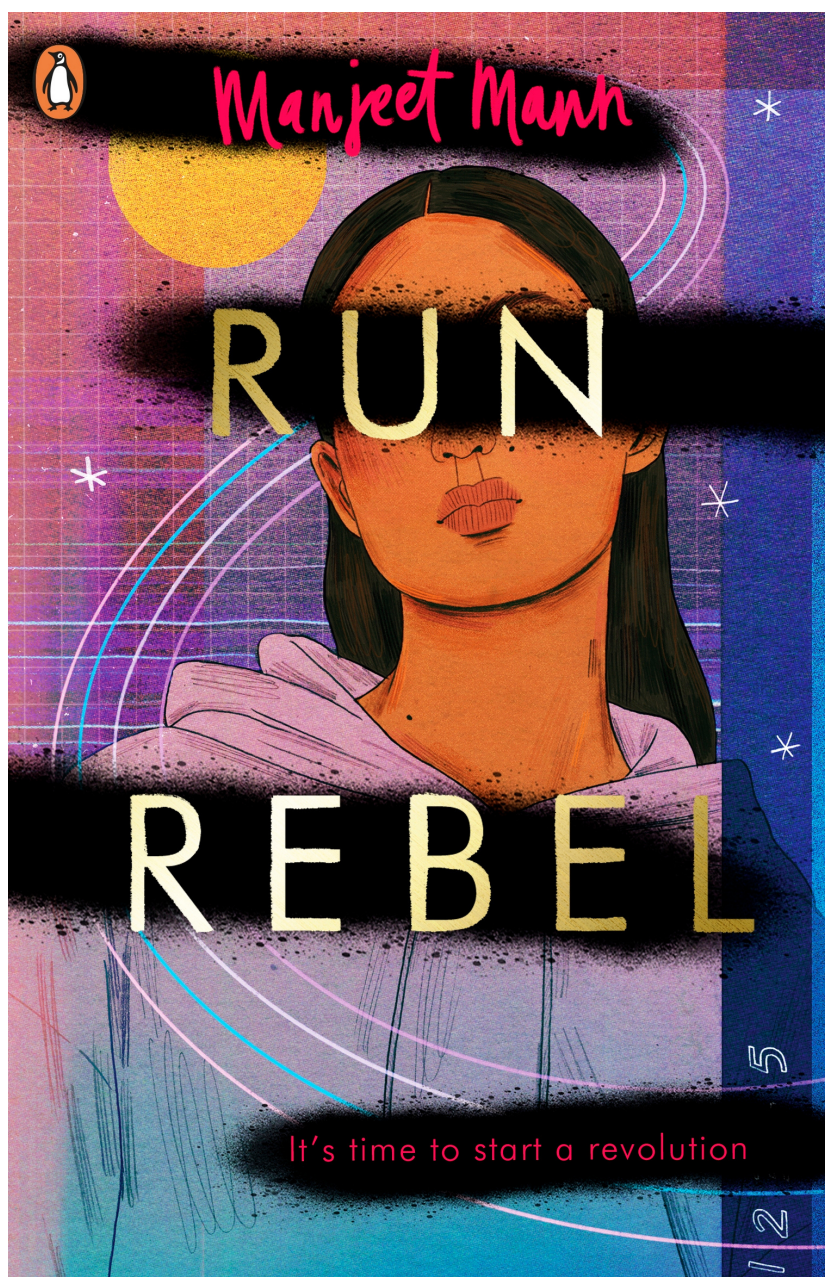


# CILIP Carnegie Shortlist 2021

## Shadowing Resources



The CILIP Carnegie  
& Kate Greenaway  
Children's Book  
Awards

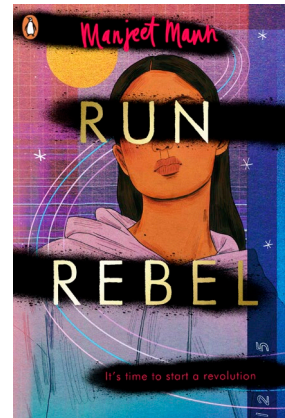


Title: **Run, Rebel**

Author: **Manjeet Mann**

Publisher: Penguin Random House Children's

Age: 13+



**Note to Group Leaders**

This book contains some material that may not be suitable for some students. We recommend that group leaders read the book carefully before teaching it or recommending it to students and/or seek parental guidance. As with all Carnegie and Kate Greenaway shortlisted titles, we trust that shadowers and other young readers will be guided by their group leader, librarian, teacher or parent to help them select suitable, enjoyable and age appropriate material from the lists.

**Before you begin**

- You might find it helpful to read through the book and make notes using the CILIP Carnegie Medal criteria to help prompt thinking and ideas
- Keep notes of key themes, character personality and motivations

**Getting Started**

- Use the blurbs, first lines and covers and encourage group members to match them up, this can be a good way to provide a sense of the different books and their subjects.
- Encourage the group to write key words and ideas they associate with the book to create a word map that helps to describe each title. You might like to make the words bigger or smaller depending on the number of times each is mentioned so as to create a tag cloud
- Encourage group members to list the shortlisted books by those they are most keen and interested to read and those they are least interested in. What are their reasons for these? If you keep a record of these, it can be an interesting way to see which books have challenged expectations! You might like to create the lists by piling the books from least favourite (on the bottom) to favourite on top.
- If working virtually, you could create a PowerPoint presentation with a few words to describe the book by the side of the cover to help introduce them
- Encourage group members to use their senses to describe the shortlist – if the book was a food what would it be and how would it taste? What are the reasons for their choices?

**Activities**

Here are some activity ideas you might like to use with all of the CILIP Carnegie shortlisted books.

- Creating book haikus can be a way to help encapsulate the spirit of a book and different group members' feelings and perspectives on them.
- Encourage group members to think about who they would cast in a film or television version of the book, who would they pick and what would be the reasons behind their choices?
- Once the book has been read encourage group members to think about the cover, how well does it capture the feel of the book, encourage them to create a reimagined cover.
- If group members were to create a playlist for the book, what music would they use? Would particular characters and scenes have songs or pieces of music as their themes?
- Create a postcard with a scene from the book and a message from one of the characters to the reader, what kind of language would they use and what would their message say?
- You could run a **Guess Who's Coming to Dinner** introduction to the book. Have different props which relate in some way to the book. Use props for each book to describe certain characters. This idea is one which could be used physically or virtually.
- Use mood boards or mood clouds to show or describe emotions felt when reading one of the books on the shortlist.
- **Hot Seating** encourage group members to work with a partner and fire questions at each other about specific characters in the book: what do they look like, how do they speak, do you as the reader like the character, how do they respond with other characters in the book?
- Encourage group members to fill in a crib sheet detailing their hobbies, likes, dislikes, reading tastes, television taste and favourite film. Choose one of the shortlisted books based on their answers.

We have devised a number of activity ideas to tie with **Run, Rebel** and to encourage further exploration and thinking around the book.

- Do you find relief or empowerment from any sports? What helps you to feel empowered and why? You might like to interview other people in the school, can you map people's answers?
- Write a poem of your own in response to an incident that occurs in the book. Think around which scene you will choose and why.
- Create a human rights poster, you might like to focus this around women's rights, arranged marriage, domestic violence. You might find it useful to visit the Amnesty International website to find out more.



# *Run, Rebel*

## by Manjeet Mann

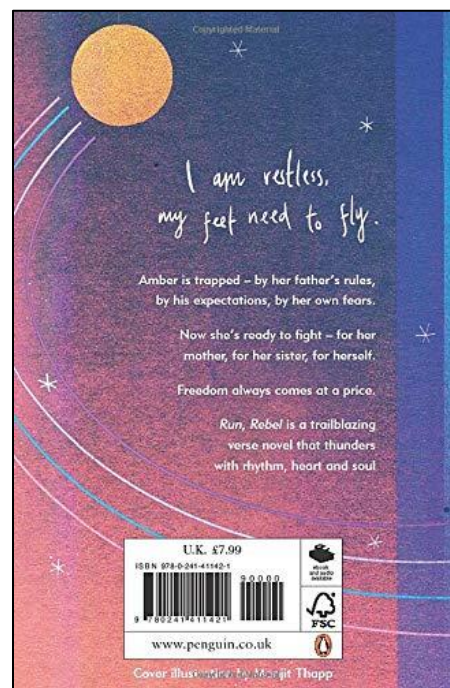
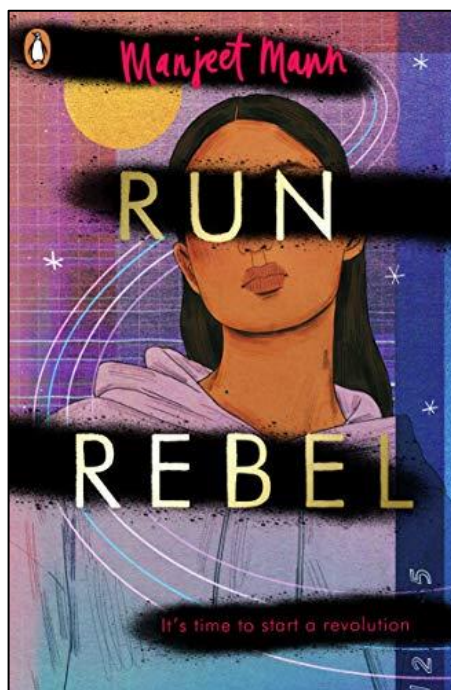
### Before Reading

#### Making predictions

- Working on your own, in a pair, or in a small group, complete the prediction tasks, below.
- If possible, discuss your ideas with other readers.
- Keep a note of your ideas so that you can refer back to them as you read.

#### The front and back covers

- Examine the book's front and back covers.
  - What do you think the book will be about?
  - What is the likely audience for the book?
  - Does it remind you of any other books? Does it make you want to pick the book up and start to read?



### Looking inside the book

- Working on your own, in a pair, or in a small group, flick through the pages of the book.
- What are your thoughts about how it is set out as poetry? Have you read any other 'verse novels'? If so, which were they and what did you think of them? If not, what are your thoughts about trying one?
- What are your thoughts about the way the book is set out? What does it suggest about how the story will unfold? Will it, for example, be a single, continuous story, or different stories that intercut with each other?

### A taster

- Read the extracts from the novel that follow.
- Add to your ideas, questions and predictions about the novel, including what genre of story you might expect.

#### Extract 1

##### CONFUSED

If girls are never wanted,  
how do you expect  
to get

your  
precious  
little  
boy?

#### Extract 2

##### FIRST DAY BACK

I leave for school earlier than usual.  
Meeting with Tara and David in our secret place.

My stomach doing flips holding in – excitement.  
Not seeing them over the summer makes holidays – unbearable.

Correction.

Not seeing David over the summer makes holidays  
HELL ON EARTH.

I turn out of my estate, take in the tree-lined street that surrounds  
me and leave the looming high-rises behind.

### Extract 3

#### THE ANATOMY OF A REVOLUTION

One	Restlessness
Two	Dissatisfaction
Three	Control
Four	Momentum
Five	Honeymoon
Six	Terror
Seven	Overthrow
Eight	Peace

## During Reading

We recommend working through the novel without pausing too often, then doing some more substantial work afterwards. The novel does offer lots of opportunities to pause for reflection, particularly about the different relationships described and the issues raised.

- You might like to keep a journal while reading, pausing to write down your reflections after key points. Where possible, have a discussion with other readers before putting your thoughts down on paper.
- You might like to pause when:
  - A new character is introduced
  - The book moves to a different setting
  - There is a twist in the plot
  - Something unexpected happens
  - You have questions about what is going on.

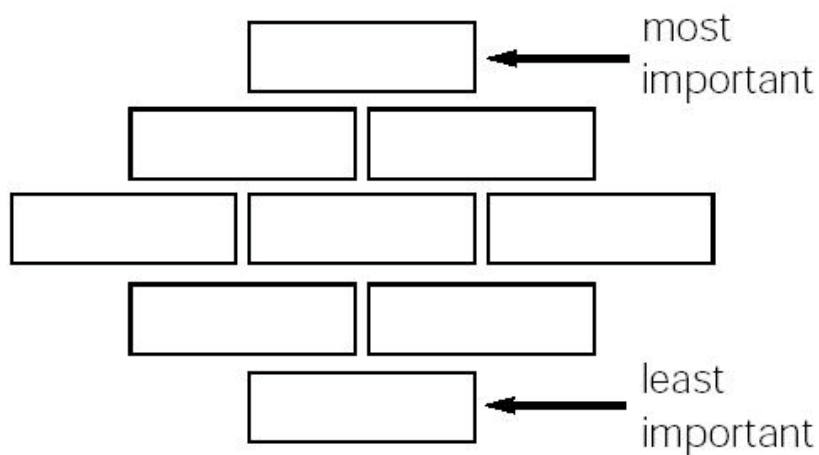
## After Reading

### What is the novel about?

- Below are nine suggestions for what *Run, Rebel* is about.
- Working on your own, in a pair, or in a small group, rearrange them into a 'Diamond 9' formation, as shown below.
- If possible, compare your ideas with other readers and discuss any differences.

<i>Run, Rebel</i> is about ...		
working towards your dreams, no matter the cost	coming to terms with who you are	bullying and how bullies are made
women standing up to male violence	escaping from the life you were born into	the possibility of change
the importance of family	the importance of friendship	the freedom that comes from running

### Diamond 9 pattern





## Amber in the middle

Amber is the central focus of the narrative.

- To help you remember and think about everything Amber was involved with, and to prepare you for more substantial writing about her character, you should produce a diagram of her relationships in the novel.
  - Working on your own, in a pair, or in a small group, draw Amber in the middle of a large sheet of paper. Label the picture with words and phrases that describe her.
  - Write the names of key characters in the novel, or draw them, around the edge of the sheet: mother, father, Ruby, Jas, Tiya, David, Tara, Gemma, Beena, Miss Sutton, Mr Walker, Allie Reid, Mr Garcha.
  - Draw arrows between Amber and the other characters and write along the arrow the nature of their relationship, including key moments described in the novel.
  - Draw arrows between other characters where links exist. For example, between Tara and David. Write along the arrow the nature of their relationship, including key moments described in the novel.
  - If possible, compare your ideas with other readers.

## Lessons for Amber

Drawing on the previous activity, write a journal entry in the voice of Amber, reflecting on what she learned from her experiences. Before you write, identify four or five areas of focus and brainstorm ideas around each. For example:

- Amber was a bully – why she bullied Gemma, how this made her feel, how it made others see her, what the book is trying to say about bullying, how her bullying is resolved.

## Exploring relationships

*Run, Rebel* features many different relationships. Mainly, we see how Amber has different relationships with different characters. But we also get an insight into relationships between other people. For example, we read about Ruby's relationship with Jas, and about Amber's mother and father.

- Write a short piece on your own with the title: *What the novel shows about human relationships*.

## Discussion questions

- Use one or more of these questions to consider some of the ideas arising from the book. If possible, share your ideas with other readers.
  - What are your thoughts about Amber's love of running? What does running offer her that other aspects of her life cannot? How well does the book write about running?
  - Lots about Amber's life is terrible, while her friends David and Tara seem to have comfortable lives. Why do you think the writer chose to put in this contrast? What does it add to the novel? Does it take anything away?
  - What is your reaction to Amber's father? She has quite a lot of sympathy for him at the same time as she often hates and fears him. Do you have any sympathy for him?
  - What is your reaction to Amber's mother? For example, what do you think about the fact that she took so long to leave her husband?
  - The book is structured around the 'Anatomy of a Revolution' – the eight stages that a revolution goes through according to what Amber learns in her history lessons. How well do you think this works? How does this structure compare with the way other books you have read have been structured?
  - What are your thoughts about Amber bullying Gemma? How well does the book write about bullying?
  - What are your thoughts about Amber's sister, Ruby? You might like to think about her relationship with her husband, Jas, her daughter, Tiya, and her mother.
  - The book explores a lot of issues: friendship, bullying, patriarchy, alcoholism, love, family relationships, arranged marriages, poverty, literacy and more. What are your thoughts about so many issues being in one book? Is it more a book about these issues, or about its characters?

## Defending the novel

Imagine that your school has decided to ban *Run, Rebel* from its school library because of the father figure's violence and alcoholism.

- Write a letter to the headteacher challenging their decision, explaining to them why this is a book that should be made available to your school's students.

## Editing the book

The book ends without revealing two things – whether or not Ruby got accepted for a place at Oxford University, and whether or not Amber won the county championship race in London. Imagine that the editor of the book has suggested changing the ending so that we find out that Amber wins her race at the county championships in London, and Ruby gets accepted to read English at Oxford University.

- In role as the writer, Manjeet Mann, write an email to your editor, explaining why you wrote the ending as you did and whether or not you agree with their suggestion.

## Reading the reviews

The extracts, below, are all from reviews of the book. (The final one has been made up to provide a talking point.)

- Working on your own, in a pair, or in a small group, consider which reviewer comes closest to your own view of the book.
- Working individually, write your own paragraph to express your views about the novel. You can draw on the review extracts you have read if you wish.
- If possible, compare your ideas with other readers.

Oh this one is both beautifully told, but absolutely gut-wrenching. It's written in verse, and I loved how in the author's q&a, she says: 'It was easier to deal with big emotional subjects by getting straight to the heart of the issue and saying more with very little.' And that shines through so so much. The fear, the heartache, the trauma, is all so palpable in just a few lines. This is the kind of story that tugs you out of your world and into the life of Amber Rai: track runner, rebel, domestic abuse survivor.

C.G. Drews, [www.goodreads.com](http://www.goodreads.com)

A breathtaking verse novel, about patriarchy, privilege, and generational trauma. Framed around the notion of *An Anatomy of a Revolution*, it's a powerful insight into how the strength of women can overcome oppression, but it doesn't present simple answers. The struggle is read, and complex, and there aren't easy answers.

I have so many books on my TBR list that I don't often plan to revisit books, but I'll reread this. You should read it too.

Tamara, [www.goodreads.com](http://www.goodreads.com)

The verse style is vital to the novel, allowing the story to flow forward and the narrative to cut deep into Amber's emotions. It makes it a very readable book, despite the difficult subject matter, and feels like it is pulsing forward like the running that keeps Amber going. The story is a powerful one that shows that people can find ways to get out of terrible situations and that it isn't always as simple as wanting to leave. *Run, Rebel* will hopefully not only share an important narrative, but also give teenage readers examples of how poetry can be used to fight back and to tell a story in a fast-paced, engaging way.

Siobhan Dunlop, [www.amazon.co.uk](http://www.amazon.co.uk)

There's no doubt this is a very readable book. The verse form is perfect for the subject matter, allowing the writer to explore multiple issues from Amber's perspective. The narrative races along, just like running phenomenon, Amber herself. I do wonder if there are too many issues squeezed into one book, though. Lots of young women go through struggles like Amber, and it's good to see them on the written page. But for me, it sometimes feels a bit forced.

Anonymous

## Cards for Literary Analysis

These cards have been designed for use with any short story or novel. You can select a particular card to work with or rely on your teacher to give you a particular area of focus. You could then work through the bullet points on your card or select a few that seem most interesting or relevant for a particular text.

### Setting

- In which different settings does this story/novel takes place? What part does each setting play? Which setting is most significant and why?
- How important is setting to the story/novel as a whole? Does the setting have a particular impact on the story/novel, or could it be set almost anywhere?
- What difference would it make if this story/novel was set somewhere else? E.g. another country, a rural rather than urban setting, in space!
- How effective do you think the writer has been in creating a sense of place? Are there any particular examples of setting you think are particularly well written? If so, why?
- Is there anything particularly interesting or special about the way setting is used and presented? In what ways is it similar or different to stories/ novels that explore similar themes and ideas, or that are written in the same genre?
- Find one or two bullet points from other cards that add to what you have discussed about setting. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



English & Media Centre

### Characters

- Who is your favourite character, and why?
- Who do you think is the most important character, and why?
- Who are the other significant characters? What different roles do they have?
- What is special or unusual about the way one or more of the characters is presented?
- Which character would you most like to be friends with, and why? Which character might significant adults want you to be friends with, and why?
- Are characters paired or grouped in any particular ways? E.g. friends, rivals, etc. What ideas are raised by these pairs or groupings?
- Are the characters typical of ones found in this kind of story/novel? Are they distinctive and individual, or stereotypes? Explain your answer.
- Find one or two bullet points from other cards that add to what you have discussed about characters. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



English & Media Centre

## Form and structure

- What do you think is interesting about the way this story/novel begins?
- What were the key moments in this story/novel? How did they shape the story/novel as a whole?
- If you had to describe the path of this story/novel, what would it be? E.g. journey from childhood to adulthood, from grief to happiness etc.
- What did you notice about the end of this story/novel? Was it what you were expecting? Did it tie up loose ends, or leave some things unresolved?
- Does this story/novel belong to a particular genre? If so, how does it fit in with other stories that you know in the same genre?
- Does the story/novel use just one form or does it include more than one E.g. letters, diary entries, poems, newspaper reports
- Find one or two bullet points from other cards that add to what you have discussed about form and structure. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



## Themes and ideas

- What, to you, are the five most important themes and ideas in this story/novel? If you had to narrow your list down to one theme or idea, what would it be and why? In what ways is this theme presented? E.g. if the theme is love, what exactly does the story/novel have to say about love?
- Does this story/novel deal with big issues that affect the whole world, or small ones that affect individual lives? Give reasons for your answer.
- Does this story/novel contain any themes or ideas that have made you look at the world in new ways? If so, what are they, and how have they changed your views?
- Does this story/novel contain any themes and ideas that explore how people should act and behave? If so, what are they and do you agree with how they are presented?
- Are the themes and ideas presented in ways similar or different to other stories you have read, including stories of the same type, or in the same genre?
- Find one or two bullet points from other cards that add to what you have discussed about themes and ideas. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?





## Language

- Identify one or two of your favourite passages in the story/novel where language is used particularly well? Explain how it is used.
- How would you describe the language used in this story/novel overall? E.g. poetic, plain, chatty etc.
- Would you say the language in this story/novel is original or creative in any particular way? If so, how?
- Are there any patterns in the language used? If so, what are they, and what is their effect? Are there any other patterns, such as of imagery and symbolism?
- How is dialogue used in the story/novel? Do characters, for example, speak in particularly distinctive ways?
- Is the language similar to how it is used in similar kinds of stories/novels? If so, in what ways? If not, why not?
- Find one or two bullet points from other cards that add to what you have discussed about language. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



## Narrative

- How does the writer try to capture and keep the reader's attention? How successful are they in doing this?
- Is the narrative told in order from beginning to end (a linear narrative), or does it move backwards and forwards in time? What is the effect of the order in which events are told?
- Can you think of any other ways the story/novel could be told? For example, by a different character, or in a different order? How would this affect your experience of reading?
- Would you say that this story/novel is told in a particular original or creative way? If so, how?
- Is this story/novel told in a way that is typical for its genre?
- Find one or two bullet points from other cards that add to what you have discussed about narrative. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



### Point of view and voice

- Through whose eyes do we see the events of the story/novel? Do readers get just one point of view or several?
- What do you find interesting about the point or points of view presented?
- If the story/novel is told from different points of view, how does the writer do this?
- What would the story/novel be like if told from someone else's point of view? Whose point of view would you choose, and why?
- How would you describe the tone of voice used to tell the narrative? Does the narrative draw attention to itself by using a particular tone, or is the tone pushed to the background? What is the effect of the choice made by the writer?
- Find one or two bullet points from other cards that add to what you have discussed about point of view and voice. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



### Audience and overall personal response

- Who do you think this story/novel was written for, and why? Are there any other groups of people who you think should read it?
- What was your experience of reading this story/novel?
- What would you recommend about this story/novel to other people?
- Which parts of this story/novel did you most enjoy? Were there any parts that you didn't enjoy?
- Do you think this story/novel could be improved in some way? If so, how?
- What other stories (or films, TV, plays etc.) does this story/novel remind you of? In what ways?
- Who do you think should read this book and why?
- Find one or two bullet points from other cards that add to what you have discussed about personal response and audience. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?

