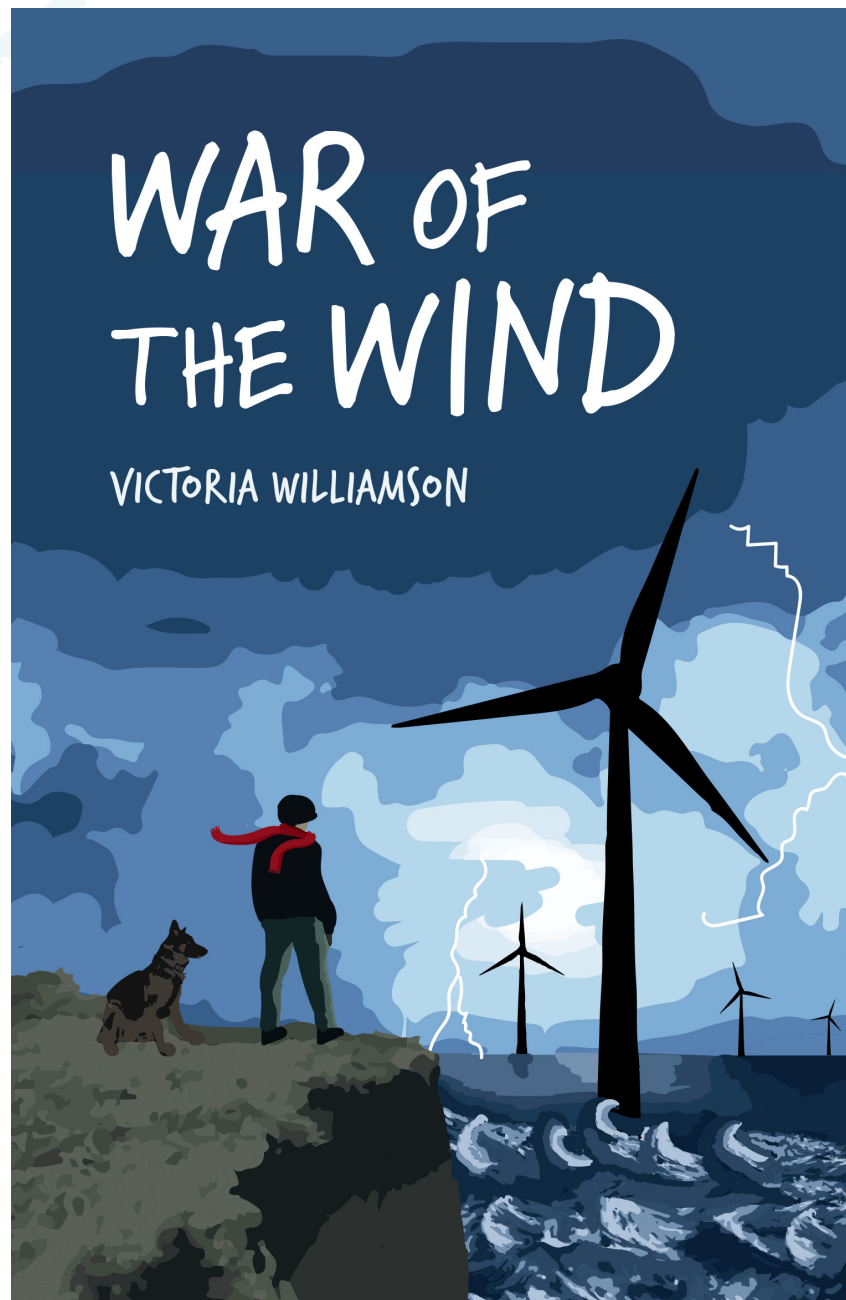


Novel Study Pack



A wide range of activities to explore contemporary issues such as green energy, disability, health and wellbeing, as well as science fiction, and the craft of story writing.

Curriculum for Excellence Levels 3 & 4 and
Key Stage 3 (Ages 11–15)

Introducing War of the Wind

There are whispers on the wind...

On a remote Scottish island, fourteen-year-old Max's life changes forever when he loses his hearing in a boating accident. Struggling to make sense of his new life and finding it hard to adapt in school, he begins to notice other – even stranger – changes taking place when a new wind farm appears off the island's coast.

With the help of three school friends with additional support needs, Max discovers that a sinister scientist, Doctor Ashwood, is using wind turbines to experiment on the islanders. They must find a way to shut down the government's secret test before it spins out of control...

A teen eco-thriller about government weapons testing gone wrong, *War of the Wind* features a cast of teenagers with additional support needs, showing their abilities in a positive light and giving them centre stage in the unfolding drama.

About the Author

Victoria Williamson is an award-winning children's author who grew up in Glasgow, Scotland. After studying Physics at the University of Glasgow, she set out on her own real-life adventures, which included teaching maths and science in Cameroon, training teachers in Malawi, teaching English in China, and working with children with additional support needs in the UK. Victoria is a qualified primary school teacher with a degree in Mandarin Chinese from Yunnan University, and Master's Degree in Special Needs in Education.

Her previous books – *The Fox Girl and the White Gazelle*, *The Boy with the Butterfly Mind*, and *Hag Storm* – were based on her experiences of teaching children from diverse backgrounds, and on Scottish history, and have been short-listed for a number of awards.



Victoria is available for school visits and festival talks – find out more information on her website:
<http://www.strangelymagical.com>
or contact her at:
victoria.r.williamson.googlemail.com

Cover & Blurb

- **Activity 1:** Have a look at the book cover (front and back). Based on the images you see there, what do you think this book might be about? Where do you think the action is set? Who do you think the characters are – what are they like, and what ages might they be?
- **Activity 2:** Read the blurb at the back of the book. What does it tell you about the story? Can you work out what you think might happen in the story – who the characters might be and what might happen to them – based on the information in the blurb? Can you design an alternative book cover, based on the information given in the blurb? What are the key visual elements that you would include?
- **Activity 3:** Have a look at the dedication inside the book. If you wrote a book, who would you dedicate it to and why? Can you write a short dedication to someone, or a group of special people?

Introduction

- **Activity 1:** Now read the prologue ‘Two Years Before the Turbines’. What do we find out about Max and the island? Can you write down ten things about Max – who is and where he lives – based on the information given in the prologue?
- **Activity 2:** If you had to add several paragraphs after the sentence ‘The last sound I ever heard was my dad screaming my name’, how would you continue the story?

Literacy & Geography Maps

- **Activity:** Look at the map of the island at the start of the book, and identify all of the places that are mentioned in the prologue. Does seeing a map help you to visualise Max and the island more clearly? Now make a map of your local area and tell some stories about your local area – are there any interesting things that happened there? Any places you like to hang out with your friends? Any places that are fun, spooky, run down, exciting, dangerous, or make you feel at home? Which places do you visit most often and why?

Literacy & Geography Maps (Continued)

- Explore your own area further using the University of Edinburgh's Digimap software for schools:

<https://digimapforschools.edina.ac.uk/>

- And why not try out some of the learning resources they offer:

<https://digimapforschools.edina.ac.uk/learning-resources/>

Discuss

What kinds of places are important for a community and why? Which places are important for people of different ages (for example, which places are important for children, teenagers, students, parents with families, people with different types of jobs, retired people)? Which places are important to bring all of these people together?

Art & Design

- **Activity:** Design a model toy, village or city which has facilities for everyone. You can plan this out on paper, and create 3-D model using recycled household materials.

Chapters 1-2

● **Reading:** Read chapters one and two.

General questions:

- 1) What do we learn about Max – where he lives, his family, the situation with his friends, his school life – in these chapters?
- 2) How is Max feeling at this point in the story? If you had to pick one word to describe his mood in these chapters, what would it be?

● **Health and Wellbeing – Stereotyping and Treating Others Differently**

Discussion: Max is frustrated with his hearing loss, and the way others treat him because he can't hear what they're saying.

·What examples can you find of the ways people treat Max differently now that he has lost his hearing?

Although he finds being treated frustrating, he also see the other pupils in his additional support needs class as different to the pupils in the mainstream classes.

Can you find examples of the types of words Max used to describe people he sees as different in any way? What other insults do Max and other pupils use in these chapters?

[Answer: space cadet, 'special', zoomer, clatbag, retard, freak, skelly-eyed, scaldhead]

How do you think the pupils in the additional support needs class feel when they're called these names?

Why do you think Max uses these insults, even though he has additional support needs himself?

Is your school as inclusive as it could be, or are some pupils excluded at times for being different? How do you think you could create a more inclusive environment in your school where everyone feels accepted for who they are?

● **Health and Wellbeing – The Importance of Inclusive Language**

Language is very powerful, and the words we use to describe each other can help shape people's perceptions of what other people can do, their potential, talents and abilities. Using language that treats people as less important or less able because they have a disability like Down's Syndrome, is not only dehumanising, but can have a very negative impact on people's self-confidence and life choices.

Chapters 1–2 (Continued)

Activity: Watch the short video where a mother describes how her previous experiences of language surrounding Down's Syndrome affected her initial perception of her daughter with Down's Syndrome, and the ways in which she's now helping others to use more inclusive language:

<https://www.bbc.co.uk/news/av/uk-england-54546967>

Health and Wellbeing – Bullying

Max is afraid of being bullied himself if he stands up for Beanie when she is being bullied in chapter 1. Being a 'bystander' makes it more likely than someone will continue to be bullied, but it can be difficult to know how to help.

Activity: Watch the short video clip on BBC on a boy being bullied (link below). What do you think he should do? If it happened to you, do you have someone who could help you sort the problem out? Does your school have a clear system for supporting bullying that you trust? If you don't feel confident reporting bullying in school, what would make this system better?

<https://www.bbc.co.uk/programmes/p03vpy0k>

Resources: Have a look through some of the resource suggestions below, which might help you overcome the 'bystander' effect in future, or to know what to do if you are the victim of bullying:

Dimensions - #ImwithSam anti-disability discrimination resources.

A lesson plan and accompanying resources to raise awareness of people with learning difficulties and autism, and encourage pupils to question and challenge discriminatory behaviour:

<https://dimensions-uk.org/get-involved/campaigns/say-no-autism-learning-disability-hate-crime-imwithsam/i-am-a-teacher/>

Childnet – Let's Fight it Together: An award-winning film for 11-14 year olds that illustrates the hurt and pain that can be caused by cyberbullying:

<https://www.childnet.com/resources/lets-fight-it-together/>

Stop Speak Support: A lesson plan activity pack aimed at bystanders of cyberbullying:

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/online-bullying/stop-speak-support-focus-online-bullying-0>

Chapters 1-2 (Continued)

Activity: Watch the short video where a mother describes how her previous experiences of language surrounding Down's Syndrome affected her initial perception of her daughter with Down's Syndrome, and the ways in which she's now helping others to use more inclusive language:

<https://www.bbc.co.uk/news/av/uk-england-54546967>

Health and Wellbeing – Bullying

Max is afraid of being bullied himself if he stands up for Beanie when she is being bullied in chapter 1. Being a 'bystander' makes it more likely than someone will continue to be bullied, but it can be difficult to know how to help.

Activity: Watch the short video clip on BBC on a boy being bullied (link below). What do you think he should do? If it happened to you, do you have someone who could help you sort the problem out? Does your school have a clear system for supporting bullying that you trust? If you don't feel confident reporting bullying in school, what would make this system better?

<https://www.bbc.co.uk/programmes/p03vpy0k>

Resources: Have a look through some of the resource suggestions below, which might help you overcome the 'bystander' effect in future, or to know what to do if you are the victim of bullying:

Dimensions - #ImwithSam anti-disability discrimination resources.

A lesson plan and accompanying resources to raise awareness of people with learning difficulties and autism, and encourage pupils to question and challenge discriminatory behaviour:

<https://dimensions-uk.org/get-involved/campaigns/say-no-autism-learning-disability-hate-crime-imwithsam/i-am-a-teacher/>

Childnet – Let's Fight it Together: An award-winning film for 11-14 year olds that illustrates the hurt and pain that can be caused by cyberbullying:

<https://www.childnet.com/resources/lets-fight-it-together/>

Stop Speak Support: A lesson plan activity pack aimed at bystanders of cyberbullying:

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/online-bullying/stop-speak-support-focus-online-bullying-0>

Chapters 3–4

● **Reading:** Read chapters three and four.

General questions:

- 1) What do we learn about Max's family situation in these chapters?
- 2) Why does Max feel as though he's been replaced by his baby sister, Sally?
- 3) What does his dad do that makes Max think he's no longer interested in Max?
- 4) How could Max's dad change his behaviour to help make communication with Max easier?
- 5) Is Max doing everything he can to contribute to a smoothly-running family life, or is he contributing to the problems? Justify your answers with examples from the text.

● **Health and Wellbeing**

Activity: Max is finding it difficult to deal with all of the negative thoughts he's having in the initial chapters of the book. He spends a lot of his time 'Disqualifying Positive Thoughts', 'Thinking in Black and White', and 'Catastrophising'.

Fill in the activity sheets in Appendix 1, with examples of Max's negative thoughts, and how he could change his way of thinking in order to make them more positive.

Now fill in an example of the types of negative thinking that you (or someone you know) engages in, and see if you can come up with ways to think differently about these things in order to make your thought process more positive.

Chapters 3–4 (Continued)

Health and Wellbeing (continued)

Discussion: What are some of the things you can do to deal with stress and anxiety? Which of the following do you think would work for you, and in what situations do you think they would work best?

- Listening to music
- Talking with a friend
- Talking with a parent
- Talking with a teacher
- Going for a walk
- Playing a sport or exercising
- Watching TV or playing a video game
- Breathing exercises
- Caring for a pet
- Taking a nap
- Getting involved in a club or volunteer work
- Practising for the thing you're stressed about (such as public speaking, or an exam)

Further Resources

PSHE Association – Mental health and Emotional Wellbeing Lesson Pack:
<https://pshe-association.org.uk/search?queryTerm=Mental%20health%20and%20emotional%20wellbeing%20pack>

Anna Freud National Centre for Children and Families – Mental Health teaching Toolkit:
<https://www.annafreud.org/schools-and-colleges/resources/we-all-have-mental-health-animation-teacher-toolkit/>

BBC SEN Skills for Life – Dealing with Feelings short video:
<https://www.bbc.co.uk/bitesize/clips/z9xd2hv>

BBC – Mental health video resources:
<https://www.bbc.co.uk/teach/teach/childrens-mental-health-week-2019/zk37bdm>

Charlie Waller Trust – Mental Health Teaching Resources:
<https://charliewaller.org/resources/>

Chapters 5–6

Reading: Read chapters five and six.

General questions:

- 1) What do we learn about Max's situation in school in these chapters? Is Max's assessment of how the other pupils see him completely accurate, or do you think there's more to it that Max isn't noticing because he's stressed?
- 2) Max used to be friends with both Calum and Ryan. How do they treat him now? Is their behaviour towards him the same, or different? Why do you think this is?
- 3) Is Max's treatment of Beanie consistent throughout these two chapters, or are there times when he's nice to her, and times when he's mean? Can you find examples from the text to justify your answer?

Technology and the Environment

Activity: Green energy, such as wind turbines, has many positive advantages over fossil fuels as a source of power. However, are there any negatives? Why do you think the Scragness Island Protest Group are unhappy about the having wind turbines in Wicklin Bay?

Spend some time researching wind turbines on the internet, noting down both the positives and negatives of this form of power generation. Now complete the activity sheet in Appendix 2.

Debate

Imagine you are going to have a wind farm built next to your school, in your local area. Divide the class into two sides – one side in favour of the wind farm, and the other side against it. Hold a debate about what would be best for your school and local area, and see who can come up with the most persuasive arguments. Now hold a class vote for or against the wind farm, and see if one group has been more persuasive than the other.

Chapters 5–6 (Continued)

Activity: Do you know how wind turbines work?

Read the information on the following websites, and see if you can remember enough to write a short summary paragraph about how turbines generate electricity and some of the most important point to remember about wind turbines:

<https://www.edfenergy.com/for-home/energywise/all-you-need-to-know-about-wind-power#:~:text=Simply%20put%20wind%20turbines%20work,generator%20and%20that%20creates%20electricity.>

<https://www.nationalgrid.com/stories/energy-explained/how-does-wind-turbine-work>

<https://www.energy.gov/eere/wind/how-do-wind-turbines-work>

Now watch this video about offshore wind farms, and see if there is any extra information you would like to add to your paragraph:

<https://orsted.co.uk/media/newsroom/news/2019/11/how-does-an-offshore-wind-farm-work>

Challenge

Design your own wind turbine using everyday materials and test it to see how it works! As a class, or at home, try the Wind Power Challenge at Practical Action here:

<https://practicalaction.org/schools/wind-power-challenge/>

Chapters 7–8

● **Reading:** Read chapters seven and eight.

General questions:

1) Why does Max resent Sally so much? Do you think he's being unfair, or do you think he has a good reason to be jealous? If you have a sibling, have you ever felt jealous of them for any reason? Why do you think this is so common?

2) Uncle Stuart's behaviour towards Max is different than Max's father's behaviour. In what ways is it different? Why do you think this is? Can you come up with any explanation for why Max's father acts the way that he does?

● **Literacy**

Discussion: What do you think is really going on across the Bay at the wind turbines, and down at the substation? Do you think that it's routine maintenance, sabotage by the protest group, a boat getting lost in the Bay, or something else entirely?

Activity: Write a few passages telling the story of what's really going on at the substation. This could either be in the form of a news report, as if you are a journalist at the scene, or a fictional narrative, as if you are Max and you can actually see what is happening. To help, first have a look at some resources giving tips on writing a news report, and on writing a first-person narrative:

Writing a news report:

<https://www.bbc.co.uk/bitesize/clips/zcq8y4j>
<https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/zsdekty>
<https://schools.firstnews.co.uk/blog/non-fiction/non-fiction-teaching-resources-ks2-and-ks3/>

Writing a first-person narrative:

<https://www.masterclass.com/articles/how-to-start-writing-a-story-in-first-person-point-of-view>
<https://writersedit.com/fiction-writing/7-essential-guidelines-for-writing-in-first-person/>
<https://examples.yourdictionary.com/examples-of-writing-in-first-person.html>

Chapters 9–10

Reading: Read chapters nine and ten.

General questions:

- 1) Max is still struggling to master sign language, as it's very different from spoken English. Have you ever learned another language? What were some of the challenges you faced, and what did you find most frustrating and most rewarding about it?
- 2) Why is Max annoyed when Erin speaks out loud instead of writing things down? What does this tell you about the ways that Erin and Max view their deafness? Who do you think has the better attitude towards interacting with other people? What does it tell you about the self esteem of these two characters?
- 3) There are a few hints in these chapters that other pupils in the school are starting to act in ways that are out of character. Can you find what these are? What do you think might be causing them to act this way?
- 4) There are a few other odd things that happen in and around the wind farm substation. Can you remember what these are, and guess what you think might be going on?

Health and Wellbeing – British Sign Language

Activity 1: Max is learning British Sign Language, while Erin and her mother are fluent in BSL. How much do you know about BSL and Deaf culture? Do you know how many people use BSL? Find out the answers here:

<https://signhealth.org.uk/resources/learn-about-deafness/british-sign-language-and-english/>

Activity 2: Do you know any BSL signs? Can you guess what they mean? Take the quiz here and see how many you can get right!

<https://www.bbc.co.uk/cbbc/quizzes/bp-bsl-quiz>

Chapters 9–10 (Continued)

Activity 3: Do you now the BSL fingerspelling alphabet? The right-handed and left-handed charts are in Appendix 3. Learn it here through the charts and the following video, and work out how to fingerspell spell your own name, and the names of your classmates:

<https://www.deafaction.org/bsl-courses/learn-the-bsl-alphabet/>

Challenge: How many fingerspelling words can you read in 2 minutes? Take the challenge here:

<https://www.signlanguageforum.com/bsl/fingerspelling/fingerspelling-game/>

Activity 4: Find out more about how you can communicate with people with hearing loss through this video for Deaf Awareness Week here:

<https://burgesshillgirls.com/2021/05/14/sisters-appear-on-newsround-for-deaf-awareness-week/>

Discuss: Now that you know a little bit more about Deaf culture and sign language, do you understand Max and Erin's characters a little bit better? Why do you think Max is finding his home and school life more difficult than Erin? How does Max feel about being deaf, compared to Erin?

Research: Find out more about the lives of Deaf people through these videos:

BBC – boy in Northern Ireland talking about what BSL means to him:
<https://www.bbc.co.uk/news/av/uk-scotland-59685235>

BBC – Scottish teenager talking about what her friends learning BSL means to her: <https://www.bbc.co.uk/news/av/uk-northern-ireland-60763115>

BBC – Strictly Come Dancing dancer talks about rehearsing without music:
<https://www.bbc.co.uk/news/av/entertainment-arts-58658886>

Explore more about Deaf culture and hearing impairment on the BC website here:

<https://www.bbc.co.uk/news/topics/c302m85q5y4t?page=1>

Chapters 11–12

Reading: Read chapters eleven and twelve.

General questions:

- 1) What reasons do the adults give in chapter eleven for arguing? Do you think their argument is really about Twister, or do you think something else might be going on?
- 2) What do you think Max is hearing when he switches his hearing aid on? Do you have any predictions about what you think the strange noise might be?
- 3) What do you think happened to the bats down on the beach?
- 4) Why do Max and Erin get into an argument? Do you think one of them is in the right, or do you think they are both equally to blame for the argument?

Health and Wellbeing – Friendships

Activity: What makes a good friend? What qualities are important to you? Complete the activity sheet in Appendix 4 to consider which things make someone a valuable friend to you- be honest! See if you can add some ideas of your own about what makes a good friend, and compare these with the rest of the class. Does everyone agree about some of the important qualities, or is there a lot of variation in what people believe makes a good friend?

Brainstorm: Now brainstorm the most important rules for a friendship. According to the BBC, social psychologists, Argyle and Henderson, studied this in 1984 and gave the following rules they found across the world. Friends:

Share news; show emotional support; volunteer help in times of need; repay debts and favours; trust and confide in others; stand up for the other in their absence; don't criticise in public; keep confidences; aren't jealous or critical of other's friendships; respect each other's privacy.

Discuss: Why do you think Max and Erin aren't really friends despite the fact that they spend every day in school together, and Max has spent afternoons over many months learning sign language at Erin's house with Erin and her mother? Do you think it is Max's behaviour, or Erin's behaviour that's the problem, and why? What would they need to do in order to become friends?

Chapters 13–14

● **Reading:** Read chapters thirteen and fourteen.

General questions:

- 1) What are the latest changes that have affected the islanders in these chapters?
- 2) Why do you think there were people standing out on the clifftop at night? And what do you think was the matter with Twister?
- 3) Beanie's at Mr Strachan's store doing the shopping by herself in chapter fourteen. What do you think might have happened at home that she's not telling Max about?

● **Health and Wellbeing – Down's Syndrome**

Brainstorm: What do you know about Down's Syndrome? Write down some of the assumption you have. What kind of jobs do you think some people with Down's Syndrome can do?

Beanie has Down's Syndrome, which is a chromosomal conditions in which extra genetic material causes differences in the way a child develops mentally and physically. Everyone with Down's Syndrome is unique, and will grow up with a different set of abilities, hopes and dreams, just like children without Down's Syndrome.

Watch and Read

Find out more about Down's Syndrome by watching and reading the information on BBC Newsround here:

<https://www.bbc.co.uk/newsround/24708543>

Chapters 13–14 (Continued)

● Watch and Read (part two)

Now watch the short videos on the different jobs that some people with Down's Syndrome have.

Are they different to the ones you listed in the brainstorm activity? Do any of them surprise you, or challenge some of your assumptions?

Careers that some people with Down's Syndrome can have:

A tyre fitter: <https://www.bbc.co.uk/news/av/uk-wales-59401936>

A model: <https://www.bbc.co.uk/news/uk-wales-60140181>

A scaffolder: <https://www.bbc.co.uk/news/av/uk-england-wiltshire-45756767>

A performing artist: <https://www.bbc.co.uk/news/av/uk-england-leeds-59761052>

A fitness instructor: <https://www.bbc.co.uk/news/av/uk-politics-59432488>

An Olympic athlete: <https://www.bbc.co.uk/news/av/world-52008197>

Activity

Download and print Becca's Cards challenging the language around Down's Syndrome. Share them with other people at school, and with friends and family, and discuss how many of the negative comments on the cards people have heard themselves, and how this language can help shape negative views of people with Down's Syndrome. Can you help change this language to make it more inclusive by sharing these cards more widely?

<https://www.downs-syndrome.org.uk/wp-content/uploads/2020/09/Language-Creates-Reality-Print-Out.pdf>

Chapters 15–17

● **Reading:** Read chapters fifteen, sixteen and seventeen.

General questions:

- 1) What did you think Max was going to find at the wind farm substation? Was the folder detailing the experiments a surprise, or did you guess something was going on there? What do you predict Max is going to do next?
- 2) What have you learned about Doctor Ashwood so far? What do you think he's planning next? Why do you think he told Max to carry a mobile phone? What do you think is going to happen in the next chapters?
- 3) Why do you think Max feels much more comfortable and relaxed at the Brodys' house than at home? What changes would need to be made at home for Max to feel so at ease having dinner with his own family?

● **Health and Wellbeing – Identity**

Erin and Beanie have come up with sign language nicknames for people in the school, which is quicker than fingerspelling the names. Erin's nickname is the sign for 'ladybird', Beanie's nickname is the sign for 'hat', and Max's nickname is the sign for 'whale'.

Brainstorm: Brainstorm all of the things that influence your identity – what makes you unique. Factors that influence identity include:

- Language
- Culture
- Gender
- Family
- Friends
- Media (music, films, tv shows)
- Interests and hobbies
- Your city, town or community
- Your country
- Traditions and celebrations
- Religion
- Clothes

Which of these things do you think influences you the most? Rank them in order of importance.

Chapters 15–17 (Continued)

● Health and Wellbeing – Identity (part two)

Activity: Now think about Erin, Beanie and Max’s nicknames. Do you think these names suit them? Why? Why not? Do you think they should have names based on their identities, rather than their personal appearances? What nicknames do you think would suit them better?

- Look again at the list of things you brainstormed which influence your identity. Come up with a special name for yourself based on the things that make you unique. If you had a logo to represent you based on your identity questionnaire, what would it be?
- Write your special name and draw your logo on a piece of card.
- Now pass the card round the class and have one student hold up a card at a time and try to guess the real name of the person who drew it based on their special name and logo.
- Use the BSL fingerspelling generator to work out what your nickname would be using fingerspelling: <https://www.british-sign.co.uk/fingerspelling-word-generator/>
- Can other people in the class work out what you’re spelling?
- Now look your sign up in a BSL dictionary and learn the sign. Can others guess what it is? <https://www.signbsl.com/sign/translator>

Activity: Turn your logos into a class set of Top cards using the card blanks in Appendix 5.

- Draw your logo and write your character name in the blank box at the top.
- Agree as a class what the five character attributes will be. These could be, for example, Strength, Speed, Imagination, Kindness, Stamina, Magic Power, Courage or Loyalty.
- For each person in the class, write a random number between zero and one hundred on a piece of paper and put it in a box (for example, if there are thirty people in the class, there should be thirty pieces of paper in the box).
- For the first character attribute, everyone should draw a piece of paper from the box and write that number as their first character attribute.
- Repeat this for the other four character attributes until everyone has a randomly assigned number for each one.
- Now your class is ready to play Top Trumps!

If you’re not sure how to play Top Trumps, have a look at the rules here: <http://www.toptrumps.com/how-to-play-top-trumps/>

Chapters 18–19

Reading: Read chapters eighteen and nineteen.

General questions:

- 1) Why is Max annoyed by the way the old lady at the bring-and-buy sale treats him before and after she knows he is deaf?
- 2) Is the woman's behaviour similar or different to the way Max treats the other teenagers who have additional support needs?
- 3) What assumptions has Max made about David up until this point in the story? Have your assumptions about David been the same?
- 4) Were you surprised to find out David is very clever and is studying fifth year Physics? Why? Why not?

History – Sound Wave Weapons

Research: Sound wave weapons have a long history. Read a little bit about them here:

<https://www.history.com/news/sonic-weapons-warfare-acoustic>

Discussion: Now discuss what type of sound wave weapons have been used throughout history, and how these weapons differ from the government's wind turbine experiment in the book. If you were going to invent a new piece of technology using sound waves, what would it be used for? Would it be a weapon, or would it be used for making the world a better place?

Science – Sound Waves

Research: Find out a little more about sound waves from the BBC here:

<https://www.bbc.co.uk/bitesize/topics/zw982hv/articles/z8mmb82>

Activity: Write a few paragraphs about the sound wave technology that you would invent. How would it work? Would it be based in the science we currently have today, or would it be science fiction (technology only available in the future)?

Chapters 18–19 (Continued)

● Health and Wellbeing – Cerebral Palsy

Up until chapter eighteen, Max has made a lot of assumption about David not being able to do many things, based on the fact that he uses a wheelchair, and he finds it difficult to control his movements. In this chapter, Max realises he has made the same type of assumption about David abilities as other people make about Max's own abilities based solely on the fact that he's deaf. People often make assumptions about us based on the way we look or a single characteristic we have.

Brainstorm: What do you know about cerebral palsy? Write down some of the assumption you have.

Research: Watch this BBC Teach video where Archie tells his story. Does it challenge any of your assumptions?

<https://www.youtube.com/watch?v=k-3bb3g0VxY>

Watch these videos about different people with cerebral palsy, and discuss some of the issues they raise. Are there any issues raised in them that you haven't thought about before?

- BBC - Walsall student appeals for a new voice:
<https://www.bbc.co.uk/news/av/uk-england-birmingham-61237277>
- BBC - Becoming a lawyer: <https://www.bbc.co.uk/news/av/uk-england-43505894>
- BBC – The female boxer with cerebral palsy:
<https://www.bbc.co.uk/news/av/uk-england-dorset-43843170>
- BBC - Amelia's bicycle fundraising challenge:
<https://www.bbc.co.uk/news/av/uk-england-humber-60528738>
- BBC - Leicestershire boy with cerebral palsy learns to walk:
<https://www.bbc.co.uk/news/av/uk-england-leicestershire-60779599>
- BBC – Solihull Instagrammer's viral videos:
<https://www.bbc.co.uk/news/av/uk-england-birmingham-60042684>
- BBC – Australian cheerleader with cerebral palsy:
<https://www.bbc.co.uk/news/av/world-australia-36891789>

You can find out more about the life of teenagers with cerebral palsy and read some of their stories here: <https://www.cpteensuk.org/>

Chapters 20–21

● **Reading:** Read chapters twenty and twenty-one.

General questions:

- 1) Have you worked out how Doctor Ashwood is using his handheld device to target his signals to the islanders' mobile phones? What do you predict is going to happen next when he uses these signals on the teenagers at school, and on the rest of the islanders?
- 2) Why are the four main characters affected by the targeted signals in different ways? Can you remember the reasons why Max, Erin, Beanie and David are more or less vulnerable to the signals targeted at the mobile phones?
- 3) Why do you think Doctor Ashwood is starting a new lunchtime coding club for teenagers at the school?
- 4) Do you think Max's plan to contact the journalist in Glasgow is going to work? What do you think will happen next?

● **Literacy, History and Technology – Secret Messages and Codes**

Doctor Ashwood is using the wind turbines to send secret messages carried on sound wave signals. This is science fiction, but secret codes and secret messages have been around for thousands of years.

Discuss: What type of secret codes or ways of sending messages do you know about? Have you ever tried using them? Do you know what any of these are and what they were used for?

- Cryptic Codes – e.g. Crosswords, Ciphers, Rebus, The Enigma Code
- Secret Messages – e.g. Invisible Ink
- Message Codes – e.g. Morse Code and Semaphore

Chapters 20–21 (Continued)

Literacy, History and Technology – Secret Messages and Codes (part two)

Research: Find out some more about secret codes here:

https://en.wikipedia.org/wiki/History_of_cryptography

<https://www.sciencefocus.com/science/10-of-the-most-mysterious-codes-and-ciphers-in-history/>

<https://www.nationalarchives.gov.uk/education/families/time-travel-tv/codes-and-secret-messages/>

Activities: Explore Rebus puzzles here, then have a go at creating some of your own to challenge your classmates!

http://www.fun-with-words.com/rebus_puzzles_01.html

Now explore some different ciphers with these activity sheets:

<https://www.heon.org.uk/wp-content/uploads/2020/04/KS3-Coding-Challenge-Downloadable.pdf>

Challenge

Some codes, like Morse code and semaphore, were not developed in order to pass secrets, but were used before the invention of the telephone in order to pass information over a distance. Why not have a go at sending a message in Morse code? You can the chart in Appendix 6 to learn the code, or use a free Morse code generator to encrypt it, and challenge the receiver to decipher it:

<https://morsecode.world/international/translator.html>

Chapters 22–23

● **Reading:** Read chapters twenty-two and twenty-three.

General questions:

- 1) Do you think Max has made the right choice about hiding what is happening with Twister? Why? Why not? What would you do if it was your dog?
- 2) What do the newspaper headlines and the incident with the teenagers on the clifftop tell us about what's happening on the island? What do you think is going to happen next?
- 3) Why do you think the teenagers on the clifftop are targeting Max? Do you think they're acting on their own, or through Doctor Ashwood's secret orders? Why?

● **Literacy – Newspaper Articles**

Activity: The strange things that have been happening on the island have made the headlines of the local newspaper. Write a newspaper article about one or more of the incidents that has happened in the book so far. Remember that newspaper reports are written in a short, more clipped and formal style than ordinary story writing, and they stick to the facts – when, where, who and what. They don't contain opinions, unless they are opinion pieces.

Once you've written and typed up your report, put it together with your classmates' reports to make a newspaper. What else would your class newspaper need? Discuss some of the other things that would need to be included, such as photos, pictures, opinion pieces, a TV listings page, sports news, and advertisements. Can you assign different tasks to each person in the class and come up with a complete edition of the island's weekly newspaper?

Chapters 22–23 (Continued)

Drama – Tableaus

Activity: In groups, make a tableau of some of the scenes in chapter twenty-three, e.g.:

- The teenagers standing on the clifftop
- The teenagers coming after Max
- The teenagers trying to get into the shed where Max is hiding

Which of these scenes feels the spookiest or the most threatening? How would you feel if you were Max? Take turns being a journalist interviewing Max after the event. What questions would you ask? How would Max describe what happened?

Art – Silhouette Pictures

Activity: Have a look at some of the ideas below, and use one to make a silhouette picture of the teenagers standing on the clifftop, with the moon casting them and turbines in shadow.

With black and white paper:

<https://www.thesimplethings.com/blog/make-silhouette-portrait>

With tissue paper:

<http://hugsarefun.com/silhouette-tissue-paper-canvas-art/>

With a phone photo app:

<https://www.perfectcorp.com/consumer/blog/photo-editing/how-to-make-a-silhouette-from-a-photo>

Window silhouettes:

<https://evanevents.co.uk/wp-content/uploads/2020/11/How-to-create-your-own-window.pdf>

Chapters 24–25

● **Reading:** Read chapters twenty-four and twenty-five.

General questions:

- 1) What do you think of the group's plan to stop the turbine experiment? Can you come up with a better one? Split the class into groups, and see if you can come up with any alternative plans for stopping the secret experiment.
- 2) Compare what you said Max should have done about Twister in previous discussions to what you think now. Should he have done things differently? Do you think he should have told the truth about what was happening to the dog, or do you think the outcome would still have been the same?

● **Health and Wellbeing – Lying**

Discuss: There are a lot of secrets, lies and consequences in these two chapters. Do you know when someone is lying? What do you think are some of the tell-tale signs that someone is lying to you? Do you have a poker 'tell' that shows someone when you are lying?

Research: Read about some of the signs that someone is lying in this article, and decide if there are any useful ones which might help you spot a lie in the future:

<https://www.forensicscolleges.com/blog/resources/10-signs-someone-is-lying>

Discuss: Explore the ethical questions around lying on this BBC website, and discuss the questions asked before reading further:

https://www.bbc.co.uk/ethics/lying/lying_1.shtml

Activity: Play 'two truths and one lie', and see who the best lie detector in the class is! All you have to do, is think up two things about yourself that are true, on one that is a lie. You can make them three interesting things – places you've been on holiday, hobbies you have, experiences you've had – or more everyday things, like the type of food you like, or the TV shows you've watched. Split the class into two groups, and take turns sharing your truths and lie, giving points to the team who guess correctly, and see which group is better at detecting the lies.

Chapters 26–28

● **Reading:** Read chapters twenty-six, twenty-seven and twenty-eight.

General questions:

1) Beanie plays an important role in saving the day and making the team's plan work in these chapters. In what ways do her actions disprove the stereotypes and prejudices that Max held about her in the initial chapters?

2) In order to save the islanders, Max had to drive his father's boat from the harbour to Wicklin Bay, even though it would get him into a lot of trouble if his parents found out. Have you ever done anything that was against the rules in order to stop something bad from happening? Were you praised for taking the initiative, or did you get into trouble?

● **Health and Wellbeing – Fear and Anxiety**

Discuss: What is Max's biggest fear? How does he face it in these chapters? What other frightening experiences do the group of friends have in these chapters, and how do they face their fears? Do you think Max feels braver because he is facing his fears with friends? Discuss the difference that having the support of friends and family and make to standing up to the things that we find frightening.

Activity

Complete the 'Fear and Anxiety' sheet in Appendix 7. Using a timer, give yourself 60 seconds to write as many words connected to fear as you can in the time, and 60 seconds to write as many words as you can think of connected to anxiety. There are no right or wrong answers to this, the goal is to see what comes to mind for you when you hear these words. Compare what you have written with the rest of the class – are there any similarities or differences? Now look up the dictionary definitions of 'fear' and 'anxiety' and see how the two are related.

Chapters 26–28 (Continued)

● Art – Facing Your Fears

Research: Art can be a very effective way of helping overcome fears through creativity. Have a look at some of these examples of using artistic depictions to both face fear, and induce fear (and thereby lessening it):

<https://northwoodsmnart.weebly.com/face-your-fears.html>

<https://www.cbc.ca/arts/16-fright-inducing-artworks-for-every-kind-of-phobia-1.3294977>

Activity: Try some of these suggestions for using art to overcome fears and anxieties, or to find calm when you're stressed:

- Create a stress-busting 'zetangle' by drawing a shape on a piece of paper, splitting your shape into sections, and letting your mind wander as you draw different patterns in each section.
- Draw a place where you feel safe – draw or paint this place in as much detail as you can, and imagine yourself going to this safe place any time you feel anxious or stressed.
- Create a piece of art that is ephemeral ('lasting for a short time') – make a picture, a sculpture, or a model that represents all of your fears, and then destroy it! This can help you release tension, as well as symbolically helping you to overcome our fears.
- Make a mask representing your worst fear. By wearing the mask and acting out the thing that frightens you, it can help you 'become' your fear, and thus conquer it!

Chapters 29–31

● **Reading:** Read chapters twenty-nine, thirty and thirty-one.

General questions:

- 1) Does learning that Max's dad has dyslexia change the way you see his relationship with Max, and how his dad might really feel about Max being deaf? Why do you think that is? Or why not?
- 2) Do you agree with the decision that the journalist, Alison Parker, made not to make what happened public? Why? Why not?
- 3) Think about some of the different types of communication that the characters have used in this book. How many can you list? Are there any other types of communication you can think of that haven't been used by these characters? Who would use these types of communication, and why?
- 4) Do you think this book has a happy ending, or a sad ending? How did you feel about the way it ended, and how would you have ended it?
• What do you think Doctor Ashwood will do next? Can you come up with a storyline for a sequel that involves Doctor Ashwood and an experiment on the island?

● **Literacy and Media – Journalism**

Activity: Imagine you are Alison Parker and her news team, and you're going to make an investigative documentary about everything that happened on the island. What would you need to research and what documents and evidence would you need to get hold of? Where would you get your facts? Who would you need to interview? Plan out the documentary as a class, write the 'script' for the narrator, and record 'interviews' with the islanders. What would be the main findings of your documentary? Would it reach a firm conclusion, or would there be many questions left unanswered?

Chapters 29–31 (Continued)

● Health and Wellbeing – Dyslexia

Activity: Max's dad struggles to communicate with Max in writing as he is dyslexic. Find out more about dyslexia by reading the information and watching the videos on the BBC website here:

<https://www.bbc.co.uk/newsround/20783002>

Discussion: Have a think about the ways in which Max's dad's dyslexia has affected his relationship with Max. Is there anything that could have been done differently so they didn't end up misunderstanding each other? What will they both need to do in future to make communication between them much smoother?

Activity

Listen to some children and teenagers describe their experiences of dyslexia. Is there anything your teacher, class and school can do to make things easier for pupils with dyslexia? What changes could your class make?

<https://www.bbc.co.uk/teach/teacher-support/dyslexia-make-a-difference/zj226v4>

Extension Activities

Science and Technology – Exploring Green Energy

Wind energy is one of the topics of this novel, but there are lots of different types of renewable energy. Spend some time as a class researching these, focussing on their pros and cons. Discuss how climate change is affecting the UK and other countries, and what changes can be made in the future, both at an individual level and at a country-wide level, in order to bring carbon emission down and to create a more eco-friendly, sustainable lifestyle. Here are some resources you can look up to get started on a class project:

<https://www.bbc.co.uk/bitesize/topics/zfmgbqt/articles/zxnsp4j>
<https://www.stem.org.uk/resources/community/collection/435360/renewable-energy>
<https://www.stem.org.uk/resources/community/collection/14556/fuels-and-energy-resources>
<https://www.stemcrew.org/resources/renewable-energy-resources/>
<https://ourfuture.energy/wp-content/uploads/2021/03/ASE-OFE-Energy-Resources-Project-PDF.pdf>
https://www.meen.org.uk/Energy_and_Water
<https://www.topmarks.co.uk/Search.aspx?q=energy>

Literacy and Media – Make Your Own Book Trailer

Activity: Watch the book trailer for *War of the Wind*.

Now that you've read the book, can you plan and make your own book trailer for the book? You can either use drawings to illustrate it, or photographs, or shoot video clips. You can also make it more dramatic by using music. Here are some resources that might help you put the video together and to find free music:

<https://animoto.com/blog/guides/how-to-make-a-book-trailer>
<https://englishteaching101.com/book-trailer-project/>
<https://www.flexclip.com/learn/how-to-make-a-book-trailer.html>
<https://www.readingzone.com/creative-projects/make-a-book-trailer/>
<https://www.tristanbancks.com/2016/03/how-to-make-book-trailer.html>

Extension Activities

● Mathematics – Diversity Statistics

According to the Cooperative Children's Book Centre's 2019 study (<https://ccblogc.blogspot.com/2020/06/the-numbers-are-in-2019-ccbc-diversity.html>) only 3.4% of children's books published in America had disabled main characters, while the CDC reported that 26% of Americans have disabilities. A 2019 UK study of the top 100 bestselling books for children found that these books contained only one disabled character, while according to UK government figures, 15% of school pupils in the UK have special educational needs (<https://senmagazine.co.uk/content/education/7838/reality-check/>)

Activity 1: Use the table in Appendix 9 as a starting point – you can change this or add different categories of character. Look at the books in your school library or on your class bookshelf, and write down the number of main characters and support characters in each category. Create a bar chart to display your results. An example of this type of chart is shown in Appendix 9.

Discuss:

Do the results surprise you, or are they what you expected?

Are there many more of one type of main character or background character in the books in your library or class bookshelf, or are they roughly equal?

Why do you think this is?

Does the percentage of each type of character reflect your class, or your school?

Would you like to read more books with different characters? Why? Why not?

Do you feel you need to have something in common with a character in order to get into a story and get behind a character? Or can you see the similarities and empathise with them regardless of their background, culture, religion or gender?

Extension Activities

Activity 2

Can your class come up with a more diverse list of books for your class bookshelf or school library? Research some of these books online. Some suggestions can be found at:

Love Reading 4 Kids:

<https://www.lovereadings4kids.co.uk/blog/30-books-with-positive-images-of-disability-6114>

Book Trust:

<https://www.booktrust.org.uk/news-and-features/features/2017/july/long-may-it-continue-how-books-are-getting-better-at-writing-disabled-characters/>

Scholastic Books About Disabilities Pack:

<https://shop.scholastic.co.uk/products/Books-About-Disabilities-KS2-Pack-x-15-9789999676939>

IBBY Collection of Books for Young People with Disabilities:

<https://www.ibby.org.uk/awards/outstanding-books-young-people-disabilities/>

TYPE OF NEGATIVE THINKING	EXAMPLE OF MAX'S THINKING FROM THE TEXT	HOW COULD MAX MAKE HIS THINKING MORE POSITIVE?
<p>Disqualifying the Positives:</p> <p>Ignoring the positives and only paying attention to the negatives</p>		
<p>Catastrophising:</p> <p>Imagining the worst possible scenario will happen</p>		
<p>Thinking in Black and White:</p> <p>Imagining that something can only be good or bad, right or wrong, and ignoring the alternative shades of grey in between.</p>		

ADVANTAGES OF ENERGY FROM WIND TURBINES	DISADVANTAGES OF ENERGY FROM WIND TURBINES

BRITISH SIGN LANGUAGE - FINGERSPELLING



british-sign.co.uk

LEARN BRITISH SIGN LANGUAGE ONLINE
AT WWW.BRITISH-SIGN.CO.UK

BRITISH SIGN LANGUAGE - FINGERSPELLING



british-sign.co.uk

LEARN BRITISH SIGN LANGUAGE ONLINE
AT WWW.BRITISH-SIGN.CO.UK

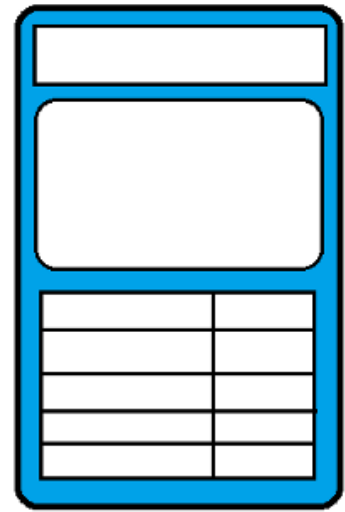
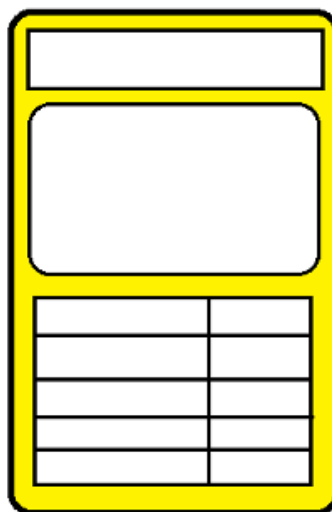
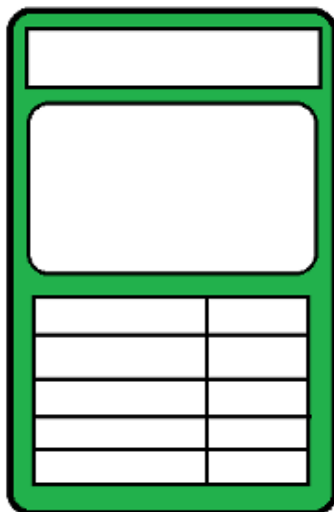
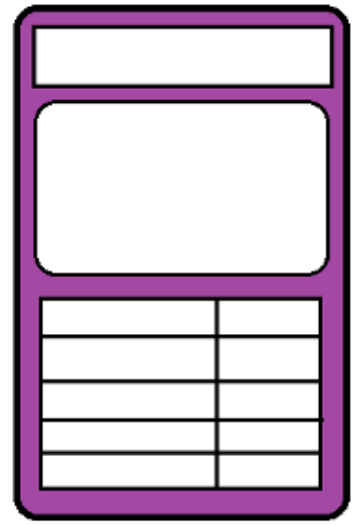
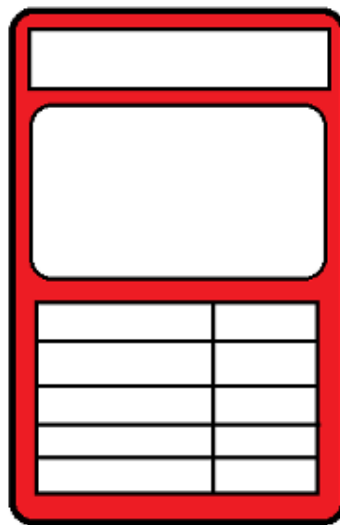
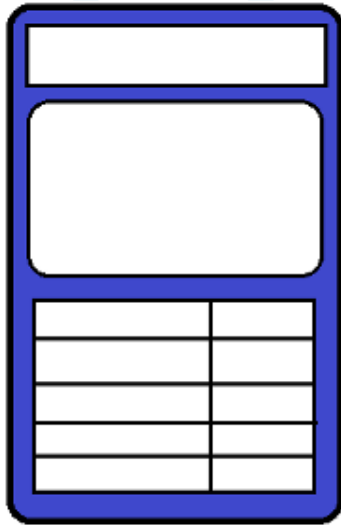
Appendix 4: What Makes a Good Friend? 37

	Very Important	A little important	Unimportant
Honest			
Hard working			
Fun			
Popular			
Rich			
Good looking			
Clever			
Sporty			
Outgoing			
Polite			
Generous			
Knows a lot of gossip			
Streetwise			

Appendix 4: What Makes a Good Friend? 37

	Very Important	A little important	Unimportant
Reliable			
Likes the same music and TV shows as me			
Wears fashionable clothes			
Listens to me			
Sticks up for me			
#olds parties at their house			
Invites me over to their house			
#elps me with school work			
*			
*			
*			
*			

*Add your own here



International Morse Code

1. The length of a dot is one unit.
2. A dash is three units.
3. The space between parts of the same letter is one unit.
4. The space between letters is three units.
5. The space between words is seven units.

A • —
 B — • • •
 C — • — •
 D — • •
 E •
 F • • — •
 G — — •
 H • • • •
 I • •
 J • — — —
 K — • —
 L • — • •
 M — —
 N — •
 O — — —
 P • — — •
 Q — — • —
 R • — •
 S • • •
 T —

U • • —
 V • • • —
 W • — —
 X — • • —
 Y — • — —
 Z — — • •

1 • — — —
 2 • • — — —
 3 • • • — —
 4 • • • • —
 5 • • • • •
 6 — • • • •
 7 — — • • •
 8 — — — • •
 9 — — — — •
 0 — — — — —

Write as many words and phrases connected to 'fear' and 'anxiety' as you can. You have 60 seconds for each word. Then look up the dictionary definitions of these words.

FEAR	ANXIETY

Dictionary Definitions:

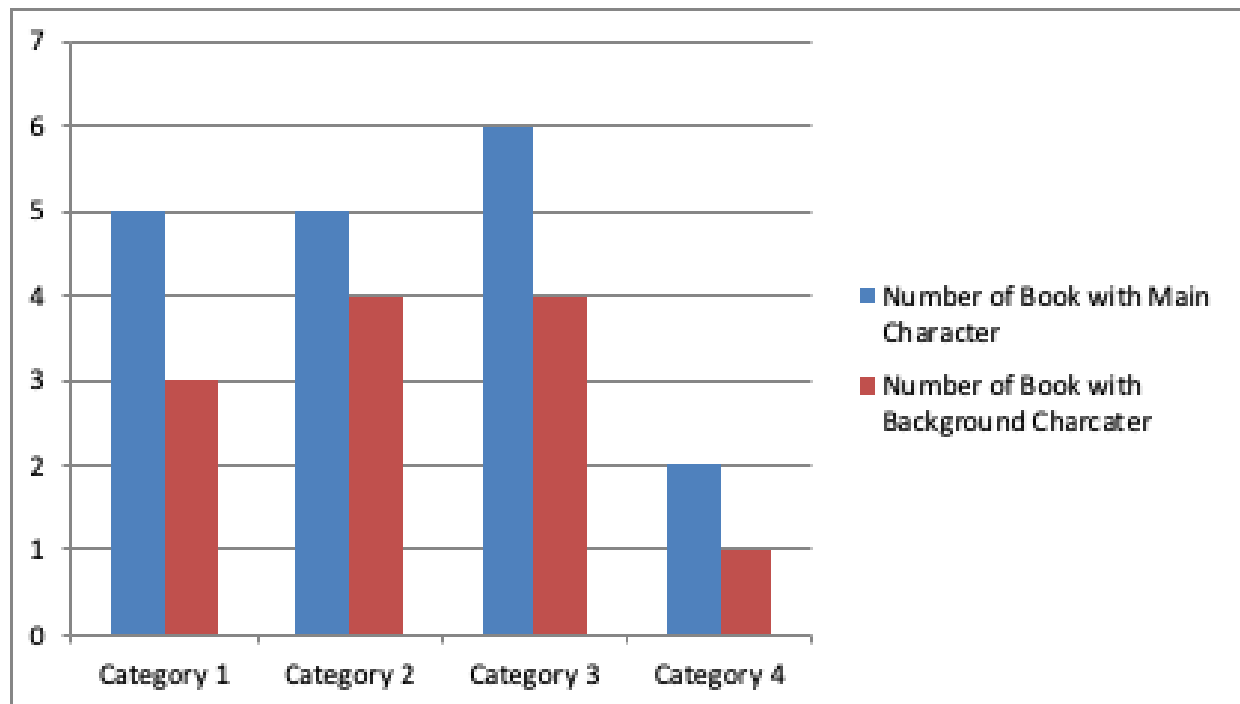
FEAR	ANXIETY

Event which might cause fear	How could this fear be overcome?
Going to the dentist	
Taking a trip in an aeroplane	
Sitting an exam in school	
Giving a speech in front of an audience	
Going to a party or an event where you don't know anyone	

Can you think of something that makes you anxious? Are there any things you can deal to lessen the anxiety, or to feel more prepared for the event or situation that makes you nervous?

Event which makes you anxious	How could this fear be overcome?

Type of Character	Number of Books with Main Character	Number of Books with Background Character
Male		
Female		
White		
BAME		
Able-bodied		
With an Additional Support Need (e.g., an autistic character or one who uses a wheelchair)		
Notes of type of Additional Support Need portrayed, and number of representations		



22