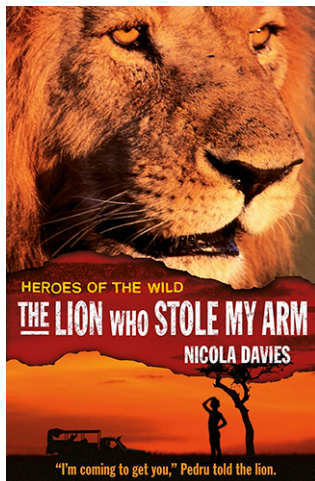


WALKER BOOKS TEACHER RESOURCES



HEROES OF THE WILD SERIES BY NICOLA DAVIES

THE LION WHO STOLE MY ARM

9781406335255
Paperback £5.99
eBook available

Keep a reading log so you can record thoughts and ideas and viewpoints as they develop and change during the course of the story. This can include:

- **Predictions**
- **Plot development** – summarising each chapter
- **Character studies** – deduction and making inferences and refining opinions as the story progresses
- **Author techniques** – style analysis: form, language, imagery, foreshadowing, motifs, themes, viewpoint, tone.
- **Vocabulary** – clarifying unfamiliar words and extending personal vocabulary.

When considering discussion points, try out your ideas with a response partner before entering into whole class discussion.

FIRST IMPRESSIONS

Discussion points

(Prediction and inference)

Make a note of your opinions.

- Look at the title only – don't peep at the blurb! What do you think this book will be about?
- Does your view change on reading the blurb?
- What genre of book do you think this might be?
- Who do you think the target audience for this book is?
- Think, pair, share: discuss possible ways that the plot might develop, map these out quickly and share with the class.
- Think, pair, share: describe the design of the cover of the book to each other. Discuss the different features and evaluate the overall effect.
- On a piece of paper measuring the same dimensions as the book cover, create your own design to fit the title.

CHAPTER 1

Research

Fauna Fact File

- As you progress through the book, create fact files on the animals mentioned.
- Decide on the subheadings you will need.
- Find out about, and make a field guide of, different African animal tracks and add to your fauna fact file.

Extension

- Develop a set of Top Trump cards:
 - Decide on categories and scores
 - Ensure the scores add up to a total of 50
 - Play with friends!

Reflect and discuss

(Deduction, inference, empathy)

- How did you feel as you read the end of the chapter?

Author technique (p.9 – 11)

- Pick out the details in the writing that make the encounter with the lion so powerful?
- Which senses are you aware of as you read the description?

CHAPTER 2

Reflect and discuss (p.13)

- What do you think Pedru's answer to his father's question, '*Now, my son ...tell me, how do you feel?*' might have been if he had spoken without thinking first?
- Should you always think before you speak?

Creative challenge (p.14)

- Stop and listen.
- List all the different sounds you can hear.
- Are there layers of sound?
- In small groups, create sound pictures, using words and vocal sounds and/or musical instruments. Build up layers of sound.
- Think of a way of notating your composition so that you can perform it to the class!

Drama

Hotseating

- Work in pairs to hotseat Issa:
- Prepare probing questions about his behaviour and motivation and possible answers to the questions which might be asked.
 - Hotseating prompts
 - 1. Who ...?
 - 2. Where ...?
 - 3. When ...?
 - 4. Why ...?
 - Hotseating: beliefs and motivation prompts
 - 1. Why did you ...?
 - 2. What do you think about ...?
 - 3. Isn't it true that?
 - 4. Are you happy with ...?
- What have you learned about Issa's character?

Writing activity

- Write a paragraph describing Issa's qualities.

CHAPTER 3

Research (p.17)

- Find out on the internet which are the most dangerous animals to humans in Africa.
- Compare information from different websites. Which do you think is the most reliable and why?
- Construct a graph to show the results and write a brief analysis of them, pointing out anything you find surprising.

Reflect and discuss (p.19)

(Making connections)

- What sort of things might worry a whole community where you live?
- How do you think having a common worry affects people?

Drama (p. 20-21)

Hotseating

- Work in threes to hotseat:
 - Mr Massingue
 - Issa
 - Pedru
- Prepare probing questions about behaviour and motivation and possible answers to the questions which might be asked.
 - Hotseating prompts!

5. Who ...?	1. Why did you ...?
6. Where ...?	2. What do you think about ...?
7. When ...?	3. Isn't it true that?
8. Why ...?	4. Are you happy with ...?

Research (p.21)

- What is the rainy season?
- Find out about the rainfall and temperature patterns in Mozambique over the course of a year.
- Create a graph and compare with a graph showing British weather.
- Analyse the data and write a paragraph about the main differences.
- Which country would you prefer to live in and why?

CHAPTER 4

Reflect and discuss (p.19)

- Re-read the first paragraph.
- Why do you think people behave in this way when someone has suffered a loss or an illness?

Drama (p.22)

- In fives, freeze frame the scene, with three on the bike and two friends alongside.
- As the teacher touches you, describe the thoughts going through your character's head.

Physical challenge (p.24)

- Work in pairs, one as the tester and one who is being tested.
- Using the hand you don't normally write with, attempt to write the words your partner says.
- Swap over.
- Describe how it feels.
- Now try to draw a picture of a lion using the same hand.
- Compare the results.

Research (p.26)

- From the research you have already done on the climate of Mozambique, work out how long Pedru has to work on his drawing skills.

Reflect and discuss

(Inference, empathy)

- Why do you think Pedru found it amazing that he was given a whole exercise book?
- How does that make you feel?

CHAPTER 5

Research (p.28)

- Find out about people with disabilities who have achieved far beyond expectation.
- Create a 3 minute presentation about your chosen person.
- Think about how you will structure your talk and what resources you will need; remember, it is a good idea to have an opening hook which engages the listeners' interest immediately.

Artistic challenge (p.29)

- Keep a sketchbook journal and take the time to do one drawing every day of something which will '*recall some part of each day*'.
- Sometimes small details, which might not seem important, can be the most interesting.

Fauna Fact File

- Remember to keep adding the different animals to your file as you progress through the book.

Author technique (p.30)

- How does the author build up the tension from page 30 to the end of the chapter?

CHAPTER 6

Creative challenge (p.33)

- Create a model of the village, using stones, sticks and mud.

Drama

Conscience Alley

- Make two lines: one representing the pros and one representing the cons of Pedru being involved in the hunt for the lion.
- Choose people to represent Issa, Adalia and Pedru.
- As they progress down the alley, whisper reasons why Pedru should/should not go on the hunt.
- How does each 'character' feel, after hearing everyone's views?

Reflect and discuss (p.34)

(Prediction, making connections)

- What problems do you think they might face when hunting the lion?

Design Technology challenge

- Create a pulley system which enables you to raise a load to a higher level.
- Work out what materials and apparatus you will need.

Reflect and discuss (p.37)

- When have you experienced a time when you have felt excitement or pride, but with an undercurrent of fear?

CHAPTER 7

Author technique (p.38)

- Pick out details which make the scene more vivid.
- Which senses do they relate to?
- Write a short description of when you have had to stay very still, making sure you include sensory details.

Reflect and discuss (p.42)

(Deduction, inference, empathy, prediction)

- What did you expect when the lion was killed?
- How do you feel about the death of the lioness?
- How do you think Pedru feels?
- What do you think will happen next?

CHAPTER 8

Vocabulary (p.29)

- Scan for the words, *'popped the claws out of their sheaths'*.
- With a talking partner, paraphrase this.

Reflect and discuss (p.43, 47)

(Inference)

- Why did the different people react in different ways to the dead lioness?
- Why might the collar be able to answer the question of whether the lion was the same one that stole Pedru's arm?

Writing activity (p.46)

- Think of a time when you have chosen to be brave, when it would have been easier to run away or avoid a situation.
- Write about it.

CHAPTER 9

Reflect and discuss (p.48, p54)

(Inference, making connections)

- Why do you think it is important for the researchers to track wild animals?
- Explain, in your own words, how they do this, clarifying the difference between radio and satellite collars.
- Which type do you think the researchers are using in this case?
- What difference do you think being able to identify the lion makes to Pedru?

Maths challenge

- Choose an area of your school to map.
- Decide how you will measure and represent the measurements on your drawing.
- Decide on symbols for important features and create a key.

CHAPTER 10

Opinion line

- Using a rope, place an opinion line on the floor. Choose and label one end 'for' killing lions and the other end 'against'.
- Everyone should choose where they stand on the issue of killing lions.
- Take a photo to record your opinion line and compare it with your opinions when you have finished the book. See whether anybody's opinion has changed.

Reflect and discuss (p.57, 58)

(Inference, making connections)

- Why do you think that Pedru was not involved in the discussion?
- When have you been excluded from a discussion when you felt you should have been included?
- How does it make you feel when you are able to teach someone something new?
- What does it tell you about your own learning?

Writing activity (p.58 – 59)

- Create a short playscript from: *'Pedru grabbed his bedroll...'* to *'Operation Find Pedru's Lion'*.
- Work out how many characters you need and what sort of stage directions are required.
- Practise in a group, thinking about people's posture, gestures and facial expression, and then act it out.

Reflect and discuss (p.61)

- Why do you think Pedru does not tell them how he really feels about leaving the lion alive?
- What do you think of the adults' decision?

CHAPTER 11

Science challenge

- Set up an observation post in the school grounds with binoculars, magnifying glasses, Perry's pooters, clipboards and identification books and cards. Keep a record of what wildlife you see/find. Make as many observations as possible.

Vocabulary

- Scan page 65 for the word, *'heckled'*.
- What does it mean and why do you think the author has chosen to use it here?
- If you are not sure of the meaning, have a dictionary race to find out the definition.
- Scan page 67 for the word, *'marrow'*.
- What function does marrow have?

Reflect and discuss (p.66)

- Look at the illustration on page 66. Why has the illustrator decided to depict the scene in this way?

Author technique

- Pick out the verbs and adjectives that the author has chosen on pages 65 and 67 in relation to the animals.
- Why do you think she has chosen these particular words?

Outdoor challenge

- Measure out a distance of 25-30 metres.
- Set up a target and, using a high power water pistol, devise a competition to find out who is the most accurate shot.

Reflect and discuss

(Inference and prediction)

- Stop reading at page 68 and predict what you think Pedru will do.
- Why do you think the trees are called waterberry trees?
- What is your opinion of the way Pedru behaves at the end of the chapter?
- What do you think is going to happen next?

CHAPTER 13

STOP reading when you reach the bottom of page 73!

Drama

Conscience alley

- Make two lines: one representing the pros and one representing the cons of killing the lion.
- Choose someone as Pedru. As he walks between the two lines, whisper your opinion either for or against and reasons to support it.
- At the end, 'Pedru' must choose whether to spear Anjani or not.

Writing activity

Either, in a small group:

- Select a short piece of wildlife film on the internet and watch it without sound commentary, making notes on all your observations of the chosen animal's behaviour.
- Supplement with further independent research and create your own commentary which you can narrate as the class watches.

Or:

- Write an information report on a chosen animal.

Reflect and discuss (p.74)

(Making connections)

- Can you think of another subject which has more than one way of looking at it?
- Is more than one viewpoint always valid?
- Why do you think Pedru is crying?
- Where do you think you would aim for if you were trying to kill a lion with a spear?
- What does Issa mean when he says: *'You see, I told you ... You did not need two arms to be strong'?*
- What does this exchange tell us about both Issa and Pedru?

CHAPTER 14

Reflect and discuss (p.77)

- What do you find surprising on page 77?
- Discuss the topic of 'celebrity.'
- Do you think it is a good thing or a bad thing? Support your opinion with reasons.
- Hold a class debate with a person selected as the chairperson.
- Ensure that there are people with differing viewpoints taking part.

Author technique

- Why do you think the author chose to finish with this particular sentence?

Writing activity

- Plan and write a short story, using this technique.

EPILOGUE

Reflect and discuss

- What is an *epilogue*?
- How many years do you think have passed?
- Creating something positive out of something negative is difficult. Discuss how Pedru has coped with his situation; how has he changed physically and mentally through the course of the story.

Summarise (p.84)

- How has life changed for the villagers?

THE FACT IS

Opinion Line

- Place the line out again and position yourself according to whether you believe lions should be killed or protected.
- Take a photograph.
- Has anyone changed their views from the first opinion line?

Research (p.89)

- Find out more about either the Niassa Carnivore Project or another conservation project which interests you.
- Make an information poster which conveys important messages which people will understand even if they can't read.
- Look at a map showing the continent of Africa and locate the countries mentioned in '*Living with Lions*'.
- Find out five interesting facts about them and create an infographic.
- Find out about the Maasai warriors.
- What are the pros and cons of allowing lions to roam free? Would you weigh some of the reasons more heavily than others?"

Artistic challenge

Either:

- Design some Maasai style jewellery. Think carefully about the materials you will need to create them.

Or:

- Find out about different types of African art.
 - Look at the materials and colours used.
 - Choose an animal and create a model or artefact using the same colour range.
 - Create a class display.

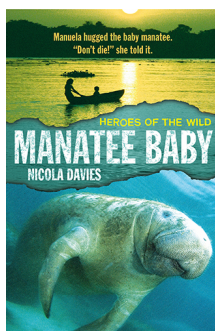
Maths challenge

- Work out how much a single male lion in Kenya brings into their country each year.
- Find out the average life expectancy of a lion in the wild and calculate how much a Kenyan lion would earn in a year.

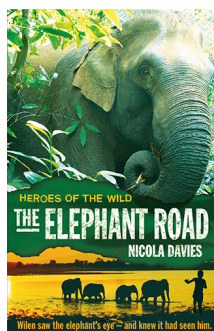
Fund raising challenge

- Arrange different activities in order to raise money to send to one of the conservation projects.
- Draw up a business plan, working out costings and projected profits.

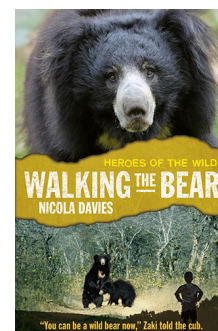
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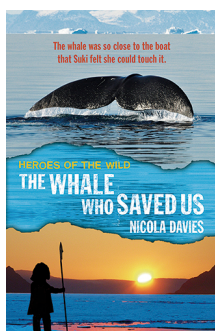
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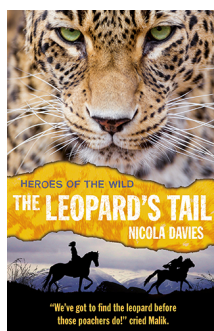
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