

The MOUNTAIN RESCUE DOG

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The MOUNTAIN RESCUE DOG



YEAR 3 AND 4 LESSON PLAN: PLANNING A MOUNTAIN RESCUE

OUTCOMES

Children will:

- Know the Emergency Services that operate in the UK
- Understand what Mountain Rescue is and the role it plays
- Know what you will need to keep yourself safe when hiking
- Create a poster to share their ideas

CURRICULUM LINKS

ENGLISH - Reading:

- Reading for a range of purposes
- Identifying main ideas from a book

ENGLISH - Writing:

- Plan for writing by discussing and recording ideas
- Writing for a range of purposes

PSHE:

- Know the Emergency Services and how to contact them

RESOURCES

- *The Mountain Rescue Dog* book
- **Resource Sheet 1: Which Emergency Service?**
- **Resource Sheet 2: Be Prepared**
- **Resource Sheet 3: Plan a Poster**
- A3 paper
- A hiking backpack (optional)

LEAD IN

Ask the class what comes to mind when they think of the Emergency Services. Take the children's ideas and scribe them at the front. It is likely that the children will know Police, Ambulance and Fire Brigade but they may not be aware of other emergency services such as the Coastguard or Search and Rescue. Before telling them of these extra services, give out the cards from **Resource Sheet 1: Which Emergency Service?** to pairs or small groups. They should discuss together and sort the problems into which service they think they would call.

When they have completed the task, ask the children to share their results with the class. Did everyone agree with each other? Were there any situations that they weren't sure who to call? If so, introduce the children to the services they weren't aware of.

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YEAR 3 AND 4 LESSON PLAN: PLANNING A MOUNTAIN RESCUE

TASK

Read *The Mountain Rescue Dog* to the class. The mountain rescue team is certainly kept busy! Luckily, there are mountain rescue dogs around the country who help the human team to find those people who are in need. Ask the children to discuss together what would be useful things to take with you if you were going for a hike in the mountains.

What would be useful if you were going to be away all day? What would you take in case you hurt yourself? What would help the rescue services find you if you needed them? The children should be able to recall a number of situations that will give them suggestions from the book, such as putting a hat on a stick to wave around which will help people see them.

If available, show the children a backpack that hikers might use. They can be quite large, but everything in there needs to be useful and not too heavy! The children might like to try the backpack on for size, with or without things inside it. Using **Resource Sheet 2: *Be Prepared***, children can draw their suggestions in the backpack. When they have finished, give children the opportunity to look at other people's ideas. Ask the children to look out for any ideas that are similar to their own. Are there any other ideas that are different that they would like to add to their own backpack?

EXTENSION

Children can research about Mountain Rescue in the UK. Each country's rescue team are run by volunteers who give up their time in order to help people in need. Invite the children to design a poster that would encourage people to donate to the Mountain Rescue teams. They can use **Resource Sheet 3: *Plan a Poster*** to help them think of their ideas, before making a large A3 version to display.





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RESOURCE SHEET 1: WHICH EMERGENCY SERVICE?

<p>Jenny is playing at the park and you fall from a very high climbing frame. She can't move her leg and it really hurts.</p>	<p>There is a robbery at a store.</p>
<p>Tim's smoke alarm goes off and he can see flames in the kitchen.</p>	<p>Fin and his dad have gone for a hike up a mountain but they have got lost.</p>
<p>Bella is in an inflatable boat on the sea, and it has travelled too far away from the shore for her to get back.</p>	<p>Lee and his mum have made a bonfire in the back garden but it has got out of control and they can't put it out.</p>
<p>May sees a man on a bicycle get hit by a car. He has fallen onto the road and can't get up.</p>	<p>Raph has gone climbing in the mountains and has slipped and hurt himself. His leg is trapped under some rocks.</p>





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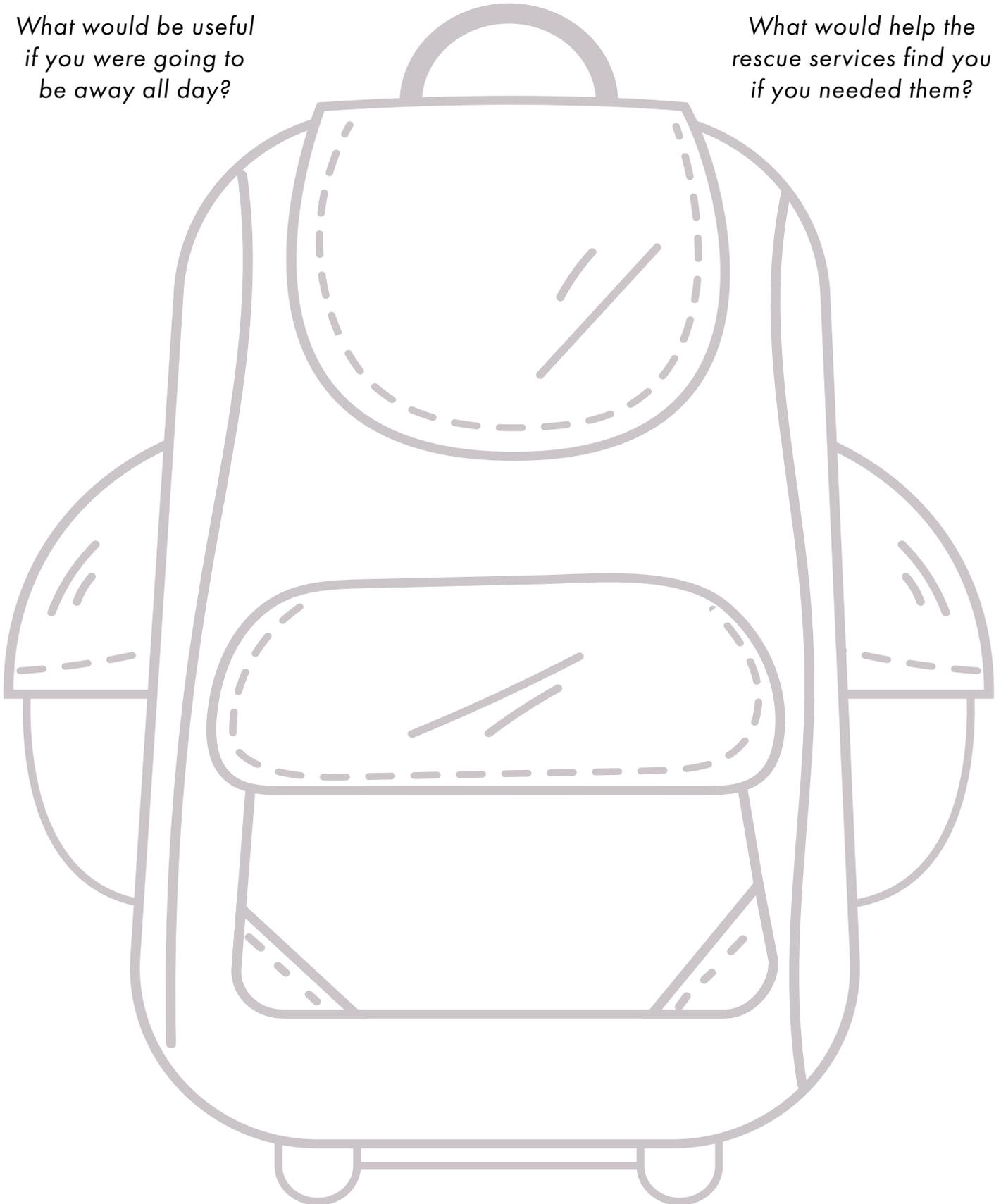


RESOURCE SHEET 2: BE PREPARED

Fill the backpack with items you would need for a mountain hike.

What would be useful if you were going to be away all day?

What would help the rescue services find you if you needed them?



What would you take in case you hurt yourself?



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RESOURCE SHEET 3: PLAN A POSTER

Can you create a poster which will tell people about Mountain Rescue?

<p>What is Mountain Rescue?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Why is Mountain Rescue important?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>How do people contact Mountain Rescue?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>What pictures will you include on your poster?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>What do you want the reader to do after reading your poster?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>What title will you use to draw the reader in?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



YEAR 5 AND 6 LESSON PLAN: PROTECTION FOR PETS

OUTCOMES

Children will:

- Use inference to determine the life of Tatty before he is taken in
- Create a balanced argument, including giving their personal opinion
- Take part in a structured debate on a given subject

CURRICULUM LINKS

ENGLISH - Speaking and Listening:

- Articulate and justify answers, arguments and opinions
- Participate in discussions and debates
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

ENGLISH - Reading:

- Drawing inferences, such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Explain and discuss their understanding of what they have read, including through debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

ENGLISH - Writing:

- Plan writing by noting and developing initial ideas, drawing on reading and research where necessary
- Organise writing by using a wide range of devices to build cohesion within and across paragraphs

RESOURCES

- 'The Mountain Rescue Dog' book
- Resource Sheet 1: *The Collie in the Barn*
- Resource Sheet 2: *State Your Case*
- Resource Sheet 3: *Balanced Argument Word Mat*

LEAD IN

Read *The Mountain Rescue Dog* up to page 19. Give out copies of **Resource Sheet 1: The Collie in the Barn**, which includes a passage from this section. Ask: Why is the dog's behaviour strange? Take ideas and emphasise that its behaviour is not that of a normal pet dog. Ask children to highlight the sections that show that the dog is unusual. What inferences can they make about the dog's upbringing?

TASK

Give children copies of *The Mountain Rescue Dog* to read independently, or read to the class. In the book, Clova develops a touching relationship with the dog, Tatty, through friendship and mutual trust. But Tatty does not start off with a happy upbringing. We learn that he belongs to Malachy Bain but he has never been house trained, and that Bain has shot a dog before that was bothering his sheep. Pose the question: Should everyone be able to buy a pet?

Continued...





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YEAR 5 AND 6 LESSON PLAN: PROTECTION FOR PETS

Using **Resource Sheet 2: State Your Case**, children can work in pairs or small groups to come up with reasons for and against the question. Once completed, this can be used as a planning sheet to create a balanced argument showcasing both points of view before finishing with a conclusion that states their own personal view. Use **Resource Sheet 3: Balanced Argument Word Mat** to support children in their writing, or to use whilst editing to make improvements to their piece.

EXTENSION

Once completed, the children could take part in a formal debate of the topic. Choose a spokesperson for each side to make their arguments for or against the topic, and then let others take it in turns to put their points across. Remind them to use constructive comments that are not personal to add to or counteract the arguments given, for example,

"I partially agree with ____ but also think ____", or "I disagree with _____'s idea because ____".





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RESOURCE SHEET 1: THE COLLIE IN THE BARN

Highlight the sections that show that the dog's behaviour is unusual.

Entering the courtyard, a movement caught Clova's eye. In front of an old wooden barn, a black-and-white collie paced up and down. As soon as the collie caught sight of her, the strangest thing happened. Instead of rushing to greet Clova - or barking and wagging its tail - the dog's ears flattened and its tail tucked between its legs. The collie sloped off into the barn, dragging a chain behind it. Clova had never seen such a sorry-looking creature. She hurried over to the building and stuck her head inside. The chain was attached to a pillar and there was a bed of fresh straw on the ground beside it. She stepped forward. The dog had snuck into the shadows behind a stack of wooden crates.

What does this passage tell you about the dog?

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What does this passage tell you about the owner?

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RESOURCE SHEET 2: STATE YOUR CASE

Should everyone be able to buy a pet?

YES!	NO!
Reason 1:	Reason 1:
Reason 2:	Reason 2:
Reason 3:	Reason 3:

What do you think?

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RESOURCE SHEET 3: BALANCED ARGUMENT WORD MAT

Adding to your argument:				
Additionally	Moreover	Furthermore	Also	In addition
Opposing to your argument:				
On the other hand	However	Nevertheless	In contrast	
Although	Alternatively	Even so	Notwithstanding	
Opposing to your argument:				
Many people believe...		No-one can deny...		
Some people may argue...		One of the main arguments...		
Others may state...		There is no doubt that...		
It can be stated that...		Despite the fact that...		
People may think...		Some may say...		

