "story starter" such as:
    1. You're on your way to school and while you're waiting to cross the street, you see a monster drive by on a motorcycle. What do you do?
    2. You're looking for the baseball you've just hit into the bushes and you notice a huge footprint in the flowerbed. You call your friends over and...
  - Put all the footprints together in a Monster Writing Centre.

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### Art:

Make individual papier-mâché monsters or a class monster.

- For a really large monster...
  1. shape a base using chicken wire.
  2. Form a cylinder by fastening the edges of a rectangle together to use as the trunk of the body.
  3. Make appendages the same way and add as needed.
  4. Cover with layers of newspaper or paper towelling soaked in wheat paste.
  5. Let dry
  6. paint or paste on outer covering
- Suspend by wire from the ceiling
- Looks great!

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### Health:

Use Abbey-Yo-Yo story to lead into discussion about being afraid.

- Small discussion groups work best, so that each child has a chance to tell of some time when they have been scared.
- *Teacher* could model with real fear of her/his own to *show* that being afraid is *legitimate*, even for *grownups*.
- Talk about *physical signs* that show when we are afraid, i.e. "butterflies", shaking knees, sweating, paleness, etc.

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### Social Studies:

Use the *Abbey-Yo-Yo* story to start discussion on differing values in our society:

- *How* did the values of the *little boy* and the magician *grandfather* differ from the people around them?
  - *Why* were the people afraid of Abbey-Yo-Yo?
  - Can *you* think of other stories where the local "weirdos" or "misfits" end up being the heros?
  - What conclusions might you draw about *our society* from the study of its heros?
  - Which character from the story would *you* like to be?
  - How would you change the story to make it reflect *your* values?
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## Resources:

Check your library for monster books such as:

- Primary;
  - My Mama Says..., Viorst, Judith
  - Where the Wild Things Are, Sendak, Maurice
  - Where Is My Monster, Victor, Joan Berg
- Intermediate;
  - Danny Dunn and the Swamp Monster, Williams, Jay and Abrashkin, Raymond
- Sea Monsters, Buehr Walter

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## Anti-Bullying Follow-Up:

(based on Ian Johnstone's presentation of the story-song *Abbey-Yo-Yo*)

*Abbey-Yo-Yo is an allegorical story about a little boy and his grandfather who had the courage to face a scary monster and, with the help of their whole town, managed to defeat the monster and make him disappear.*

### Discussion questions

- Was the monster Abbey-Yo-Yo a bully? How so?
- Was the little boy scared?
- What did the little boy do? Why did he do *that*?
- Why did he call his grandfather?
- Was his grandfather scared?
  - What did his grandfather do? What happened then?
  - Who else did he ask to help?
  - Why?
  - *Did* they help? What happened then?
- Can bullying be stopped?
  - Can even only one person make a difference in a bullying situation?
  - If you saw somebody being bullied, what *should* you do? What *would* you do?

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There are a (metric) *gazillion* anti-bullying sites on the internet. Here are a few to get you started...

- <http://www.browardprevention.org/anti-bullying/anti-bullying-classroom-activities/>
- <http://pinterest.com/midgecap/anti-bully-activities/>
- <http://www.pacer.org/bullying/resources/activities/>
- <http://www.ed.gov.nl.ca/edu/k12/bullying/index.html>
- <http://www.nea.org/tools/lessons/teaching-students-to-prevent-bullying.html>

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