

The yoto Carnegies



The Yoto Carnegie Shortlist 2023 Shadowing Resources





Activities Pack for *Saving Sorya: Chang and the Sun Bear*

Author: Trang Nguyen

Illustrator: Jeet Zdung

Publisher: Macmillan Children's Books

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 for the Full Shortlist

1. Imagine each of the shortlisted titles as a dessert! Do you think the book you read is a Lemon Sorbet with a light and tangy plot or a Sticky Toffee Pudding with a complex, multi-layered narrative?
2. Take the last line of one of the shortlisted books and use this as the opening line for your own story or poem.
3. Taking each of the shortlisted books in turn, think about the characters and the way they navigate the plot and various subplots. If you were going to wake up inside each book, which character would you choose to be and why?
4. Imagine that two characters are sitting on a bench. Only two people can sit on that bench at any given time, so when a third person arrives, the first person has to make up a reason to leave. Shadows should think carefully about the different characters from their chosen book; what reasons might they have for being near to or sitting on a park bench. They must then become the character and interact with the other person/people on the bench. You could base this activity on a single title or have some real fun by using characters from across the shortlist. What will happen when characters from different worlds collide?
5. 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 create a playlist that reflects a particular character.
6. Play charades, using non-verbal communication to act out the title of each book and get the rest of your group to guess which book you are presenting.
7. Think of some questions you would like to ask the shortlisted authors and share them on social media using the hashtag **#YotoCarnegies23**
8. Redesign the cover of a shortlisted book. How would your creation differ from the existing cover? What would you include and why? Explore colour, shapes and themes.
9. Think about who would play the main characters in a film or TV adaptation of one or more of the shortlisted titles. Create a cast list and explain your choices.
10. Create your own book trailer for one of the books, or work together to make a trailer for the entire shortlist. This could be a TikTok style 'sell' of the book or a more traditional thematic video.
11. Take the first line from each of the shortlisted novels and create a poem or story by combining them with words and phrases of your own.

Book Activities

1. In groups have a go at a research project on endangered species. Choose from the Sun Bear, Moon Bear, Sloth Bear or Spectacled Bear and create an information poster on your favourite. You can use your school library to find a range of books and printed materials as well as online sources to find out all you can about your chosen bear. Try to include links to two or three different subjects. For example, you might link to art by drawing, tracing or painting your bear; you might link to English by writing a poem about it; you might link to IT and music by incorporating a QR code that will take the viewer to an audio file of bear sounds or a piece of music that you think represents your bear.
2. Create your own bear in Manga style. Think of a name and draw a habitat for your Manga bear to live in. Share your creations with other shadowing groups on social media using the hashtag **#YotoCarnegies23**
3. Have a go at making a model of a bear using clay, plasticine or similar. You can use this tutorial to help you: <https://www.youtube.com/watch?v=4jnbAr6VeyU> Why not make a display in your library featuring all of your bears?
4. Bake a chocolate cake in the shape of a Sun Bear or a Moon Bear. Remember to include the distinctive markings.
5. Research the career path of a conservationist. You could read more about Trang Nguyen or someone else. You can find more about Trang and Jeet's work here: <https://freethebears.org/>

Wellbeing/mindfulness:

Listen to the Rainforest at BBC SOUNDS:
<https://www.bbc.co.uk/programmes/p08g2bsc>

Close your eyes and try to imagine you are surrounded by the rainforest. Consider the temperature, the way the light hits the leaves. Think about the colours and shapes. What can you see in your mind? Are you standing or sitting? Perhaps you are lying on the rainforest floor. What do you feel beneath your feet and against your skin? What scents are carried on the air? What can you taste?

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 the Yoto Carnegie-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 7-11.

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. *What type of book do you think this will be? What makes you think that? Does it remind you of anything else?* The exaggerated large eyes and cartoon style used for the human character might remind the children of animation design while the panels used for the rest of the cover might lead to the children making connections with comics, graphic novels and manga.
- Now respond to the text on the cover. *Who might Sorya be? Why might they need saving? What suggests that to us? What further information does the subtitle give us? How does the full title – and the detail that it is ‘based on a true adventure’ – influence our expectations for the story?*
- Turn to the interior title page and then read Trang Ngyuen’s note to the reader. *What do they notice about the illustrations on these pages? How are they different or similar to the illustrations on the cover?*
- Read and explore the first four spreads (up to “**...and I’m a wildlife conservationist.**”) *What do you learn about Chang? What do you think it means to be a wildlife conversationist? What do you think they do? How do the text and illustration work together to help us form an impression of Chang and her role?* Turn the pages back and forth and give the children time to note the differences and perhaps express preferences for the different style of art work used by Jeet Zdung: from the painterly landscapes, to the cartoonish characters, to the detailed observational drawings in Chang’s notebook. *Have they ever kept a notebook and made observational drawings like Chang?*
- Read the next six spreads (up to “**A Wonderful Morning!**”). Consider together how the graphic novel format supports our understanding of the story that is being told. *What are our impressions of Chang, Sorya and the environment? How do the illustrations and the format inform those impressions?* For example, children might discuss the impact of the shift in viewpoint from one panel to another (a wide shot to a close up, or a third-person perspective to Chang’s point of view). They might reference the effect of the gradual zoom through the binoculars POV or when we are directed towards Chang’s journal. *How do the text and the illustrations work together to draw out the hazards and discomforts as well as the awe and wonder of this rainforest environment?*

- Read the next two spreads which take the reader back to Chang's past. Discuss how the children responded to this important moment from Chang's childhood. *What did they feel and what do they think the character was feeling? How are these emotions – and this shift in time frame – communicated in the illustration?*
- Read and respond to the rest of the book. Continue to reflect together on the different styles of illustration which Jeet Zdung uses throughout to communicate information to the reader about bears or the environment, how he shows action and suspense, how he helps us to empathise with Chang and Sorya, and show her frustration, excitement or determination throughout the story.

Engaging in illustration:

- Look back at the spreads in which Jeet Zdung depicts pages from Chang's journal. For example, the page near the start with drawings of Chang's equipment and resources as well as leaves and plants; or the double-page spread towards the end showing multiple images of Sorya's development over time.
- 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? Why do you think Chang draws and annotates so much of what she sees? What is the value and purpose of recording experiences in this way? Have you ever recorded moments from your life like this?*
- You might share some examples of observational drawing by other illustrators, such as previous nominees [Mini Grey](#) or [Beth Waters](#), or scientists such as [Anna Atkins](#) or [Mary Anning](#).
- Give each child either a sketchbook or sheets of drawing paper, as well as a range of drawing pencils, coloured pencils and/or watercolours that mirror the materials used for the illustrations that show Chang's own drawings in the book.
- Decide where to engage in some observational drawing with the class. You could take the sketchbooks outside and find leaves, shoots, leaves or small objects to draw. Alternatively, you might stay in the classroom and provide small objects (leaves, flowers, shells, etc). If children are interested in drawing animals, like Chang, you can provide photographic references to draw from.
- Explain and demonstrate that observational drawing is all about looking. In [this article](#), Jackie Morris explains how her childhood hero recommends simply watching *for an hour* before starting to draw! Encourage the children to look as carefully as possible, trying to see the shapes, the patterns, the perspective, the shadows, and how each of these interact. Explain that they might produce a series of short sketches quite quickly before spending time on a more detailed drawing. Once they have a drawing they like, they could add a little colour using pencil or watercolour.
- Afterwards, reflect on the work together. *What did they like about drawing in this way? Were there any challenges in drawing like this? What were these and how could you overcome them?*

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

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