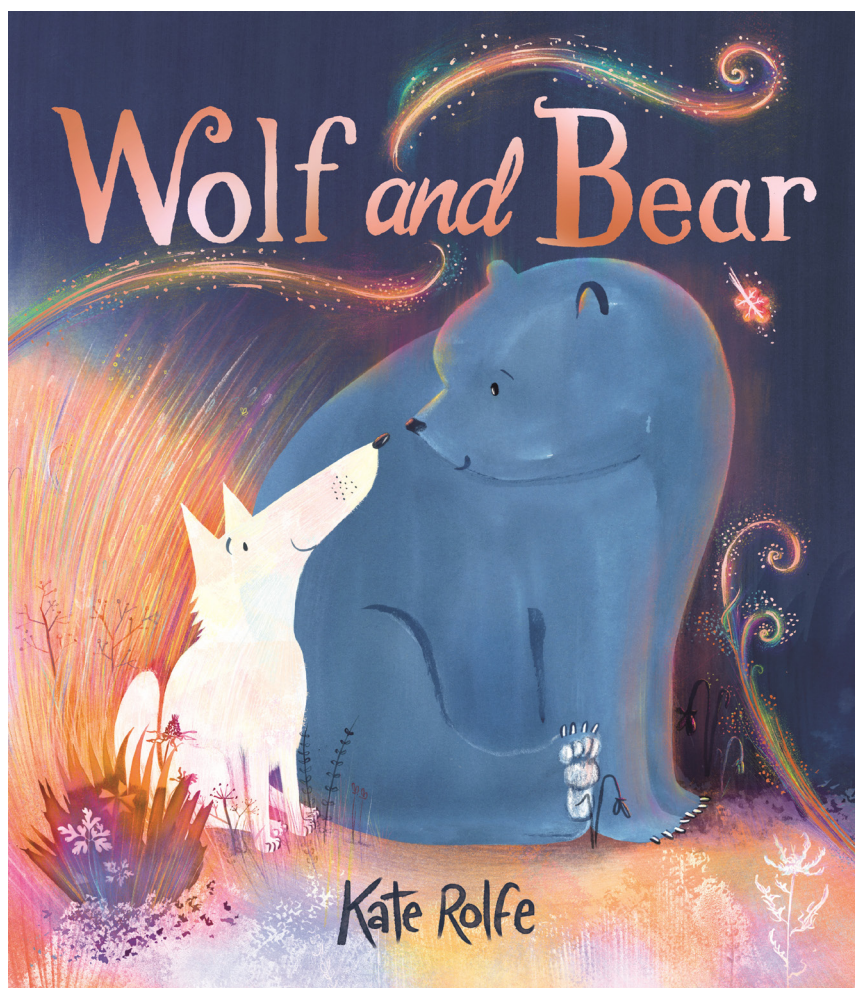


The Carnegies



The Carnegie Shortlist 2025 Shadowing Resources



Teaching Ideas for the Carnegie Medal for Illustration Shortlist 2025

Title: Wolf and Bear

Illustrator: Kate Rolfe

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 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.

These notes have been written with children aged 5–9 in mind. However, this is a sophisticated picture book that has scope for it to be interpreted in different ways with pupils of different ages.

Reading the book and close reading of illustration:

- *Wolf and Bear* is a sensitive and beautifully illustrated book about the power of compassion and care, acceptance and kindness, helping children understand emotions which can often be difficult to talk about or express. As both author and illustrator, Kate Rolfe uses both words and pictures to tell the story of a friendship. Extended time should be given for children to closely read the illustration, considering how the text and images work together to tell the story.
- Begin by looking at the front cover where the storytelling begins. *What do you think is happening here? What do you think you know about these two characters? What do you think they might be thinking or feeling? Do you think they feel the same? What do you notice about the time and place of the setting? What do you think the swirls and wisps of golden light might be that echo the gold of the title? What do you think might happen in the story?*
- Share the title page and discuss. *Does this reinforce or refine any initial impression you might have about the two characters?* Children might observe that Wolf — whose coat is light — is rolling carefree in the bright and colourful part of the page, and that Bear, whose coat is dark, is on the shaded side. *What do Bear's facial expression and body language convey? What do they make you think about the story you are about to read?*
- Now share the first spread of the friends at play. *Does this image reflect what you had predicted about two? Are there any other elements you notice in the spread; do you think they might have any meaning?* The children may note the changing season, the shade cast by the mountain to the right. Move on to look at the details of the next spread in the stream. *What do you notice about how Wolf and Bear are depicted?* The children might observe that the colour, light and movement are on the left-hand page

around Wolf, with the dark stillness around Bear. *How does this sit with the “great heaviness” and the way “the shadow of the mountain would draw him away”?*

- Share the next three spreads as Wolf continues to invite Bear to play. Allow time and space for the children to closely read these spreads. *What do you notice about Wolf and Bear in each spread? Where is each placed in each illustration? How does Kate use light and shade to emphasise what is happening between them? Children might note that Wolf is on the left, in the light, moving and playful, especially in the three vignettes, while Bear is on the right or absent, in the dark, and on the last of the three the directionality, looking away from the page-turn — heightens tension. What do you think might happen?*
- Turn to share the next spread, which demonstrates the drama of the page turn. *How does this image make you feel and how does Kate achieve this effect?* Children might comment on the directionality and angularity, the darkness deep and hard-edged against a white background.
- Read on to the end of the book, allowing time and space for the children to unpick how the illustrations unfold the resolution. They might comment on the size and scale of the next spread (“Slowly... like a cloak”), the beauty of Wolf’s song filling the right-hand page of the next spread; Bear climbing in darkness to “the point where the shadow ran out”. Support them to consider how the shadow that surrounds Bear is dispelled, and how Kate uses light and shadow to underline this change. At first Wolf tried many ways of helping Bear, but ultimately the honest expression of grief in her song draws Bear back. The message is nuanced: Bear isn’t “fixed”, but when he starts to emerge from darkness it’s on his own terms, not to play but to sit quietly as Wolf sings for her friend.
- After reading, encourage the children to share their thoughts. *What did they like and/or dislike? What did it make them think? Do they have any questions about the book? How did it make them feel? How do the illustrations Kate has created to complement her words deepen their engagement with and understanding of the story?*

Engaging in illustration:

- Revisit a range of different spreads to see how the illustrations explore the path to supporting Bear’s wellbeing. Support the children to see how colour and movement help us understand characters’ actions, but also their state of mind. They may observe that Wolf is always directed towards Bear (her body and her attention). Meanwhile Bear’s sadness is described as something “falling over him”, that “draws him away” as reflected in his posture.
- *Wolf and Bear* has a distinctive look and palette inspired by Kate’s use of cyanotype printmaking, “a technique of painting with sunlight and shadow.” This process, of which you can see more on Kate Rolfe’s website, reflects the metaphor of light and shade that expresses the characters’ emotions.
- Cyanotypes can be created in the classroom (or indeed, outside, weather permitting — it does not need strong sunshine!) using widely available pre-prepared papers, as demonstrated on this video from National Museums Liverpool. Ideally take the children outside to gather leaves, shoots, stones, seeds, and similar small natural objects to use in the classroom. Support them to experiment with the effect before

using drawing pencils and coloured pencils and/or watercolours that mirror the palette and effects used in the book. Kate added the softer colours with crayons, pastels and digital drawing.

- Work alongside the children as they work, encouraging them to look as carefully as possible, trying to see shapes, patterns and shadows. Afterwards, reflect on the work together. *What did they like about working in this way? Were there any challenges? What were these and how could you overcome them?*
- Give space for the children to pin up and share their drawings, allowing them to look at the similarities and differences in their work and to talk about what is effective in their own work and that of others.

This sequence of activities was designed in partnership with CLPE, 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.

Carnegies Shadowing Resources 2025

These resources have been created by the following YLG librarian representatives: Alison Brumwell, Maura Farrelly, Kelly Greenwood, Mary-Rose Grieve, Margaret Griffin, Cassie Hands, Tanja Jennings, Jenny Jones, Ellen Krajewski, Ruth Keys, Alison King and Lizzie Ryder.

General Ideas for all books

1. Take some time to look at the judge's criteria for the Carnegie Medal for Writing and for Illustration. Pick out one or two points and discuss them with one of this year's shortlisted books in mind. Remember, not every criteria will be relevant for every book!
2. Document your journey through the 2025 Shadowing period either on paper or in a shared digital space. You can record the books discussed and activities undertaken in each session, as well as offer a creative platform for reviews, reflection, artwork and anything else you might like to add.
3. Choose a character from one of the shortlisted books and reinvent them in the art style of your choosing. You could create your character digitally, draw them by hand, paint them or even make a sculpture. You could try creating the same character in a variety of styles - Manga, Pop Art, Disney - using different materials.
4. 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 BookTok style pitch to sell the book to a viewer, or a more traditional thematic video.
5. Redesign the front cover or endpapers of one of the shortlisted titles. Compare yours to the original. What makes it different? Why did you make these changes?
6. Choose one of the books and reflect on the themes it presents. Could any of these themes be considered an issue of social justice? Which resonates with you most strongly? Create a leaflet or flyer highlighting one of the issues and the ways people can help, as individuals and collectively.
7. Celebrate the shortlisted books with themed food. You could bring in snacks that are inspired by the locations or cultures featured in the books, or choose foods that link to themes, illustrations or a particular character or event.
8. Recommend one of the shortlisted books using just three words. You could write these on sticky notes to put inside the book's jacket for others to find, or create a display for other readers to add to on a noticeboard, clothing line or bunting.
9. Use a jar or shoebox to create a 'book in a box' or diorama. Your box or jar should include key items which reflect the themes, plot, characters and mood of the book.
10. Host your own judging meeting where you decide which book your Shadowing group thinks is the best. Think about why you are voting for the book, link back to the judging criteria where you can and make sure the process is democratic.

Wolf and Bear by Kate Rolfe

1. The book has a strong central theme of friendship. Reflect on what friendship means to you and write your thoughts down on a piece of paper or a sticky note. Place all your ideas into a hat or a bowl and take it in turns to draw and share thoughts on friendship. Create a word cloud or a mind map and display it in your classroom or library.
2. The French version of Wolf and Bear is called Le Chant de Louve which translates as 'The Song of the Wolf'. Can you translate the title into any other languages? Does the title work for the book? Can you think of an alternative title?
3. Music is a powerful medium for exploring emotions. Do you have a favourite story or song that makes you feel happy or sad when you listen to it? What other emotions can we feel when listening to music?
4. Choose your favourite moment from the book and illustrate it in your preferred style. You can use mixed media, collage, digital tools or a simple pencil sketch to capture your chosen moment. Share your work on social media using the hashtag #Carnegies2025
5. Put together a list of opposites which feature in the book, such as light and dark, warm and cold colours, movement or stillness. Explore the effect it has when opposites are used in the story. What does this add to the depiction of the characters and their emotions?
6. Imagine you had a friend who found themselves in a dark place, and was struggling. Wolf uses his singing voice to help Bear. What skills, talents or traits would you use to let your friend know that they were not alone?
7. Make a list of the emotions you see in the book and create an image for each one. What shape would it be? What colour? What else can you capture in your visual rendering of these feelings? How do your interpretations compare with those belonging to other members of your Shadowing group?
8. Research bears and wolves. What are your top three favourite facts about each? Have there been instances where the two have befriended one another in the wild? What can you find out?
9. Set a timer for one minute and write down the names of as many famous bears as you can. Repeat the activity for wolves. Pair up your famous bears and wolves as a group and discuss the merits of each pairing.
10. What is your favourite song? If you were to draw it like in the book, what colour would you use? Have a go at creating a piece of art to represent your favourite song. You could use pencils, felt tips, chalk, charcoal or watercolours.