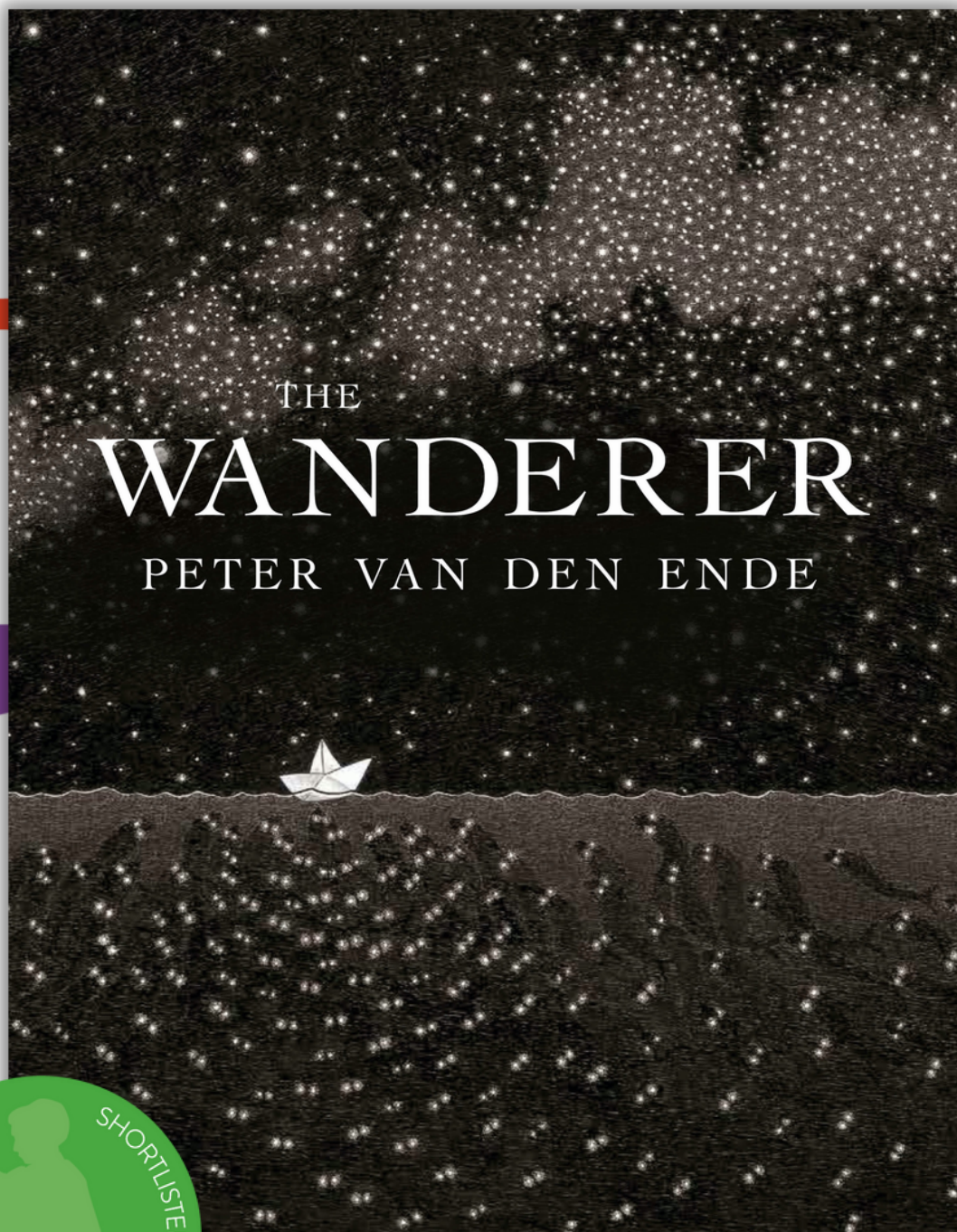


# Yoto Kate Greenaway Shortlist

## 2022 Shadowing Resources



yoto  
CARNEGIE  
GREENAWAY  
AWARDS



#CKG22

# Yoto Kate Greenaway Medal 2022

## Activities Pack

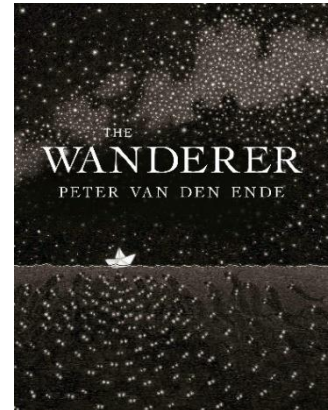


Title: **The Wanderer**

Illustrator: **Peter Van den Ende**

Publisher: Walker Books

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. *The Wanderer* is influenced by the work of another Dutch artist: M.C Escher, who used black and white to create visual puzzles and interlock images. Try creating a picture of your own by interlocking black and white images together.
2. Creatures of the deep live in the Mariana Trench. Create your own Sea Monster hybrid [using a mixture of different animals or mythical animals with fantastical elements like in the book] and give it a name. Share your creations on Social Media using the hashtag #CKG22.
3. Research the different levels of the living sea from shore to deep ocean. Can you spot them all in *The Wanderer*?
4. Watch a video about the five oceans here:  
[www.youtube.com/watch?v=1WZsxVDTqcU&t=302s](https://www.youtube.com/watch?v=1WZsxVDTqcU&t=302s) Make a scrap book of FACTS you find out and turn it into a collage of the plants and creatures that inhabit the five oceans of the world.
5. During the Wanderer's journey the little paper boat gets attacked. Create your own seascape from found materials and stage a battle at sea.  
Allocate roles:
  - Actors: Enact a battle
  - Stage Hands: Move and swirl the cloth about the actors
  - Design: Keep it simple. What colours would you use?
  - Costume: As in the book, you could experiment with the monochrome effect of black & white.
6. Draw your own boat and imagine a world for it to explore. Create an imaginary map to chart its journey or use an actual map of the world. Turn your map into a wall chart. Spread it out on the floor and mark all the different places your boat could visit.

7. *The Wanderer* is not completely wordless. Look at any names you can find and research their meaning. They are all linked to the sea and literature.
8. Every page of *The Wanderer* has a story. How many can you find? Which characters can you follow? How many fantastical beasts can you discover?
9. In *The Wanderer* sea creatures are affected by pollution. Watch this video on Marine Pollution. <https://www.youtube.com/watch?v=Yomf5pBN8dY> What can you do to help protect our oceans? Make a list of five actions you can take as an individual.
10. Make a paper boat and place it in obscure and interesting settings - garden, yard, tree etc. Snap a black and white photo and share your papercraft's journey on social media using the hashtag #CKG22.
11. What materials could make a boat that would survive the journey?
12. Pick up an atlas and plot the journey of the boat, familiarise yourself with places on the world map using the endpapers in the front and back of the book.
13. *The Wanderer* is almost entirely wordless, so think up a word that comes to mind for each double page spread, then share with your group. Did any of you come up with the same words?
14. Note down the few words that do appear in the book and look them up. What does this add to your understanding of the book? Why do you think they have been included?
15. The artwork is incredibly stylized. Get a pen and paper and create your own line drawing. Fill the page.

## Wellbeing Activity

### SET UP OBJECTS

Something to smell

Something to taste

Fabric/Material- Texture to Touch

A Picture of a boat

The sound of the waves

Explore your world. Go on a journey of the five senses. Start with the picture of the boat; visualise being on a boat. What would it be like? What might you find on board? Close your eyes/use an eye-mask and take a wander around the room.



## Teaching Ideas for the CILIP Kate Greenaway Award Shortlist 2022

**Title:** *The Wanderer*

**Author-illustrator:** Peter Van Den Ende

**Publisher:** Pushkin Press

*These notes have been written by the teachers at CLPE to provide schools with sessions which focus on the importance of illustration in building a narrative and supporting children's response. They build on our work supporting teachers to use picture books to enhance critical thinking and develop creative approaches in art and writing. The teaching notes show how picture books can be used in schools to enhance children's reading comprehension and creative writing. We hope you find them useful.*

*These notes have been written with children aged 9-11 in mind. However, this is a sophisticated wordless picture book which has scope for it to be interpreted in different ways with pupils of different ages.*

### Reading the book and close reading of illustration:

- Before you begin to read, look at the front endpaper illustration of the map. *Have you seen a map like this before? What does it show? What do you notice when you look more closely?*
- Now look at the front cover illustration read the title, ***The Wanderer***. Open the cover to explore the whole spread. *What do you see in the illustration? To where is your eye drawn? What is happening? What more does the title, and this cover illustration make you think about the book you are about to read?*
- Turn the page, revealing the first page in which the two characters are making a paper boat. *What does this sequence of images make you think about or feel? Look at the opposite page, exploring the overall image as well as the tiny details. What do we learn from the illustration? What ideas does this opening spread give you about the story to come? Who might 'The Wanderer' be?*
- Turn the page to reveal the bird's eye view spread of the paper boat on the vast ocean. *What does this tell us about this boat and the kind of journey it is making? How is the story being told?*
- Continue reading on until spread 5 in which we see a predominantly underwater scene. *What catches your eye and why? Flick back to note the array of sea life; what do we learn about life in this ocean and its relationship with the boat?*
- Now turn the page to reveal a more fantastical depiction of underwater sea creatures. *Is this what you expected? What more are we learning about 'The Wanderer'? How do the facial expressions and body positions of the creatures demonstrate their thoughts or emotions in this moment?*
- Read on to spread 12 as the boat emerges into the open sea, meets a whale and another creature. *What do you notice about the boat in this spread? Flick back over different scenes to look closely at size and scale of the boat compared to its surroundings. What perspective are we provided as the onlooker; from above, behind, beside or underneath the boat; close up or from afar? How does this help us to anticipate what might happen next; where the boat might go; if it is in danger or not?*
- Read through to spread 18 in which the boat moves through the iceberg. *How long has this journey taken? How do we know? How do the series of illustrations show time passing? Do some scenes take*

*longer to unfold than others? Are any scenes particularly vivid or evocative? Can you always tell what is real and what is fantasy?*

- Read on to spread 22 in which the boat is shot. Read through the increasingly dramatic events to spread 34. *How do the illustrations convey the strength, dangers and fragility in this world?*
- Now, read on to the end of the book. *What did you like or dislike about this book? What did it make you feel or think about? Do they have any questions?* Look at the back endpaper to support recall. *Why do you think the author might have chosen to create this book about a perilous journey involving a small paper boat? What do you learn from reading this book? How do the illustrations contribute to the ideas, concepts and feelings explored?*

### Engaging in illustration:

- Consider how the illustrations work together to tell a much broader story about fragility and courage. Look closely at particular spreads, such as:
  - *Spread 2 in which we see the boat and birds crossing an expanse of ocean*
  - *Spread 14 in which the boat is surrounded by fish*
  - *Spread 16 in which the iceberg rises up in the night*
  - *Spread 20 in which the birds fall from the sky amid the pollution*
  - *Spread 23 in which the boat is caught in a great wave*
- Encourage the children to look at the illustrations in greater details and talk about these spreads in more depth, looking at how we are left feeling about the boat as it faces and overcomes adversity. *How are we given a sense of the scale of these challenges? Peter Van Den Ende says that ‘Fragility should never be an excuse for not trying to do something that is very difficult.’ How has he shown this? Consider the title, ‘The Wanderer’ – do you think the boat is wandering or has a determined course; does he make choices?*
- Compare the use of line in creating movement, texture and tonal contrast to represent the landscape, animals and people. Take time to re-examine the exquisite details in the pen drawing. *How does the illustrator portray awe and wonder?*
- Invite the children to find a small natural subject and closely observe it, talking about details in it they find fascinating and how it interacts with its surroundings. Provide fine black pens and model how to create texture, detail, directionality and tone by mark-making. Draw alongside the children, playing with composition, scale and viewpoint to create the sense of strength in fragility.
- Allow the children to pin up and share their drawings, encouraging them to look at the similarities and differences in their work and talk about the different subjects 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.
- Allow access to art materials for the children to continue to draw scenarios featuring unassuming or fragile subjects, or to make up characters, scenarios or stories of their own.

**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](http://www.clpe.org.uk)**