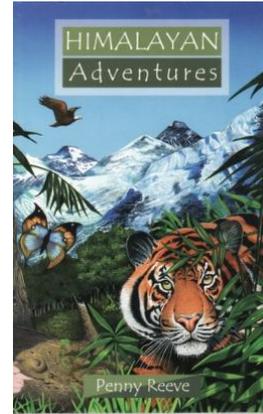


Himalayan Adventures

By Penny Reeve
Illustrated by Graham Kennedy
and Fred Apps
Christian Focus Publications

Teachers Notes

for upper primary classes
(Ages of 9-12).



Summary:

Himalayan Adventures is part of the non-fiction Adventure series published by Christian Focus Publications. This edition, written by Penny Reeve, focuses on the environment, flora and fauna of the Himalayan region. As each location or animal is examined, a corresponding faith lesson is explored.

The book is structured into 14 chapters that can be read in any order. There is a glossary and twenty question quiz at the end of the book.

Use in the Classroom

Himalayan Adventures can be used in a variety of ways in the upper primary classroom:

- As a **devotional guide**. Each chapter looks at a particular theological issue. This book is suited to whole class devotions, where a chapter is read and the faith lesson discussed.
- Supplementing a **themed unit**, chapters can be independently selected to complement the material being studied by the class.
- The material in *Himalayan Adventures* can be used as a springboard for group or individual **research projects** on a wide variety subjects. Some possibilities are found in the suggestions below.

Chapter by Chapter Activity Suggestions

Chapter One: Where my Help Comes From

- Students graph the ten tallest mountains in the world comparing them to the tallest peaks of your home country.
- Locate the countries named in the first chapter on a map. Locate the Himalayan region and the nations that share this unique part of the world.

Chapter Two: The Bat and the Yershi Tree

- The Yershi tree is used by the Chepang people as a source of food. Students can do a research project on a local native plant that has a variety of uses.
- Bat for lunch? Create menus for an indigenous restaurant. Students chose a people group with a very different food from their own and design the menu explaining why each food is chosen. Some interesting examples could include: Laotian, Maasai, Alaskan, Maori food.



Chapter Three: Eagle's Eyes

- Research the birds of prey in students' local area. What do they eat? Where do they nest? How has human habitat influenced this species, positive or negatively?
- Discuss how we can learn from God. Talk about examples of trusting God's leading even when it involves some risk. Try to give real life examples if possible.

Chapter Four: Morna's Monkey

- Have students retell a scene from Morna's Monkey from the perspective of another character, e.g. the monkey, Morna's son. Make up names if there are none provided for the chosen character.
- Conduct a whole school survey regarding household pets and their owners. Use this information to create a community profile on pet ownership.

Chapter Five: Yeti or Not?

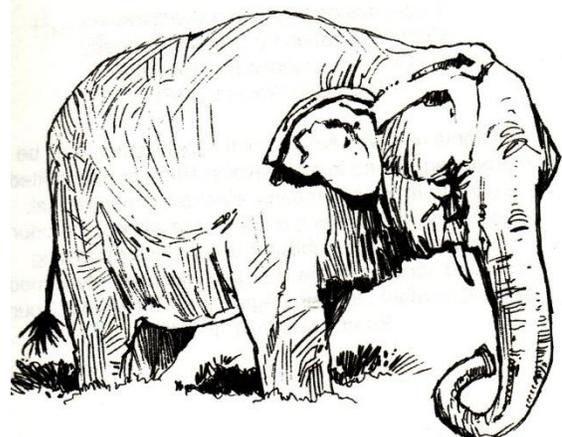
- Students chose a 'mythical' creature to research. Display the information in poster or "website" format.
- Using the My Legendary Creature form (see black-line master below) students build their own mythical creature. This can then be used as the basis for a piece of writing: narrative, fictional recount or a newspaper article reporting a 'sighting' are some possibilities.

Chapter Six: Bear Escape

- Encourage students to imagine they went on the bear hunt with Ross and Ram, but that the ending occurred very differently. Students prepare their version and then present it to the class as a dramatic monologue. Encourage interesting, exciting and realistic telling. Remind students that 'realistic' would imply they did not die in their version, as dead people cannot give speeches.
- Ross and Kathleen spent many years working with the Chepang people, eventually translating the Bible into their language. Students can locate and research an unreached people group.

Chapter Seven: Mountain Ambulance

- This is a story about a modern day miracle. Discuss with students the definition of miracle, some examples from Bible times and any other more recent examples of God intervening in super-natural ways.
- In this story the husband has to carry his wife down a steep mountain path to get her to the town. Have a discussion regarding the Millennium Development Goals relating to healthcare. Why is it hard for developing nations to achieve/meet these goals? Do developed countries experience challenges? Why or why not?



Chapter Eight: Never go trekking alone.

- Research a famous mountain, climber, or expedition. Some examples: K2, Tenzing Norgay, Edmund Hillary and Sagarmatha (Mt Everest).
- Discuss and create a display about the needs of the human body and the pressures high altitude travel put on it. For example: the oxygen levels needed to function, what occurs when this isn't met. How is this problem addressed in aircraft? What about mountain climbers?

Chapter Nine: Man-Eater!

- Compare the natural diets of animals to those they adapt to when their natural environment shrinks. Some possible animals: bear, fox, cat, parrots. How does human habitation affect wildlife? Discuss how humans can live more responsibly.
- When a wild animal begins acting in a way that is un-natural, as is the case in this chapter and Elephant Thieves, it can put human lives at risk. Have students prepare a debate on the topic "Man eating tigers and other dangerous animals should be destroyed."

Chapter Ten: Elephant Thieves

- A fiction writing exercise: "What I did when the elephant broke into my home!"
- Guide the students to build a bank of memory verses to keep them strong in the face of temptation. Allow enough options for students to make a collection relevant to themselves.

Chapter Eleven: Swept Away

- Students work in groups to design swim safety posters for younger classes. They need to carefully consider the target audience and chose one aspect of swim safety per poster only. An extension activity could require the students to prepare a short talk to present with the poster.



- Consider the fact that Nepali people do not have a word for waterfall, but have several words for rice. Have a discussion around how languages reflect culture. Foreign language teachers and students with ESL backgrounds can be helpful here.

Chapter Twelve: I'll be the Butterfly

- Students collect and compare information on the ways animals adapt to their environment. Consider camouflage and attention drawing features of birds, animals and insects.
- How can we attract or repel people from the gospel? Small groups discuss and then prepare quick skits to show a situation in which the Christian child either encourages or discourages others in their faith. Follow up with a class discussion.

Chapter Thirteen: Scars from a Leopard

- Students can research and prepare a short talk about someone who lived through a bad situation and saw God bring about something good. Some examples could include: Elizabeth Elliot, Corrie Ten Boom, Joni Erikson Tada.
- Invite a Doctor or other health worker to the class to explain how or bodies heal and how scars are made.

Chapter Fourteen: Snake? No thanks.

- This story relates the experiences of several expatriate missionaries living in Nepal. Encourage students to research a missionary/family involved in cross cultural work.
- When researching other people's stories it is important to get all the details correct. Have students interview a friend about their scariest/most exciting animal experience. They then write about it and read it back to the friend. Were all details correctly recorded? What mistakes were made and why?

These teachers' notes may be copied for school or home use.

Please do not copy them for commercial sale.

My Legendary Creature

<i>Creature Name:</i>	
Country of origin:	Number in existence:
Creature's height:	Creature's weight:
Physical Appearance.	
Head:	Body:
Limbs:	Tail:
Habitat:	Diet:
Ways of movement:	
Any other interesting information?	
Creature' photograph:	Footprint diagram:
	