

Yoto Kate Greenaway Medal 2022

Activities Pack



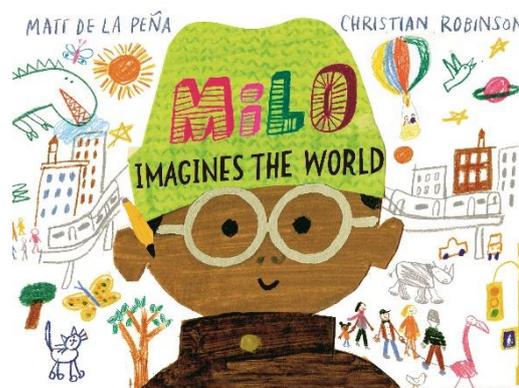
Title: **Milo Imagines The World**

Illustrator: **Christian Robinson**

Written by: Matt de la Pena

Publisher: Two Hoots

Age: 5+



Note to Group Leaders

Shortlisted books may contain material that may not be suitable for some students. We recommend that group leaders read the books carefully before sharing or recommending them to students and/or seek parental guidance. 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.

General Activities

1. Create a HAIKU POEM of three lines using a syllabic structure [WORDS CUT UP INTO SOUNDS] of 5-7-5 to describe your experience reading each book.
 - o Example:

Fantastical shapes	(Line 1- 5 syllables)
create patterns for the eye	(Line 2- 7 syllables)
to become amazed	(Line 3- 5 syllables)

Share your HAIKUS on Social Media using the hashtag #CKG22.

2. Search for book trailers for each of the shortlisted titles online. Use these as inspiration to create your own trailer to celebrate the book you are currently exploring through shadowing.
3. Create your own playlist to accompany a shortlisted book - you might want to highlight a particular theme, tap into the geography or time period of the book or choose a character and create a playlist that reflects them.
4. Create a moodboard for the shortlisted titles. Think about materials and colour palette, texture, shape and perspective. What do you want your moodboard to suggest or represent? Why?
5. Create a cake that reflects one of the shortlisted titles. Perhaps you will make one large cake, dozens of smaller cakes or a combination of both. Don't forget to share your bookish bakes on social media, using the hashtag #CKG22.

6. Have a go at building book spine poetry using the shortlisted books. Arrange the books in different ways, with the spines visible so that the titles can be read in a certain order. Share your poems on social media using the hashtag #CKG22.
7. Play charades, using non-verbal communication to act out the title of each book.
8. Use a shoebox to create a diorama inspired by a shortlisted title. Your diorama should include key items which reflect the themes, plot, characters and mood of the book.
9. Think of some questions you would like to ask the shortlisted authors and illustrators and share them on social media using the hashtag #CKG22 and tag the illustrator.
10. Rank the books based only on their covers - you could use this exercise to determine the reading order and repeat the exercise at the halfway and end points to see how your rankings have changed.
11. Choose a double page spread from one of the shortlisted titles and use this as inspiration for your own piece of artwork.
12. Design a set of endpapers for one of the shortlisted titles - what would you do differently? Why?

Book Activities

1. Think about someone you know from afar and draw your imagined version of their life like Milo does. This could be someone you see on your way to school regularly, or a neighbour or classmate you don't know very well. Share your creations on social media using the hashtag #CKG22.
2. Discuss first impressions. How quickly do we make assumptions about people when we meet them? Do we ever get this wrong? Can first impressions help us? What can we learn from Milo's story?
3. Have a go at breakdancing, or watch some performances online.
4. If you could go anywhere or see anyone via train, where would you go? Who would you see?
5. Play 'twenty questions' using famous people or fictional characters and what we know about them from afar. Pick a person and get others to guess who you are in less than twenty questions. You are only allowed to answer yes or no.

Wellbeing Activity

Let your imagination run wild. Create your own banks of storytelling prompts such as places, people and objects, then randomly pick a selection and write your own story.

Teaching Ideas for the Kate Greenaway Shortlist 2022

Title: *Milo Imagines the World*

Illustrator: Christian Robinson

Author: Matt de la Peña

Publisher: Two Hoots

These notes have been written by the teachers at the [CLPE](#) to provide schools and settings with ideas to develop comprehension and extended provision around Greenaway-shortlisted picturebooks and illustrated texts for children of all ages. They build on our work supporting teachers to use high quality texts to enhance critical thinking and develop creative approaches in art and writing. We hope you find them useful.

This book is particularly suitable for children aged 5-11.

Reading the book and close reading of illustration:

- Before you begin to read, look together at the front cover illustration and invite children to share their first impressions of the character placed centrally in that image. *What do you think you know about this character from looking at the illustration?*
- Now read the title, ***Milo Imagines the World***. *Do we think that this is Milo? What tells us that? What might 'imagining the world' mean? What clues do we get from the rest of the image?*
- Now look at the endpapers and the title pages. *Why might the illustrator have chosen to use this pattern on the endpapers?* Discuss the use of the two different drawing styles on the second title page and the cover: *What might this suggest?*
- Read and explore the first three spreads (up to "...**hurries off the train.**") *What do we know about Milo? What would we like to find out? What might it mean that Milo is "a shook-up soda."? Why do you think he chooses to draw?*
- Read the next spread and respond to the way in which Milo has imagined the life of the 'whiskered man'. *Where do you think Milo could have got his ideas from? How does Christian Robinson help the reader differentiate between the real world and Milo's imaginings?*
- Read the next five spreads (up to "...**the walls are closing in around Milo**"). As they did previously, invite children to share their response to Milo's drawings. *Why might he feel like the walls are closing in? What does this mean?*
- Read the next two spreads (up to "**turns to his reflection in the window**"). *What words or phrases might you use to describe the group of dancers? How do the different spectators in Milo's sketchbook respond to them? Why do you think he "doesn't really like this picture" he has created?*
- Read and respond to the rest of the book. *How do you feel about the ending? What does Milo realise by the end? How would you summarise this book? What do you think it is about?*
- Watch a short extract from this interview with Christian Robinson (<https://vimeo.com/468645530> 6min - 7 min): "He's kind of doing what we all might do... he's making assumptions, relying on lazy stereotypes and first impressions. And so he's imagining what these people's lives might be like and he's drawing and sketching them out." Give time for children to respond to this observation: do they agree that this is something 'we all might do'? You might explore the idea of 'unconscious

bias' as part of this. By the end of the story, consider how his observations helped Milo begin to think more consciously about assumptions we make and how we can misinterpret what we see.

Engaging in illustration:

- Look back at the spreads to explore how Christian Robinson uses two very distinct styles in the book to show us the difference in the story events and how Milo represents the events he is imagining in his sketchbook, which he carries with him.
- Invite the children to consider and speculate about the materials he uses to create each type of image. *What can you see in the spreads that gives a sense of the different media used?*
- Give each child a large sheet of drawing paper and a range of coloured pencils and crayons that mirror the materials used for the illustrations that show Milo's drawings in the book.
- Look back at the final double page spread showing the picture that Milo gives to his mum. *Why do you think he has chosen to draw this image? What do you think he wants his mum to feel as she looks on it? What do you think it tells us about his family? What has he chosen not to show? Why might this be?*
- Now look at the technique used by Christian Robinson in these spreads. *How does he make the drawings look child-like?* Consider the simplicity of the lines and shapes used to represent objects, the simplification of facial features, arms and legs for the people and animals represented and the omission of finer details.
- Give the children time and space to try to use this style to represent an image of their own lives that they would want to share with others. *How might they choose to do this? What would they want to share about their homes and family? What might you want to hold back or choose not to show?*
- Now, ask them to compose their drawings, using the child-like style explored by Christian Robinson in the book, using the coloured pencils and crayons provided.
- Display the children's art prominently, encouraging them to look at the similarities and differences in their work and talk about the different scenarios chosen, how they have been represented and how we are left feeling about them and their work, as well as what is effective in their own work and that of others.
- Reflect on the work together. *What was accessible about drawing in this way? Were there any challenges in drawing like this? What were these and how did you overcome them?*
- *Why do you think Christian Robinson chose to depict these parts of the illustration in this way? What does it add to our understanding of Milo and also to how we respond to these particular illustrations as a reader?*

This sequence of activities was designed in partnership with CLPE. CLPE is a UK based children's literacy charity working with primary schools to raise the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning. Find out more about their work, and access further resources and training at: www.clpe.org.uk