

THE LOST WHALE

HANNAH GOLD

Dear Reader,

We are very pleased to share this educational resource pack based on *The Lost Whale* by Hannah Gold, the bestselling author of *The Last Bear*, and upcoming sequel to this story, *Finding Bear*. This captivating story explores the bond between a young boy named Rio and a whale he encounters on a whale-watching trip in California. It's not only a tale of adventure but also a story that tackles ecological issues, highlighting the importance of preserving our planet's natural wonders. The pack offers a comprehensive learning experience that includes comprehension questions, creative writing opportunities and cross-curricular activities, which will deepen your understanding of the book's plot, characters, settings and themes. Join Rio on his quest to find White Beak, experience the magic of their bond and witness the power of determination and friendship. We invite you to dive into this incredible story and discover for yourself the wonder of a boy's connection with a whale and the freedom it brings to them both.



ABOUT THE BOOK

Their bond could set them free...

Rio has been sent to live with a grandmother he barely knows in California, while his mum is in hospital. All Rio wants is for Mum to get better so he can return home. But everything changes when he joins a whale-watching trip and meets White Beak, a gentle giant of the sea. Rio forms an instant bond with the whale, and for the first time in ages he feels a spark of hope. Then White Beak goes missing and Rio may be the only person who can help.

Can Rio draw on the special connection to somehow find and save his whale...?

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* - will be released in September 2023 in the UK. 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 book *The Last Bear*.

Suitable for: Ages 8+

Explore themes of: ✓ Environmental awareness, conservation and responsibility ✓ The bond between animals and humans ✓ Family ✓ Friendship ✓ Mental health ✓ The natural world

Subject checklist: ✓ Literacy ✓ Science ✓ Maths ✓ Geography ✓ Art and Design ✓ PSHE

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FURTHER ACTIVITIES AND IDEAS

EXTRACT I: FACTS, FIGURES AND FAMILY HISTORY

Extract taken from CHAPTER SEVEN: THE MUSEUM

Hanging from the ceiling was the full-sized skeleton of a whale.

Parts of it had been suspended using wire, while other sections were propped up from below. It was the biggest skeleton Rio had ever seen. Bigger than a London bus. The jawbones were longer than he was.

'Eschrichtius robustus,' Fran said.

Rio wondered if his ears were working properly. His grandmother didn't have a particularly strong American accent, but she now seemed to be speaking in a completely different language altogether.

'Latin,' she explained. 'It means grey whale.'

Rio wanted to ask a thousand and one questions, but somehow they all ended up stuck in his throat.

'You asked about your mother and that sketchbook?' Fran reminded him. 'The Pacific coastline is the major migratory route for the grey whale, which means that around this time every year they pass by Ocean Bay on their way south to Mexico and then in two to three months, you'll see them returning north again, sometimes with a calf.'

'And my mum?' Rio asked breathlessly. 'She used to watch them?'

'Ah,' his grandmother replied. 'This is what I wanted to show you. See?'

She had taken a couple of steps away and was pointing at some old photographs in one of the free-standing glass cabinets. Rio peered over her shoulder to take a closer look. The photo she was pointing to was of a small boat out on the open water. There were a handful of people onboard . . . including a young girl with red curly hair and a huge grin.

'Mum!' he exclaimed.

Fran nodded. 'Your grandfather took her on that boat trip when she was about seven. Her first-ever one. Oh, I still remember when she came home. Her eyes were like saucers! She'd seen a grey whale swim right past the boat. Said it was the most magical thing she'd ever laid eyes on and that it made her heart smile. After that, she begged us to go every day.'

He nodded and as she moved away, he noticed that dotted round the skeleton were various handwritten signs in both English and Spanish. They listed facts about the grey whale.

In this way, he soon discovered:

Grey whales were the seventh largest of all the whale species.

There were approximately 20,000–30,000 of them.

They grew in length to about 13–15 metres.

They could live between 55 and 70 years.

They were only found in this part of the world – the Pacific Ocean.

Because of this, they were sometimes also referred to as the Pacific grey whale or even the Californian grey whale.

DISCUSSION QUESTIONS:

- What was Rio's initial reaction when he saw the full-sized skeleton of a whale hanging from the ceiling? How did the size of the whale's jawbones compare to Rio's stature? Was he amazed or intimidated by the size of the skeleton?
- How does Fran explain the meaning of the term 'Eschrichtius robustus'? What language is this term in?
- Why did Rio's grandmother want to show him the old photographs? Was it because she wanted him to gain insight into his family's history or to understand his mother's profound connection to the whales?
- Can you describe how Rio's mother felt when she saw the whale and how it affected her physically and emotionally?
- Should we be concerned about the number of grey whales in the world? Can you think of any ways we can help protect their population? What do you think it would be like to observe them in their natural habitat?

ACTIVITY 1: MEASURING MAMMALS AND MAPPING MIGRATIONS

- Read the extract together and use it as a springboard to teach children about the anatomy of grey whales, starting with a particular focus on their immense size. Share a variety of pictures and videos to help the children visualise the magnitude and movements of these marine mammals. To help them to understand their sheer size, draw upon the description of their skeleton as being 'bigger than a London bus' in the extract. Compare their size to other familiar objects within their immediate environment.
- Take the children to a shared space like the school hall or outside on the playground or field and use measuring tools like tape measures or trundle wheels to measure the length of a grey whale's skeleton. Additionally, you could also create a life-size outline of a grey whale on the ground using chalk, asking the children to stand in the outline to get a sense of its size and label the different body parts such as the blowhole and flippers to scale. Explain their functions and discuss the role of lesser-known features like their tail flukes which aid propulsion and baleen plates that are used to strain food from the water.
- Deepen children's understanding of grey whale size by posing some maths problem-solving activities. For example, ask them to work out how many grey whales would fit into a specific space, such as the school hall or playground. Another idea is to calculate how many objects of a certain size would fit inside parts of a grey whale. For instance, they could work out how many footballs would fit inside a grey whale's mouth or how many pencils could fit inside one of its nostrils. They could present their calculations in graphs or charts to show their data analysis and presentation skills.
- Back in the classroom, children could work individually or in small groups to create a visual project such as a presentation, poster or infographic that covers the different aspects of grey whales, including their size, habitat, diet, migration and behaviour. Children should use a variety of eye-catching visuals and clear, concise language to effectively communicate their message. Encourage the children to incorporate important facts and figures from the book and to conduct further research on the topic to enhance their understanding. Emphasise the importance of fact-checking to ensure accuracy by having them consult trustworthy sources or verifying the information from the book or their research.
- After learning about the Pacific coastline being the major migratory route for the grey whale. Create an interactive and engaging activity where the children can learn about the migratory route of the grey whale. Provide them with a map of the Pacific coastline, and use different colours to mark the route of the grey whale from the Pacific coastline to the lagoons in Mexico and back again. Label the different points along the route and teach children about the different countries and bodies of water that the grey whale travels through or passes by during their migration. Highlight the dangers and challenges that they also face, such as hunting and environmental hazards.

MIGRATION MAP TEMPLATE

WHALE MIGRATION MAP



During their migration, grey whales travel an average of roughly 75 miles (120 km) per day at an average speed of 5 miles per hour (8 kph).

They feed in the cold Arctic waters and calve and mate in the warm, protected tropical lagoons of the Pacific Ocean off Mexico.

In total, this round-trip covers a distance of roughly 12,000 miles (20,000 km) and is believed to be the longest annual migration of any mammal on Earth.



SUMMER FEEDING GROUNDS

WINTER MATING AND CALVING GROUNDS

EXTRACT 2A: WHALE WATCHING

Extract taken from CHAPTER TEN: MARINA
pages 82 – 83

‘Are you whale watching?’ he whispered.

He’d never met a whale watcher before. He wasn’t even sure what they looked like. But, if he could have imagined one, they probably would have looked like this girl with her wild, sea-spun hair and eyes the colour of a mermaid’s tail.

Marina nodded. ‘I watch lots of whales, but greys are my favourite.’

Just like Mum! Rio almost said. But then stopped himself. He didn’t like talking about his mother to anyone. Not since the time he’d spoken about her to Billy Jenkins at school, who he thought was his friend. But then Billy had told everyone else and they’d all avoided him for weeks as if there was something wrong with him too.

‘W-w-why do you like the grey whale the best?’

‘I prefer animals that are different.’ She shrugged. Different like Mum, Rio thought, his heart squeezing against his chest. ‘How do you mean?’

‘Lots of people think the grey whale just looks like a crusty old rock because it has all these barnacles on its back and snout,’ Marina said, pointing to her own face, which thankfully was barnacle free. ‘But I don’t think they’re ugly at all. How can a whale ever be ugly? They’re the most beautiful animals on the planet.’

She looked defiantly at Rio. Perhaps to judge if she had said too much or he might dare to disagree. But of course he didn’t think that at all. Instead, his heart gave a funny, squiggly little jump.

EXTRACT 2B: THE RULES OF WHALE WATCHING

Extract taken from CHAPTER ELEVEN: WHALE WATCHING
pages 88 – 89

‘The first and most important rule for a whale watcher is patience.’

‘The second rule of whale watching,’ she said reassuringly, as if sensing his disappointment, ‘is never to give up.’

DISCUSSION QUESTIONS:

- Can you explain what a ‘whale watcher’ is? How might meeting Marina inspire Rio to learn more about whales? Are there any locations near you that are particularly good for whale watching? Why are they ideal?
- Marina’s comments about others finding whales ugly raises some interesting questions about how we perceive and appreciate animals. Why do you think some people find whales unattractive? What can we do to encourage others to appreciate the beauty and importance of all animals, regardless of their appearance?
- Have you ever been whale watching? What are some of the benefits of going whale watching, both for people and for the whales themselves? Are there any other sea creatures that people might like to watch, such as dolphins, sea turtles, or sharks? What makes these animals interesting or important to observe?
- What is the first rule of whale watching according to Marina? Why are patience and perseverance important for whale watching? What are some other tips you might need to know before you go whale watching?
- How has technology changed the way we approach whale watching? How can we use what we learn from whale watching to better understand and protect the oceans and the creatures that live in them? How can we ensure that it’s done in a responsible and sustainable way that does not harm the whales or their habitats?

ACTIVITY 2: CLASSROOM CITIZEN SCIENTISTS

- First, ask the children if they have ever seen a whale before, either in real life or in pictures. Show them pictures of two different types of whales: baleen (like grey, blue, humpback, fin, and sei) and toothed (like sperm, orcas, beaked, narwhal, and beluga). See if any of the children can name them. Explain that baleen whales have a special comb-like structure called baleen in their mouths (made of a substance called keratin), which they use to catch small prey like krill from the water. Toothed whales, on the other hand, have teeth and hunt larger prey like fish, squid, and other aquatic animals.
- Next, introduce the concept of whale watching as a popular activity among tourists and nature enthusiasts that involves observing whales in their natural habitat to witness them up close and to learn more about their behaviours and habits. Tell children that in coastal areas, there are often whale watching tours and trips available that are led by experienced guides (much like Marina's father, Birch, in the book) who provide valuable information about the different types of whales that can be seen. Highlight how on page 180, Birch uses the phrase 'citizen scientists' to describe members of the public who participate in scientific research projects as volunteers by collecting data such as whale sightings.
- Discuss some of the benefits and problems associated with whale watching and summarise them in a table. Benefits could include: providing insights for research and conservation efforts; understanding more about whale behaviour, migration patterns and population sizes; promoting awareness and appreciation for whales and their habitats; and supporting local economies. Problems could include: causing stress or harm to the whales, especially if approached too closely or too often; accidentally colliding with whales or other marine animals, which can result in injury or death; and growing tourism leading to habitat destruction or loss, as well as increased pollution and other environmental impacts.
- Tell the children that they are going to become 'citizen scientists' in their classroom to imitate the experiences of the whale watchers in the book on a smaller scale and replicate how they use systems such as the Happywhale database. Set up multiple monitoring areas in the classroom where children can enhance their observation, data collection and scientific inquiry skills. These could be for:
 - **Birdwatching:** Put up a bird feeder or birdhouse outside the classroom window and encourage children to identify and document the different bird species that visit.
 - **Wildlife monitoring:** If there are wildlife species in the area, such as squirrels, rabbits, foxes, badgers and hedgehogs, children could monitor their behaviour and movements.
 - **Weather observations:** Create a weather station in your classroom or outside and track the weather conditions every day, including temperature, rainfall and wind speed. They could also use this data to create graphs and charts to share with the class and develop an understanding of how weather and climate works, its links to the seasons and how it affects our daily lives.

MONITORING STATION TEMPLATES

BIRDWATCHING

MONITORING STATION TEMPLATES

WILDLIFE MONITORING

MONITORING STATION TEMPLATES

WEATHER OBSERVATIONS

EXTRACT 3: MUM'S MENTAL HEALTH

Extract taken from CHAPTER THREE: MUM
pages 26 – 29

'I have to go away for a bit,' she said so quietly that Rio thought he'd misheard.

'Go away?' He turned to her in surprise. He couldn't even remember the last time they'd left London. 'Where?' Mum tucked a stray strand of red hair behind her ear and swallowed nervously. Her face was alarmingly flushed. 'A . . . hospital.'

Rio's throat tightened so much he could barely breathe. He looked at her aghast.

'A hospital? W-w-what kind of hospital?'

'A special one.' His mother sighed, wiped some crumbs from his chin and explained how some hospitals weren't just for people with physical illnesses. Some hospitals were for people who needed help in other, more invisible ways.

'The doctor says if I don't go . . .'

Rio gulped and his eyes darted around wildly. Anything but look at his mum's face with her crooked smile and too-bright eyes.

But then it got worse. She explained that he was going to stay with his grandmother for four weeks. His father was out of the question because of the new baby, and his paternal grandmother lived in a tiny one-bedroom cottage so that ruled her out too.

'Four weeks!' he cried, something rushing so fast in his stomach he felt sick. 'But you hardly ever speak to her!'

'That's because your grandmother and I are two very different people, and the last time we saw each other in London . . . well, we disagreed about a few things.'

'Then why are you sending me there?!'

'It's the best place for you, Rio-cat. The healthiest place. Sometimes you need to put aside your own differences to do the right thing,' she answered tiredly. 'Besides, it's only while I . . . while I get better.'

There was a silence that hung in the air. The kind of silence that comes just before Big Moments. It was, as Rio knew, the worst kind of all.

Mum had always been unpredictable and changeable – sometimes as light and floaty as a flute and other times as sad and heavy as a clash of drums. Rio had thought all grown-ups were like that – until his father informed him that his mum was different. When he had pressed his father to find out exactly what 'different' meant, his dad just said that Mum wasn't right in the head. But what did this even mean?

The dark spells often sprang from nowhere, striking at unexpected times and then lingering for days, weeks and in the case of the latest patch, months. This time she'd even taken sick leave from the orchestra – something she had never done before. And even though autumn had been full of golden bronze colours and crisp blue skies, Mum had spent each day locked inside the flat as if she was suddenly afraid of the outside world.

The outside world, as far as Rio could tell, hadn't changed.

But Mum had.

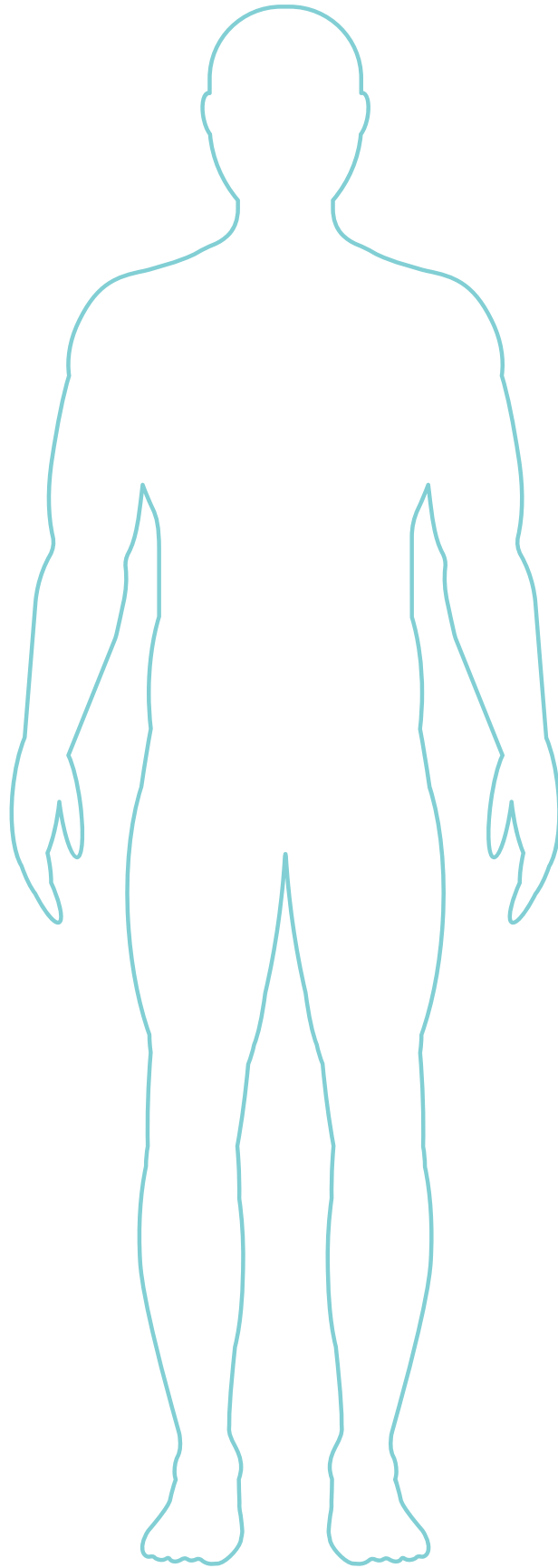
DISCUSSION QUESTIONS:

- Where is Rio's mother going? What kind of hospital is it? What is his initial reaction when he hears that his mother has to go away? Why does he react that way? How do you think he feels about his mother's struggles with mental health?
- Why does Rio's mother think that staying with his grandmother is the best place for him and what does she mean by 'the healthiest place'? What nickname does she call him? What challenges might Rio face while staying with his grandmother?
- How does Rio's mother explain the concept of hospitals that help people with invisible illnesses? Why is this important to the story? Can you think of any other examples of invisible illnesses or conditions?
- What do you think it means when Rio's father says that his mother is 'not right in the head'? Is this an appropriate way to speak about someone's mental health? Why or why not? Should we be more aware of the language we use?
- What are some ways that we can support people who are dealing with mental health issues?

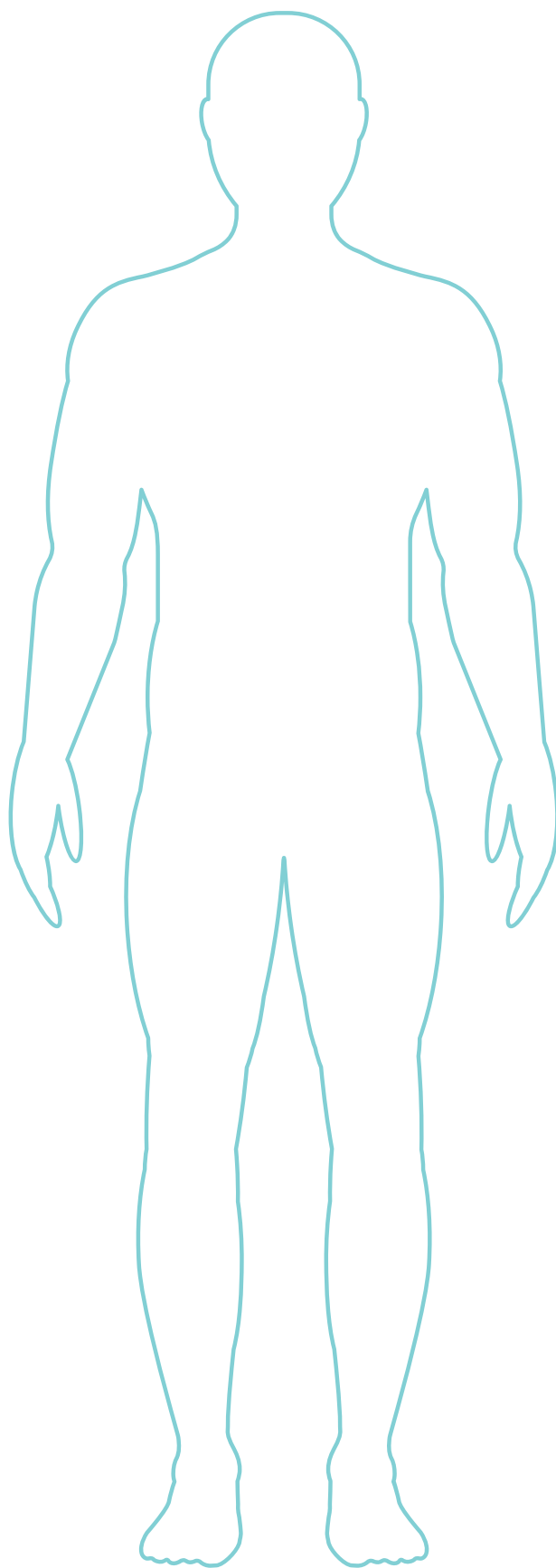
ACTIVITY 3: MENTAL HEALTH MATTERS

- Before reading the extract, engage the class in a discussion about mental health. Create a safe and non-judgmental environment where the children feel comfortable asking questions and sharing their thoughts and feelings. Highlight that mental health is just as essential as physical health and people may need help with it at times. Emphasise that mental health struggles can be invisible like Rio's mother's, that they can affect anyone (regardless of their age, gender, ethnicity or background) and to seek help when needed. Remind them there are different ways people experience mental health and that it's not a sign of weakness. You could also signpost some examples of support services that are available such as helplines, counselling services or those listed at the back of the book.
- Then, read aloud the extract to the class. Pause at points throughout to ask them how they think the characters might be feeling and why. If there are any words and phrases that children are not familiar with, explain their meaning and provide examples to help them understand. For instance, with the phrase 'put aside your own differences'.
- Provide children with a double-sided piece of paper with an outline of a person on each side. Ask children to suggest some signs in which someone might indicate they are feeling physically and mentally well. How do they demonstrate this in their words or actions? They might mention aspects such as appearing happy and smiling, engaging in conversation with others, participating in physical activity or looking after themselves by maintaining a healthy appearance. Write or draw these on or around one of the outlines on the piece of paper.
- Now, do the opposite and talk about potential clues that show that someone is not feeling well in mind or body, such as tiredness, lack of motivation, social isolation, sadness or crying, changes in appetite or sleep patterns and a decline in personal hygiene or appearance. Write or draw these on the other side of the outline. While comparing the two double-sided diagrams, it's also important to note that how someone looks or behaves can provide insight into how they feel, but it's not always a reliable indicator of someone's mental or physical health.
- Following this activity, inspire children to share their personal methods for keeping good physical and mental health. They could include: eating a balanced diet, getting enough sleep, talking with family and friends and taking part in regular physical exercise. In small groups, children could create their own checklists of top tips to promote good mental health. These can be shared with the school community through the school website, in an assembly or a display in a shared space.

FEELING PHYSICALLY AND MENTALLY WELL



FEELING PHYSICALLY AND MENTALLY UNWELL



EXTRACT 4: THE PROBLEM WITH PLASTIC

Extract taken from CHAPTER TWENTY-TWO:
INVITATION pages 173 – 175

'Welcome to the Spyhopper crew,' Birch said, offering Rio the T-shirt. 'That is, if you would like to join us? We could do with an extra pair of eyes and ears to help us.'

'But ... I'm only here for another three weeks and then I'm going home.'

'It doesn't matter,' Birch replied. 'Someone with your talent will be priceless in helping us count the whales.'

'Please say yes, Rio!' said Marina. 'With your help, just think how many more whales we can save!'

'Save? What do you mean?' Rio asked. 'Humans don't hunt them as much any more, do they?'

'They don't,' said Birch. 'But unfortunately we're still hurting them in numerous other ways.'

'So much plastic ends up in the bellies of whales and dolphins.' Marina shook her head angrily. 'Most of the time, they think it's food.'

'It's not just the plastic,' Birch added. 'The data collected from the Happywhale website helps scientists monitor how rising temperatures are also affecting not just the grey whales' eating habits and behaviour, but all whales out there.'

Plastic pollution along with climate change was something Rio had studied at school. But sitting in a chilly London classroom, looking at photos on the internet, was a long way from being on a boat in the actual Pacific Ocean.

He gulped. 'What do the rising temperatures mean for them?'

Marina took a long, steady look at him before answering. 'It means they're dying.'

'Dying?'

'And it's okay for us humans because we can just get out of the water anytime we want.' Marina jabbed her arm in the air. 'But the whales can't. Neither can the turtles, the seals, the walruses, the sea lions or the dolphins. They're stuck with it.'

Birch rested a gentle hand on her shoulder. 'My daughter, as you can see, is very passionate on this subject. And rightly so.'

'That's why I studied so hard for my science exams,' she said proudly. 'Because I want to be a marine biologist when I'm older. I want to help save the ocean! But, until then, I'm doing what I can. By counting one whale at a time.'

'The more data we collect,' said Birch, 'the more we help raise awareness of what's happening in the ocean. And awareness is the heart of change.'

He held out the T-shirt. 'None of us can save the world single-handedly. But together we might just stand a chance. Someone like you can truly help us, Rio.'

DISCUSSION QUESTIONS:

- What is the problem with plastic? How is it affecting whales and dolphins? How does the rising temperature affect their eating habits and behaviour? How might experiencing it first-hand make Rio think differently about the situation?
- Why is it important to protect the ocean? Have you ever encountered plastic pollution? What are some other ways humans impact the oceans in our world? Do you think enough is being done to address plastic pollution today?
- What role do governments play in addressing global problems and how can we hold them responsible? Should there be stricter regulations or policies in place? What could happen if ocean pollution is not addressed in the long-term?
- Can one person save the world single-handedly? Could small, everyday actions really make a difference in the face of large-scale and complex problems? How do you reuse or recycle single-use plastics at home to reduce waste?
- How can we raise awareness about the importance of ocean conservation and inspire others to take collective action and join in the effort to address global challenges like these?

ACTIVITY 4: PLANET PROTECTORS

- Start the discussion by writing 'climate change' and 'plastic pollution' on the board. Then ask the children if they have heard of these terms before, and if so, what they know about them. Encourage them to share their thoughts and experiences related to these issues.
- Next, define the two terms to ensure that everyone understands what they mean. Climate change refers to the long-term changes in the Earth's climate, such as rising temperatures, changes in precipitation and more frequent extreme weather events, that are largely caused by human activities. Plastic pollution is the accumulation of plastic waste in the environment, particularly in the ocean, which can harm marine life and ecosystems.
- During the discussion, use the conversation between Rio and Marina in the extract as a starting point to show children how they can make a difference. Highlight how they are doing their part to help save the ocean by counting whales and collecting data. Encourage children to think about what they can do to help reduce plastic pollution and combat climate change, whether it's through recycling, reducing their use of single-use plastics or making more environmentally friendly choices in their daily lives.
- Introduce the concept of keeping a 'plastic diary' to the children and encourage them to track the amount of plastic they use in their daily lives. Explain that keeping a plastic diary involves recording every instance they use plastic during the day, such as using plastic straws or cutlery, snacking on things wrapped in plastic or drinking from plastic water bottles. They might also want to categorise their plastic usage into single-use, reusable and recyclable. Encourage them to reflect on all the different ways they use plastic throughout the day and to be honest about their usage. Emphasise that this is to raise awareness and encourage action, not to shame or guilt them, and to identify areas where they can reduce their plastic consumption. You could also suggest some practical tips, such as bringing reusable bottles or paper straws and bringing their own bags to the shops.
- At the end of each day, reflect on their use and think about ways to reduce it. Encourage them to keep their plastic diary for at least a week and to share their findings with the class. This could act as a great opportunity for discussion and brainstorming ways to reduce plastic use in their school and community.
- To further explore the topic of plastic pollution, children can also create a 'plastic pledge' where they commit to making specific changes in their daily lives to reduce their plastic consumption or list the ways that people can reduce plastic use on personal, local and global levels for a wider perspective.

PLASTIC DIARY TEMPLATE

DATE:

MY PLASTIC DIARY

Use these first two pages to start your diary. To continue this exercise, why not use a notebook or some paper at home or in the classroom.

A series of horizontal dotted lines for writing.

PLASTIC DIARY TEMPLATE

DATE:

MY PLASTIC DIARY

Use these first two pages to start your diary. To continue this exercise, why not use a notebook or some paper at home or in the classroom.

Handwriting practice area consisting of multiple horizontal dotted lines on a white background.

National Curriculum Objectives - Key Stage 2

English

Spoken language

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play/improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)

Reading: comprehension

Develop positive attitudes to reading, and an understanding of what they read, by:

- ii. discussing words and phrases that capture the reader's interest and imagination

Understand what they read, in books they can read independently, by

- i. identifying how language, structure, and presentation contribute to meaning
- ii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing: composition

Plan their writing by:

- i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Develop positive attitudes towards and stamina for writing by:

- i. writing narratives about personal experiences and those of others (real and fictional)

Science

Pupils should be taught to

- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Mathematics

Pupils should be taught to:

Measurement

convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]

Geography

Pupils will be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

PSHE (taken from PSHE Association's Programme of Study - Key Stage 2)

Pupils should have the opportunity to learn:

- that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment

Further activities and ideas

- After finishing the book, take some time to reflect on the themes it explores. Consider the significance of environmental awareness, conservation and responsibility; the animal-human bond; the power of communication and connection; the importance of family; friendship; mental health; and the beauty and wonder of the natural world in the story, and put them in order based on their importance to you. Think about how these themes are interwoven throughout the narrative and how they impact the characters and their experiences. You may wish to explore other books that touch on similar themes.
- Explore the potential reasons behind the author's decision to name the book 'The Lost Whale'. Consider how this title aligns with the story's themes and the characters' expeditions. Furthermore, suggest alternative titles that could encapsulate the essence of the book and create your own representations of the cover to demonstrate your comprehension and insights gained from reading it.
- Learn more about how echolocation is an important sensory system used by whales to navigate and communicate in their underwater environment. Listen to recordings of whale sounds and identify and classify the distinct types of calls and vocalisations produced, such as clicks or whistles. To make this activity more interactive and engaging, children could mimic the sounds made by whales using their own voices or musical instruments to create a soundscape of the ocean.
- Research the cultural significance of whales within different cultures, including indigenous communities. Explore the different beliefs and values associated with them and find out how they've been woven into the fabric of cultural traditions, such as art, music, storytelling and spiritual practices.
- Write poems about the majesty of grey whales, using similes and metaphors to convey their size, grace and power. Use sensory language to evoke the experience of being near a whale in the ocean.
- Create a series of sketches or paintings of different types of whales, incorporating details about their anatomy and other physical characteristics. Consider incorporating different art mediums, such as watercolours or charcoal to showcase the whales in a creative and visually striking way.
- Write a persuasive letter or speech advocating for the protection of grey whales and their habitat. Include specific facts and statistics about their declining population and the impact of human activities on their environment, as well as suggestions for ways to reduce these threats and promote conservation efforts.
- Make art or craft projects using recycled materials to promote sustainability and show how items that would otherwise be thrown away can be given a second life by being repurposed into something new and useful. Engage in a variety of creative activities such as producing collages, sculptures and murals or practical projects such as building birdhouses or plant pots for the school's outdoor areas.
- Organise a park or beach clean-up activity so children can see first-hand the amount of plastic littering our natural spaces. Ensure children are equipped with necessary materials such as gloves, refuse bags and litter pickers, and give them clear instructions on how to use the equipment safely.
- Invite a guest speaker, such as a local environmental activist or recycling expert, to talk to the children about the issue of plastic pollution and share practical tips on how they can reduce their plastic use.