

WORLD
**BOOK
DAY**

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WORLD BOOK DAY 2016

CLASSROOM IDEAS

These ideas for teaching use the **World Book Day £1 books** as their inspiration. You do not need to have the **£1 books** in order to teach this lesson.

1 KEY CONCEPT/ FOCUS

Developing a character

£1 BOOK which is the inspiration for these ideas:
Harper and the Sea of Secrets
by Carrie Burnell and
illustrated by Laura Ellen
Anderson



2 YOU WILL NEED:

- World Book Day 2016 Imagination Channel video clips 'Where do I get my ideas?'
<http://www.worldbookday.com/videos/where-do-i-get-my-ideas-film-2/>
- An enlarged illustration from any picturebook depicting a character, possibly in setting – you might draw this out on large paper or project it on a whiteboard.
- A selection of stories or film clips featuring characters that have special gifts or super powers
- Writing and drawing materials

3 IDEAS FOR USING THESE RESOURCES:

- Watch the video clip with the children. Authors and illustrators get their ideas from a range of sources. Sometimes they begin with the character.
- Choose and enlarge an illustration of an unfamiliar character to which the children can respond. It is useful to choose an image which provides hints and clues as to the character's personality as well as outward appearance. You may even draw this out yourself to create a large outline. There are some great examples on Laura Ellen Anderson's website:
<https://www.lauraellenanderson.co.uk>
[SKETCHBOOK](#)

- Ask the children to respond to the illustration of the character with their initial perceptions. *What do they notice about the character? How can they describe the character's appearance? What might the character be thinking or feeling? How might they behave?*
- Scribe the children's descriptions of personality, thoughts or feelings on the inside of the enlarged character and outward appearance on the outside.
- Ask the children to discuss whether the character reminds them of anyone else either in real life or stories and if they have any questions they would like to ask or if anything puzzles them. *What might they be called?*
- Draw attention to the world that the character occupies. Ask the children to think about where they think the character lives and what it is like to live there. Extend their ideas by asking them to draw on what they think they know about the character to make predictions around how they got there and who they live with, where they might want to go next and why.
- You could introduce and read the book aloud then revisit the illustration; adding to it with new ideas in a different colour pen to the children's initial perceptions.

4 OTHER IDEAS TO TAKE THIS FORWARD

- Talk to the children about characters they know in books or popular culture that have a special gift or superpower like those ascribed to the group of friends in *Harper and the Sea of Secrets*, e.g. Marvel's *Avengers* or *Star Wars* Jedi Knights.
- You could show film clips or provide the children with a range of high-quality picturebooks featuring strongly depicted characters through their illustration and/or the way in which they are described in the text. Children can annotate drawings and illustrations and compare their appearance and characteristics. *What do they have in common? What is different about each of their favourite characters or superheroes?*
- Ask the children to draw or make their own character, deciding on a special gift or power. Provide the children with prompts that will support and extend their thinking, such as: *What is the character called? Why? How did they come to possess this gift? When is it used or demonstrated? Why? How is it helpful to the character or other people?*
- Children can annotate their drawings or models and introduce their characters to other children's characters, perhaps create relationships, make imaginary worlds and shape stories together.

5 CROSS CURRICULAR LINKS

- Provide children with opportunities to talk about themselves and their families. Model how they can talk about themselves and each other with respect and sensitivity. Encourage children to celebrate their similarities and differences and challenge bias or stereotypes, such as those relating to gender, religion or ethnicity. *What makes them special? How would they describe themselves if they were a child in a book?*
- Children could employ technology to create Top Trump cards for their own characters and those well known to them in books. Agree on the shared criteria for scoring and support children to create the templates then scan and import the images they have drawn or that are illustrated in the books.