COLLECTIBLE STORIES
WITH COLOUR ILLUSTRATIONS

MIKE FALLS UP

TEACHING GUIDE

INTRODUCTION

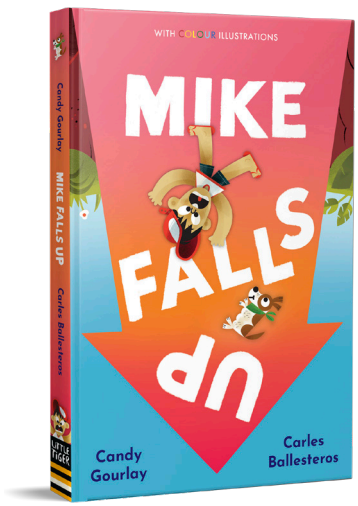
Suitable for: Children aged five to eight years old in Years One to Three

Based on: The adventures of a boy and a dog as he makes an unexpected friendship

Ideal for: Emerging readers, and especially reluctant readers

Includes: Four lessons that build towards children reflecting on their own friendships

Themes: Friendship; Culture; Family; Relationships; Fun; Geography; Kindness



ABOUT MIKE FALLS UP

Mike and his dog Bowow are relaxing in the Chocolate Hills when the ground starts to tremble and the next moment a gaping hole appears. Before Mike can stop him, Bowow jumps into the hole. Then a note floats up...

Party.
Come now.
Just fall up.

There's no time to wonder what it means – Mike jumps in and falls into the most topsy-turvy of adventures.

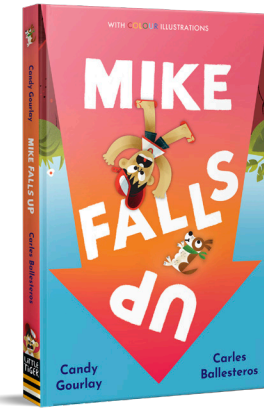
A joyous story celebrating the power of unexpected friendships by award-winning author Candy Gourlay, beautifully brought to life with stunning illustrations by Carles Ballesteros.

ABOUT THE AUTHOR – CANDY GOURLAY

Candy Gourlay is an award-winning author who was born in the Philippines, grew up under a dictatorship and met her husband during a revolution. After working as a journalist for some years, she moved to the U.K. in her twenties. Growing up, she wondered why all the books she ever loved only featured pink-skinned children who lived in snow-covered worlds that didn't resemble her steamy, tropical home in Manila. Her debut novel *Tall Story* won the National Children's Book Award of the Philippines in 2012 and the Crystal Kite Award for Europe in 2011. Her other novels include *Shine*, and *Bone Talk*, which was shortlisted for the Costa Book Awards and the CILIP Carnegie Medal. Follow Candy on social media @candygourlay or visit her website here: candygourlay.com.

ABOUT THE ILLUSTRATOR – CARLES BALLESTEROS

Carles Ballesteros is a Spanish-born illustrator living and working in Santiago, Chile. He always works listening to music, and if he wasn't an illustrator he would love to be a musician. Carles likes to escape to nature whenever he can, and gardening is one of his favourite pastimes.



NATIONAL CURRICULUM OBJECTIVES

English

Spoken language

Ask relevant questions to extend their understanding and knowledge

Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings

Reading: comprehension

Develop positive attitudes to reading, and an understanding of what they read, by:
ii. discussing words and phrases that capture the reader's interest and imagination

Understand what they read, in books they can read independently, by
i. identifying how language, structure and presentation contribute to meaning
ii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing: composition

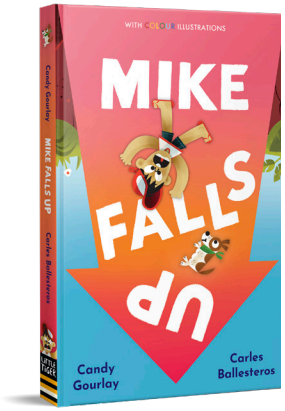
Plan their writing by:
i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Develop positive attitudes towards and stamina for writing by:
i. writing narratives about personal experiences and those of others (real and fictional)

Geography

Locational knowledge

Name and locate the world's seven continents and five oceans



Human and physical geography

Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

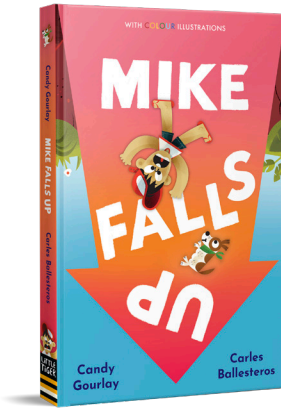
Science

Forces

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

Mathematics

Compare, describe and solve practical problems for: mass/weight [e.g. heavy/light, heavier than, lighter than]



LESSON OBJECTIVES AND OUTCOMES

Lesson One: The Chocolate Hills

Objectives:

- To give children an understanding of identity and a sense of their place in the world
- To widen their knowledge about the Philippines

Outcomes:

An introduction to the Chocolate Hills, and their importance to the Philippines; the writing of a simple origin story for their formation; and the creation of a foodscape.

Lesson Two: Extreme Earthquakes

Objectives:

- To identify the layers of the earth and how earthquakes occur
- To illustrate the effects felt at the surface of the Earth when plate tectonics move

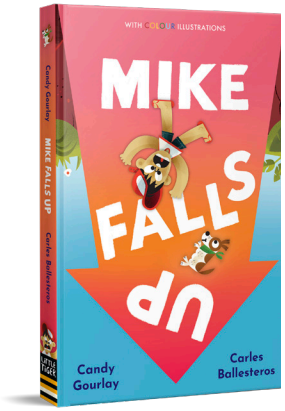
Outcomes:

The construction of a playdough planet model to show the layers of the Earth; a completed series of drawings of plate boundaries; and an exploration of what the world used to look like.

Lesson Three: Falling Up?

Objectives:

- To define the terms 'mass' and 'weight', and describe the relationship between mass and weight
- To understand why the force of gravity is important in everyday life



Outcomes:

A class comparison of objects according to being heavier or lighter; a written explanation about the force of gravity; and a scientific investigation testing how to overcome gravity.

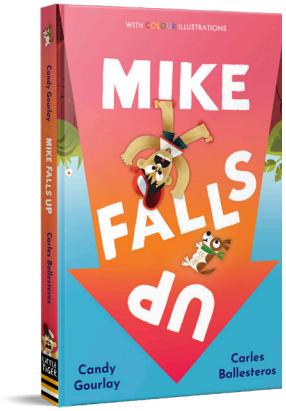
Lesson Four: Unexpected Friendships

Objectives:

- To consider the true value of friendship
- To explore how we can show friendship, even in the most unexpected of circumstances

Outcomes:

A class conversation about the different types of friendships they have and the depictions of unlikely friendships they see in stories or in other media; a consideration of what makes a good friend through the writing of a recipe; and a short reflection of a personal friendship.



LESSON ONE: THE CHOCOLATE HILLS

Questions:

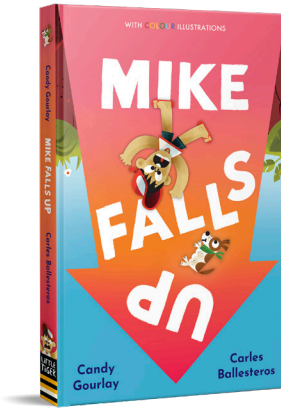
- What is a hill? How does a hill form?
- Where are the Philippines? What is a wonder of the world?
- Can you make art out of food?

Task One:

Start this lesson by introducing the geological formation of the Chocolate Hills to the children through images and videos. Compare what they see to the illustrations in the book. How are they similar? Describe that there are at least 1,260 hills (and maybe more) spread over an area of more than 50 square kilometres, and explain how they are covered in green grass that turns brown (like chocolate) during the dry season, and this is how the landform has its name. Write the words 'Bohol Province' on the board and share that this is the name of a place in the Philippines. Do children know where the Philippines are, and that they are an archipelago of more than seven thousand islands in South-East Asia? Use a globe, atlas, or online mapping software such as Google Maps to locate where the Philippines are. Ask them what they know about the Philippines. Share important information and key facts about the country including its population, capital city, official languages, currency and area, and talk about how the author Candy Gourlay was born and grew up there. Ask children to create a basic fact file about the Philippines to widen their knowledge about the country.

Task Two:

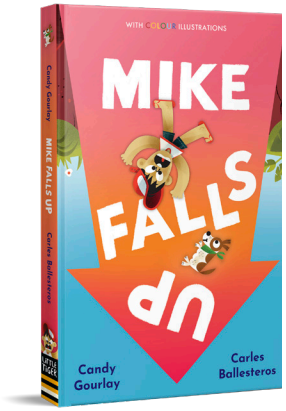
Point out how the Chocolate Hills are a famous tourist attraction of Bohol. Tell children that they are also on the flag of Bohol and show a picture of the flag to them. They are also in the Philippine Tourism Authority's list of tourist destinations in the Philippines, and have been proposed for inclusion in the UNESCO World Heritage List, as well as sometimes considered as the "Eighth Wonder of the World". Learn more about their formation as natural landform including how there has been no official explanation agreed upon on how the hills were formed, and that there are different theories about the



formation of the hills with the most common belief being that they were an ancient coral limestone reef that was shaped by many thousands of years of erosion by both water and wind. Discuss how the Chocolate Hills also have myth and legend associated with them including one about two feuding giants who in battling with each other hurled rocks, boulders and sand trying to destroy their foe, who in the end became friends with each other, and the mess of the battlefield which the two giants forgot to clean up gave birth to the Chocolate Hills. Show images of the Chocolate Hills again to children. How do they think the Chocolate Hills were formed? Together, generate ideas for an origin story. Using your ideas, write a simple origin story for the creation of the Chocolate Hills.

Task Three:

Following on from Task 2, begin by having images of Carl Warner's foodscapes available for the children to see such as his most well-known works titled *Broccoli Forest* and *Candy Cottage*. Encourage children to discuss with a partner what they can see in each picture. Make a list on the board and ask children if there are any similarities between each piece of artwork. Explain how the artist is famous for his foodscapes (food art images made to look like famous landmarks) and how he creates them and photographs them. Talk to children about how they could create their own Chocolate Hills foodscapes inspired by Carl Warner. Discuss the foodstuffs that they could use such as different types of chocolate and how they could use the chocolate in different ways to create the landscape. In groups, children can create their own Chocolate Hills foodscape and photograph it.



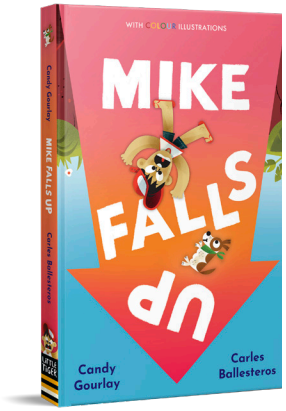
LESSON TWO: EXTREME EARTHQUAKES

Questions:

- What are the causes of earthquakes?
- Why does our Earth move underneath our feet?
- How did our Earth once look?

Task One:

After reading page 8 and linking it to the events in the book, ask the children if any of them can describe what an earthquake is. Do they talk about the ground shaking or do any of them discuss tectonic plates and their movements? Ask them: did they know that every thirty seconds, there's an earthquake somewhere in the world? Explain how the Earth is an active place, that earthquakes are actually a very common occurrence, and that it is estimated that there are about 500,000 detectable earthquakes a year, with 100,000 of those that can be felt, and about 100 of them causing significant damage. Tell the children that to find out how this shaking happens, we need to see what is going on under the ground and to begin by looking at the structure of the Earth. Describe how Earth is made of rock that is very thick and display an image of the internal layers of the planet to show how it's divided into three main sections: the crust, the mantle, and the core (often split into the outer and the inner core). Review with the children each of the layers, talking about what each one looks like, and where it is located. Now, make a model of a playdough planet to explore the layers of the earth in a hands-on way. Show children the diagram of the Earth, highlighting the different layers and their location, and provide them with five different colours of playdough to work with (e.g. green and blue for the mantle, brown for the crust, orange or yellow for the outer core, and red for the inner core). Show them how to roll their layers into balls to start, and then flaten them so they can wrap them around each other. Make sure that they start from the inside and work their way out. Once they have completed their playdough planets, ask them to come to you to slice their planet in half so they can see a clearer cross-section, and also discuss with them what it would feel like if they were there (hotter as you go deeper).

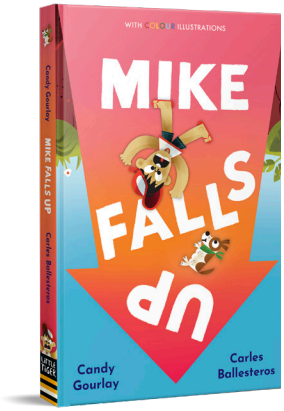


Task Two:

After Task 1, revisit the outermost layer of the Earth. Can children recall its name? (*Crust*). Explain how the crust is the thinnest layer of the Earth, and the solid rock layer upon which we live, and that there are actually two different types of crust: the **continental crust** which makes up the land on Earth; and the **oceanic crust** that forms our oceans. Describe, using images and videos, how the Earth's crust is broken into pieces called 'tectonic plates', and that the movement of these plates, is described by the **theory of plate tectonics** which is when heat rising and falling inside the mantle (the middle layer) from the decay of the Earth's core (the innermost layer) causes convection currents and the plates to move. Illustrate how the movement of the tectonic plates creates three types of boundaries: **convergent**, where plates move into one another; **divergent**, where plates move apart; and **transform**, where plates move sideways to each other. As a class, ask children to draw each of these plate boundaries and to label what is happening in each one to further their understanding.

Task Three:

Share with the class how over 250 million years ago, the continents were all connected during the time of the dinosaurs, and there was just one large landmass or supercontinent called Pangea. Using videos, show children how the tectonic plates have caused the continents to drift apart over time into the seven continents that we recognise today. In small groups, children could compare the appearances of Pangea and the modern world, using continent cut-outs to try and connect them in the way they could have looked, and to see how far each piece of land has moved over time.



LESSON THREE: FALLING UP?

Questions:

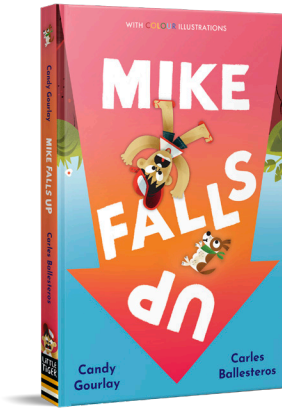
- What are forces?
- Why is it important to know about gravity? Who discovered it?
- Is it possible to fall up?

Task One:

Depending on their previous scientific knowledge and understanding, use this task to introduce or revisit the terms 'mass' and 'weight' with children. Hold up two objects and ask children: which is heavier/lighter? How do you know? How can we prove this? Listen to their responses and discuss their thinking. Children should use vocabulary such as 'heavy', 'light', 'heavier than' and 'lighter than' before encouraging them to use resources such as balancing scales to check. When using scales, ask children: If the balance scale is up/down/level, what does that tell us? In small groups, children are to weigh a series of pre-given objects to determine which is the lightest/heaviest and to put them in order from lightest to heaviest. To challenge children, ask them to investigate whether larger objects are always heavier than smaller objects. To end this task, use this exploratory task to introduce/revisit 'mass' and 'weight' by defining each and tackling any common misconceptions. Mass refers to the weight of an object, and it is measured in grams (g) and kilograms (kg). Whereas weight is a force created from the gravitational attraction to the Earth's centre, meaning that weight can change depending on the gravitational force, for example you would weigh less on the moon as the gravity is weaker there, but your mass would remain the same.

Task Two:

After Task 1, recap the meaning of 'weight' and its link to gravity. Show a clip of an astronaut floating on the ISS or in space. Why does this happen? What is different on Earth? What keeps us on the ground? Discuss the force of gravity (an attractional force that pulls things to the centre of Earth). Tell children that the more matter something has, the greater the force of its gravity, and that means really big objects like planets and stars have a stronger gravitational

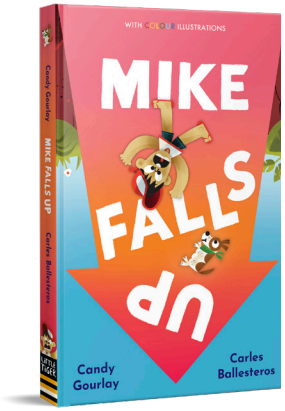


pull. Therefore, the gravitational pull of an object depends on how big something is and how close it is to the other object. Explain that this is why even though the Sun has much more gravity than Earth, we stay on Earth's surface instead of being pulled to the Sun because we are much closer to Earth. Point out that gravity is also really important because it keeps the Earth in orbit around the Sun, as well as helping other planets remain in orbit. Talk about the scientist Isaac Newton and his findings related to discovering and defining gravity, including his supposed observations of an apple falling from a tree. Write an explanation about the force of gravity including that we measure the force in newtons (N), Isaac Newton's work and his laws of motion, and other developments such as our understanding of black holes and notable people such as Albert Einstein who added to Newton's ideas about gravity with his theory of relativity.

Task Three:

Now that children understand more about gravity and falling, pose them with the question: Is it possible to fall up? and link it to the title of the book. Ask if any of them have ever fallen up the stairs? As they are thinking about this, explain how the only way to fall 'up' would be to overcome gravity, and this is not possible to do for a sustained time on Earth without specialised equipment. However, when a person jumps, they apply a force that is able to briefly overcome the pull of gravity. Using metre sticks and stopwatches, test the relationship between how high children can jump and the length of time that they can overcome gravity and record their results.

Extension: Discover how holding a weight could affect the height and time of their jump using incremental amounts of weight each time.



LESSON FOUR: UNEXPECTED FRIENDSHIPS

Questions:

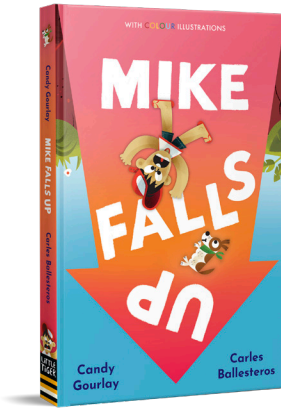
- What does it mean to be a good friend?
- How good are you at being a good friend?
- Could you make a new friend today?

Task One:

After reading the book, share with children that one of the themes is about the unexpected friendship between Mike, Kaneisha and Rocky, the rock monster. Ask the children to think about their good friends. Invite them to share, without naming names, some examples of why they are friends with certain people and how they have shown friendship to one another. Is it because they are kind? Have they helped them? Do they respect you? If you have school values, try to link some of these personal qualities to those. Leading on from this, ask the children if they can think of any unexpected friendship pairings in children's books, TV programmes or films. For example, Hiccup and Toothless in the *How to Train Your Dragon* books by Cressida Cowell, the BFG and Sophie in the story by Roald Dahl and many more. Listen to their range of responses and write a list of these pairings on the board. As a class, discuss with the children what they think caused some of these characters to become friends and what stands out most about their friendships. **Extension:** Write your own invitation from Rocky, the rock monster, to Mike and Kaneisha. What would it say? How would you be friendly?

Task Two:

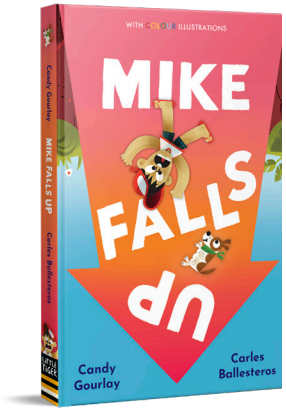
Show children the *John Lewis* 2021 Christmas advert called *Unexpected Guest*, which centres around a young boy called Nathan who befriends an alien, Skye, after her ship from another galaxy lands in the woods beside his home, and helps her to discover the magic of her first Christmas by introducing Skye to his family's festive traditions. Talk about what happens during the video, including watching it with the subtitles on to discuss more about how the song lyrics link with the action. Use this as inspiration to encourage them to think about what makes a good friend by writing a recipe and including



ingredients such as a jar of kindness or a spoonful of trust. Can they think of other qualities that make a good friend? Could the children list these qualities in order of importance? **Extension:** There isn't much talking during the advert so ask children to write some dialogue between Skye and Nathan using speech marks to create a conversation about what they might have said to each other to become friends, or to retell the events in the story from either Nathan or Skye's point of view, or even one of the supporting characters, such as Nathan's neighbour or his sister.

Task Three:

Following on from Task 1 and 2, share with children a story about how you, as an adult, have made friends with someone in an unexpected place. Use this as an opportunity to discuss how one way of making friends could involve joining a new club or starting a hobby, and that engaging with people who have similar interests can be a great conversation starter. Talk about the range of activities that children do outside of school, whilst also being mindful of those children who maybe do not participate, and include how friendship can be found in many different forms and in many different places. It could be a friend we have known since we were babies, someone we see out at the shops, a friendship that we share with our brother and sister or even a friendship with our pets. Consider why pets might make good friends, and make links to the relationship between Mike and his dog, Bowow, in the book. Ask children to write a short reflection about a time when they have made an unexpected friendship, thinking about where, how and why they became friends at that opportunity with someone.



FURTHER IDEAS AND ACTIVITIES

• Read more books that explore the subject of unexpected friendships together such as *Lost and Found* by Oliver Jeffers, *The Rabbit Listened* by Cori Doerrfeld and *Hello Friend!* by Rebecca Cobb; and for older readers, *A Boy and a Bear and a Boat* by Dave Shelton and *The Night Bus Hero* by Onjali Q. Raúf.

• At the beginning of the book, Mike mentions about it being too hot. Learn more about the weather and the climate of the country of the Philippines, including when the wet and dry seasons fall.

• Using drama and freeze framing, act out a scene from the story. This could include when Mike whooshes out of Kaneisha's fireplace or another event.

• The book describes how Mike looks at the rice paddies near the Chocolate Hills. Research more about the importance of rice, how it is grown, and why in lots of Asian countries, rice is not only the staple food, but also a source of work for the rural communities.

• Mike ends up in London when he jumps into the hole. Compare and contrast the similarities and differences of the countries of England and the Philippines using a Venn diagram.