

# Teaching Notes & Resources

Key Stage 2

Subjects: English | Science | Art & Design | PSHE (The World of Work)

**Purchase *The Superpets and Me***



SCAN ME

# 4x Lesson Plans and Ideas - Educational Resource Pack

Suitable for: Ages 8+

## Explore themes of:

- ✓ The importance of caring for animals with kindness, empathy and love
- ✓ The unique bond between humans and animals and how it shapes their interactions
- ✓ The education and skills required to seek a career in veterinary medicine
- ✓ Pursuing your passions and the role of childhood experiences in shaping your aspirations
- ✓ The ethical responsibility humans have towards caring for and respecting the lives of animals
- ✓ The concepts of bionic animals and advanced veterinary medicine
- ✓ Modern advancements in science and technology, showing how innovation can improve the lives of animals
- ✓ Resilience and overcoming challenges, illustrating how determination and hard work can lead to achieving success

## About the book:

Enter the world of the Supervet and his amazing animal friends, from bionic cats and dogs to hero hedgehogs and courageous chameleons!

Growing up on the family farm in Ballyfin, Ireland, Noel Fitzpatrick spent his childhood tending to the cattle and sheep alongside his best friend and beloved sheepdog called Pirate, who would comfort him after he was bullied by the kids at school. This bond with animals inspired him to become a vet – but not just any vet, a SUPERVET!

A book for young animal lovers packed with true tales that celebrate kindness, perseverance, doing the right thing and, of course, the unbreakable bond of love between humans.

## About the author:

Professor Noel Fitzpatrick is a world-renowned neuro-orthopaedic veterinary surgeon, the founder of Fitzpatrick Referrals in Surrey, and the star of the Channel 4 television show, *The Supervet*, now in its sixteenth series. Globally recognised for his innovative surgical solutions for animals, Noel has developed dozens of new techniques, including several world-firsts. Noel lives in Surrey with his Maine Coon cats, Ricochet and Excalibur.

## About the illustrator:

Emily Fox graduated from Falmouth with a first-class degree in illustration. Predominantly working digitally, she also enjoys employing traditional techniques including collage. Emily is inspired by the people she meets and the world around her. Her artistic influences have come from the animations she grew up watching, especially the colourful work of Disney artist, Mary Blair. She relishes exploring the great outdoors and is fascinated by animals of all sizes, with a soft spot for cats.



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# Contents

EXTRACT 1a: BALLYFIN'S BEAUTY (pp 11-12),

EXTRACT 1b: VETMAN'S VISION (pp 36-37)

ACTIVITY 1: COMIC BOOK CONNECTIONS

ACTIVITY SHEET 1: CREATE YOUR HERO

Objectives: Introduce children to the power of imagination and how comic books can inspire creativity and resilience; create their own comic book characters as a way to explore their own strengths and abilities.

EXTRACT 2: BEYOND BIONICS (pp 49-51)

ACTIVITY 2: BIONIC BELIEFS

ACTIVITY SHEET 2: BALANCING VIEWS

Objectives: Understand the concepts of bionics, ethics, superpets and animal well-being; write a structured balanced argument on the ethical considerations of using bionics in animals, expressing their own opinion.

EXTRACT 3a: FROM PASSION TO PRACTICE (pp 55-57),

EXTRACT 3b: VET VITALITY (pp 60-61)

ACTIVITY 3: THE WORLD OF WORK

ACTIVITY SHEET 3: A DAY IN THE LIFE OF MY DREAM JOB

Objectives: Learn about the role of veterinarians, their diverse career pathways and the qualities required to become a vet; reflect on their own passions and interests in relation to the world of work.

EXTRACT 4: MIRACLE MILLY (pp 139-142)

ACTIVITY 4: AMAZING ANIMALS

ACTIVITY SHEET 4: FACT FILE

Objectives: Develop empathy and appreciation for the bond between humans and animals; encourage research skills, critical thinking and creative expression through the creation of an animal fact file.

## NATIONAL CURRICULUM OBJECTIVES

## ADDITIONAL ACTIVITIES AND IDEAS



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# EXTRACT 1a:

## BALLYFIN'S BEAUTY

(pages 11-12)

I grew up in the village of Ballyfin in County Laois in central Ireland. It's a place of cattle and sheep farming, of growing wheat, barley, grass and turnips to feed the animals. Green fields are dotted with barns and sheds, separated by hedgerows and fences. The traffic often moved slowly behind tractors on narrow roads. The horizon is ringed by the low foothills of the Slieve Blue Mountains, which change colour with the conditions – pale under dappled sunshine, purple with storms and invisible in the mist. The weather can change in an instant, and you are happy for the rain on your face. It's a beautiful place, in many ways – especially in the spring, when the trees erupt with blossom, the birdsong greets the dawn and new life is everywhere in the fields, the hedges and the trees.

My daddy was a farmer, as was his before him. And though my father never said it, he likely assumed I would end up working with animals. Coming from where I did, there was no reason to think differently. But I knew from a young age I wouldn't be a farmer and that I wanted to create and to use my imagination in a different way to help animals. When I was at primary school, I couldn't read and write very well but I loved comic books. I was inspired by the pictures and would spend hours getting lost in their world.

# EXTRACT 1b: VETMAN'S VISION

(pages 36-37)

I've always loved comic books about heroes on a quest for justice, often with superpowers. My favourites were Spiderman, Batman, Wolverine, Captain Marvel and Captain America. If my life were a comic strip, and 'Supervet' was the hero, this would be his origin story. But on that freezing night, all I could do was weep. I was no hero. I was a failure. Worthless, I thought. Pathetic. And here were two dead lambs and a grieving confused ewe to prove it. I lay on my back in the frozen grass, Looking up at all the stars in heaven, picking the brightest one and wishing that I could be more strong, more brave and more clever. Soon after, I invented my very own superhero who would be all of those things and who would save all the broken animals. His name was Vetman. He would go on to have many adventures, all made up in my head. Thinking of him gave me strength to keep going when things were tough.



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## Discussion Questions:

1. How does Noel describe Ballyfin? Is it similar to or different from where you live? What crops grow there? Why are these important for the animals, farms and people who live there?
2. Even though the weather could be unpredictable, why do you think Noel enjoyed spending time outdoors? How does being connected to nature help us to better understand the world around us?
3. What were some challenges Noel faced in primary school? How did comic books help him?
4. When he was a child, who were some of his most-loved comic book characters? Are any of these characters your favourites as well? Why? What do you like most about them?
5. How did Vetman's imaginary adventures inspire Noel to make a difference for real animals?
6. In what ways can we be heroes in our own lives? Can you come up with examples of any actions that might seem small but can actually make a big difference?
7. Why did Noel's father and grandfather expect him to become a farmer? Do you think it's important to follow family traditions? How do you think Noel felt when he realised he had different dreams?
8. How did Noel's time in Ballyfin influence who he became and the choices he made later on in life?
9. Can you think of ways we can take care of the environment and animals in our own community?
10. If you were to create your very own superhero, what special powers and qualities would they have? How would they use them to help others?

## ACTIVITY 1: COMIC BOOK CONNECTIONS

- Begin by asking children what they think it means to use their imagination, encouraging them to share their ideas. Discuss as a class why imagination is important in various aspects of life.
- Share background information from Extract 1a about Noel's upbringing in a rural setting and his imaginative approach to helping animals.
- Engage them in a brief discussion about how the author's personal experiences influenced his creative thinking. Ask them to reflect on times when they've used their imagination to overcome challenges.
- Read Extract 1b on 'Vetman,' the transformative superhero in Noel's journey. In pairs or groups, discuss Vetman's possible appearance. Sketch Vetman on the board from children's collective ideas or have them create their own individual interpretations. Share the cover image of Noel's children's fiction book, Vetman and his Bionic Animal Clan, illustrated by James Lancett, to make creative comparisons.
- Display images or examples from well-known comic books featuring superheroes (e.g., Spiderman, Batman, Wolverine etc.). Lead a conversation on common elements like costumes and symbols of these heroes, as well as what they admire about them and what makes them memorable.

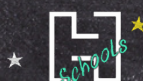


## ACTIVITY 1: COMIC BOOK CONNECTIONS continued...

- Explain that comic books combine visuals and text to tell stories, captivating readers' imaginations. Discuss features like panels, captions and speech bubbles used in this format. Highlight how these elements contribute to the overall storytelling experience. You could show examples from a comic book to illustrate these elements and how they enhance the narrative.
- Explore the parallels between Noel's superhero character's conception and the concept of an imaginary friend. Emphasise how this character became a source of comfort and companionship for Noel, helping him navigate difficult moments and tough times.
- Next, introduce the task of drawing inspiration from Noel's story and design their own superhero characters aimed at providing them with support during challenging times. Characters could be animal-themed like Noel's or completely unique. Remember, it can be as imaginative as they want!
- Facilitate a group discussion where children can share their ideas for their own superhero characters. Encourage creativity and exploration of different themes, powers and traits. Guide them in developing their superheroes further. Ask them to think about the character's backstory, personality, powers or special abilities and how these attributes relate to offering support and strength during tough situations.
- Provide each child with an activity sheet to aid in visualising their superheroes. Instruct them to sketch the character's appearance and write a brief description of their design choices and the problems the superhero aims to solve.
- Conclude the lesson by inviting children to share their superhero characters with the class, fostering a positive and supportive atmosphere during these presentations.
- To extend the lesson, children could create their own comic strips featuring their self-designed superheroes, adding more details or creating additional characters to interact with their main hero.



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# ACTIVITY SHEET 1: CREATE YOUR HERO

Create your own superhero! Draw your superhero and answer the questions below.



What is their name? .....

What problems do they solve? .....

.....

.....

What superpowers do they have? .....

.....

What's their catchphrase? .....

.....

Do they have any super gadgets? .....

**Stretch activity:** Write a short backstory or origin for your superhero. Where did they come from and how did they get their superpowers?



# EXTRACT 2: BEYOND BIONICS

(pages 49-51)

When it comes to bionic implants or 'superpets', it's very important to emphasise something called ethics, which is to do the right thing. This involves always doing the best for the animals I care for.

That means that though it might be possible to do something, it doesn't mean it's the right thing or that we should do it. For example, though I can perform an operation called 'limb salvage', using bionic implants to replace part of a leg, many dogs and cats will be able to have a really great quality of life on three legs. So, if I am confident their life won't be negatively impacted by only having three limbs, the right thing to do may be to amputate (meaning to remove that leg). There are many factors to consider which include deciding what's morally best for the animal and what is practically and financially best for the family.

Sometimes it's a matter of opinion too. Vets disagree with me all the time, and some think my operations are too extreme. They call it 'over-treatment'. We all have different opinions on what the 'kindest' option might be. For example, some vets think putting an animal to sleep can be the best 'treatment' for many conditions, because it stops the pain, instead of undertaking any risks of surgery. But with my experience of surgical procedures in hundreds of animals over many years, I often disagree.

That's not to say I offer surgery all the time.

When you watch my television show, it might look like this is all I do, but that's just because it tends to be the more interesting bits the TV crew want to film. Sometimes I might recommend medicine or limb amputation or sadly putting the patient to sleep when there's nothing else that can be done. I do the right thing according to the morals inside my own heart and mind.

Throughout life, there will always be people who agree with you and those that don't, and that's okay. People can only see things from their perspective and their experience. They haven't performed the surgeries or spoken with the families of these animals as I have. I always tell myself that the only real truth is the truth inside of yourself and that you need to be at peace in your soul that you are doing the right thing.



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## Discussion Questions:

1. What does the word 'ethics' mean? How is it related to doing the right thing in Noel's work?
2. If you had a pet with a hurt leg, how would you choose between a bionic implant or letting them live with three legs?
3. Do vets always agree with each other about how to help animals? Why might they have different perspectives? Why is it important to listen to others' opinions, even if they're not the same as yours?
4. Have you ever disagreed with a friend about something? How can different people have different perspectives on the same thing? Is it possible to have two different opinions and both be right?
5. When deciding on the best treatment for animals, what factors does Noel consider? Why is it always important to morally consider the animal's well-being?
6. What is 'over-treatment' and why do some people think it's a problem?
7. What are some other ways, besides surgery, that Noel might recommend for treating animals?
8. How does Noel and his team decide what's the right thing to do for the animals they care for? Where do they find their guidance? How might a vet's experience help them make better decisions for animals?
9. What captures the attention of the TV crew in the author's show? Why do they decide to concentrate so much on filming surgeries? Do you believe it gives a true picture of everything he does as a vet?
10. How can someone know what's truly the right thing to do? Why might this be different for each person? What do you think Noel means when he says that 'the only real truth is the truth inside of yourself'? Can you think of a time when you had to make a challenging decision? How did you decide what to do?

## ACTIVITY 2: BIONIC BELIEFS

- Write the word 'bionics' on the board and ask if any of the class have heard it before or if they can explain its meaning. It's possible that some might connect it with depictions from books or films featuring characters with bionic enhancements.
- Next, introduce the concept of bionics: explain that it is a type of engineering that uses advanced technology to create artificial body parts to help humans and animals.
- Break down the word 'bionics' by pointing out its two parts – 'bio' and 'nics'. Refer to page four of the book to learn how Dr. Jack E. Steele invented this word by combining two others: 'biology' (living things) and 'electronics' (technology using electricity) to create the term.



## ACTIVITY 2: BIONIC BELIEFS continued ...

- Illustrate the concept of bionics further by sharing some relatable real-life examples with the children, such as the remarkable use of bionic limbs, including prosthetic arms and legs. To foster inclusivity and celebrate diversity, make sure to present a wide array of examples in different situations. These could include a range of people from various walks of life such as athletes, military veterans and active-duty personnel who have experienced limb loss due to injuries sustained during their service, accident survivors and individuals born with limb differences, congenital disabilities or other medical conditions.
- Describe that the versatility of prosthetic arms and legs is amazing, as they enable people to overcome challenges and pursue their passions, regardless of their background or circumstances. Some people may use them to continue participating in sports, while others use them to regain their mobility and restore their ability and capacity to effortlessly carry out everyday tasks.
- To help children to understand how science, technology and engineering come together, talk about how their construction uses strong and lightweight materials such as carbon fibre and titanium so that they are both durable and comfortable to use, as well as able to mimic natural movements. Emphasise how engineers and scientists work closely together to design limbs tailored to each individual's needs.
- Following this, transition to the topic of bionics in animals by reading the extract aloud to the class. Explore the themes present in the extract, notably focusing on the main idea of ethics by pointing out the thoughtful considerations Noel makes when using bionics for animals.
- Examine the varying viewpoints held by people, including other vets, regarding his use of bionics for animals. Explore the possible reasons behind these different perspectives and the importance of listening to others' opinions, even if you don't agree with them.
- Compare this to a debate, where two sides of an argument exist. On one side is Noel, who stands 'for' the issue and supports the use of bionics for animals while also valuing their well-being. On the other side, some vets take the opposing stance 'against' the issue, citing 'over-treatment' concerns.
- Explain to the children that they'll create a balanced argument about bionics for animals using the provided activity sheet. They'll outline Noel's view in the 'On one hand...' box, summarise the vet's perspective in the 'On the other hand...' box, and finally, share their own opinion in the 'I think...' box.
- Finish the lesson by inviting children to share their responses and reasoning with the class.







# EXTRACT 3a: FROM PASSION TO PRACTICE

(pages 55-57)

Many children I meet want to become a vet and ask me for advice. The first thing I'd always say is that, if it's your passion, you should follow it. That applies for everything you do in life, but always be aware that you should never follow your passion just to make money! Try to follow your passion whilst making a difference in the world, and in that way, you can achieve your wildest dreams in the best way possible. The second is that it takes a lot of time, determination and hard work. Not only do you need good grades at school, but there's five or six years of basic training afterwards, just like being a human doctor. Even then, there's additional training to become a specialist in a particular area. The field is changing all the time, with scientific advancement and new ways of doing things. Not to mention all the knowledge that experience brings – the patients in my care teach me things every day and I'll never stop learning. Every day is a school day.

I've worked in many different jobs as a vet. From large-animal farm work, to equine (horse) care, to being a primary care companion animal vet, to being a surgical specialist in neuro-orthopaedics today. There are also other career pathways after vet school, like caring for wild animals, working in labs for the pharmaceutical and implant industries, or perhaps in areas that cover both animals and people such as One Health.

# EXTRACT 3b: VET VITALITY

(pages 60-61)

Veterinary practice as a vocation has changed a lot since I started as a vet in the early 1990s. When I began, I worked until I had to sleep. I often got woken up in the night by calls to a birthing cow or sheep in difficulty – and then I started all over again early the next morning. That kind of lifestyle doesn't really exist anymore for the vast majority of vets. Today there are emergency primary care centres which will see sick animals in the evenings, at night-time and at weekends. And there are rotas, or schedules, to allow time off if vets work over weekends. A balance between work and life is now considered very important for a vet's mental health.



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## Discussion Questions:

1. What is the first piece of advice Noel gives to children who want to become a vet? Why do you think he says that you should follow your passion to make a difference in the world, not just to make money?
2. What are some of the education and skills he mentions that are required to become a vet? How is becoming a vet similar to being a human doctor in terms of training?
3. What does Noel mean by saying, 'Every day is a school day'? How can we learn from our experiences?
4. Name some different jobs Noel has had as a vet. Which one sounds the most interesting to you? Why?
5. How has veterinary practice changed since Noel became a vet in the 1990s? How long ago was this? What did his work schedule used to be like when he first started as a vet? Why did it affect his life?
6. How can changes in work schedules and practices benefit animals as well as the vets themselves?
7. Do you think you would enjoy being a vet or working with animals? Why or why not? If you could talk to a real vet, what questions would you want to ask them about their job?
8. Have you ever had a pet that needed to go to the vet? How did the vet help your pet?
9. What does the term 'work-life balance' mean? Why is it important for everyone's happiness and health, not just for vets? Can you name jobs where people work on weekends or at different times? How do people manage and make time for family and friends despite having different work schedules?
10. What do you think being a vet will be like in the future? How might it change even more?

## ACTIVITY 3: THE WORLD OF WORK

- Start the session by asking children what they think a vet is and what they do, recording their range of responses on the board. After that, chat about their own pets and any visits they might have had to the vet. Why did their pets need to see the vet? How did the vet make them feel better?
- Moving on, explain some basic ways that vets care for animals, such as performing routine check-ups, giving vaccinations to protect them from diseases, conducting surgery and prescribing medicines.
- Turn to page 72 in the book to learn about the different kinds of veterinary jobs. These include 'general' vets, who help all kinds of pets, 'emergency' vets for urgent cases, 'small or companion' vets for pets like dogs and cats, 'equine' vets for horses, 'large or farm animal' vets, 'exotic' vets for unique pets and 'specialist care' vets with extra expertise.



## ACTIVITY 3: THE WORLD OF WORK continued ...

- Now, read the extract together and use the discussion questions and then use the discussion questions to chat about the advice Noel gives to children who dream of becoming vets, as well as the education and skills required. Talk about the words and phrases that Noel uses such as 'following your passion', 'takes a lot of time', 'dedication', 'hard work' and 'never stop learning'.
- Explore Extract 3b, which highlights the changes in veterinary practice over time. Discuss the demanding nature of early veterinary practice compared to the more balanced schedules today and reflect on how these changes have positively impacted the lives of both animals and veterinarians.
- Continue the conversation by introducing the concepts of careers and the world of work and describing how a healthy work-life balance is essential for feeling happy and healthy, no matter what job we have.
- Engage the class by asking them about their dream jobs when they grow up, compiling a list of their ideas on the board. If some children are unsure, you can facilitate a discussion about their interests, hobbies and skills to help them narrow down their choices. Prompt them to consider why they are interested in those professions and connect it to Noel's insights about following your passion and earning money. You could also describe the differences between intrinsic and extrinsic motivations.
- Provide resources such as books and online materials to give children an idea of what their chosen dream job entails. Encourage them to think about the daily tasks, responsibilities and challenges associated with that profession.
- Tell children that their task, depending on their preferences, is to choose to either write a short story or create a comic strip style drawing that illustrates a 'day in the life' of their dream job.
- Short stories: Children can write a creative narrative that describes their chosen profession in detail. They can imagine a typical workday, from the moment they wake up to when they finish work. Encourage them to include interactions and accomplishments that might occur during the day. The short story should provide a vivid picture of what their dream job would look like.
- Drawing: Students can create a visual representation of their dream job by drawing a series of scenes that depict different moments throughout the day. Each scene should show a significant aspect of the job, such as a firefighter rescuing a cat from a tree, a scientist conducting experiments in a lab or a teacher leading a classroom activity.
- Once they are complete, provide children with the opportunity to share their work with the class.

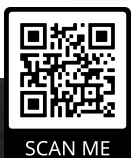




## ACTIVITY SHEET 3: A DAY IN THE LIFE OF MY DREAM JOB

Think about what your dream job would be. What do you think you would do each day? Think about what your morning would look like, when you might have a break for lunch and what you would do in the afternoon.

You can either write about it below or use the comic book template on the next page to draw your 'day in the life'. Please make sure to include captions.

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ACTIVITY SHEET 3: A DAY IN THE LIFE OF MY  
DREAM JOB continued ...


# EXTRACT 4: MIRACLE MILLY

(pages 139-142)

Milly came to see me almost a decade after Winston. She was a very special puppy, a black Labrador, full of energy. She was also best friend to a teenage girl called Jess. The bond they had reminded me of that I'd shared with Pirate as a boy because she had had difficult times, as I had, and Milly had been her companion through it all. I think some animals and people are meant to be together, and these two were living proof.

Jess always loved animals. When she was younger, she'd had cats, hamsters, rabbits and chickens, but Millie was the love of her life. It was Jess who first noticed that something was wrong with Millie's front paws, and her vet explained what was happening. The poor dog had a very serious degenerative disease in the knuckles of both front paws, which are technically called metacarpo-phalangeal joints. This meant her toes were separated from her knuckles and literally falling off. The effect was that the metacarpal bones (the palm bones between the wrist and the fingers, as for Winston) were pressing down like hammers on to her pads, splitting open the skin and causing severe infection. She had tried different protective boots, but none of them worked.

Jess's mum had been advised that putting Milly to sleep to ease her suffering might be the kindest option, and we were her last chance.

As with Winston, I thought Wolverine could come to the rescue again, but this time the operation had an added evolutionary component:

1. First, I used wires like Wolverine's prongs to skewer the knuckle joint solid once I had drilled away any remaining cartilage.
2. As for Winston's wrist joints, I grafted marrow bone (this time taken from near the shoulders) to get these joints to fuse solid.
3. Milly couldn't walk on her toes as they were too fragile, so I built an ESF scaffold with aluminium rings attached to her forearms and toes, just as I had for Winston, and added arches under her feet so that they were raised up on arcs like horseshoes that she could walk on.
4. I attached all the rings in the arch to a rod, which was attached to pins drilled in the radius and ulna bones up along both of her forearms to temporarily bridge her wrists.

Then she could walk without the frames being floppy weights on her feet. This was a new version of the frame, which I called PAWS (Pedal Arch Wire Scaffold).

The operation was a success! Like Winston, Milly had a long road to recovery, but with Jess at her side, she did amazingly well. Her frames came off just before Christmas, and it was the best present anyone could have asked for. Milly really was a Christmas miracle.



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## Discussion Questions:

1. Who is Milly? What type of dog is she and what makes her special?
2. Who is Milly's best friend? What is her name and how would you describe their bond?
3. Have you ever had a special connection with an animal or a pet? What did you do together?
4. Do you agree with Noel that some animals and people are meant to be together? Why or why not?
5. What did Jess notice about Milly's front paws? How did they find out what was wrong with her?
6. What options were Jess's mum given to ease Milly's suffering? Why was putting Milly to sleep suggested as an option?
7. What is the technical name for the joints that were affected in Milly's front paws? What was Noel's plan to help Milly? Can you explain how he used wires and bone marrow to fix her problem?
8. What did Noel call the new version of the frame he made for Milly? Why did he choose that name?
9. How important do you think Jess was in Milly's recovery process?
10. What lessons do you think we can learn from Milly's story about the importance of companionship, support and perseverance?

## ACTIVITY 4: AMAZING ANIMALS

- Use a projector or screen to display the extract from the story about Milly, the black Labrador, and her special bond with Jess. Make sure the text is easily readable for all children in the classroom.
- Read it aloud, drawing their attention to the degenerative disease in Milly's front paws and the challenges Milly and Jess had to overcome due to this condition.
- Introduce the idea that animals can have a profound impact on humans and vice versa. Use Milly's story as an example of how animals can provide companionship and support. Discuss how Jess's relationship with Milly helped her navigate difficult times in her life.
- Start a class discussion by asking the class what they think is special about the bond between animals and humans. Encourage them to share personal stories or experiences they've had with pets or animals. Discuss how they become an integral part of families and the unconditional love they can offer.
- Guide the discussion with questions like: How do animals and humans benefit from their relationships? What are some ways animals show their companionship or loyalty to humans? How can animals provide comfort and support to humans, especially in difficult times? Have you ever had a pet that played a significant role in your life? Can you share a story?
- Listen attentively to children's responses and show genuine interest in their stories, relating their experiences to the story of Milly and Jess, highlighting similarities and differences. Share a brief anecdote from your own life that demonstrates a special connection with an animal, if applicable.



## ACTIVITY 4: AMAZING ANIMALS continued ...

- After hearing about Milly's miraculous story and others from the book, explain to the class that their task is to learn about and explore animals that they find amazing.
- Let them know that they will be writing a fact file about an amazing animal of their choice. This animal could be from their family, local community or even one with historical significance.
- Next, encourage them to research their chosen animal, gathering information about its characteristics, behaviour, habitat and any interesting facts. They can also consider both the influence these animals have on our lives and environment, as well as the imprint we've left on theirs.
- Provide the children with resources and materials such as the activity sheet to gather their research and give them time to work on their fact files. These could include written descriptions, drawings and any relevant pictures they find. Emphasise the importance of accurate and interesting information.
- Once the fact files are complete, give each child an opportunity to present their amazing animal to the class. This could be done through verbal presentations, posters or digital presentations, depending on the resources available.
- Wrap up the activity by having a brief class discussion on what they've learned about amazing animals. You can also have them reflect on how their understanding of the bond between animals and humans has evolved through this activity.



## ACTIVITY SHEET 4: AMAZING ANIMALS FACT FILE

It's time to find out some more amazing facts about some of the animals around us!  
Choose an animal to research and using books, the internet and other sources, such as guides from museums or professionals such as vets or zookeepers, see if you can find out the answers to the questions below.

What is your chosen animal? .....

What does your animal look like? Draw a picture below.

Where does your animal live? Describe what kind of habitat it likes. ....

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What physical characteristics does the animal have? For example does it have claws, does it have a special pouch to keep it's babies in like a kangaroo.

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What food does your animal eat?

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Does your animal help humans? For example dogs help many people including the police, lifeguards and people who are blind

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How do we help this animal? For example do humans look after them in their homes, do we protect them from poachers in the wild.

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# National Curriculum Objectives - Key Stage 1/2

## English

### *Spoken language*

Pupils should be taught to:

- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions

### *Reading – comprehension*

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - being encouraged to link what they read or hear read to their own experiences
- Understand the books they can read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
- Participate in discussion about what is read to them, taking turns and listening to others
- Explain clearly their understanding of what is read to them

### *Writing: composition*

Pupils should be taught to:

- Develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
- Consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or keywords, including new vocabulary
- Make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils

## Science

Pupils should be taught to:

- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

## Art and Design

Pupils should be taught to:

- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

## PSHE (taken from PSHE Association's Programme of Study)

- Pupils should have the opportunity to learn:
  - about different work roles and career pathways, including clarifying their own early aspirations
  - about the importance of balance between work, leisure and exercise
  - about different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work
  - to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability



SCAN ME

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## Additional activities and ideas

- **Veterinary Clinic Role Play:** Transform your classroom into an exciting pretend veterinary clinic, complete with cuddly toy patients, bandages and medical tools. Children take on the role of the 'Supervet,' emulating Noel Fitzpatrick's care for animals in the book. Through this imaginative play, they can engage with animal well-being in a hands-on and enjoyable way.
- **Animal Autobiographies:** Ask the children to choose an animal mentioned in the book and write a short autobiography from that animal's perspective. They can imagine what life is like for their chosen animal, including adventures and challenges they might face.
- **Friendship Collage:** Discuss the strong bond between Noel and his sheepdog Pirate. Have the children create a collage that represents the theme of friendship and loyalty. They can include images, quotes and drawings that depict these qualities.
- **Acts of Kindness Showcase:** Encourage the children to perform acts of kindness for each other and the animals around them. Create a display where they can share these acts by writing them down, spreading positivity in the classroom.
- **Animal Art Gallery:** Have the children create artwork inspired by the different animals mentioned in the book. They can draw, paint or even make sculptures of bionic cats, heroic hedgehogs and more. Display their creations around the classroom to create an Animal Art Gallery.
- **Classroom Pet Care Chart:** Nurture responsibility and empathy by collectively caring for a classroom pet, if you have one. Create a chart for children to rotate tasks such as feeding and grooming, developing a sense of teamwork and an understanding of the needs of animals.
- **Animal Care Workshop:** Invite a veterinarian and a friendly pet into the classroom to demonstrate fundamental animal care practices. From checking heartbeats to examining paws, children can gain insight into the practical aspects of veterinary care, aligning with the educational spirit of the book.
- **Bionic Creations:** Ignite creativity by providing children with materials like cardboard and pipe cleaners to invent their own bionic animals. This imaginative exercise encourages critical thinking as they conceptualise ways to assist animals using prosthetics, connecting to the book's themes of innovation.
- **Interview a Vet:** Explore the world of working with animals by engaging with a vet from your local community. Pose your questions, listen to heartwarming tales about animals and understand how these people help pets. If possible, arrange a visit to a vet's for an even more immersive experience. It's like the book coming to life before your eyes!
- **Letter to the Supervet:** Together as a class, write letters to the Supervet, Noel Fitzpatrick. Share what you think about the book, ask questions about what it's like to be a vet and talk about how it made you feel. This collaborative activity mixes reading and real life, creating a bridge between your classroom and the world of animal care.



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