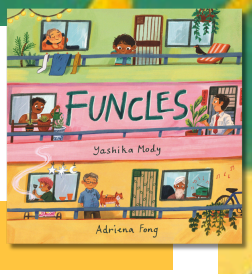
Resources to accompany *Funcles* written by Yashika Mody and illustrated by Adriena Fong.



Dicussions and Activities:

A note for teachers: Choose the activities that suit your class. Approach discussions about families sensitively, allowing children to decide what they share. Children can respond through conversation, drawing, play or writing.

1) Who is in your family?

Look at the family portraits on the inside front cover. Who would you include in a portrait of your own family?

Invite children to draw the people and animals they consider part of their family. These might include parents, carers, siblings, grandparents, cousins, neighbours or pets. Families come in many shapes and sizes: there is no single correct way to draw one.



Children who wish to can share their portraits. What similarities and differences do they notice?

Optional extension: Like the boy in the story, create a family tree. Children can add branches for anyone important to them, or choose another shape or design to show their connections.

2) Why “Uncle” and “Aunty”?

Read Yashika Mody’s letter at the end of the book. She explains that, growing up in Singapore, she called older people in her community “Uncle” and “Aunty”, even when they were not relatives. These names can express warmth, respect and a sense of connection.

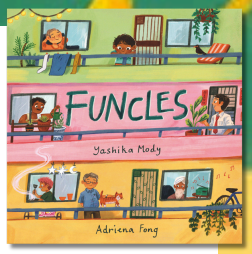
Why does the boy think he has so many uncles? What does he discover about them by the end of the story? How does reading Yashika’s letter help us understand why she wrote the book?

Do you use special names for adults outside your family? What do those names mean to you?

Yashika also describes similar traditions elsewhere, including the use of “Tito” and “Tita” in the Philippines. Invite children to find out, with an adult, about a term used in another language or community. Who uses it, and whom do they use it for? Children may share examples from home if they wish.

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3) Let's explore Singapore!

Funcles is set in Singapore. Find Singapore on a map or globe. Where is it in relation to where you live?

Look closely at Adriena Fong's illustrations. What can you discover about the boy's neighbourhood? Notice the colourful buildings, shops, food stall, playground and people he meets. In the grocery-shop illustration, can you spot more than one kind of writing on the sign?



Singapore is home to people from different cultural backgrounds. How do the illustrations show a community where different people live and work alongside one another? What questions do the pictures make you want to ask?

Choose a building, playground or other place pictured in the book. With an adult's help, investigate whether it is inspired by a real place in Singapore. Compare the illustration with a photograph. What details are similar? What can you learn about the place and the people who use it?

Make a drawing or simple fact file to share your discoveries. How does this place compare with somewhere in your own neighbourhood?

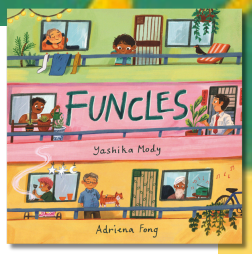
4) Who can you turn to?

The boy knows many people beyond his immediate family who care about him. Who are the people you can turn to when you need help?

Invite children to draw a circle of support, placing themselves in the centre and adding trusted people around them. These might include relatives, carers, teachers, family friends or a school buddy. Ask how each person helps them.

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Discuss how children can ask for help and identify trusted adults at home and school. Explain that knowing someone's job, or calling them "Uncle" or "Aunty", does not by itself mean they are a trusted adult.

5) How do the boy's feelings change?

Follow the boy's feelings through the story. How does he feel about his many uncles at first? What changes when Ma and Pa explain that they are not relatives? How does he feel at the end?

Look for clues in the words, facial expressions and body language. What helps him see his uncles differently?



Children may share a time when they felt disappointed, confused or happy to belong. What could we say or do to support someone who feels left out?

Draw the boy at the beginning, middle and end of the story, using colours, expressions or labels to show his changing feelings.

6) Celebrating our community

How do the boy's uncles help him? Who helps your own community, and what do they do?

Invite a community member to talk about their work. Prepare questions together: What does their day involve? What do they enjoy? How does their work help others?

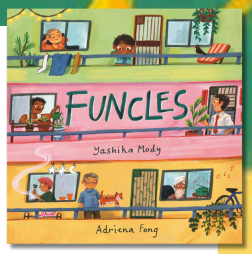
Discuss occasions when people celebrate those they care about, such as Mother's Day, Father's Day or Grandparents' Day. How could we also celebrate other important people in our lives?



Choose one of the gratitude medals at the end of this resource to give to someone who helps you. Colour it in and complete the "To" and "From" spaces. Why did you choose this medal for them? When you give it to them, tell them what you appreciate about them.

As a class, choose a small way to care for your community, such as looking after a shared garden or helping keep the school grounds tidy.

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7) Make a map of your day

Some illustrations show the places the boy visits and the people he meets along the way. Can you make a map of your own day?

Include places you visit, people you speak to and the ways they help you. Use pictures, symbols and labels, and create a key to explain them.

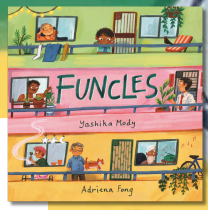
Share your map with a partner. Which places or helpers do you have in common? Older children could add simple directions between two locations.

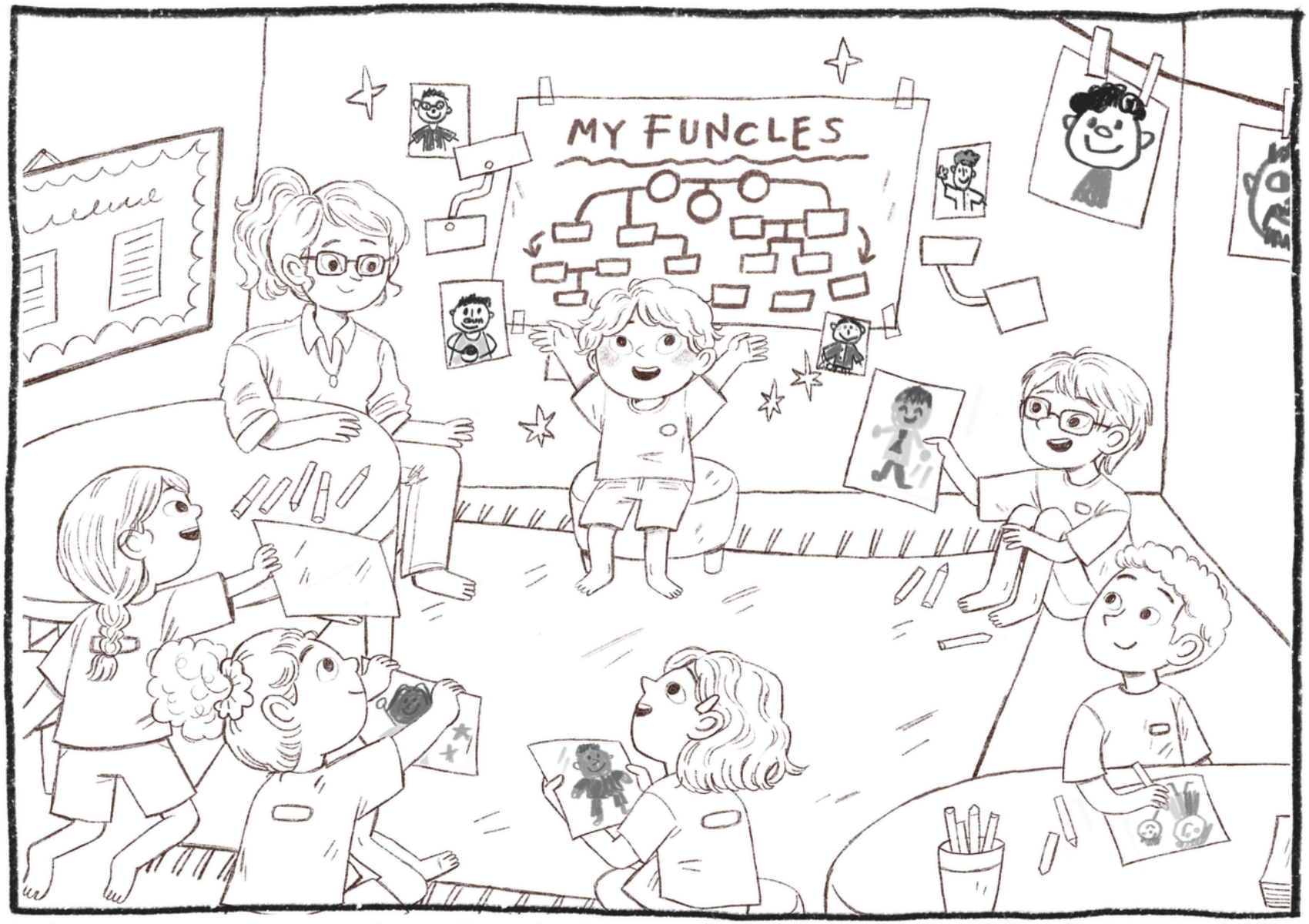
Use general labels such as “home”, “school” and “shop”; exact home addresses are not needed.



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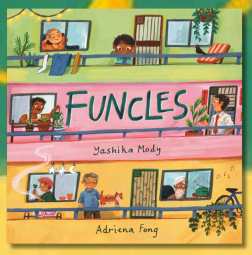




Colour your own page from Funcles!







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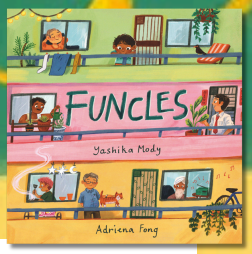
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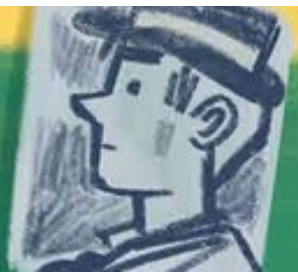




FOR THE HEART OF OUR COMMUNITY

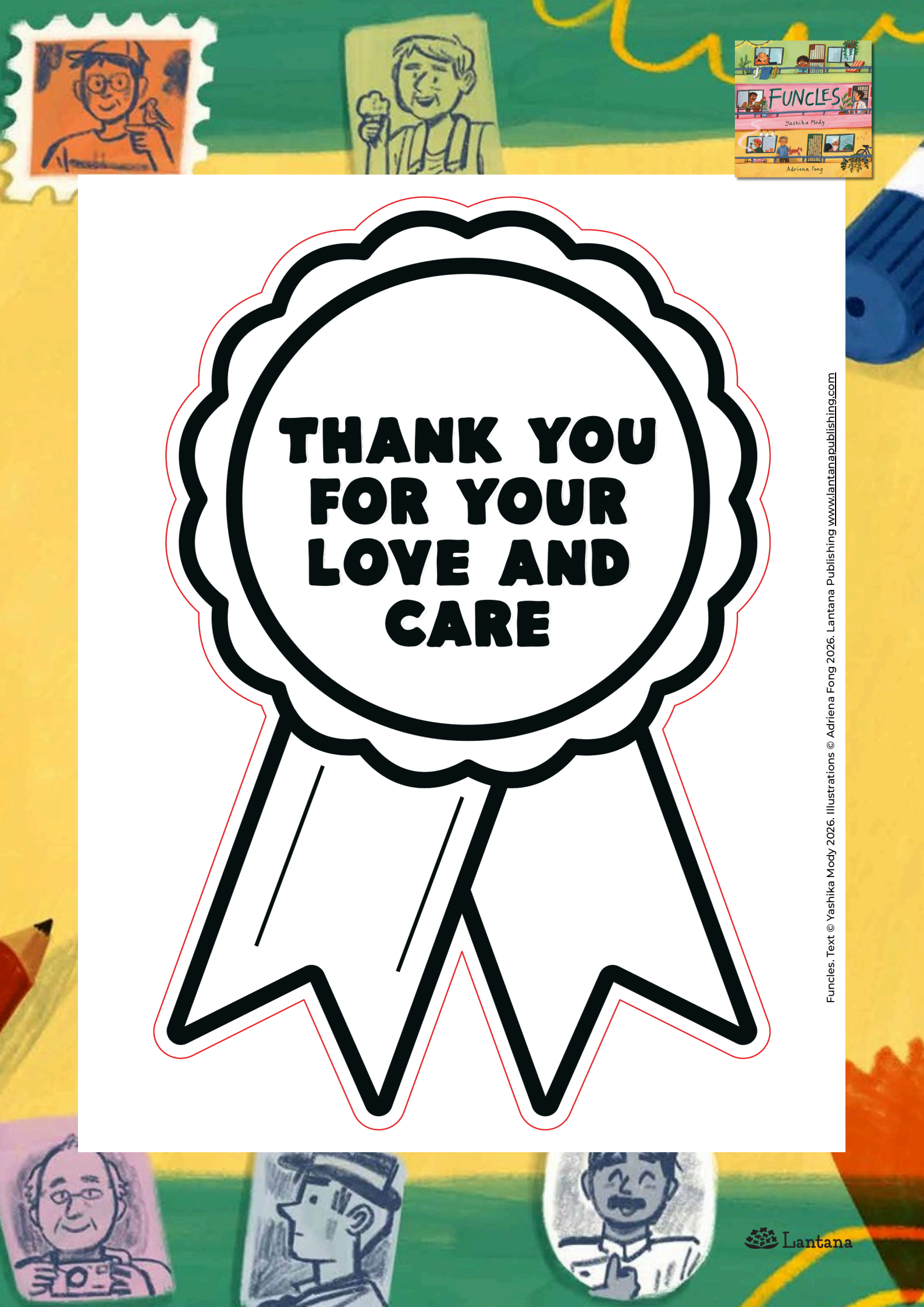
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