



WHALE AND
DOLPHIN
CONSERVATION

WDC



THE WHALE WATCHERS

KS2
Learning
guide

NATIONAL CURRICULUM LINKS (ENGLAND)

ENGLISH

Lower and Upper Key Stage 2 (Y3, 4, 5 and 6)

Reading Comprehension

- Covers statutory requirements for comprehension of fiction, and includes elements of non-fiction (information sheets at the end of the book). See Discussion Guide below.

Writing Composition

- Covers statutory requirements for narrative and non-narrative writing.

Writing- Transcription and Spelling, Punctuation and Grammar (including Handwriting)

- These elements are not specifically covered in these resources. Teachers can link in these areas where appropriate for the needs of their classes.

SCIENCE

Lower Key Stage 2

- Pupils should be taught to identify that animals need the right types and amount of nutrition... and that they get nutrition from what they eat.
- Pupils should be taught to recognise that living things can be grouped in a variety of ways.
- Pupils should be taught to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Pupils should be taught to recognise that environments can change and that this can sometimes pose dangers to living things.
- Pupils should be taught to construct and interpret a variety of food chains, identifying producers, predators and prey.

Upper Key Stage 2

- Pupils should be taught to describe differences in the life cycles of a mammal.
- Pupils should be taught to describe how living things are classified.
- Pupils should be taught to identify how animals and plants are adapted to suit their environment in different ways.



NATIONAL CURRICULUM LINKS (ENGLAND)

PSHE: Mental Wellbeing (Key Stage 2)

- Pupils should know how to recognise and talk about their emotions.

CITIZENSHIP (Key Stage 2)

- **1a Pupils** should be taught to talk and write about their opinions, and explain their views, on things that matter to them.
- **1c Pupils** should be taught to face new challenges positively by collecting information, looking for help, making responsible choices and taking action.
- **1e Pupils** should be taught about the range of jobs carried out by people they know, and how they can develop skills to make their own contributions.
- **2h Pupils** should be taught to recognise the role of voluntary groups.

GEOGRAPHY (Key Stage 2)

- Pupils should be taught to locate countries/cities of the UK using key topographical features e.g. coasts, rivers.
- Pupils should be taught to identify the position and significance of longitude/latitude and arctic.
- Pupils should be taught to use maps/atlasses/globes to locate countries and describe features studied.

Book Synopsis

Our biggest allies for combating climate change are at threat and it is all down to humans. But The Whale Watchers are here to make a change, and find out what's really going on beneath the waves. Join them this summer as they head out on an incredible adventure.

SEND SUPPORT

Communication and Interaction

- Encourage turn-taking when reading aloud and participating in role-play. Hold an object when it's your turn to model this visually.
- Where children's needs make it hard to speak aloud, consider alternative ways to make their voice heard e.g. voice-activated software, scribed written words, video before an event etc.

Cognition and Learning

- Make sure the font size is appropriate for the child's needs – enlarge if required.
- Read aloud where appropriate, and/or children to 'whisper read' in groups/whole class.
- The font used is dyslexia-friendly; children with dyslexia and attention needs may wish to use a coloured reading ruler to aid focus on one section at a time.
- Copy glossary to have next to the book to help with unfamiliar words. Support use of a dictionary for other unfamiliar words.
- Use physical activities to support understanding before writing.
- Break learning into smaller chunks, and have a 'brain break' in between activities.

Social, Emotional and Mental Health

- Know your children: any child who has suffered a loss, may need careful support whilst reading this book (mentions loss of a parent due to cancer, family separation and death of an animal). Consider whether this book is appropriate for now, and discuss ahead of time with the child and their family.
- Approach all discussion around 'saving the planet' with caution so as not to increase or introduce 'climate anxiety. Focus on small, manageable steps which are easily achievable.

Sensory and Physical

- Consider how children with sensory needs will access group work, and assemblies etc. Can they use ear defenders, have space to sit alongside a trusted adult, or hold a special item to support?
- Physical needs should always be considered in all activities and refer to pupil plans where necessary.

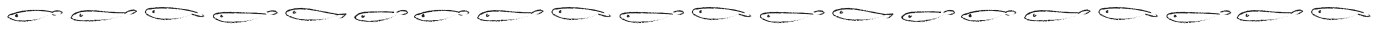
KS2 ASSEMBLY

Pre book reading

- Start the assembly with the book cover on display (visualiser) and play a McFly song to enter to.
- Ask the children what they predict this book will be about – why, what makes them think that. Who might the characters be? Where is it set? What might they be doing? Why?
- Talk about the author – who is Dougie Poynter? Show children a photo of him, and explain that he is an English musician, and songwriter (he is the bass player on the song you just heard). Read his intro in the book aloud.
- Talk to your partner – what do you now know the book is about? Were your predictions correct?
- Focus on the final words: 'Now is the time to act: we can all make small changes, together we can make a big difference'.
- What does he mean?
- Tell children that over the next few weeks, they will be reading the book in class (whether aloud as a shared novel, or in guided reading or solo reading) and that they will learn about the small changes they can make.
- Emphasise the 'small' changes. We can feel worried about 'saving the planet' which is too big a task for anyone! When we feel worried about this, we can call it anxiety (worry about the climate and environment can be called 'climate anxiety'). This is when our worries become too big, and overwhelm us – we can't think of anything but this one thing. One way to lessen these worries, is to do **ONE** thing to help. We will find out some fabulous ideas in the book.
- Give each class copies of the blank whale to fill in their one small change after reading the book (see resources at the end of this pack). Ask them to bring them to the assembly on [date] filled in and decorated. Each child to hold their own.
- Show them a display board which is empty except for the sea and explain that this will be filled with their ideas after reading the book.
- Set the children a challenge while they're reading the book, to start safely collecting single-use plastic (SUP) as they will be creating something big from it... [see below]. Set dates for next assembly to bring 'one small change' whales. Decide how to display the SUP whales – maybe that day in the hall? Can parents see them?

School staff

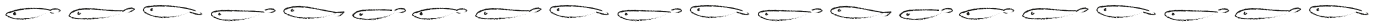
In the book a parent creates a whale from SUP. Would it be better to do this as a class or a key stage, or in smaller groups? Put on display, hold a whale competition? Can parents see them? Other schools? We'd love to see your creations, share via social media @brita.uk @whalesorg @owletpress



KS2 ASSEMBLY

Post book reading

- Start the assembly again with the book cover on display (visualiser) and play the same McFly song to enter to.
- Ask all children to show their whales and take a photo.
- While the assembly is happening, children to go one-by-one to a staff member who will put their whale on our display. Staff member to fix all the whales onto the display.
- What did you think of this book? Tell your partner and be ready to feed back to us all. Take thoughts and ideas.
- What was the main idea of the book? What did the author want us to know?
- What was your one small change that you wrote on your whale? Take answers. Stop and look now at our display – it's grown from your one small idea on your whale, to many ideas! This is what we mean by working together – lots of small changes add up to a bigger change.
- Discuss your SUP whales – perhaps each class could show theirs? What do you all think of them? How will you display them? What can others learn from them?
- How do you feel about the project you worked on? Do you have worries about the climate? Lots of young people do. How do you feel now you have taken part in this project? Hopefully you feel positive because you have done something, and you are part of a bigger change.
- Ask children and families to take a photo or draw a picture when they do their 'small change on their whale'. Display these next to the whales on the board.
- Revisit the board before you take it down and change it, to see all the changes that you have made. You should all feel very proud of yourselves for doing your bit to help save the whales, and therefore our planet.



DISCUSSION GUIDE

Before Sharing

Look at the front cover. What can you see? What does the cover tell you about the characters, the setting and the plot?

Read aloud to a class – children could read aloud different parts, or children can read their own copy, perhaps a chapter at a time?

Message from the Author

Read this together. What does he want this story to do? Revisit at the end to see if it is successful!

Chapter 1: Sleeper Train to Nowhere (p1-18)

Why is this chapter called 'sleeper train to nowhere'? How are all the characters feeling about this journey? Spotlight each of them and look for clues in the text to explain their emotions. What would Mum or Jesse call this chapter? Why?

Finn, Jesse and Mum all think differently about saving whales and the environment in general. Can you summarise how they're each feeling? Find words in the text to add to your summaries.

Chapter 2: Watch Where You're Going (p19-28)

Use your senses to explore the setting: what can you see, hear, smell, touch, taste during this chapter? How does this make the reader feel? Add these to the picture on p 21-22.

This chapter is part of the build-up: introducing a new setting and a new character. What do you think of the new character? Would you like to meet her? Why/why not?

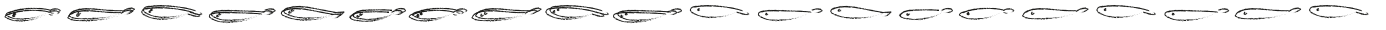
Chapter 3: An Arrow-Shaped Scar (p29-41)

We learn a bit more about Mum in this chapter – what sort of person do you think she is?

On p 34, Finn replies 'Probably dead then', and Mum's response is to say 'Come and sit with me a minute'. Why does she do that? What do they talk about? Introduce term 'climate anxiety' and explain this is how Finn is feeling – it's all so overwhelming that he feels that there is no point even trying. Hotseat Mum and Finn's conversation – add your own ideas in. How do they try to convince each other? Debate: who is right?



THE WHALE WATCHERS



DISCUSSION GUIDE

Chapter 4: Girl Again (p45-64)

In groups of 3, act out the meeting on the beach. How can you show in your face/gesture/movements how the character is feeling?

Debate: Finn's holiday is via train to Scotland. His friend goes on a plane to somewhere hot. Which would you choose? Why? (Consider environmental issues amongst other suggestions and make it clear that there is no 'right' or 'wrong' answer.

Chapter 5: Dolphins (p65-75)

The first paragraph describes your feeling when you see a whale or dolphin 'leaping out of the sea. It's as if the heart leaps along with them...' (p65). What animal would you most love to see? Can you write a simile or metaphor to describe the feeling you get? Think about the way the animal moves to help you.

Chapter 6: A Little Yellow Dinghy (p77-93)

What is the effect of the rain at the start of this chapter? [Increases tension because we know an adventure is about to start, but is postponed due to the weather] ('They had an adventure to go on tomorrow...' p75).

Read the paragraph at the end of p82 when they see a newborn seal pup and its mother. Why does this make Finn feel sad? How do we know he is sad? Skye explains why her mother died and how it affected her family. Talk sensitively about this loss, and reflect on Finn's own loss (he mentions earlier that his dad doesn't live with them anymore).

At the end of this chapter (nearly at the top of the story mountain), we almost find out what the awful problem is. Which words on the last page tell us something is wrong?

Chapter 7: Stranded (p97-104)

What are the problems we are introduced to in this chapter? [The whale is beached; he has plastic wrapped around his head; the whale is Arrow, the whale Mum is tracking; they have no reception on their phone; it's hours to get to the centre; it's miles to a phone box].

The last line says... 'a crazy plan took shape'. What do you think they will do? What would you do? Why?

DISCUSSION GUIDE

Chapter 8: Lost at Sea (p105-115)

This chapter is the top of the story mountain: the most tense part. Highlight or note down the phrases that increase tension.

How would Finn, Jesse and Skye be feeling when they are 'lost at sea'? How would their body/facial expressions look? What would they be thinking and saying?

What makes an appearance to start decreasing the tension, little by little?

Chapter 9: Rescue Operation (p119-129)

What does the word 'recriminations' mean?

Role play: TV News interviewer asking one of the characters what happened today?

Chapter 10: Away (p131-136)

Resolving the problem. Why is this chapter called 'Away'?

Why does Skye say to Finn 'You were not bad... for a city boy'?

Chapter 11: Every Bottle Makes a Difference (p137-143)

Explain to a peer why the title of this chapter is so important for us to remember everyday.

Chapter 12: Spyhopping (p145-157)

Finn describes the holiday (p157) as 'the best summer holiday that anyone in the whole history of summer holidays had ever been lucky enough to go on'. This contrasts to how he felt at the start of the story. What has changed his mind?

Chapter 13: Blue Stuff (p159-167)

The setting for this chapter is the same as for the first chapter. Why do you think the author has done this? What has changed?

Fact Sheets (back of the book)

Use these either at the end of the whole book, or to complement the story as you go. How is the language different to the story (narrative)? Why? These pages can be used as the basis for studying non-fiction texts or springboards for learning in Science and Geography.

LOWER KEY STAGE TWO (Y3/4)

ENGLISH

Reading Comprehension

- *Read this book as a class using whichever method best works for you (whole class read aloud, shared reading, guided reading, home learning etc). It can be broken down into chapters or read continuously. Use discussion guide above to support.*
- *Point out the glossary at the end of the book, which will help with the meaning of unfamiliar words. Other unfamiliar words can be highlighted or listed, and their meanings checked in a dictionary.*
- *Information pages can be read as part of the story, or as separate non-fiction reading comprehension.*
- *Ensure that children with additional reading needs are supported e.g. using reading rulers, larger fonts, reading aloud etc.*
- *Use Discussion Guide (see below) to check the book makes sense and to clarify the meaning of words in context.*
- ***Be aware of any child who has experienced a loss/bereavement as this story touches on parental separation and loss of a parent due to cancer. Seek advice and the child's views on how to support them to access this story, or whether it is appropriate for them.***

Activities

- What type of book is this? Discussion: fiction story, but incorporating facts (see information pages at the end of the book). What do you think of this type of book? Why? Are the pictures useful? Why/why not?
- What is the overall theme of this book? Can we represent this as a plot graph (see resources)? Talk through your synopsis of the story whilst drawing a graph as a model.
- Retell the story/a chapter to a parent/peer.
- Choose a character. Draw a picture of them using words in the text to explain what they look like (e.g. p28 'she had wild, wind-blown hair and a furious scowl on her face that could have turned a kitten to stone'). What would you ask your character if you met them?
- Draw a picture of the setting, using the text to support your picture. Add quotes to the picture to 'prove' what you're drawing.
- Would you like to visit the WDC Scottish Dolphin Centre? Why/why not?
- What is the main message of this book? What ideas does it give you to help support whales?
- Why is it so important that we look after whales in our seas? Use the information sheets to explain why.

KEY STAGE TWO (Y3/4/5/6)

ENGLISH

Writing - Composition

Activities – Narrative Text

- Using the structure of this narrative text to write another. What title will yours have? Use the same structure but different name and animal.
- Use plot graph to generate own ideas for a similar story. Could you follow a similar plot to help save another animal? Maybe one local to you.
- What might happen to the animal in your story? How can they be rescued? Talk to a peer about your ideas.
- Choose characters who have some similar characteristics to those in the text – write a list of who they are, their names and the type of person they are (strong-willed, enthusiastic, passionate etc) to keep next to you when you're writing your story.
- Choose your setting - it must be somewhere your animal lives, maybe somewhere you know well?
- Draw a picture of the setting or use a photo, and use sensory language to describe it (what can you see, hear, smell, touch, taste?)
- Plan your story – you might use the chapter headings in the text to help you. Consider links between paragraphs and chapters. How can you make these clear to the audience?
- Role play speech in your story, or use finger puppets. How would each character speak? Choose language carefully.
- Proof read your text by reading aloud to yourself and checking for sense. Read aloud to a peer and take their feedback onboard.
- Create your story into a book, or electronic format so it can be shared with others.
- Use the structure of the non-fiction pages to create your own non-fiction pages about your animal. Where can you find appropriate information to help you?
- Add carefully chosen diagrams to support your writing and label these thoughtfully.
- Think about your audience – how can you simplify or make the information more challenging?

UPPER KEY STAGE TWO (Y5/6)

ENGLISH

Reading Comprehension

- *Read this book as a class using whichever method best works for you (whole class read aloud, shared reading, guided reading, home learning etc). It can be broken down into chapters or read continuously. Use discussion guide above to support.*
- *Point out the glossary at the end of the book, which will help with the meaning of unfamiliar words. Other unfamiliar words can be highlighted or listed, and their meanings checked in a dictionary.*
- *Information pages can be read as part of the story, or as separate non-fiction reading comprehension.*
- *Ensure that children with additional reading needs are supported e.g. using reading rulers, larger fonts, reading aloud etc.*
- *Use Discussion Guide (see below) to check the book makes sense and to clarify the meaning of words in context.*
- ***Be aware of any child who has experienced a loss/bereavement as this story touches on parental separation and loss of a parent due to cancer. Seek advice and the child's views on how to support them to access this story, or whether it is appropriate for them.***

Activities

- Stop at key points of the story and predict what will happen next. Why do you think that? Think about what you know about the characters to help you.
- Discuss the types of text found in this book and how they differ.
- Who would you recommend this book to? Speak to a different class/group/individual to review this book and explain why you would or wouldn't recommend it.
- Create and label a plot graph. Can you place each chapter into a section of the graph?
- Have you read any other fiction with an eco theme? How does this book compare to that?
- Create a character profile for one of the characters using only references in the text.
- Role play being Mum and explaining some of the whale facts to Jesse. Use the information pages to help you.
- Design a poster/talk/powerpoint/advert explaining how others can help protect and conserve whales, and why we should. Use ideas from the book.

LOWER KEY STAGE TWO (Y3/4)

SCIENCE

- Find out more about what whales eat, where they get their nutrition from. Draw a food chain to show this. Include producers, predators and prey. What would happen if whales didn't get enough food? Learn about the Whale Pump and the Whale Conveyor Belt which show how whales help many different species to get the right nutrition.
- Group different kinds of animals, mammals or whale species. Why did you group them this way? Use a classification key to decide whether a whale is a mammal or a fish.
- Think about what happens to a particular area when the environment changes e.g. floods, or is too hot due to climate change. What changes can we see?
- Discuss 'Reduce, Reuse and Recycle' – what is the difference? How can we do this in everyday life? It isn't the case that we shouldn't use any plastic – we can aim to reuse it lots of times, and reduce the amount we buy, this will make a difference. Look at commonly used plastic in everyday life and sort into 3 R categories (see resources).

UPPER KEY STAGE TWO (Y5/6)

SCIENCE

- Learn about the lifecycle of a whale, including how they migrate at different stages of the lifecycle and why.
- Use the diagrams of whale species to create your own key to identify and classify whales.
- Use the kidzone on the Whale and Dolphin Conservation website (uk.whales.org/kidzone) to learn about the adaptations whales have to their environment. Why can they swim so well? Why and how are they able to migrate? How can they communicate?
- Talk about single use plastic and how it contributes to pollution (using the fact sheets at the back of the book for guidance). Design posters to suggest alternatives to single use plastics and put up around the school.

KEY STAGE TWO (Y3, 4, 5 AND 6)

PSHE

- List all the emotions experienced by characters in the text. Choose one to explore – when did they feel this way? How did they look when they experienced this feeling? Why did they feel this way? When did they stop feeling this way?
- Talk about climate anxiety and how it is a very real worry for many young people. What can we learn from the text to help us if we feel that way?

GEOGRAPHY

- Using a map of the UK, draw the train route they take from London to the Moray Firth. Where do you live? Mark this on the map. Draw a map to show the migration of whales and how they move from cooler to warmer areas at different times.
- Find out about each of these settings: what is similar and what is different. Focus on physical geography features e.g. coast, rivers, hills etc, and then human geography e.g. towns, roads, train lines etc.

CITIZENSHIP

- If you feel drawn to one of the issues raised in the book about the environment (saving the whales, using less single-use plastic, cleaning up a beach etc), talk to your peers or a different group about what they can do to help. Could you write an article for the school newsletter?
- Focus on single-use plastics: how much do we use in our class/home? Remember that plastic is a wonderful material in many ways and we shouldn't feel bad for using it. We need to remember to reduce, reuse, and finally recycle. Work out if there is an area that you could do one of these things (e.g. reduce SUP in lunchboxes, or reuse water bottles), let people know and check back a few weeks later to see what has changed.
- Read about the real whale watchers at the end of the book. What other jobs are mentioned in the book? Is there a family member in your school who does a similar job, could you interview them? Is there a local conservation centre you could visit?

HOME LEARNING

In school we are learning
from the book

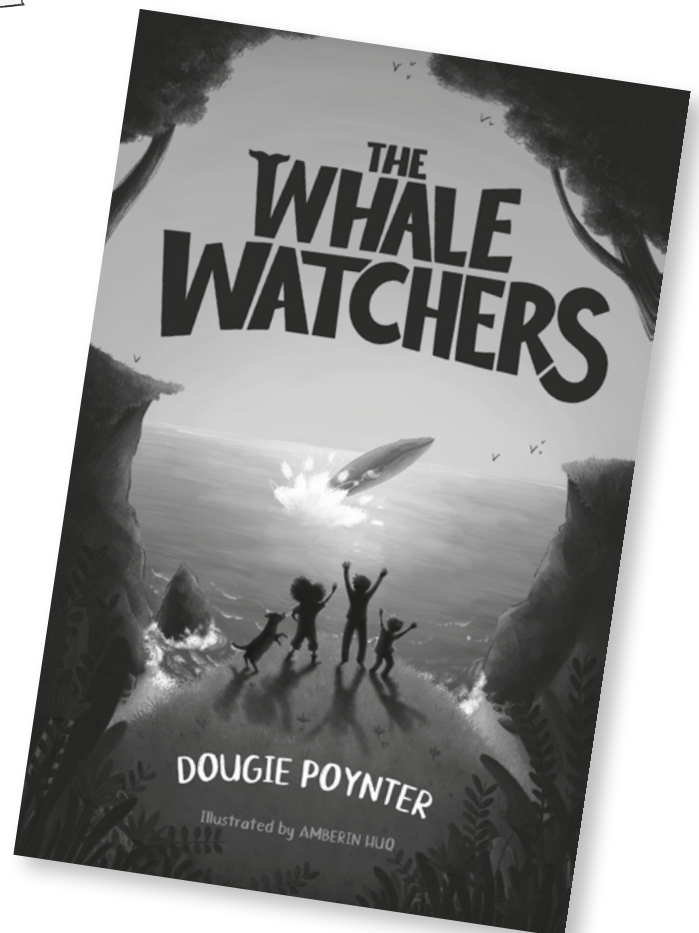
THE WHALE WATCHERS

by DOUGIE POYNTER
and illustrated by AMBERIN HUQ.

Make your small change for a week.
Prepare to tell us about it in school
(take or draw pictures, write notes).

- How did you get on?
- Was it easy or hard?
- Will you keep making that change?
- How did it make you feel?

In the book, Finn and the other Whale Watchers learn how whales are super important for our planet and even help us in the fight against climate change. There are lots of little changes we can make to reduce, reuse and recycle single-use plastics, which helps protect whales. What can we aim to do at home?





THE WHALE WATCHERS

KS2
Learning
guide

WHOLE-SCHOOL PROJECT

In our book **'The Whale Watchers'**, Skye's Dad uses single-use plastic (SUP) collected from the beach to create a massive whale.

We have been inspired by this and are going to create our own whale made from SUP that we collect.

We will be collecting SUP at home and school. Your teacher will tell you where to put what you have collected. We need to keep safe, so make sure the SUP you collect is clean and has no sharp edges.

You can create your whale in lots of different ways including: using chicken wire, glue gun, rope or string. Your teacher will talk to you about your plans. Are you going to work in a pair, group, whole class, key stage or even school?

Gather lots of pictures of whales to inspire you and think about the shape and colour you need to create.

Finally, how are you going to share your creation with others in your school and wider community? Perhaps hold an exhibition, or display it on your playground. The local newspaper might even want to write an article on it!

Share your creations

For inspiration and to share your wonderful creations with us, follow @brita.uk @whalesorg and @owletpress, and share using the hashtag #TheWhaleWatchers.

ACTIVE LEARNING

These ideas are suitable for children of any age, to deepen their understanding of the concepts of the book, and encourage action where they see a concern.

- Create a map of the UK on the playground with chalk to show the main settings in the story, or create a local map to show the beach, cottage, centre etc in the story. Children can act out parts of the story using this.
- Arrange a visit to a local conservation centre, or a talk at the school. How can the pupils support the centre: could they count wildlife, hold fundraising events, raise awareness through letter writing, or write to their MP?
- Hold a school-wide single-use plastic count. How many items do we use in a day? Which are reused, which can we change for something more sustainable (reduce) and which can be recycled (either by waste services, or by the pupils)?
- Invite members of the school community to talk about their jobs in conservation, science, fundraising etc. Can they support our activities?
- Learn about whale movement and song. Can you recreate these with your bodies?
- Put on a play or assembly using parts of this story to prompt action into protecting whales.

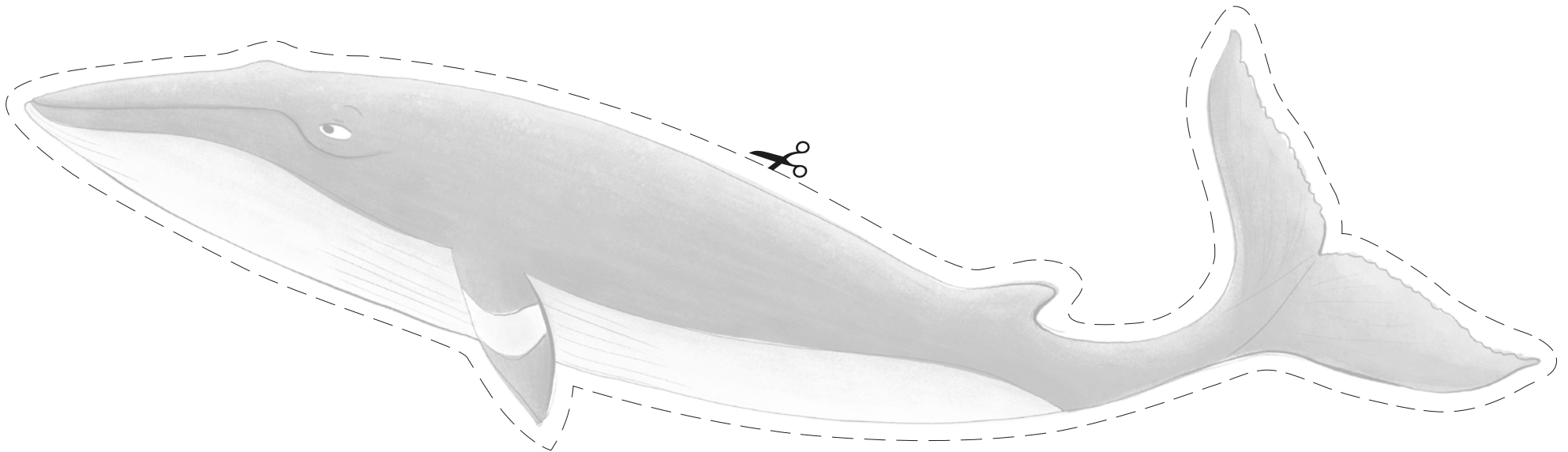
Share your creations

Remember to share any of your amazing activities related to this book with us @brita.uk @whalesorg and @owletpress, and share using the hashtag #TheWhaleWatchers
We'd love to see them!



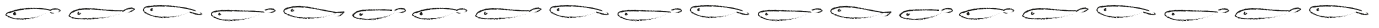
ASSEMBLY RESOURCE

Inside this whale, write your **'one small change'** that you will make to protect whales.
Decorate the whale however you wish then cut it out carefully ready to be displayed.



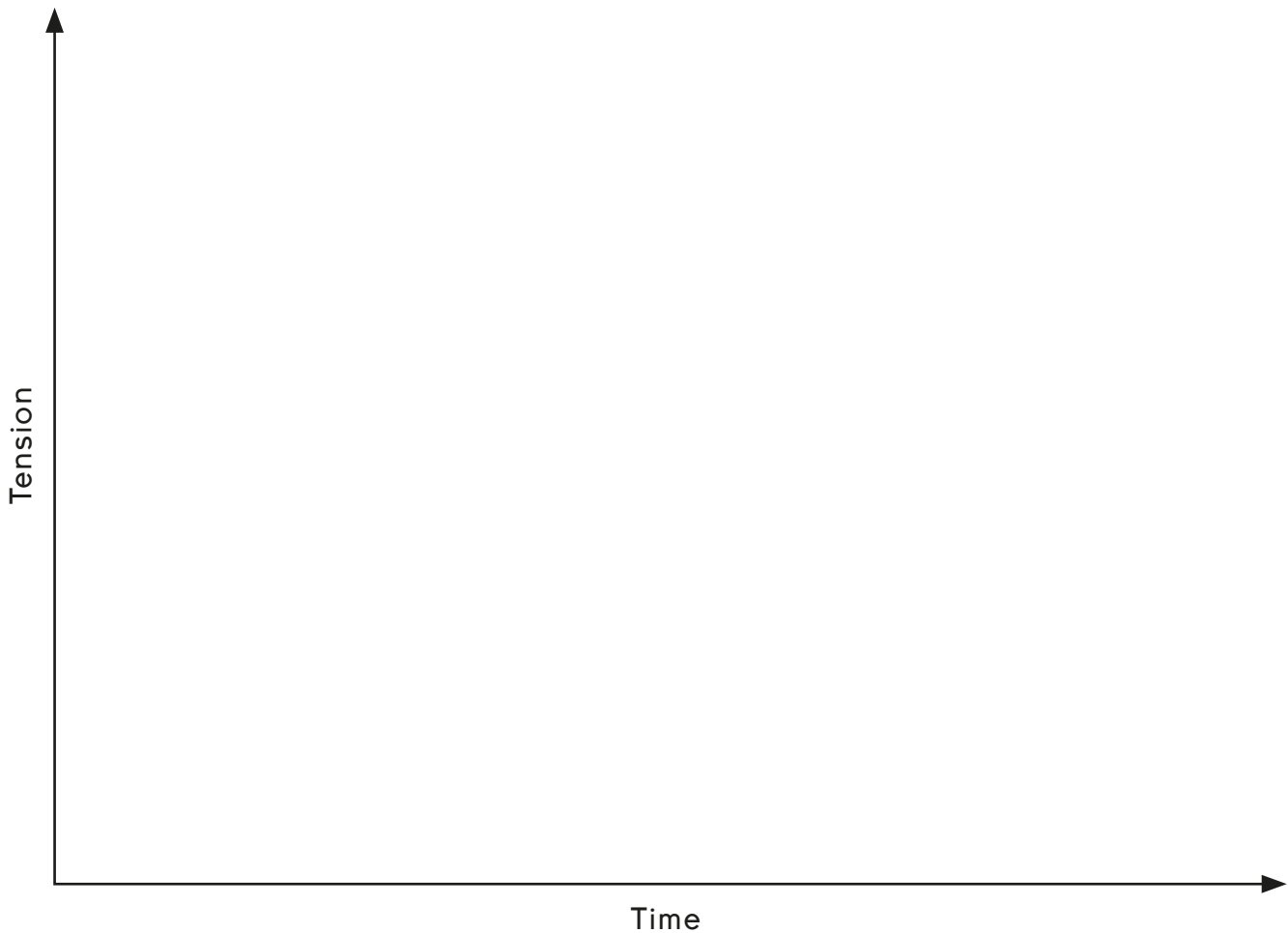


THE WHALE WATCHERS



RESOURCES

Use the graph axis to represent the plot of the book
(it will probably look like a mountain!)



Add these words to label your story mountain:

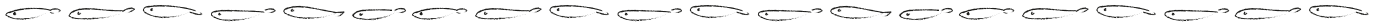
Dilemma

Opening

Closing

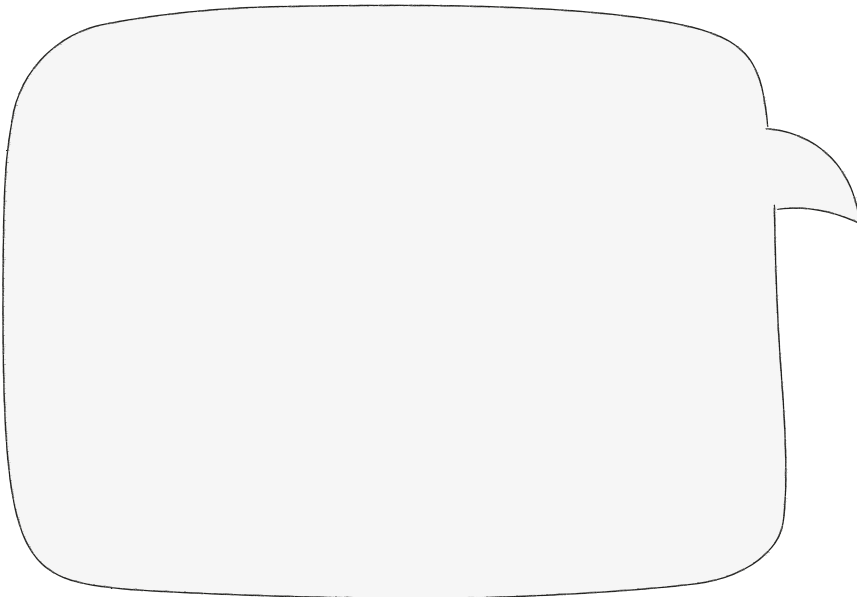
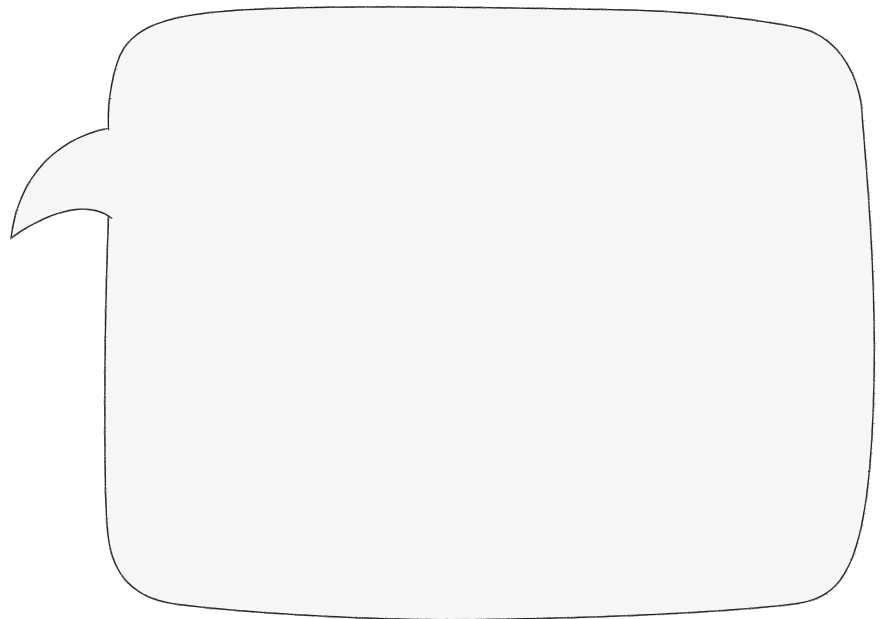
Resolution

Build-Up



RESOURCES

Conversation between two characters



Draw two of the characters from the story next to each speech bubble.
Inside the speech bubble, write their conversation.



RESOURCES

Animal fact-file:

Name:

Species:

Family:

Where found:

Labelled diagram:

Adaptations:

How we can protect this animal:

REDUCE, REUSE, RECYCLE

Gather together a number of plastic items that are used in everyday life. Children to sort into which category is most appropriate for the item. How could you do this at home?

Can some items be sorted into more than one category? E.g. reuse a plastic container until it breaks, then it should be recycled.

Talk about different types of plastic and what can be recycled in your area – should be able to download recycling information from the council website.

Find out what happens when plastic is recycled.

