

JOURNEY TO THE SOUTH POLE

Based on the book
Lost and Found by
Oliver Jeffers



GUIDE FOR PARENTS

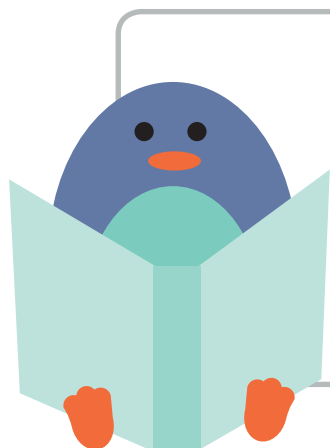
The activities in this learning adventure pack are designed to be used with the book *Lost and Found* by Oliver Jeffers. There are readings available on YouTube if you don't have a copy of the book – it's a lovely book and well worth buying or borrowing. Oliver Jeffers is also reading his stories live on his [Instagram account](#) daily throughout the crisis.

The activities are there for you to dip in and out of – you may be limited time-wise and your children may wish to take the story, activities and the ideas in their own direction, or do something else completely after a short time! This is fine. Some of the activities are geared more towards Year 1 children – go at your and your child's pace; pick and choose what you both enjoy most. There are suggestions with each activity as to what you can do and what you might need. Before you start you might want to talk with your child and ask them what they already know about penguins...

1. AN UNEXPECTED VISITOR

RESOURCES

- The book *Lost and Found* (or an online reading).
- This **video clip** of Adelie penguins in the wild. You'll have to read the captions to your children.
- A map of the world, an atlas or a globe. If you don't have one at home, there is a version here.



Read (or listen to) the story until you get to the line:

“That night the boy couldn’t sleep for disappointment. He wanted to help the penguin, but he didn’t know how.”



ACTIVITIES

1. Could we help the boy? What shall we call him? Do you know where penguins come from? What kind of penguin do you think this is? Shall we find out a little bit more?
2. **Watch the clip.** Your child might want to try moving like a penguin and talking about how their body is different to the penguin's body. Can they jump like the penguin? Waddle like the penguin? Slide like the penguin?
3. There are two types of penguin in this clip – the Adelie penguins and the Emperor penguins. Look at the picture of the penguin in the book. Which one do we think he is?
4. Now look at the map (you may need to explain this to your child – what is a map – how does this represent the world? Why is it not round if our world is round?) Show your child where the UK is on the map and then where the penguin has come from. With your fingers, trace the journey from here (the UK) to there (Antarctica).
5. How do we think the penguin got here? Can we make up a story to explain how he ended up at the boy's door. You can use prompts like "How do we get to the supermarket? Do we walk or take a bus? There's a lot of water between where the boy is and where the penguin is (Antarctica)... how do we move on water?" Or you can play a "Maybe" tag game.
 - a. MAYBE he was kidnapped by a whale!
 - b. MAYBE – your child's idea
 - c. MAYBE he chased a fish all the way here!
 - d. MAYBE – your child's idea (and so on)

2. PREPARING FOR A JOURNEY

RESOURCES

- The book (or online reading).
- A sink full of water (or if you want to play outside, a container full of water).
- Everyday objects made of different materials and sizes for a 'sinking/ floating' experiment.
- Masking tape, string or a big cardboard box to make the boat with – failing that you can make the outline of the boat using a rug, sheet or cushions.
- A small suitcase (or you can just use a cardboard box or a bag) or draw a suitcase on paper to be labelled.
- Pens and paper.
- These images of what you might pack.



Read (or listen to) the story until you get to the line:

“They packed everything they would need.”

Pause.



ACTIVITIES

1. “They tested it for size and strength” – what materials are good for making boats? What will float and what will sink? Could you test some objects in a sink or container full of water to discuss what floats and what sinks and why? Depending on how interested your child is, you could explore other aspects in addition to materials – can metal float if it is a certain shape? You might introduce the


word 'buoyancy' – ie, how well (or not!) objects float in liquid – go with your child's questions and interest. If they are asking some tricky questions about why some big metal boats seem to be able to float, you might find [**this clip**](#) handy!

2. "They packed everything they would need – what would they need to take with them, bearing in mind they only have a small boat and one small suitcase. Can you make a list? Your child could draw some objects. Can they label them? You can discuss what is necessary and what is not. Look again at the map and think about the kind of weather you might encounter. Show your child where is 'hot' and where is 'cold'. You could use the suncream and hat images above to start your discussion. When you have 'drawn' your list, you can pack it into your suitcase. You might want to consider:

- a. Do we need to take water? Can we drink the sea water?
- b. What kinds of foods would be best to take?
- c. How will we stay warm/cool/dry/shaded/entertained/safe...?
- d. How will we find our way?
- e. Will we stay in touch with those we've left behind?

3. VIVE LA FRANCE!

RESOURCES

- An image of the English Channel
- An image of the French flag

- French language learning resources – there are many online like [**this one**](#).
- Recipe for a 'French' lunch if you have the ingredients – a 'Croque Monsieur' or 'Baguette' would be simple to make together.



3. VIVE LA FRANCE! continued

Look at the image of the boy and the penguin pushing the boat out to sea and show your child where they are leaving from (**pick a spot** on the south coast from the map).



Narration: please read this text out loud.

The boy and his penguin pushed the boat into the calm waters of the English Channel. It was a quiet day and the waves weren't too big. The penguin flapped his flippers with excitement and the boy rowed on. Before long they saw land in the distance with people on the beach. The people were waving and shouting "Bonjour!" They looked like they were having a lovely picnic on the beach. The boy's tummy started to rumble. He was feeling hungry.

"Let's stop here for some lunch" he said to the penguin.

The penguin flapped his flippers.



ACTIVITIES

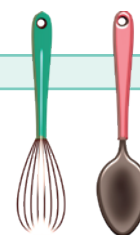
1. Where is France? – show on both the big map of the world and on the smaller map of the English Channel. Discuss how far he has travelled on the map and how far he has yet to go.
2. Here you can spend as little or as much time as you want in France. You can learn some language together (see the link above), learn some French songs together – here is **Frere Jacques** – be guided by your child's level of interest.
3. Make a 'French' lunch together. A simple lunch is best – show your child how to follow instructions and look at a recipe together. Here is a one for **a croque monsieur**. Alternatively, write your own recipe for a simple ham or cheese baguette and then make it together (and eat it!). Show your child how the ingredients are put into a list first. Then the instructions. On the following page you can find a template for writing a recipe.

4. Set up a picnic in your garden or inside if it's raining. Invite your child's toys to join you – especially any animal toys. What would they like to eat at the picnic? You can be guided by your child here but you may like to steer the conversation towards discussing how animal and human diets differ and introduce words like 'herbivore' (feeds on plants), 'carnivore' (meat eater) and 'omnivore' (eats both!) (These are words children are expected to learn in Year 1 – don't force them, but if the conversation allows it, explore.)
5. Continue reading out loud: The boy and his penguin were happy and no longer hungry when they set off once again. The people lined up to say goodbye – "Au Revoir" they called, "Bon Voyage!" The penguin flapped his flippers and the boy rowed on.
6. Could the boy write a postcard home about his day?

Recipe for:

Ingredients:

Equipment:



Description:

Instructions:



4. A MIGHTY STORM

RESOURCES

- The book (or online reading)
- The map (you may choose to visit other countries with your child along the way and stop off to repeat some of the learning we did in France – Portugal and Morocco would be great possibilities – you could explore language and food and culture in both places – perhaps even do some Sufi dancing!)
- Materials to make sounds with – bin bags or plastic carrier bags are good; bubble wrap; tins and containers with spoons to make drums.



Read the story to the point in the book where it says “They floated through good weather and bad, when the waves were as big as mountains.”

Narration: please read this text out loud. The boy and his penguin had enjoyed France, but they had a long way to go. The water was still calm as he rowed along the coast of Northern Spain. ‘Ola!’ shouted the people of Spain. ‘Hello’ shouted the boy. The penguin flapped his flippers. On they rowed, past Portugal. ‘Bom-Dia’ shouted the people as they awoke and saw the little boy and his penguin bobbing along their shoreline. ‘Good Morning!’ shouted the boy and the penguin flapped his flippers. But that night for the first time, the weather began to turn.



ACTIVITIES

1. Gather the ‘instruments’ you have (see resources list) and ask your child to listen to the next part of the story. Read it once with them just listening and then ask them to join in to make the sounds of the storm. They can use their ‘instruments’ and their voices and hands to make sounds to accompany the story. You can join in too and get other family members to join in if you can, to make a big, stormy orchestra). Your child might also want to mime the actions and if you want to you could set them in a ‘boat’ – a masking tape outline or box would do.



Narration: please read this text out loud.

At first the wind just picked up a little. The waves began to chop, chop at the side of the boat like little slaps. The wind got windier and little rain drops began to fall. The boy put up his umbrella and he and the penguin huddled underneath. The waves began to get choppy and slapped the side of the boat. Splash splash went the waves over the side of the boat. Then there was big clap of thunder. And another. And the rain got heavier and the waves got bigger and the boy and his penguin huddled together in the little boat as it was thrown this way and that way and up and down on the massive waves. The boy wasn't scared – he was a brave boy – and it was just as well because right there in front of them was a huge wave. It was as big as a house and the little boat started to go up the side of the wave. As it reached the very top, there was another big clap of thunder and the wave broke with a loud noise and the little boat went whooshing down the wave like a carriage on a rollercoaster.

‘Wheeee!’ went Oliver. The penguin flapped his flippers.

Soon the rain began to get less heavy until it was making just quiet little patter noises on the umbrella and the waves got smaller until they made gentle little slapping noises on the boat and eventually the storm passed all together. All they could hear was the gentle swish swish of the boat in the water. ‘Phew’ said the boy. The penguin gave a very feeble flap of a flipper and lay down in the bottom of the boat.



2. The storms are so bad here because he is now in the Atlantic Ocean. Can you find that on the map? Look at how big the ocean is compared to the English Channel. What creatures might we find there?

5. ON SAFARI

RESOURCES

- If your child has toys of animals you might see on a safari, then use these, if not you can print out some images of some of these creatures or draw and label them on pieces of paper. Here are some examples.
 - Lions
 - Zebra
 - Giraffes
 - Hippos
 - Crocodiles
 - ElephantsCan your child think of some others?
- You might want to watch Madagascar: Escape 2 Africa with them. Think of it as 'research'!
- Space to map out a 'safari park' – you can use the floor and mark significant areas with either tape, or paper or objects and fabrics – a blue towel for a lake or watering hole for example.
- Video clips from National Geographic's Amazing Animals series – **here is the one on the African Elephant.**



Narration: please read this text out loud.

The boy and his penguin had travelled such a long way – all the way down the African coast. It had been very hot and the boy was very thirsty. Not only was he thirsty, but that very morning, he and the penguin had been woken up by a curious and scary shark trying to nibble the bottom of the boat. The boy decided it was time for a break and he pulled his boat onto the shores of South Africa. As he and the penguin sat on the beach, checking the boat for any damage, they heard a voice calling them:-

“Are you that boy? The famous boy taking his penguin all the way to the Antarctic? Is it really you?”

The boy looked over one shoulder and then over the other. There was no-one else around. The man must be talking to him. But he wasn't famous? Was he?

“You've been all over the news! People have sent out drones to track you! I can't believe it's you!”

Narration continued: please read this text out loud.

The man ran over and shook the boy by the hand and the penguin by the flipper.

“What a brave boy you are! I’ve heard all about you. Why are you here?”

The boy started to explain about the shark but the man interrupted him.

“You fought off a shark!”

“Well not quite, I...”

“Hey, guys – this little fellow here fought off a Great White Shark this morning!”

Before the boy could explain, three other men were surrounding him, smiling and shaking his hand. They were dressed in brownish green shorts and shirts (a colour called khaki) and they had hats on their heads to shield them from the sun. On their shirts that had badges. The badges said “Safari Ranger” and the boy immediately relaxed. He knew that you shouldn’t really talk to strangers, but the fact that they had official uniforms and badges made him feel safe. And excited! He had always wanted to go on a safari to see the African animals.



ACTIVITIES

1. What animals might your child like to see on a safari? You could take a look at some of the animal videos from National Geographic Kids or use your child’s toys.
2. If there was a safari park with all these animals in, where might they live? What do they need to survive? Can we design the safari park? Using your floor and any objects you have to hand, mark out the places or zones in the safari park where we might see animals. If you have a toy car or jeep you can use this to move around the park. Otherwise just use an object – you could use a small plastic tub.
3. What noises do the animals make? Can we make those noises? There are videos on YouTube of African animal noises you can look at if you like.

4. Why are the animals in a safari park and not in the wild? Why do they need safari rangers to look after them? Be guided by your child here – this may be a very short conversation or you might want to explore the difficulties that some animals face. Let your child play independently in their new ‘safari’ park for a while.
5. If your child would like to, they might like to do some African dancing or drumming. Here’s **a simple dance** for young children inspired by African animals that they can join in with. Can they make their own animal dance moves?
6. Can we find out if the animals in the park are alone or in groups? How many might we find in a group (you can do some counting activities here)? What are their groups called (collective nouns).
7. When the boy writes his postcard home today what do you think he might want to say? What picture will he draw on the front of the postcard?

6. A BIG MISTAKE?

RESOURCES

- The book
- An umbrella (if you don’t want to open it inside, you could do the activity outside).
- Iceberg image



Read (or listen to) the book again all the way through to the lines.

“The penguin wasn’t lost. He was just lonely.”



ACTIVITIES

1. Look again at the image of the penguin standing watching the boy row away. Can we recreate that image with your child as the penguin? Can the two of you role play this moment (or if you have more than one child doing this, one can be the boy and the other the penguin)? Does the boy speak? Does the penguin move? Freeze the moment into a still image. Explain to your child that you will tap them on the shoulder and when you do, they should speak the thoughts of the penguin. How is the penguin feeling? If he could speak, what might he say?

Narration: please read this text out loud.

As the boy disappeared into the distance, the penguin sadly turned around to look at his new home. There was nothing but snow and ice, ice and snow. He looked sadly at his feet. The boy had said there would be other penguins here, but there was nothing. No-one. He walked a little way inland. Just snow and ice, ice and snow. There was no sound, just the wind blowing over the snow. He didn't like it here. He wanted to be with his friend.



2. What can the penguin do? What advice could we give him?
 - Maybe he could swim back? Is it too far?
 - Maybe he could make a noise to attract the boy's attention (how much noise would flapping his flippers make? What kinds of noises can penguins make? Will they be loud enough?)
 - Maybe he could make a boat? Look at the picture again – has he got anything he could make a boat with?
3. Could an umbrella float? Think about what we learned about shapes and what floats and sinks? If the umbrella is waterproof and upside down, could it float? You can discuss this, or if you want to you could try it in the bath or in a pond. Read the next page of the book to see if the penguin was successful.
4. Oh no! What has happened here? What is that big lump of ice doing in the way? Look at the iceberg image (above) to explore what an iceberg is. You can explore the idea of an iceberg with your child using ice you've frozen in the freezer and putting it into tubs of cold water. There are other ideas in [this blog post](#) including a link to a song about glaciers and icebergs for young children.

5. Here are some simple science experiments you can do with your child:
 - a. **The effect of salt on ice**
 - b. **Frozen Magic Powers experiments** – this one takes a little more time and preparation but is well worth it!
6. Now read to the end of the book. And give your child a big hug. We got to the end of the book, but not the end of this story...

7. THE JOURNEY HOME

RESOURCES

- Sheets of paper
- Colouring pens or paints
- String to bind your book together



ACTIVITIES

1. Depending on the materials you have available, you could make a small or big book of the story of the boy and his penguin and their journey home. This can be as long or short as your child has the patience or inclination for! If they make several pages, bind them together with string and help them to write simple sentences to describe their illustrations of the journey home.

They might

- Encounter a big sea creature like a whale or a shark.
- See another ship.
- Visit another country.
- Help a fish in distress.
- Spring a leak in the boat.
- Go diving on a coral reef.
- Or anything else in your child's imagination...

As you prepare think of story structure – chronology – encourage your children to use words and phrases like “At first” “Then” “The next day” or “Suddenly” to show how time passes in a story. If you can talk through your story in this way, you can start to make a story map – a pathway of events that happen on the way home and use these to plan your pages.

Then when this is planned, your child can start on some pictures. Focus in on details – if they want to draw a shark chasing a penguin in the water, this will be difficult to manage. They can try, but might give up. You know your child. If this is likely, try suggesting that they draw just the shark or the child’s scared face and use that instead with the sentence telling us what happened. When done, get your child to read or tell (depending on age and reading ability) the story to others.

8. A MYSTERIOUS LETTER

RESOURCES

- The letter (see following page)



ACTIVITIES

Let’s say the boy and the penguin have made it home safely. How are we going to take care of the penguin at home?

Narration: please read this text out loud.

The boy was happy to have his friend in his home and the boy’s mother was happy to have the boy home. Everyone was happy – at first. But then one day, mother sat the boy down and said

“We need to talk about the penguin.”

She explained that some things were making her life more difficult.

The penguin kept opening all the windows even when it was cold outside.

The penguin kept sitting in the fridge, spoiling all the food.



The Town Hall
Townsville
Townshire

Dear Boy Who Travelled the World With His Penguin,

We are pleased to welcome you home to Townsville after your amazing adventure and hope that you are safe and well.

As you know, you became quite famous embarking on this long journey and the world now knows who you are! Sadly this has led to people contacting us with some of their concerns.

Some people have complained that the penguin is now living in your home. They say that it is not fair to a penguin to live in a human house. They need their own habitat.

We know that your penguin didn't actually want to stay in its natural habitat in the South Pole, but the people do have a point. Penguins need to be able to swim to keep their bodies strong. They like the company of other penguins (perhaps your little friend would like to have a family one day). They also like lots and lots of fish.

We have decided that it is probably not a very good idea for a penguin to be living in your house. We would like to visit to check that your house is good enough for a penguin to live in and if it is not, we will need to find your penguin a new home.

Don't worry - wherever that new home is, we will make sure that it is close enough for you to visit very often - we would not want to break up such good friends.

Yours sincerely

The Mayor of Townville.



Narration continued: please read this text out loud.

The penguin kept running the bath and splashing around so much that there was water coming through the ceiling.

The penguin kept eating fish and then sicking them up over the kitchen floor. Yuk!

“But penguins do that Mum – it’s how they feed their young so he’s giving it to us as a present.”

“I don’t want sickly fish on my kitchen floor!” shouted Mum, trying to whisper, but failing badly.

The penguin heard the conversation out in the corridor and looked sad.

Why is the penguin doing these things do you think? Discuss them in turn with your child and see if they can work out why he does these things. Tell your child that the next day, a letter arrived. (See page 16)

9. A HAPPY ENDING?

This story is a dilemma story – it ends on a problem that you can now work through with your child. In some countries in the world, like in Ghana, it is traditional for communities to share a dilemma story and to end it, like this one, on a big question or problem. The community then come together to discuss what should happen. This is what you and your child can now do. Here are some questions and ideas to help you on your way...

1. What should the boy say to the Mayor?
2. Is it fair to keep a wild animal in the home?
3. Where else might the penguin go?
4. If we could adapt a house to be suitable for a penguin what would it look like? Could we design this house?
5. Could we take him to a zoo? Would he be happy there?
6. If we could make a speech to the Mayor to help him to decide, what would we say?
7. Who else could help us?
8. What might the penguin think or say?
9. What might mother think or say?
10. Can we write a happy ending to this story?