



★ THE ★

JACQUELINE WILSON



Creative Writing

★ RESOURCES ★

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Creative Writing Resources

DEAR TEACHERS AND LIBRARIANS...

We're here because we're VERY excited to share some big news with you. First of all – and in case you haven't heard already – there's a **brand new Jacqueline Wilson book** on the shelves. Yes, it's true! We can almost hear your collective gasp of anticipation from the Strand (and you haven't even told the kids yet...). It's called '*Wave Me Goodbye*' and it's the beautiful story of a girl sent away from home as an evacuee, set in World War II. Jacqueline's first ever story set in this period!

NOW, we can almost hear your brain cogs whirring...

Time to wave hello to some fun-filled classroom reading time, you say? Check. And not only that, but to tick off some extra KS2 Literacy practice? Double check.

Let's not forget the opportunity to fulfil some all-important History objectives?! Triple, triple check!

And that isn't even the best of it.



Yours faithfully,
The Penguin Random House Team



THE SUITCASE CHALLENGE

THE AIM

The aim of the Jacqueline Wilson Suitcase Challenge is for KS2 children to use Jacqueline Wilson's new book, *Wave Me Goodbye*, to go on an imaginative journey to a faraway place. In each lesson, pupils will gather different pieces of work to put into their own personal suitcases. By the end of this mini-scheme of work, children will each have a full suitcase that represents different parts of their identities. In the final lesson, they should swap suitcases and discuss what they discover about each other.

ABOUT THE BOOK

September, 1939. As the Second World War begins, ten-year-old Shirley is sent away on a train with her schoolmates. She doesn't know where she's going, or what's going to happen to her when she gets there. All she has been told is that she's going on 'a little holiday'. Shirley is billeted in the country, with two boys from East End London, Kevin and Archie – and their experiences living in the strange, half-empty Red House, with the mysterious and reclusive Mrs Waverley, will change their lives forever. Award-winning, bestselling and beloved author Jacqueline Wilson turns to this period of history for the first time, in this beautiful, moving story of friendship and bravery against the backdrop of the worst conflict the world has ever known.



THE SUITCASE CHALLENGE

The winning letter will be published in a forthcoming book by Jacqueline Wilson – an incredible once-in-a-lifetime prize. The winner will also have the chance to meet Jacqueline Wilson and will receive £100 worth of books, a year's subscription to First News – AND a bundle of books for their school.

Entries can be no longer than 750 words. The closing date is noon on Friday 8th September 2017. Visit www.JacquelineWilson.co.uk now for more information and for letter-writing tips from Jacqueline herself!

THE SUITCASE CHALLENGE OBJECTIVES

This Resource Pack provides material for six, hour-long lessons that can take place during KS2 classes or as extra-curricular activities. The pack covers English, History and Citizenship objectives. They include but are not limited to:

ENGLISH

Reading: comprehension

Develop positive attitudes to reading, and an understanding of what they read, by:

- i. listening to and discussing a wide range of fiction
 - ii. discussing words and phrases that capture the reader's interest and imagination
- Understand what they read, in books they can read independently, by
 - i. identifying how language, structure, and presentation contribute to meaning
 - ii. drawing inferences such as

inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing: composition

- Plan their writing by:
 - i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Evaluate and edit by:
 - i. assessing the effectiveness of their own and others' writing and suggesting improvements



LESSON ONE

My Suitcase

LEAD-IN QUESTIONS:

- * WHAT IS IDENTITY? HOW DO YOU SHOW YOUR IDENTITY?

At the beginning of **Wave Me Goodbye**, Shirley is told by her mum that she must get her suitcase and start packing for an unexpected journey.

*'Shall I get your toothbrush and flannel too, Mum?'
'You leave me to organize myself,' she said.
'Now, let's get you packed.' She reached up to the top of my wardrobe and brought down my cardboard suitcase. She blew the dust off and looked at it critically. 'It's falling to bits! And what have you got inside?'*

Put yourself in Shirley's shoes. Use the template below to create a suitcase that reflects your identity. Consider the following things:

- * What colours will you use and why?
- * What images will you use and why?
- * Will your suitcase be old and tatty like Shirley's, or will it be brand new?
- * Will your suitcase have any additional features, like a lock, a badge or some patches to reflect your personality?

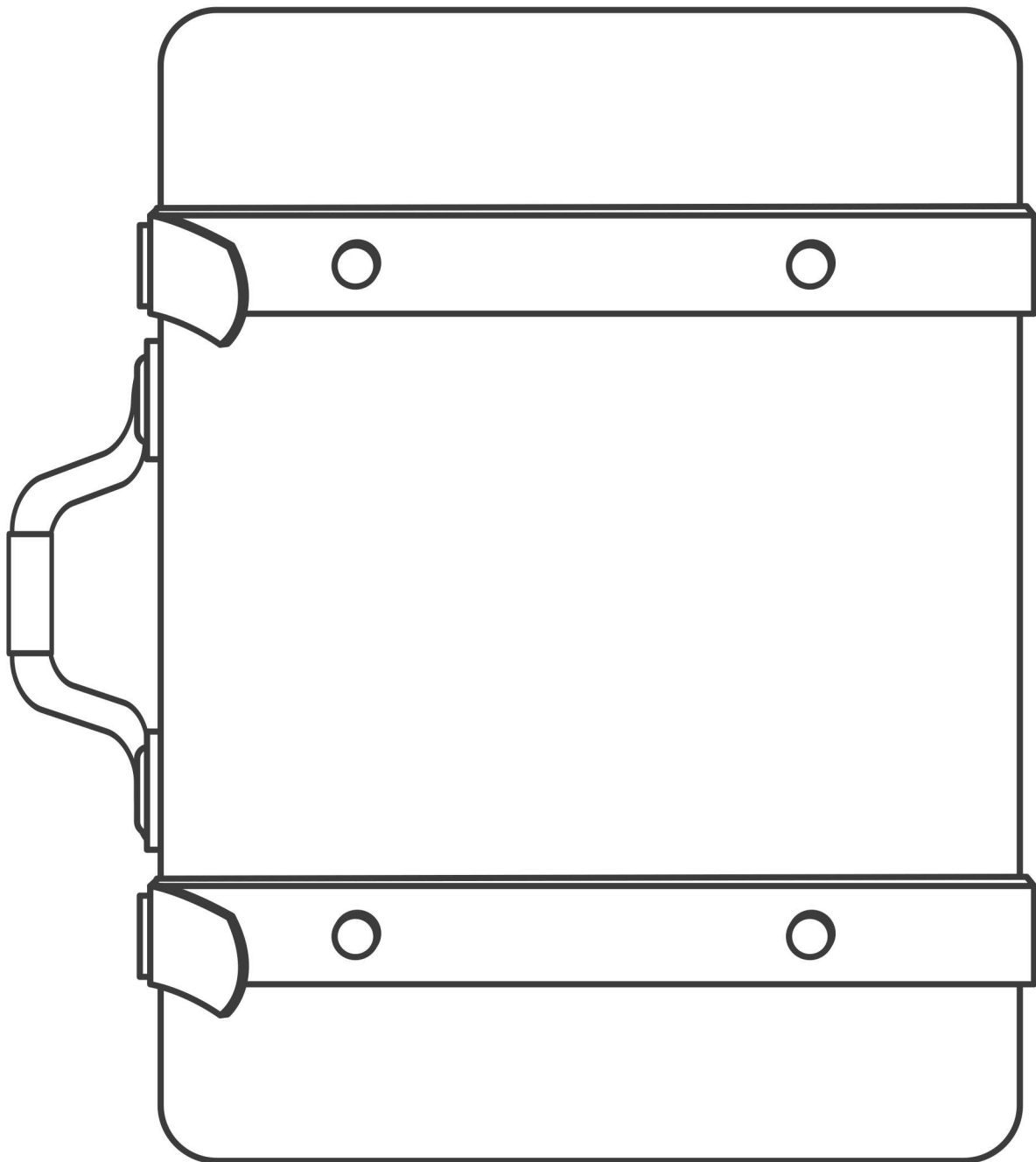
FEEDBACK QUESTIONS:

- * What have you learned about your identity in completing this exercise?
- * Is anyone willing to share his/her suitcase with the class?

For next lesson: bring an empty bag or suitcase that represents your identity. It might be a rucksack or a satchel, a handbag or a plastic bag – whatever you like best.

LESSON ONE

My Suitcase



LESSON TWO

Time to pack!

LEAD IN QUESTIONS:

- * What bags have you brought in for the Suitcase Challenge?
- * How does your bag represent you?

TASK ONE

'Dad's not here, is he? And he took the only decent suitcase with him, so we'll have to use this and he can jolly well lump it.'

It was very odd seeing Mum putting my washing things, clean nightie, another set of underwear and socks, my smocked dress, my hairbrush, a pack of three hairgrips and a spare ribbon into Dad's sample case.

'Now, this toy . . . Why don't you take that nice jigsaw puzzle of the map of the world? It'll keep you busy for ages and it's educational,' said Mum.

'I don't really like jigsaw puzzles. And you can't cuddle them,' I pointed out. 'Please let me take Timmy Ted.'

'Oh, all right then,' said Mum, sighing. 'Put him in.' I tried to make a little bed for him in amongst my clothes so he wouldn't be bumped around inside the suitcase.

'I just spent ages smoothing out that dress and now you're getting it all crumpled,' said Mum, elbowing me out of the way.

'Right. Nearly done. You can take one book too.'

'One?' I said

COMPREHENSION POINTS:

- * What does Mum put into Shirley's suitcase?
- * How do you think Mum feels? Pick out two words that helped you make your decision.
- * Why doesn't Shirley want to take a jigsaw puzzle?
- * How many books can Shirley take in her suitcase?



LESSON TWO

TASK TWO

Make a list of things that you'd want to take with you if you were going on an unexpected trip. Put two things under each of the categories below:

[Design, can you create a template using the headers below, titled “

MY PACKING LIST

TOYS

BOOKS

CLOTHES

EXTRAS

TASK THREE

Make a copy of your list and put it into your bag. Now choose one of the objects that you've decided to bring with you. Answer the following questions about your object:

- * What does your object look like? (Think about colour, shape and texture).
- * What does your object feel like to touch?
- * What would your object smell like?
- * What would your object sound like if it was touched or moved?
- * What would your object taste like if it were something you could eat?

TASK FOUR

You've just used sensory description! Hoorah! Can you identify the five senses from the five questions above? Now, read out your sentences as one paragraph. Can the rest of the class guess what your object is?



LESSON THREE

The journey begins

LEAD IN QUESTIONS:

- * What do you know about World War II?
- * What is an evacuee?

TASK ONE

Look at this illustration of Shirley from Wave Me Goodbye.
Annotate the illustration with your answers to the following questions:



• What do you think is happening in the illustration?

• How does Shirley feel?

• Where do you think Shirley is in the illustration?



LESSON THREE

The journey begins

TASK TWO

Shirley is an evacuee. In World War II, people expected cities to be bombed, as enemy planes tried to destroy factories. But bombs might hit homes and schools too, so children would be in danger. The government tried to 'empty the cities' of children to protect them. They were sent to the countryside instead. These children were called evacuees.

Read the extract from *Wave Me Goodbye*, when Shirley arrives at the station to begin her journey:

There was a whole stream of mothers and children making for Victoria station now. It was like a vast stone palace and so noisy, absolutely crammed with children. There were big kids, little kids, fat kids, thin kids, every kind of kid, some laughing and larking about, some bawling their eyes out. There were scruffy kids with grubby faces, girls in skimpy summer dresses with their vest sleeves showing, and boys in torn jerseys with scabby knees. There were posh girls in purple school uniforms with straw boaters standing two by two in a long line like Noah's Ark animals, chivvied into place by four nuns like flapping penguins.

Put yourself in Shirley's shoes. Imagine arriving at a scene like this. How would you feel? Put the emotion cards below in order from 1-5 (1 being the emotion you'd feel the most and 5 being the emotion you'd feel the least).





LESSON THREE

The journey begins

OVERWHELMED

EXCITED

CURIOS

SAD

NERVOUS

TASK THREE

There is a blank emotion card for you to add your own ideas. Is there any emotion not listed that you think you might feel?



LESSON FOUR

My jigsaw

LEAD IN QUESTIONS:

* How would you feel if you were separated from your friends and family?

TASK ONE

I'd thought Mum and Dad and I all fitted together tightly like three pieces of a jigsaw puzzle. Now we'd been abruptly broken up. It was a disaster, wasn't it? Though Dad might like being a soldier. Mum might like being a personal secretary. I knew I wouldn't like it at St Agatha's with all those strict Sisters and snobby girls, but I liked Jessica enormously and, as long as we stuck together, then everything would be all right.

Who are the four people that Shirley cares most about?

Complete Shirley's jigsaw:

<p>NAME</p> <p>RELATIONSHIP TO SHIRLEY</p> <p>JOB</p>	<p>NAME</p> <p>RELATIONSHIP TO SHIRLEY</p> <p>JOB</p>
<p>NAME</p> <p>RELATIONSHIP TO SHIRLEY</p> <p>JOB</p>	<p>RELATIONSHIP TO SHIRLEY</p> <p>JOB</p> <p>NAME</p>



LESSON FOUR

My jigsaw

TASK TWO

Now create your own jigsaw. It can be as big or as small as you like. Remember to include all of the important people in your life, whether they be family or friends, neighbours (or even teachers!). Keep your jigsaw safe in your suitcase.

TASK THREE

Imagine you've been taken out of your jigsaw and placed in a faraway location. You're allowed to write one letter or postcard to one person. Put your jigsaw pieces in order of who you would write to first. Explain to your partner why you've made your decision.



LESSON FIVE

Postcard home

LEAD IN TASK:

Close your eyes and imagine you're far away. You could be anywhere in the world – on an island, perhaps, or in an imaginary place. Or are you on another planet entirely?

Write down notes under the following headings:

I CAN SEE...	I CAN HEAR...
I CAN SMELL...	I CAN TOUCH...
I CAN TASTE...	I FEEL...





LESSON FIVE

Postcard home

TASK ONE

Using your notes from the lead-in task, draw the place that you can see in your imagination. Annotate your drawing with the different senses that you used above. When you have finished, keep your drawing safe in your suitcase.



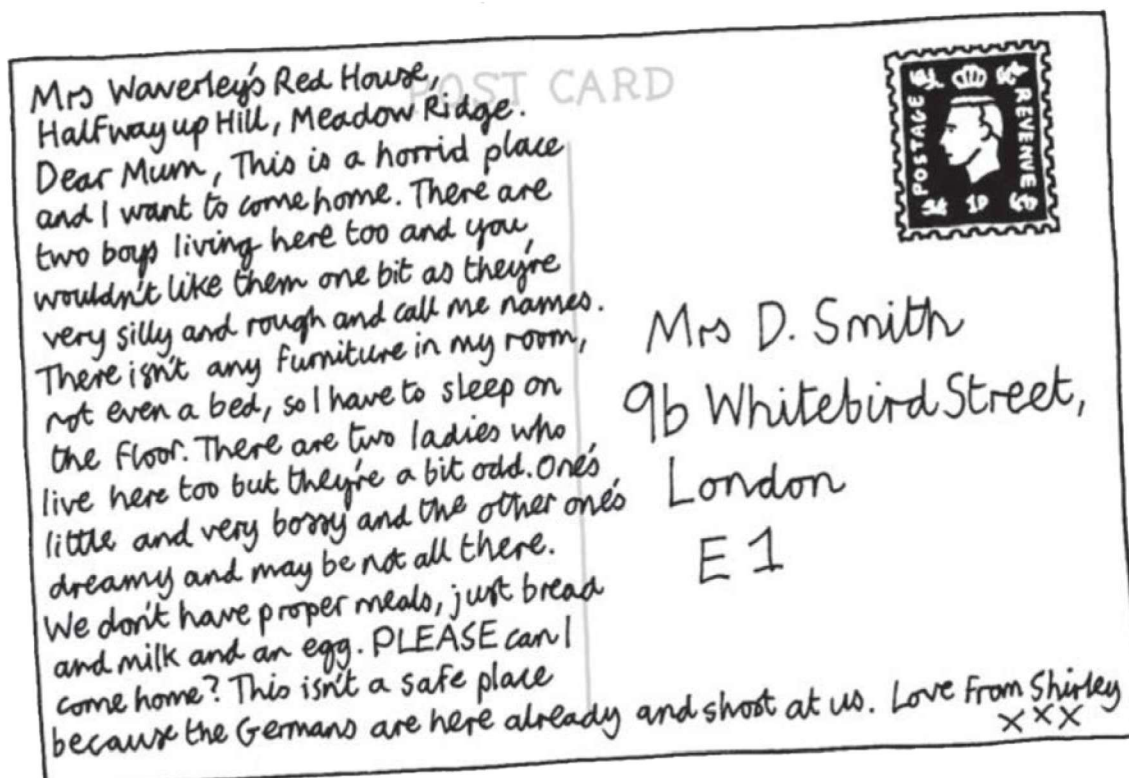
MY FARAWAY PLACE



LESSON FIVE

Postcard home

TASK TWO



COMPREHENSION QUESTIONS:

1. What does Shirley think of the place she's staying in? Pick a word that helped you make your decision.
2. Why wouldn't Shirley's Mum like the two boys that she's living with?
3. What does Shirley eat during mealtime?
4. What does Shirley want?

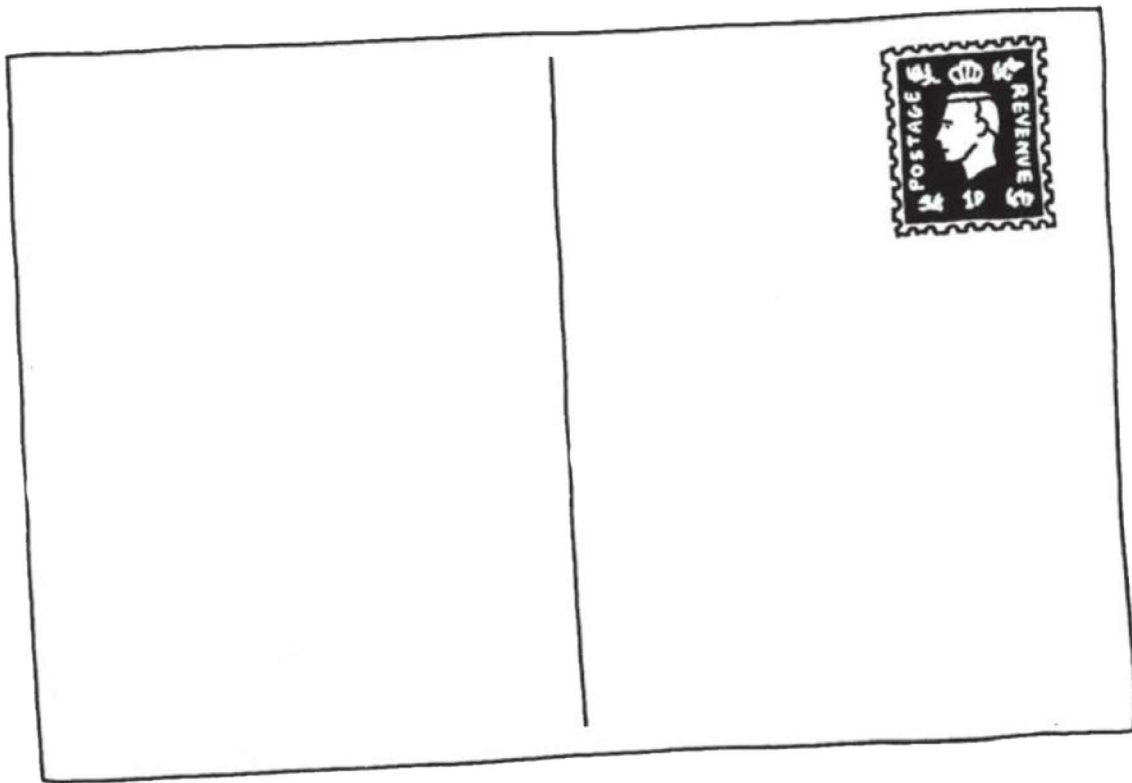


LESSON FIVE

Postcard home

TASK THREE

Look back to Lesson Four to recap who you chose to write your postcard to. Now, imagining that you're in your Faraway Place, write a postcard describing what it is like and how you feel. Use your drawing from Task 1 to help you.



Attach the front of your postcard (your drawing of your Faraway Place) to the back of your postcard (above). Keep it safe inside your suitcase! (It should be getting pretty full now...).



LESSON SIX

Swapping suitcases

REFLECTION QUESTIONS:

- * How do you feel about your finished suitcase?
- * Do you think you have learned something about your own identity?
- * Do you think it is important to learn about your classmates' identities?
- * Why?

TASK ONE

Swap your suitcase with a partner. Inside you should find the following things:

A SUITCASE DESIGN
FROM LESSON ONE

A DIARY ENTRY FROM
LESSON THREE

A PACKING LIST FROM
LESSON TWO

A JIGSAW FROM
LESSON FOUR

A DESCRIPTION OF AN
OBJECT FROM LESSON TWO

A POSTCARD FROM
LESSON FIVE

With your partner, take turns to complete the following statements:

MY FAVOURITE THING IN YOUR SUITCASE IS...

THE THING I'M MOST CURIOUS ABOUT IS...

THE THING I'D LOVE TO HEAR MORE ABOUT IS...





LESSON SIX

Swapping suitcases

TASK TWO

Time to present your work! In pairs, discuss the things that you'd like to share with the class from your suitcases. Remember, you cannot talk about your own suitcase, you must give your partner enough information to talk on your behalf!

TASK THREE

As a class, reflect on what you've learned. Have you found out something new about someone else? How does that make you feel?

CONGRATULATIONS!
YOU'VE COMPLETED
THE SUITCASE CHALLENGE

The Penguin Random House Team