

TEACHING RESOURCE

Created by

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THE_REBEL_READING_SOCIETY

MINI.MIDNIGHT.READS

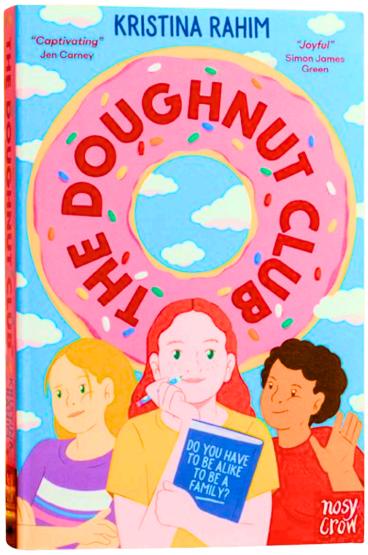
in collaboration with

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KRAHIMWRITES

NOSYCROW





A fantastic book to support the updated RSE Guidance (September 2026). It centres on a family with donor-conceived children and their two Mums. Whilst on holiday one of the children becomes curious about their donor siblings, questioning their own identity. This is a story that is fundamentally about the role of the family that raise us. The book, in accompaniment with this guide link in with many areas of the National Curriculum for KS2 & KS3, particularly English, Geography & RSE.

Word of the Chapter - For each chapter there is a word of interest selected from the text. These can be used in a variety of ways -

- Discussion of the word meanings.
- Prompts for looking up in dictionaries independently.
- As writing prompts to embed with the correct context within sentences.

Discussion Prompt - Each chapter also features a question to discuss. They range from discussing the characters and predictions for the book, to reflecting on the situations presented. Many of these questions are specifically worded to tie in with the KS2 & KS3 National Curriculum.

Activity Ideas - There are a selection of activity ideas that link in with the text, they're numbered by the page that they tie in with and can be found below the chapter breakdown. There's a mix of writing prompts, and more - linking in with the National Curriculum.

Book Club Questions - These questions are designed to reflect on the book as a whole, in a group setting or individually, after reading.



CHAPTER BREAKDOWN

Chapter 1
- Word – *albeit*
- Discussion Prompt – After having read the first chapter of the book, do you have any predictions for the main themes of the story?

Chapter 2
- Word – *reigning*
- Discussion Prompt – How do you feel about the way Monika is speaking to Quinn regarding her family?

Chapter 3
- Word – *hesitant*
- Discussion Prompt – Why do you think it feels so important to Quinn to have knowledge about her donor siblings?

Chapter 4
- Word – *hollers*
- Discussion Prompt – What inferences have you noticed that tell us about how Quinn's feeling with respect to a donor sibling being in the UK?

Chapter 5
- Word – *pounce*
- Discussion Prompt – How would you describe Monika's behaviour towards Quinn?

Chapter 6
- Word – *stifling*
- Discussion Prompt – On page 71, Quinn reflects, *"They would rather be thrown around the sea like a sock in a washing machine"*, in reference to a surfing group. What does this use of figurative language infer about her thoughts on the surfing group?

Chapter 7
- Word – *assumptions*
- Discussion Prompt – Which elements and events of this chapter have helped Quinn to feel more comfortable in her own identity as part of her family?



Chapter 8

- Word – *tentacles*
- Discussion Prompt – In reference to the unique handprint designs discussed on page 97, we hear the following reflection, *"It's amazing how a person can look at an image of one thing and turn it into something completely different."* How do you think this contributes to the message of personal identity of the book?

Chapter 9

- Word – *poised*
- Discussion Prompt – How might you have acted differently to Quinn in this chapter? Conversely, what do you think influenced Quinn to act in this way?

Chapter 10

- Word – *debut*
- Discussion Prompt – Using inferences from the text, how has Quinn's experience of the beach changed over time?

Chapter 11

- Word – *unison*
- Discussion Prompt – On page 119 Quinn considers, *"Sadly, the politeness my parents have drummed into me stops me from saying how I really feel."* How does Quinn's desire to be polite impact on her own boundaries?

Chapter 12

- Word – *quiver (verb)*
- Discussion Prompt – There has been a lot of information revealed in this chapter. What predictions do you have based on these and do you think Quinn has reached similar conclusions?

Chapter 13

- Word – *trance*
- Discussion Prompt – Quinn has a lot going on for her at this point. If you were her friend, and were aware of the situation, what do you think you might suggest/say to her?

Chapter 14

- Word – *ushering*
- Discussion Prompt – How would you describe the relationship between Quinn and Monika, from each of their perspectives?



Chapter 15

- Word – *terrace*
- Discussion Prompt – What do you think is the biggest factor in why Monika and Quinn have responded differently to being donor conceived?

Chapter 16

- Word – *sympathy*
- Discussion Prompt – What do you predict is going to happen with Quinn and the donor site?

Chapter 17

- Word – *transfixed*
- Discussion Prompt – Quinn is reflecting on her connection to and value of her family. What is the most important message you have taken away from this?

Chapter 18

- Word – *unravelling*
- Discussion Prompt – What role do you perceive Fred taking as a character at this point in the story?

Chapter 19

- Word – *gleaming*
- Discussion Prompt – Quinn and Monika are making comparisons between their families. How do you think they might have experienced this differently in a world that has a better understanding of donor conceived families?

Chapter 20

- Word – *interrogation*
- Discussion Prompt – How do the authors descriptions of the sand dunes inform us as readers that this is a struggle for Quinn to navigate?

Chapter 21

- Word – *hurtle*
- Discussion Prompt – Why do you think it was important to see Quinn and Ollie supporting each other at this point in the story?

Chapter 22

- Word – *trickle*
- Discussion Prompt – With reference to the text, how does Quinn's conversation with Ollie remind her of the people who make a family?



Chapter 23

- Word – *boastful*
- Discussion Prompt – We learn a big revelation regarding Monika in this chapter. How has the way the author has written the book allowed us to be surprised alongside Quinn?

Chapter 24

- Word – *wince*
- Discussion Prompt – Are you surprised at how Quinn's parents have responded to the donor sibling revelation? How do you think the conversation will help them to all grow as a family?

Chapter 25

- Word – *ushering*
- Discussion Prompt – We're starting to see closure of the storyline. Is there anything else that you would like to see wrapped up before the end?

Chapter 26

- Word – *gauze*
- Discussion Prompt – On page 251 we see the following example of an opinion, *"Just because I think this wall is amazing, it doesn't mean everyone else will."* Can you identify another opinion and a fact within this chapter?

Chapter 27

- Word - *manoeuvring*
- Discussion Prompt – How does this chapter show the value of connecting with people who share life experiences and identity with us?

Book Club Questions

1. Which character went through the biggest change over the course of the book?
2. The book centred around children who were donor conceived. How have their experiences in the book helped you to understand the value of all family structures?
3. Is there any point during the story where you were surprised by the actions of a character?
4. What do you think might happen on the holiday next summer, if all the regularholiday-goers are there?
5. Which side character do you think had the most interesting side story?



ACTIVITY IDEAS

Page 16 - Geography Challenge

Sand dunes are a dynamic ecosystem, meaning they are ever changing and mobile. Learn about the formation of dune systems as well as the barriers to this natural process in the UK. Write a short piece to help communicate your learning and advocate for the requirements these natural spaces need to thrive.

Page 79 - English Activity

Create a leaflet that details the holiday activities available via the hotel. Make sure to include the details that the visitors will need, as well as making it visually appealing to entice customers to pick up the leaflet.

Page 139 - Science Challenge

Learn about the reasons that Tarantula's are a type of spider. Culminate learning with a short presentation on a specific species of tarantula or an informative poster, that includes the reason for this classification.

Page 175 - Art Challenge

Create a mural design that celebrates a community you are a part of. You may wish to enrich this by researching existing murals and their place within communities. There are a few detailed below to get you started.

- Mexico Through the Centuries by Diego Rivera
- MaestraPeace by Various Artists
- Marcus Rashford by Akse P19

Page 251 - Writing Prompt

Rewrite this section, where Monika and Quinn talk together, from Monika's perspective. You will need to consider how Monika may experience the situation differently and how to convey how she is feeling.



CURRICULUM LINKS - KS2 & KS3

Included in this list are both links that are found directly within the book and ideas that have been extended upon within this guide.

English

- Spoken Language
- Reading Comprehension - recommending books, meaning of words in context, drawing inferences, predictions, figurative language, challenging views courteously through discussion. Distinguish between statements of fact and opinion.
- Writing - identifying the audience, writing for a wide range of purposes.

RSE Education

- The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That the families of other children, either in school or in the wider world, sometimes look different from their family.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

Science

- Give reasons for classifying plants and animals based on specific characteristics.

Geography

- Understand how human and physical processes interact to influence, and change landscapes, environments (KS3).

Art

- Improve art and design techniques.