

FINDING BEAR

HANNAH GOLD, ILLUSTRATED BY LEVI PINFOLD

4x Lesson Plans and Ideas Educational Resource Pack

Suitable for: Ages 8+

Explore themes of:

- ✓ Family, friendship and the transcendent connections between humans and nature
- ✓ Intergenerational responsibility for safeguarding the planet and the lessons we can learn
- ✓ The call to protect the planet through both individual and collective environmental stewardship
- ✓ The consequences of climate change on Arctic communities and the urgency of addressing environmental issues
- ✓ The beauty and harshness of the natural world and the simultaneous wonder and danger it holds
- ✓ The role of hope and determination in the face of seemingly insurmountable challenges
- ✓ The interconnectedness of all life on Earth, highlighting the delicate balance of ecosystems
- ✓ The contrast between human civilization and the pristine, untouched beauty of remote natural landscapes
- ✓ The symbolic significance of polar bears in representing climate change and conservation efforts

Subjects: ✓ English ✓ Science ✓ Geography ✓ Art and Design ✓ PSHE

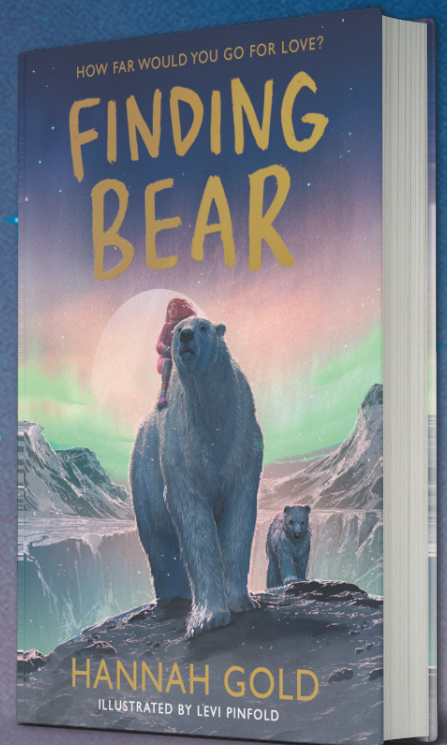
ABOUT THE BOOK

April Wood has returned home from her adventure on Bear Island. But over a year later, she can't stop thinking about Bear.

When April hears that a polar bear has been shot and injured in Svalbard, she's convinced it's her friend and persuades her dad to travel with her to the northernmost reaches of the Arctic. So begins an unforgettable journey across frozen tundra and icy glaciers.

But along the way, she discovers a tiny polar bear cub, desperately in need of her help. April will have to face her deepest fears if she's to save him.

Beautifully illustrated by Levi Pinfold, *Finding Bear* is a stunning story of survival and a heartwarming tale of love that shows us how hope is born from the smallest of beginnings.



ABOUT THE AUTHOR - HANNAH GOLD

Growing up, Hannah's biggest dream was to own a cat and be a writer and she's happy to say she's achieved both. After studying screenwriting at university she went on to work in the London film and theatre industry before following her heart to sunnier climes. She now lives in Lincolnshire with her tortoise, her cat and her husband. Hannah is passionate about writing stories which share her love of the planet and when not writing, she's busy looking for her next big animal story and practising her roar.

Her inspirational bestselling book, *The Last Bear* won the Blue Peter Book Award and the Waterstones Children's Book Prize in 2022 and is translated into over 24 languages around the world. Her second book, *The Lost Whale*, was released in March 2022 and is already beloved by both children and teachers. Her latest book, *Finding Bear* – a sequel to *The Last Bear* – is out now! All three books are illustrated by award-winning illustrator, Levi Pinfold.

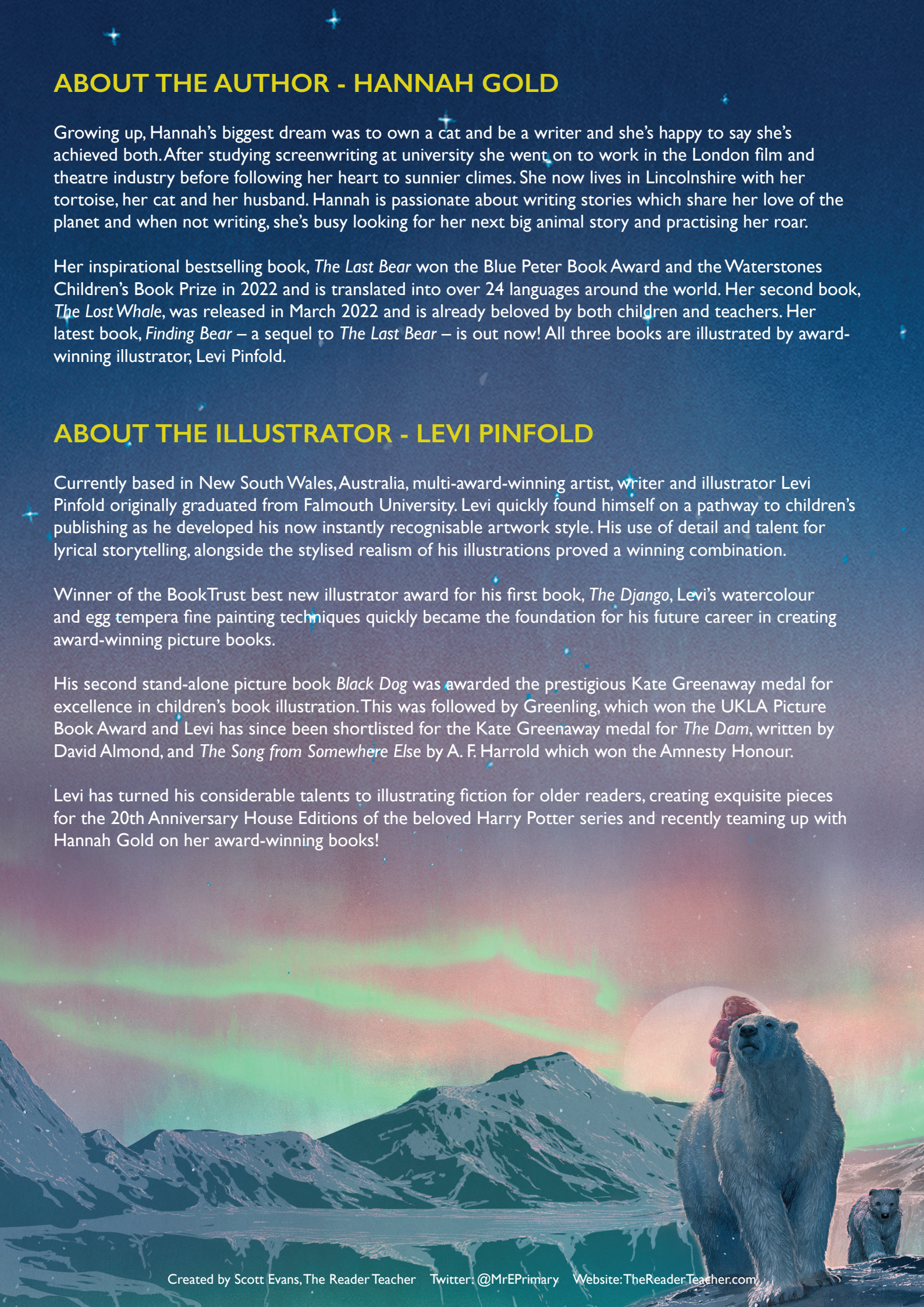
ABOUT THE ILLUSTRATOR - LEVI PINFOLD

Currently based in New South Wales, Australia, multi-award-winning artist, writer and illustrator Levi Pinfold originally graduated from Falmouth University. Levi quickly found himself on a pathway to children's publishing as he developed his now instantly recognisable artwork style. His use of detail and talent for lyrical storytelling, alongside the stylised realism of his illustrations proved a winning combination.

Winner of the BookTrust best new illustrator award for his first book, *The Django*, Levi's watercolour and egg tempera fine painting techniques quickly became the foundation for his future career in creating award-winning picture books.

His second stand-alone picture book *Black Dog* was awarded the prestigious Kate Greenaway medal for excellence in children's book illustration. This was followed by *Greenling*, which won the UKLA Picture Book Award and Levi has since been shortlisted for the Kate Greenaway medal for *The Dam*, written by David Almond, and *The Song from Somewhere Else* by A. F. Harrold which won the Amnesty Honour.

Levi has turned his considerable talents to illustrating fiction for older readers, creating exquisite pieces for the 20th Anniversary House Editions of the beloved Harry Potter series and recently teaming up with Hannah Gold on her award-winning books!



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ACTIVITY 4: LEADERSHIP LESSONS

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Objectives: Identify and define the qualities and characteristics that make someone a leader; express their own ideas about leadership by drawing or writing four ways they can lead passionately on something they care about.

NATIONAL CURRICULUM OBJECTIVES

ADDITIONAL ACTIVITIES AND IDEAS

EXTRACT 1A:

SURVIVING SVALBARD

from CHAPTER FIVE: RETURN TO SVALBARD
(pages 54-56)

The plane was only partially full – Svalbard in winter was not top of most people’s destinations. Those who were on board were grizzled, weather-beaten folk, who bore faces that looked as if they had gone to the edge of the earth and back again. There was also a group of excitable university students, no doubt headed out for scientific research. And then finally a smattering of tourists, drawn by the lure of adventure and the siren call of the Arctic.

April was the youngest person on the plane.

She touched her fingertips against the window, feeling the chill press back. Last time April and her father had travelled to the Arctic Circle, it had been summertime. It might not have been warm, but there had been weeks and weeks of endless sunshine and countless days unpunctured by the dark of night.

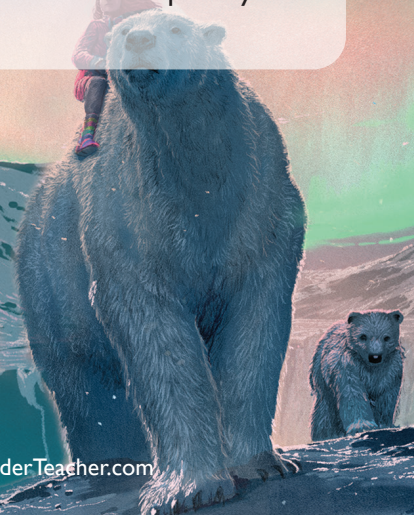
But now? It would be achingly cold. Much colder than Bear Island since Svalbard sat further north and was even closer to the North Pole – the northernmost point of the whole planet. The archipelago of islands would be covered with snow, ice and glaciers. As the plane banked, April consulted her diary where, over the past year and a half, she had made countless notes about the Arctic plus the occasional doodle of a polar bear. She turned to the page where she’d written about winter conditions and took a sharp intake of breath. Temperatures could drop as low as minus-thirty at night. There would be howling winds, unpredictable storms, thick snow flurries, freezing fog and, of course, there would be polar bears. Bears that could kill.

EXTRACT 1B:

ALONE IN THE ARCTIC

from CHAPTER TEN: SURPRISE (pages 94-95)

It was clear Bear was no longer in town, which could only mean one thing – he was somewhere in the vast wilderness of Svalbard. She had only experienced it for a millisecond but it was enough to appreciate how dangerous this part of the Arctic could potentially be. This was no Bear Island in summer. Svalbard was much, much larger – an area covering 24,000 square miles and ninety-nine per cent of it complete, unfiltered wilderness. The name itself even meant ‘Cold Shores’. Made up of glaciers, fjords and ice caves it was so dry, it was actually classified as a desert, which was why it was also referred to as a tundra. There was no way she would be able to find him, let alone know where to even start looking. Not in the thick of winter. Especially not alone.



DISCUSSION QUESTIONS:

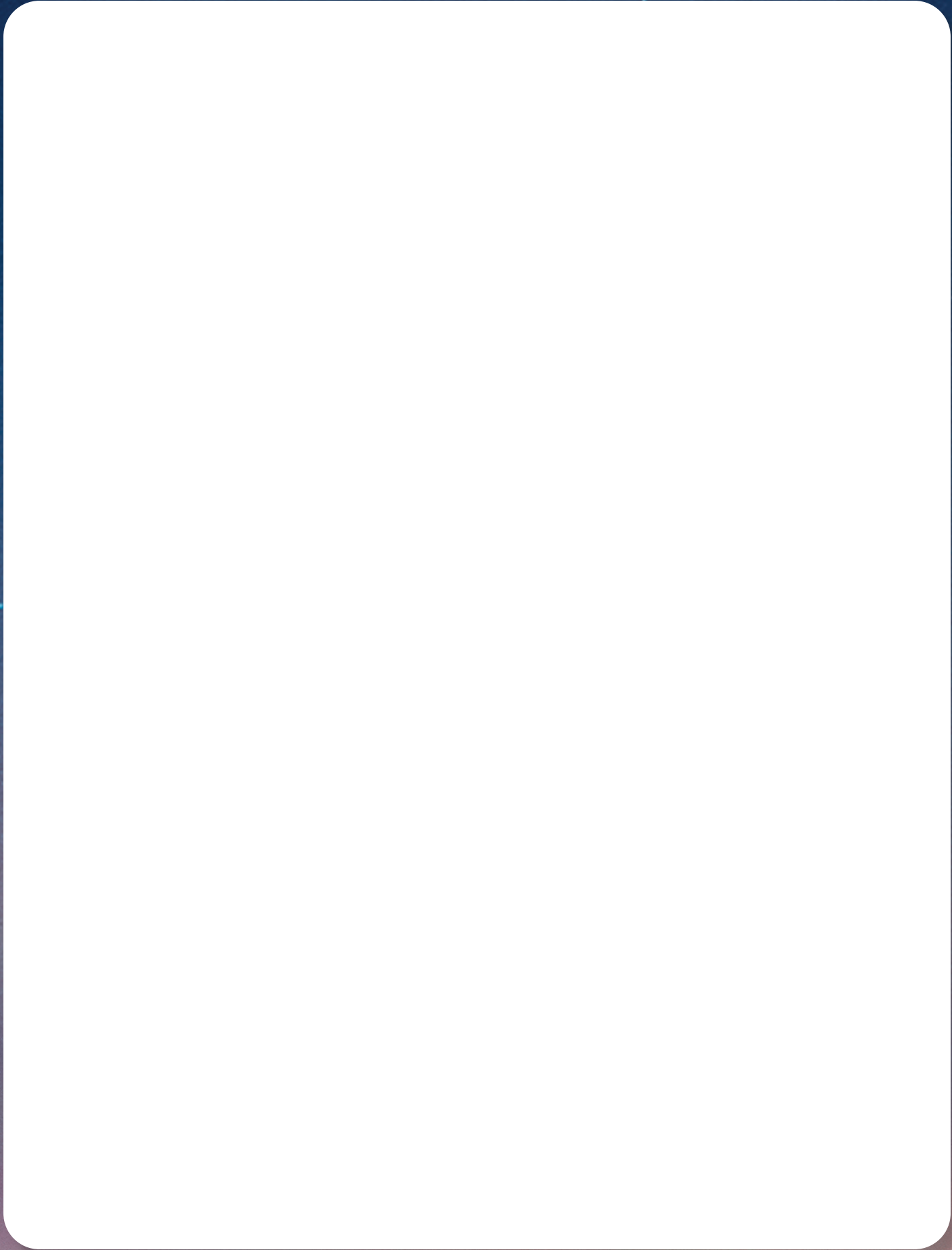
1. What is the meaning or significance of the name 'Svalbard'? (Cold Shores)
2. Why is Svalbard classified as a desert, even though it's covered in snow and ice? What does this surprising fact show about deserts? How is this different from the deserts we typically imagine?
3. Can you find out how many main islands make up the archipelago of Svalbard?
4. List the three landforms that make up Svalbard's landscape (glaciers, fjords, and ice caves).
5. Can you find any words or phrases that describe the extreme weather conditions in Svalbard? How cold can it become in this region? How might this impact daily life for the people who live there?
6. How do you think the cold temperatures in Svalbard might also affect the animals and plants that live there? What features do you think they have developed to adapt to this cold environment?
7. Why do you think Svalbard in winter is not a popular tourist destination?
8. If you went to Svalbard, what do you think you would enjoy most about the environment and landscape? What might be the most challenging aspect for you?
9. April seems to have some knowledge about the Arctic from her diary. Why is it important to gather information and do research before going on an adventure or a trip to a new place?
10. Do you think April will be able to find Bear in the vast wilderness of Svalbard in winter? Why?



ACTIVITY I: ARCTIC AMBASSADORS

- Start the session by showing a world map and pointing out the location of Svalbard in the Arctic region.
- Next, turn your attention to the class and ask questions to engage them, such as: Can anyone tell me what they know about Svalbard? Has anyone ever heard of this place before? What do you think the Arctic region is like in terms of climate and environment? Record their range of responses on the board.
- To offer context about the area, describe some of the geographical features of Svalbard, including its size, number of islands and proximity to the North Pole. Mention the surrounding seas and their names, such as the Arctic Ocean, the Greenland Sea and the Barents Sea.
- Additionally, introduce Arctic human settlements, with a spotlight on Longyearbyen, Svalbard's largest town, with over 1,000 residents. Refer to the map at the front of the book and use compass directions to signpost the settings in the story: Longyearbyen to the west, the Polar Bear Dens to the north, the ice cave to the northeast and the trapper's cabin to the east, along with another cabin to the southeast.
- Provide more information by explaining the extreme climate conditions of the Arctic, including its long, harsh winters and relatively short, cool summers. Discuss the concept of polar day (midnight sun) and polar night (continuous darkness) experienced in this region, both featured in the book.
- Highlight the unique and diverse wildlife found in the Arctic, such as polar bears, Arctic foxes, reindeer, and various bird species. Talk about some of the adaptations these animals have developed to survive in the Arctic environment such as polar bears having thick layers of insulation called blubber, dense fur and wide paws which prevent sea ice from breaking by distributing the polar bear's weight as it walks.
- Discuss why Svalbard is of interest to scientists and the types of research conducted there, such as climate change studies and polar research, both of which are also highlighted in the book.
- Now that the children have learned lots about Svalbard and become mini-experts, tell them that they are going to become ambassadors and that their mission is to create their own travel brochures to help more people discover this remarkable region.
- Discuss the concept of a travel brochure and its purpose in attracting visitors. Explain that in Svalbard, tourism is a good thing because it helps the economy by bringing in money and creating jobs. But we also need to be careful because too many tourists can harm the environment.
- Show how a travel brochure spotlights a place's geography, wildlife, and climate. Offer resources like books and online materials, including virtual tours, to help children gather ideas for their brochures.
- Distribute the activity sheet to children, which provides a brochure template, or a blank sheet of paper where they can create their own travel brochure page. Encourage their creativity, the use of colour and even suggest that they can complete this task digitally on a computer if they prefer.
- Once finished, let children share their individual creations, explaining the information on their pages and why Svalbard is an interesting destination. Alternatively, assign them specific parts of Svalbard to research in small groups and assemble their pages to compile a collaborative class travel brochure.

ACTIVITY SHEET I: SVALBARD SPOTLIGHT



EXTRACT 2A:

MIDNIGHT SUN MEMORIES

from CHAPTER FOURTEEN: CHOCOLATE AND CHANGE
(pages 135-136)

'The skies are overcast so I do not think we will see any northern lights tonight,' Hedda said, interrupting her thoughts. 'But perhaps tomorrow if you are lucky.'

'I hope we get to see them,' Dad said dreamily, as if forgetting the real reason they were here. 'Do you remember the midnight sun, April?'

Despite the knots in her tummy, April smiled at the memory. Watching the midnight sun together had been one of the few moments of happiness she'd shared with her father on Bear Island. 'When the sun never goes to sleep and stays up all night.'

'Well, the northern lights are the opposite,' he replied, his own eyes lighting up. 'Although interestingly, the energy for making the lights comes from the sun. The sun creates solar wind, you see. In fact, the name Aurora Borealis, which is the scientific name for the northern lights, actually means "sunrise and wind".'

'I have seen them a few times,' said Tör. 'Each time it is something remarkable. Something truly everyone should experience.'

Even though April was here to find Bear, she sent out a little wish to the universe that she might also get to see these strange, miraculous lights too.

'One of nature's best gifts. One that even humankind cannot spoil.' Hedda let out a long sigh. 'Unlike the Arctic.'

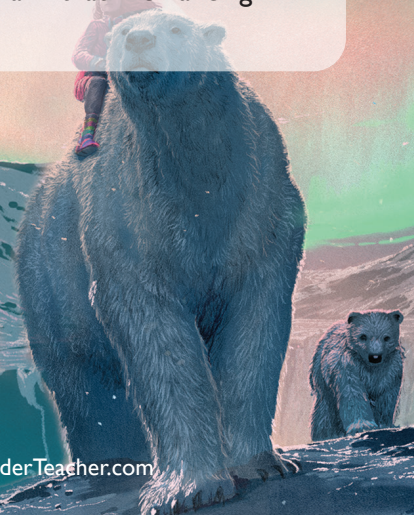
EXTRACT 2B:

AURORA BOREALIS

from CHAPTER NINETEEN: TRAPPER'S CABIN
(pages 176-177)

Behind her stood a snow-covered mountain, and in front, mile upon endless mile stretched out disappearing into nothingness. It was so empty, so bare, but also so pure that it made April feel like she'd stepped into a photograph. But it was the skies that made the breath catch in her throat.

Emerald greens and blues swept across the sky like the most astonishing fireworks. Fingers of colour reached down from the heavens, touched the Earth and then pirouetted away, twirling this way and that like dancing figurines in the sky. The northern lights. Aurora borealis.



DISCUSSION QUESTIONS:

1. What are the 'northern lights'? What kind of weather conditions are needed to see them?
2. Based on Dad's explanations, can you describe in your own words how you think the northern lights are created? Is it important to understand the science behind natural phenomena like this?
3. What is the scientific meaning of the name 'Aurora Borealis'? Find out more about its etymology.
4. Dad mentions the midnight sun and the northern lights in the Arctic Circle. Can you think of other extraordinary natural events that are unique to certain places on our planet?
5. Why do you think April has knots in her tummy in Extract 2a? What does this show about her?
6. Hedda believes the northern lights are unique and special. Do you agree that they are like a 'gift' from nature and why do you think she describes them this way?
7. Hedda suggests that the northern lights can't be harmed by humans, 'unlike the Arctic'. What do you think she means by this? How do you think humans are damaging and affecting the Arctic?
8. Tör thinks everyone should experience the northern lights. Would you want to see them? Why?
9. How do the northern lights make April feel in Extract 2b? Have you ever seen something in the sky or in nature that you thought was incredibly beautiful and mesmerising? Share it with the class.
10. Imagine you're seeing the northern lights for the first time. Using Hannah Gold's words and Levi Pinfold's illustrations, how might you describe them to someone who has never seen them before?



ACTIVITY 2: LUMINOUS LIGHTS OF THE NORTH

- Capture children's attention by displaying a captivating image or short video of the Northern Lights or Aurora Borealis on the board.
- Next, organise the class into pairs or small groups and encourage them to engage in a discussion about what they observe in the image or video.
- Introduce the topic of today's lesson: the mesmerising natural phenomenon known as the Northern Lights or Aurora Borealis.
- Ask them if anyone has heard of or seen the Northern Lights before. Encourage them to share any previous knowledge or experiences they may have.
- Read aloud the two provided extracts to the class. After reading, ask children to share their initial thoughts and feelings about the text using the discussion questions and others, such as: What do they think the Northern Lights are? Why do you think the characters want to see them?
- Following this, offer a clear and simple scientific explanation of their formation. You can use a world map or globe to show where they can be seen and say that the Northern Lights happen when charged particles from the sun interact with Earth's atmosphere, creating colourful lights in the night sky. Connect these colours to the book by displaying the cover of Finding Bear and pointing them out.
- To make the concept more tangible, engage the children with a hands-on activity. For example, recreate a mini Northern Lights display in your classroom by dimming the lights to create a darkened environment that simulates the night sky and shining a torch through coloured tissue paper. The tissue paper will act as a filter, producing patterns on the walls and ceiling, resembling the Northern Lights.
- Share that people from around the world visit to witness the Northern Lights and many cultures have unique stories and legends about them. Mention that they are visible in the Northern Hemisphere, with a similar phenomenon called the Southern Lights in the Southern Hemisphere.
- Tell children that they are going to create their own Northern Lights-themed artwork, using various materials and their imagination.
- Provide them with a range of art supplies, including coloured chinks, pencils, markers and crayons. Instruct the class to create their own depictions of the Northern Lights, either on the pre-printed activity sheet which has a black background or on black paper or card. Encourage creativity and emphasise the use of vibrant colours to capture the essence of the lights.
- Once they have finished their artwork, have each child share their creation with the class.
- Initiate a discussion about their art, asking questions like 'What inspired your choice of colours?' to encourage them to reflect on the experience and the emotions their artwork conveys.
- Show their Northern Lights-themed artwork in a special display in the classroom, creating a beautiful exhibit of their creative work.

ACTIVITY SHEET 2: ARTFUL AURORAS

EXTRACT 3: A CURIOUS CUB

from CHAPTER TWENTY-FOUR: THE CUB
(pages 214-218)

'Oh my!' April gasped. 'Oh, Bear!'

The cub was about the size of a puppy. Its fur was the brightest, cleanest white, and stuck out at all angles. He or she, April was unable to tell, had a smattering of snow around its muzzle and dark brown button eyes that glinted mischievously. Its face was rounder than Bear's with soft fuzzy fur. Without a doubt, it was the sweetest thing she'd ever seen.

'Well, hello there, little one,' April said gently.

She squatted, keeping a safe distance. Wild animals tended to be ultra-protective of their young and could become very dangerous if you approached them. Even if that wild animal were Bear, she still needed to be extremely cautious. Although, he didn't seem to mind her being close – perhaps because he trusted her so deeply. Nevertheless, April kept as still and as calm as possible.

After a few minutes of patient waiting, the cub became curious and emerged from its corner, sniffing the air inquisitively. It was now weaving in and out of Bear's legs playing some kind of version of peekaboo and bobbing its head out occasionally to check April was still looking. She giggled. Like all young beings, the cub overflowed with the sheer joy of life itself.

April laughed again and, caught by her laughter, the cub glanced at her with dark button eyes. On unsteady legs, it began to totter over until it stood a hair's breadth away. Close up, she could see how white its fur was, like candyfloss. Then the cub started sniffing around her backpack, which she'd placed on the floor.

'Is this what you want? Are you hungry?' Of course! That's why Bear hadn't wanted to eat the food. He was saving it for his cub. April twisted open the jar of peanut butter and placed it on the snow between them.

'You'll like this,' she said. 'It's mine and Bear's favourite food.'

The cub looked from Bear to April to the jar and back to Bear before tottering over to the jar, sniffing it a few times and then sticking its nose right in. 'Don't get stuck!' April giggled as the cub pulled its muzzle out, peanut butter stuck to its nose and whiskers. Bear leaned down to lick it off like the father he was.

April had done a lot of research about polar bears in the past year. One of the facts she'd learned was that cubs spend up to two years of their life with their mother, feeding on her milk for the first three months. Most male polar bears are solitary and, after mating, had very little to do with their offspring. The fact that Bear, the father, was still with the cub was proof enough that something had gone terribly wrong.



DISCUSSION QUESTIONS:

1. How does April feel when she first sees the polar bear cub?
2. Can you describe what the polar bear cub looks like based on the passage? What makes it different from Bear?
3. April uses the simile 'like candyfloss' to describe the cub's fur. Can you think of any other ways to describe something that is very white and fluffy, like the cub's fur?
4. Why does April keep a safe distance from the cub at first? Do you think it's important to be cautious around wild animals?
5. What does April do to try and get the cub's attention? How does the cub react to her actions?
6. How would you describe the relationship between Bear and the cub based on this extract?
7. April mentions that male polar bears are usually solitary and have little to do with their offspring. Why do you think Bear is an exception to this rule? What might have gone wrong in their situation?
8. Why do you think April feels a deep sense of trust from Bear, even though he is a wild animal? How can trust be built between humans and animals?
9. In this extract, April shows a lot of empathy and kindness towards the polar bear cub. What does it mean to be empathetic? Why is it important to be kind to animals and nature?
10. If you could give a name to the polar bear cub, what would you name it, and why?



ACTIVITY 3:

POLAR BEAR PARENTING

- Ask the class if they know anything about polar bears, listing their responses on the board.
- Next, display images or short videos of polar bear cubs and encourage them to share what they notice about these baby bears. How are they similar or different from their polar bear parents?
- Show the children the two covers of the books in the series, *The Last Bear* and *Finding Bear*. Explain that *The Last Bear* focused on Bear, the adult polar bear, while *Finding Bear* takes us on a new adventure as we get to know Bear's adorable polar bear cub.
- Read the extract about April's discovery of the polar bear cub in the ice cave from the book, using the discussion questions to continue the conversations.
- Provide some interesting facts about polar bear cubs, such as their birth weight (typically weighing only about 1 to 1.5 pounds (0.45 to 0.68 kilograms), growth rate (in just a few months, they can gain several pounds a day and may weigh around 20 to 30 pounds (9 to 14 kilograms) by the time they are three to four months old) and the challenges they face (harsh climate, finding food, predators, etc.) in the Arctic.
- Draw attention to the conservation status of polar bears. They are currently classified as a vulnerable species, with sea ice loss from climate change being the single biggest threat to their survival.
- Explore the unique bond between polar bear cubs and their mothers, as these cubs spend their first two and a half years learning crucial survival skills like swimming and hunting seals, relying on their mothers' instinct for nourishment, protection and Arctic survival knowledge. Note that it's therefore very rare and unusual for a cub to be with its father due to this close maternal relationship and point out that, at times, adult male bears may also fatally harm bear cubs, sometimes including their own offspring.
- With the mother polar bear's passing, discuss that the responsibility shifts to Bear for the polar bear cub. However, he needs help, so he calls April. Explain that in the book, she bonds with Bear and the cub, but caring for a polar cub or approaching a polar bear this way is not safe in real life. Tell children that their task is to give Bear instructions on caring for the polar bear cub as if he were its mother.
- Using the activity sheet, ask children to write a set of instructions to guide Bear in ensuring the safe care of his cub. Demonstrate how to work on their lists, considering various aspects, such as:
 - **Feeding and Finding Food:** Since you can't provide milk like mother polar bears, it's crucial to help the cub find enough food to eat.
 - **Teaching Survival Skills:** Begin teaching your cub essential skills like swimming and hunting seals, their primary prey, as they grow.
 - **Nurturing and Keeping Warm:** Ensure the cub stays warm by keeping it close and snuggling to regulate its body temperature.
 - **Protecting from Threats:** Keep a watchful eye for potential dangers, such as other polar bears or predators, and defend the cub if needed.
 - **Allowing Play and Exploration:** Playtime is essential for its physical, social and cognitive development so supervise your cub during these activities to ensure its safety.
 - **Staying Alert to Environmental Changes:** Be aware of Arctic changes, like shifting ice and food availability. Adapt your movements and hunting strategies if things get tricky.

ACTIVITY SHEET 3: CUB CARE

A large white rectangular area with rounded corners, containing 25 horizontal dotted lines for writing.

EXTRACT 4:

DREAMS AND DILEMMAS

from CHAPTER THIRTY-ONE: THE NORTHERN LIGHTS
(pages 274-277)

April shook her head. 'Sometimes I think . . . I think it would be better if I didn't care so much.'

Tör raised a questioning eyebrow.

'You didn't see the bear in the ice cave. She had starved to death! And that's because of us. Because of what we've done to the planet. When I lie awake at night, sometimes that's all I can think about. Not just the bears. But all the animals all over the world who are suffering.'

'That's not your fault!'

'But what have I really done to make a difference?' April said. 'I thought it would be easy. I thought I would go home and tell people and then they would just do something. But they're not doing anything and now we're in exactly the same place – only worse!'

'It's not fair that we're the ones who are going to have to deal with it. It's not fair that the world is changing,' Tör said matter-of-factly. 'But that doesn't mean we don't try.'

'But how?'

'The human race is like the husky pack,' Tör said, indicating the slumbering dogs a few metres away with Finnegan, the lead dog, in their centre. 'It needs leaders. People to look up to. People to follow. You're that person April.'

'You make it sound easy,' she replied. 'So why aren't they listening?'

'Because you scare them,' Tör said quietly, so as not to wake Peanut, who had fallen asleep. 'They're scared by someone standing up for what they believe in. Most people don't stand up for their beliefs. They just find it easier to bully someone who does.'

April nodded. She knew this to be true, but it didn't make it any easier to deal with.

'You know my dreams, April?' he said. 'My dreams are to make the local football team, get a job which pays well and maybe one day get my father to accept me for who I truly am.'

'They're lovely dreams!'

'But your dreams, April. You dream of saving the world. That's what makes you different. That's what makes you extraordinary.'

'I don't feel extraordinary,' she said in a small voice. 'You might not be the tallest, or have the loudest voice, but you lead with your heart. And that's the best way to lead. It's the only way to lead,' he said. 'A real leader has the courage to speak up for change even if other people disagree.'

April sighed in gratitude for her friend. Tör always knew how to make things feel better.

'Anyone can be a leader,' he said simply, 'if they decide to be.'

DISCUSSION QUESTIONS:

1. April says, 'Sometimes I think it would be better if I didn't care so much'. What does she care about?
2. Do you ever feel like April, where you care about something a lot and wish you could make a difference? What is it that you care deeply about? Does this mean the same as leading with your heart?
3. What did April see in the ice cave? Why does it make her upset? How would you feel in her shoes?
4. April says that she thought it would be easy to tell people about the problems in the world, but they're not doing anything. Why do you think people hesitate to act even when they know there's a problem?
5. What are Tör's dreams and why do they matter so much to him? How are they different from April's?
6. Tör says, 'You're that person April'? What does he see in her? He also believes that leaders should have the courage to speak up for change, even if others disagree. What qualities make a good leader?
7. Is it possible for anyone to become a leader simply by choosing to be one?
8. Can you think of a time when you or someone you know showed leadership, even in a small way?
9. Have you ever tried to convince someone to care about something important? How did it go?
10. What can you do to make a positive difference in the world, even if you're not the tallest or the loudest?

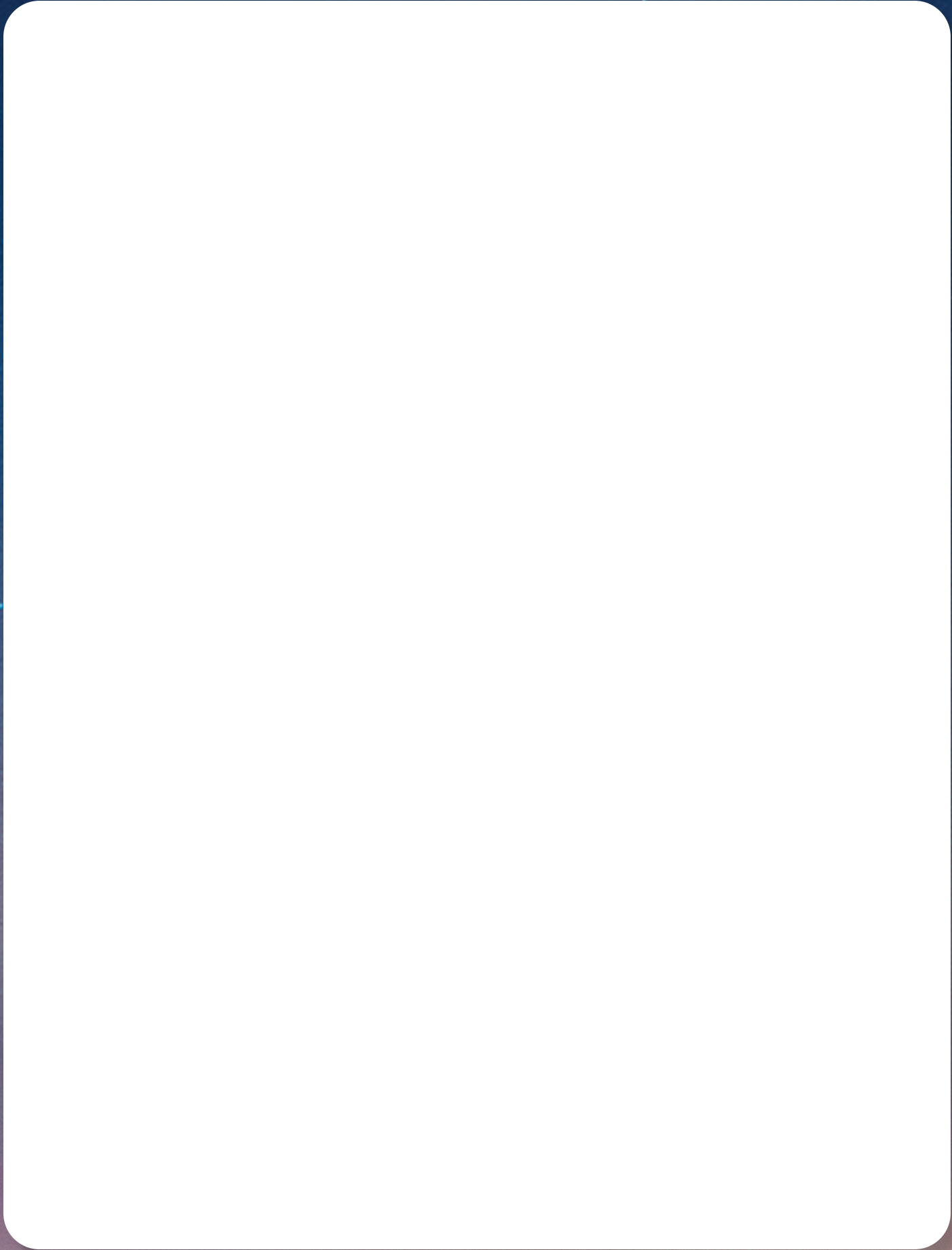


ACTIVITY 4:

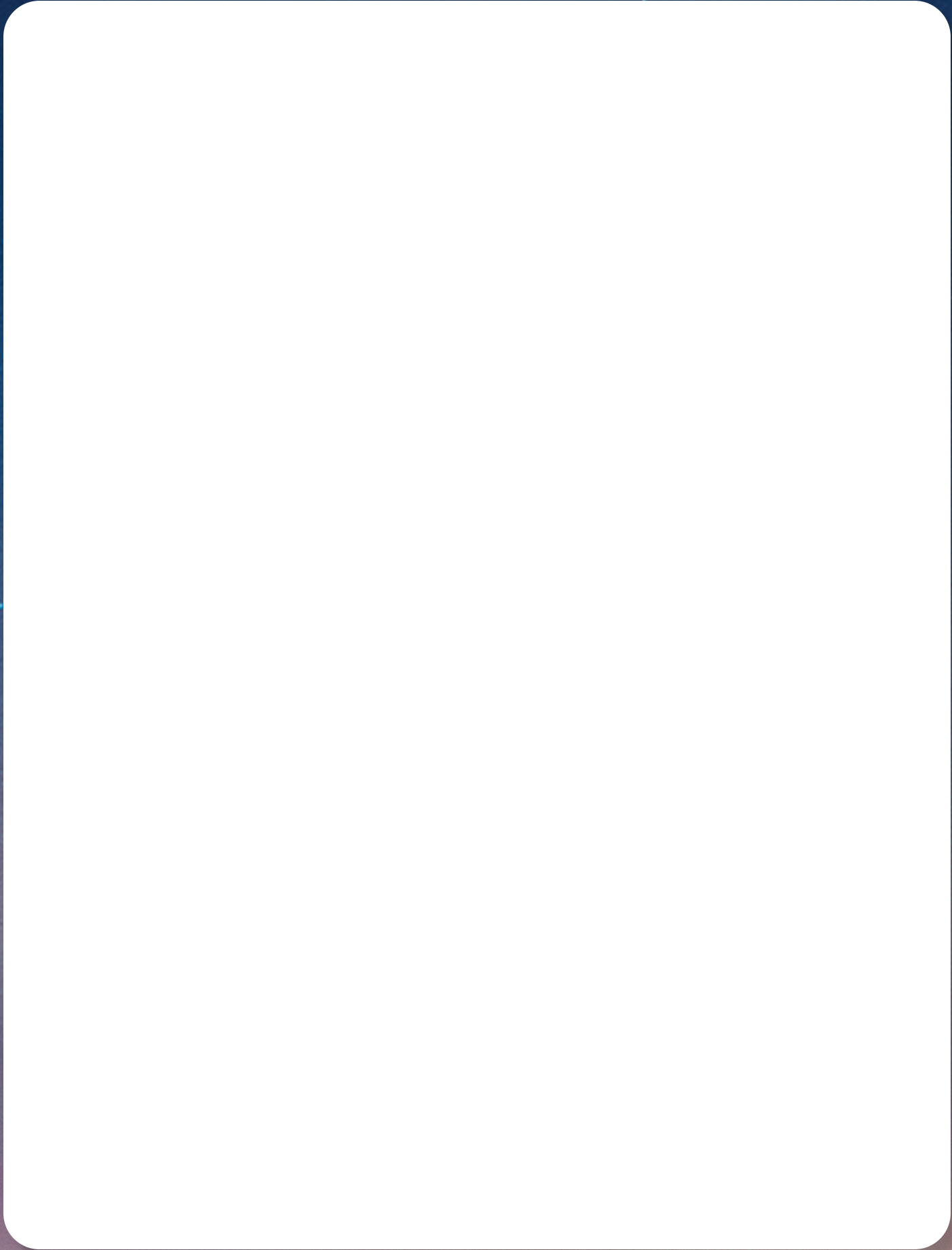
LEADERSHIP LESSONS

- Begin by inviting the children to share their thoughts on what makes someone a leader. Create a brainstorming session where they can freely contribute their ideas and list their responses on the board.
- Afterward, if they haven't done so already, ask them to provide specific examples of leaders by mentioning names. These leaders could come from different domains such as politics, sports, history or even their own experiences within their communities or school.
- Look at the list of leaders they've offered. If you see any that are known for making positive changes in terms of caring for the environment, point them out. If none of the names match, add some such as Sir David Attenborough, Greta Thunberg and Wangari Maathai to the list to discuss with the children.
- Introduce the idea that leaders can also be environmental heroes who work to protect our planet from the challenges it faces, using the names mentioned as examples to help them understand. This could also be a good opportunity to inform them of some of the planet's environmental problems, like pollution, deforestation and climate change.
- Read the provided extract which shows the conversation between April and Tör, discussing their different dreams and individual dilemmas.
- Talk more about how April feels when she's trying to protect the planet and why she might be frustrated that people aren't doing more to help, even after she's told them about the planet's problems. You can also explore some of the reasons people hesitate to take environmental action, such as fear, denial, comfort or convenience (habits), resistance to change, lack of information or feeling overwhelmed.
- Share with the class some of the ways that environmental leaders, like the ones talked about earlier, are actively making a difference and motivating change. Explain how many individuals are now making changes in their daily lives as a result of these leaders' efforts. However, also emphasise that significant change often depends on the actions of national and international governments and organisations.
- Accentuate how Tör views April as a leader and what qualities or actions he sees in her that make him hold this perspective. Additionally, highlight and draw attention to the closing line of the extract where he states, 'You might not be the tallest, or have the loudest voice, but you lead with your heart. And that's the best way to lead. It's the only way to lead.' and 'Anyone can be a leader if they decide to be.'
- Taking inspiration from this, encourage children to think about times in their own lives when they've demonstrated leadership from their hearts. Remind them that leadership can be expressed in various forms and doesn't necessarily mean being the best at something or making the most noise.
- After encouraging children to reflect on their own moments of leadership, distribute the activity sheet to each child where they can write or draw four ways about leading from the heart on an issue that matters most to them.
- Finally, give the children an opportunity to share their leadership stories and drawings with the rest of the class, if they are comfortable doing so.

ACTIVITY SHEET 4: LEADING FROM THE HEART



ACTIVITY SHEET 4: LEADING FROM THE HEART



National Curriculum Objectives - Key Stage 2

English

Spoken language

Pupils should be taught to:

- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions

Reading – comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- being encouraged to link what they read or hear read to their own experiences
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Writing: composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or keywords, including new vocabulary
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils

Science

Pupils should be taught to:

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Geography

Pupils should be taught to:

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Art and design

Pupils should be taught to:

- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

PSHE (taken from PSHE Association's Programme of Study)

Pupils should have the opportunity to learn:

- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

Additional activities and ideas

- **Arctic Climate Change:** Explore the impact of climate change on the Arctic region. Children can create presentations on the causes and effects of melting ice, rising temperatures and the consequences for polar bears and indigenous communities.
- **Compare and Contrast:** Read other books or watch documentaries about the Arctic, and have children compare and contrast the information and experiences presented in those sources with the events in the book.
- **Arctic Weather Science:** Explore the Arctic's extreme weather conditions and check out our own climate in your area by setting up weather stations inside and outside your classroom to measure temperature and wind speed. You could also learn about how April coped with the cold and understand things like frostbite, hypothermia and why it's important to keep warm through proper insulation.
- **Book Discussion and Analysis:** Host a book club-style discussion where students can share their thoughts and opinions about the book. Encourage critical thinking by discussing the characters' motivations, the plot's twists, and the book's overall message.
- **Create an Arctic Journal:** Ask the class to imagine they are on an Arctic expedition like April. Have them keep a journal documenting their day-to-day experiences, observations, and challenges. This can be done through drawings, writing, or a combination of both.
- **Artistic Polar Bear Drawings:** Encourage the children to draw or paint their own interpretations of polar bears. They can focus on capturing the bear's emotions, expressions, and the Arctic backdrop.
- **Polar Bear Conservation Campaign:** Divide the class into groups and have each group create a campaign to raise awareness about polar bear conservation. This can include posters, social media posts, and short videos advocating for polar bear protection.
- **Wildlife Tracking Apps:** Explore apps and websites that allow users to track the migration patterns of Arctic animals, including polar bears. As a class, you can follow the real-life journeys of these animals.
- **Guest Speaker or Virtual Expedition:** If possible, invite a guest speaker who has experience in Arctic exploration or wildlife conservation to talk to the class. Alternatively, organise a virtual expedition using VR or online resources to provide children with a virtual tour of the Arctic landscape.
- **Taste Testing:** Provide children with aniseed candy, and encourage them to taste it just like April and her dad did in the story. Discuss their reactions and whether they like it. Remember to consider any allergies or dietary restrictions before introducing aniseed candy into the classroom. If allergies are a concern, you can explore other sensory experiences, such as smelling aniseed, without tasting it.
- **Letter to the Author:** Have children write letters to the author, sharing their thoughts, questions and feelings about the book. This not only fosters communication but also allows them to reflect on their reading experience.