

These notes have been written by the teachers at the CLPE to provide schools with ideas to develop comprehension and cross-curricular activities around this text. They build on our work supporting teachers to use quality texts throughout the reading curriculum. They encourage a deep reading of and reflection on the text, which may happen over a series of reading sessions, rather than in just one sitting. We hope you find them useful.

These notes are written with a KS2 class. You will need to adapt them as appropriate to the age and experience of your children.

Before You Start

As you read through the book it would be helpful to use a group journal to organise and store discussions and responses to the text. Children could also make handmade books to use as a journal or workbook for the missions Martin Dorey suggests undertaking to reduce their carbon footprint.

The book comprises an introduction followed by seventeen 'missions'. You may have each child read all of the missions, or prefer to allocate individual or sets of missions to individual pupils or pairs of readers to read then summarise and report back on to the group; this would afford good opportunities to practise close reading, re-reading, thinking aloud and summarising alongside skimming, scanning and questioning.

Throughout the book, you may need to, or children may be inspired to, conduct extra research around the missions, investigating the concepts, research and solutions shared. Look for ways to support this authentically, sharing with children the ways in which they could go about this. This includes understanding how to find and recognise credible sources and how to ensure they are fact-checking information that they find out. All of this will lead to a much richer and deeper understanding of the text and may also encourage children to research topics of their own interest and write about these.

Introducing the book:

- Look at the cover of the book together, sharing the title and cover art. *What does the title **Kids Fight Climate Change** mean to you? Why do you think this book is aimed at children? Have you read any books like this before? What do you expect from it? Does the cover make you want to read this book? Why or why not? Take time to look carefully at the text and illustration. What details do you notice? What are the figures and animals doing or saying? Who do you think they might be?* Record the children's initial responses, for example around a photocopy of the cover, and return to these as you read the book, comparing the children's growing knowledge and understanding with their initial ideas.
- Encourage the children to make connections between this text and other books they have read, their life experiences and real world knowledge of climate change, its causes and implications, and potential solutions. Invite the children to share what they already know about climate change as well as what they would like to find out. What questions do they have? Record the children's ideas and questions to refer to as you find out more together from the book.
- Think about the words '**60 missions to help save the planet**'. *What type of 'missions' do you think this book might contain?* Invite the children to share the kinds of things they already do themselves or know that others do that help save the planet?
- Look at the top of the cover and explore the line '**Act now to be a #2minutsuperhero**'. *Why is it important to*



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'Act now'? What is happening to the planet right now and what might happen if action isn't taken quickly? Explain that hashtags are used on social media sites like Twitter or Instagram to create connection with others who share the same interests or engage in the same activity. The school may have an official social media account through which this concept can be demonstrated. This hashtag can then be used in future school posts as the class engages with some of the activities or missions suggested in the book. *Why do you think the author wants to encourage your grown-ups to share your environmental activities using the hashtag? What might it achieve? Why would the author want to associate young superheroes with the fight against climate change? Why do you think 'two minutes' of being a superhero has been chosen? How do you think this will help ordinary people to fight climate change? Children might want to share small ways in which they look after the environment in their homes and with their families or at school, such as avoiding, recycling or reusing plastic.*

- Now focus on the figures presented on the cover. *Why do you think the illustrator might have chosen to include these figures? Who do you think they are? What do you think they might have in common and how might they connect to or symbolise the themes of this book?* Children might identify the orangutan and polar bear as two species threatened by human activity; and note that one child is growing plants and wearing a mask and cape, possibly connecting him to the **'superhero'** hashtag; that one has leaves on her clothes and is blowing a windmill; that one has distinctive plaits and a yellow anorak and is speaking through a megaphone; that one is holding a placard. Again, make a note of children's initial ideas. You can then come back to these as you continue to read to see if any of these links with any of those presented.
- Share the back cover, reading aloud the text and inviting children to explore the illustrations, allowing them time and space to reflect on what they have seen and heard, and to make connections with the front cover and with other things they have read and seen.
 - *How do you think the four figures seen here relate to those from the cover and the book you are about to read; what do you notice about them, what further clues do you get from what they are carrying or the way they are dressed?*
 - *How does the author encourage use to engage and interact with the book and with being part of the movement against climate change? Draw attention to the language and literary devices used.* Children may comment on the question in the first sentence, the use of a red font colour, the capitalisation of **'YOU'**, the imperatives **'read [...] find out'** of the final paragraph and repetition of **'#2minutesuperhero'** inviting children to become one.
 - Children could go on to find out more about the charity, **The 2 Minute Foundation**, that Martin Dorey himself set up and to which **'Walker Books will donate 20p [...] for each copy sold'** by visiting: <https://2minute.org/>. The website includes teaching materials under 'The 2 Minute Beach School'; and the opportunity to sign up for various two-minute initiatives.
 - The children might recognise or have already read the other title shown, **'Kids Fight Plastic'**. *What might this title tell you about the author's motivations and passions?*
 - Children could check that the book has been authored by someone with credible expertise and experience, finding out more about Martin Dorey on his website: <http://martindorey.com/>, including his passion for surfing, campervanning and cooking.



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- Open the book to share the two spreads up to the title page. *What do you notice about the three figures from the cover that the illustrator has shown again here? What do you think their raised fists might indicate? What might the symbols on the placard of the bobble-hatted child with leaves on their clothes be communicating?*
- Consider what the girl in the yellow anorak might be saying into her megaphone? Children might recognise her as climate activist Greta Thunberg and be able to articulate some of her messages. You can provide children with context and shared understanding by introducing them to Thunberg through the short film created by BBC Newsround: <https://www.bbc.co.uk/newsround/47467038>
- Look closely at the table of contents, discussing what the book might be about and how it is organised. *What does the table of contents tell you about the structure and organisation of the book? How does the introduction, 'Calling all future superheroes!' give us a sense of our role as the reader of this book and what this book offers us? What areas of everyday life or activity do the missions relate to? Is this what you expected? What impact does the repeated phrase 'Fight climate change...' have on you as a reader? What do the closing sections of the book from page 114 onwards suggest to you about the author's purpose in writing the book? How do the illustrations at the top and bottom of the page add to your interest? What mood do they help to create and what do you think they are designed to convey?*

Introduction, pages 7–29:

- Begin by sharing Pages 7 to 9. *How do these three pages make you feel? What do you think he wants from his readers in his call for future superheroes? Do you feel that you match the job description for the '2minutesuperhero'?* Refer to the ways in which the children and their families are already engaging in everyday acts of environmentalism. You could create a display backdrop with the children, drawing on the style of the book's illustration and design, on which to keep a record of the children's '2minutesuperhero' actions as you continue to explore the book.
- Go on to read aloud the questions that form the headings from 'What is happening to our planet?' on page 10 to the end of 'Why it is up to you to fight' on page 12, giving children time to consider what kind of information they will hear in response to the questions. *How do these headings reflect the children's own questions?*
- Provide small groups of children with a copy of one of the six paragraphs under each of the headings that you have just read, inviting them to read and respond to both text and illustration together, text mark and make notes to support them to become experts in this particular aspect of climate change; ready to feedback to their peers. *How does it reflect what you already know and feel about climate change and the questions you have? Have you learned anything new or interesting? Has anything you have heard provoked further questions? Is there anything that stood out for you or that you feel strongly about?* Bring the children back together to share what they have each learned, perhaps organising them into groups that now contain an expert in each of the aspects researched so that they can feed back. Allow them to refer to their annotated text when feeding back and taking questions from their classmates.
- Now ask the children to reflect on how they felt as they read their section. Were there any words and phrases that had a particular effect on them? How do they think the author has achieved this? *What is the tone of his writing voice? How does he maintain the interest of his audience? How does he motivate us as his readers to get involved? What language choices has he made to achieve this? Would it have the same effect if it were written differently?*



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- Children might consider the impact of the illustrations of the penguin, the sea life, the protesters and polar bear as well as the variety of reading experiences presented in fact-file style cards of **'Everyday Superheroes'**, and the panel about **'penguin problems'**. *What do Tim Wesson's illustrations do to echo the tone the author takes with his reader? Why do you think taking a personal or humorous tone can be important when reading about serious issues?* Children might appreciate the comic-book style of illustration, and make connections with other books they might have read and enjoyed.
- Read aloud **'Me and My #2minutemission'** on page 15, exploring both the text and the illustration of the fact-file style card. *What do you find out about the author, Martin Dorey? Why do you think he chooses to tell you about himself at this point in the book? Why is it important to know about the experience or expertise of the author in a book like this?* Children might be interested in his beach litter campaign, **'#2MinuteBeachClean'**, and the motivation behind it. *How this might relate to the **'#2MinuteSuperhero'** campaign being promoted in this book?*
- Read about **'How to Use this Book'** on page 16 and discuss with the children how they think they will go about exploring the book and engaging in the missions, some of which are easy and some which will earn the children more points. This is an ideal opportunity to demonstrate some of the reading skills and strategies specific to non-fiction texts like this by returning to the contents pages and identifying some of the missions that are of particular interest to the children then locating them in the book and quickly skimming the content to get the overall gist and whet the children's appetite. You might want to give the children time to explore in this way for themselves so that they might begin to make a plan of action together, identifying a good range of easy to more complex missions that they think are achievable at school or at home. The children will have more time to read and review the missions together once they have been inspired by the introduction.
- Reflect with the children how they think it will make them feel to fulfil each of these missions. Draw attention to the text at the bottom of page 16, **'Saving the planet can make you happy. True that.'** Do the children agree with this statement? As well as the sense of satisfaction and pride they might feel in completing missions, encourage the children to consider how connecting with and caring for the natural world makes them feel. Invite the children to share examples of engaging with nature in this way or how they feel when they do something caring for someone or something else.
- Look at page 17 **'Ready for Action'** and use it to encourage the children to design and create their own pledge that can be signed by the members of the class but also taken home to encourage family members to engage in the campaign. Read aloud the pledge to allow the children to hear the voice and language involved in a promise, such as modal verbs **'I will...'** and the kind of information they need to include that expresses their intent. In this example, the pledge is to **'take 2 minutes of every day to help nature and the natural world.'** Is this the contract the children want to undertake and think achievable? What images do they want to include in their pledge? Which do they think have been effective in the book so far in carrying this message?
- Share the spread on pages 18 to 19, reading the title **'The Superhero's Guide to Living a Planet-Friendly Life'** and exploring the illustration. *What impression do we get from this illustration about our role in living a planet-friendly life? What kinds of things might it involve? Read the captions together. Do you recognise any of these planet-friendly activities in your own life? Why do you think the illustrator has shown so many people involved in these acts? What message does this send about the impact that pledging just two minutes every day could make to the environment?*



- The children could draw or photograph themselves engaging in these acts and add it to the illustration spread, demonstrating how their seemingly small, individual acts can become part of a bigger collective effort.
- Read aloud the guidance provided in the panel on page 19. Why might the author be concerned we don't become '**sad or afraid**' when thinking about climate change? Allow the children space to share their own fears for the future of the planet. They may want to engage in some free writing or drawing in which they can express their concerns without judgement. This could be in the form of a stream of consciousness, poetry, graffiti or drawing. Consider what the author and illustrator has done to try to allay the children's fears, for example, their use of humour and encouragement.
- Go on to read aloud pages 20 to 23 from '**Why the Fight Matters**' to the end of '**We Must Fight for Us Too**' and share the illustrations, again allowing the children time to reflect on what *these pages add to their knowledge base and how the author builds on the information that he has already shared.*
- Go on to share the next section, '**The Effects of Climate Change**' from pages 24 to 29, reading aloud the text, sharing the illustrations and graphics, then allowing time and space for the children to reflect on what they have seen and heard and the points being made. *How do you feel as you read these pages? Why do you think the author again addresses you directly at the top of page 28, '**Hey! I need you to read this. Don't be scared!**' How do you think he is motivating us to go on to complete the '**2MinuteSuperhero**' missions? How does he want us to feel?*
- Support children in analysing the text and illustration in the last two sections (pages 20-29); exploring the way the author's language alters from persuasive or collusive in tone to explanatory voice when he is explaining the importance of fighting climate change; how he presents and makes memorable scientific research and the findings of specialists; and how the text and illustration work together to capture and maintain our interest. *How do the illustrations and graphics add to your understanding of the facts? Are there any that the children prefer or find particularly accessible? Why? Are there any that are less familiar that they need support with reading? Is there anything about the design or layout that helps us to navigate the information more easily?*
- Children might be inspired to research their own facts and figures based on what they have read about the impact on animal population, for example, presenting them in similar ways to this. You could introduce credible and age-appropriate websites such as:
 - NASA: <https://climatekids.nasa.gov/climate-change-meaning/>
 - National Geographic: <https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/>
 - BBC Newsround: <https://www.bbc.co.uk/newsround/45880633>
- Before reading on, children could undertake a further piece of free writing in response to what they have read in the introduction. This could be poetry capturing their emotions about what is happening to the planet; a summary of what they have read to persuade and engage others to join them in being a '**#2MinuteSuperhero**'; or they might like to present the information read in a fresh format of their own choice, perhaps for a new audience e.g. adults, peers or younger children. This could be handwritten and illustrated, produced on the computer, or for oral presentation or performance.



Missions 1–16 and Bonus Mission, pages 32–115

- The main body of the book is divided into 16 missions and one bonus mission. It will be valuable for all children to read all 17 missions at some point however it is suggested that you divide the missions amongst your readers, whether as individuals or pairs, for them to read then summarise and feedback to the wider group. Approaching the text in this way offers a wide range of reading experiences. The children will need to predict, think aloud and re-read to make meaning; skim the text to get the gist; and scan and close read to find specific information in order to summarise effectively. You may need to model and scaffold some or all of these skills, depending on your children's reading experience.
- Work with one mission as an example, drawing attention to the way in which you are supported by the author and illustrator to learn what the mission entails and why it is important. Children might comment on the format and formula the author has used to set out the issue, outline its impact on the environment then introduce actions the reader could take. They might also note that some challenges use more illustration or graphics than others, for example 'Everyday Superhero' fact-files, explanatory diagrams and graphics.
- Allow time and space for children to make notes on the mission that they have read in detail, and to highlight what they identify as the critical elements of their mission, for instance:
 - *What area of activity is the mission about? Is it something that is relevant to you? Is it a mission you can undertake, an area of life over which you have control, or would it involve discussion with your friends, your family or other adults; how would you start these conversations? How does he suggest the adaptations we might be able to make to our everyday lives to make the mission achievable? What information and background does the author present that may help to persuade us to take on a particular mission?*
- After children have had an opportunity to feedback and discuss the detail of the missions that they have been assigned, support the children in discussing the missions as a whole in order to choose which they would like to undertake individually and as a collective:
 - *What do you notice about the missions that the author has set the reader? What areas of activity do they cover? How could you group or organise them? Children might comment that the missions have to do with saving energy, saving water, saving resources; that the missions have to do with behaviour in their bedrooms, in their homes, in their schools and in their communities; that the missions are to do with how we use the things that we own, how we eat, how we dress; that the missions are to do with stopping doing certain things, but also starting doing other things.*
 - *How do the illustrations affect your understanding of and engagement with the issues the author is sharing in each mission? Do they make you more likely to undertake the mission?*
 - *Which mission most surprised you? Was there an area of your behaviour that you did not realise affected your carbon footprint? How easy or difficult do you think it would be to carry out each of the missions? Do you think the points the author assigns to each mission are fairly distributed? (The missions and points available for them are summarised on pages 118 to 123.)*
- Children can work together to complete as many missions as they can and fulfil their pledge to give two minutes to save the planet, recording their environmental activities in writing, drawing or photographs and recording the points they collate each day as a collective.



- Go on to read aloud pages 114 to 115 **'Mission Completed'**. How does this letter from the author make you feel? If you read it before undertaking any of the missions, do you think it would make you more likely to follow through on the pledge you took earlier? If you had completed some of the missions in the previous section, how do you think his congratulations would make you feel?
- You could read the author's letter in conjunction with pages 124 and 125 **'What kind of superhero are you?'** How do you feel about these different grades of superhero? What level of superhero are you? How do you think a reader or user of the book might feel at these assessments? Do you think they or you would enjoy completing your own **'Everyday Superhero'** fact-file card at the bottom of page 125? What might your **'superpower'**, **'top tip'**, **'hate'** and **'love'** be? How do **you** fight climate change?
 - *How does the author draw everything together in this final section? What do you think are the key points and messages of this final section? What do you think is the book's 'take home' message?*
 - *As a reader, do you think you would be inclined to take up Martin Dorey's call to action and follow the guidance he has offered? Why? Why not?*
- Children could take inspiration from any of the 17 missions to do some free writing, including but not limited to first-hand accounts; newspaper/radio/TV coverage; reporting research on the issues addressed; preparing interview questions for campaigners, politicians and scientists mentioned in the missions or sending them notes of advice... High quality writing outcomes will always rely on children having a clear idea of the purpose and audience for their writing, which will dictate the form. Share what the children produce and identify what worked well and what could be improved.
- At this point, ask the children to explore and discuss their responses to the text with the help of what Aidan Chambers calls the 'four basic questions'. These questions are most frequently used to discuss fiction, but can equally be applied to poetry, illustrations and artwork, films and multimedia, and — as here — the type of book Martin Dorey and Tim Wesson have written and illustrated. They give children accessible starting points for discussion:
 - *Tell me...*
 - *is there anything you like about this text?*
 - *is there anything that you particularly dislike?*
 - *is there anything that puzzles you?*
 - *are there any patterns ... any connections that you notice?*
- As well as revisiting Aidan Chambers' four basic questions, give the children the opportunity to reflect on their reading preferences and experiences:
 - *Did you enjoy this book? Why? Why not?*
 - *Who would you recommend this book to and why? What would you want to tell them about it and what would you leave them to find out for themselves?*
 - *What do you think motivated Martin Dorey to write the book?*
 - *What do you think have been the most interesting aspects of this book, and how do they compare to other books you have read?*
 - *What questions are you left with after reading?*



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- You could extend the discussion around the missions by thinking about:
 - Which mission mentioned in the book interested you the most?
 - Which missions were most enjoyable to undertake? Why do you think this was?
 - Did any of the missions, situations or people remind you of situations and people you know or remind you of situations and characters in other books, films or real life?
 - What advice would you give to others about taking part in environmental activism? Could you summarise what your main message would be?

After reading, you could also:

- Through modelling, ask the children to describe their favourite part of the book. Provide the children with an oral scaffold for example: *the most memorable mission/section of the book was... because...; my top mission was... because...* and in pairs ask them to identify their favourite part of the book. Encourage children to give reasons for their choices and invite some children to share these.
- If possible, leave copies of the book in the book corner for the children to revisit and re-read in independent reading time, by themselves or socially in a group.
- Children might like to use the book as it was intended, to become a **'#2MinuteSuperhero'** and activist. The missions address many areas of home, school and community life. This might work especially well as a transition or start-of-year activity. You could set individual missions for the term or the year with the children, coming back to these to see if they have been achieved and setting new missions or looking at what extra support the children think they might need to reach their missions. Children could make handmade books to use as a journal or workbook for the missions Martin Dorey sets in the book and others they devise themselves.
- Children could find out more about the author Martin Dorey at his website <http://martindorey.com/>, including his passion for surfing, campervanning and cooking.
- They could see more of the work of the illustrator Tim Wesson at https://www.meiklejohn.co.uk/artist/Tim_Wesson_MJN
- Children could go on to find out more about the organisation that Martin Dorey set up, The 2 Minute Foundation <https://2minute.org/>; the website includes teaching materials under 'The 2 Minute Beach School', and the opportunity to sign up for various two-minute initiatives.

Other suggested titles by Martin Dorey and Tim Wesson or to further support the exploration of themes arising from the book:

- ***Kids Fight Plastic*** by Martin Dorey and Tim Wesson (Walker)
- ***Guardians of the Planet. How to be an Eco Hero*** by Clive Gifford and Jonathan Woodward (Buster Books)
- ***Many. The Diversity of Life on Earth*** by Nicola Davies and Emily Sutton (Candlewick Press)
- ***A Climate in Chaos and How You Can Help*** by Neal Layton (Wren and Rook)



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