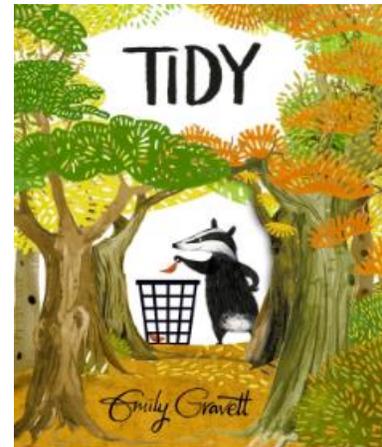


2017 Kate Greenaway Medal shortlist Visual Literacy notes

Title: **Tidy**

Illustrator & author: **Emily Gravett**

Publisher: **Too Hoots**



First look

- Share the book **Tidy** with the group so that everyone has seen and heard the story all the way through.
- Have a second look together at all the images, decorations and other graphic details. At this stage don't tell them too much. Ask them to point out to each other anything that strikes them as interesting about the artwork.
- Chat in pairs or as a group about whether they enjoyed *Tidy*. What did they like or dislike and why?

Look again

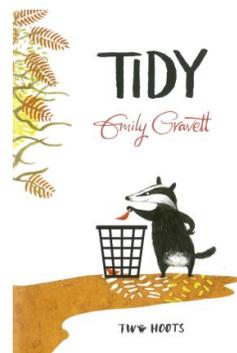
Start with the cover.

Look at the front and the back of the cover. If you have the hard back copy, take the book jacket off and look at the artwork on the inside of the jacket and on the hard book cover. Finally, open the cover to see the end papers.

What can we see through the hole in the covers?

It is the hero of the story, Pete, the badger. What is he doing? Why could he already be described as foolish?

Pete is on the title page. What is the difference between the background behind Pete and on all the other opening and ending pages?



What did you find hidden in the pictures on the covers?

... map, squirrel, broom, toilet cleaner, bucket, robin, woodpeckers, scrubbing brush, rabbit, washing up liquid, magpie, vacuum cleaner, rubber gloves, hedgehog? Anything else?

Colour

- How does the use of colour give you information about the times of year that this story is taking place? For example, what happens during the winter? How do you know?
- Which are the darkest pages? Why do you think the artist made these pages so dark? What feelings do they suggest – positive or negative?
- What differences are there between the colours of the natural features of woodland and the man-made objects and tools?

Woodland is uncultivated. It is naturally uncontrolled. That does not mean it is messy. Every creature and plant will have its appropriate habitat.



The CILIP Carnegie
& Kate Greenaway
Children's Book

Talk about any all the visual aspects of the book i.e. end papers, font choices, title page and layout. How do these 'extras' contribute to the overall impact of the book?

Interpreting the texts

It is always helpful, when studying a book, to use tasks which require imaginative response to encourage students to engage fully with the text. The following suggestions may help the group of young readers to become engaged in this book.

There are themes running through this story which add extra meanings (subtexts) to the book. These themes could be seen as quite complex and unsettling so two sets of suggestions are offered to suit different aged groups of shadows.

For younger primary pupils

In pairs, go through the book and make a list of all the creatures you can see that live in the woodland (there are at least 15). The list will include birds, insects and animals of all sizes.

Each choose one creature to research (you can use technology as well as books from the library). Make a colourful poster on a piece of A4 paper about your chosen creature.



Which words would you choose to describe what Pete was doing? Which of the blue words would you put in each sentence?

- Pete was being [clever, silly, fussy, caring] when he cleared away all the leaves and trees.
- When there were no trees, the rain turned the soil into [sand, mud, water, ice] .
- Pete put down concrete. Which animals lost their homes? [badger, squirrel, fox, snake, rabbit]

Artwork

Look on the internet at Emily Gravett's website www.emilygravett.com/ and go to a video in which Emily shows you how to finger paint leaves.

For older primary and secondary students

How would you describe Pete's behaviour? He seems far too keen on cleaning everything. In reality, how could such behaviour cause serious consequences?

Look it up

Use the internet and library to research 'deforestation'. Write a short report or make an A4 poster on what you find out. Does it relate to the simple story in *Tidy*?

How many creatures?

ant badger bluetit crow fox hedgehog magpie mole mouse owl pigeon rabbit robin
snake squirrel woodpecker worm



The CILIP Carnegie
& Kate Greenaway
Children's Book

Tidy by Emily Gravett: A Sequence of activities for Key Stage 1

Session 1:

Share with the children the end papers at the start of the book which depict Pete the badger in the woods placing a leaf in the bin, but do not reveal the title of the book to the children yet. You might want to give groups an enlarged A3 copy of the picture. Allow the children time to look at the illustration in depth and pose questions or thoughts about the image.

Ask the children to annotate copies of the picture with post-it notes and then develop the discussion starting with the children's ideas. To support the children's discussions, draw attention to the whole illustration; *what do the children notice immediately? Where is their eye drawn to in the picture? Why do they think that? Are different children drawn to different aspects of the image? Why?* Consider the use of white space around Pete which draws the reader's eye to the character. Starting with the picture as a whole and then zooming in on the detail you might want to consider: *What point of view have we been given? What information does that give us? What do the children notice about the colours used in the illustration? What mood or atmosphere is created by the use of these colours? What do they notice about the details in the picture such as the broom in the tree or the cleaning brush in the hollow?*

Move on to focus in on the character of Pete. Look at his facial expression and body position to give clues about him. *What kind of personality do they think he has? Why?* Once sufficient time has been provided for the children to talk in their groups, conduct a whole group discussion. Turn the page and reveal the title page to the children, which shows the forest diminishing around the character Pete. Ask the children to respond to this page considering what else this may reveal about the story. Ask the children if they have any questions about the book and what they think might happen in the story.

Session 2:

Read the title to the children and read the book aloud until "he scrubbed". Use role on the wall to explore the character Pete the badger. Role on the wall is a technique that uses a displayed outline of the character to record feelings (inside the outline) and outward appearances (outside the outline) at various stopping points across the story. Using a different colour at each of the stopping points allows you to track changes in the character's emotional journey. You can include known facts such as physical appearance, age, gender, location, as well as subjective ideas such as likes/dislikes, friends/enemies, attitudes, motivations, secrets and dreams.

Look carefully at the illustrations of Pete and the other animals in the forest. *How do you think they view Pete?* Note this on the outside of an outline drawing of Pete. Encourage the children to make personal connections with the character to encourage empathy. *Do they like to keep things tidy? Do they share a room with a sibling which makes that hard? Do they like to be messy but have a friend or family member who likes things neat? How does it make them feel when they have to tidy up?* Ask the children to consider how they think Pete feels on the inside at this moment in the story. Contemplate his facial expressions and body language carefully as well as what he is doing in the illustrations. Note his feelings on the inside of the outline drawing.

Session 3:

Re-read the story so far, and on until "so when a leaf fell, well..." and share both the accompanying illustration and the next double page spread which shows the leaves falling. Look closely at the facial expressions and body language of the animals in the picture; *how do you think they are feeling? How do you know?* Ask the children to consider if they feel like this because they also like things tidy or if

they are concerned about their friend Pete. Study the depiction of Pete in both illustrations. In particular, consider the way in which he is shown on the double page spread with the leaves falling. Consider the vastness of the space above him and the number of leaves shown falling. Ask the children, *how does this help us to understand his feelings?*

Return to the Role on the Wall and discuss whether Pete still feels the same inside now as he did at the beginning of the story. Ask the children to complete the unfinished sentence with their prediction of what they think Pete will do or feel. For example, “so when a leaf fell, well... what else could Pete do, he swept them up!”

Session 4:

Re-read the book and on until “This forest is practically perfect, said Pete”. Give the children time to look over the illustrations and to re-read the text. Look at the image of Pete in which the forest has been covered in concrete. *How could the children describe how he feels on the inside now?* Note this in a different colour on the inside of the outline of Pete.

Ask the children to consider what Pete has done and the impact this will have on the other animals on the forest. Compare the concrete landscape depicted in this image with the forest landscape that the children looked at in the first session. *Which image do they prefer and why?* To support this, you may want to show the children a series of images in which a rural landscape becomes increasingly urbanised and to talk about the impact this urbanisation has on the wildlife that live there such as light pollution confusing birds, the loss of habitats and changes to the food chain. Ask the children if they think the animals will view Pete differently on the outside now too. Add this to the Role on the Wall.

Read on until “I have made a mistake”. Look at the illustration which accompanies this page and consider how the use of colour and light allow the reader to understand Pete’s feelings and his isolation. Ask the children to write a note to Pete advising him of what to do to fix what he has done.

Session 5:

Read the whole book. Engage the children in book talk to explore their responses to the story. You might begin by asking the children the four basic questions, from Aidan Chambers Tell Me approach from *Tell Me: Children, Reading & Talk with The Reading Environment* (Thimble Press 2011). These questions give children accessible starting points for discussion:

- Tell me ... was there anything you liked about this book?
- Was there anything that you particularly disliked...?
- Was there anything that puzzled you?
- Were there any patterns...any connections that you noticed...? (With young children, these are likely to be personal connections)

The openness of these questions unlike the more interrogative 'Why?' question encourages every child to feel that they have something to say. It allows everyone to take part in arriving at a shared view without the fear of the 'wrong' answer.

Spend time considering the final illustration which depicts Pete and the other animals enjoying a picnic together in the forest. Ask the children to compare this to the initial illustrations of Pete keeping the animals clean and tidy. Ask the children to consider whether Pete is happier at the end of the story than he was at the beginning. *Why is this?* Return to the role on the wall and add the children’s ideas about Pete at the culmination of the story.

Teaching ideas for the Kate Greenaway Award Shortlist 2017 from CLPE



This sequence of activities was designed by CLPE for the Greenaway shortlist. To access more free resources from CLPE, visit: www.clpe.org.uk/freeresources

In depth teaching sequences for over 175 other high quality texts can be found at: www.clpe.org.uk/powerofreading

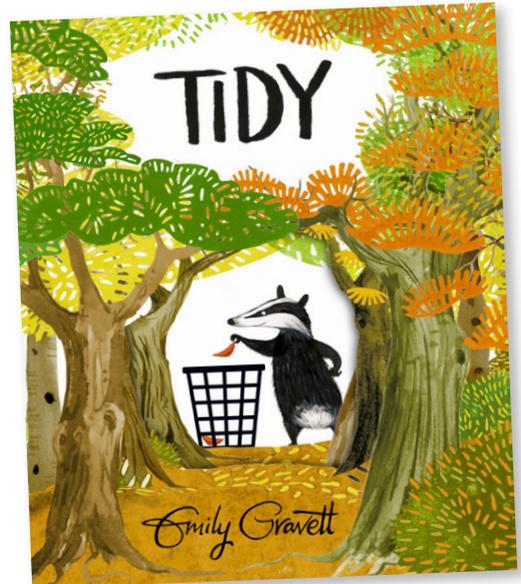
Further resources to support children's understanding of picturebooks for all ages and research on the importance of using picturebooks across the primary years can be found at: <https://www.clpe.org.uk/powerofpictures>

TIDY

by Emily Gravett
Two Hoots

Shortlisted for the 2017 Kate Greenaway Medal and the Amnesty CILIP Honour

'This charming and witty story perfectly delivers its message of environmental preservation with subtlety and humour. Full of skilful comic details'
– Judging panel



UNIVERSAL DECLARATION OF HUMAN RIGHTS

Article 29: We have a duty to other people, and we should protect their rights and freedoms.

ABOUT THIS BOOK

Pete the badger likes life neat and tidy but gets completely carried away and destroys the forest. The detailed illustrations show the habitat slowly disappearing. We all have the right to a good life, with enough clothing and housing, but Pete's actions mean there is nowhere to live and nothing to eat.

Tidy reminds us of the importance of looking after our communities and the environment. We also have a duty to respect other people's rights and what we can do to protect them. This includes being able to say what we think and contribute to the decisions that are made about our lives. The forest becomes a healthy, happy place when everyone joins in to look after their home.

HUMAN RIGHTS THEMES IN THIS STORY

Duty to others; right to a home; community; freedom; right to a good life with enough food, clothing and housing; right to participate in decision making.

QUESTIONS TO EXPLORE HUMAN RIGHTS

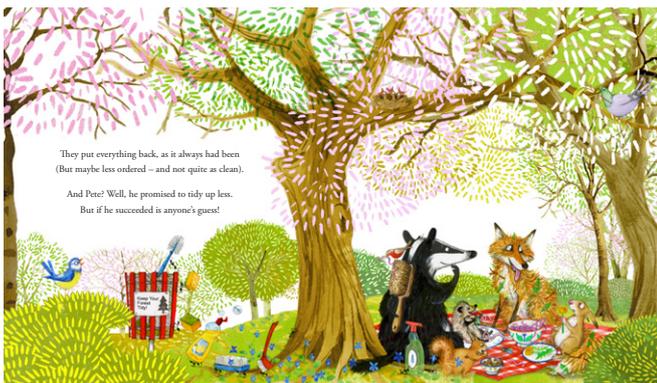
- Why might Pete want everything to be tidy?
- How do you think the animals feel about his tidiness? How do the pictures show this?
- Read the book again and again. What did you find in the pictures that you hadn't spotted before?
- What have you learnt from Tidy?

ACTIVITY

What would you change about your school, library or home? What would you keep the same? Make a list – but keep it secret. Now ask people you share the space with what they would change. Does anything surprise you?

RESEARCH

Find out who makes decisions about your school or library. Is it one person or a group of people? How do they make decisions?



We are all born free and equal

The atrocities of World War II sparked a determination to protect the rights of all human beings, everywhere. On 10 December 1948, the General Assembly of the United Nations adopted the Universal Declaration of Human Rights. The preamble says it must be shared, learned by children and be a part of all our lives.

For a simplified version of the Universal Declaration of Human Rights go to www.amnesty.org.uk/udhr

For more free educational resources from Amnesty International go to www.amnesty.org.uk/education



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