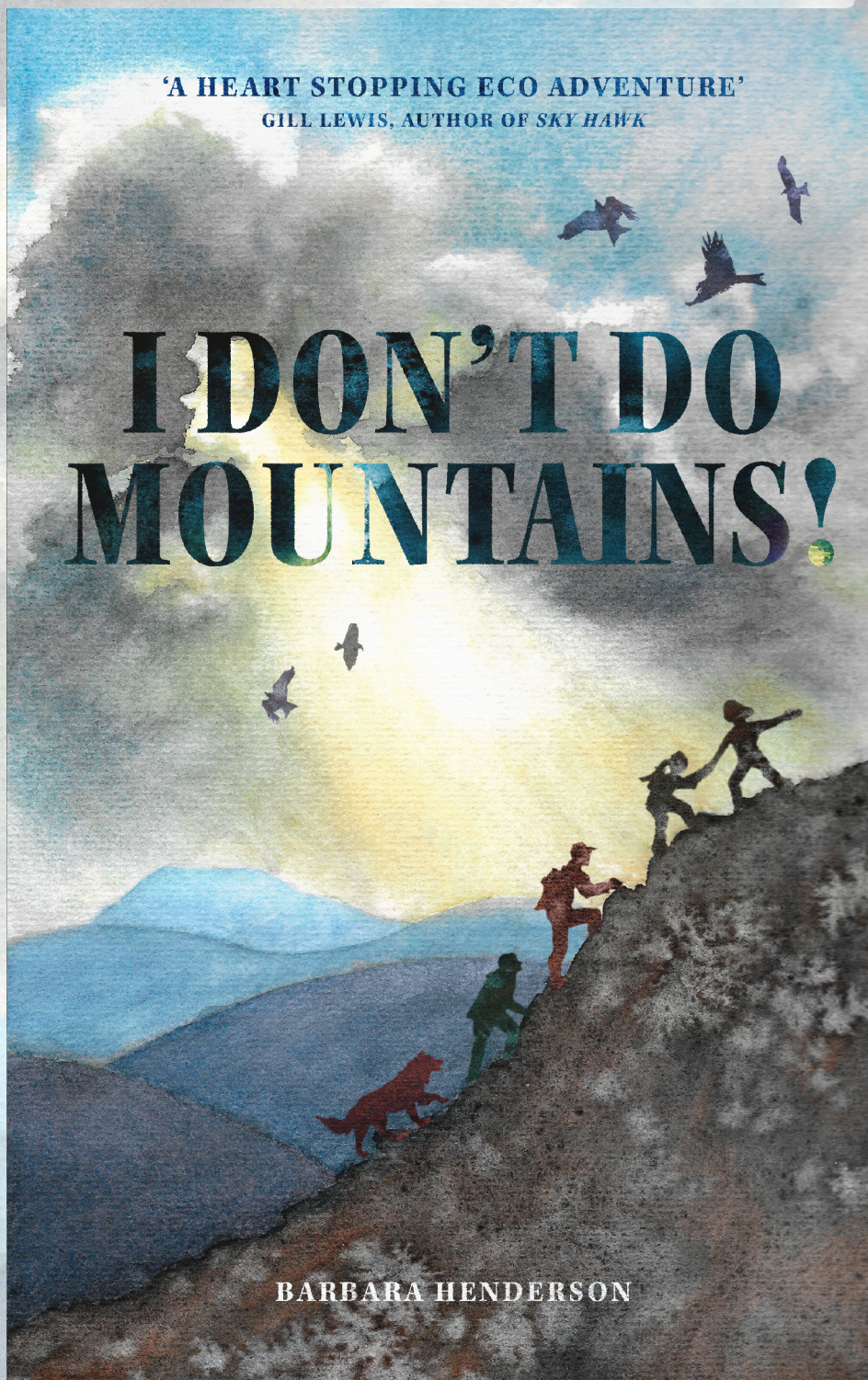


Teaching Resources



Scottish
Mountaineering
Press

Contents



1. Before You Read the Book	p3
2. Comprehension Qs for Discussion	p4
3. Tasks and Activities	p11
4. Acknowledgements and Contact Information	p19



1. Before You Read the Book



Homework Task

Search for images of the Scottish Wilderness, and the Cairngorms in particular. Check magazines for images of iconic animals and landscapes you might find there...

Bring at least one image to school to create a class collage for your unit.

Research Highland landscape and wildlife online or at a library. Write down three facts, a sentence for each. Be sure to use correct punctuation and spelling. You may also research animal and plant species under threat.

At School

Got your pictures?

Assemble the images into a display. This will serve as a heading for further work you create as a class. Once the collage is complete, brainstorm words you might use to describe the Scottish Wilderness. Is it attractive? Daunting? Exciting? Dangerous? Remote?

Each pupil could contribute a word and write it out. These can be added to the collage in some way – maybe as a frame?

What do we already know about Scottish Wildlife?

Each pupil can now share one interesting fact from their research. Avoid repeating the same information.

All of this will serve as a background to your study of *I Don't Do Mountains!*

Let's get our bearings, shall we?

I Don't Do Mountains! is set in the Cairngorms, a mountain range in Scotland. Display a map in your classroom and mark the Cairngorms on it with tape, pins or thread – be creative!

2. Comprehension Questions for Discussion



C of E Experiences and Outcomes covered in this section include:

- Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. ENG 2-12a / ENG 3-12a / ENG 4-12a
- Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a
- To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a
- To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a

Chapter 1 – The Announcement

- a. *'What on earth ... She must be joking, right? I don't even know these people!'* What do these words suggest about how the narrator is feeling about what she has just heard? Give reasons for your choice.
- b. *'And then she lobs her missile.'* The author uses imagery here (it's not an actual missile). What type of imagery is it? And what does it suggest about the teacher's statement?
- c. *'Blah'* is repeated several times in the teacher's speech. Do you think this is effective? Or would you have preferred to hear the whole speech? Why/why not?
- d. Kenzie enjoys using big or unusual words. Can you find three examples in this chapter and research what they mean?
- e. *'And then I wish I had never looked. In fact, I wish I had never been born. I don't do mountains. Or strangers. I barely do friends. But I absolutely, categorically, emphatically do NOT do Sorley Mackay.'* In your opinion, is this a good ending for the chapter? Why/why not?

Chapter 2 – Hostile Habitats

- Kenzie's classmates are '*pouring out of the front door*'. What does this metaphor suggest about the children's movement?
- Find two quotes as evidence that Kenzie is stressed in this chapter.
- '*Get yourself together, I tell myself. I water the plants at the centre of the room while I slowly count to ten.*' (p.15) What coping strategies do you use to stay positive, build resilience and protect your mental health?
- Some of the text in this chapter is in italics: book titles, and interior monologue (where Kenzie gives herself a talking to or asks herself questions). There is one other use: a word which is italics for emphasis. Can you find it?
- How effective is this ending? Can you predict what Kenzie is referring to when she says 'I know exactly what this is'?
- The chapter is called 'Hostile Habitats' – what does hostile mean? Why not watch this interesting video on a very hostile habitat mentioned in this chapter: Mount Everest: <https://bedtimehistorystories.com/history-of-climbing-mount-everest/>

Chapter 3 – More than a Match

- Based on this chapters, describe Kenzie's mum in three sentences, using your own words.
- '*Don't worry about the money, kiddo*' – what does this suggest about the family's finances?
- Find the word which mimics a sound, and which is capitalised and repeated in this chapter. Why is this used, rather than simply stating that Mum cuts the labels off?
- Why is Kenzie going through the bins? What is she looking for?
- '*That is how we all build confidence. By doing things that are hard and coming out on the other side. By realising that we can do hard things.*' Do you agree with Mum here? Can you think of a time when doing something difficult made you more confident?
- The chapter ends with '*the towering shape of my new hillwalking equipment looming like a menacing shadow in the corner of the room.*' What type of imagery is used here, and what does it suggest?

Chapter 4 – Departure

- The chapter begins with two questions. What do they suggest about how Kenzie is feeling?
- '*The day of the trip arrives, uninvited like a wasps' nest.*' This is a simile. What does this imagery suggest about the trip?
- The bottom of page 26 gives extra information about Kenzie's relationship with her mother. In your own words, explain why Kenzie feels a duty to go on the trip even though she hates the idea of it.
- How would you describe Sorley in this chapter?
- Find three words in this chapter which are unfamiliar to you. With a partner, find out exactly what they mean. Now find three words which you know well. Can you think of more unusual alternatives?

Chapter 5 – Into the Wild

- Find three pieces of evidence that Kenzie feels overwhelmed at the beginning of the chapter.
- The chapter uses an extended image in this chapter: nature programmes, predators and the idea of a hunt. What do these images refer to?
- The author uses repetition for effect in this chapter. What words or phrases are repeated, and why?
- In this chapter we meet the rest of the main characters. Describe each in your words: Bairdy, Rupert, Mariam, and Drookit too.
- '*My backpack conspires with gravity*' – this is an example of personification. Explain why.
- Kenzie describes Sorley and '*his infuriating, irritating, inappropriate, overfamiliar way*'. Look at the sentence structure. Is this unusual? What is the effect of a list like this?
- Do you think Bairdy is lying at the end of the chapter?

Chapter 6 – Opinions

- Can you sum up in your own words why Bairdy is not happy with the way things are? You may have to look at the chapter as a whole for this.
- Why does Kenzie 'gulp' on page 41? What does this suggest about how she feels about Bairdy's suggestion?
- Mariam admits to being '*terrified of that dog*' – can you think of a word which means '*an irrational fear*'? Do you have such a fear of anything? Why does this make the story more interesting?
- Do your own research into shielings. Shielings inspired the name of <https://www.theshielingproject.org/> - is it a good name? Why/why not?

Chapter 7 – A Home in the Hills

- Can you find evidence on p.48–49 that Kenzie is feeling grumpy?
- Are you surprised by Mariam's '*moment of sheer brilliance*' on p.51? Why?
- Find three pieces of evidence in this chapter that Kenzie and Mariam are beginning to bond as friends.
- A word on page 52 is repeated and capitalised the second time around. Find it. Now, why do you think the writer made that choice? What does it achieve?
- Vocabulary: Find a word in this chapter that you were not familiar with and look up its meaning. Share your findings with a partner.

Chapter 8 – Am Fear Liath Mòr

- The title of this chapter is in Gaelic – why do you think the writer makes a point of including Gaelic words and place names in this book? Do you think the Scottish government should try to keep the Gaelic language alive? Discuss as a class.
- Use your own words to define the following words, all found in this chapter: mischief, tendrils, melodious, ridiculed, oppressive. You may use a dictionary if necessary.
- How would you describe the atmosphere change on pages 55/56? How has the writer created this atmosphere?

Chapter 9 – The Morning After

- There are a lot of numbers on page 59. What do all of these times suggest about how Kenzie is feeling?
- Research The Milky Way. What is it (we are not talking about the chocolate bar here!) and what would it look like from Kenzie's perspective? If time allows, research Dark Sky Parks in the UK. Where is your nearest Dark Sky Park?
- '*I rest my case*' is often used to sum up a point that has been made. What is Kenzie's point here?
- '*We are alone.*' Is this an effective ending to the chapter? Does it make you want to read on? What questions do you have at this point? And what do you think could have happened?

Chapter 10 – War Council

- '*For a solid minute, no one answers.*' What kind of silence is it? Relaxed? Awkward? Something else? Give reasons for your choice.
- There are some words in this chapter you are unlikely to use. Can you find an example? Look up its meaning so you can start using it!
- Find all the words in this chapter which describe a form of shouting. How many can you find?
- Identify three clues in this chapter that the relationship between Sorley and Kenzie is getting worse.
- What questions do we as readers have at this point in the story?
- One of the techniques used in this chapter is the rhetorical question (a question which does not demand an actual answer – it is there to make the reader think). Can you find an example?

Chapter 11 – An Uneasy Alliance

- The children remember that Drookit the dog is relying on them. Do you have responsibility for a pet? What does that involve?
- Find three words in this chapter that refer to Kenzie's feelings in some way. How is she feeling in this chapter, and how can you tell?
- Is this cliffhanger an effective ending? What do you predict will happen next?

Chapter – 12 Stuck

- Being stuck is terrifying, but it must be more terrifying for a dog who doesn't understand what is happening. Can you write a short diary entry-style account of this moment from Drookit's perspective? How would he describe what is happening? How would he refer to the children?
- What new aspects does this chapters reveal about Kenzie's and Mariam's characters?
- '*I can't help laughing*' (p.77) Can you think of a tense situation where laughing diffused some of the tension?
- The end of the chapter is both a physical struggle and an emotional one. Find three words in the chapter which make it clear that this challenge is hard.

- e. Do you think Sorley deserves Kenzie's description of him on p.80? Can you think of any reasons why he might find Kenzie difficult to get on with?
- f. Who does Kenzie spot in the distance? Give reasons for your guess.

Chapter 13 – Night Wandering

- a. '*Guilt nibbles at my conscience.*' What is the effect of this metaphor? What does the word 'nibbles' suggest about the nature of Kenzie's guilty conscience?
- b. There is a shift in focus from Sorley's and Kenzie's petty argument to a real sense of danger on p.87. What has happened? Put it into your own words.
- c. Is the cliffhanger at the end of the chapter effective? What do you want to know now?

Chapter 14 – The Cold Glint of Metal

- a. Why do you think Sorley is taking pictures? Is this foolish of him, or brave? Or both? Why could photographs be useful?
- b. '*They have a gun a gun a gun...*' What does Kenzie now believe may have happened to Bairdy?
- c. Can you find two examples of the technique of repetition in this chapter? Why does the author use repetition? What does it achieve?
- d. Do you think that Kenzie and Sorley were right to bury the poisoned bait?

Chapter 15 – Of Earth and Sky

- a. '*We are his pack now*' (p.96) – what does Kenzie mean? Try to explain it in your own words.
- b. '*It's really hard to get convictions*' (p.97) – what does 'conviction' mean in this context? And can you think of any other meaning of the word?
- c. A simile is a comparison using the words 'as' or 'like'. Can you find a simile on p.98?
- d. There is a big shift in mood on p.99. What provokes this?
- e. Can you think of any times when your mood was really affected by your environment? Tell a partner about it.
- f. Why is everyone so surprised at Mariam's revelation? Do you think you can be tempted to underestimate others? Can you think of an example where this has happened?

Chapter 16 – Sorley's Secret

- a. Find at least two words/phrases in this chapter which show that Sorley is anxious.
- b. Do you think it's ok that Kenzie lets her anger out by yelling at Sorley on p.104? What might be better strategies when you're angry? What works for you?
- c. Kenzie reflects on her own reaction and feels guilty. What positive step does she take to make things better? Whose side are you on now: Kenzie's or Sorley's?
- d. In your opinion, who handles this situation the best? Why?
- e. Sorley and Kenzie are left alone at the end of the chapter. Do you think they are going to be able to solve their differences and get on? If you fall out with someone, do you think it's better to speak alone or have witnesses?

Chapter 17 – Truce

- Find two more words or phrases which show that Sorley is still stressed.
- This chapter contains large passages of dialogue – characters speaking to each other. Do you find the dialogue in this chapter believable? Could this kind of conversation really happen?
- Does anything Sorley reveals in this chapter surprise you?
- What do you predict will happen next, based on the dramatic end of the chapter?

Chapter 18 – The Old Man

- How would you describe the mood of the first page of the chapter in three words?
- Are Kenzie's excuses believable? Can you think of any better ones?
- On p.120, the man does not finish his sentence. Kenzie panics, wondering '*Before What? BEFORE WHAT?*' What may she be fearing at this point?
- Can you describe the difference between the two men? Are they both equally bad?
- '*She's only a bairn*' – the gamekeeper uses a Scots word. 'Drookit' is another Scots word used in the book, given as a name to the dog. Can you think of other Scots words you have heard people use? Share your favourites with the class – which is your favourite?

Chapter 19 – The Hunting Lodge

- How does the writer build tension in the last paragraph of p.123?
- Has your opinion of Sorley changed by the time you reach this chapter?
- This is a very tense and dramatic chapter with a lot of pace. Draw a basic graph, numbers 1-10 for tension up the left-hand side, with ten being the tensest, and zero being not tense at all, and then rate the tension at the following points along the bottom line:
 - 'Grandma. Mum.' (p. 123)
 - 'I hear the shed door rattle.' (p.123)
 - 'Oh no!' (p. 124)
 - 'Let's go, quick quick quick!' (p.124)
 - 'I think we have to make a run for it.' (p.124)
 - 'NOW!' (p.125)
 - 'He is shooting at kids!' (p.127)
 - 'The engine of the Land Rover drowns out all else' (p.127) '
 - 'All out of ideas.' (p.128)

Chapter 20 – The Pursuit

- Explain in your own words what has happened to Bairdy. You can work it out from the Head Gamekeeper's speech.
- Why do you think Kenzie's words to the older man are effective?
- Why is the ending of the chapter surprising? Do you find it a satisfying ending? Do think it's believable?

Chapter 21 – The Search

- The beginning of the chapter sees a different setting (setting is the time and place in which a story is set). What are the first hints that place and time are not the same?
- What has taken place in between the end of the last chapter and now?
- Can you think of a situation in which children's voices are listened to and believed, over what adults may say?
- The Mountain Rescue Team have a crucial job to do in this chapter. Would you know how to call for help in the hills? Look up the extra section at the back of the book to be prepared for anything the hills may throw at you.

Chapter 22 – The New Normal

- Another shift in time and place – what are the clues to help you work out where the beginning of this chapter takes place?
- What are the similarities between the first chapter in the book and this one? What is different?
- If you were at secondary school, what clubs would you sign up for? What clubs and duties would you like to see offered?
- Stop reading at the bottom of p.143 – what do you think is in Bairdy's holdall? Now read to the end of the chapter – were you right?

Chapter 23 – Into the Hills

- The chapter begins with a description of Kenzie's equipment. She describes her jacket with the words 'as good as a second skin' – what does this simile imply about how she feels when wearing it?
- There is a long list of plant species you may find in the Scottish hills. Why not print some pictures and create a quiz for your classmates?
- The adder is described as 'venomous' – what is the difference between poisonous and venomous?
- Do you think the end of the book is satisfying? Is it effective? What does the illustration by artist Victoria Holt add to the atmosphere?

3. Tasks and Activities



Here are some suggested activities to be completed at key points during the reading of the book. As with the comprehension questions in the last section, the tasks probably work best when you dip in and out, selecting the ones most likely to engage your class – have fun!

Character Cards (throughout)

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a

At the end of each chapter or section, pupils should add information to their character cards. Any new information or quotes build up a picture and also prepare pupils for the Top Trumps game activity at the end. The best ones should be displayed in the classroom. Pupils may want to create their own layout and use the back of the card for quotes and page references. The more detail they add to these cards during the reading, the easier keeping track of the story will be. There is a decent free template and a wee article on this at <https://www.myprimaryparadise.com/2013/09/25/quite-a-character-teaching-character-traits/>.

Hot Seating (at key points throughout)

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a

When listening and talking with others for different purposes, I can: share information, experiences and opinions; explain processes and ideas; identify issues raised and summarise main points or findings; and clarify points by asking questions or by asking others to say more LIT 2-09a

At key points in the book, the teacher can choose somebody to be interviewed as Kenzie, Sorley, Kenzie's mum, Mariam, Rupert, Miss Cuthbertson, Bairdy and other characters, as if on TV or radio. This may involve using a key costume item or prop (think outdoor jacket for the children etc). The actor should improvise answers while classmates can create questions for the interview after the reading of the relevant chapters. A special chair and a spotlight on it can add a sense of occasion, as can a jingle, played before each hot-seating session.

The Kit List (after Chapter 1)

When listening and talking with others for different purposes, I can: • share information, experiences and opinions; • explain processes and ideas; • identify issues raised and summarise main points or findings; and • clarify points by asking questions or by asking others to say more. LIT 2-09a

I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a

I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. LIT 3-28a

In small discussion groups, pupils should create a Kit List for heading into the hills. What will they include? The kit list can be illustrated if pupils wish.

Wildlife Species of the Scottish Hills (after Chapter 2)

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a

Groups of pupils should research one or more of the following species, some of which are mentioned in *I Don't Do Mountains!*: capercaillie, mountain hare, black throated diver, dotterel, golden plover, golden eagle, sea eagle, merlin, red deer, adder, pine marten.

Debate: Rewilding the Highlands (after chapter 6)

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a

The issue of rewilding can be controversial. Create a formal debate with a chair, proposer and seconder, opposer and seconders before declaring the debate open to the floor (with a vote at the end).

Motion: This House believes that predators like lynx and wolves should be reintroduced to the Scottish Highlands

Continued overleaf ...

It may be an idea to allow pupils research time. Here are some helpful websites and articles to get you started:

- <https://scottishwildlifetrust.org.uk/2019/07/could-we-reintroduce-lynx-to-scotland/>
- <https://www.scotlandbigpicture.com/>
- <https://www.rewildingbritain.org.uk/why-rewild/reintroductions-key-species/key-species/eurasian-lynx>
- <https://www.scotlandbigpicture.com/press-releases/10-reasons-for-bringing-back-lynx>
- <https://www.britishecologicalsociety.org/lynx-reintroduction-in-scotland-evokes-mixed-opinions/>
- <https://www.theguardian.com/environment/2023/jun/08/britain-not-ready-reintroduction-lynx-wolves-broadcaster-ray-mears-warns>
- <https://www.bbc.co.uk/programmes/m0027tgn>

Seven students are then selected to play the following roles:

- **Speaker.** This person chairs the debate but cannot take part or vote.
- **First proposer** to speak for 2/3 minutes
- **First opposer** to speak for 2/3 minutes
- **Secunder** (Opposer to sum up main arguments)
- **Secunder** (Proposer to sum up main arguments)
- **Two tellers** to count the votes

Rules:

1. The debate is chaired by the **Speaker**, whose decision on all matters is final.
2. You can only speak ONCE during the debate. Your speech should be about two minutes long. If you can, develop an argument rather than making a single point.
3. But you can 'intervene' as many times as you like. To intervene is to ask a question about a point being made. E.g. Are those statistics up to date?
4. You can use notes to help you with your speeches and make notes during the debate.
5. If you want to speak during the debate, you should catch the speaker's eye by standing up as soon as someone has finished speaking. The speaker will pick someone from those standing up.
6. If you spot someone breaking these rules you should tell the speaker. This is called a point of order.

Hold the debate in this order:

- The **Speaker** presents the motion.
- The **First Proposer** presents the arguments for the motion.
- The **First Opposer** presents the arguments against the motion.
- Limited **side-to-side** debate continues until everyone who wants to take part has had their say.
- The **Secunder** (proposer) sums up main arguments for the motion.
- The **Secunder** (opposer) presents main arguments against the motion.
- Name one side of the classroom the 'aye' wall and the opposite side the 'no' wall.
- The **Speaker** re-reads the motion.

Students vote:

- Students vote by going to the 'aye' or 'no' side of the classroom.
- The two **Tellers** count up the votes (bodies), on either side of the room.
- The **Speaker** announces the result of the vote.

(adapted from http://news.bbc.co.uk/cbbcnews/hi/newsid_4450000/newsid_4458000/4458081.stm)

Food and Drink (after Chapter 7)

I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods. HWB 2-32a

Mariam does not eat pork. Research why some cultures and religions avoid eating certain foods. How can you as a school community be respectful of this? Can you think of other reasons why people avoid certain foods?

I am developing dexterity, creativity and confidence when preparing and cooking food. TCH 2-04a

Prepare some hot chocolate in the classroom – or even arrange to have it outside! There are loads of recipes online, but an easy way is to use a slow cooker. Here is a link: <https://primaryplayground.net/making-hot-chocolate-in-the-classroom/>.

Scottish Myths and Legends (after Chapter 8)

I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a

Your local library is bound to have some collections of Scottish myths and legends! Ask a librarian and take it in turns to select and read some Scottish myths and legends to each other. Alternatively, why not watch some of this excellent selection of videos with storyteller Lizzie MacDougall, compiled by the National Trust for Scotland? <https://www.nts.org.uk/stories/fireside-ales-scottish-folklore-for-children>.

Orienteering (after Chapter 10)

Read this helpful explanation of how to use a map and compass: <https://www.bbc.co.uk/bitesize/articles/zdk46v4#zpqv3j6>.

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a

Why not set up a simple orienteering course up in the school grounds? You could leave cards with questions on about the book so far at each point.

Mountain Art (after Chapter 15)

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a

Consider an art display using torn paper collage. There are helpful images and instructions at <http://keepinglifecreative.com/creative-learning/torn-paper-mountain-landscape-art-tutorial>.

Raptor Campaign (after Chapter 15)

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a

Wildlife crime in this context is a sensitive issue, but a really important one. For context, most of our countryside is managed and not really wild. It's important to note that not all grouse moor estates kill birds of prey and there are many, many responsible gamekeepers who look after the environment brilliantly. However, majestic creatures like the Golden Eagle the children encounter in this chapter are still being killed illegally in Scotland and the wider UK. You can help make a difference!

Read <https://www.rspb.org.uk/donate/help-us-stop-the-killing>.

Now create a leaflet, outlining the threats to raptors near grouse moors, and how this may be addressed. The aim is to raise awareness and to make a difference by asking for donations to the RSPB. You could even film a short advert to raise awareness. Be sure to include what to do if you suspect you have found or seen a wildlife crime.

Poster (after Chapter 21/22)

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a

Create a poster to advertise the Outdoor Club! Make it as attractive and compelling as you can.

Emergency Scenario Discussion (at the end)

I know of actions I can take to help someone in an emergency. HWB 2-42a

What would you do in each of the following situations? Research how to keep yourself and others safe. In other words, what should you do? Each group could take on one of the scenarios and present their findings to class. Many thanks to fellow teacher Jennifer Scotson who allowed me to share it!

Scenario

Sarah is out in the woods with her group of friends. They have been out all day, and it is time to go home. As Sarah turns to leave, she trips over a root in the ground and hurts her leg. It is really painful, and it starts to swell. Sarah can't walk on it, and it is starting to get dark.

- First, have you ever been in a situation like this? How did you feel?
- Nominate someone in your group to be Sarah.
- Next, brainstorm what you would do to help. What would you do first? What is most important?
- Sarah can't put weight on her leg, and it hurts to move. Find sticks and use the bandages available to make a splint. What would you do if you didn't have any bandages?
- Lastly, is there anything Sarah and her friends should do in the future to keep themselves safe?

Answers

Firstly, you need to get help. Does anyone have a phone? Do you need to send someone for help (preferably two people)? Which emergency services could help? How would you describe to the emergency services where you are?

It's getting dark and Sarah is on the ground. You need to keep her warm but at the same time, make sure no-one else will get cold. Does anyone have a spare layer they could lend her? You could use body heat to keep her warm. Sarah is going to be really scared. Remember to reassure her and try to keep her calm.

To make a splint, make sure the sticks are long enough to go beyond the joints above and below the injury. Tie the stick above the knee and below the ankle, tightly enough to keep the leg still but not too tight. You could also make a splint by tying Sarah's legs together above the knees and below the ankles. Put something between her knees and ankles to make it more comfortable.

In future, make sure someone knows where you are going and when you will be back. Keep an eye out for landmarks (roads, buildings etc) that you could use to tell someone where you are. Wear clothing suitable for the weather. Make sure you know what to do in an emergency.

Continued overleaf ...

Online Book Review (at the end)

Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a

Pupils should write a short online book review to post up on Amazon, Waterstones and/or Goodreads. They should check their work throughout the process, making sure that it makes sense at first reading.

Class Presentations (at the end)

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a

In groups, pupils should research **organisations which seek to protect Scotland's natural environment**. There are endless possibilities, but you could consider:

- RSPB
- Scottish Wildlife Trust
- Scottish Natural Heritage
- National Trust for Scotland
- John Muir Trust
- Trees for Life
- Scottish Mountaineering Trust
- Cairngorms Connect
- Scotland: The Big Picture
- WWF Scotland
- Woodland Trust
- NatureScot

Alternatively, the presentations can be about the **emergency services**:

- Mountain Rescue
- Coastguard
- Ambulance
- Fire Service

Each group should make an interesting and lively presentation about their organisation. What are its aims? What has it achieved? How is it making a difference? What did you find most interesting about what you found out?

Newspaper Front Page (at the end)

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a

I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a

Create the newspaper front page which may follow once the public find out about the events of the book – wildlife crime, kidnap, accusations of attempted murder etc.

Use your own words as far as possible. Don't forget the newspaper name, the headline and article, imitating a newspaper layout and illustrating it. Add Captions, adverts, interviews, other related material – just as you would find in a newspaper. You may want to have a few newspapers around to use as inspiration. Maybe there is even room for an opinion column, or adverts? Pupils can create their own. Again, these pages make for a good addition to the class display.

The task can be completed in groups to allow for co-operative learning and differentiation.

Top Trumps Cards (at the end)

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a / LIT 2-20a

Pupils should list as many characters as they can for *I Don't Do Mountains!*. Using their own judgment about format, allow each group to create a Top Trumps card game. Each character should get a score for four categories. Possible categories include:

- Courage
- Strength
- Knowledge
- Kindness
- Power
- Likeability

STEM Challenges

- The weather makes things a lot harder for Kenzie and the others. Build your own weather station: <https://www.scouts.org.uk/activities/make-homemade-weather-stations/>.
- Take part in <https://www.rspb.org.uk/helping-nature/what-you-can-do/activities/big-schools-birdwatch>.
- A helicopter is crucial in Bairdy's rescue. Make a paper helicopter: <https://www.stem.org.uk/resources/elibrary/resource/34163/paper-helicopters-science>.
- You can help to create a better environment for birds. Make a birdfeeder: <https://community.rspb.org.uk/ourwork/b/natureshomemagazine/posts/3-easy-homemade-bird-feeders>.
- Design a tent: <https://www.teacherspayteachers.com/Product/FREE-STEM-Activity-STEM-Building-Challenge-Camping-Theme-Design-a-Tent-8197139>.
- How can your school become more eco-friendly? There are lots of great ideas at <https://rewildyourschool.com/>.

4. Acknowledgements and Contact Information



Many thanks to teachers Lindsay Speirs, Judy Duncan and Jenny Scotson who contributed valuable ideas and reflections on these resources.

Teaching resources for all of my other books are free at www.barbarahenderson.co.uk/resources and you can contact me via the website about school visits and workshops. I am @scattyscribbler on social media if you would like to connect, or search Barbara Henderson Writer on Facebook.

The Scottish Mountaineering Press publish a wide variety of exciting books about the Great Outdoors. Find out more at <https://scottishmountaineeringpress.com/>.