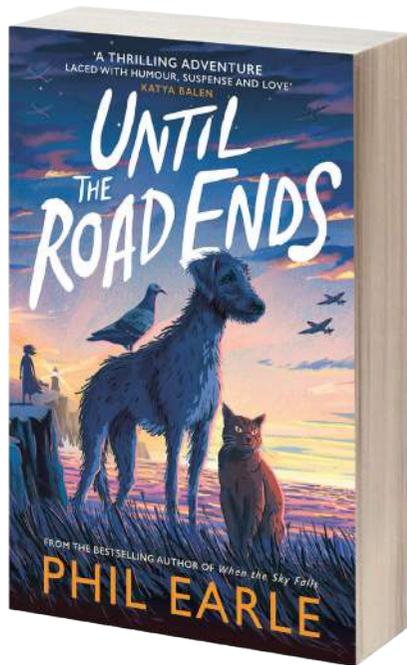


# UNTIL THE ROAD ENDS

## PHIL EARLE

### CHAPTER-BY-CHAPTER TEACHING RESOURCES



A powerful story inspired by real events from the bestselling author of *When the Sky Falls* and *While the Storm Rages*.

When Peggy saves a stray dog from near-death, a beautiful friendship begins. Nothing can come between them – until war is declared. Peggy is evacuated to safety, but Beau is left behind in London, where he becomes the most unexpected of war heroes. Night after night, as bombs rain down and lives are destroyed, Beau searches the ruins of the city, rescuing countless survivors.

But then tragedy strikes and Beau must set off on an incredible Journey to find his beloved Peggy...

Access videos of Phil Earle talking about (and reading from) *Until the Road Ends* here: <https://youtube.com/@AndersenPress>

Chapter	Comprehension Questions	Creative Writing Opportunities	Cross-Curricular Activities
<p><b>Front cover and blurb</b></p>	<p>Ask the children to explore the cover design and note down their first impressions and predictions about the story based on the cover.</p> <p>Here are some examples of questions when looking at it:</p> <ul style="list-style-type: none"> <li>• What do you think the book might be about based on the cover?</li> <li>• Does it give any clues about where or when the story takes place?</li> <li>• Why do you think it is called <i>Until the Road Ends</i>?</li> <li>• What thoughts or emotions does it make you feel?</li> <li>• Does its design make you think it is set in a specific genre?</li> <li>• What do you think the illustrator wanted to communicate?</li> <li>• How does it compare in style to other books by the same author?</li> <li>• Are there any recommendations on it from other authors or publications? What do they mean and why are they included?</li> </ul> <p>Show the blurb of the book with some words removed. Ask them to make further predictions about the story based on the omitted words. Encourage them to explain their reasoning. After that, reveal the full blurb and ask if it confirms their predictions or if it has changed their initial perceptions.</p>	<p>Complete an OWI grid:</p> <p><b>Observe</b> – What can children see? Remind them to focus on the foreground and background of the front and back covers.</p> <p><b>Wonder</b> – Next, have them generate open-ended questions based on their observations. Use prompts like 'I wonder what/who/where/when/why...' to prompt curiosity and critical thinking.</p> <p><b>Infer</b> – Ask children to use the evidence they have gathered to make inferences. Start each sentence with "I think..." and support their inferences with reasoning and evidence.</p>	<p><b>LITERACY</b> • Conduct some initial research on the author, illustrator, and publisher of the book. Gather any relevant information about the book's background or inspiration in readiness for reading.</p> <p><b>ART</b> • Using the book's cover as inspiration, create an original illustration that either depicts a possible scene from the story or a personal interpretation of the cover design. After completing the artwork, reflect on the creative process and explain the techniques and materials used. Consider what changes you would make to the cover design and why and present your ideas to the class.</p>
<p><b>1</b> (pages 1-3) and <b>2</b> (pages 4-8)</p>	<ul style="list-style-type: none"> <li>• Why is the opening line of the first chapter an effective way to start the story? How does it set the scene and create suspense?</li> <li>• Should the girl have saved the dog, even when it put her at risk of getting hurt? Would you have acted the same in this situation?</li> <li>• What does this opening chapter teach us about the importance of empathy and kindness towards others, even in challenging circumstances?</li> <li>• What are your initial thoughts and feelings about Peggy and her family based on the descriptions provided in the second chapter?</li> <li>• Make a prediction about who you think says, 'There's only one top dog around here. And that's me.' in the closing moments of the second chapter. What does it mean if someone is 'top dog'?</li> </ul>	<p>Put yourself in Peggy's shoes and write a persuasive speech similar to the one that she delivered to convince her parents to adopt Beau. Anticipate potential objections and prepare counterarguments to address them. Use emotive language to emphasise the benefits of keeping the dog and its affectionate nature as a wonderful addition to the family.</p>	<p><b>ART</b> • Design a 'lost dog' poster for Beau, the dog Peggy rescued in the book. Make sure to include all the necessary details, such as a description of the dog's appearance, name, last seen location and contact information.</p> <p><b>PSHE</b> • Discuss how to care for a dog's basic needs, including nutrition, exercise and hygiene. Consider the associated costs too.</p>

<p><b>3</b> (pages 9-13) and <b>4</b> (pages 14-18)</p>	<ul style="list-style-type: none"> <li>• How does Beau respond when he discovers that Mabel claims to be the true 'top dog' in the house? Describe their relationship in three words. Why do you think their personalities clash?</li> <li>• How does Mabel attempt to show her dominance over the dog? Give specific examples of their interactions and behaviours towards each other and how she tries to assert her superiority.</li> <li>• When Peggy's brother accuses Beau of harming Mabel, how does the dog react? What does this tell us about his character?</li> <li>• Why is Beau's sense of smell highlighted in this chapter and what additional information do we learn about the Alford's?</li> <li>• How does Peggy's father's chronic cough impact his daily life and what could be some of the possible causes for his condition?</li> </ul>	<p>Deepen your understanding of dogs' sense of smell by researching and writing a report about it. What makes it so powerful? How does it work? Provide references to specific breeds that possess exceptional olfactory senses, and how they are trained to perform tasks that make use of their abilities, such as search and rescue and detection dogs.</p>	<p><b>GAMES</b> • Experience the joy of traditional street games, such as skipping, hopscotch and Hide and Seek, that were popular in the past and played by Peggy and her friends in the book. Form groups and take turns playing each game, promoting teamwork and coordination. Emphasise sharing and taking turns, so everyone can participate and have fun!</p>
<p><b>5</b> (pages 19-25) and <b>6</b> (pages 26-30)</p>	<ul style="list-style-type: none"> <li>• The father of the Alford family has asthma. Can you describe what asthma is and how it affects a person's respiratory system?</li> <li>• How does he manage his asthma symptoms at home and why does he continue to work in a factory despite the health risks?</li> <li>• Who is Hitler and according to Mr Alford, what did he do at his rallies? What does the word 'brainwash' mean on page 20?</li> <li>• How has the author added an element of humour to Chapter 5 by using a play on words with the pigeon's name, Bomber? Does this give us any insight into this character's personality?</li> <li>• Why did Beau get scared when he saw Peggy with the gas mask? What did it take to coax him out of hiding in the pantry?</li> </ul>	<p>Write a diary entry from the perspective of Beau, when he finds out about the prospect of Peggy being evacuated and him being left in the city with the other animals, such as Mabel and Bomber. Describe in detail his innermost feelings, emotions and thoughts about the situation, as well as his hopes and fears.</p>	<p><b>HISTORY/MATHEMATICS</b> • Research the use of carrier pigeons in World War I and II, create a timeline or map of significant events, and discuss their impact on the war effort. Calculate the speed and distance of carrier pigeons and compare them to other modes of communication, like telegraph or radio. Evaluate which was more effective during wartime.</p>
<p><b>7</b> (pages 31-35) and <b>8</b> (pages 36-39)</p>	<ul style="list-style-type: none"> <li>• Why did Mr Alford feel the need to tell the family together about his army rejection? Did he have any desire to become a soldier?</li> <li>• What alternative role is Mr Alford going to take on? Pick out key words and phrases that show the supportive nature of his family.</li> <li>• How do Peggy and Wilf's parents plan to protect the pair of them from the dangers of war? Where will they be sending them?</li> <li>• What is the small, beige booklet that Mr Alford pulls out of his pocket called and what does it contain inside its pages?</li> <li>• Does Wilf understand what the government is suggesting? Could they try to find a way to protect the animals without killing them?</li> </ul>	<p>Write a letter to the government expressing their concerns about the proposed policy to put animals to sleep. Encourage them to use persuasive language to argue for alternative solutions, such as increasing funding for animal shelters and rescue organisations.</p>	<p><b>PSHE</b> • Facilitate a discussion about the importance of compassion towards animals during times of crisis. Reflect on the impact of emergencies on animals and the significance of animal welfare. Brainstorm and discuss creative ways to raise awareness of animal welfare issues in your community.</p>

<p>9 (pages 40-42) and 10 (pages 43-48)</p>	<ul style="list-style-type: none"> <li>• How does Peggy defend Beau's life? What reasons and arguments does she make for refusing to leave without him?</li> <li>• Describe Mr Alford's reaction to his daughter's demands. What does this reveal about his character and their relationship?</li> <li>• On page 42, why is the word 'and' in italics when he talks about his commitment to doing his best for both Beau <i>and</i> Mabel?</li> <li>• How would you respond to the comments made by the neighbours towards the Alford's' decision to keep their pets alive?</li> <li>• What literary technique is used on page 46 in the phrase 'long, cumbersome crocodile of children'? (<i>metaphor</i>)</li> </ul>	<p>Create a character profile of Peggy, her personality traits, motivations and how she changes over the course of the story. Analyse her strengths and weaknesses and explore her relationships with others in the book. Update it as you progress through and gain more insight into her character.</p>	<p><b>DRAMA</b> • Engage in a role-play activity where you act out the scene where the Alford's respond to their neighbours' comments. Take turns playing different characters and crafting responses to the criticism. To make it more realistic and engaging, consider using appropriate tone of voice and body expressions for each person.</p>
<p>11 (pages 49-54) and 12 (pages 55-58)</p>	<ul style="list-style-type: none"> <li>• How does Peggy's absence affect Beau? Can you draw any parallels between how Beau feels without Peggy and how she herself feels when she's away from her family?</li> <li>• Could Bomber's distrust of being close to humans be due to his past experiences? Why does he call his owner 'him indoors'?</li> <li>• What is Mabel's reason for sleeping on Wilf's pillow? How does she react when Beau calls her out about scratching Wilf's door?</li> <li>• Why do Mr and Mrs Alford read Peggy's letters aloud to the dog? How does Mr Alford feel about reading the letters to Beau at first?</li> <li>• What led people to name the Second World War the 'Phoney War'? Why did parents call their evacuated children back home?</li> </ul>	<p>After reading Peggy's letter again, write one back in response from Beau's point of view. Imagine what his life has been like since Peggy's departure, including his daily routines and interactions with other animals or people in the house. Don't forget to express how much he misses Peggy!</p>	<p><b>HISTORY</b> • Explore the historical period of the Phoney War, which lasted for eight months at the start of World War II, and was notable for its lack of significant military operations or actions. Conduct research using resources including books, websites and primary sources to gain a deeper understanding of this mostly inactive but intriguing period.</p>
<p>13 (pages 59-63) and 14 (pages 64-70)</p>	<ul style="list-style-type: none"> <li>• How did the Alford's peaceful evening turn chaotic when the 4 pm sirens sounded? What did Mrs Alford do to injure herself?</li> <li>• Why did they go to Balham underground station during air raids?</li> <li>• How did Beau get people to obey Mr Alford's orders during the air raid? Would Mr Alford have kept order without Beau's help?</li> <li>• What did Beau observe about Mr Alford's character during their time together? How did Mr Alford's dedication inspire Beau?</li> <li>• After digging at the spot where Beau had been digging, what does Mr Alford discover? If Beau had not been persistent, what could have been the consequences for the person they found?</li> </ul>	<p>Write a newspaper article covering the events of the extract where Mr Alford and Beau discover a survivor. The article should be written in a clear and concise manner, presenting accurate and factual information, and could include quotes from all involved to provide a thorough account.</p>	<p><b>HISTORY/COMPUTING</b> • Create an engaging and educational fact file delving into the crucial role of air raid wardens during World War II. Research their duties, obstacles, and experiences as they heroically worked to safeguard civilians and uphold order during air raids, and explore how their legacy still resonates today.</p>

<p>15 (pages 71-73) and 16 (pages 74-78)</p>	<ul style="list-style-type: none"> <li>List some of the emotions that Bomber feels when he talks to Beau about his new status as a soldier at the start of this chapter.</li> <li>Why does Mabel have a habit of eavesdropping on Beau and Bomber's conversations? Is she jealous or does she want to be included in their talks? Why does she also like to stay outdoors?</li> <li>What was the same and what was different about each air raid?</li> <li>How did families try to recover their things after the bombing?</li> <li>During the East End bombing, how did the family protect their daughter? What happened to them? Why did Beau experience conflicting emotions of happiness and sadness in this situation?</li> </ul>	<p>Use the descriptions in this chapter and the previous ones to create a sensory image of an air raid in your imagination. Write five sentences that capture each of the senses: sight, sound, touch, smell and taste. Aim to evoke emotions and create a vivid picture of what an air raid was like.</p>	<p><b>GEOGRAPHY</b> • Study a map of London and identify the areas that were most heavily bombed during WWII. Discuss the reasons why certain areas were targeted more than others. Analyse how the rebuilding process has affected the identity of these areas today and consider the long-term effects of war on a city's development.</p>
<p>17 (pages 79-83) and 18 (pages 84-86)</p>	<ul style="list-style-type: none"> <li>What special gift did the young survivor give to Beau to show her gratitude? How did it help him to withstand the October winds?</li> <li>After seeing Beau in his new tunic, Mr Alford made a striking comparison. Who did he liken the dog to? (<i>St George</i>)</li> <li>How did the local paper find out about Beau's bravery? What was the reporter's reaction when he arrived at the Alford's front door?</li> <li>Why did Mr Alford go to the newspaper offices each day afterwards? What did he collect that made him 'proud as punch'?</li> <li>What does Mr Alford include from Beau at the end of his letter? Where does Peggy keep the pawprint that Beau sent her?</li> </ul>	<p>Write an interview in the form of a script that could be conducted by a newspaper reporter with both Beau and Mr Alford as the interviewees. In the script, the reporter should ask a series of questions about Beau's experiences and actions, as well as Mr Alford's perspectives on these events.</p>	<p><b>PSHE</b> • There is a strong theme of bravery that runs throughout the story. Reflect on this by answering questions like: What does it mean to you to be brave? Are there certain qualities or characteristics that you associate with bravery? How have you seen bravery demonstrated in your own life or in the lives of others?</p>
<p>19 (pages 87-91) and 20 (pages 92-95)</p>	<ul style="list-style-type: none"> <li>Why did people start taking shelter in the tunnels even when the siren was silent? How did this affect Mr Alford? What did he say?</li> <li>Identify the different verbs used to describe movements in this chapter. Can you find as many pairs and combinations as possible that the author uses to bring the actions to life?</li> <li>What horrifying and surreal sight do Beau and Mr Alford see when they look up at the crater caused by the explosion?</li> <li>What is Mr Alford worried about regarding the passengers on the bus? How does his concerns change when he realises the potential danger his wife might be facing underground?</li> <li>Detail the chain of events that occur when the ground beneath Mr Alford and Beau begins to rumble and crumble. As a result of this, what happens to Mr Alford? Following the tragic sight of Mr Alford's passing, how does Beau react to what he has seen?</li> </ul>	<p>Create an emotions graph to visually plot Beau's changing thoughts and feelings as significant events unfold in the story. Use key moments such as his conversation with Bomber, receiving his tunic as a gift, having his photograph taken with Mr Alford for the newspaper and witnessing Mr Alford's tragic fall into the crater. Use annotations to provide more detail about the context of each event.</p>	<p><b>HISTORY</b> • Create a presentation on the impact of the Blitz on London, using the Balham bombing as a case study. Show the iconic photograph of the double-decker bus partially submerged in a crater on Balham High Road, which symbolises the destruction caused by the bombing. Include images, maps, and eyewitness accounts to enhance your presentation. Examine the effects on civilians, infrastructure, and daily life in London during the Blitz.</p>

<p><b>21</b> (pages 96-100) and <b>22</b> (pages 101-104)</p>	<ul style="list-style-type: none"> <li>• What emotions might be driving Beau to lick Mr Alford's arm and what might the act of keeping his scent close mean to Beau?</li> <li>• Based on the wardens' reactions to Beau's behaviour, how do you think they view animals? How might this be indicative of a larger societal attitude during wartime?</li> <li>• What triggers Beau to jump up and search for Mrs Alford? Can you recall some of the scents that Beau associates with her?</li> <li>• How does Beau react when Mabel seems uninterested in the bomb and the missing Mrs Alford? Why do you think Mabel is dismissive of Beau when he tells her about what happened?</li> <li>• What do you think might happen next in the story, based on the information given about Mabel at the end of the chapter? Do you think Mabel and Beau could work together to find Mrs Alford?</li> </ul>	<p>Beau is described as being grabbed by his scruff and tossed onto the street 'like he was an empty bottle.' Can you write your own sentences that include similes to depict how he feels during these chapters? E.g. When Beau hears the news about Mr. Alford, it feels like the ground has been pulled out from under him, leaving him as unsteady as a ship caught in a stormy sea.</p>	<p><b>MUSIC</b> • Compose a melancholic soundtrack using different instruments to capture the emotions of the final chapters. Experiment with volume, tone, and tempo to create the desired atmosphere, and explore various instrument combinations and sounds to evoke a sense of sorrow. Also, consider how the soundtrack could be used in a film adaptation of the story to accompany these scenes.</p>
<p><b>23</b> (pages 105-110) and <b>24</b> (pages 111-116)</p>	<ul style="list-style-type: none"> <li>• Beau tries to come up with reasons why Mrs Alford might be delayed. Can you think of any other reasons that might explain her absence? Do you think Beau's reasons are reasonable?</li> <li>• Based on the woman's actions and dialogue, what emotions do you think she is feeling when she drops off the flowers and card? What cues or clues in the text support your answer?</li> <li>• The card has the acronym 'RIP' on it. What does this stand for?</li> <li>• The conversation between Betty and Henry reflects different attitudes toward animal responsibility. How do their attitudes differ and what might be the reasons for this? Why do you think he snaps at her when she suggests taking in the animals?</li> <li>• What is the name of the town that Beau is trying to locate in order to find Peggy? How does he plan to get there, who offers to come with him and what obstacles might he encounter along the way? How are the last lines of Chapter 24 linked to the book's title?</li> </ul>	<p>Write down five questions you have about Beau, Mabel, Bomber, Peggy, Wilf, the Alford's and the story so far. Consider questions about the characters' motivations, relationships and actions, as well as questions about the setting, plot and themes. Your questions may help you uncover details that you missed in your initial reading, or they may prompt you to think more critically about the story and its implications.</p>	<p><b>GEOGRAPHY/MATHEMATICS</b> • Use maps to locate the places mentioned in the chapter: Anvil Point Lighthouse, Swanage and Bournemouth. Calculate the distance and estimated travel time from Balham in south London, where the story's characters are located, using various modes of transportation, including walking, cycling, driving, and public transport. You could also factor in variables such as terrain and weather conditions to make your calculations more accurate.</p>
<p><b>25</b> (pages 117-122) and <b>26</b> (pages 123-127)</p>	<ul style="list-style-type: none"> <li>• Have you ever had a friend like Bomber who helped you deal with your feelings? Can you give an example of this?</li> <li>• What situations in life might require someone to choose sides, like 'with us or against us' as Bomber says on page 117?</li> <li>• Despite the danger they were in, why did Beau think it was important to stop and eat? How did Beau describe the food he found to Bomber?</li> <li>• How do you think Beau felt when he woke up to see a hundred rats swarming around him? How did he fight back against them?</li> <li>• Why were Beau and Bomber shocked to see Mabel? Do you think her arrival will change the course of the story?</li> </ul>	<p>Write a story about how Mabel ended up on the train platform and the adventures she had before meeting Beau and Bomber. Use descriptive language to make your characters and settings come to life. Include plenty of action and dialogue to keep your story engaging. What might happen next? Will she save the day?</p>	<p><b>LITERACY</b> • As you read the book, think about the important themes that are emerging, such as friendship, hope, home and family. Can you think of any other themes that are relevant to the story? To keep track of your ideas, create a 'Theme Sheet' where you can record each theme, its definition and provide examples and evidence from the text to support it.</p>

<p><b>27</b> (pages 128-131) and <b>28</b> (pages 132-136)</p>	<ul style="list-style-type: none"> <li>• Why does Beau, who is usually level-headed, initially think he might be hallucinating when he sees Mabel? What has motivated her to come to the aid of her comrades?</li> <li>• Despite her selfish reputation, what causes Mabel to feel a sense of responsibility for ensuring the safety of Beau and Bomber? Why does she call herself the 'closest thing to an adult'?</li> <li>• Beau promises Bomber that he is still the 'commanding officer' but in your opinion, who do you think should be in charge?</li> <li>• What tactics do the animals use to hide from Terry on the train?</li> <li>• When Terry mistakenly identifies Bomber as a swallow, why does the bird react so strongly as the train pulls away without him?</li> </ul>	<p>Create a comic strip featuring the animals in the story and their escapades on the train. Include dialogue in each panel to make your characters talk and interact with each other and captions to give the reader more information about what is happening in the scene. Once complete, add colour to make your scenes stand out.</p>	<p><b>ART</b> • Using the descriptions in these chapters, create a detailed illustration of the scene at Clapham Junction railway station, labelling key features. Include descriptions that highlight important details, such as the hustle and bustle of the passengers boarding and the ear-splitting sounds of the train arriving, to capture the experience of being on a busy platform.</p>
<p><b>29</b> (pages 137-141) and <b>30</b> (pages 142-147)</p>	<ul style="list-style-type: none"> <li>• How might Beau's life have been different if he had never been domesticated? Do you think he prefers his new life or old one?</li> <li>• Why do you think Beau is hopeful about reaching Peggy before she hears the news? Do you think his optimism is warranted?</li> <li>• What was the view outside the window like and how did it make Beau feel? Why did he ask 'Where did all the sky come from?'</li> <li>• Bomber described the feeling of flying as 'powerful'. What did he mean by this and how did Beau react to his description? What was the purpose of including this conversation in the story?</li> <li>• What is a mesmerist? How does Chapter 30 end on a cliffhanger with Beau's stark realisation about what could be in the water?</li> </ul>	<p>After conducting research on Koringa's life, write a short biography about her. Include details about her childhood, such as being born in India and raised by fakirs after being orphaned at the age of three. You could also describe her career, which involved touring the world and other notable achievements.</p>	<p><b>HISTORY</b> • Research and learn about the life of Renée Bernard (1913-1976), who went by the stage name Koringa, as mentioned in this chapter. Discover more about her daring acts, like walking over broken glass with bare feet. Also, explore her lesser-known role as a member of the French Free Forces during WWII, where she performed secret missions.</p>
<p><b>31</b> (pages 148-152) and <b>32</b> (pages 153-157)</p>	<ul style="list-style-type: none"> <li>• What does Mabel see in the water that frightens her and Beau?</li> <li>• What words would you use to describe Mabel's and Beau's behaviour when they are confronted by the crocodile?</li> <li>• How does the author use language to create a sense of tension, fast-paced action and danger in this passage?</li> <li>• Why do you think Beau struggled with the decision of whether to stay on the train or jump off to save Mabel? Why do you think Beau apologised to Peggy before he jumped off the train?</li> <li>• What lessons do you think the characters will learn on their mission, both about themselves and about the world they live in? Do you think they will see the crocodile again?</li> </ul>	<p>Imagine that you are each of the characters in the chapter who encountered the crocodile. Write a diary entry from their perspective, describing their thoughts, feelings, and experiences during the encounter. Consider how they reacted to the situation and what they learned from it.</p>	<p><b>DRAMA</b> • In small groups of three, take turns re-enacting the dramatic encounter between Beau, Mabel, and Bomber and the crocodile. Use your imaginations to bring the scene to life, and pay attention to the characters' dialogue and actions. As you perform the scene, freeze frame at different points to discuss what each character might be feeling in that moment.</p>

<p><b>33</b> (pages 158-163) and <b>34</b> (pages 164-169)</p>	<ul style="list-style-type: none"> <li>• What kind of animals did the group pass by on their journey to Winchester? How were these different from the crocodile?</li> <li>• Why do you think the woman's appearance and the presence of the crocodile made Mabel feel like she was witnessing her own death? What do you think they were doing there?</li> <li>• If you were in the group, what steps would you take to ensure your safety after coming into contact with the crocodile again?</li> <li>• Koringa appears on stage wearing a sequined leopard print swimsuit. How does her outfit reflect her character and the type of performance she will give?</li> <li>• Who are the four women who accompany Koringa on stage and what could be their role in the performance? How do you think they will contribute to the overall effect of the show?</li> </ul>	<p>Create an advertisement or poster for Koringa's show, considering the target audience and the tone of the event. Include illustrations of the event and descriptions to persuade people to visit. Before, research and gather information on the types of posters and advertisements used for circus shows, magic shows, and other performances from the past.</p>	<p><b>ART/DESIGN &amp; TECHNOLOGY •</b> Create a 3D shoebox diorama of the theatre scene using various materials like cardboard, paint, paper, and other craft supplies to bring the performance to life. Be imaginative with your designs and try to include all the important details that you can recall from the extract, such as the chairs, the stage, the props and the characters. You could also consider adding lighting or sound effects.</p>
<p><b>35</b> (pages 170-174) and <b>36</b> (pages 175-181)</p>	<ul style="list-style-type: none"> <li>• Can you describe the atmosphere in the room during the hammer act? Do you think the animals in the audience perceive the show differently than humans do? How might Mabel's scepticism affect her view of the performance? Is there a scientific explanation for Koringa's ability to withstand the hammer blows or is it magic?</li> <li>• Out of all the stunts Koringa performed, which one do you think was the most dangerous and why?</li> <li>• How do you think Koringa was able to stay inside Churchill's jaws for so long without getting hurt?</li> <li>• How does Churchill feel about being part of the act? Does he like being hypnotised or does it cause him distress? When Beau offers him the choice to escape, why does he refuse to take it?</li> </ul>	<p>Rewrite the theatre scenes from Koringa's point of view, using descriptive language to vividly depict her experience. Describe what she sees, hears, and feels during the performance, paying attention to her thoughts and emotions. Consider how she responds to the audience's reactions and incorporate these interactions into your writing.</p>	<p><b>HISTORY/PSHE •</b> Examine the historical use of animals in circuses, including exotic animals like crocodiles. Explore the ethical considerations associated with using animals in circuses, particularly the use of exotic animals and the impact on their welfare. Evaluate current laws and regulations related to the use of animals in circuses and compare them to past practices.</p>
<p><b>37</b> (pages 182-186) and <b>38</b> (pages 187-193)</p>	<ul style="list-style-type: none"> <li>• What inspired Beau to take a risk and try to set Churchill free, despite the potential consequences? Why did Beau feel that Churchill's life lacked a certain element that was essential to a fulfilling life? What did he have that Churchill did not?</li> <li>• Approximately how many miles away is the coast from where Beau and his companions are currently situated on page 182?</li> <li>• What qualities did the pigeons have during the war that made them heroes? Do you think animals can be considered heroes?</li> <li>• What were some of the dangers that the pigeons faced during their missions? How did they manage to overcome them and deliver their messages?</li> <li>• When they meet the foxes, what do they say is taking place?</li> </ul>	<p>Write a persuasive essay arguing for or against fox hunting. Use evidence from the story to support your argument, and try to include reasons why people may have different opinions about this issue. Remember to use strong and convincing language and persuasive techniques throughout to make your argument more compelling.</p>	<p><b>SPEAKING AND LISTENING •</b> Divide the class into two groups, one for and one against fox hunting. Provide each group with relevant resources, such as articles and videos, to conduct further research and deepen their understanding of the topic. Challenge them to defend their own arguments with clarity and conviction, and to consider different perspectives on this complex issue.</p>

<p><b>39</b> (pages 194-197) and <b>40</b> (pages 198-202)</p>	<ul style="list-style-type: none"> <li>• If you were a fox and saw your friends and family being hunted, how do you think you would feel? Why do you think the humans continued hunting even when there were hardly any foxes left?</li> <li>• Why do you think the male fox doesn't believe that there are good humans out there? Can you think of any other examples of animals being mistreated by humans in literature or in real life?</li> <li>• What do you think is the significance of the word 'Renard' to the female fox on page 196? Use a bilingual dictionary to define it.</li> <li>• What alternative plans do you think Beau could come up with to help the foxes instead of trying to persuade or fool the hounds?</li> <li>• Why does Mabel chase after Beau despite their conflict? Should they support each other even in times of disagreement?</li> </ul>	<p>Write a poem about friendship and loyalty. Use the characters in the extract as inspiration, and try to capture the emotions that they might be feeling. Think about the tone and style of your poem - will it be serious or lighthearted? Will it rhyme, be an acrostic or have a more free-form structure? Consider using metaphors or imagery to convey your ideas.</p>	<p><b>PSHE</b> • Discuss what Beau says on page 196, "There are bad humans. Just like there are bad animals. I've seen enough of both to have learned that, often the hard way. But there are good ones too. Very good ones. Just like there are good dogs." Do you agree? Write a paragraph explaining your thoughts and opinions. Use examples from the text or personal experiences to support your argument.</p>
<p><b>41</b> (pages 203-208) and <b>42</b> (pages 209-216)</p>	<ul style="list-style-type: none"> <li>• In the face of danger, what courageous actions does Beau take to protect Mabel from the vicious hound?</li> <li>• When the huntsman realises that the hound is attacking a cat, how does he react and what does it reveal about him?</li> <li>• What physical and emotional obstacles does Beau face as he attempts to transport the cat and how does he overcome them?</li> <li>• When Beau finally woke up in the warm room, how did he react to his new surroundings? What items did Beau notice around him?</li> <li>• In what ways did Bernard help the dogs that were being abandoned? Why do you think Monty believes spending time with Saint Bernard will make you never want to leave?</li> </ul>	<p>Write a story from the perspective of one of the abandoned dogs, describing their thoughts, emotions and experiences before being rescued by Saint Bernard. You could describe the dog's relief and happiness at finally finding a safe place to stay and the new relationships they form with the other dogs.</p>	<p><b>HISTORY</b> • Research the true story of Rip, a stray dog found in London and the basis for Beau's character. Discover how Rip's extraordinary abilities helped him locate over one hundred people still alive beneath the rubble of their homes, despite having no rescue training. Learn about how he was later awarded the Dickin Medal, the highest honour bestowed upon an animal.</p>
<p><b>43</b> (pages 217-221) and <b>44</b> (pages 222-224)</p>	<ul style="list-style-type: none"> <li>• Why is Bernard considered a saint, according to Beau?</li> <li>• How does Bernard's approach to his dogs differ from the behaviour displayed by the hunters on horseback?</li> <li>• What does the saying 'once bitten, twice shy' said by Mabel on page 218 mean? How does it apply to her feelings in her current situation with other dogs?</li> <li>• Should Beau respect Mabel's decision to stay behind or try to persuade her to come along? What would you do?</li> <li>• How does Beau feel about not being there for Peggy when she needed him after learning about her parents' deaths?</li> </ul>	<p>Write a diary entry as Beau, expressing your deep remorse and guilt for not being there for Peggy when she needed you the most. Reflect on the situation and consider what steps you might take to ensure that you are there for Peggy in the future whenever she needs you.</p>	<p><b>RE</b> • In Chapter 43, Bernard is called a "saint," which means he is being described as a person with exceptional kindness. Find out more about saints and their role in different religions or belief systems. Learn about the process of becoming a saint in different religions, and why and how certain people are recognised as saints.</p>

<p><b>45</b> (pages 225-230) and <b>46</b> (pages 231-235)</p>	<ul style="list-style-type: none"> <li>• How might knowing the reason behind Mabel's decision help Beau and Bomber in their quest to change her mind?</li> <li>• Do you think Bomber's sergeant-majorly approach was effective in convincing Mabel to rejoin their mission? Why or why not?</li> <li>• How does the footage presented in the extract contradict what Monty thought about London's situation during the war? As a Londoner, how might you feel about the government concealing the full extent of the damage caused by the bombings?</li> <li>• Why do you think Mabel's reaction of bolting out is so extreme?</li> <li>• At the end of the chapter, what does Mabel reveal to Beau about her life before they met? What similarities do they share?</li> </ul>	<p>Create a scrapbook that documents the experiences of an evacuated child during the war. Include pictures, drawings, letters and other artefacts that illustrate their daily life, their thoughts and feelings, and their relationships with family and friends. Use captions and annotations to provide context and explanation for each item.</p>	<p><b>DRAMA</b> • Create a 'Conscience Corridor', where half of the class stand on one side of the room, persuading Mabel to go with Beau and Bomber. The other half stand on the other side, persuading Mabel to stay behind. Take turns walking through the corridor in-character as Mabel. How does it feel? What would you decide to do if you were in Mabel's position?</p>
<p><b>47</b> (pages 236-238) and <b>48</b> (pages 239-242)</p>	<ul style="list-style-type: none"> <li>• Does Beau feel guilty about leaving the picture house without thanking Saint Bernard properly?</li> <li>• Will Beau and Mabel be able to resolve their issues and work together for the remainder of the journey?</li> <li>• How does the atmosphere and appearance of Bournemouth change during the off-season?</li> <li>• Why does Bomber suggest taking the ferry instead of following the land round? What are the advantages and disadvantages of each route?</li> <li>• Can you explain in your words how a chain ferry operates, including how it is powered and controlled? How is it different from other types of ferries you might have been on?</li> </ul>	<p>Write a piece in which a character experiences hearing their own thoughts in their head, using Phil Earle's example '<i>It's all right, Beau thought, she's there. I know it.</i>' (on page 237). Show how it affects their behaviour and decision-making process. Experiment with different styles to convey the character's thoughts, such as italicising or using a different font.</p>	<p><b>GEOGRAPHY</b> • Produce an engaging and informative project that investigates the impact of tourism on popular coastal destinations during peak and off-peak seasons. Highlight the changes in appearance and atmosphere of hotspots depending on the time of year and explore the environmental impact of tourism on local wildlife and ecosystems. Include graphs, images and case studies to provide a greater insight.</p>
<p><b>49</b> (pages 243-245) and <b>50</b> (pages 246-249)</p>	<ul style="list-style-type: none"> <li>• What does Beau express to Bomber that he is feeling scared about? How does Bomber use Peggy's experience to help Beau understand his own situation?</li> <li>• What does Bomber describe Studland Beach as? How does this vivid description help not just Beau but the reader to imagine it?</li> <li>• Where does Beau first see the barrage balloons and sandbag barriers and how does the setting impact his perception of them?</li> <li>• Might the presence of the barrage balloons and Flak cannons suggest that the enemy is nearby or that an attack is imminent?</li> <li>• Can you act out how Beau would say the following line on page 248? "Get us there, Bomber," he said, feeling the rain pelt harder on his fur. "Soon as you can."</li> </ul>	<p>Write a descriptive paragraph about the coastal setting of the story, focusing on the contrast between the natural beauty and the man-made war defences. Describe in detail what they see: the barrage balloons bobbing in the wind, the sandbag barriers piled high along the beach and the imposing Flak cannons pointing out towards the sea.</p>	<p><b>ART</b> • Create a drawing or painting that captures this stark contrast. As you choose your colours, think about how to use shades of blues and greens for the sea and sky and greys or browns for the sandbags and balloons. Don't forget to include other important details in the scene, such as the silhouettes of the three animals present. Use your creativity to bring the scene to life and show the juxtaposition.</p>

<p><b>51</b> (pages 250-252) and <b>52</b> (pages 253-257)</p>	<ul style="list-style-type: none"> <li>• What does the noise that Beau initially mistakes for thunder turn out to be? How does the realisation of what the noise actually is impact his immediate actions? What does it cause him to do?</li> <li>• Despite their repeated firing, why do you think the Ack Acks are not having any success against the German Luftwaffe?</li> <li>• Describe the moment when Beau looks up and hears a new noise. What does he see? How does he react? Why do you think he mistakenly identifies them as Spitfires instead of Hurricanes?</li> <li>• What do Beau, Bomber and Mabel see when they finally reach the lighthouse? When Bomber lands in front of them, what unexpected decision does he make? How do they respond?</li> <li>• How effective do you think Bomber will be in assisting the planes battling in the skies above? What impact do you think he'll have?</li> </ul>	<p>Imagine you are one of the pilots in your Hurricane plane fighting against the Luftwaffe. Describe your experience in the cockpit during a dogfight with enemy planes. What do you see and hear? How do you feel? Write a letter to your family or a friend back home describing the intensity and danger of air combat, as well as any close calls or injuries you may have sustained.</p>	<p><b>DESIGN &amp; TECHNOLOGY</b> • Build a model of a lighthouse using a range of junk materials. Demonstrate how the lighthouse works by shining a torch through the top of the tower and rotating it around the model to simulate the beacon. Discuss how lighthouses have helped sailors navigate safely at sea for centuries. Then, use this model to teach your classmates about the purpose of lighthouses and how they work.</p>
<p><b>53</b> (pages 258-261) and <b>54</b> (pages 262-267)</p>	<ul style="list-style-type: none"> <li>• Can you pick out the pivotal moment in these two chapters when the British planes shifted from a defensive position to becoming an overwhelming offensive force, pushing the Luftwaffe back?</li> <li>• In the moment when the German pilot drops the bombs, why is Beau confused? Do you think it was a deliberate tactic by the pilot to escape or was it simply a coincidence?</li> <li>• How does the fact that Bomber dies in the line of duty affect the way we interpret his death? Do you think in some small way that this is what Bomber would have wanted: the ultimate sacrifice?</li> <li>• When Peggy sees Beau, what is her initial reaction? How does this change when she realises that it is really him? Why does Aunt Sylvie assume that Beau and Mabel must have died in the bombing?</li> <li>• What makes the closing image of Peggy and Beau together so incredibly powerful and memorable? In what way does the ending of the book signify both an end and a beginning?</li> </ul>	<p>How have the characters in the story changed over its course? Write a paragraph for each character describing their growth throughout the book and the impact it had on it.</p> <p>As you reflect on the story, think about how it has influenced your thinking and impacted you. Can you identify five ways in which it has done so? What lessons have you learned about family, friendship, facing adversity, trust, resilience and war?</p>	<p><b>LITERACY/HISTORY</b> • Read the author's afterword on pages 269 and 270 and use it as a basis for discussing the historical context and themes of the book. Explore topics such as the impact of war on civilians and animals, the importance of courage and resilience in times of adversity, and the role of empathy and compassion in building strong relationships. Consider how real-life events and elements have influenced the story and reflect on their representation in the book.</p>