

Tom and Lila Teaching Notes



Let me tell you a secret about the environment

Blue Island

The salmon from the red spring

A present for Timmy

Beautiful swallows!

Blossom Lane

What scorching weather!

Hope for the Kayakos

Together!

Benny's a champion!

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Let me tell you a secret about the environment

Before reading

The front cover shows two very different types of environment; one is rural, the other industrial. How can you tell the difference? The factories are producing lots of smoke. Consider why this might be a problem for the environment.

Topics for discussion

- Recap the 3 secrets that the man in charge of the dump tells Tom and Lila. Considering each in turn, are there ways that the class can think of that might help to avoid the earth becoming sicker?
- Secrets are usually meant to be kept, not told. Why does the man at the dump want Tom and Lila to share his secrets?
- Do the children think that we use and throw away too many things? Could they do without some of their possessions? How does what they have compare to some children in other parts of the world?
- Look at today's weather forecast? Will it be the same tomorrow? In a month's time? Ensure that the children understand that change in climate is measured by looking for patterns over a long period of time, not on a day-to-day basis.

Follow-up activities

- Measure the temperature and rainfall and record other weather conditions using weather symbols. Has the weather been as expected for the week and were there any big changes? Interview some older relatives and friends for their recollections of weather conditions when they were younger (recent climate). Find out how scientists measure changes in weather patterns.
- If we all used less energy then carbon emissions would be reduced. Draw a poster to show one way that you could reduce your energy use such as riding a bike instead of using a car, or putting on a jumper instead of turning up the heating.
- Look through news reports of some of the effects of climate change, such as droughts, floods, melting glaciers and the effect on polar bears. Write a newsflash, quoting an expert's view of the disaster.
- Do something positive! Arrange a collection of old books, toys or clothing and hold a sale to raise money for your chosen charity.
- Work with a partner to define some of the vocabulary associated with climate change and renewable energy, and make a glossary for use with other books in the series.



Summary

This book introduces environmental problems that will be revisited in more detail throughout the Lila and Tom series. Lila the fox discovers a little boy hiding in a cupboard on the rubbish dump. His parents had thrown the cupboard away when he had fallen asleep inside! His name is Tom and the two quickly become friends. The man who looks after the dump finds them there; he is very worried about all the things that humans throw away and other dangers to the environment too. Whilst they wait for Tom's parents to find him, the man tells the two friends 3 very important secrets, but these are secrets that the whole world needs to share if the earth is to be saved in time.

Key language

environment
climate change
recycling
greenhouse gas
ozone layer
carbon emissions
energy consumption

Links

- www.climatechoices.org.uk
- www.generationawake.eu
- www.ourplanet.org.uk
- www.recyclenow.com

The salmon from the red spring

Before reading

A spring is a source of water from which a river begins. What other sources of water can the children think of? The fish on the front cover is a salmon but what sort of bird is illustrated? Talk about what herons feed on in real life. Do the children know whether salmon can leap out of the water and why they might need to?

Topics for discussion

- Why is the salmon struggling to survive? Think about how fish breathe and why it is important that the water in the river is clean. Can the children think of ways that the water may have become polluted? What do the children think might be done to protect some of the threatened species in the ocean? What other dangers are there? (Note the tangled fishing net on page 2, plastic bags, pollution, oil spills.)
- Two thirds of the earth is covered by water yet still not everyone has enough to drink or keep clean. Make sure that the children realise that, like the old lady in the story, not everyone can turn on a tap and have clean water. Talk about what it must be like to be thirsty for much of the time.
- Consider all the different ways that we use water at home, school and for enjoyment. Imagine the changes that you might make if you had to fetch all your water in a bucket!
- What ways can the children think of to conserve water at home and in school? Make a list of all the different ways and try to decide which are most important.
- Are there any rivers nearby that the children visit? Are they clean places with lots of fish or have they spotted evidence of pollution, such as litter or oily looking water?

Follow-up activities

- Try to calculate how much water you use in a day. For example, flushing the toilet uses about 7 litres of water. How much do you or your class flush away in a day? Good practice for the 7 times table!
- There are many causes of water pollution: industrial waste, pesticides, domestic detergents, chemical and oil spillages. All these can end up in our rivers and seas. Try pouring a little engine oil on some water and notice what happens. Experiment with cleaning the water by filtering it, then by using cotton wool, paper towels etc. What happens when you add detergent?
- Write a poem about water in the shape of a droplet or a river in a winding shape.
- Look at some videos from other countries where there is a water shortage. Draw pictures to compare how families there use water with how you use it.
- Find out about the life cycle of a salmon and how it tries to swim and leap upstream to spawn. It is an amazing sight!



Summary

Lila the fox is trying to find shelter from a storm, when she hears a heron calling for help because a salmon is dying in the river. Lila's friend Tom thinks that the river is poisoned so puts the salmon in a bucket. Eventually some men arrive to deal with the river pollution and save the salmon. Tom is left thinking about how precious clean water is.

Key language

spring
source
pollution
toxic
water shortage
conservation
pesticides
spawn

Links

- <http://www.danubebox.org>
- www.livingandlearningwithwater.com
- www.oxfam.org.uk/education/resources/water_for_all
- www.snh.org.uk/Salmoninthe-classroom
- www.ukrivers.net
- www.wateraid.org

You beautiful swallows!

Before reading

Swallows are distinctive birds. How can they be recognised and have the children ever seen them? Why might they be described as beautiful? Some children may already know that swallows are only summer visitors. Where do they think they go in the winter months?

Topics for discussion

- What do they know about migration? Do all birds migrate? Are there any other animals that migrate?
- Make sure that the children understand that the swallows migrate for a reason (cooler climate, availability of food and a safe place to breed). They need to migrate to survive.
- The swallows arrived late in Merlin City. When would they normally arrive and leave?
- What were some of the reasons the story highlighted for the disappearance of insects and marshland areas (farmers spraying their crops, house building, motorways and new playgrounds).
- At the end of the story, the man in the balloon says that the swallows are important. Ask the children to consider if and why this is so. If they agree, what ideas can they think of that might help the birds?
- Are any children in the class from immigrant families? Why did their families need to travel to a different country to live? Was their journey a difficult one for any reason?

Follow-up activities

- Find out where and when swallows migrate. What about other bird species? How far and in which direction do they travel? Not all species migrate to the UK in the summer; some are winter visitors. Plot their routes and direction of travel on a world map, noticing that the path over the sea will be as short as possible.
- The swallows were very hungry because they could not find enough insects. Some birds struggle to survive our cold winters. Make a bird feeder from a recycled plastic bottle or a bird cake from seeds and fat.
- Research some other animals that migrate, such as wildebeest, monarch butterflies or some whales. Act out a play showing their migration and the hazards they face on route. You might need to use puppets and a narrator.
- Visit a local nature reserve to observe and discover more about different bird species and their habitat. Make a wall display or information booklet about birds in your area.
- Farmers are increasingly using environmentally friendly farming methods to protect important habitats such as hedgerows. Write a letter to a local farmer asking what action they are taking and if they are noticing any encouraging results or, better still, see if they can come and talk to your school about how they are helping.



Summary

The swallows are about to leave the hot desert and begin their journey north for the summer. Meanwhile, Tom is worried that Spring has come but no swallows have arrived. Then a hot air balloon appears. The man in the balloon has picked up 5 exhausted swallows on his flight. He explains that they have not been able to find insects to eat or enough water to drink. Lila helps out by feeding them but everyone is still concerned that matters are getting worse for the poor swallows!

Key language

migration
desert
navigation
species
survival
hedgerows
marshland

Links

- www.bbc.co.uk/nature/life/Barn_Swallow
- <http://education.nationalgeographic.com/education/activity/why-animals-migrate/>
- http://ec.europa.eu/environment/biodiversity/campaign/index_en.htm
- http://ec.europa.eu/environment/nature/info/pubs/docs/brochures/biodiversity_tips/en.pdf

What scorching weather!

Before reading

Considering the title and the front cover illustration, discuss what the story is likely to be about. Can the children explain how fires start in hot weather? Is Tom having a dream or a nightmare? Did they spot the helmet on Tom's bedpost?

Topics for discussion

- The story explains some of the causes of climate change and the effect of a build up of greenhouse gases. Ask the children to talk to a partner about some of the facts that they have learnt from the story and report back to the class.
- The chief firefighter tells Tom that we must all accept our share of responsibility for our contribution to these problems. How can we do this? What suggestions did the children pick up from the story and can they think of any other ways to help?
- Discuss what is meant by renewable energy and where this energy might come from.
- What experiences do the children have of fire? Discuss some of the dangers and check that they know how to keep safe. It may be a good opportunity to revise the school fire drill!
- The Mayor wants to give medals to the firefighters for their bravery. Why do they turn them down? Who are the children's heroes and are they 'real' heroes or not?

Follow-up activities

- Begin by gathering together what you know about climate change and think about what you would like to find out.
- Investigate the consequences of climate change in the UK and around the world. Look at reports of personal experiences of flooding, drought, wildfires, storms etc. Write a story based on a disaster.
- Video a news report or write a newspaper article about the fire outside Merlin City. Include expert scientific opinion on the likely cause.
- Conduct an experiment to demonstrate the effect of the build up of greenhouse gases. Put 2 thermometers outside on a sunny day, one under a glass jar. What happens and why?
- Conduct a school or home survey to see how much energy is wasted. Are lights and computers switched off? Are windows double-glazed and draught proofed? Is the heating regulated? Do people recycle and reuse? Devise an action plan.
- Write a weather forecast for different parts of the world in 50 years time.
- Find out a little about the different types of renewable energy, such as wind, solar and hydro. Can you make a model windmill that will turn in the wind?



Summary

It is scorching hot in Merlin City and the TV news warns of the danger of woodland fires. Sure enough, the fire brigade is called out to deal with a huge fire. The firefighters do not have enough water, so Tom takes them to find a secret spring. Lila's cubs are trapped in the forest but a brave fireman rescues them. All is well, or is it? Tom learns about the threats caused by climate change and greenhouse gases and how we can all join forces to improve things.

Key language

greenhouse gases
climate change
renewable energy
fossil fuels
emissions

Links

- www.climatechoices.org.uk
- www.oxfam.org.uk/education
- www.wwf.org.uk/what_we_do/working_with_schools/resources (information pack on climate change)

Together!

Before reading

Take a look at the front cover and discuss which animals can be seen. Look at the surrounding environment and ask the children to think about what other wildlife they might expect to find. Introduce the terms habitat and biodiversity.

Topics for discussion

- Draw the children's attention to the conflict between Old Basil's view on the beavers' dam and Tom's. Who is right?
- Tom, Lila and Old Basil discover some bats living in a cave. Bats are nocturnal creatures. What does this mean? Can the children think of any other creatures that come out at night?
- The mayor explains the purpose of Natura 2000 sites. Use the Internet to find out more about the scheme and if there are any sites in your area.
- What do the children know about the life of bees and how honey is made? Is that the only reason it is important to protect bees?
- Discuss the contents of the boxes and the ways that wildlife would be helped. What other things could we do to protect endangered wildlife and habitats?

Follow-up activities

- Arrange to visit either a local Natura 2000 site or other nearby nature reserve and find out about local wildlife and their habitats. If this is not possible, ask a local wildlife trust to visit your school.
- Conduct a survey in your school grounds. You could collect data about what plants and animals you discover by observing their location and the habitat conditions they enjoy.
- Make a zig-zag book to record the life cycle of a frog from egg to tadpole to fully grown frog.
- Go pond dipping! Draw creatures and plants carefully to identify later. Make sure you return all wildlife to its natural habitat.
- Collect some facts and set up your own information centre about wildlife in your area. Try to include information about where animals and insects live, what they feed on, as well as pictures and diagrams to help people to identify them. Don't forget to inform people about any threats to species' habitats too.
- Find out more about one of the animals in the story and the threats that endanger them, such as road and house building, pollution and pesticides. Write an adventure story based on a struggle for survival.
- Find out the history of London Bridge. Learn about different types of bridges around the world and how they are constructed. Have a go at constructing a bridge from art straws. Test how much weight it can support.



Summary

Tom and Lila discover old Basil, the bee-keeper, knocking down a beavers' dam that is blocking the river. Tom persuades Basil to accompany them on a tour to see the valley's wildlife. As well as wildlife they also find some mysterious wooden boxes along the way. One mystery is solved when the Mayor reveals the contents of the boxes. And Lila solves another mystery when she discovers who has been following them!

Key language

habitat
colony
nocturnal
biodiversity
valley
salamander
endangered
Natura 2000

Links

- http://ec.europa.eu/environment/biodiversity/campaign/index_en.htm
- http://ec.europa.eu/environment/nature/info/pubs/docs/brochures/biodiversity_tips/en.pdf
- <http://natura2000.eea.europa.eu/>
- http://ec.europa.eu/environment/nature/index_en.htm
- www.defenders.org/wildlife_and_habitat
- www.kidsplanet.org

Blue Island

Before reading

Ask the children to look at the front cover and if they have heard of Blue Island. Do they think it is a real place? Where do they think it could be? Can the children identify the sea creatures on the cover?

Talk about what other creatures the diver might see. Point out the environment logo. Why might there be a turtle and coral in the picture? Explain the need to take care of the undersea environment and establish what they already know of the dangers threatening it (e.g. overfishing, marine litter, commercial exploitation, pollution from chemicals, medicine and solvents).

Topics for discussion

- Lenny and the coastguard were very angry about the coral thieves. Why? Debate the impact that they might have on the undersea environment. What do we find out about why the divers are stealing the coral and turtles? Either the teacher or one of the class might like to be hot-seated as one of the thieves and try to defend their actions!
- What do the children think might be done to protect some of the threatened species in the ocean. What other dangers are there? (Note the tangled fishing net on page 2, plastic bags, pollution, oil spills.)
- Where in the world do we find coral reefs and turtles? What conditions do they need to survive?

Follow-up activities

- Tom was greeted as a hero on his return. Pretend that you are a local newspaper reporter and write an article about the arrest. Can you think of a catchy headline? Maybe you could include some quotes from the people involved.
- Imagine that the turtles could thank Tom and Lila for saving them. Write a dialogue of their conversation or film a short video from the turtles' point of view.
- Using ICT and other information sources, find out some facts about coral or turtles and use them to create a fact sheet, ecotourism brochure or poster.
- Find out what CITES stands for. What rules would you make to protect the seas? Draw up your own charter.
- What efforts are being made to protect and conserve coral and turtles? Find out about turtle tracking and plot their journey from beach to reef on a world map.
- Consider what a year in the life of a sea turtle entails. Work in groups to create a large scale mural depicting a turtle's life cycle.
- Create a diorama of the ocean, showing the ideal environment for the coral reef and turtles. Use an old shoe box and invisible thread to hang fish and other sea life, creating a 3D effect.



Summary

In Blue Island, we meet the characters of Tom and Lila the Fox and share in their exciting adventure as they discover the importance of protecting the world underseas.

Key language

environment
pollution
protect
threatened
survive
charter
conserve

Links

- www.cites.org
- www.conserveturtles.org
- www.costaricaturtles.org
- http://ec.europa.eu/environment/cites/home_en.htm
- www.euroturtle.org
- www.eu-wildlifetrade.org
- www.iucnredlist.org
- www.nationalgeographic.com
- <http://quin.unep-wcmc.org/eu/taxonomy/>
- www.wwf.org.uk

A present for Timmy

Before reading

From looking at the cover, what do the children think Timmy's present is? About what age is Timmy? Can they remember any toys they had at that age and what they were like?

Topics for discussion

- Which are the children's favourite toys? Which toys do they own that need batteries and what are the advantages or disadvantages that these bring? Ask them to consider other ways that toys might be powered.
- Tom wants to buy Timmy 'the best present in the world'. What would the children choose? Would it be the best present for the world, considering environmental implications?
- Do the children understand why Lila is so annoyed by the packaging of the toy dog? Is this a problem that they ever consider?
- Ask the children to share any experiences they have had of making things from old materials or natural things that they have found. Do they think that Tom's decision to make a present turned out to be a good one? Count up the people it made feel better throughout the story.
- At the end, Tom discovers a priceless treasure: friendship. Discuss the meaning of 'priceless' and any other things that the children would add to this category.

Follow-up activities

- Begin by looking at some of your favourite toys. What makes them special? Make a chart to show which have batteries, what other ways they might move, what materials they are made from and what age group they would be ideal for.
- Batteries store electricity. Find out how to use and dispose of them safely.
- Timmy's train was a pull-a-long toy. Take a look at how the wheels revolve around an axle. Have a go at making your own toy vehicle. Try to reuse materials when you can.
- Investigate the forces, other than batteries, used to power toys (e.g wind-up, push and pull, wind, clockwork). You will find plenty of ideas on the internet (see links).
- Ask parents and grandparents about the toys that they used to play with and see if you can collect some examples. Can you make a timeline of toys in the past to the present day? You might also set up an exhibition like the Mayor in the story.
- Consider what types of toys are good or bad for the environment. Recycling toys is one way to help. Why not have a sale or collect old toys to donate to a children's charity, local playgroup or hospice?



Summary

Little Timmy, Tom's neighbour, has swallowed a battery from one of his toys and has to go to hospital. Tom is very worried and wants to buy him the best present in the world. But when he chooses a plastic dog that barks, Lila has other ideas! She reminds him of some of the problems that buying new toys can have. Tom decides that making Timmy a wooden train would be a better option and it seems that everyone else does too!

Key language

packaging
battery
eco-friendly
biodegradable
exhibition

Links

- www.generationawake.eu
- www.greenwing.org.uk
- www.rospa.com (toy safety)
- www.sciencetoymaker.org
- www.toymuseum.co.uk
- http://ec.europa.eu/environment/eussd/escp_en.htm

Blossom Lane

Before reading

Ask the children what they think Blossom Lane might be like. Does it sound like a nice place to live? What would make somewhere an unpleasant place?

Topics for discussion

- Fleur is not used to traffic noise and fumes or crossing busy roads. Ask the children to remind each other about road safety. What age group do they think is most at risk on the road? They might be surprised that it's not just young children who need to take more care.
- Would they know what to do if a friend was run over? Did Tom do the right thing to stop Fleur bleeding? When and how would you call an ambulance?
- Mr. Dixon, the policeman, tells the drivers that revving their car engines makes pollution which causes the planet to heat up. Why? Do they know anything about global warming (climate change)?
- Lucy decided to walk to her music lesson because it would be quicker and better for the environment. Do the children think it would be better to use cars less? Can they think of any other ways to reduce the pollution caused by exhaust fumes?
- Think about where in the local area there are pedestrian areas or cycle paths. What public transport is available locally?
- How many of the children have bicycles and do any of them cycle to school? Hopefully, they all wear cycle helmets. Are there any other safety issues to consider?
- Find out what gases cause air pollution (carbon monoxide, nitrogen oxide, hydrocarbons etc.) and whether it's just traffic that produces them.

Follow-up activities

- Conduct a survey of how pupils in your class travel to school. Use a data handling package to present the information. You could also survey the traffic uses of a particular road for a short period (note which types of vehicle and how many occupants). Try repeating at a different time of day to compare findings.
- Fleur chose to travel home by boat. Was that a better choice than flying? Design a leaflet or poster to recommend your choice of transport.
- Look at some internet images or videos of traffic in big cities in India or China. Find out how Amsterdam in Holland is dealing with the problem.
- Make a video or short drama to perform in assembly to inform other children about road dangers and how to keep safe either on the road or when cycling.
- Air pollution isn't just a recent problem. Investigate how the Industrial revolution caused smog in London about 200 years ago.



Summary

Fleur comes to visit Tom in Merlin City. Her first impressions are not too good! She is just complaining about the noise and traffic fumes in Hassle Street, when an impatient driver knocks her over. Once the drama is over, Tom convinces the Mayor that something must be done about the traffic. He declares Hassle Street a pedestrian zone and it is renamed Blossom Lane in honour of Fleur.

Key language

pollution
global warming
climate change
pedestrian

Links

- www.clean-air-kids.org.uk
- www.dft.gov.uk/bikeability
- www.ecofriendlykids.co.uk/TransportAirPollution.html
- www.foe.co.uk/resource/fact-sheets/pollution_mad_about.pdf
- <http://talesoftheroad.direct.gov.uk>

Hope for the Kayakos

Before reading

Look at the cover and ask the children where they think the story might be set. What clues are there? Look at the surrounding landscape and the way the man is dressed. Who do they think the Kayakos might be? Why do they think Fleur is looking so worried?

Topics for discussion

- What do the children know about rainforests? The rainforest in the story is a tropical rainforest. Discuss where they think tropical rainforests are and what their climate might be like.
- In the story, loggers have cleared the land where the Kayakos village was. Why? Introduce the term deforestation and talk about what it must be like for the people who lived there.
- Naori talks about 'the land of my ancestors'. Do they understand what this means? How many tribes do they think still live in rainforests and what might their lives be like?
- Make sure the children understand the importance of trees to the human race. Look back to page 9 for Tom's explanation. The preservation of the rainforest helps protect against climate change and also preserves the biodiversity of plant and animal life. Do the children understand the cycle of life that Naori talks about on page 14?
- Count up and list the different animals and birds shown in the story.
- Tom apologises to the Kayakos people. What for? What does he suggest we can do to preserve the rainforest? Can the children think of any other ideas?
- Discuss why Tom is so moved by the gift the Kayakos gave him. Was it valuable? Get the class to think how they would welcome someone to their country and what they could give them.

Follow-up activities

- If possible, visit a local forest and observe the types and shapes of trees there. When you are back in the classroom, list your observations and compare with rainforest videos on the internet. What are the different layers that make up the rainforest?
- Using books or the internet (try Google Earth), find out where tropical rainforests are situated and why the Amazon basin is the largest. Map them on a world map, showing which countries have significant areas of rainforest. Your map could be the central part of a display of information about plant and animal life.
- More than half of animal species live in rainforest regions around the world. Can you complete a class Rainforest Alphabet? Make picture index cards for each animal, giving information about its appearance and habits.
- As Fleur reminded us, many medicines come from the rainforest. Also a wide variety of foodstuffs, such as coffee, chocolate and exotic fruit. Investigate and draw a diagram of the production process of coffee or chocolate from plant to product.



Summary

Tom, Lila and their friend Fleur travel to the tropical rainforest to visit Fleur's cousins in the Kayakos tribe. But they are in for a shock; their village has disappeared! The friends find out about the destruction of the rainforest and also discover its beauty and learn about its importance to the earth.

Key language

tropical
deforestation
canopy
biodiversity
sustainable
indigenous
Amazon
ancestors

Links

- www.canopyintheclouds.com
- <http://kids.mongabay.com>
- www.pbs.org/journeyintoamazonia
- www.rainforest-alliance.org
- www.rainforestfoundationuk.org/kids

Benny's a champion!

Before reading

Ask the children to think about the title. Why might Benny be a champion? (Compare thoughts at the end of the story.) Do the children think bikes are good or bad for the environment? How many of them ride bikes?

Topics for discussion

- At the beginning of the story Ron is looking sad but by the end he is very happy. Why? What important lessons have the friends learnt from him. Talk about why it was necessary to repair things in the 'old days'.
- Look at Lila's role in the story. How did she communicate? Count the different ways.
- Benny's Dad says that you have to buy new things. Why does he think this and do the children agree with him? Do they ever consider what will happen to old things when they buy new?
- Does anyone know where the local recycling centre is? Are there any other places to recycle locally?
- On page 14, Mrs Pippin is looking at part of an old bike. What parts are shown and what parts are missing that would make the bike usable again?
- Ron tells the children that new things use up the earth's resources. How does recycling help to look after the earth? List the arguments for and against (don't forget it's cheaper to repair and reuse!).
- How did Benny feel at the end of the story? Did he get what he wanted and was he happier than if he had bought a new bike?

Follow-up activities

- Find out what the 3rs mean (reduce, reuse, recycle). Create a webpage or poster to promote the 3rs message or to encourage people to buy recycled goods.
- Arrange a class visit to the local recycling centre or invite someone to talk about what things can be recycled and how. Act out the recycling process of one type of material (plastic, paper, metal, glass), demonstrating each step from bin to new product.
- Using recycling rubbish, make characters to tell a story about how the rubbish could be reduced or recycled. One of the characters might be someone who doesn't believe in recycling. You could add some backing music by creating a 'Rubbish Orchestra'! Make instruments from old bottles, saucepans, elastic bands stretched over boxes etc.
- What happens to the food waste at your school? What about at home? How is compost made and what things will decompose? Experiment with different waste materials to see how long they take to decompose. How about making your own compost!
- Draw and label a diagram of a bike. Look carefully at the working parts. Find out about bike maintenance and cycling safety.



Summary

Tom's cousin Benny is very excited because he is going to buy a new bike. But Lila has other ideas! She takes Tom and Benny to collect all the unwanted bikes around Merlin City and Ron, an ex champion cyclist, is only too happy to show how they can be reused.

Key language

reduce
reuse
recycle
compost
decompose
diagram

Links

- www.generationawake.eu
- www.littlerotters.org.uk
- www.recycle-more.co.uk
- www.recyclenow.com
- www.recyclezone.org.uk
- www.wastebuster.co.uk