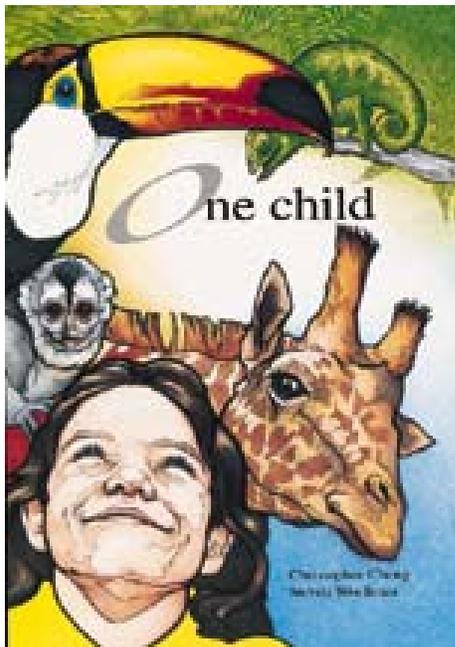


One child

TEACHING NOTES

These teaching notes are designed for teachers and supervisors to use to enhance their use of the Picture Book **One child** by Christopher Cheng and Steven Woolman.

The following notes are written to be used with students 8-12 years old. Many of these can be adapted for other children.



INSIDE

- 1 Animal activity pages
- 3 The animals of **One child**
- 4 Links to web sites

OPENING PAGES

- Describe the way Steven has illustrated the opening pages.
 - What has he done and why?
 - Why is the illustration coloured blue?
 - What do you notice about the animals that are in the illustrations?
 - Why are they like that?
- Locate the newspaper headlines on the opening pages.
 - What do the headlines say?
 - What might the journalist have written in these articles?
- Look at the child's face. In your opinion:
 - What is she feeling?
 - What has she heard?
 - What is she thinking?

ACTION PAGES

In *One Child*, the child decides to help the world. Here are some ideas that you might try with your students:

WRITE LETTERS (*Individually or as a class*)

- Try to have them published in a newspaper, magazine, etc., look for letters to the editor in different publications, send letters to your politicians.
- Look for writing competitions.
- Your students might write about
 - Pollution
 - Lack of parklands
 - Logging
 - Solar energy
 - Their future in this world
 - Zoos. If the zoos are doing a good job, then let them know. If not, then let them know what could be improved.

WRITE A SONG

- Here are the words to a rap that I wrote for my book the *Eyespy Book of Rainforest Animals* (Scholastic). They could be used to encourage the students to write their own music and words.

The Rainforest Rap

Chorus:

There is life, in the rainforest,
There is life, in the trees
There is life, in such abundance
There is life, in nature's glory and it is...
Walking and swimming and hopping and swinging
and
Running and sliding and crawling and gliding and
Calling and hiding and signing and fighting and
Breeding and dying and living and crying
That's life

Verse:

It's a cause for celebration in every land in every
nation
For the rainforests ringing around the world
They are the lungs of Planet Earth; they clean the air
we need to breathe –
Photosynthesize those leaves –
take out carbon, give us pure oxygen we need.
Well, there is life in those living trees,
abundant life for all to see
Just stop to look to listen and it's there, we do declare
For the animals abound,
from high in the canopy down to the ground
And living in the story in between.
There are vibrant colors stunning faces,
striped bottoms, glaring gazes
And sounds so peaceful and so calm and some so
scary
But they all need our protection –
they do need our intervention
For who knows what we'll find one day?
To save a life, a new drug, a new food, a new bug
In the rainforest - the future of the world
So let us gather all together and tell the world
SAVE THE FORESTS NOW.

MARCH FOR THE ANIMALS

- Often protest marches are held in the major cities. Have students discuss ideas about marches and organizing:
 - What are the people trying to do?
 - Is this the most appropriate method of drawing attention to the cause?
 - Are there any other alternatives?
 - Do you feel strongly about it? Join people trying to help.
- Look for your local World Environment Day and see what local action is being done.

- What other ways do people try to highlight the plight of wildlife and the environment in general?

WALKED TO SCHOOL

- Find out how students in your class travel to school. Construct a pie chart of the transportation methods.
- Have each student estimate the distance that they travel to school each day. Record these estimations.
 - Calculate the distance that they travel each day to school in the standard units of measurement. Pose some alternative systems of measurement—the number of footsteps, the number of lengths of string, the number of body lengths.
 - Encourage students (who walk to school) to complete these calculations with their parents. Students could record the results as they arrive at school one morning in chalk on the playground.
 - Calculate the total distance that the students travel to school in one school year.
 - Calculate the total distance travelled by your class under the various ways of getting to school (and don't forget the travelling home).
 - Encourage students to suggest alternative ways of traveling to school (e.g.: travelling on public transport, through car pooling, biking, cycling, walking, etc.) How do these actions help the environment?
 - Prepare a data analysis chart of these ways.

CLEANED UP THE YARD

Here's a task that can be done at home and at school.

- Have students identify all the trash that they see. Classify all the trash under various groupings such as recyclable or non-recyclable, packaging, food. Record the results in charts and tables. Packaging could be attached to charts. Develop these into a mural of packaging wastes and recyclable products.
- Have students develop themes and possibly advertising campaigns within the school to change attitudes on trash disposal and recycling (if needed).
- Discuss / hypothesize:
 - Where did the trash come from? How did it get here? If the trash was put in the bins in the first place how did it get out onto the playground? Was it the wind, the students knocking the bins over or maybe the local wildlife that emptied the bins? Have students propose ways of keeping the rubbish in the bins.
 - Discuss a strategy for disposal of the waste.
 - Discuss ways of reducing the waste.
 - Discuss alternative methods of packaging. (Lunch boxes or cafeteria food packaging

The animals of

ONE CHILD

p 22/23

butterfly (of the swallowtail variety because of that hanging piece at the bottom)
wren (long tail short beak punky head of the blue type)
birds flying - can't tell which
raptor of the eagle type
toucan
Fijian crested iguana
grass/ground parrot
hummingbird (with wings that can beat up to 80 times per second need color for exact identification - I have stacks of tidily bits for all these animals)
peacock

.....and they are all probably males because the males are the colorful members of the animal kingdom - the females are usually just plain and dull!!!

p 26/7

orang utans
bilby (a great Australian animal)
lions
golden lion tamarin
poison arrow frog
antelope
tiger
Lars gibbon (white handed)
jaguar or cheetah
rhinoceros

p 28/9

fish, fish and more fish (never was really good on them sea things)
coral trout
Butterfly fish
Lionfish - with 13 poisonous dorsal spines
octopus
seahorse
penguins on parade
turtles (leather back)
fur seals
dolphin
blue whale

might be a good place to start.) What would be an incentive to stop this production of waste?

- Examine the picture of the girl cleaning up the yard. What is she doing? What is she wearing on her hands? Why? What should you do?
- There is a wonderful program that began in Australia called the Clean up Australia campaign (www.cleanup.com.au). What began in Australia has now morphed into the Clean up the World campaign (www.cleanuptheworld.org). Check it out. Don't forget to contact your local government authority to find out their initiatives.

PLANTED A TREE

- Examine the flora that is part of your environment. Some non-native plants and trees cause problems for the environment—in what ways? Investigate tree respiration and what it does to clean the air (experiment with bottles and plant germination/respiration). What is the importance of the flora to the environment? What do the trees, bushes, grasses do?
- Find out through your local nature council or environmental organizations the plants that are native to your area. Are they still present? Older longtime residents might also be able to assist by advising students of the local flora. Create a regeneration program planting the natives that belong in the area.
- Develop ongoing activities with your students recording seasonal changes and development of flora in the area. Prepare a soil analysis (the local extension service should be helpful with this.) Is it suitable for replanting the native vegetation? Return the soil to its natural condition—prepare mulch and compost, prepare a worm farm, plant trees/bushes, etc. Record data that will last for a few years. e.g.: Growth charts, weather stations, attracting animals to the native plants. What animals, including birds, mammals and insects use the bushes/trees and how? Photograph, chart, tabulate, compose ... write.

SPOKE FOR THE WORLD

- The Rio Earth Summit—a lot of words were spoken and agreements reached. What has actually been done since?
- Pose questions that can be structured into a debate
 - Dinosaurs don't exist anymore—isn't the disappearance of the whales just the same?
 - Should people support the saving of the wildlife?
 - Are jobs for humans more important than homes for other animals?
 - What would you do if a new animal species, or a highly endangered animal species were discovered at a major building project? Would

you continue with the building project and forget about the animal or would you make alterations to the project? What would they be? This was problem faced by the people building the Sydney Olympic venue at Homebush Bay. An endangered frog was uncovered. What do you think was the result? Why did the organization respond this way? Research other examples of this, especially ones close to home.

ENVIRONMENTAL PAGES

- The environmental pages begin with the children of the world doing something to make this a better planet. For each set of pages have your students:
 - Describe the things that they see the children doing.
 - Describe what they think the girl is imagining.
 - Write the name of that particular environment.
- Record all the animals that are in the double page spreads of the environment.
 - Would all these animals be found together in the one environment?
 - Select animals from each of the pages and find out as much information about them as you can. Use the Internet and reference books to prepare a report on the animals.
 - What are some other animals that could be included in these environments?
- Why did Steven group the animals like this? What similarities are there in these animals?

ANIMAL FACTS AND INFORMATION

- Try to list all the animals that appear in **One Child**. Which are endangered? Encourage students to compile detailed reports on these animals. Present reports in different genres—as report, factual writing, scientific discovery, narrative. Students could include information about habitat destruction, levels of endangerment, reasons for the animal's decline, and attempts to help the animal's survival, life span, and probable future.
- Consider what makes an animal endangered. Are there any visible signs on the animals that designate their endangerment? How do we know that animals are endangered? Visit your local zoo or nature reserve. Teach the students to sit and observe animals or the environment.

IMAGINE

These are possible writing activities, some which can be adapted for art activities.

- The very final page of the book has the child imagining something. What do you think the child is imagining? Record answers in words describing

Links to websites

- Chris Cheng (www.chrischeng.com) which has links to the websites of many other Australian authors and illustrators
- National Geographic (<http://www.nationalgeographic.com>)
- Wilderness Society (www.wilderness.org.au) and www.wilderness.org)
- World Wild Fund for Nature (www.panda.org)
- Zoos: here are the Internet sites of some of the major zoos in the world that I have seen.
 - Taronga Zoo – Australia (www.zoo.nsw.gov.au) my favourite
 - Brookfield Zoo – USA (www.brookfieldzoo.org)
 - The National Zoo – USA (www.si.edu/natzoo)
 - San Diego Zoo – USA (www.sandiegozoo.org)
 - San Francisco Zoo – USA (www.sfzoo.org)
 - Melbourne Zoo – Australia (www.zoo.org.au)
- Smithsonian (www.si.edu)
- Australian Museum (www.austmus.gov.au)
- Clean up the World (www.cleanuptheworld.org)
- US Environmental Protection Agency – kids site (www.epa.gov/kids)
- Bill Nye the Science Guy (<http://disney.go.com/DisneyTelevision/BillNye> and www.nyelabs.kcts.org)
- National Institute of Environmental Health Science kids pages (www.niehs.nih.gov/kids/home.htm)
- The Discovery Channel and School (<http://www.discovery.com> and <http://www.discoveryschool.com>)
- The Exploratorium (<http://www.exploratorium.edu/>)
- CSIRO's Double Helix Club – Australia (www.csiro.au/helix/index.html)
- Endangered Species the EE link (USA) (<http://eelink.net/EndSpp>)
- The David Suzuki Foundation – Canada (<http://www.davidsuzuki.org>)
- EarthWatch Institute (www.earthwatch.org)
- The Globe Program (<http://globe.fsl.noaa.gov>)
- Australian Geographic www.australiangeographic.com

what the child is imagining and/or with an accompanying illustration.

- A previously undiscovered **animal** is found. You are the scientist who has discovered this animal. Write about it and illustrate it. Some of the things that you might consider writing about are why this animal has never been recorded before. What does it feel like to discover this animal? How did you discover it? Did you just stumble upon the animal (what were you really looking for?), or was it something that you knew had to be there (why?) How has it been able to stay undiscovered for so long? Will its discovery cause problems? How can you keep its location a secret but at the same time let the world know about this amazing new animal? This has happened with a tree, the Wollemi Pine. It was discovered in a national park in New South Wales, Australia and seeds have been taken and transported around the world to horticultural institutions to propagate the plant so that if anything should happen to the tree there will be saplings growing and surviving.
- Create your own **creature**. Describe the creature, the environment it lives in, how it reproduces, life span, body coverings, communication, affect on other animals around (is it a competitor?), how other animals affect this creature. Where does it fit into the animal kingdom, OR maybe it is a totally new creature that doesn't fit into the existing structure for the animal kingdom – now there's a challenge. Propose how the structure would need to be remodelled. Model the creature.
- You are a **tree** that has a life span of hundreds and hundreds of years. What would be the tales that you would tell about the environment and the state it is in now. What have you seen? What do you feel about the changes?
- You are the **last** surviving animal of a species. There is no possibility that you will be able to mate with another of your kind. What would be your parting words to planet earth?
- Imagine a world with no **environment**—no animals, no plants, no life as we know it. What would it be like? What would you do?
- There are many space films that are based on living on another **world** (often a space station) where you can go into a simulated *natural* environment—often called virtual reality. What would you include as part of your *natural* environment?
- Some Imagine thoughts that your students could write about:
 - A brand new animal
 - You are the last animal of your kind. What would be your parting words?

- Living in one of these environments that the child has imagined.
- Another environment for animals – maybe at the bottom of the sea or out in space.
- Imagine an environment where...

OTHER ACTIVITIES

- Create a mural using animal images adapted from **One Child** by your students. Students could also source magazine and photo images and then create their own environmental mural.
- Use pages from **One Child** replacing the child's face with your students.
- Plant a class garden.
- Dramatize or role-play the story adding appropriate dialogue.
- Create a picture frame from the **One Child** illustrations. Use the illustrations to create the frame and the student's face could go in the frame.
- Collect magazine articles, newspaper clippings and Internet research that focuses on the animals and preservation of the environment. Develop a Bulletin Board where daily environmental clippings can be added.
- Find out what some of the major environmental organizations are doing to conserve the environment. Examine their web sites (see listing at the end) or contact them for information about their organization. Some things you might like to investigate are where the funds come from to support them. How do they use their funds? Does all of the money raised or invested go towards the preservation of the environment?
- Salt water can have a very bad effect on the environment. Here is an experiment that you can perform to find out the effect of salt water on the plant life.
 - You will need two pots, potting mix or soil, some salt, two containers for watering the plants, and a notebook for recording observations.
 - Fill two pots with potting mix or soil. Mark one pot with an S (this is the pot that will be watered with salt water)
 - Plant seedlings into these two pots.
 - Mark one cup with an S. (this is the cup that will be water the pot with salt water).
 - Place both pots next to each other in the appropriate garden position.
 - Fill both cups with water. In the S cup mix in one tablespoon of salt and then water both pots with their water.
 - Repeat the watering each day and record your observations.

- More plant experiments:
 - grow plants from seeds:
 - ☞ in different light conditions—cupboard, direct sunlight, filtered light
 - ☞ in different moisture conditions
 - ☞ in different soil conditions—wet, damp, dry soil
 - ☞ with additives like fertilizer or salts included
 - grow plants in sand, in cotton wool, in water.
 - try growing mushrooms in kits.
 - students should hypothesize and predict the results as well as completing a data table that includes temperature data inside and outside, and the environments.
 - Trees are often referred to as the *lungs of the earth*. One of the things that they do is absorb the carbon dioxide that animals exhale (and which is produced, along with many other noxious gases, by motor vehicles) and transform it into oxygen. Do an experiment on plant respiration to show exactly what the lungs of the world do.
 - It is important when performing experiments for students to propose a way to conduct the experiment, then have them propose a hypothesis and record this as well as the experiment. Encourage them to record their results, observations and appropriate conclusions.
 - The opening pages include stuffed animals. Note that they are all endangered. Students could try making their own. They might use these to give as a gift to a friend (create tags to go with these so that they show that they are original creations). A collection of these could be made and tagged and sold to raise money for an environmental organization that the class decides is helping to preserve the environment.
 - There are many commercially available paper-making kits that can be purchased but to create something really original, students could make their own writing paper. Use the library or the Internet to find out how.
 - Students could also investigate the whole recycling program. Most towns now facilitate the recycling of many products—but what actually happens to the bundles of newspapers, aluminium cans, glass bottles etc. that are part of the collection services? Challenge students to investigate.
 - The class could become involved in raising money to donate to a zoo or wildlife organization for animal preservation. First, investigate the organizations to see how good they really are. Does all the money go to looking after the animals? How is the money used?
-
- **Debate – Discussion topics**
 - Trees or jobs—which should come first? In many western countries governments are concerned with the environment, and continually investigate ways of preserving the environment by, for example, forbidding logging in the forests. This protects the trees and the animals that live in that environments, but the people who have been living off the land, who have been logging the trees, no longer have any jobs. Not only do they then have to find another job—often in a completely different field requiring new skills/costs/retraining/relocation—but the community is also affected. If the people don't have regular income then they aren't going to buy their goods at the local shops. If they don't buy their items here the shops close and more people have to search for new jobs. Can you think of a way around this problem?
 - Imagine if an animal, which scientists thought was extinct, was found where a new apartment complex was to be built. What would happen? Devise a debate; write a newspaper report, letters, as an activist, as a concerned student. An example over here in Australia is the Golden Bell frog at Homebush Bay, where the 2000 Olympics are being erected. Consider whether spending money relocating the frogs was the right thing to do. Should the frogs have been left in their natural environment and the Olympic Facilities relocated, or should they have just forgotten about the frogs and continued building right where they wanted? Discuss the significance of frogs as natural indicators of what is happening in the environment. Reference what is happening in the media and what is said in the magazines. What are scientists saying?
 - Often adults have a very differing idea about the environment and its importance. Ask your parents and other adults for their ideas and opinions on the environment and preservation of the world. Are their ideas different from yours? Why are the different and how?
 - Steven has used a stained glass effect to create these handsome illustrations. Why do you think he has used this effect? What does it show?
 - What would the world be like without the trees? How would the air be “cleaned”? What are some ways students could help to improve the cleaning of the air?

- Create the different environments from the book—jungle, underwater, bush—using crepe paper, dead tree branches, leaves, etc. Use leaf mulch to create the jungle or bush on floor (cover ground with plastic first), use plants in pots. Large rocks can be piled up or, failing that, use large boxes covered in cloth and painted, or papier-mâché and chicken wire. Students could even bring in pets if the school allows it. Create an underwater environment with cellophane and simulated boulders. A sandy spot (with ground protected) will simulate the beach. Other segments of the classroom can be created to look like an urban jungle.
- Have students discuss and then create a city. Consider the needs of humans. What are the needs of the other animals? How can they live together? What should humans do to look after the animals? (e.g., create native gardens within their environment.)
- Weave nests from long grasses and twigs, build a bower
- Using animal outlines construct:
 - stained glass window
 - mobile within the environment
- Sock puppets
- The bulletin/poster boards can also be prepared for this study. Cover the black/chalk boards or walls with large sheets of paper and project an outline of environments onto these. Trace the environments and then use these as the background for displaying all the **One Child** material that you and your students develop.
- Have a party for the animals making animal food and then raise money. Prepare exhibitions of animal and environmental things happening. Make animal character costumes and finger puppets.

OTHER QUESTIONS

- Why do you think the animal on the half title page is in black and white, but the same animal on the title page is colored?
- How does the illustrator show that *One Child* can do something to help the world?
- How does the illustrator show the destruction in the environment?
- What things are happening around YOU?
- What are other ways that kids can help look after the environment? Brainstorm these ideas and then discuss the feasibility.
- Why do you think the author wrote about children repairing the environment and not adults?
- Invite representatives of different environmental organizations, nature groups, and local politicians, recycling programs to come to speak to the class. Invite representatives from companies that pollute or who the class believes have negative environmental policies to come and explain.

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One Child is available

In Australia through all good book stores or from the Publisher

Era Publications www.era-publications.com.au
 Hardcover – ISBN: 1863743219
 Paperback – ISBN: 1863745084

In the USA and Canada it is available through all good book stores and the publisher

Interlink Books www.interlinkbooks.com
 Hardcover – ISBN: 1566563305

