



Nicola Davies, Illustrated by Jenni Desmond

9781406394771 • Hardback • £12.99 • 6 years +

TEACHERS' NOTES

  @WalkerBooksUK

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 have been written with children in Years 2–4 in mind, but this book could be read to younger children with a curiosity for geography or the environment, as well as with older children as a stimulus for research or their own writing.

Before you start:

- *One World: 24 Hours on Planet Earth* is a wide-ranging book which will prompt readers to consider the wonder and beauty of the natural world as well as presenting the children with the challenging issues of global conservation and environmental preservation. Though brief, this book will encourage questions and curiosity, open up doors to further reading and invite children to discover more about today's most pressing environmental issues.
- Make sure you are familiar with the section at the back of the book that gives extra information on climate change and how people can help. You may want to present the children with these details gradually while you are reading the book to help them understand the context.
- If possible, gather some physical resources to help children to discuss and explore the ideas raised in the book. A globe, a map, a torch and three plastic or cardboard clocks with moveable hands would be useful. These can be incorporated throughout the reading to physically demonstrate some of the concepts.
- If possible, give children access to additional texts for their independent reading that will support their understanding of the global and environmental issues raised in the book. A list of suggested titles is included at the end of this resource.
- As you read through the book, it would be helpful to use a group journal to organize and store discussions and responses to the text. The journal can be a place to capture reflections on the plot, characters and themes, as well as on how the writer uses language for effect.

Exploring character and theme

- Before beginning to read the book, share and discuss the double-page spread which shows the two children in their bedroom at midnight. At this stage, keep the written text (which begins *"Where on Earth are you, right now?"*) covered. Ask them what they notice in the illustration. *How does it make you feel? Where do you think they might be? Does it remind you of anything?* Invite them to make personal connections to what they see in the image. *Do you ever stay up late? Have you ever looked at the moon through your bedroom window? What might these children be thinking and feeling? What thoughts do you have when you look out at the night sky?*
- Together, look closely at the objects and drawings that they can see:
 - a round jigsaw puzzle
 - small objects that look like they may have been found outside: e.g., leaves, conkers and acorns
 - a magnifying glass
 - a toy rabbit



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- an open book which appears to be about recycling
 - various drawings
 - a selection of animal figurines or toys
 - a sign that says “I **heart symbol** Polar Bears”
 - an apple
 - a toy koala
 - a globe
- Discuss what the objects and drawings might suggest about the two children in the book. *What are your first impressions? What do we know about them? What are they interested in? How do you know? How might you describe them to somebody else?* For example, we assume they like science and nature. They like to find out about the natural world.
 - Ask the children how they might group the objects to see if there are similarities or themes that link them. This is a useful reading skill and it will help you understand the level of prior knowledge the children have about the natural world and environmental issues, before you read the book.
 - Show the children a globe and ask them if they have seen one before.
 - Identify the UK on the globe and ask the children to talk about and find other countries they might have heard of, studied, visited, have lived in or where members of their family are currently living. With stickers or pins of a single colour, mark on the globe the locations that the children are familiar with (you will later mark the locations from the book in a different colour).

Prior knowledge

- Before reading the text with the children, ensure that they are familiar with concepts of:
 - a.m. and p.m.
 - the 24-hour clock
- It might be useful to support the children in their understanding that it takes 24 hours for Earth to rotate and how this causes day and night by physically demonstrating this with a torch and globe. After sufficiently darkening the room, shine a torch at the globe and explain that the torch is imitating the light from the Sun. *Which sections of the globe are being illuminated? Which sections are in darkness?* Then demonstrate how, as the Earth slowly rotates on its axis, the torch brings light to different countries, oceans and continents – the light does not reach every landmass on Earth at the same time. Invite children to note any of the places that they demarcated in the previous session as they come into the light or as they move into darkness and night begins.
- If you do not have any of these physical resources available, you might use an online video or animation instead. For example, this short [BBC Bitesize video](#) demonstrates the Earth’s rotation causing day and night.
- **Note:** Many of the sections below have a vocabulary focus. These are either the subject-specific words that the children will need to understand any unfamiliar content or useful “tier two” words which will broaden the children’s vocabulary. Choose to stop, discuss and explore the words that are most useful for your children’s understanding.



Reading aloud and key talking points:

The front cover

- Show the children the title of the book first. Ask them what they think the book will be about. *Are there any links between this title and the picture of the bedroom that you have already explored? Why is the word “one” significant? What do you imagine the front cover of this book might look like? How would you illustrate it?*
- Now reveal the whole front cover. Discuss the ways in which it is similar to or different from the cover that they predicted. *Does anything on the cover surprise you? Why/why not? What is your eye drawn to first? What connects all of the items featured on the cover? How does the cover make you feel about the Earth? How does this connect with what you saw in the bedroom illustration? What do you think this book might be about? Do you think this book is fiction or non-fiction? What makes you think that? Does this front cover remind you of anything?*
- Do the children know any other titles by Nicola Davies or any other books illustrated by Jenni Desmond? It is important that children get to know the works of different authors and illustrators as this will support them in developing their reading preferences and making informed choices about what they read independently. Look out for other books by Davies and/or Desmond to make available to the children. Here are links to their websites for more information:
 - <https://www.jennidesmond.com/>
 - <http://nicola-davies.com/>

There are also notes from the author and illustrator at the back of the book which add insight into when, why and how the book was written.

A note to the reader

Focus vocabulary: *segment, pole*

- This page is important because it mentions the scientific principles of *night* and *day*. It also explains the significance of the lines of longitude that divide up our global time zones. While reading aloud this page, use the globe again and point out the longitudinal lines – you may also wish to talk about how the 0-degree line runs North to South through Greenwich in London and is called the prime meridian. Some of the children may have been to Greenwich and seen the line – which is normally invisible but has been marked on the ground in this location. If the globe does not include longitudinal lines, look at a map instead, but support children in making the connection between the 3D globe and the 2D map.
- Invite children to share any understanding they already have about different time zones around the world. Perhaps they have travelled and heard about adjusting watches, or maybe they have family or friends in different parts of the world and have experienced making phone calls or having conversations over Skype or Zoom that are taking place simultaneously yet at different times of the day.
- Reread the final sentence and invite children to make predictions about what could be happening in that one moment. You might use the torch again and pause the Earth’s rotation just as the UK begins to enter the light. *What time might this be? What would be happening in your home or in your town?* With the Earth still static, discuss how you are pretending to be able to pause time – consider what might be happening in countries and on continents that are still in darkness, those that are in full sun, or those that are moving into the twilight, etc.



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Greenwich

Focus vocabulary: *wonder*

- Read the heading above the text. *Do you think the date might be significant? Are you surprised that it is so late? Does it change your first impression of the characters or the illustration? What do you think is happening? How do you think the children feel?*
- Reveal the rest of the text and read it aloud. *Who do you think is telling the story? What do we already know about them?* Encourage the children to make connections with the text as well as with any observations and inferences that they made when previously responding to the illustration.
- Ask the children to predict where the journey might take them. *Who does she want to go on the journey with?* Some children might suggest it is the other character in the illustration, others might imagine the character is talking to the reader, while some might imagine it is the author or unseen narrator talking to the reader. *Which seems most likely? What makes them think that?* Does it remind them of any other stories they have read (or other forms of narrative storytelling) where the audience is addressed directly?
- Take the first of your clocks and ask the children to help you set it to midnight (with older children you might express this using the 24-hour clock). Add a sticky note labelled “Greenwich, London”.

Svalbard, Arctic Circle

Focus vocabulary: *certain, GMT*

- Read the heading and explore the globe or world map with the children to find the location from the book. Discuss how far away it is from where they are. *In what continent is this place? Who has travelled closest to it? When it is midnight in Greenwich, why is it 1.00 a.m. in Svalbard?* Choose a sticker or pin of a different colour from those that you used before and put it on Svalbard (an island north-east of Greenland, belonging to Norway).
- Set the second clock to 1.00 a.m. and add a sticky note next to where the hour hand is pointing labelled “Svalbard”. Place it next to the first clock, reminding the children that the first clock represents the current time in Greenwich, which is now midnight. *How have they shown you the two different times in the book?* Revisit the details included on the heading for this spread, allowing them to connect the small drawing of the clock face with the physical clock labelled by the children. Explain that the small clock represents Greenwich Mean Time and that is why they have labelled it with the abbreviation “GMT”. Invite the children to read the word written above the clock. *Why do you think they have written “Bong!” above the clock? What does that noise represent?* If children have not heard a large clock, such as Big Ben, chiming, you might play a recording for them to listen to and compare with its written representation.
- Read and then discuss the text on this page. *Does anything on this page surprise them? What did they find out? What more would they like to discover?* Children might express interest in this being spring and yet there is snow and ice everywhere; they might also note the description of the sun shining in the middle of the night. *Is that what you would expect?* You might draw connections with children’s cross-curricular knowledge of weather and climate around the world and discuss the fact that the poles of Earth are colder because they don’t receive as much direct sunlight. A brief explanation can be found on the Climate Kids website: <https://climatekids.nasa.gov/polar-temperatures/>



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- Invite the children to respond to the illustration as well as the text, asking questions and making connections with their own knowledge and experiences. *What do you already know about polar bears? Where do they live? Why might the ice melting cause problems for the polar bears? How do you think it might feel there? Do you think that the polar bears are cold? Why/why not? When was the last time you played in the snow? Did you enjoy it? Would you like snow all year round? What problems would that cause?*
- Finally, ask children why the polar bears' hunting ground is shrinking, making it harder to find food. Discuss the issue of global warming, allowing the children to explore what they already know about the polar ice caps melting. If you have additional books on the Arctic, the animals that live there or the impact of climate change and global warming, briefly show them to the children at this point and suggest that they could choose to read them in their independent reading time.

Luangwa Valley, Zambia

Focus vocabulary: *poachers, tusks*

- Read the heading and, as before, explore the globe with the children to find the location in the story. Continue to relate the new location to where they live as well as where they might have visited, then put a sticker or pin near the Luangwa River in Zambia.
- Continue to support their understanding that these events are all happening almost simultaneously by looking at the new time listed in the heading. Set the second clock to 2.00 a.m., reminding the children that the first clock represents the current time in Greenwich, which is still midnight. Add a further sticker to where the hour hand is pointing labelled "Zambia", but leave the "Svalbard" sticker in place as it will help the children to imagine how, when it is midnight in Greenwich, it is many different times of day in other countries.
- Ask the children to look carefully at the illustration. *What do you notice? What do you think might happen next? What makes you think that? Can you find the two children? What do you think they might be most interested in? How would you describe the elephants' behaviour? Why might they behave in that way?*
- Invite children to compare and contrast the locations that they have seen so far. *How is this location different from the last place they visited? Why do they think it is so different?*
- Read the page aloud. *What did you learn from the text? Did it confirm or alter the ideas that you already had from looking at the illustration? How does it make you feel about the elephants? Are there any words or phrases that make the baby elephant seem vulnerable?*
- Discuss the words "poacher" and "tusks". *Is it OK for lions to kill elephants but not poachers? Why/why not?* Discuss why poachers might be a threat, not only in Zambia but in other countries around the world. Introduce children to the term "endangered animals". *What does this term mean? Have you heard it before? Are there other endangered animals that you have heard about? What reasons might lead an animal to become endangered and even to put it at risk of extinction? What do those different causes of animal endangerment have in common?*
- Ask the children to predict what else the two characters might see during this single moment on Earth. *What countries might they visit? What other animals might they see? Do you think they might find examples of other places where human development has put animals at risk? How do you feel about that?*



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Gahirmatha Beach, India

Focus vocabulary: *horizon, pollution, rangers, hatchlings*

- As with previous spreads, read the heading for this page and support the children in locating and marking the place on the globe or map. Look at the two times given in the heading which reinforce that while it is midnight in Greenwich (with the clock still chiming), it is 5.30 a.m. here in India. Add another label to the clock for “India”. *What might happen on a beach at 5.30 a.m.? How do you think it would feel to be there? What would you see and hear?*
- Share the illustration with children and ask them to describe what they can see. *What are these animals? Have you seen anything like this before? What do you think might be happening here? Where do you think they are going? What might the two children be thinking in this moment? Do you think they might be saying something to each other? What might it be?* Invite the children to complete a speech bubble or thought bubble for one of the children in the image.
- Read aloud the text. Ask the children if they have ever seen a turtle and if they can imagine an entire beach covered in them. You might share a short section of this [BBC documentary footage](#) showing a similar event to support children in talking about what is happening in the book and to describe the movement, tenacity and vulnerability of the turtles. *What puts these turtles at risk?*
- Despite their numbers, they are still endangered. *Can you think of any reasons for this? In what ways are the issues on Gahirmatha Beach similar to or different from those in the Luangwa Valley?*
- Discuss the idea of a “wildlife ranger”, also mentioned on the previous page. *What do you imagine these people do to ensure animals are protected? Are there wildlife rangers in the UK? What animals may need to be protected here?*
- If you have additional books on endangered animals or sea pollution, ensure children know where they can access those titles to read during their independent reading time or to take home to share.

Gaoligongshan National Nature Reserve, China

Focus vocabulary: *cue, duet, pangolin, nature reserve*

- As with the other spreads explored so far, read the heading and then place a marker on the globe and discuss where in the world this nature reserve is. Alter the time on the second clock to read half past 6 and put a sticker next to the hour hand.
- Discuss whether the children have come across the term “nature reserve” before. *What do you think it might mean? Have you ever heard anyone use the term “reserve” before? What might you reserve? Why might you choose to reserve it? What other words are similar to “reserve”?* Draw out and develop the idea of “reserving” something as putting it to one side, to save it for later, to keep, protect or preserve it. *What might a “nature reserve” be trying to protect or save?* Invite the children to share if they have ever visited somewhere that is there to protect, save or maintain for future generations a part of nature – a forest, wood, park, mountain, moor, etc.
- Allow the children time to study the illustration. Ask the children if they have ever walked through a forest. *What did you see, hear and smell as you walked? How does this forest differ from those that you have walked*



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in yourself? What animals can you see in this image? What other animals do you imagine might share this habitat? How could we find out? What do you think is being protected or saved in this reserve?

- After reading the text, ask the children to share what more they have learned about life in this nature reserve and why they think it might be important. *How do the gibbons start their day? What sound do you think a gibbon might make? How do you imagine the other animals feel about the noise made by the gibbons? What does the text suggest? What might we infer about the animals if the noise is sending “pangolins and clouded leopards off to bed” but waking other animals at the same time?* Discuss the meaning of the term “nocturnal” and whether children know any other animals who prefer to be active during the night.
- The narrator thinks the gibbons are saying, “This is our home.” *Do you agree? Why/why not? Why is it important to protect this forest?*
- Discuss the other animals that the children can see in the forest illustration. *What do you think they might be called? How could we find out? What animals are referenced in the text? Have you heard of pangolins or clouded leopards before? Do you think any of these animals are endangered? If so, what might the causes be?*
- Ask the children why they think the trees lower down the mountain have been cut down. Discuss what the children understand by deforestation. *What might happen as a result of those trees being cut down? What is the impact on the animals? What might the impact be for other aspects of nature, as well as for humans that live near by? What can be done about this?* Have children heard of any existing action that is being taken to reduce the amount of trees that need to be cut down and to replant forests and woods around the world.

Donsol, Philippines

Focus vocabulary: *cruising, gulping, plankton*

- Before discussing the location on this page, show the children the illustration, without the text. *What kind of animals do you think these might be? What do you notice about them? What do you think they are doing? Where might this be? Why do you think there are so many of them swimming together? Would you like to swim alongside these animals? Why/why not?* Children might note their size in comparison to the children on the page. Consider why some of them have open mouths and others don’t.
- After reading the heading, place a sticker on the globe and discuss the location; then change the time on the clock, placing a sticker by the hour hand as before.
- Read the text. *Were you surprised to discover the names of these animals? Why do you think they might be called whale sharks? Does that mean that they are whales or sharks? How can we find out? What would you normally expect a shark to eat? Have you heard of plankton before? Does the phrase “soup of tiny creatures” help you to understand or visualize the plankton? What do you picture when you read that?* During independent reading time, children might be invited to discover more about different species of sharks, their diets and where they can usually be found around the Earth.
- Discuss why they think the scientists might need to protect whale sharks. Encourage the children to make links with what they have read on previous pages. *Why might sharks be endangered? Why are the markings on the sharks compared to a fingerprint? Why do you think that might be important? How do you think the markings on the shark help the scientists to understand them and protect them?*



Mutawintji National Park, Australia

Focus vocabulary: *mob, graze, squaring, lopes*

- Before discussing the location on this page, show the children the illustration, without the text. *Where in the world are we now? What clues could you use to work this out? What animals can you see? Would you find such creatures in the UK?*
- Reveal the heading but not the body of the text. Place a sticker on the globe and discuss the location, and change the time on the second clock, placing a sticker by the hour hand.
- Discuss the idea of a national park. *How do you think a national park differs from other types of park? Why are parks created? Who do you think might look after or cultivate a national park like the one we can see on this spread? How might this be similar to or different from a “nature reserve” such as the one that we explored in China earlier in the book?*
- Invite children to share what they already know about Australia and the impression they get of this particular part of the country from the illustration. Children might be aware of news footage of the bush fires and droughts that have afflicted parts of Australia in recent years. *How do you think it would feel to be in this location? How does it compare to the other places around the world that we have been taken to up to this point?* Use this opportunity to look back at the globe or map on which you have been marking the places depicted in the book so far. *Where is each location in relation to the UK, in relation to the poles and the equator? Why might the habitats, climate and wildlife differ so substantially from place to place? What do the places visited so far seem to have in common?* Demonstrate that the Arctic on the globe, the place that children visited first, is almost as far away as you can get from Australia; however, both regions of the world suffer terribly from the impact of global warming and climate change.
- Read the text to the children. Clarify who “the mob” might refer to and how we might infer that from the context. This might lead to a wider conversation and exploration of the collective nouns for different groups of animals. Groups of kangaroos might also be referred to as a “court” or a “troop”. *Which do you prefer and why? Do you think “mob” is an appropriate collective noun for kangaroos? Why/why not? Can children also infer from the text and illustration what the plural nouns “flyers”, “joeys” and “boomers” might refer to? Why do you think the author might have chosen to use those words?*
- Invite the children to summarize the impact of the shifting climate on these kangaroos. *Why is the heat itself not the main problem for the kangaroos? What are the consequences of the hotter weather? What other animals might be affected by this change?*

Ross Island, Antarctica

- Reveal the heading but not the body of the text. Place a sticker on the globe and discuss the location, and change the time on the clock, placing a sticker by the hour hand (from this spread onwards, you might choose to start adding the stickers to an additional clock labelled “p.m.”). *How do you think this location compares to those we’ve seen so far? How does it compare with the Arctic – the first stop on our virtual journey?* Children might be invited to explore some of the key differences between the Arctic and the Antarctic.
- After reading the text, children might draw out further similarities and differences between the two poles. To explore why Antarctica might have such an extended period of darkness, you may choose to revisit the



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activity with the globe and a torch to physically demonstrate why the tilt of the Earth affects the quantity of sunlight at different times of the year.

- Discuss the threat faced by these animals as well as some of the ways in which humans are protecting them. *Why do you think “feeding grounds” might need to be protected? Where do penguins feed and what is their main diet? How might we find out?*
- For further information, you might watch a short video, such as this TED-Ed animated talk: “Will the Ocean Ever Run Out of Fish?” (<https://youtu.be/WNdR808jMSA>). *How will protecting an area from boats and fishing protect the penguins? How might countries go about protecting the waters from overfishing? Discuss what sort of rules or support might be put in place to ensure that fish populations and eco-systems can recover.*

Maui, Hawaii

Focus vocabulary: *breaching*

- After adding this location and time to the globe and the clock, read aloud the text from this spread and explore the illustration.
- Discuss the way in which the text and the illustration communicate the size and scale of these animals. *What do you think it would feel like to watch these whales? What words or phrases does Nicola Davies use to help you imagine their movements and size? How is that captured by the illustrator? What do you think it means to “breach” the water? How do you know? Have you heard the word used in other contexts? What words sound similar that might help you define it? What other words or phrases might mean the same thing? Use the globe to map the whales’ migratory journey from Hawaii to Alaska.*
- Discuss how the children felt after reading this page. *How does it compare with some of the other places we’ve been and animals that we have read about? Do you think humpback whales are endangered still? What does it mean that they are “doing well”? Do you agree that “human beings can learn to change”? What do you think might have happened to bring these whales back from the brink of extinction? The teacher can find information to summarize for the children here: <https://www.nationalgeographic.com/animals/article/humpback-whale-delisting-endangered-species-recovery>*

Pinnacles National Park, California

Focus vocabulary: *sesame seeds, oasis, thrive, rare*

- As with the other locations, find California on the globe and add a label to show where we are on our journey around the world. *What might we expect the climate and habitat to be like based on the previous spreads, the location on the globe and what we can see in the illustration?*
- Discuss the animals and plants that the children can see depicted on this spread. *How has the scale changed? Are we surprised to see animals of this size included in the book? What do you think they might have in common with some of the other species that we have seen? Where are our human characters on this spread? Why do you think the illustrator has chosen to depict them in this way? What does it remind us of? What does it suggest about the children’s journey around the world?*
- After reading the text, discuss what the children have discovered and what the bees and the hummingbirds



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might have in common. Children might need support in understanding the size of these animals by looking at sesame seeds and almonds to investigate the similes used in the text. Nicola Davies' book *Hummingbird* (illustrated by Jane Ray) would be an effective source for learning more about these birds, including their size, weight and the buzzing noise they make while hovering in the air.

- If the children are unfamiliar with pollination, explain that when the animals gather the nectar from a flower, they pick up pollen on their bodies, which transfers to other flowers that they visit. You might choose to support children's understanding of pollination by representing it through movement and drama. Ask half of the group to stand still as the flowers, while the other children are the visiting birds and bees. When the birds and bees fly to a flower, they are given a small round sticker to represent the pollen gathered. However, when they visit the next flower, they leave that sticker behind and receive a new one. After a few moments, children can pause and see that the flowers are covered in "pollen" stickers. You can find a description of this process on the Eden Project website: <https://www.edenproject.com/learn/eden-at-home/what-is-pollination-a-resource-for-kids>.
- Discuss how this spread compares with the others that we have read. *What might need protecting? What does it suggest that the bees, hummingbirds and flowers might be threatened by? What would the consequence be if these animals or plants were reduced or became extinct? Where else do bees thrive? Have you heard about anyone in your locality helping to keep the bees thriving? Is there a part of the school site that could be dedicated to helping insects and birds so that the process of pollination can continue?*

Yasuni National Park, Ecuador

- After marking this new location and time on the globe and the "p.m." clock, read aloud the page and spend time exploring the location and the animals depicted in this illustration.
- Discuss the wildlife and habitat depicted here. *How does this forest and national park compare with the nature reserve in China that the children visited earlier in the book? What was the threat that the inhabitants of that forest needed to be protected from? Is this the same threat here in Ecuador?*
- Discuss society's reliance on oil. *What do you know about oil, how it is used and where it is found? Ask the children to discuss why they think the author suggests that "we could choose to leave the oil beneath the ground". What alternative power sources do you know about that do not involve digging for oil? What would be put at risk if oil wells were built? What would you say to a government or organization that was considering building them? How might you persuade them of the value of this forest? What words and phrases does Nicola Davies use in the text to demonstrate its value and its preciousness?*

Pantanal, Brazil

Focus vocabulary: *caiman, ranchers*

- As with other locations, place a sticker on the globe and discuss where in the world Brazil is. Change the time on the second clock and place a sticker by the hour hand.
- After reading the text, discuss what impression children have of the jaguar. *What words or phrases might you use to describe the jaguar? What has Nicola Davies included in the text – or Jenni Desmond in the illustration – to support that interpretation or to develop your understanding? What does the phrase "swims without disturbing the stars' reflections" suggest about the jaguar?*



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- Ask the children to discuss the complex dynamic between the farmers that live and work within this region and the jaguars. *How do you imagine a farmer might feel if a cow is killed by a jaguar? What impact might this have on the farmers' livelihoods? Is killing the jaguars the fairest solution? Should the jaguars be blamed for killing farm-reared animals? Why/why not?*
- Discuss the solution that some farmers have reached to solve this particular problem. *Do you think that this is a helpful solution? Why? Do you think there are other solutions that could be found as well?*
- Ask the children to recall or look back at some of the other solutions that we have found in other parts of the world, in relation to other environmental or conservation issues. You might start a conservation and environmental checklist; e.g., use fewer chemicals, adapt farming methods, start a campaign to raise awareness, etc. Invite the children to add further suggestions to this list too.

Bird Island, South Georgia

Focus vocabulary: *huddles, squid*

- For the final time, read the heading and find the location of Bird Island on the globe (a tiny Island off the tip of South Georgia and the South Sandwich Islands). Change the time on the clock to show that it is almost midnight again (the clocks are now only two hours different) as the children move closer towards the Greenwich meridian.
- Read the text and discuss the threats to the young sea bird: e.g., her parents may never return with food due to the hazardous plastic and general waste that pollutes the seas.
- Ask the children what they know about plastic pollution and why it is such a threat. *Can you remember which other animals were at risk from polluted seas? Do you know what can be done to help reduce the amount of plastic waste there is in the world?*

Earth Day

Focus vocabulary: *chime, clogs (verb), pierce, fragile, threatened, wonders*

- Once you have discussed Bird Island, read the final three spreads to the end of the book.
- Discuss the environmental concerns mentioned as the girls fly back to Greenwich. *Where in the world is being affected by each of these concerns? Have you ever seen the effects of pollution or global warming (in your own life, or on the news)? How might animals (including humans) or habitats be threatened or affected by the environmental threats that we have read about in this book?*
- Discuss the children's response to the end of the book. *How did you feel at the end of the book? What does the look on the child's face suggest to us? How do you think she feels? What might she be thinking? Why do you think she is looking straight out of the book? Why are the two children so close to the edge of the page? What do you think the youngest child might be indicating or reaching for? We can see people waking in the background, what messages do they have and how do you think they feel? Why is the globe lit up? What do you think the children might do next? What aspects of the book (both text and illustrations) suggest that, despite the large number of issues and threats, there are still reasons to act and things that can be done?*
- The subheading on the penultimate spread of the story tells us that it is now 22 April: Earth Day. Discuss with



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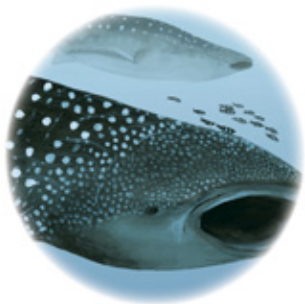
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the children whether they have heard of Earth Day before and what they think this particular day might be about or what might happen. You can find a range of Earth Day school resources on their website:

<https://www.earthday.org/education-resource-library/>

After reading, you could also:

- Invite the children's personal responses to the text:
 - Recap all the places that the children "travel" during the story. *How long do you think it takes for the events in the book to take place?* Revisit the clocks with their labels and the globe with its markers if necessary to remind them that although the clocks show different times, they are all happening at exactly the same moment. *How do you think that the children appeared in each of these locations?* Invite children to share their opinions and ideas and what makes them think that. Some children might note the various clues in the bedroom illustration about the places that are visited later in the book and use that to draw their conclusions as to whether the children are really flying from place to place or whether they are doing so only in their imaginations.
 - Ask the children which location they would like to visit and why. This discussion is a great way to spark children's curiosity, encouraging them to find out more about their favourite location or animal.
 - Ask the children to recall all of the issues faced by the animal inhabitants in the locations in the book. *Is there anything that we could do to help?* List all the ways in which the children could contribute positively to causes such as stopping climate change or saving endangered animals, building on the checklist created while they were reading. Provide children with access to appropriate books that share ideas and actions that can be taken at a local scale as well as what might take place at governmental levels or at a global scale.
- Provide opportunities for the children to write based on the themes of global conservation and environmental preservation. Below are some suggested starting points for writing. To get the best out of this reading experience, give the children the opportunity to choose what and how they write, from a handful of options. This will encourage more authentic writing in response to what they have read.
 - Information writing which expands on the ideas in the book. This could be written as a blog post or magazine article.
 - An annotated map of the world using the illustrations, phrases and ideas from the book.
 - A letter or email to someone local or who lives further afield and who is in an influential position (politician, celebrity), to request support for a campaign of their choice. You may want to reference the work of someone like Greta Thunberg, who showed that courage and words have an impact whatever your age or status.
 - A description of one of the landscapes in the book including the impact of pollution or climate change.
 - A first-person account (diary, postcard) of someone visiting one of these locations, or an imagined first-person narrative from the point of view of one of the animals whose environment is threatened.
 - A persuasive flier on a chosen environmental issue
 - A poem inspired by some of the images, language and ideas shared in the text.
 - A speech which highlights what they have learnt and includes a call to action.



Other titles by the author and illustrator or to support exploration of themes from the book:

Selected texts by Nicola Davies:

- *Hummingbird* by Nicola Davies, illustrated by Jane Ray
- *Lots: The Diversity of Life on Earth* by Nicola Davies, illustrated by Emily Sutton
- *The Promise* by Nicola Davies, illustrated by Laura Carlin
- *Last: The Story of a White Rhino* by Nicola Davies
- *A First Book of Nature* by Nicola Davies, illustrated by Mark Hearld
- *The Variety of Life* by Nicola Davies, illustrated by Lorna Scobie
- *The Wonder of Trees* by Nicola Davies, illustrated by Lorna Scobie
- *Ride the Wind* by Nicola Davies, illustrated by Salvatore Rubbino
- *The Day War Came* by Nicola Davies, illustrated by Rebecca Cobb
- *Big Blue Whale* by Nicola Davies, illustrated by Nick Maland
- You can also download a Nicola Davies booklist from CLPE:
<https://clpe.org.uk/system/files/Nicola%20Davies%20Booklist%202021.pdf>

Selected texts by Jenni Desmond:

- *The Blue Whale* by Jenni Desmond
- *The Polar Bear* by Jenni Desmond
- *The Elephant* by Jenni Desmond
- *Albert's Tree* by Jenni Desmond
- *Fourteen Wolves: A Rewilding Story* by Catherine Barr, illustrated by Jenni Desmond
- *Snow Birds* by Kirsten Hall, illustrated by Jenni Desmond
- *Migration* by Mike Unwin, illustrated by Jenni Desmond

Other linked texts for reading aloud or independent reading:

- *Africa, Amazing Africa* by Atinuke, illustrated by Mouni Feddag
- *Circle* by Jeannie Baker
- *Let's Save Antarctica: Why We Must Protect Our Planet* by Catherine Barr, illustrated by Jean Claude
- *North: The Greatest Animal Journey on Earth* by Nick Dowson, illustrated by Patrick Benson



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- *Kids Fight Plastic* by Martin Dorey, illustrated by Tim Wesson
- *Can We Save the Tiger?* by Martin Jenkins, illustrated by Vicky White
- *Endangered Animals: A World of Threatened Species* by Martin Jenkins, illustrated by Tom Frost
- *Out of the Blue: How Animals Evolved from Prehistoric Seas* by Elizabeth Shreeve, illustrated by Frann Preston-Gannon
- *Earth Verse: Explore Our Planet Through Poetry and Art* by Sally M. Walker, illustrated by William Grill
- *The Story of Climate Change: A First Book About How We Can Help Save Our Planet* by Catherine Barr and Steve Williams, illustrated by Amy Husband and Mike Love
- *What a Waste: Rubbish, Recycling, and Protecting Our Planet* by Jess French
- *Earth Heroes: 20 Inspiring Stories of People Saving Our World* by Lily Dyu, illustrated by Jackie Lay
- *A Climate in Chaos* by Neal Layton



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